Three Rivers Community College
ECE K291 Student Teaching II
Course Materials

Spring 2013

Classroom Meetings Every Other Monday 4:16 to 5:30
Seminar Dates Included

Sheila Skahan
sskahan@trcc.commnet.edu
Phone Number: 860.383.5252
860.227.9016
Office Number: C250
Office Hours: Tuesday and Thursday 11:15 – 1:00
Or by appointment

Remember:
PRAXIS DEADLINES - Graduation Audit Deadlines - Transfer College Applications

Course Description:
<u>Prerequisites</u>: Permission of the program coordinator; successful completion of ECE* K290.
The purpose of this practicum is to enable students to apply child development theory, teaching methodologies, and teaching competencies in a learning environment with children age's birth to 8 years. Students will demonstrate the ability to manage a classroom independently, to plan, organize, implement, and evaluate classroom activities. Students will complete a minimum of 125 hours of student teaching, and 20 hours of contact time devoted to issues in Early Childhood. Candidates will complete a Senior Portfolio relevant to their student teaching experiences and current research. Candidates must fulfill specific health requirements mandated by CT State Licensing, including fingerprinting. These expenses must be assumed by the candidate.

Recommended Texts:
Student Teaching: Early Practicum Guide, Jeanne Machado and Helen Bonarescue

<u>Additional readings will be assigned throughout the semester.</u>

Course Objectives:
Candidates will:
- Apply fundamental knowledge of child development theory, teaching methodology, observation and assessment skills, and portfolio development within the birth through age eight learning environment.   (NAEYC Standard 1b)
- Develop foundational skills as a professional: including communication, team-work, ethics, and professional expectations and behaviors. (NAEYC Standard 6a)
- Be exposed to current issues and research in the field of Early Childhood. (NAEYC Standard 6a)

Course Outcomes:
- Actively applying child development theory to learning environments, family and the community. (NAEYC 2c)
- Familiarizing and demonstrating the ability to implement basic safety standards (e.g., exposure standards for blood borne pathogens, general first aid, and safety standards). (NAEYC 6b)
- Design learning tasks that include specific measurable student learning objectives the promote application of skills and conceptual understanding. (NAEYC 4a)
- Select appropriate resources (materials, technology, human) and instructional groupings to support student learning. (NAEYC 5c)
- Communicate and reinforce developmentally appropriate standards of behaviors as established by the classroom environment. (NAEYC, 4b)
- Create a positive learning environment by establishing a rapport through interactions with students demonstrating fairness, acceptance and developmentally appropriate interests. (NAEYC, 4d)
- Manage routines and transitions in the classroom. (NAEYC, 4b)
- Implement instructions that include effective initiation and closure. (4B)

- Use effective verbal and non-verbal communication techniques. (NAEYC 4b)
- Monitor lessons for students understanding when it is necessary to adjust instruction and pacing.   Beginning to collaborate and consult with other professionals to support children's learning and well-being. NAEYC 6c)
- Observing and Teaching positive social skills and interaction among children and adults. (NAEYC 3c)
- Evaluating you as teachers through reflective writing, formal assessments and weekly emails. (NAEYC 4d)
- Demonstrating ethical practices and conduct yourself as a professional. Attend Professional Development events. (NAEYC 6b)
- Prepare a personal portfolio of work that demonstrates knowledge, skills, and experiences in the field of ECE. (NAEYC 5b)
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Working Goals:
- Begin to know and understand young children's needs and characteristics and the multiple influences on development and learning. (NAEYC 1a)
- Use developmental knowledge to create healthy, respectful, supportive and challenging learning environments with content areas and academic disciplines. (NAEYC 5b)
- Identify and understand family and community characteristics and identify ways the school involves both families and communities in the growth and development of children. Build materials and experience to enhance the Home School Connection. (NAEYC 2a)
- Reflect upon and analyze the process of teaching based on student experiences or learning.   Submit bi-monthly reflections that reflect this process. (NAEYC 3a)
- Demonstrate the ability to use developmentally appropriate and effective approaches to teaching. (NAEYC 1b)
- Begin to Demonstrate implementation of the PROJECT APPROACH, including Phases 1, 2, and 3.   (NAEYC 5b)
- Plan, implement and evaluate developmentally appropriate activities with teacher's support and feedback. (NAEYC 5b)
- Work collaboratively with colleagues to examine the effectiveness of your instructions and interactions with children.   (NAEYC 6d)
- Complete 125 hours of direct practicum experiences that include independent classroom control and active practicum experiences. (NAEYC 5c)
- Create a portfolio that reflects classroom observations and reflections, weekly documentations, monthly lesson plans and work. (5c)

Policies:
Active participation in class discussions and activities is required. Candidates are expected to complete assigned readings prior to class and come to class prepared to discuss them.

CLASS ATTENDANCE AND PARTICIPATION:
All missed classes and LATE ASSIGNMENTS work against your grade.

This is an intense experience – participation and attendance at your programs are critical to your success. Please represent Three Rivers Community College with pride, confidence and professionalism.   If problems arise; call me immediately.   It is important that you are well matched with your instructor and the school's philosophy.   In rare cases, candidates can be changed if the school is not working out.

Candidates are urged to devote their time and energy to fulfilling stated class requirements. Please note that a credit hour 'work expectation' equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out of class candidate work. So for this three credit course you should expect to spend a minimum of three in class and six out of class hours (total of nine hours) per week on this course.

It is assumed that all assignments will be completed and turned in on time. It is the Candidates responsibility to communicate, confirm and follow through with all site visits and requirements.

<u>Texting</u> or using your cell phones during class is not acceptable.
The candidate is responsible for all materials covered in class as well as the assignments. If a candidate misses a class, it is the candidate's responsibility to get the notes from another candidate. **Do not contact the Instructor and ask for a review of the class.** Learn to rely on your syllabus and / or another candidate. You may want to share your contact information with other candidates to help facilitate this process.

ETHICS:
Candidates will apply NAEYC ethics policies and procedures in their candidate teaching environment.

ADVOCACY:
Candidate will identify problem areas at their site and discuss how they would implement change.

COLLEGE WITHDRAWAL POLICY:
Candidates may withdraw, in writing at the Registrar's Office, for any reason until the end of the 10th week of classes.   From the 11th week through the end of the 13th week, a candidate may withdraw with the signature of the instructor or advisor.

SPECIAL NEEDS/DISABILITIES STATEMENT:
If you have a hidden or visible disability or special circumstance, which may require my attention or classroom or test taking modifications, please see me as soon as possible, if you have not already done so, please consult with Chris Scarborough, Disabilities Candidate Counselor or speak to me during the FIRST WEEK OF CLASS.

COLLEGE RESOURCES:
In order to pursue a career in teaching, you MUST be literate.   To help you with your writing skills, we will have the writing center tutorial staff and English faculty visit our

classroom to give you the resources to improve your writing.   Please UTILIZE this service; it is an investment of time that will help you tremendously.   Additionally, all candidates must present a stable and approachable disposition.   There will be a ZERO tolerance of any unprofessional acts or disrespectful behaviors to your peers, teachers, children and families. In the past, students have been removed from their placements as a result of questionable logic, performance or actions.   A written warning will be provided to a candidate before actions are taken, except in extreme situations.

COMMNET ALERT
All students are encouraged to sign up for myCommNet Alert. A tutorial is available on the Educational Technology and Distance Learning Students page of the web site. This link should be shared with students.
http://www.trcc.commnet.edu/div_it/educationaltechnology/Tutorials/myCommNetAlert/MIR3.html

BECOMING A PROFESSIONAL:

- Candidates will demonstrate professional manners and behaviors 100% of the time.
- Candidates will be given information on NAEYC membership and encouraged to join.

ASSIGNMENTS:
To begin:

- Please become familiar with the **discipline, health, safety, and office policies and parent, staffing and curriculum guidelines** before you jump in.
- Begin your placements, spending time OBSERVING and getting to know your school's procedures and philosophies.   Please allow time to reflect before diving in.   Ask your supervising teacher which method best fits the classroom needs. **ALL Curriculum Plans SHOULD BE PREAPPROVED by the onsite supervisor.   YOU MUST USE both The lesson plans provided by the State Dept of Ed as well as integrating both Intentional Teaching and a Curricula Standard e.g. Creative Curriculum, Preschool Benchmarks, Ages and Stages..**
- Each candidate is responsible to create a portfolio that documents how they have met their candidate teaching objectives while in their placements.   This is a significant component of this course.
- Personnel Procedures and Policies: Standard OSHA procedures and State Employments laws should be followed.   **Ask about personal phone calls, sick and tardy standards, dress codes and overall personnel expectations.**
- Each candidate is required to attend a bi-monthly Practicum Support and Methods class; these classes meet every other Monday from 4:15 to 5:30 at the college. We discuss daily events, classroom methodologies and try to supplement the candidate's experiences with professional readings and round table discussions. Course readings and articles are required and are viewed in the same format as an independent study – you will read your works independently and submit reflection papers according to standards.

- **Each of you is required to complete a bi-monthly summary sheet.   You should email this to me and keep up a weekly hard copy in your portfolio.** Additionally, if you want to have your site supervisor contact me, I would welcome the news. Please tell them to feel free to contact me at sskahan@trcc.commnet.edu.
- You will be expected to implement the Project Approach, with Phases I, II, and III.
- You are expected to participate in Professional Development through your placements including workshops, planning, conferences and assigned reading.
- You will be evaluated by your school, twice during the semester (mid-term and at the end of the semester).   You will also complete self-reflection evaluations mid-semester and at the end of the semester.
- Finally, during the semester, I will be visiting you at your site at least two times. Typically, the first visit occurs in the morning in March and then again in April. **You are responsible to prearrange these dates with your sites and to verify them with your instructor in advance.   My first visit is a friendly, "how do you do?" the second is a formal evaluation.   Videotaping may occur in the second visit.   Releases will be required.**

ADDITIONAL REQUIREMENTS:
- When possible please ask to be included in parent teacher conferences and/or teacher meetings and/or teacher prep time.
- You must submit a Time Sheet- of hours and activities engaged in while fulfilling the 125 hours student teaching requirement; this form must be signed by your supervisor.   This form should be included in your final portfolio.

Points given for requirements are as follows:

Course Evaluation

Grades	Equivalent	Quality Points
A	94- 100	4.0
A-	90- 93	3.7
B+	87- 89	3.3
B	83- 86	3.0
B-	80- 82	2.7
C+	77- 79	2.3
C	73- 76	2.0
C-	70- 72	1.7
D+	67- 69	1.3
D	63- 66	1.0
D-	60-62	0.7
F	0.0	
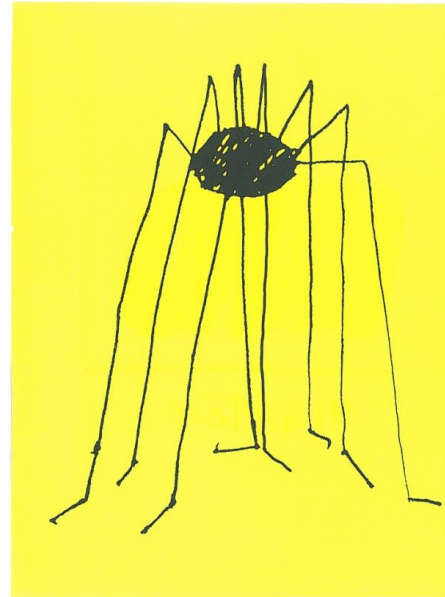
ACADEMIC CALENDAR

Jan 21	Martin Luther King Day - College Closed
Jan 23	Professional Day
	Last Day for Full Tuition Refund
Jan 24	Classes Begin/Late Registration Begins
Jan 31	Instructor Signature Required to Add Classes
Feb 6	Last Day of Add/Drop and Partial Tuition Refund
Feb 7	All College Professional Day – Classes Not In Session
Feb 12	Lincoln's Birthday - Classes In Session
Feb 18	President's Day Observed – College Open Classes Not In Session
Mar 15	Last Day to Apply for Summer 2013 Graduation
Mar 18-24	Spring Break - Classes Not in Session
March 29-31	Spring Recess – College Closed
Apr 12	Faculty System Professional Day – Classes In Session
Apr 15	Last Day to Select Pass/Fail Option – 15 Week Session
	Last Day to Submit Incomplete Work from Fall '12 semester and Intersession '12.
May 13	Last Day to Withdraw from Classes
May 20	Last Day of 15 Week Session
May 21	Make-up/Supplemental session - Instructor Discretion
May 23	Final Grades Due
May 27	Memorial Day - College Closed
May 31	Student grades available on Web
June 1	Commencement

Classroom Schedule

Class	Dates	Topics	NAEYC Standards
1	Jan 28	Overview of Student Teaching PRACTICUM Student Status – where are you? EXPECTATIONS	NAEYC
2	Feb 4	Bimonthly	2a, 4a
3	Feb 11	Lesson PLAN – In Class groups	4a
4	Feb 25	How to plan Curriculum? Intentional Teaching	4c and d
5	March 11	Behavioral Management	1c
6	April 1	Project Approach Phase One, Two, Three	5b and c
7	April 15	Code of Ethics	6b and c
8	April 29	Review of Portfolio Design	6a
9	May 13	Share Portfolios Student LED	6d

<u>STUDENT TEACHING WARNING STATUS</u>

"Any candidate not demonstrating the expected level of competence or who exhibits inconsistent practices or behaviors will be placed on academic warning at the recommendation of the faculty teaching the class.   This warning may be issued at any point during the semester.   The candidate placed on warning will be advised of his/her status in writing.   The warning will outline which competencies have not been demonstrated satisfactorily.   Candidates placed on warning must demonstrate satisfactory performance in these competencies by the end of the semester in order to continue on to Student Teaching II.

In some cases, candidate will be required to repeat Student Teaching I until the classroom objectives, performance indicators and overall teaching disposition are met.

If a candidate demonstrates inappropriate, unethical or unsafe behaviors the candidate may be required to withdraw from Student Teaching without a prior written warning.   The candidate may request an opportunity to discuss his/her status with the ECE Program Coordinator and Department Chair.

Candidates may be placed on warning no more than twice during the ECE student teaching.   When a candidate is placed on clinical warning for the third time, he/she will be advised by the ECE Program Coordinator that he/she is no longer eligible to complete the education program."

ECE Professional Occurrence Report – this must be submitted 24 hours after the event.

Candidate: _____   Faculty: _____

Incident Report

Occasionally, during the course of student teaching, occurrences have happened that need to be documented.   This exercise is designed to promote ECE candidates responsibility and accountability relating professional and ethical decision making.   Responses to each item are to be written professionally and without bias.   The candidate's responses will be retained by the ECE Program Coordinator.   If a school or program's report was warranted, follow your school's policy regarding recording and reporting e.g., DCF report.

Candidate description of the occurrence (include witnesses and dates):

Discuss your decision(s) which led to your reporting this event.

Analyze the ethical implications of this situation:

Faculty description of the event which necessitated the Occurrence Report:

Candidate Signature:　　　　_____　　Date: _____

Faculty Signature:　　_____　　　Date: _____

Name: _____   Date: _____

Bi-Monthly Reflections Student Teaching One and Two

It is expected that students in Student Teaching One will begin to know and understand how to document these reflections.   In STUDENT TEACHING II students will end the semester with critical thinking skills and a higher level of assimilation.   THESE MUST BE TURNED in during each seminar in hard copy.   Once we have corrected the form, include the edited version in your portfolio.

NAEYC Standard One: Promoting Child Development and Learning

Common Development Milestones	Individual Differences Noted	Age Appropriate Standards/Intentional Teaching Strategies
Physical Well Being and Motor Development	**Physical Well Being and Motor Development**	**Physical Well Being and Motor Development**
		Standards: Action:
Social And Emotional Development	**Social And Emotional Development**	**Social And Emotional Development**
		Standards: Action:
Language Development (communication, early literacy, dual language development)	**Language Development (communication, early literacy, dual language development)**	**Language Development (communication, early literacy, dual language development)**
		Standards: Action:
Cognitive and General Knowledge	**Cognitive and General Knowledge**	**Cognitive and General Knowledge**
		Standards: Action:
Creative Arts and Expressions	**Creative Arts and Expressions**	**Creative Arts and Expressions**
		Standards: Action:
Approaches to Learning	**Approaches to Learning**	**Approaches to Learning**
		Standards: Action:

Identify similar characteristics that you have observed with the children in your class.   Use OBJECTIVE language; do not list names – use initials).

NAEYC   Standard Two: Building Family and Community Relationships

Knowing about and Supporting Family and Community Relationships

1. What strategies did you observe that the program or staff use become acquainted with and learn about their family structure, preferred child rearing practices, linguistic, and cultural backgrounds?
2. If the program feels that a child has a developmental delay or other special needs, how is this communicated in a confidential, supportive manner? (Policy may be consistent but may change in specific cases)
3. What weekly correspondences does the program disseminate regarding children's activities, development milestones, and program information?   Reflect on the effectiveness of this tool. (Attach if appropriate)

NAEYC Standard 3:   Observing, Documenting and assessing to support young children and Families

1. What formal observing and documenting occurred during this past week?

2. Did you find the assessment method to be sensitive to the child's family culture and home language, the child's experience and   the child's abilities and disabilities?   (Be specific)

3. What specific observation methods (formal and informal) did you actively participate in?   How will this impact your teaching? And understanding?

NAEYC Standard 4: Approaches to Connect with Children and Families Using Developmentally Effective Approaches

1. Describe how you were and are able to develop individual relationships with children by providing care that is responsive attentive, consistent and culturally sensitive

2. Describe times this week when you either observed or actively participated in any of the following teaching approaches.   REFLECT ON YOUR FEELINGS AND REPORT USING OBJECTIVE LANGUAGE.
- Supporting children's needs for physical movement, sensory stimulation, fresh air, rest or nourishment.
- Organizing space and material in content and developmental areas to stimulate exploration and learning.
- Working to prevent challenging or disruptive behavior

Standard 5:   Using Content Knowledge to Build Meaningful Curriculum   (may include language arts, social studies knowledge,   logic and reasoning,   common core state standards)

1. Identify observations of the implementation of knowledge and resources in academic disciplines in your classroom.   Be specific – it is ok to focus on one academic domain each week.
2. Describe examples where you observed a teacher or YOURSELF using knowledge, appropriate to early learning standards, and other resources to implement challenging curricula for each child.

Standard   6:   Becoming A Professional

As each week progress, you will be able to identify times that you witnessed potential ethical challenges and how you as a professional become more solid in your ethical principle.   Please document these as they occur.   Again, confidentiality and sensitivity are critical.

Did any opportunities arise when you were able to advocate for children and families or for the ECE profession?

Is there anything your TRCC ECE Professor or the college could do to assist you in your placement?

Yes: _____   I need help with the following

No: _____   I think I am ok right now.

CONNECTICUT STATE DEPARTMENT OF EDUCATION
<u>Lesson Plan Format</u>

Student Teacher _____ **Grade Level**_____ **Date of lesson**_____
Institution _____

<u>Content Standards:</u> Identify one or two **primary** local, state **<u>or</u>** national curricular standards this lesson is designed to help candidates attain.   How will the learning tasks lead candidates to attain the identified standards?

<u>Learner Background:</u> Describe the child's prior knowledge or skill related to the learning objective(s) and the content of this lesson, using data from pre-assessment as appropriate.   How did the child's previous performance in this content area or skill impact your planning for this lesson?

<u>Learning Objective(s):</u>   Identify specific and measurable learning objectives for this lesson.

<u>Assessment:</u> How will you ask the child to demonstrate mastery of the child's learning objective(s)?   Attach a copy of any assessment materials you will use, along with assessment criteria.

<u>Materials/Resources:</u>   List the materials you will use in each learning activity including any technological resources.

<u>Learning Activities:</u>
Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

Initiation: Briefly describe how you will initiate the lesson. (Set expectations for learning; articulate to learners what they will be doing and learning in this lesson, how they will demonstrate learning, and why this is important)

Lesson Development: Describe how you will develop the lesson, what you will do to model or guide practice, and the learning activities children will be engaged in order to gain the key knowledge and skills identified in the child's learning objective(s).

Closure: Briefly describe how you will close the lesson and help children understand the purpose of the lesson. (Interact with learners to elicit evidence of children's understanding of purpose(s) for learning and mastery of objectives)

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Lesson Plan Format

Multicultural Consideration: How did you consider content from a multiple culture perspective?

Individuals Needing Differentiated Instruction: Describe 1 to 3 children with learning differences. These children may be special or general education children and need not be the same children for each lesson. Children may represent a range of ability and/or achievement levels, including children with IEPs, gifted and talented children, struggling learners, and English language learners.
Note: Differentiated instruction may not be necessary in every lesson. However, over the course of the student teaching placement, it is expected that each student teacher will demonstrate the ability to differentiate instruction in order to meet the needs of children with learning differences.

Which children do you anticipate may struggle with the content/learning objectives of this lesson?		
Child name	Evidence that the child needs differentiated instruction	How will you differentiate instruction **in this lesson** to support child learning?
Which children will need opportunities for enrichment/higher level of challenge?		
Child name	Evidence that the child needs differentiated instruction	How will you differentiate instruction **in this lesson** to support child learning?

Assessment Findings: Provide detailed/accurate data of assessment that aligns with child's performance in relation to lesson plan objectives.

Reflection: **How do you think the lesson went? What would you change? What worked well?** How would you extend this lesson?

Lesson Plan Rubric

Check any items below that are accurate descriptions of the plan being assessed.   No scores result from this assessment, but it is both an accurate visual formative assessment and provides detailed examples of areas in need of improvement or already meet target.

	NAEYC Standards/Skills		Needs Improvement (1)	Meets Expectations (2)	Exceeds Expectations (3)
Content Standards	**NAEYC Standard:** 5a Understanding content knowledge and resources in academic disciplines. **NAEYC Supportive Skill:** 5 Identifying and using professional resources.	1 2 3 circle one	□ Incomplete list or marginally meaningful list of content standards □ Those chosen may or may not match learning tasks in lesson □ OMITTED	□ Basic listing of meaningful content standards □ Those chosen match learning tasks in lesson	□ Complete listing of meaningful content standards □ Those chosen match and are extended through learning tasks in lesson
Learner Background	**NAEYC Standard:** 1c Using developmental knowledge to create healthy, respectful, supportive, and challenging.	1 2 3 circle one	□ Inaccurate or poorly detailed description of candidates' prior knowledge or skill related to the learning objectives and the content of the lesson □ No pre-assessment or application of prior knowledge □ Use of information is not evident in planning lesson □ OMITTED	□ Accurate but limited description of candidates' prior knowledge or skill related to the learning objectives and the content of the lesson □ Based on prior knowledge □ Use of information is evident in planning of lesson	□ Accurate and detailed description of candidates' prior knowledge or skill related to the learning objectives and the content of the lesson □ Data gained from pre-assessment □ Use of information determined planning of lesson
Learning Objectives	**NAEYC Standard:** 5b Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.	1 2 3 circle one	□ Inconsistent with standards or rest of lesson □ Developmentally inappropriate □ Unrealistic □ OMITTED	□ Consistent with standards and lesson □ Developmentally appropriate, but may be poorly constructed □ Leads to assessment	□ Consistent with standards and lesson □ Developmentally appropriate □ Leads to authentic assessment

	NAEYC Standards/Skills	Total Score	Needs Improvement (1)	Meets Expectations (2)	Exceeds Expectations (3)
Assessment	**NAEYC Standard:** 3c Understanding and practicing responsible assessment to promote positive outcomes for each child.	1 2 3 circle one	□ Does not clearly assess the objective □ Able to yield information of marginal use or accuracy □ Developmentally inappropriate □ Poorly described and/ or unpolished sample provided □ OMITTED	□ Able to yield useful, accurate information □ Consistent with objective □ Developmentally appropriate □ Described and sample provided	□ Yields precise/ complex information □ Inventive, authentic, contextualized □ Developmentally appropriate and assesses objective □ Clearly described and polished sample provided
Materials/Resources	**NAEYC Standard:** 4c Using a broad repertoire of developmentally appropriate teaching/learning approaches.	1 2 3 circle one	□ Incomplete, inaccurate, or insufficient list □ Developmentally inappropriate □ Instructionally ineffective □ Technology, if used, is developmentally inappropriate, irrelevant, or of poor quality □ OMITTED	□ Contains minor flaws in completeness □ Complete and developmentally appropriate list, but omitting some detail □ Instructionally appropriate □ Technology, if used, is useful and developmentally appropriate	□ Uses a variety of relevant materials □ Complete, developmentally appropriate, and detailed list □ Instructionally effective □ Technology, if used, is relevant, useful, developmentally appropriate and of high quality
Initiation of Learning Activities	**NAEYC Standard:** 4a Understanding positive relationships and supportive interactions as the foundation of their work with young children.	1 2 3 circle one	□ Does not raise interest or channel energy toward objective or curriculum □ Does not connect new learning to prior knowledge and/or does not engage candidates □ Insufficient delineation of developmentally appropriate procedures, behavioral expectations, and physical context □ OMITTED	□ Raises anticipation and activates curiosity in relation to objective and curriculum □ Connects new learning to prior knowledge, but without candidate engagement □ Delineates developmentally appropriate procedures, behavioral expectations, and physical context in good detail	□ Raises anticipation, activates curiosity, is imaginative, and is creative in relation to objective and curriculum □ Engages candidates with tight connection to prior knowledge □ Delineates developmentally appropriate procedures, behavioral expectations, and physical context in excellent detail

	NAEYC Standards/Skills	Total Score	Needs Improvement (1)	Meets Expectations (2)	Exceeds Expectations (3)
Lesson Development	**NAEYC Standard:** 4a Understanding positive relationships and supportive interactions as the foundation of their work with young children.	1 2 3 circle one	□ Relates minimally to objective □ Does not connect to, expand, or consolidate old and new knowledge I□ naccurate content and/or questionable developmental presentation □ Flaws in logical progression □ Little or no variety in teaching strategies □ Description lacks necessary detail □ Missing some or all instructional materials	□ Consistent with objective □ Expands and consolidates prior and new knowledge □ Accurate content presented in a developmentally appropriate manner □ Logical progression (simple to complex) □ Limited variety of teaching strategies (e.g., direct instruction, modeling, guided practice, cooperative learning, centers, manipulatives, visuals) □ Description includes necessary detail □ All instructional materials included	□ Creative, showing insight, complexity, and consistency with objective □ Expands and consolidates prior and new knowledge into understanding □ Accurate content of depth presented in a developmentally appropriate manner □ Logical progression □ Variety of teaching strategies (e.g., direct instruction, modeling, guided practice, cooperative learning, centers, manipulatives, visuals) □ Description includes detailed directions, instructions, interactions □ All exemplary instructional materials included
Closure	**NAEYC Standard:** 4b Knowing and understanding effective strategies and tools for early education.	1 2 3 circle one	□ Awkward progression □ Questionable consistency with objective □ Teacher–centered and/or minimally involves candidates □ OMITTED	□ Smooth progression from lesson □ Consistent with objective and lesson □ Requires all candidates to review, summarize, reflect, and project about learning	□ Makes connections from lesson to real world □ Consistent with objective and lesson, helping candidates understand purpose of lesson □ Requires all candidates to review, summarize, reflect, and project about learning
Multicultural Consideration	**NAEYC Standard:** 4c Using a broad repertoire of developmentally appropriate teaching/learning approaches.	1 2 3 circle one	□ Considers only the dominant cultural perspective on content □ Demonstrates no use or understanding of a multicultural process in either curriculum or pedagogy	□ Considers content from multiple cultural perspectives □ Uses a multicultural process in both curriculum and pedagogy	□ Considers content from multiple cultural perspectives □ Uses a multicultural process in both curriculum and pedagogy that develop intercultural competence

	NAEYC Standards/Skills	Total Score	Needs Improvement (1)	Meets Expectations (2)	Exceeds Expectations (3)
Differentiated Instruction	**NAEYC Standard:** 4c Using a broad repertoire of developmentally appropriate teaching/learning approaches. **NAEYC Standard:** 1c Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.	1 2 3 circle one	□ Provides incomplete information/evidence of individual candidate needs □ Provides vague or inadequate description of differentiated instruction to meet individual candidate needs □ Belief that no candidate needs differentiated instruction	□ Provides adequate information/evidence of individual candidate needs □ Provides description of differentiated instruction to meet all individual candidate needs	□ Provides detailed information/evidence of individual candidate needs □ Provides detailed description of differentiated instruction to meet all individual candidate needs
Assessment Findings	**NAEYC Standard:** 3d Knowing about assessment partnerships with families and other professional colleagues.	1 2 3 circle one	□ Incomplete/ inaccurate or irrelevant data in poor display □ Relevant patterns not identified □ OMITTED	□ Detailed/accurate data in clear display (raw data, narrative, graph or chart) □ All relevant patterns identified □ Next instructional steps identified for class	□ Detailed/accurate data display with performance aligned with objective □ All relevant patterns and individual variation identified □ Next instructional steps for individuals and class identified precisely
Reflection	**NAEYC Standard:** 6d Integrating knowledgeable, reflective, and critical perspectives on early education.	1 2 3 circle one	□ Gaps in consideration of some areas of necessary reflection □ Superficial or partially inaccurate perception of strengths/weaknesses □ OMITTED	□ Considers all areas of reflection (planning, implementation, and assessment of candidate learning performance during lesson) □ Identifies causes/ reasons for strengths and weaknesses	□ Demonstrates unusual insight into self and candidate learning □ Identifies causes/ reasons for strengths and weaknesses and provides thoughtful action plan for self
Writing	**NAEYC Supportive Skill:** 3 Written and verbal skills	1 2 3 circle one	□ Poorly written □ 4 or more mechanical errors in writing mechanics	□ Contains a few minor errors □ 2 to 3 mechanical errors in writing mechanics	□ Well written □ 0 to 1 error in writing mechanics

	NAEYC Standards/Skills	Total Score	Needs Improvement (1)	Meets Expectations (2)	Exceeds Expectations (3)
Lesson Development	**NAEYC Standard:** 4a Understanding positive relationships and supportive interactions as the foundation of their work with young children.	1 2 3 circle one	□ Relates minimally to objective □ Does not connect to, expand, or consolidate old and new knowledge I□ naccurate content and/or questionable developmental presentation □ Flaws in logical progression □ Little or no variety in teaching strategies □ Description lacks necessary detail □ Missing some or all instructional materials	□ Consistent with objective □ Expands and consolidates prior and new knowledge □ Accurate content presented in a developmentally appropriate manner □ Logical progression (simple to complex) □ Limited variety of teaching strategies (e.g., direct instruction, modeling, guided practice, cooperative learning, centers, manipulatives, visuals) □ Description includes necessary detail □ All instructional materials included	□ Creative, showing insight, complexity, and consistency with objective □ Expands and consolidates prior and new knowledge into understanding □ Accurate content of depth presented in a developmentally appropriate manner □ Logical progression □ Variety of teaching strategies (e.g., direct instruction, modeling, guided practice, cooperative learning, centers, manipulatives, visuals) □ Description includes detailed directions, instructions, interactions □ All exemplary instructional materials included
Closure	**NAEYC Standard:** 4b Knowing and understanding effective strategies and tools for early education.	1 2 3 circle one	□ Awkward progression □ Questionable consistency with objective □ Teacher–centered and/or minimally involves candidates □ OMITTED	□ Smooth progression from lesson □ Consistent with objective and lesson □ Requires all candidates to review, summarize, reflect, and project about learning	□ Makes connections from lesson to real world □ Consistent with objective and lesson, helping candidates understand purpose of lesson □ Requires all candidates to review, summarize, reflect, and project about learning
Multicultural Consideration	**NAEYC Standard:** 4c Using a broad repertoire of developmentally appropriate teaching/learning approaches.	1 2 3 circle one	□ Considers only the dominant cultural perspective on content □ Demonstrates no use or understanding of a multicultural process in either curriculum or pedagogy	□ Considers content from multiple cultural perspectives □ Uses a multicultural process in both curriculum and pedagogy	□ Considers content from multiple cultural perspectives □ Uses a multicultural process in both curriculum and pedagogy that develop intercultural competence

	NAEYC Standards/Skills	Total Score	Needs Improvement (1)	Meets Expectations (2)	Exceeds Expectations (3)
Differentiated Instruction	**NAEYC Standard:** 4c Using a broad repertoire of developmentally appropriate teaching/learning approaches. **NAEYC Standard:** 1c Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.	1 2 3 circle one	□ Provides incomplete information/evidence of individual candidate needs □ Provides vague or inadequate description of differentiated instruction to meet individual candidate needs □ Belief that no candidate needs differentiated instruction	□ Provides adequate information/evidence of individual candidate needs □ Provides description of differentiated instruction to meet all individual candidate needs	□ Provides detailed information/evidence of individual candidate needs □ Provides detailed description of differentiated instruction to meet all individual candidate needs
Assessment Findings	**NAEYC Standard:** 3d Knowing about assessment partnerships with families and other professional colleagues.	1 2 3 circle one	□ Incomplete/ inaccurate or irrelevant data in poor display □ Relevant patterns not identified □ OMITTED	□ Detailed/accurate data in clear display (raw data, narrative, graph or chart) □ All relevant patterns identified □ Next instructional steps identified for class	□ Detailed/accurate data display with performance aligned with objective □ All relevant patterns and individual variation identified □ Next instructional steps for individuals and class identified precisely
Reflection	**NAEYC Standard:** 6d Integrating knowledgeable, reflective, and critical perspectives on early education.	1 2 3 circle one	□ Gaps in consideration of some areas of necessary reflection □ Superficial or partially inaccurate perception of strengths/weaknesses □ OMITTED	□ Considers all areas of reflection (planning, implementation, and assessment of candidate learning performance during lesson) □ Identifies causes/ reasons for strengths and weaknesses	□ Demonstrates unusual insight into self and candidate learning □ Identifies causes/ reasons for strengths and weaknesses and provides thoughtful action plan for self
Writing	**NAEYC Supportive Skill:** 3 Written and verbal skills	1 2 3 circle one	□ Poorly written □ 4 or more mechanical errors in writing mechanics	□ Contains a few minor errors □ 2 to 3 mechanical errors in writing mechanics	□ Well written □ 0 to 1 error in writing mechanics

Three Rivers Student Teaching: Written Reflection On a Learning Experience

Questions you should ask yourself and answer:

• Were the children productively engaged? If they were not, or one or two were not engaged, how could the lesson be adapted?

• Did the students learn the objectives of my lesson? What evidence is there that the goals and objectives were met by each student?

• Were my questions intentional?

• Did I change my goals or instructional plan as I taught the lesson? Explain.

• If I taught this lesson again to the same group of students, what would I change about the lesson? Why?

• What did I learn about myself, my students, and my teaching from this lesson?

• What aspect of my teaching might I change as a result of this lesson?

*Adopted from the Association for Supervision and Curriculum Development (ASCD) and Mitchell College's Practicum Guide.

The Project Approach, a specific kind of project-based learning, brings a number of advantages to any classroom and represents best practices in 21st-century education. It fits securely within both a long history of innovative teaching and learning practices—dating back, at least, to the 16th century—and within the framework of today's growing body of research on what students need to find success and fulfillment in the current (and future) world.

The Project Approach refers to a set of teaching strategies that enable teachers to guide students through in-depth studies of real-world topics. Projects have a complex but flexible framework within which teaching and learning are seen as interactive processes. When teachers implement the Approach successfully, students feel highly motivated and actively involved in their own learning, leading them to produce high-quality work and to grow as individuals and collaborators.

A project, by definition, is an in-depth investigation of a real-world topic worthy of a student's attention and effort. The study may be carried out with an entire class or with small groups of students—most often at the preschool, elementary, and middle school levels. Projects typically do not constitute the whole educational program; instead, teachers use them alongside systematic instruction and as a means of achieving curricular goals.

The Project Approach for Preschoolers
Preschoolers like to investigate! They enjoy learning about the world around them. The Project Approach involves children in studies of things nearby that interest them and are worth knowing more about. Teachers can use the Project Approach to meet most of the Illinois Early Learning Benchmarks. Projects are like good stories. They have three parts: a beginning, middle, and end. Here's a summary of the three phases of project work.

Phase 1—Getting Started
• Children choose what to investigate, with some guidance from the teacher.
• The children discuss what they already know about the topic. The teacher helps children record their ideas.
• With help from the teacher, the children list questions that they want to answer during their study.
• Children talk about what answers they might find to their questions. The teacher lists their predictions.

Phase 2—Collecting Information about the Topic
• The teacher helps the children plan trips to places where they can do fieldwork and helps them find people to interview who can answer their questions.
• With adult help, the children use books and computers to find information.
• During class meetings, children report what they find in their fieldwork. The teacher encourages them to ask questions and make comments about each other's findings.
• The children might make drawings, take pictures, write words and labels, create graphs of things they measured and counted, and construct models. As they learn more, they can revise what they have made.

Phase 3—Concluding the Project
• Children discuss the evidence they have found that helps them answer their questions. The teacher helps them compare what they have learned with what they

knew before the project began.

• Children decide how to show what they did and what they found out to parents and peers who were not there.

• Children create displays to share the story of the project with others. Displays might include their drawings, notes, stories, taped conversations, photographs, models, graphs, and videotapes. Children can also act out what they have learned.

• The children might invite parents and other guests to a presentation about their project. The teacher can help the young investigators decide how to tell the story of what they did and what they found out.

Issues in Selecting Topics for Projects

BY Lilian G. Katz,   University of Illinois at Urbana-Champaign   Sylvia C. Chard, University of Alberta, Canada

http://ceep.crc.uiuc.edu/eecearchive/books/projcat2/katzchard.html

"Teachers have the ultimate responsibility for selecting topics for the projects undertaken by their pupils. But the number of possible topics for projects is so large that it is probably a good idea to have some bases for deciding whether those selected are appropriate to the children's intellectual development and worthy of children's time and energy. Furthermore, to support good project work teachers must often undertake extensive preparation, study, and exploration.

There are many general factors to consider when determining the appropriateness of a topic. Among them are characteristics of the particular group of children who will carry out the work, the larger context of the school including its wider cultural community and physical surroundings, the availability of related local resources, and the teacher's own knowledge and experience related to the topic.

Other important criteria for project topics include their potential interest to the children, their possible contribution to children's sense of competence in dealing with and understanding their own daily experiences, and their possible contribution to later learning. However, it is a good idea to keep in mind that predicting which topics will work well is not easy! Many experienced teachers have been surprised by topics they initially had doubts about that turned out to be beneficial, and vice versa.

Self Reflection of your Project Approach Concept and Delivery.. Rate Yourself here

Criteria   **Relevance**

Criteria	Relevance
relevant phenomena are directly observable in the children's own environments;	
aspects of it are within many children's experiences, but not necessarily all the children who will be involved in the work;	
first-hand direct investigation of important aspects of the topic is feasible (and presents no potentially dangerous situations);	
local resources (e.g., field sites and experts) are favorable and readily accessible;	
it has good potential representation in a variety of media (e.g., role play, construction, graphics, multidimensional models, graphic organizers, etc.);	
parental participation and contributions are likely and parents can become involved fairly easily;	
it is sensitive to the local culture as well as culturally appropriate in general;	
it is potentially interesting to many of the children, or the topic is one that adults consider worthy of developing the children's interest in;	
it is related to curriculum goals of the school, district, etc., and the knowledge and skills gained contribute to meeting demands for accountability;	
it provides ample opportunity to apply basic skills (depending somewhat on the ages of the children);	
it is optimally specific-neither too narrow (e.g., a study of buttons or of the teacher's own dog), or too broad (e.g., "music" or "the seasons"). However, the narrow topics could provoke good mini-projects, and most broad topics can provide some of the optimal specificity following webbing and discussion with the children."	

naeyc

Code of Ethical Conduct and Statement of Commitment

Revised April 2005

A position statement of the National Association for the Education of Young Children

Endorsed by the Association for Childhood Education International

Adopted by the National Association for Family Child Care

Preamble

NAEYC recognizes that those who work with young children face many daily decisions that have moral and ethical implications. The **NAEYC Code of Ethical Conduct** offers guidelines for responsible behavior and sets forth a common basis for resolving the principal ethical dilemmas encountered in early childhood care and education. The **Statement of Commitment** is not part of the Code but is a personal acknowledgement of an individual's willingness to embrace the distinctive values and moral obligations of the field of early childhood care and education.

The primary focus of the Code is on daily practice with children and their families in programs for children from birth through 8 years of age, such as infant/toddler programs, preschool and prekindergarten programs, child care centers, hospital and child life settings, family child care homes, kindergartens, and primary classrooms. When the issues involve young children, then these provisions also apply to specialists who do not work directly with children, including program administrators, parent educators, early childhood adult educators, and officials with responsibility for program monitoring and licensing. (Note: See also the "Code of Ethical Conduct: Supplement for Early Childhood Adult Educators," online at www.naeyc.org/about/positions/pdf/ethics04.pdf.)

Core values

Standards of ethical behavior in early childhood care and education are based on commitment to the following core values that are deeply rooted in the history of the field of early childhood care and education. We have made a commitment to

• Appreciate childhood as a unique and valuable stage of the human life cycle

• Base our work on knowledge of how children develop and learn

• Appreciate and support the bond between the child and family

• Recognize that children are best understood and supported in the context of family, culture,* community, and society

• Respect the dignity, worth, and uniqueness of each individual (child, family member, and colleague)

• Respect diversity in children, families, and colleagues

• Recognize that children and adults achieve their full potential in the context of relationships that are based on trust and respect

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* The term *culture* includes ethnicity, racial identity, economic level, family structure, language, and religious and political beliefs, which profoundly influence each child's development and relationship to the world.

Conceptual framework

The Code sets forth a framework of professional responsibilities in four sections. Each section addresses an area of professional relationships: (1) with children, (2) with families, (3) among colleagues, and (4) with the community and society. Each section includes an introduction to the primary responsibilities of the early childhood practitioner in that context. The introduction is followed by a set of ideals (I) that reflect exemplary professional practice and by a set of principles (P) describing practices that are required, prohibited, or permitted.

The **ideals** reflect the aspirations of practitioners. The **principles** guide conduct and assist practitioners in resolving ethical dilemmas.* Both ideals and principles are intended to direct practitioners to those questions which, when responsibly answered, can provide the basis for conscientious decision making. While the Code provides specific direction for addressing some ethical dilemmas, many others will require the practitioner to combine the guidance of the Code with professional judgment.

The ideals and principles in this Code present a shared framework of professional responsibility that affirms our commitment to the core values of our field. The Code publicly acknowledges the responsibilities that we in the field have assumed, and in so doing supports ethical behavior in our work. Practitioners who face situations with ethical dimensions are urged to seek guidance in the applicable parts of this Code and in the spirit that informs the whole.

Often "the right answer"—the best ethical course of action to take—is not obvious. There may be no readily apparent, positive way to handle a situation. When one important value contradicts another, we face an ethical dilemma. When we face a dilemma, it is our professional responsibility to consult the Code and all relevant parties to find the most ethical resolution.

Section I

Ethical Responsibilities to Children

Childhood is a unique and valuable stage in the human life cycle. Our paramount responsibility is to provide care and education in settings that are safe,

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* There is not necessarily a corresponding principle for each ideal.

healthy, nurturing, and responsive for each child. We are committed to supporting children's development and learning; respecting individual differences; and helping children learn to live, play, and work cooperatively. We are also committed to promoting children's self-awareness, competence, self-worth, resiliency, and physical well-being.

Ideals

I-1.1—To be familiar with the knowledge base of early childhood care and education and to stay informed through continuing education and training.

I-1.2—To base program practices upon current knowledge and research in the field of early childhood education, child development, and related disciplines, as well as on particular knowledge of each child.

I-1.3—To recognize and respect the unique qualities, abilities, and potential of each child.

I-1.4—To appreciate the vulnerability of children and their dependence on adults.

I-1.5—To create and maintain safe and healthy settings that foster children's social, emotional, cognitive, and physical development and that respect their dignity and their contributions.

I-1.6—To use assessment instruments and strategies that are appropriate for the children to be assessed, that are used only for the purposes for which they were designed, and that have the potential to benefit children.

I-1.7—To use assessment information to understand and support children's development and learning, to support instruction, and to identify children who may need additional services.

I-1.8—To support the right of each child to play and learn in an inclusive environment that meets the needs of children with and without disabilities.

I-1.9—To advocate for and ensure that all children, including those with special needs, have access to the support services needed to be successful.

I-1.10—To ensure that each child's culture, language, ethnicity, and family structure are recognized and valued in the program.

I-1.11—To provide all children with experiences in a language that they know, as well as support children in maintaining the use of their home language and in learning English.

I-1.12—To work with families to provide a safe and smooth transition as children and families move from one program to the next.

Principles

P-1.1—Above all, we shall not harm children. We shall not participate in practices that are emotionally damaging, physically harmful, disrespectful, degrading, dangerous, exploitative, or intimidating to children. *This principle has precedence over all others in this Code.*

P-1.2—We shall care for and educate children in positive emotional and social environments that are cognitively stimulating and that support each child's culture, language, ethnicity, and family structure.

P-1.3—We shall not participate in practices that discriminate against children by denying benefits, giving special advantages, or excluding them from programs or activities on the basis of their sex, race, national origin, religious beliefs, medical condition, disability, or the marital status/family structure, sexual orientation, or religious beliefs or other affiliations of their families. (Aspects of this principle do not apply in programs that have a lawful mandate to provide services to a particular population of children.)

P-1.4—We shall involve all those with relevant knowledge (including families and staff) in decisions concerning a child, as appropriate, ensuring confidentiality of sensitive information.

P-1.5—We shall use appropriate assessment systems, which include multiple sources of information, to provide information on children's learning and development.

P-1.6—We shall strive to ensure that decisions such as those related to enrollment, retention, or assignment to special education services, will be based on multiple sources of information and will never be based on a single assessment, such as a test score or a single observation.

P-1.7—We shall strive to build individual relationships with each child; make individualized adaptations in teaching strategies, learning environments, and curricula; and consult with the family so that each child benefits from the program. If after such efforts have been exhausted, the current placement does not meet a child's needs, or the child is seriously jeopardizing the ability of other children to benefit from the program, we shall collaborate with the child's family and appropriate specialists to determine the additional services needed and/or the placement option(s) most likely to ensure the child's success. (Aspects of this principle may not apply in programs that have a lawful mandate to provide services to a particular population of children.)

P-1.8—We shall be familiar with the risk factors for and symptoms of child abuse and neglect, including physical, sexual, verbal, and emotional abuse and physical, emotional, educational, and medical neglect. We shall know and follow state laws and community procedures that protect children against abuse and neglect.

P-1.9—When we have reasonable cause to suspect child abuse or neglect, we shall report it to the appropriate community agency and follow up to ensure that appropriate action has been taken. When appropriate, parents or guardians will be informed that the referral will be or has been made.

P-1.10—When another person tells us of his or her suspicion that a child is being abused or neglected, we shall assist that person in taking appropriate action in order to protect the child.

P-1.11—When we become aware of a practice or situation that endangers the health, safety, or well-being of children, we have an ethical responsibility to protect children or inform parents and/or others who can.

Section II

Ethical Responsibilities to Families

Families* are of primary importance in children's development. Because the family and the early childhood practitioner have a common interest in the child's well-being, we acknowledge a primary responsibility to bring about communication, cooperation, and collaboration between the home and early childhood program in ways that enhance the child's development.

Ideals

I-2.1—To be familiar with the knowledge base related to working effectively with families and to stay informed through continuing education and training.

I-2.2—To develop relationships of mutual trust and create partnerships with the families we serve.

I-2.3—To welcome all family members and encourage them to participate in the program.

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* The term *family* may include those adults, besides parents, with the responsibility of being involved in educating, nurturing, and advocating for the child.

I-2.4—To listen to families, acknowledge and build upon their strengths and competencies, and learn from families as we support them in their task of nurturing children.

I-2.5—To respect the dignity and preferences of each family and to make an effort to learn about its structure, culture, language, customs, and beliefs.

I-2.6—To acknowledge families' childrearing values and their right to make decisions for their children.

I-2.7—To share information about each child's education and development with families and to help them understand and appreciate the current knowledge base of the early childhood profession.

I-2.8—To help family members enhance their understanding of their children and support the continuing development of their skills as parents.

I-2.9—To participate in building support networks for families by providing them with opportunities to interact with program staff, other families, community resources, and professional services.

Principles

P-2.1—We shall not deny family members access to their child's classroom or program setting unless access is denied by court order or other legal restriction.

P-2.2—We shall inform families of program philosophy, policies, curriculum, assessment system, and personnel qualifications, and explain why we teach as we do—which should be in accordance with our ethical responsibilities to children (see Section I).

P-2.3—We shall inform families of and, when appropriate, involve them in policy decisions.

P-2.4—We shall involve the family in significant decisions affecting their child.

P-2.5—We shall make every effort to communicate effectively with all families in a language that they understand. We shall use community resources for translation and interpretation when we do not have sufficient resources in our own programs.

P-2.6—As families share information with us about their children and families, we shall consider this information to plan and implement the program.

P-2-7—We shall inform families about the nature and purpose of the program's child assessments and how data about their child will be used.

P-2.8—We shall treat child assessment information confidentially and share this information only when there is a legitimate need for it.

P-2.9—We shall inform the family of injuries and incidents involving their child, of risks such as exposures to communicable diseases that might result in infection, and of occurrences that might result in emotional stress.

P-2.10—Families shall be fully informed of any proposed research projects involving their children and shall have the opportunity to give or withhold consent without penalty. We shall not permit or participate in research that could in any way hinder the education, development, or well-being of children.

P-2.11—We shall not engage in or support exploitation of families. We shall not use our relationship with a family for private advantage or personal gain, or enter into relationships with family members that might impair our effectiveness working with their children.

P-2.12—We shall develop written policies for the protection of confidentiality and the disclosure of children's records. These policy documents shall be made available to all program personnel and families. Disclosure of children's records beyond family members, program personnel, and consultants having an obligation of confidentiality shall require familial consent (except in cases of abuse or neglect).

P-2.13—We shall maintain confidentiality and shall respect the family's right to privacy, refraining from disclosure of confidential information and intrusion into family life. However, when we have reason to believe that a child's welfare is at risk, it is permissible to share confidential information with agencies, as well as with individuals who have legal responsibility for intervening in the child's interest.

P-2.14—In cases where family members are in conflict with one another, we shall work openly, sharing our observations of the child, to help all parties involved make informed decisions. We shall refrain from becoming an advocate for one party.

P-2.15—We shall be familiar with and appropriately refer families to community resources and professional support services. After a referral has been made, we shall follow up to ensure that services have been appropriately provided.

Section III

Ethical Responsibilities to Colleagues

In a caring, cooperative workplace, human dignity is respected, professional satisfaction is promoted, and positive relationships are developed and sustained. Based upon our core values, our primary responsibility to colleagues is to establish and maintain settings and relationships that support productive work and meet professional needs. The same ideals that apply to children also apply as we interact with adults in the workplace.

A—Responsibilities to co-workers

Ideals

I-3A.1—To establish and maintain relationships of respect, trust, confidentiality, collaboration, and cooperation with co-workers.

I-3A.2—To share resources with co-workers, collaborating to ensure that the best possible early childhood care and education program is provided.

I-3A.3—To support co-workers in meeting their professional needs and in their professional development.

I-3A.4—To accord co-workers due recognition of professional achievement.

Principles

P-3A.1—We shall recognize the contributions of colleagues to our program and not participate in practices that diminish their reputations or impair their effectiveness in working with children and families.

P-3A.2—When we have concerns about the professional behavior of a co-worker, we shall first let that person know of our concern in a way that shows respect for personal dignity and for the diversity to be found among staff members, and then attempt to resolve the matter collegially and in a confidential manner.

P-3A.3—We shall exercise care in expressing views regarding the personal attributes or professional conduct of co-workers. Statements should be based on firsthand knowledge, not hearsay, and relevant to the interests of children and programs.

P-3A.4—We shall not participate in practices that discriminate against a co-worker because of sex, race, national origin, religious beliefs or other affiliations, age, marital status/family structure, disability, or sexual orientation.

B—Responsibilities to employers

Ideals

I-3B.1—To assist the program in providing the highest quality of service.

I-3B.2—To do nothing that diminishes the reputation of the program in which we work unless it is violating laws and regulations designed to protect children or is violating the provisions of this Code.

Principles

P-3B.1—We shall follow all program policies. When we do not agree with program policies, we shall attempt to effect change through constructive action within the organization.

P-3B.2—We shall speak or act on behalf of an organization only when authorized. We shall take care to acknowledge when we are speaking for the organization and when we are expressing a personal judgment.

P-3B.3—We shall not violate laws or regulations designed to protect children and shall take appropriate action consistent with this Code when aware of such violations.

P-3B.4—If we have concerns about a colleague's behavior, and children's well-being is not at risk, we may address the concern with that individual. If children are at risk or the situation does not improve after it has been brought to the colleague's attention, we shall report the colleague's unethical or incompetent behavior to an appropriate authority.

P-3B.5—When we have a concern about circumstances or conditions that impact the quality of care and education within the program, we shall inform the program's administration or, when necessary, other appropriate authorities.

C—Responsibilities to employees

Ideals

I-3C.1—To promote safe and healthy working conditions and policies that foster mutual respect, cooperation, collaboration, competence, well-being, confidentiality, and self-esteem in staff members.

I-3C.2—To create and maintain a climate of trust and candor that will enable staff to speak and act in the best interests of children, families, and the field of early childhood care and education.

I-3C.3—To strive to secure adequate and equitable compensation (salary and benefits) for those who work with or on behalf of young children.

I-3C.4—To encourage and support continual development of employees in becoming more skilled and knowledgeable practitioners.

Principles

P-3C.1—In decisions concerning children and programs, we shall draw upon the education, training, experience, and expertise of staff members.

P-3C.2—We shall provide staff members with safe and supportive working conditions that honor confidences and permit them to carry out their responsibilities through fair performance evaluation, written grievance procedures, constructive feedback, and opportunities for continuing professional development and advancement.

P-3C.3—We shall develop and maintain comprehensive written personnel policies that define program standards. These policies shall be given to new staff members and shall be available and easily accessible for review by all staff members.

P-3C.4—We shall inform employees whose performance does not meet program expectations of areas of concern and, when possible, assist in improving their performance.

P-3C.5—We shall conduct employee dismissals for just cause, in accordance with all applicable laws and regulations. We shall inform employees who are dismissed of the reasons for their termination. When a dismissal is for cause, justification must be based on evidence of inadequate or inappropriate behavior that is accurately documented, current, and available for the employee to review.

P-3C.6—In making evaluations and recommendations, we shall make judgments based on fact and relevant to the interests of children and programs.

P-3C.7—We shall make hiring, retention, termination, and promotion decisions based solely on a person's competence, record of accomplishment, ability to carry out the responsibilities of the position, and professional preparation specific to the developmental levels of children in his/her care.

P-3C.8—We shall not make hiring, retention, termination, and promotion decisions based on an individual's sex, race, national origin, religious beliefs or other affiliations, age, marital status/family structure, disability, or sexual orientation. We shall be familiar with and observe laws and regulations that pertain to employment discrimination. (Aspects of this principle do not apply to programs that have a lawful mandate to determine eligibility based on one or more of the criteria identified above.)

P-3C.9—We shall maintain confidentiality in dealing with issues related to an employee's job performance and shall respect an employee's right to privacy regarding personal issues.

Section IV

Ethical Responsibilities to Community and Society

Early childhood programs operate within the context of their immediate community made up of families and other institutions concerned with children's welfare. Our responsibilities to the community are to provide programs that meet the diverse needs of families, to cooperate with agencies and professions that share the responsibility for children, to assist families in gaining access to those agencies and allied professionals, and to assist in the development of community programs that are needed but not currently available.

As individuals, we acknowledge our responsibility to provide the best possible programs of care and education for children and to conduct ourselves with honesty and integrity. Because of our specialized expertise in early childhood development and education and because the larger society shares responsibility for the welfare and protection of young children, we acknowledge a collective obligation to advocate for the best interests of children within early childhood programs and in the larger community and to serve as a voice for young children everywhere.

The ideals and principles in this section are presented to distinguish between those that pertain to the work of the individual early childhood educator and those that more typically are engaged in collectively on behalf of the best interests of children—with the understanding that individual early childhood educators have a shared responsibility for addressing the ideals and principles that are identified as "collective."

Ideal (Individual)

I-4.1—To provide the community with high-quality early childhood care and education programs and services.

Ideals (Collective)

I-4.2—To promote cooperation among professionals and agencies and interdisciplinary collaboration among professions concerned with addressing issues in the health, education, and well-being of young children, their families, and their early childhood educators.

I-4.3—To work through education, research, and advocacy toward an environmentally safe world in which all children receive health care, food, and shelter; are nurtured; and live free from violence in their home and their communities.

I-4.4—To work through education, research, and advocacy toward a society in which all young children have access to high-quality early care and education programs.

I-4.5—To work to ensure that appropriate assessment systems, which include multiple sources of information, are used for purposes that benefit children.

I-4.6—To promote knowledge and understanding of young children and their needs. To work toward greater societal acknowledgment of children's rights and greater social acceptance of responsibility for the well-being of all children.

I-4.7—To support policies and laws that promote the well-being of children and families, and to work to change those that impair their well-being. To participate in developing policies and laws that are needed, and to cooperate with other individuals and groups in these efforts.

I-4.8—To further the professional development of the field of early childhood care and education and to strengthen its commitment to realizing its core values as reflected in this Code.

Principles (Individual)

P-4.1—We shall communicate openly and truthfully about the nature and extent of services that we provide.

P-4.2—We shall apply for, accept, and work in positions for which we are personally well-suited and professionally qualified. We shall not offer services that we do not have the competence, qualifications, or resources to provide.

P-4.3—We shall carefully check references and shall not hire or recommend for employment any person whose competence, qualifications, or character makes him or her unsuited for the position.

P-4.4—We shall be objective and accurate in reporting the knowledge upon which we base our program practices.

P-4.5—We shall be knowledgeable about the appropriate use of assessment strategies and instruments and interpret results accurately to families.

P-4.6—We shall be familiar with laws and regulations that serve to protect the children in our programs and be vigilant in ensuring that these laws and regulations are followed.

P-4.7—When we become aware of a practice or situation that endangers the health, safety, or well-being of children, we have an ethical responsibility to protect children or inform parents and/or others who can.

P-4.8—We shall not participate in practices that are in violation of laws and regulations that protect the children in our programs.

P-4.9—When we have evidence that an early childhood program is violating laws or regulations protecting children, we shall report the violation to appropriate authorities who can be expected to remedy the situation.

P-4.10—When a program violates or requires its employees to violate this Code, it is permissible, after fair assessment of the evidence, to disclose the identity of that program.

Principles (Collective)

P-4.11—When policies are enacted for purposes that do not benefit children, we have a collective responsibility to work to change these practices.

P-4-12—When we have evidence that an agency that provides services intended to ensure children's well-being is failing to meet its obligations, we acknowledge a collective ethical responsibility to report the problem to appropriate authorities or to the public. We shall be vigilant in our follow-up until the situation is resolved.

P-4.13—When a child protection agency fails to provide adequate protection for abused or neglected children, we acknowledge a collective ethical responsibility to work toward the improvement of these services.

Glossary of Terms Related to Ethics

Code of Ethics. Defines the core values of the field and provides guidance for what professionals should do when they encounter conflicting obligations or responsibilities in their work.

Values. Qualities or principles that individuals believe to be desirable or worthwhile and that they prize for themselves, for others, and for the world in which they live.

Core Values. Commitments held by a profession that are consciously and knowingly embraced by its practitioners because they make a contribution to society. There is a difference between personal values and the core values of a profession.

Morality. Peoples' views of what is good, right, and proper; their beliefs about their obligations; and their ideas about how they should behave.

Ethics. The study of right and wrong, or duty and obligation, that involves critical reflection on morality and the ability to make choices between values and the examination of the moral dimensions of relationships.

Professional Ethics. The moral commitments of a profession that involve moral reflection that extends and enhances the personal morality practitioners bring to their work, that concern actions of right and wrong in the workplace, and that help individuals resolve moral dilemmas they encounter in their work.

Ethical Responsibilities. Behaviors that one must or must not engage in. Ethical responsibilities are clear-cut and are spelled out in the Code of Ethical Conduct (for example, early childhood educators should never share confidential information about a child or family with a person who has no legitimate need for knowing).

Ethical Dilemma. A moral conflict that involves determining appropriate conduct when an individual faces conflicting professional values and responsibilities.

Sources for glossary terms and definitions

Feeney, S., & N. Freeman. 1999. *Ethics and the early childhood educator: Using the NAEYC code.* Washington, DC: NAEYC.
Kidder, R.M. 1995. *How good people make tough choices: Resolving the dilemmas of ethical living.* New York: Fireside.
Kipnis, K. 1987. How to discuss professional ethics. *Young Children* 42 (4): 26–30.

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NAEYC Code of Ethical Conduct Revisions Workgroup

Mary Ambery, Ruth Ann Ball, James Clay, Julie Olsen Edwards, Harriet Egertson, Anthony Fair, Stephanie Feeney, Jana Fleming, Nancy Freeman, Marla Israel, Allison McKinnon, Evelyn Wright Moore, Eva Moravcik, Christina Lopez Morgan, Sarah Mulligan, Nila Rinehart, Betty Holston Smith, and Peter Pizzolongo, *NAEYC Staff*

Statement of Commitment*

As an individual who works with young children, I commit myself to furthering the values of early childhood education as they are reflected in the ideals and principles of the NAEYC Code of Ethical Conduct. To the best of my ability I will

- Never harm children.

- Ensure that programs for young children are based on current knowledge and research of child development and early childhood education.

- Respect and support families in their task of nurturing children.

- Respect colleagues in early childhood care and education and support them in maintaining the NAEYC Code of Ethical Conduct.

- Serve as an advocate for children, their families, and their teachers in community and society.

- Stay informed of and maintain high standards of professional conduct.

- Engage in an ongoing process of self-reflection, realizing that personal characteristics, biases, and beliefs have an impact on children and families.

- Be open to new ideas and be willing to learn from the suggestions of others.

- Continue to learn, grow, and contribute as a professional.

- Honor the ideals and principles of the NAEYC Code of Ethical Conduct.

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* This Statement of Commitment is not part of the Code but is a personal acknowledgment of the individual's willingness to embrace the distinctive values and moral obligations of the field of early childhood care and education. It is recognition of the moral obligations that lead to an individual becoming part of the profession.

Beginning a Statement of Teaching Philosophy – use these questions for your philosophy paper…2 pages.

Chris Clark, Consultant to Faculty, Kaneb Center

University of Notre Dame, March 30, 2004

http://www.users.muohio.edu/shorec/apapff/resources/teachingphil.pdf

What is it?

A statement about why you teach

A declaration of your beliefs or assumptions

Why write one?

Introduce yourself as teacher

Set the stage for your teaching portfolio

Consciously articulate a framework for your teaching

Take time for reflection and self-examination

Identify ways you can grow and improve

Provide a writing sample

What can go into a statement?

There is no one "right" way to write a statement.

The learning theory to which you subscribe

A teaching or learning issue in your field

Skills and attitudes you believe children should gain

Goals for your teaching career

Themes that pervade your teaching

How do your teaching strategies match your philosophy?

Dealing with diversity

Creating a class atmosphere

Motivating children

Grading and evaluating children

Discipline and class management

Physical environment – arranging chairs, etc.

Use and role of technology

Types of assignments

Specific practices

Statement-writing strategies

Start with a goal.

Your statement will be very personal.

Write in the first person.

Be honest

Take your time

Use quotations.

Give specific examples.

Create a metaphor.

Read other people's statements.

Get other people's opinions.

Write more than you need, then edit it down.

Remember your audience

Identify them

Meet their needs

Limit the assumptions you make about them

Tailor your statement to position and the institution
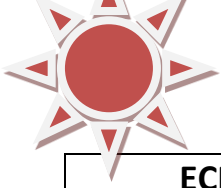
ECE Student Teaching One and Two Portfolio and Classroom Components	Points Possible	Actual Points
Name:		
Bi-Montlys Reflections are modeled after NAEYC standards that are confidential between College Faculty, Site Field Teacher and Student. The intent is to keep communication open and to encourage TRCC students to use both their child development and writing communication. This must be submitted every other week during class. – <u>No LATE REFLECTIONS will be permitted.</u> YOU WILL BE EXPECTED TO HAND IN AT LEAST 6 thoughtful reflections.	**300** **Late Bimontly's will lose 20%. No EXCEPTIONS**	
Learning Opportunities, Classroom Observations and Intentional Planning Guide. This has been a work in progress.. Each student must demonstrate the ability to incorporate one of the following: Infant and Toddler Guidelines, Preschool Benchmark, Creative Curriculums or School Districts K-3 Objectives<u>. A minimum of 4 are due.</u> The lesson themselves can be as simple as a lotto game for sensory walk for toddlers. Again, the intent is to complement the schools or programs planned curriculum.	**250**	
Project Approach: Demonstrated by planning web, Phase 1, 2, and 3 and successful implementation.	**50**	
Family Education Presentation includes:		
An active family home to school activity which helps student and school better understand the reciprocal relationship between families and school. Examples may include story kits, and home enrichment activities.	Extra Credit	
Professional packet includes:		
• Philosophy	50	•

• Welcome and Closure Letters to parents	50 points	
• Work Samplings (art, photos, artifacts)	200 points	
• Code of Ethical Conduct assignment (in class assignment)	50 points	
• Professional Development Attend training or workshop in the field	50 points	
• An annotated list of books, articles or videos read during the semester	Extra Credit	
Teaching	**1000**	
Your supervising instructor will make 2 observation visits including one, which MAY be video recorded.	250	
Your cooperating teacher will submit an evaluation of your performance in the classroom midterm and a final.	**450**	
Self-Evaluation and Final Evaluation– you will evaluate yourself mid-semester and as a final.	**350**	
Total Eval – in classroom	**1000 points**	

Three Rivers Community College Student Teaching Portfolio Rubrics

Student's Name: _____

NAEYC Standard	Expected Outcomes	Exceeds Expectation (3)	Meets Expectations (2)	Needs Improvement (1)	Insufficient (0)	Comments
4b Effective Strategies	Classroom Management: (through observations and teacher evaluations)	Recognized factors that create a positive classroom and implements them fully	Maintains a positive, respectful classroom	Begins to manage classroom but struggles with group control and transitions.	Overall unsuccessful in control and presence in the classroom.	
1c Learning Environments	Creates a positive environment, caring atmosphere; aware and responsive to group and individual needs	Classroom routines and student accountability are maintained with no assistance.	Classroom routines are maintained with little loss of instructional time, and with little assistance	Classroom positive environment is positive but student takes a back seat in most interactions and appears to need prodding at times.	Consistently needs prodding and does not appear to add a positive tempo to class or interactions.	
1b Multiple Influences	Display in their classroom practices a basic knowledge of influences on children's development and learning and early intervention approaches.	Utilized consistently and candidate appears confident in these approaches.	Utilized fairly consistently; beginning to implement intervention approaches.	Classroom practices are inconsistent. Aware of Child Development, Learning and Intervention but not integrated in smooth manner.	Upon questioning can speak of Classroom Practices but within the classroom – does not demonstrate understanding.	
4a Positive Relationships	Beginning to use a variety of behavioral management strategies	Anticipates behavior and implements strategies that are sensitive to student differences	Uses strategies that are intentional and yield desired result; sensitive to student differences	Uses strategies that sometimes yield desired results.	Uses ineffective strategies and does not vary techniques.	
4a Relationships	Uses Developmental Effective Approaches to connect with Children and Families.	Candidate uses a wide array of strategies and tools to connect with families.	Candidate begins to use positive relationships and supportive interactions with families.	Candidate verbalizes the importance of this reciprocal relation with families but appears to struggle with putting it to practices.	Candidate does not demonstrate in classroom nor in observation via Bimonthly recordings.	
Skill # 2, 3	Clearly stated, with comprehensive goals	Candidate has acquired and analyzed information to develop a highly formulated philosophy	Candidate is showing acquired knowledge and is beginning to analyze philosophy	Basic requirements are listed but candidate does not show application of philosophy.	Vague, disconnected Philosophy.	

	Biweekly Reflections:					
Skill 3 1a Children's Characteristics	**Uses objective language to reflect Child Development Knowledge.**	Candidate successfully writes objective and through descriptions with exceptional insight.	Candidate successfully writes objective and specific descriptions with insight.	Inconsistently writes descriptions that are objective but somewhat random.	More than half of the domains are not addressed.	

NAEYC	**Expected Outcomes**	**Exceeds Expectation (3)**	**Meets Expectations (2)**	**Needs Improvement (1)**	**Insufficient (0)**	**Comments**
3a Assessment	**Observation Methods observed and Tools Practiced**	Candidate actively reports on tools they are using and tools being used in classroom with depth.	Actively reports on observation they are implementing and are seeing used in the classroom.	Some reporting noted and applied. Limited information shared.	No reporting or minimal observation noted or applied.	
6d Perspective Supportive Skill 3	**Substantial Reflection on Ethical Principles**	Embraces the ethical principles and actively pursues, reflects and processes the standards.	Actively reports on role of ethics in placements. Appears to grasp overall integrity of ethics.	Inconsistently reports ethics followed and violated.	Reports nothing.	
	Lesson/Curriculum:					
5b Central Concepts	**Objectives relative to students**	All students are able to identify and follow objective of the lesson with interest and ease	Communicates objectives to all students. Students follow.	Objectives are not well communicated to students. Students appear confused.	Students lost. Candidates appear unclear of goal and objective of the lesson.	
5c Appropriate Curricula	**Begins to monitor and adjust to student understanding**	Consistently monitors and adjusts to student understanding	Consistently monitors and adjusts to student understanding with some coaching.	Little Evidence.	No Evidence.	
5a Understanding Content	**Engages students in meaningful activities**	Lesson reflects through knowledge of learning, content and child development.	Lesson reflects much knowledge of child development, learning and content.	Lesson reflects some knowledge of child development, learning and content – but has many challenges based on overall flaw.	Does not engage students.	
5a Understanding Content	**Implements Project Approach including Phases I, II, and III**	Project Approach executed with skill and integrity of curricula.	Project Approach executed with authenticity and with basic understanding of execution.	Project Approach executed with limited success e.g. misunderstood basic premise.	No attempt to implement the Project Approach	
	Closure activities allow for	Students express what they have	Closure activities help students	Closure activities	No closure activity noted.	

5c **4b** **Effective Tools**	**students to express what they have learned**	learned and make connections to past and future learning.	make connections to past and future learning.	limited, with little connections to past and future learning Seems as if class is just going through the steps.		
	Work Samplings					
Supportive Skills 2, 3, 4 **3c** **Responsible Assessment**	**Candidate's Artifacts, Photos and documentation will provide evidence of learning, teaching and individual differences.**	Bountiful and aesthetically appealing support. Avoids scrap booking!	Earnest attempt to support teaching with evidence.	Some effort to include artifacts but no exploration or conclusions made. Items placed not analyzed.	Minimal to no evidence available.	
NAEYC	**Expected Outcomes**	**Exceeds Expectation (3)**	**Meets Expectations (2)**	**Needs Improvement (1)**	**Insufficient (0)**	**Comments**
6d Integration of Knowledge	Closure activities allow for students to express what they have learned	Students express what they have learned and make connections to past and future learning.	Closure activities help students make connections to past and future learning.	Closure activities limited, with little connections to past and future learning Seems as if class is just going through the steps.	No closure activity noted.	
	Resources and Planning:					
6e **Informed Advocacy**	**Seeks out and utilizes multiple resources to meet needs or age group and individuals**	Uses multiple resources to meet the needs of all students	Intentional use of available resources	Limited use of available resources	Does not ask for help or seek any resources to assist.	
1b **Multiple Influences**	**Considers students' cultural and socioeconomic background and interests when engaging students and planning lessons**	Intentionally develops activities that reflect diverse backgrounds and interests	Often develops activities that reflect diverse backgrounds and interests	Begins to develop activities that reflect diverse backgrounds and interests but struggles to identify uniqueness.	No evidence.	
	Responsibility: (seminars and teaching hours)					
Supportive Skill 3	**Shows enthusiasm and reflects on self-reflection in written work and participation**	Consistently and accurately reflects on the impact of instruction and teaching.	Usually accurately reflects on the impact of instruction and teaching.	Evaluates self in ways that are inaccurate or unrealistic.	Unable to self reflect.	
2b **Reciprocal**	**Mutual Respect to Community**	Demonstrates high respect to children, peers, families, teachers and Faculty.	Demonstrates respect to children, peers, families, teachers and Faculty.	Mostly demonstrates respect to children, peers, families, teachers and Faculty.	Have demonstrated disrespect to children, peers, families, teachers and/or Faculty.	

6b Professional Standards	**Has record of excellent attendance, punctuality, and is prepared**	Consistent	Usually	Inconsistent	Poor; Documentation is included. .	
6b Professional Standards	**Demonstrates professional ethics during seminar and teaching hours (confidentiality, respect, fairness, legal obligations)**		Usually demonstrates professional ethics in most aspects of the teaching profession	Inconsistently demonstrates professional ethics; has to be reminded about issues of confidentiality, fairness, and legal responsibilities Always demonstrates professional ethics in most aspects of the teaching profession		

NAEYC Standards for Early Childhood Professional Preparation Programs
A position statement of the National Association for the Education of Young Children

Introduction
NAEYC Standards for Early Childhood Professional Preparation Programs represents a sustained vision for the early childhood field and more specifically for the programs that prepare the professionals working in the field. This 2009 revision of the standards is responsive to new knowledge, research and conditions while holding true to core values and principles of the founders of the profession. It is designed for use in a variety of ways by different sectors of the field while also supporting specific and critical policy structures, including state and national early childhood teacher credentialing, national accreditation of professional early childhood preparation programs, state approval of early childhood teacher education programs, and articulation agreements between various levels and types of professional development programs.

History
NAEYC has a long-standing commitment to the development and support of strong early childhood degree programs in institutions of higher education. NAEYC standard setting for degree programs in institutions of higher education began more than 25 years ago. This document is the third revision to NAEYC's Early Childhood Teacher Education Guidelines for Four- and Five-Year Programs (1982) and Guidelines for Early Childhood Education Programs in Associate Degree Granting Institutions (1985).

Standards Summary
Standard 1. Promoting Child Development and Learning
Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs and of the multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive, and challenging for each child.
Key elements of Standard 1
- **1a:** Knowing and understanding young children's characteristics and needs
- **1b:** Knowing and understanding the multiple influences on development and learning
- **1c:** Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

Supporting explanation
The early childhood field has historically been grounded in a child development knowledge base, and early childhood programs have aimed to support a broad range of positive developmental outcomes for all young children. Although the scope and emphasis of that knowledge base have changed over the years and while early childhood professionals recognize that other sources of knowledge are also important influences on curriculum and programs for young children, early childhood practice continues to be deeply linked with a "sympathetic understanding of the young child" (Elkind 1994).
Well-prepared early childhood degree candidates base their practice on sound **knowledge and understanding of young children's characteristics and needs.** This foundation encompasses multiple, interrelated areas of children's development and learning—including physical, cognitive, social, emotional, language, and aesthetic domains; play, activity, and

learning processes; and motivation to learn—and is supported by coherent theoretical perspectives and by current research.

Candidates also understand and apply their understanding of the **multiple influences on young children's development and learning** and of how those influences may interact to affect development in both positive and negative ways. Those influences include the cultural and linguistic contexts for development, children's close relationships with adults and peers, economic conditions of children and families, children's health status and disabilities individual developmental variations and learning styles, opportunities to play and learn, technology and the media, and family and community characteristics. Candidates also understand the potential influence of early childhood programs, including early intervention, on short- and long-term outcomes for children.

Candidates' competence is demonstrated in their ability to **use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments** for all young children (including curriculum, interactions, teaching practices, and learning materials).

Standard 2. Building Family and Community Relationships

Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families and to involve all families in their children's development and learning.

Key elements of Standard 2
- **2a:** Knowing about and understanding diverse family and community characteristics
- **2b:** Supporting and engaging families and communities through respectful, reciprocal relationships
- **2c:** Involving families and communities in their children's development and learning

Supporting explanation

Because young children's lives are so embedded in their families and communities and research indicates that successful early childhood education depends upon partnerships with families and communities, early childhood professionals need to thoroughly understand and apply their knowledge in this area.

First, well-prepared candidates possess **knowledge and understanding of diverse family and community characteristics** and of the many influences on families and communities. Family theory and research provide a knowledge base. Socioeconomic conditions; family structures, relationships, stresses, and supports (including the impact of having a child with special needs); home language; cultural values; ethnicity; community resources, cohesiveness, and organization—knowledge of these and other factors creates a deeper understanding of young children's lives. This knowledge is critical to the candidates' ability to help children learn and develop well.

Second, candidates possess the knowledge and skills needed to **support and engage diverse families through respectful, reciprocal relationships.** Candidates understand how to build positive relationships, taking families' preferences and goals into account and incorporating knowledge of families' languages and cultures. Candidates demonstrate respect for variations across cultures in family strengths, expectations, values, and childrearing practices. Candidates consider family members to be resources for insight into their children,

as well as resources for curriculum and program development. Candidates know about and demonstrate a variety of communication skills to foster such relationships, emphasizing informal conversations while also including appropriate uses of conferencing and technology to share children's work and to communicate with families.

Finally, well-prepared candidates possess essential skills to **involve families and communities in many aspects of children's development and learning.** They understand and value the role of parents and other important family members as children's primary teachers. Candidates understand how to go beyond parent conferences to engage families in curriculum planning, assessing children's learning, and planning for children's transitions to new programs. When their approaches to family involvement are not effective, candidates evaluate and modify those approaches rather than assuming that families "are just not interested."

Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families

Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

Key elements of Standard 3
- **3a:** Understanding the goals, benefits, and uses of assessment
- **3b:** Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
- **3c:** Understanding and practicing responsible assessment to promote positive outcomes for each child
- **3d:** Knowing about assessment partnerships with families and with professional colleagues

Supporting explanation

Although definitions vary, in these standards the term *assessment* includes all methods through which early childhood professionals gain understanding of children's development and learning. Ongoing, systematic observations and other informal and formal assessments are essential for candidates to appreciate children's unique qualities, to develop appropriate goals, and to plan, implement, and evaluate effective curriculum. Although assessment may take many forms, early childhood candidates demonstrate its central role by embedding assessment-related activities in curriculum and daily routines so that assessment becomes a habitual part of professional life.

Well-prepared early childhood candidates can explain the central **goals, benefits, and uses of assessment.** In considering the goals of assessment, candidates articulate and apply the concept of *alignment*—good assessment is consistent with and connected to appropriate goals, curriculum, and teaching strategies for young children. The candidates know how to use assessment as a positive tool that supports children's development and learning and improves outcomes for young children and families. Candidates are able to explain positive uses of assessment and exemplify these in their own work, while also showing an awareness of the potentially negative uses of assessment in early childhood programs and policies.

Many aspects of effective assessment require collaboration with families and with other profes-

sionals. Through **partnerships with families and with professional colleagues**, candidates use positive assessment to identify the strengths of families and children. Through appropriate screening and referral, assessment may also result in identifying children who may benefit from special services. Both family members and, as appropriate, members of inter-professional teams may be involved in assessing children's development, strengths, and needs. As new practitioners, candidates may have had limited opportunities to experience such partnerships, but they demonstrate essential knowledge and core skills in team building and in communicating with families and colleagues from other disciplines.

Early childhood assessment includes **observation and documentation and other appropriate assessment strategies.** Effective teaching of young children begins with thoughtful, appreciative, systematic observation and documentation of each child's unique qualities, strengths, and needs. Observation gives insight into how young children develop and how they respond to opportunities and obstacles in their lives. Observing young children in classrooms, homes, and communities helps candidates develop a broad sense of who children are- as individuals, as group members, as family members, as members of cultural and linguistic communities. Candidates demonstrate skills in conducting systematic observations, interpreting those observations, and reflecting on their significance. Because spontaneous *play* is such a powerful window on all aspects of children's development, well-prepared candidates create opportunities to observe children in playful situations as well as in more formal learning contexts.

Although assessment can be a positive tool for early childhood professionals, it has also been used in inappropriate and harmful ways. Well-prepared candidates understand and practice **responsible assessment.** Candidates understand that responsible assessment is ethically grounded and guided by sound professional standards. It is collaborative and open. Responsible assessment supports children, rather than being used to exclude them or deny them services. Candidates demonstrate understanding of appropriate, responsible assessment practices for culturally and linguistically diverse children and for children with developmental delays, disabilities, or other special characteristics. Finally, candidates demonstrate knowledge of legal and ethical issues, current educational concerns and controversies, and appropriate practices in the assessment of diverse young children.

Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families

Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

Key elements of Standard 4

- **4a:** Understanding positive relationships and supportive interactions as the foundation of their work with children
- **4b:** Knowing and understanding effective strategies and tools for early education
- **4c:** Using a broad repertoire of developmentally appropriate teaching/learning approaches

- **4d**: Reflecting on their own practice to promote positive outcomes for each child

Supporting explanation

Early childhood candidates demonstrate that they understand the theories and research that support **the importance of relationships and high-quality interactions in early education**. In their practice, they display warm, nurturing interactions with each child, communicating genuine liking for and interest in young children's activities and characteristics. Throughout the years that children spend in early childhood settings, their successful learning is dependent not just on instruction but also on personal connections with important adults. Through these connections children develop not only academic skills but also positive learning dispositions and confidence in themselves as learners. Responsive teaching creates the conditions within which very young children can explore and learn about their world. The close attachments children develop with their teachers/caregivers, the expectations and beliefs that adults have about young children's capacities, and the warmth and responsiveness of adult-child interactions are powerful influences on positive developmental and educational outcomes. How children expect to be treated and how they treat others are significantly shaped in the early childhood setting. Candidates in early childhood programs develop the capacity to build a caring community of learners in the early childhood setting.

Early childhood professionals need **a broad repertoire of effective strategies and tools** to help young children learn and develop well. Candidates must ground their curriculum in a set of core approaches to teaching that are supported by research and are closely linked to the processes of early development and learning. In a sense, those approaches *are* the curriculum for infants and toddlers, although academic content can certainly be embedded in each of them.

Well-prepared early childhood professionals make purposeful use of various learning formats based on their understanding of children as individuals and as part of a group, and on alignment with important educational and developmental goals. A flexible, research-based **repertoire of teaching/learning approaches to promote young children's development** includes: 1)Fostering oral language and communication, 2) Drawing from a continuum of teaching strategies, 3) Making the most of the environment, schedule, and routines, 4) Setting up all aspects of the indoor and outdoor environment, 5) Focusing on children's individual characteristics, needs, and interests, 6) Linking children's language and culture to the early childhood program, 7) Teaching through social interactions, 8) Creating support for play, 9) Addressing children's challenging behaviors, 10) Supporting learning through technology, and 11) Using integrative approaches to curriculum. All of these teaching approaches are effective across the early childhood age span.

Early childhood professionals make decisions about their practice based on expertise. They make professional judgments through each day based on knowledge of child development and learning, individual children, and the social and cultural contexts in which children live. From this knowledge base, effective teachers design activities, routines, interactions and curriculum for specific children and groups of children. They consider both what to teach and how to teach, developing the habit of **reflective, responsive and intentional practice** to promote positive outcomes for each child.

Standard 5. Using Content Knowledge to Build Meaningful Curriculum

Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development

and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in an early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curricula that promote comprehensive developmental and learning outcomes for every young child.

Key elements of Standard 5

- **5a:** Understanding content knowledge and resources in academic disciplines
- **5b:** Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
- **5c:** Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.

Supporting explanation

Strong, effective early childhood curricula do not come out of a box or a teacher-proof manual. Early childhood professionals have an especially challenging task in developing effective curricula. As suggested in Standard 1, well-prepared candidates ground their practice in a thorough, research-based understanding of young children's development and learning processes. In developing curriculum, they recognize that every child constructs knowledge in personally and culturally familiar ways. In addition, in order to make curriculum powerful and accessible to all, well-prepared candidates develop curriculum that is free of biases related to ethnicity, religion, gender, or ability status—and, in fact, the curriculum actively counters such biases.

The teacher of children from birth through age 8 must be well versed in **the essential content knowledge and resources in many academic disciplines**. Because children are encountering those content areas for the first time, early childhood professionals set the foundations for later understanding and success. Going beyond conveying isolated facts, well-prepared early childhood candidates possess the kind of content knowledge that focuses on the "big ideas," methods of investigation and expression, and organization of the major academic disciplines. Thus, the early childhood professional knows not only *what* is important in each content area but also *why* it is important—how it links with earlier and later understandings both within and across areas.

Teachers of young children demonstrate the understanding of **central concepts, inquiry tools, and structure of content areas** needed to provide appropriate environments that support learning in each content area for all children, beginning in infancy (through foundational developmental experiences) and extending through the primary grades. Candidates demonstrate basic knowledge of the research base underlying each content area and of the core concepts and standards of professional organizations in each content area. They rely on sound resources for that knowledge. Finally, candidates demonstrate that they can analyze and critique early childhood curriculum experiences in terms of the relationship of the experiences to the research base and to professional standards.

Well-prepared candidates choose their approaches to the task depending on the ages and developmental levels of the children they teach. They use their own **knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curriculum for each child.** With the youngest children, early

childhood candidates emphasize the key experiences that will support later academic skills and understandings—with reliance on the core approaches and strategies described in sub-standard 4b and with emphasis on oral language and the development of children's background knowledge. Working with somewhat older or more skilled children, candidates also identify those aspects of each subject area that are critical to children's later academic competence. With all children, early childhood professionals support later success by modeling engagement in challenging subject matter and by building children's faith in themselves as young learners—young mathematicians, scientists, artists, readers, writers, historians, economists, and geographers (although children may not think of themselves in such categories). Designing, implementing, and evaluating meaningful, challenging curriculum requires alignment with appropriate early learning standards and knowledgeable use of the discipline's resources to focus on key experiences for each age group and each individual child.

Standard 6. Becoming a Professional

Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Key elements of Standard 6

- **6a:** Identifying and involving oneself with the early childhood field
- **6b:** Knowing about and upholding ethical standards and other professional guidelines
- **6c:** Engaging in continuous, collaborative learning to inform practice
- **6d:** Integrating knowledgeable, reflective, and critical perspectives on early education
- **6e:** Engaging in informed advocacy for children and the profession

The early childhood field has a distinctive history, values, knowledge base, and mission. Early childhood professionals, including beginning teachers, have a strong **identification and involvement with the early childhood field** to better serve young children and their families. Well-prepared candidates understand the nature of a profession. They know about the many connections between the early childhood field and other related disciplines and professions with which they may collaborate while serving diverse young children and families. Candidates are also aware of the broader contexts and challenges within which early childhood professionals work. They consider current issues and trends that might affect their work in the future.

Because young children are at such a critical point in their development and learning, and because they are vulnerable and cannot articulate their own rights and needs, early childhood professionals have compelling responsibilities to **know about and uphold ethical guidelines and other professionals.** Well prepared candidates are very familiar with the NAEYC's Code of Ethical Conduct and are guided by its ideals and principles. This means honoring their responsibilities to uphold high standards of confidentiality, sensitivity, and respect for children, families, and colleagues. Candidates know how to use the Code to analyze and resolve professional ethical dilemmas and are able to give defensible justifications for their resolutions of those dilemmas. Well-prepared candidates also know and obey relevant laws, such as those pertaining to child abuse, the rights of children with disabilities, and school attendance. Finally, candidates are familiar with relevant professional guidelines, such as national, state, or local standards for content and child outcomes; position statements about, for example, early

learning standards, linguistic and cultural diversity, early childhood mathematics, technology in early childhood, prevention of child abuse, child care licensing requirements, and other professional standards affecting early childhood practice.

Continuous, collaborative learning to inform practice is a hallmark of a professional in any field. An attitude of inquiry is evident in well-prepared candidates' writing, discussion, and actions. Whether engaging in classroom-based research, investigating ways to improve their own practices, participating in conferences, or finding resources in libraries and on Internet sites, candidates demonstrate self-motivated, purposeful learning that directly influences the quality of their work with young children. Candidates—and professional preparation programs—view graduation or licensure not as the final demonstration of competence but as one milestone among many, including professional development experiences before and beyond successful degree completion.

Well-prepared candidates' practice is influenced by **knowledgeable, reflective, and critical perspectives***.* As professionals, early childhood candidates' decisions and advocacy efforts are grounded in multiple sources of knowledge and multiple perspectives. Even routine deci- sions about what materials to use for an activity, whether to intervene in a dispute between two children, how to organize nap time, what to say about curriculum in a newsletter, or what to tell families about new video games are informed by a professional context, research-based knowledge, and values. In their work with young children, candidates show that they make and justify decisions on the basis of their *knowledge* of the central issues, professional values and standards, and research findings in their field. They also show evidence of *reflective approaches* to their work, analyzing their own practices in a broader context, and using reflections to modify and improve their work with young children. Finally, well-prepared candidates display a *critical stance*, examining their own work, sources of professional knowledge, and the early childhood field with a questioning attitude. Their work demonstrates that they do not just accept a simplistic source of truth; instead, they recognize that while early childhood educators share the same core professional values, they do not agree on all of the field's central questions.

Finally, early childhood candidates demonstrate that they can engage in **informed advocacy for children and families and the profession.** They know about the central policy issues in the field, including professional compensation, financing of the early education system, and standards setting and assessment. They are aware of and engaged in examining ethical issues and societal concerns about program quality and provision of early childhood services and the implications of those issues for advocacy and policy change. Candidates have a basic understanding of how public policies are developed, and they demonstrate essential advocacy skills, including verbal and written communication and collaboration with others around common issues.

1) SELF-ASSESSMENT AND SELF-ADVOCACY

Associate degree candidates are often at a key decision point in their professional lives, entering or reentering higher education after extended work experiences or making decisions about further education beyond the associate degree. Therefore, skills in assessing one's own goals, strengths, and needs are critical, as is learning how to advocate for one's own professional needs.

Evidence of growth: Candidates' growth in these skills may be seen in assessments of changes over time and in the actual professional decisions made by candidates as they move through

the program and beyond.

Indicators of strength:
- Candidates assess their own goals, strengths, and needs.
- Candidates know how to advocate for their own professional needs.

2) MASTERING AND APPLYING FOUNDATIONAL CONCEPTS FROM GENERAL EDUCATION

General education has value for its own sake—as part of the background of an educated person—and for the value added to practitioners' ability to implement a conceptually rich curriculum. Both in immediate employment as an early childhood professional and in preparing for further baccalaureate study, associate degree graduates are enriched by understanding foundational concepts from areas including science, mathematics, literature, and the behavioral and social sciences.

Evidence of growth: Candidates' acquisition of these skills may be seen, for example, in their successful mastery of general education objectives, in their written and oral rationales for activities, and in ratings of the conceptual accuracy and richness of their curriculum plans.

Indicators of strength:
- Candidates understand foundational concepts from areas such as science, mathematics, literature, and the behavioral and social sciences.
- Candidates can apply these concepts in their work as early childhood professionals.

3) WRITTEN AND VERBAL COMMUNICATIONS SKILLS

Well-prepared associate degree graduates have strong skills in written and verbal communication.   These skills allow them to provide positive language and literacy experiences for children, and they also support professional communications with families and colleagues. Candidates going on to baccalaureate study need skills sufficient to ensure success in upper-division academic work. In addition, technological literacy is an essential component of this set of skills.

Evidence of growth: Candidates' mastery of these skills may be seen, for example, in successful completion of relevant courses, performance on communication and technological aspects of assignments, and competent use of communication skills in field experiences.

Indicators of strength:
- Candidates have effective skills in written and verbal communication.
- Candidates are technologically literate.

4) MAKING CONNECTIONS BETWEEN PRIOR KNOWLEDGE/EXPERIENCE AND NEW LEARNING

All professionals need these skills, but they are especially important in supporting the learning of associate degree candidates who have worked for years in early care and education. Well prepared associate degree graduates are able to respect and draw upon their past or current work experience and also reflect critically upon it, enriching and altering prior knowledge with

new insights. These skills will, over time, enable graduates to respond to the evolving mandates and priorities of the early childhood field.

Evidence of growth: Progress in making productive connections may be seen in candidates' growing ability to articulate relevant theory and research that either affirms or calls into question their experience—often seen in journals and portfolios, but also in interviews and presentations.

Indicators of strength:
- Candidates respect and draw upon their past or current work experience.
- Candidates are able to reflect critically upon their experience.

5) IDENTIFYING AND USING PROFESSIONAL RESOURCES

Even the best associate program cannot provide in-depth knowledge and skills in all areas. Therefore, well-prepared graduates should know how to identify and use credible professional resources from multiple sources, allowing them to better serve children and families with a wide range of cultures, languages, needs, and abilities.

Evidence of growth: Candidates' growth in this area may be evidenced, for example, by portfolio artifacts, resources used in lesson plans or other field assignments, or in class presentations.

Indicators of strength:
- Candidates know how to identify and use credible professional resources from multiple sources.
- Candidates use these resources to better serve children and families with a wide range of cultures, languages, needs, and abilities.

Recommended Reading for Standard 1

Bedrova, E., & Leong, D. J. (2006). *Tools of the mind: The Vygotskian approach to early childhood education.* (2nd ed.). Upper Saddle River, NJ: Prentice Hall

Berk, L. E., & Winsler, A. (1995). *Scaffolding children's learning: Vygotsky and early childhood education.* Washington, DC: National Association for the Education of Young Children.

Brazelton, T. B. (1992). *Touchpoints*: Your child's emotional and behavioral development. Reading, MA: Da Capo Lifelong Books.

Coles, R. (2000). *The moral life of children.* New York: Atlantic Press Monthly Press

Hughes, F. P. (2009). *Children, play, and development.* (4th ed.). Boston: Sage Publications Inc.

Rogers, C. S., & Sawyers, J. K. (1998*). Play in the lives of children.* Washington, DC: National Association for the Education of Young Children

Shore, R. (2003). Rethinking the brain: New insights into early development New York Families and Work Institute.

Van Ausdale, D., & Feagin, J. R. (2001). The first R: How children learn race and racism. Lanham, MD: Rowan and Littlefield Publishers.

Required Reading for Standard 2

Allen, J. (2007). *Creating welcoming schools: A practical guide to home-school partnerships with diverse families.* New York: Teachers College Press. \

Berger, E. H., & Riojas-Cortez, M. R. (2011). *Parents as partners in education: families and schools working together*. (8th ed.). Upper Saddle River, NJ: Prentice Hall.

Couchenour, D., & Chrisman, K. (2010*). Families, schools, and communities, together for young children.* (4th ed.). Clifton Park, NY: Wadsworth Publishing Delmar Cengage Learning.

Gonzalez-Mena, J. (2005). *The young child in the family and the community*. (4th ed.). Upper Saddle River, NJ: Prentice Hall.

Kozol, J. (1995). Amazing grace: *The lives of children and the conscience of a nation*. New York: Crown.

Tabors, P. (1997). *One child, two languages: A guide for preschool educators of children learning English as a second language*. Baltimore, MD: Brookes Publishing Company.

Recommended Reading for Standard 3

Beatty, J. J. (2009). *Observing development of the young child.* (7th ed.). Upper Saddle River, NJ: Prentice Hall.

Gullo, D. F. (2004). *Understanding assessment and evaluation in early childhood education.* (2nd ed.). New York: Teachers College Press.

Losardo, A., & Notari-Syverson, A. (2011).
Baltimore, MD: Brookes Publishing Company *Alternative approaches to assessing young children.*

Puckett, M. B., & Black, J. K. (2007). Meaningful assessments of the young child: Celebrating development and learning. (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

Wien, C. A. (2004). *Negotiating standards in the primary classroom: The teacher's dilemma. New York*: Teachers College Press.

Wortham, S. C. (2007). *Assessment in early childhood education.* (5th ed.). Upper Saddle River, NJ: Prentice Hall.

Recommended Reading for Standard 4

Charney, R. S. (2002). *Teaching children to care: Management in the responsive classroom.* Revised ed.). Greenfield, MA: Northeast Foundation for Children.

Delpit, L. (2006). *Other people's children: Cultural conflict in the classroom*. (Updated ed.). New York: The New Press.

Ladson-Billings, G. (2009). *The dreamkeepers: Successful teachers of African-American children.* (2nd ed.). San Francisco: Jossey-Bass

Paley, V. (1993). *You can't say you can't play.* Cambridge, MA: Harvard University Press

Katz, L. G., & Chard, S. C. (2000). *Engaging children's minds: The project approach.* (2nd ed.). Norwood, NJ: Praeger.

Copple, C. (Ed.). (2003). A world of difference: Readings on teaching young children in a diverse society. Washington, DC: National Association for the Education of Young Children.

Kostelnik, M., Gregory, K., Soderman, A., & Whiren, A. (2011). Guiding children's social development and learning (7th ed.). New York:Wadsworth.

Paley, V. G. (2000). The kindness of children. Cambridge, MA: Harvard University Press. Wheeler, E. J. (2004). *Conflict resolution in early childhood: Helping children understand and resolve conflicts.* Upper Saddle River, NJ: Prentice Hall.

Paley, V. (1991). *The boy who would be a helicopter.* Cambridge, MA: Harvard University Press.

Required Reading for Standard 5
NAEYC Position Statement: Early Learning Standards
NAEYC Position Statement: Learning to Read and Write
NAEYC Position Statement: Technology and Young Children
NAEYC Position Statement: Early Childhood Mathematics: Promoting Good Beginnings

Helm, J. H., and Beneke, S. (2003). *The power of projects: Meeting contemporary challenges in early childhood classrooms –strategies and solutions.*

Helm, J. H., & Katz, L. (2010). Young investigators: The project approach in the early years. (2nd ed.). New York: Teachers College Press.

Kamii, C., & Housman, L. B. (1999). Young children reinvent arithmetic: Implications of Piaget's theory. (2nd ed.). New York: Teachers College Press

Owocki, G. (2001). Make way for literacy: Teaching the way young children learn. Washington, DC: National Association for the Education of Young Children

Required Reading for Standard 6

NAEYC Position Statement: Code of Ethical Conduct and Statement of Commitment

NAEYC web resource: Voices of practitioners: Teacher research in early childhood education http://www.naeyc.org/publications/vop

Ayres, W. (1995). To become a teacher: Making a difference in children's lives. New York: Teachers College Press.