

Student Teaching One ECE 290

Classroom Meetings Every Other Wednesday 3:30 to 4:45
Every other week off campus at sites



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Remember: PRAXIS DEADLINES

Graduation Audit Deadlines

Transfer College Applications

COURSE NAME: Student Teaching
Student Teaching I 290
COMMON COURSE NUMBER: ECE K290
CREDIT: 3 Semester Hours
PREREQUISITES: Program Coordinator approval; At least 7 credits in ECE.



COURSE DESCRIPTION:

Guided observation, participation and supervised student teaching in NAEYC accredited centers or kindergartens - grade 3 are required. The purpose of this practicum is to enable the student to begin to apply child development theory, teaching methodologies and teaching competencies in a learning environment under close supervision. Students will manage a classroom independently, plan, organize, implement and evaluate classroom activities. Students will complete a minimum of 125 hours of student teaching and 20 hours of observations and seminar devoted to issues in Early Childhood Education and their direct practicum experience.

COURSE OBJECTIVES:

ECE K290 Student Teaching I

Students will:

- Begin to 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 1b)
- Begin to develop foundational skills as a professional: including communication, team-work, ethics,

and professional expectations and behaviors. (NAEYC 6a)

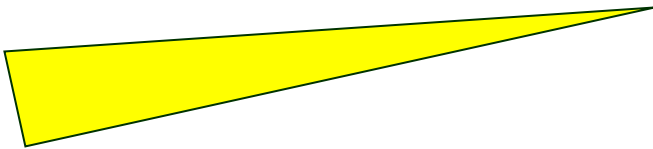
- Be exposed to current issues and research in the field of Early Childhood. (NAEYC 6a)

Key Learning Goals:

1. Begin to apply child development theory to learning environments, family and the community. (NAEYC 1a)
2. Begin to familiarize and demonstrate the ability to implement basic OSHA standards (e.g., exposure standards for blood borne pathogens, general first aid, and safety standards). (NAEYC 6b)
3. Begin to design learning tasks that include specific measurable student learning objectives the promote application of skills and conceptual understanding. (NAEYC 4a)
4. Recognize and identify appropriate resources (materials, technology, human) and instructional groupings to support student learning. (NAEYC 5c)
5. Begin to communicate and reinforce developmentally appropriate standards of behaviors as established by the classroom environment. (NAEYC 4b)
6. Assist in creating a positive learning environment by establishing a rapport through interactions with students demonstrating fairness, acceptance and developmentally appropriate interests. (NAEYC 4d)
7. Begin to manage routines and transitions in the classroom. (NAEYC 4b)

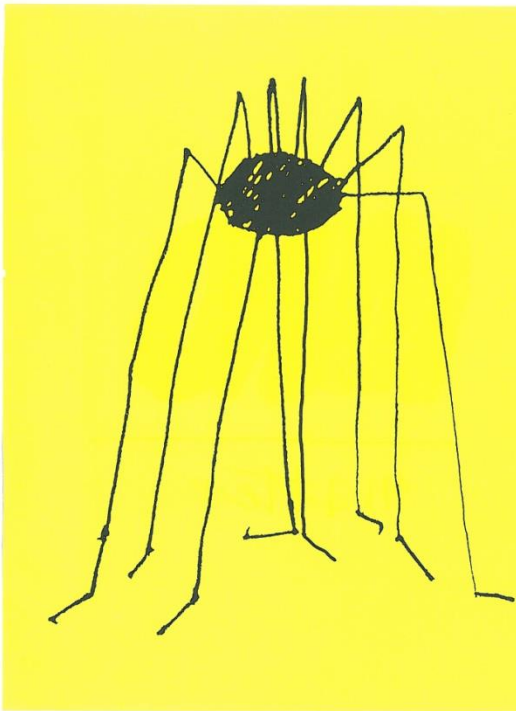
8. Implement instructions that include effective initiation and closure. (NAEYC 4b)
7. Recognize and model effective verbal and non-verbal communication techniques. (NAEYC 4b)
8. Beginning to collaborate and consult with other professionals to support children's learning and well being. NAEYC 4c)
9. Observe and Teach positive social skills and interaction among children and adults. (NAEYC 3c)
10. Evaluate yourself as teachers through reflective writing, formal assessments and weekly emails. (NAEYC 3b)
11. Demonstrate ethical practices and conduct yourself as a professional. (NAEYC 6b)
12. Prepare a personal portfolio of work that demonstrates beginning knowledge, skills, and experiences in the field of ECE. (NAEYC 5b)

3. Begin to 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)
4. Begin to reflect upon and analyze the process of teaching based on student experiences or learning. Submit bi-monthly reflections that reflect this process. (NAEYC 4d)
5. Demonstrate the ability to use developmentally appropriate and effective approaches to teaching. (NAEYC 1b)
6. Plan, implement and evaluate developmentally appropriate activities with teacher's support and feedback. (NAEYC 5b)
7. Begin to work collaboratively with colleagues to examine the effectiveness of your instructions and interactions with children. (NAEYC 6d)
8. Complete 125 hours of direct practicum experiences that include independent classroom control and active practicum experiences. (NAEYC 5c)
9. Create a portfolio that reflects classroom observations and reflections, bimonthly documentations, monthly lesson plans (4-6) and work. (NAEYC 3d)



Working Goals

1. Begin to know and understand young children's needs and characteristics and the multiple influences on development and learning. (NAEYC 1a)
2. Begin to use developmental knowledge to create healthy, respectful, supportive and challenging learning environments with content areas and academic disciplines. (NAEYC 5b)



ETHICS

1. Students will apply NAEYC ethics policies and procedures in their student teaching environment.

ADVOCACY:

1. Student will identify problem areas at their site and discuss how they would implement change.

BECOMING A PROFESSIONAL:

1. Students will demonstrate professional manners and behaviors 100% of the time.
2. Students 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 PLANS SHOULD BE PREAPPROVED** by the onsite supervisor. **YOU MUST USE THE LESSON PLAN** provided by the State Dept of Ed. Student Teaching II Units with 6-8 lessons and individual modifications.

- Each student is responsible to create a portfolio that documents how they have met their student teaching objectives while in their placements. This is a significant component of this course. Additionally, Documentation Boards will be submitted to create a visual of personal contributions and community building.
- Personnel Procedures and Policies: Standard OSHA procedures and State Employments laws should be followed. For many of you, this may be their first time in a professional setting. **Ask about personal phone calls, sick and tardy standards, dress codes and overall personnel expectations should be outlined from the beginning.**
- Each student is required to attend a bi-monthly Practicum Support and Methods class; these classes meet every other Weds from 5:00 to 6:15 at the college. We discuss daily events, classroom methodologies and try to supplement the student's experiences with professional readings and round table discussions. Course readings and articles are required.

- Each of you are 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.comnet.edu.
- 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.

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.

SPRING 2011

Jan. 17 Martin Luther King Day - **College Closed**
Jan. 19 Professional Day
 New Student Orientation
 Last Day for Full Tuition Refund
Jan. 20 **Classes Begin**/Late Registration Begins
 Add/Drop Period Begins
Jan. 24 First 7 ½ -Week Mods Begin
Jan. 27 Instructor Signature Required to Add Classes
Feb. 2 Last Day of Add/Drop and Partial Tuition Refund
Feb. 3 College Professional Day – **Classes Not In Session**
Feb. 17 Last Day to Select Audit Option
Feb. 21 President's Day Observed – **Classes Not In Session**

Mar. 13- 19 Spring Break - **Classes Not in Session**
Mar. 22 Second 7 ½ -Week Mods Begin
Mar. 23 First 7 ½ -Week Mods End
Apr. 7 Last Day to Select Pass/Fail Option
 Last Day to Submit Incomplete Work from Fall '10 semester and Intersession '11.
Apr. 8 Faculty System Professional Day – **Classes In Session**
Apr. 15 Last Day to apply for Summer (August '11) Graduation
Apr. 22 -24 **Spring Recess – College Closed**
May 9 Last Day to Withdraw from Classes
May 16 Last Day of 15 Week Session
May 16 Second 7 ½ -Week Mods End
May 17 - 18 Make-up/Supplemental sessions - **Instructor Discretion**
May 19 Final Grades Due
May 21 **Commencement**
May 27 Student grades available on Web
May 30 Memorial Day - **College Closed**
June 15 Last day to apply for Fall Graduation (December '11)

Throughout the course, our goal is to meet the following National Association of Young Children Standards

NAEYC STANDARDS

Standard 1: Promoting child development and learning

Standard 2: Building family and community relationships

Standard 3: Observing, documenting, and assessing to support young children and families

Standard 4: Approaches to Connect with children and Families using Developmentally Effective Approaches

Standard 5: Using Content Knowledge to Build Meaningful Curriculum

Standard 6: Becoming a Professional

The Supportive Skills

Supportive Skill 1: Self-assessment and self-advocacy

Supportive Skill 2: Mastering and applying foundational concepts from general education

Supportive Skill 3: Written and verbal communications skills

Supportive Skill 4: Making connections between prior knowledge/experience and new learning

Supportive Skill 5: Identifying and using professional resources

Course Evaluation

<u>Grades Equivalent</u>	<u>Quality Points</u>	
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	

College Withdrawal Policy

Students 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 student may withdraw with the signature of the instructor or advisor.



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, students can be changed if the school is not working out.**

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 Student 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.

STUDENT TEACHING WARNING STATUS

"Any student not demonstrating the expected level of competence or who exhibits inconsistent practices or behaviors will be placed on clinical warning at the recommendation of the faculty teaching the class. This warning may be issued at any point during the semester. The student placed on warning will be advised of his/her status in writing. The warning will outline which competencies have not been demonstrated satisfactorily. Students 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, student will be required to repeat Student Teaching I until the classroom objectives, performance indicators and overall teaching disposition are met.

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

Students may be placed on warning no more than twice during the ECE student teaching. When a student 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.

Student: _____ **Faculty:** _____

Faculty Signature: _____ Date:

Additional Resources:

Developmental Continuum Assessment Toolkit For Ages 3-5. Teaching Strategies, Inc. Red Leaf Press, 2002.

Dodge, Diane Twister, L.J Colker and C. Heroman. The Creative Curriculum For Preschool. Teaching Strategies, 2002.

Feeney, S. and N.K. Freeman. Ethics and The Early Childhood Educator: Using The NAEYC Code, NAEYC, 2001.

Fraser, Susan and Carol Gestwicki. Embracing Identities In Early Childhood Education: Diversity And Possibilities. Teachers College Press, 2002.

Freeman, N.K.I. and E. Moravcik. Teaching The NAEYC Code of Ethical Conduct: Activity Sourcebook. 2002.

Fu, V.R., A.J. Stremmel and L.T. Hill. Teaching and Learning: Collaborative Exploration of The Reggio Emilia Approach. Merrill/Prentice Hall, 2002.

Grieshaber, S. and G.S. Cannella. Embracing Identities In Early Childhood Education: Diversity And Possibilities. Teachers College Press, 2001.

Gonzalez, Mena. The Child In The Family And The Community. Merrill/ Prentice Hall, 1998.

Gronlund, Gayle. Focused Early Learning: A Planning Framework For Teachers of Young Children. Redleaf Press, 2003.

Gronlund, Gayle and Bev Engel. Focused Portfolios: A Complete Assessment For Young Children. Red Leaf Press, 2003.

Harms, T.R.M., Clifford and D. Cryer. Early Childhood Environmental Rating Scale. Teachers College Press, 1998.

Hemmeter, Mary Louise, Maxwell, Kelly, Ault, Melinda and John Schuster. Assessment Of Practices In Early Elementary Classrooms. Teachers College Press, 2002.

Kaiser, B. and J.S. Raeminsky, Challenging Behavior In Young Children: Understanding, Preventing And Responding Effectively, Allyn & Bacon, 2002.

Kostenik, Marjorie, Onaga, Esther, Rohde, Barbara and Alice Whiren. Children With Special Needs, Teachers College Press, 2002.

Landy, S. Pathways To Competence: Promoting Healthy Social And Emotional Development In Young Children. Paul H. Brooks, 2002.

Levin, Diane. Teaching Young Children In Violent Times, 2nd Edition. NAEYC, 2003.

McAfee, Deborah Leong and E. Bodrova. Basics of Assessment: A Primer For Early Childhood Educators. NAEYC, 2003.

Mc Gee, L.M. and D. J. Richgels. Designing Early Literacy Programs: Strategies For At-Risk Preschool and Kindergarten Children. Guilford Press, 2003.

Stone, Jeannette. Building Classroom: The Early Childhood Teacher's Role. NAEYC, 2001.

Student Teaching One Spring 2011

Seminar	NAEYC Competencies	Requirements	Readings and Assignments - these will be assigned each week - please record
February 9	Identifying and involving oneself with the early childhood field	Complete Application Package; Commit to Placement. NAEYC and Professional Ethics Presented and Reviewed. Overview of required Observations.	Bimonthly Reflections Standards 6a, 6B, 5a, 5b Supportive Skills 4, 3
February 16	Observing, documenting, and assessing to support young children and families Understanding the goals, benefits and uses of assessment	Write Philosophy; Letter to Parents; Expectations for bi-Monthly. Reflections. Behavioral Sheets - introduced. Chapters 1, 2, 3	Bimonthly Reflections (NAEYC 4d, 3a) NAEYC 2b, 2c) Supportive Skills 3, 4, 5
February 23	Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	Lesson Plans - Establishing Your Role; building a community. Project Approach Unit - EXPECTATIONS. Chapters 5 & 6	Bimonthly Reflections Overview of Project Approach Unit (NAEYC 1b, 1c) (NAEYC 5b, 5c) NAEYC 4b,4d) NAEYC 3b, 3c, 6d) Supportive Skills 2, 3, 4, 5
March 2	Know and understand the multiple influences on development and learning	Behavioral Management - Issues, strategies and outcomes Chapter 8	BiMonthly Reflections (NAEYC 5b) (NAEYC, 1a, 4a) Supportive Skills 1, 3, 4, 5
March 9	Involving families and communities in	Family Connections Chapters 4 & 7	Biweekly Reflections Update on Unit (NAEYC 2a,b, c)

	their children's development and learning		NAEYC 1b Supportive Skills 1, 2, 4
March 23	Using developmentally effective approaches. Knowing, understanding, and using effective approaches, strategies, and tools for early education	Using Content Knowledge to Build Meaningful Curriculum - Teach, think and observe CRITICALLY Chapters 9 & 10	Bimonthly Reflections (NAEYC 5b, 5c) (NAEYC 4a, 4b, 4c, 4d) Supportive Skills 2, 3, 4, 5
April 6	Identifying and involving oneself with the early childhood field	NO CLASS One on One Meetings with Professor Perkins - office	NAEYC 6a, 6b Supportive Skills 1, 3, 4,
April 20	Knowing about and upholding ethical standards and other professional guidelines	NAEYC and Professional Ethics Presented and Reviewed -	NAEYC 6b Supportive Skills 1, 3, 5
May 4	Engaging in continuous collaborative learning to inform practice	Team Portfolio Presentations and Reflections	NAEYC 3d, 5b, 5c Supportive Skills 1, 3,4, 5

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Lesson Plan Format

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

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

Learner Background: Describe the students' 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 students' previous performance in this content area or skill impact your planning for this lesson?

Student Learning Objective(s): Identify specific and measurable learning objectives for this lesson.

Assessment: How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

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

Learning Activities:

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 students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s).

Closure: Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student 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 students with learning differences. These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels, including students with IEPs, gifted and talented students, 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 students with learning differences.

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

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

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

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Lesson Plan Rubric

Check any items below that are an accurate description 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.

	Needs Improvement	Satisfactory	Distinguished	Comments
Content Standards	<ul style="list-style-type: none"> <input type="checkbox"/> Incomplete list or marginally meaningful list of content standards <input type="checkbox"/> Those chosen may or may not match learning tasks in lesson <input type="checkbox"/> OMITTED 	<ul style="list-style-type: none"> <input type="checkbox"/> Basic listing of meaningful content standards <input type="checkbox"/> Those chosen match learning tasks in lesson 	<ul style="list-style-type: none"> <input type="checkbox"/> Complete listing of meaningful content standards <input type="checkbox"/> Those chosen match and are extended through learning tasks in lesson 	
Learner Background	<ul style="list-style-type: none"> <input type="checkbox"/> Inaccurate or poorly detailed description of students' prior knowledge or skill related to the learning objectives and the content of the lesson <input type="checkbox"/> No pre-assessment or application of prior knowledge <input type="checkbox"/> Use of information is not evident in planning lesson <input type="checkbox"/> OMITTED 	<ul style="list-style-type: none"> <input type="checkbox"/> Accurate but limited description of students' prior knowledge or skill related to the learning objectives and the content of the lesson <input type="checkbox"/> Based on prior knowledge <input type="checkbox"/> Use of information is evident in planning of lesson 	<ul style="list-style-type: none"> <input type="checkbox"/> Accurate and detailed description of students' prior knowledge or skill related to the learning objectives and the content of the lesson <input type="checkbox"/> Data gained from pre-assessment <input type="checkbox"/> Use of information determined planning of lesson 	
Learning Objectives	<ul style="list-style-type: none"> <input type="checkbox"/> Inconsistent with standards or rest of lesson <input type="checkbox"/> Developmentally inappropriate <input type="checkbox"/> Unrealistic <input type="checkbox"/> OMITTED 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistent with standards and lesson <input type="checkbox"/> Developmentally appropriate, but may be poorly constructed <input type="checkbox"/> Leads to assessment 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistent with standards and lesson <input type="checkbox"/> Developmentally appropriate <input type="checkbox"/> Leads to authentic assessment 	

	Needs Improvement	Satisfactory	Distinguished	Comments
Assessment	<ul style="list-style-type: none"> <input type="checkbox"/> Does not clearly assess the objective <input type="checkbox"/> Able to yield information of marginal use or accuracy <input type="checkbox"/> Developmentally inappropriate <input type="checkbox"/> Poorly described and/ or unpolished sample provided <input type="checkbox"/> OMITTED 	<ul style="list-style-type: none"> <input type="checkbox"/> Able to yield useful, accurate information <input type="checkbox"/> Consistent with objective <input type="checkbox"/> Developmentally appropriate <input type="checkbox"/> Described and sample provided 	<ul style="list-style-type: none"> <input type="checkbox"/> Yields precise/ complex information <input type="checkbox"/> Inventive, authentic, contextualized <input type="checkbox"/> Developmentally appropriate and assesses objective <input type="checkbox"/> Clearly described and polished sample provided 	
Materials/Resources	<ul style="list-style-type: none"> <input type="checkbox"/> Incomplete, inaccurate, or insufficient list <input type="checkbox"/> Developmentally inappropriate <input type="checkbox"/> Instructionally ineffective <input type="checkbox"/> Technology, if used, is developmentally inappropriate, irrelevant, or of poor quality <input type="checkbox"/> OMITTED 	<ul style="list-style-type: none"> <input type="checkbox"/> Contains minor flaws in completeness <input type="checkbox"/> Complete and developmentally appropriate list, but omitting some detail <input type="checkbox"/> Instructionally appropriate <input type="checkbox"/> Technology, if used, is useful and developmentally appropriate 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses a variety of relevant materials <input type="checkbox"/> Complete, developmentally appropriate, and detailed list <input type="checkbox"/> Instructionally effective <input type="checkbox"/> Technology, if used, is relevant, useful, developmentally appropriate and of high quality 	
Initiation of Learning Activities	<ul style="list-style-type: none"> <input type="checkbox"/> Does not raise interest or channel energy toward objective or curriculum <input type="checkbox"/> Does not connect new learning to prior knowledge and/or does not engage students <input type="checkbox"/> Insufficient delineation of developmentally appropriate procedures, behavioral expectations, and physical context <input type="checkbox"/> OMITTED 	<ul style="list-style-type: none"> <input type="checkbox"/> Raises anticipation and activates curiosity in relation to objective and curriculum <input type="checkbox"/> Connects new learning to prior knowledge, but without student engagement <input type="checkbox"/> Delineates developmentally appropriate procedures, behavioral expectations, and physical context in good detail 	<ul style="list-style-type: none"> <input type="checkbox"/> Raises anticipation, activates curiosity, is imaginative, and is creative in relation to objective and curriculum <input type="checkbox"/> Engages students with tight connection to prior knowledge <input type="checkbox"/> Delineates developmentally appropriate procedures, behavioral expectations, and physical context in excellent detail 	

	Needs Improvement	Satisfactory	Distinguished	Comments
Lesson Development	<ul style="list-style-type: none"> <input type="checkbox"/> Relates minimally to objective <input type="checkbox"/> Does not connect to, expand, or consolidate old and new knowledge <input type="checkbox"/> Inaccurate content and/or questionable developmental presentation <input type="checkbox"/> Flaws in logical progression <input type="checkbox"/> Little or no variety in teaching strategies <input type="checkbox"/> Description lacks necessary detail <input type="checkbox"/> Missing some or all instructional materials 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistent with objective <input type="checkbox"/> Expands and consolidates prior and new knowledge <input type="checkbox"/> Accurate content presented in a developmentally appropriate manner <input type="checkbox"/> Logical progression (simple to complex) <input type="checkbox"/> Limited variety of teaching strategies (e.g., direct instruction, modeling, guided practice, cooperative learning, centers, manipulatives, visuals) <input type="checkbox"/> Description includes necessary detail <input type="checkbox"/> All instructional materials included 	<ul style="list-style-type: none"> <input type="checkbox"/> Creative, showing insight, complexity, and consistency with objective <input type="checkbox"/> Expands and consolidates prior and new knowledge into understanding <input type="checkbox"/> Accurate content of depth presented in a developmentally appropriate manner <input type="checkbox"/> Logical progression <input type="checkbox"/> Variety of teaching strategies (e.g., direct instruction, modeling, guided practice, cooperative learning, centers, manipulatives, visuals) <input type="checkbox"/> Description includes detailed directions, instructions, interactions <input type="checkbox"/> All exemplary instructional materials included 	
Closure	<ul style="list-style-type: none"> <input type="checkbox"/> Awkward progression <input type="checkbox"/> Questionable consistency with objective <input type="checkbox"/> Teacher-centered and/or minimally involves students <input type="checkbox"/> OMITTED 	<ul style="list-style-type: none"> <input type="checkbox"/> Smooth progression from lesson <input type="checkbox"/> Consistent with objective and lesson <input type="checkbox"/> Requires all students to review, summarize, reflect, and project about learning 	<ul style="list-style-type: none"> <input type="checkbox"/> Makes connections from lesson to real world <input type="checkbox"/> Consistent with objective and lesson, helping students understand purpose of lesson <input type="checkbox"/> Requires all students to review, summarize, reflect, and project about learning 	
Multicultural Consideration	<ul style="list-style-type: none"> <input type="checkbox"/> Considers only the dominant cultural perspective on content <input type="checkbox"/> Demonstrates no use or understanding of a multicultural process in either curriculum or pedagogy 	<ul style="list-style-type: none"> <input type="checkbox"/> Considers content from multiple cultural perspectives <input type="checkbox"/> Uses a multicultural process in both curriculum and pedagogy 	<ul style="list-style-type: none"> <input type="checkbox"/> Considers content from multiple cultural perspectives <input type="checkbox"/> Uses a multicultural process in both curriculum and pedagogy that develop intercultural competence 	

	Needs Improvement	Satisfactory	Distinguished	Comments
Differentiated Instruction	<input type="checkbox"/> Provides incomplete information/evidence of individual student needs <input type="checkbox"/> Provides vague or inadequate description of differentiated instruction to meet individual student needs <input type="checkbox"/> Belief that no student needs differentiated instruction	<input type="checkbox"/> Provides adequate information/evidence of individual student needs <input type="checkbox"/> Provides description of differentiated instruction to meet all individual student needs	<input type="checkbox"/> Provides detailed information/evidence of individual student needs <input type="checkbox"/> Provides detailed description of differentiated instruction to meet all individual student needs	
Assessment Findings	<input type="checkbox"/> Incomplete/ inaccurate or irrelevant data in poor display <input type="checkbox"/> Relevant patterns not identified <input type="checkbox"/> OMITTED	<input type="checkbox"/> Detailed/accurate data in clear display (raw data, narrative, graph or chart) <input type="checkbox"/> All relevant patterns identified <input type="checkbox"/> Next instructional steps identified for class	<input type="checkbox"/> Detailed/accurate data display with performance aligned with objective <input type="checkbox"/> All relevant patterns and individual variation identified <input type="checkbox"/> Next instructional steps for individuals and class identified precisely	
Reflection	<input type="checkbox"/> Gaps in consideration of some areas of necessary reflection <input type="checkbox"/> Superficial or partially inaccurate perception of strengths/weaknesses <input type="checkbox"/> OMITTED	<input type="checkbox"/> Considers all areas of reflection (planning, implementation, and assessment of student learning performance during lesson) <input type="checkbox"/> Identifies causes/ reasons for strengths and weaknesses	<input type="checkbox"/> Demonstrates unusual insight into self and student learning <input type="checkbox"/> Identifies causes/ reasons for strengths and weaknesses and provides thoughtful action plan for self	
Writing	<input type="checkbox"/> Poorly written <input type="checkbox"/> 6 or more mechanical errors in writing mechanics	<input type="checkbox"/> Poorly written <input type="checkbox"/> 4 to 5 mechanical errors in writing mechanics	<input type="checkbox"/> Well written <input type="checkbox"/> 0 to 3 error in writing mechanics	



Integrated Unit for Student Teaching II Spring 2011

- The Integrated Unit is introduced during the second half of the semester in Student Teaching II. The overall “model” is similar to the group project which you completed in “Methods and Techniques” with Dr. Frizzell. The Unit should be based on children’s interests and **MUST** be approved in advance with your Cooperating Teacher. In some situations, you may have to

Overview

- Determine a topic that will allow you to focus on activities which will lead to meaningful plans to enhance student learning in an integrated unit.
- Develop your map around the topic/theme including at least two standards that are connected to all activities on you map.
- Plan instruction around the topic/theme.
- Plan meaningful learning activities for children. This will occur if the students make connections between a new experience, prior knowledge, and experiences in their memory. Instructional techniques need to vary and include differentiated instruction.
- Observe your students and create plans that will encourage them to be successful learners.

Your **W**ritten **U**nit **M**ust:

- Be on a topic approved by your cooperating teacher and it should determine “individual student prior knowledge before you begin the planning steps” e.g. don’t dive into a topic that is developmentally inappropriate or above or below student’s interests and expectations.
- Be developed as a meaningful learning experiences as a cohesive whole – the lessons should be INTEGRATED in an authentic way. The overall Unit should:
 - Facilitate children’s ability to acquire and develop emergent literacy concepts or skills
(listening, speaking, viewing, visually representing, reading, writing)
 - Facilitate children’s ability to acquire and develop concepts/skills/personal in a subject areas e.g., science, math...
 - Use children’s higher-level-thinking abilities
- The entire unit must be “mapped” see attached. Remember this is a brain storming exercise and you will not be doing each of these activities – this is open ended for your planning.
- At least two standards must be in the center of the map—one from literacy and one from a second subject/area—that touch all activities
- Include at least ONE formal lesson (direct instruction) in literacy with a performance-based assessment activity (include varied student work or photos of work, and your individual reflections, if available)
- Include at least TWO formal lessons (direct instruction) in a second subject/learning area with a performance-based assessment activity (varied student work or photos of work, and your individual reflections, if available)
- Include other lesson and center plans which help meet your objectives for the students’ learning in other subject/learning areas (varied student work or photos of work, and your individual reflections, if available)
- Use media and technology as appropriate
- Be developmentally appropriate, multicultural, and culturally relevant for your students
- Contain differentiated instructional plans for children in your classroom
- Engage all students
- Demonstrate creativity on your part as the planner/teacher
- Allow creativity on the part of the children
- Be neat and aesthetically pleasing, with minimal errors in writing mechanics

Planning Web

The teacher may want to enlarge this form to enhance its usefulness.

Teachers: _____

Week: _____

Blocks	Math/Manipulatives	Literacy	Group Time
Dramatic Play	Performance Standards:		Routines/Transitions
Art	Outdoors	Health	Science/Sensory/ Cooking

Planning Web

Each box is filled in based upon the learning centers and routines in the program. This form may be enlarged to enhance its usefulness.

Teachers: _____

Week: _____

	Performance Standards:		

Instructional Unit 1

	Unacceptable	Acceptable	Target	Pts.	COMMENTS
Meaningful Plans	(1) Project does not form a cohesive whole of meaningful instruction and experience for the students or is not based on state standards (0-2 pts)	(1) Project forms a cohesive whole of limited instruction and experience for the students based on state standards (3-4 pts)	(1) Project forms a cohesive whole of meaningful instruction and experience for the students based on state standards (5 pts)		
	2) Project does not facilitate children's acquisition and development of concepts/skills (0-2 pts)	(2) Project facilitates children's limited acquisition and development of concepts/skills (3-4 pts)	(2) Project facilitates children's acquisition and development of concepts/skills (5 pts)		
	(3) Project does not facilitate children's acquisition and development of concepts/skills/ personal expression in other subject/learning areas (0-2 pts)	(3) Project facilitates children's limited acquisition and development of concepts/skills in a second subject/learning area (3-4 pts)	(3) Project facilitates children's acquisition and development of concepts/skills in a second subject/learning area (5 pts)		
	(4) Project does not use children's higher-level-thinking abilities (0-2 pts)	(4) Project facilitates children's limited acquisition and development of concepts/skills/ personal expression in other subject/learning areas (3-4 pts)	(4) Project facilitates children's acquisition and development of concepts/skills/personal expression in other subject/learning areas (5 pts)		
	(5) Individual prior knowledge has not been ascertained and/or was not communicated in a clear format (0-2 pts)	(5) Individual prior knowledge was minimally ascertained and communicated in a clear format (3-4 pts)	(5) Individual prior knowledge has been ascertained, communicated in a clear format, and affected unit planning (5 pts)		
Map	(1) No map of chosen topic or omissions in activities/lessons/centers or standards to be used (0-6 pts)	(1) Adequately detailed map of chosen topic and all activities/lessons/centers and standards to be used (7-9 pts)	(1) Well detailed map of chosen topic and all activities/lessons/centers and standards to be used (10 pts)		

Instructional Plans

(2) Contains an inadequate literacy lesson plan with or without appropriate assessment (0-2 pts)	(2) Contains an adequate literacy lesson plan with appropriate assessment (3-4 pts)	(2) Contains well-written literacy lesson plan and an appropriate assessment (5 pts)		
(3) Contains an inadequate lesson plan with or without appropriate assessment for a second subject/learning area (0-2 pts)	(3) Contains an adequate lesson plan with appropriate assessment for a second subject/learning area (3-4 pts)	(3) Contains well-written lesson plan and an appropriate assessment for a second subject/learning area (5 pts)		
(4) Contains few or no other lesson/center plans which meet your objectives in other student subject/learning areas (0-2 pts)	(4) Contains other good lesson/center plans, not all of which meet your objectives in other student subject/learning areas (3-4 pts)	(4) Contains other lesson/center plans which adequately meet your objectives in other student subject/learning areas (5 pts)		
(5) Few activities/lessons developmentally and culturally appropriate for the class or multicultural (0-3 pts)	(5) Most activities/lessons developmentally appropriate, multicultural and culturally appropriate for the class (4 pts)	(5) All activities and assessments developmentally appropriate, multicultural and culturally appropriate for the class (5 pts)		
(6) Missing differentiated instructional plans for students in the class (0-2 pts)	(6) Contains limited differentiated instructional plans for students in the class (3-4 pts)	(6) Contains differentiated instructional plans for students in the class (5 pts)		
(7) Few lessons engage all students (0-3 pts)	(7) Most lessons engage all students (4 pts)	(7) All lessons engage all students (5 pts)		
(8) Individual learning has not been ascertained and/or was not communicated in a clear format for easy comparison to prior knowledge (0-2 pts)	(8) Individual learning was minimally ascertained and communicated in a clear format for easy comparison to prior knowledge (3-4 pts)	(8) Individual learning was ascertained and communicated in a clear format for easy comparison to prior knowledge (5 pts)		
(9) Includes an inadequate reflection or is missing pieces of a reflection on planning, implementation, student learning, and future changes for the unit (0-2 pts)	(9) Includes a minimal reflection on planning, implementation, student learning, and future changes for the unit (3-4 pts)	(9) Includes a thorough reflection on planning, implementation, student learning, and future changes for the unit (5 pts)		

Creativity	(1) Demonstrates little or no creativity on the part of the teacher/planner (0-3 pts)	(1) Demonstrates some creativity on the part of the teacher/planner (4 pts)	(1) Demonstrates exceptional creativity on the part of the teacher/planner (5 pts)		
	(2) Allows no creativity or divergent responses on the part of the children (0-3 pts)	(2) Allows some divergent responses on the part of the children (4 pts)	(2) Consistently allows creativity on the part of the children (5 pts)		

Name of Student _____

Topic of Instructional Unit 1 _____

Instructional Unit 1 for Age/Grade _____

Instructional Unit 1 Written Rubric Points Guide:

	Unacceptable	Acceptable	Target
Total Possible	0-69	70-89	90-100

Grading Policy:

Remains consistent for all assignments and requirements:

Letter Grade	Rubric Pts/%	B-	80 - 83%
A+	98 - 100%	C+	77 - 79%
A	95 - 97%	C	74 - 76%
A-	90 - 94%	C-	70 - 73%
B+	87 - 89%	D	65 - 69%
B	84 - 86%	F	64% and below



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

* 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,

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.

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

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.

* 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: Free Press.
- Kipnis, K. 1987. How to discuss professional ethics. *Young Children* 42 (4): 26–30.

The National Association for the Education of Young Children (NAEYC) is a nonprofit corporation, tax exempt under Section 501(c)(3) of the Internal Revenue Code, dedicated to acting on behalf of the needs and interests of young children. The NAEYC Code of Ethical Conduct (Code) has been developed in furtherance of NAEYC's nonprofit and tax exempt purposes. The information contained in the Code is intended to provide early childhood educators with guidelines for working with children from birth through age 8.

An individual's or program's use, reference to, or review of the Code does not guarantee compliance with NAEYC Early Childhood Program Standards and Accreditation Performance Criteria and program accreditation procedures. It is recommended that the Code be used as guidance in connection with implementation of the NAEYC Program Standards, but such use is not a substitute for diligent review and application of the NAEYC Program Standards.

NAEYC has taken reasonable measures to develop the Code in a fair, reasonable, open, unbiased, and objective

manner, based on currently available data. However, further research or developments may change the current state of knowledge. Neither NAEYC nor its officers, directors, members, employees, or agents will be liable for any loss, damage, or claim with respect to any liabilities, including direct, special, indirect, or consequential damages incurred in connection with the Code or reliance on the information presented.

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.

* 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.



February 20, 2011

Dear Cooperating Teachers and Administrators,

Thank you for willingness to work with our Three Rivers Community College student teachers. As you are aware, the students are expected to work 125 hours in a supervised, high quality program. Your school was selected because of your reputation and our student's desire to learn in your community.

Often we are asked by cooperating teachers, to define the expectations for this student teaching placement. To begin, our students have already taken seven early childhood classes and have demonstrated the appropriate general disposition to work with children. Most student teachers are at a paraprofessional level; some are beyond. In all cases, the college expects them to demonstrate a professional demeanor and to interact positively with children.

We have both Student Teaching I and Student Teaching II students. Student Teachers in the first class are expected to conduct 4-6 lessons, write weekly reflective journals and to complete a portfolio. Student Teachers in the second class are expected to complete a project approach unit while implementing integrated curriculum. They too will keep weekly reflective journals and develop a portfolio with additional objectives. In addition, to these requirements, the students also participate in bi-monthly seminars and contact me weekly by email to discuss their progress.

To date, our students are thriving. In the past, our students are placed at the following sites: Bozrah's Field Memorial School, Bright Horizon's, The Calvary Nursery School, Lebanon Elementary School, LEARN's Friendship School, Mitchell College's Children Learning Center, Norwich's Mahan School, Plainfield's Elementary School, Pine Point Elementary School, Norwich's Integrated Day Charter School, Birth to Three, Plainfield's Memorial School, and in Birth to Three. Many of our students are completing their work in hopes of transferring to colleges such as Mitchell College and Eastern Connecticut State University. More times, than not, their goal is to be a certified teacher.

Three Rivers Community College is happy to have our students working in the community. We would welcome the chance to talk with you further about our program or to answer any questions regarding our course objective. Our program is evolving and your input on ways to improve will be well received. Due to limited staffing, we will do two visits on each student during the semester. You will be asked to evaluate students mid-semester and at the end of the semester.

Three Rivers Community College is happy to have our students working in the community. We would welcome the chance to talk with you further about our program or to answer any questions regarding our course objective. Our program is evolving and your input on ways to improve will be well received. Due to limited staffing, we will do two visits on each student during the semester. You will be asked to evaluate students mid-semester and at the end of the semester.

Please call me at 860.383.5252 or e-mail me at sskahan@trcc.commnet.edu or kdperkins8@comcast.net with your thoughts or questions. We thank you for your willingness to mentor a new generation of early childhood professionals.

Over the summer, I will be sending you a finalized contract. Again, thank you for cooperation.

Sincerely,

Sheila L. Skahan, M.S.
Kendall Perkins, M.S.

* Additionally, each student will be required to have a recent physical and to have gone through a criminal record check.

Bi-Monthly Reflections Student Teaching One and Two

For the Spring 2011 Semester, please complete the following form and submit TYPED for each class. It is expected that student in STUDENT TEACHING II 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.

Name: _____ Date: _____

Standard One: Promoting Child Development and Learning

Identify similar characteristics that you have observed with the children in your class:

(Use OBJECTIVE language; do not list names – use initials).

Common Development Milestones	Individual Differences Noted
Physical	Physical
Personal + Social	Personal + Social
Emotionally	Emotionally
Cognitively	Cognitively
Creative and Aesthetic	Creative and Aesthetic

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, and 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?
3. What weekly correspondences does the program disseminate regarding children's activities, development milestones, and program information? Reflect on the effectiveness of this tool.

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 to 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?

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. (Students know, understand and use positive relationships and supportive interactions as the foundation for their work with young children)
2. Describe times this week when you either observed or actively participated in any of the following teaching approaches. (Students know, understand and use a wide array of effective 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 behaviors.

Standard 5: Using Content Knowledge to Build Meaningful Curriculum

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. (Students know about and uphold ethical standards and other professional guidelines).

Beginning a Statement of Teaching Philosophy

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 students 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 students

Grading and evaluating students

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

Learning

Teacher

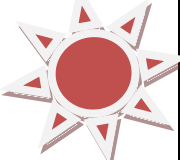
Class

Student

Issue

Change

Midsemester Evaluation for Spring 2011 – TEACHERS AND STUDENTS Student Teaching Two
 Please mail back to Sheila Skahan, 574 New London Turnpike, Norwich, CT 06360

Learning Objectives 	Planned Activities to Attain Objectives	How are you achieving this?	Are you meeting the goals? 1-with great success 2-with some success 3-with limited success 4-unsuccessful NA not applicable
1. Actively applying child development theory to learning environments, family and the community. 2. Familiarizing and demonstrating the ability to implement basic safety standards 3. Design learning tasks that include specific measurable student learning objectives the promote application of skills and conceptual understanding. 4. Select appropriate resources (materials, technology, human) and instructional groupings to support student learning. 5. Communicate and reinforce developmentally appropriate standards of behaviors as established by the classroom environment. 6. Create a positive learning environment by establishing a rapport through interactions with students demonstrating fairness, acceptance and developmentally appropriate interests. 7. Begin to manage routines and transitions in the classroom. 8. Use effective verbal and non-verbal communication techniques. 9. Begin to monitor lessons for students understanding when it is necessary to adjust instruction and pacing. Beginning to collaborate and consult with other professionals to	1. Assist in Classroom and school community as needed. Create Family School Project related to lesson. 2. Perform appropriate methods and safety procedures in classroom and interactions with children 3. Coordinate and Implement Monthly Lesson Plans or Unit. 4. Demonstrate ability to gather resources to support learning. Conduct age appropriate methods and interactions with children in classroom. 5. Demonstrate DAP and DCAP Practices in regards to setting limits and rules. 6. Thoroughly interact with children in both small and large groups and one on one. Demonstrate DAP and DCAP practices. 7. Assist supervising teacher in managing classroom schedule. 8. Demonstrate ability to communicate verbally and non-verbally with children. 9. Gather information on children's learning styles and adjust lesson plans to reflect individual differences. (SDE Lesson Plans) 9a. Create Documentation		1 2 3 4 na 1 2 3 4 na 1 2 3 4 na 1 2 3 4 na 1 2 3 4 na 1 2 3 4 na 1 2 3 4 na 1 2 3 4 na 1 2 3 4 na 1 2 3 4 na

<p>support children's learning and well being.</p> <p>10. Observing and Teaching positive social skills and interaction among children and adults.</p> <p>11. Evaluating you as teachers through reflective writing, formal assessments and weekly emails.</p> <p>12. Demonstrating ethical practices and conduct yourself as a professional.</p> <p>13. Prepare a personal portfolio of work that demonstrates knowledge, skills, and experiences in the field of ECE.</p>	<p>Board of Contributions made in classroom.</p> <p>10. Facilitate pro-social behaviors in the classroom based on observations and prescribed interactions.</p> <p>11. Maintain a bi- weekly reflective journal that incorporates observations and assessments.</p> <p>12. Conduct professional and ethical behaviors.</p> <p>13. Gather information to complete portfolio requirements.</p>		<p>1 2 3 4 na</p> <p>1 2 3 4 na</p> <p>1 2 3 4 na</p> <p>1 2 3 4 na</p>
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Your name:

Cooperating Teacher:

Name of School and Address:

Today's Date:

Contextual Information

A. School

Describe the location of your school (rural, suburb, urban)

Identify the primary work locations/industries or type of adult work which is prominent in your school's immediate area

What is the percentage of free and reduced lunch in your school?

B. Provide the following information:

Grade Level _____ Age Range _____ Class Size _____

C. Include the following information about the class:

Diversity

Describe the types of diversity (race, socio-economic, linguistic, etc) represented in the classroom in which the candidate completed the PreK or K experience:

Special Needs Students

Talk to the classroom teacher concerning special needs within your classroom e.g., visually impaired, physically challenged, autistic, dietary restrictions, hearing impaired, developmentally delayed, identified learning disability, gifted, etc.) List students by a letter only and identify their special need.

Adaptations

Describe the Adaptations, differentiated curriculum or teaching strategies that the candidate had to individualize to meet the needs of students or range of abilities represented in the classroom:

IEP

Have you had the opportunity to work with the public school or classroom team to support a child's IEP? If yes, please explain your role.

I hereby certify that I have completed my field work in a NAEYC accredited or public school preschool or kindergarten or Grade 1 2 3.

Signature: _____ Student's Name: _____

Student ID _____ Date: _____



Spring 2011

Dear Cooperating Teacher,

Thank you for making this semester so successful for our students. The student teaching/practicum offered at TRCC relies on you! We ask you to take in our students, to direct them in the classroom, to teach, mentor and to provide them constructive feedback. The college has limited staffing and can only visit each student twice. We are aware that the weight of the teaching experience is placed on you and we thank you in advance.

Three Rivers Community College is currently going through NAEYC College Accreditation and we need to identify what we do well and where we need to improve. Please take a minute and complete the following survey; please mail it back to the college with the student's evaluation by May 3, 2011. Again, thanks for all you do.

Thank You,
Sheila Skahan
Kendal Perkins

Criteria	Works Well	Average	Needs Improvement	Comments
Student Placement Process				
Quality of Student's Lesson Plans				
Level of Ability of the Student				
TRCC Objectives for Practicum				
TRCC Communication with you regarding both the course and the student				
Site Visits with TRCC Staff				
Evaluation Process and Form				

Would you be willing to host another student teacher from TRCC? Fall 2011? Spring 2012?

Would you be willing to meet once or twice a year to help build our relationships in the community?
(e.g. Advisory Board with TRCC)

Do you have suggestions for books of literature that you think we should require our students to read to support their student teaching experience?

Other Comments, thoughts and Suggestions:

Please return both Professor Perkin's and Professor Skahan's to Sheila Skahan, TRCC, 574 New London Turnpike, Norwich, CT 06360-6598.