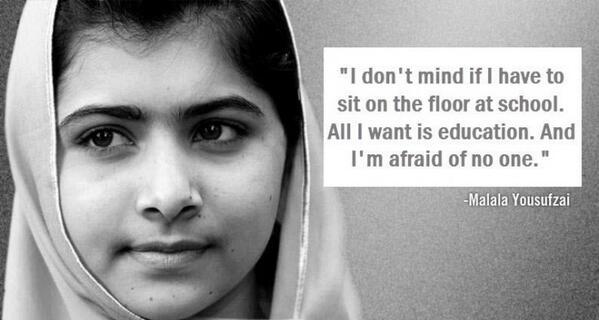
Student Teaching Practicum

Syllabus ECE K 295

Fall 2018



Teacher Education Program

Three Rivers Community College

For candidates working in NAEYC Accredited Programs with children ages Birth to Five pursuing an A.S, degree and/or ECTC credential

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Office 860.215.9475 Cell – text ok: 860.227.9016

Introduction

The Three Rivers Community College teacher education program has been designed to prepare you to work in diverse settings with robust curriculum and dynamic early childhood professionals. Our program is NAEYC (National Association of Educators of Young Children) Accredited and is approved to award the ECTC (Early Childhood Teaching Credential) in both infant/toddler and preschool. Our practicum transfers to 4 year CT colleges offering ECE certification and credentialing as a 6 credit class.

Congratulations!, you have accepted because you have met the following competencies: a 3.0 grade point average, letters of support from ECE faculty, 18 prior credits in ECE and 100 hours of observations and varied experiences in the field with children ages birth to eight. This experience should be perceived as your final application of everything you have learned and researched while at TRCC.

|  |
| --- |
| Goals:  The purpose of student teaching is to enable you to apply child development theory and methodologies in a learning environment with children. You will manage a classroom independently, plan, organize, implement and evaluate classroom activities. You will complete a minimum of 200 hours of student teaching attend a weekly seminars (3 hours) devoted to issues in early childhood education, curriculum prep and best practices working with children.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Three Rivers Community College follows the NAEYC professional standards. These standards are embedded into the coursework and field experience. Additionally, you are beginning to be implement the CT ELDS <http://www.ct.gov/oec/lib/oec/earlycare/elds/ctelds.pdf> as well as being introduced to the CT DOTS assessment tool [https://www.ct.gov/oec/lib/oec/ct\_dots\_mnl\_6618\_web.pdf.](https://www.ct.gov/oec/lib/oec/ct_dots_mnl_6618_web.pdf)

Course Objectives:

The objectives of this course are for the student to demonstrate an understanding of:

1. The application of child development theory to learning environments, family and the community.
2. Establishing and maintaining physically and psychologically safe learning environments that promote children’s physical, social, emotional, aesthetic and cognitive development and learning.
3. Their evolving philosophy of early childhood education
4. Collaborating and consulting with other professionals to support children’s learning and well-being.
5. Planning and implementing developmentally and individually appropriate learning experiences within and across disciplines, based on knowledge of individual children the family, the community and curricular goals and objectives.
6. Teaching mathematics, language arts and literacy, social studies, natural science, music, creative movement, drama, art, social studies and physical activity.
7. Teaching positive social skills and interaction among children and adults.
8. A variety of settings where ALL children are served.
9. The field of early childhood education and the question of educational practice.
10. Evaluating themselves as teachers.
11. The current policy issues in early care settings.
12. Ethical issues in the field of early childhood education and their application in the classroom.
13. Developing a weekly learning experience plan.
14. Preparing a resume and interviewing skills.

Course Outcomes:

1. Knows and understands young children’s needs and characteristics and the multiple influences on development and learning and demonstrates through DIGIcation reflections and classroom practices. (NAEYC 1b)
2. Begins to use use developmental knowledge to create healthy, respectful, supportive and challenging learning environments with content areas and academic disciplines through their cumulative Learning Experience Plan. (NAEYC 1c)
3. Use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. (CEC 2.3)
4. Documents understanding and knowing of the families and communities they will be working with photos and narratives includes both data and philosophies. (NAEYC 2a).
5. Use developmental knowledge to visualize, draft and create healthy, respectful, supportive and challenging learning environments with content areas and academic disciplines. (NAEYC 5C)
6. 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 2c)
7. Reflect upon and analyze the process of assessments based on children’s and your own experiences as reflected in oral and written outcomes in both DIGIcation and seminar roundtable discussions. (NAEYC 3b)
8. In collaboration with colleagues and families, use multiple types of assessments information in make decisions about individuals with exceptionalities under the supervision of classroom teacher. (CEC 4.3)
9. Expressing and understanding positive relationships and interactions as the basis of the first successes in the classroom experiences. (NAEYC 4a).
10. Demonstrate the ability to use developmentally appropriate and effective approaches to teaching by utilizing components of the CT ELDS and CT DOTS as well as the best practices of DAP approaches. (NAEYC 4c)
11. Begins to demonstrate implementation of intentional teaching, meaningful conversations and inquiry processes to create supportive teacher directed lessons. (NAEYC 5b)
12. Plan, implement and evaluate developmentally appropriate activities with teacher’s support and feedback. (NAEYC 5b)
13. Work collaboratively with colleagues to examine the effectiveness of your instructions and interactions with children. (NAEYC 6c)
14. Complete 200 hours of direct practicum experiences that include independent classroom control and active experiences. (NAEYC 6a)
15. Create a portfolio that reflects classroom observations and reflections, weekly documentations, journal readings, videos and photos of ECE practices in application.. (NAEYC 5c)
16. Understands and applies NAEYC Code of Ethics in both theory and practice. (NAEYC 6b)
17. Have prepared a personal eportfolio on Digication of their work that demonstrates their knowledge, skills and experiences in the field of early childhood education. (6d).

Course Content:

This course is focused on the individual’s student teaching experience with the weekly seminars extending the individual’s student teaching experience. The following topics will/may be covered in an array of dimensions based on the experiences and needs of each individual teaching practicum class:

1. Putting Theory Into Practice, Student Teacher Expectations and The Role of the School Supervisor
2. Philosophy of Early Childhood Education
3. Teaching in a Culturally Diverse Classroom
4. Planning for Children with Special Needs
5. Executive Functioning
6. Whole Brain
7. Vygotsky and Scaffolding
8. Reggio Emilia
9. Parent Involvement and Home School Connections
10. Objective Observations
11. CT ELDS/DOTS
12. Appropriate Assessment and Ethical Consideration of Assessment
13. Planning Assessment Cycle
14. Planning, Implementing and Evaluating Developmentally and Individually Appropriate Activities
15. The Project Approach and Inquiry Teaching
16. Developmentally Appropriate Practice
17. Classroom Management
18. Nurturing Responsible Behavior and Preventing Discipline Problems
19. Role of Guidance and Problem Solving and Facilitating Solutions
20. Family-Teacher Partnerships and Guidance
21. Using Computers in the Classroom
22. Early Literacy Development
23. Planning Appropriate Activities and the Weekly Learning Experience Plan
24. Emergent Curriculum
25. Membership in Professional Organizations
26. Code of Ethical Conduct
27. Developing Self Awareness as a Teacher and Self Evaluations

DIGICATION - eportfolios

Digication e-Portfolios are essentially customizable websites that are created by students and faculty to showcase their work and ideas that can be used for a variety of purposes, including program e-Portfolios. Here are samples of some of the materials we will be covering.

TOOLS OF THE MIND

* OBSERVATION - SCAFFOLDING
* MUSIC OF THE 21ST CENTURY
* HOW DO CHILDREN LEARN TO READ
* HOW TO CHILDREN LEARN TO WRITE
* BEHAVIORAL PLAN
* EMOTIONAL PATTERNS

CURRICULUM

* LESSONS,
* SELF REFLECTIONS,
* HOME SCHOOL CONNECTIONS,
* LEARNING EXPERIENCE PLAN - L.E.P.S

SUMMARY OF ACADEMIC ARTICLES

ENTERING NEW CLASSROOMS AND ORGANIZATIONS <https://www.cultofpedagogy.com/ineffective-teaching-methods/>Podcasts

* “Finding your Marigold”
* WHAT WE ALREADY KNOW
* CRISIS IN THE KINDERGARTEN
* “APPROACHES TO LEARNING” by Ann S. Epstein - Highscope Preschool Curriculum, 2012.
* Center on the Developing Child at Harvard University (2011). *Building the Brain’s “Air Traffic Control” System: How Early Experiences Shape the Development of Executive Function: Working Paper No. 11*. Retrieved from [www.developingchild.harvard.edu](http://www.developingchild.harvard.edu/).
* WRITING DURING THE PRESCHOOL YEARS
* INTENTIONAL TEACHING
* “WHY CHILDREN’S DISPOSTIONS SHOULD MATTER TO ALL” by Denise Da Ros-Voseles and Sally Fowler-Haughey. Children Beyond the Journal- young children on the Web. Septemeber, 2007.
* CULTURALLY RESPONSIVE STRATEGIES TO SUPPORT YOUNG CHILDREN WITH CHALLENGING BEHAVIORS [Young Children](https://www.naeyc.org/resources/pubs/yc) / [November 2016](https://www.naeyc.org/resources/pubs/yc/nov2016) / Culturally Responsive Strategies to Support Young Children with Challenging Behavior CHARIS LAUREN PRICE, ELIZABETH A. STEED
* “Three Principles to Improve Outcomes for Children and Families” , Center on the Developing Child Harvard University.
* 8 Things to Remember about Child Development, Center on the Developing Child Harvard University.

Course Requirements:

Field Work

Students will work 200 hours in their field placement. After placement is made, students may not change placements without prior approval of the instructor. It is recommended that students work 15 hours per week for 13 -14 weeks. *At least one hour per week should be used for program planning* and this should be done with your practicum teacher. Throughout the semester you will do observations, plan lessons, build a home/school connection project and create an LEP for the entire classroom. Additionally, you will work to create a Portfolio in DIGIcation which documents your work, read and summarize 10 scholarly articles and be a part of your school community..

Expectations for You

Professionalism - Confidentiality-Good Will

Code of Conduct Policy at: h[ttp://www.trcc.commnet.edu/President/Policies/BOR-StudentCodeofConductPolicy.pdf](http://www.trcc.commnet.edu/President/Policies/BOR-StudentCodeofConductPolicy.pdf).

Technology

Laptop computers, cell phones and IPads are a part of our everyday life. There will be times when you may ask to use these tools in class for a variety of reasons e.g., discovering APPS, cameras, recording conversations, etc. That said, you are expected to follow the guidelines and culture of your school’s policies Students are not expected to use their cell phones in class, unless you have given them a specific task e.g., “Can you record the students as they read their sight words? or to add images for your DIGIcation assignments.” Texting outside of gathering data is not professional or allowed.

ASSIGNMENTS:

To begin:

* You are asked to become familiar with the discipline, health, safety, and office policies and parent, staffing and curriculum guidelines before you jump in.
* Before beginning your placements, you should spend time OBSERVING and getting to know your school’s procedures and philosophies.
* You are expected to ask which methods best fit your cooperating teacher’s classroom needs. ALL Curriculum Plans SHOULD BE PRE-APPROVED by your cooperating teacher. You must use the required State Dept of Education Learning Experience format, as well as integrating both Intentional Teaching and a Curricula Standard e.g. Creative Curriculum, Project Approach, Preschool Benchmarks, Ages and Stages.
* You are responsible to create an e-portfolio that documents how you have met your candidate teaching objectives while in your placements. You will be given trainings in DIGIcation and will be working on following the CT Office of Early Childhood (OEC) workforce competencies. You will use observations, work samplings and research to document your findings. The work that you gather in these areas will include both self-discovery and findings through your teacher’s coaching.
* Personnel Procedures and Policies: Standard OSHA procedures and State Employments laws should be followed. Ask about your program’s policies on personal phone calls, sick and tardy standards, dress codes and overall personnel expectations. THANKS!
* You are required to attend a weekly Practicum Support and Methods class; these classes/seminars meet everyTuesday from 3:30 to 6:00. We will discuss daily events, classroom methodologies and current best practices and research.

YOU will be evaluated three times during the semester

1. Within the first three weeks – QUICK GLANCE - September 18th
2. Midterm - October 23rd
3. Final Evaluation– Overall Competencies – in depth – December 11th

*Please take the time to share these evaluations with your students and return them to Sheila Skahan, 574 New London Turnpike, Norwich, CT 06360. Or scan and send to sskahan@trcc.commnet.edu.*

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* Finally, during the semester, I will be visiting your classroom at least two times. Typically, the first visit occurs in the morning late in September and then again in November. . My first visit is a friendly, “How do you do?” the second, is a formal evaluation of your student. Videotaping may occur in the second visit. Meanwhile if there are any questions or thoughts please call or text me at 860.227.9016 or call my office at TRCC at 860.215.9475.

ADDITIONAL REQUIREMENTS: You should create a timesheet to fulfill the 200 hours student teaching requirement; this form must be signed by your cooperating teacher.

Fall 2018 Student Teaching Schedule

|  |  |  |
| --- | --- | --- |
| Dates | Class | Topic |
| August 28th | Beginning Steps  Introductory Letters and Policies  WHY ARE YOU HERE? | Review Philosophy Paper  First Connections and Expectations  Code of Ethics  In Class shared |
| September 4 | Incorporating Digication  E-portfolios  Who is your community? | Eportfolio - DIGIcation  How to enter a new organization or change your role in current positions |
| Sept 11 | Family Project In Depth  Examaning Family Connections | How to Design/Set Up for Projects |
| Sept 18 | Eportfolio Update  Present Lessons to Group | Developmental Stages  K/W/L |
| Sept 25 | Looking at the Behaviors that you are seeing - What approaches works? What doesn’t? | Building Relationships  Assessment Observation Task |
| October 2 | Eportfolio Update  Work samplings | Supporting Executive Functioning |
| October 9th | Present Lesson to Group  Focus - Individual Differentiation | Conquering a Fear – Role-play and Support  Inquiries |
| October 16th | Special Needs – digging deeper  In class case study | Identifying Biases and impressions |
| October 23 | Tools of the Mind  Vygotsky | Scaffolding Video |
| October 30th | Field Trip | To be Announced |
| November 6th | REVIEW OF CT ELDS STANDARDS | Learning Experience Plan in Class |
| Nov 13th | Eportfolio Update or below | Peer Review - digication feedback and Evalutions |
| November 20th | Guest Speakers | Topic You need for inspiration |
| November 27th | YOUR BIG WEEK!! | Updates to Eportfolio - Shared |
| December 4th | YOUR BIG WEEK!! | Process, self refection |
| December 11th | Final Class, Review and Self Reflections |  |

Sample: COMPETITIVE SCHOOL READINESS

# LEARNING EXPERIENCE PLAN GUIDANCE

The intent of this document is to recognize the important work teaching staff carries out on behalf of young children and families and to facilitate continuing efforts toward documenting this work. The Office of Early Childhood (OEC) recognizes that the majority of staff time is spent engaged with children in rich and meaningful learning experiences. Second, the OEC also recognizes that to create such thoughtful experiences there must be time provided for staff to build comprehensive learning plans that address the needs of all children. Therefore, the OEC expects program administrators and staff to incorporate daily planning time into the program schedule so that they may fulfill the planning documentation expectations for School Readiness funded programs.

It has always been a requirement that the early learning standards outlined in the Connecticut Early Learning and Development Standards (ELDS) and Connecticut Preschool Assessment Framework (CT PAF) be the basis for School Readiness curriculum implementation and assessment design. Therefore, it is required that all programs receiving School Readiness funds use the ELDS and CT PAF as the foundational documents to plan learning experiences and monitor children’s growth. The ELDS and CT PAF are not a curriculum; they are documents that outline Connecticut’s preschool learning standards and outcomes. Programs may either purchase or design a curriculum and assessment that aligns with the ELDS and CT PAF; however, there must be evidence in the planning documents and classroom implementation that the CT preschool standards are intentionally planned, implemented, observed, and assessed.

Planning can be documented in many ways that look different from one program to another. The process for planning rich, relevant, and engaging experiences begins with the ability of teaching staff to intentionally reflect upon what they know about children, the contexts in which children live and learn, and what teaching strategies will be most appropriate and effective in helping children maintain a path of growth toward the desired learning outcomes.

The following guidance will assist teaching staff to document their planned experiences for children. Technical assistance is available through your local Regional Education Service Center (RESC), independent coaches and consultants, or by contacting Michelle Levy, the Office of Early Childhood Manager of Curriculum, Standards and Assessment at 860-713-6756. Documents that may be of assistance are located at the Connecticut Office of Early Childhood's website found at: [http://www.ct.gov/oec.](http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&Q=320780)

The following are links to individual documents within the collection noted above:

<http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Early/early_childhood_guide.pdf> (Early Childhood Program Guide)

[http://www.ct.gov/oec/cwp/view.asp?a=4541&q=536726 (](http://www.ct.gov/oec/cwp/view.asp?a=4541&q=536726%20()Early Learning and Development Standards)

<http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Early/Preschool_Assessment_Framework.pdf> (CT Preschool Assessment Framework)

<http://www.sde.ct.gov/sde/lib/sde/pdf/deps/early/flipchart.pdf> (CT Assessment Flip Chart)

<http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Early/ec_srbi_pamphlet.pdf> (Early Childhood Guide to SRBI)

<https://www.ct.gov/oec/lib/oec/ct_dots_flip_chart_final_for_web.pdf>

Flip Chart

<https://www.ct.gov/oec/lib/oec/ct_dots_mnl_6618_web.pdf>

Users Manual

<https://www.ct.gov/oec/lib/oec/ct_dots_progression_62518_for_website.pdf>

Observation Progression Book

The following guidance is offered to support programs in documenting learning experiences. Plans should show continuous progress with the inclusion of the elements outlined in this guidance document.

*Learning Experience Plan:* The term ‘Learning Experience Plan’ will take the place of the previous ‘lesson plan’ terminology when referring to School Readiness lesson planning. A Learning Experience Plan describes both the learning expectations for children as well as the teaching strategies that support all children across varying levels of development and the setting in which the experiences are planned to occur.

*Developing a Learning Experience Plan:* This process will assist teachers in making stronger connections between learning expectations, adult actions to support learning for every child, observation and assessment, and the settings in which learning occurs. Many programs currently engage in a highly reflective and creative planning process. For those programs, a simple review of existing planning documents may be all that is necessary. For some programs, a more in-depth look at planning processes and formats may be needed along with revisions. While the format is important, the first step is for staff to be asking themselves reflective questions such as:

* What data do we have to help us decide on which standards to choose for planning?
  + Examples include documented observations of teaching staff, parents, and others, work samples from children, child interests, Child and Class Profiles of the CT PAF.
* Which benchmarks should be targeted for instruction based on the assessment information we have gathered? (for the group as a whole; for small group; for individual children)?
* How are the experiences we are planning developmentally appropriate and actively engaging the children in demonstrating their skills, knowledge and dispositions in each standard we chose? How are these experiences linked to child interests?
* Which teaching strategies will we use to differentiate the experience for children moving from benchmark to benchmark within the selected standards?
* How will we observe and document children’s progress in each standard we chose?
* What modifications will we make or implement related to our findings from our assessments?
* What are the cultural considerations we should be aware of as we plan for each learning experience? How are we supporting children’s primary language and English language learning?

The OEC recognizes that programs may have limited planning time. Optimally, program administrators should provide at least one hour a day for teaching staff to engage in the planning process. Programs are in different stages in their planning documentation. To allow for growth over time, the OEC expects to see progress in documenting the elements of Learning Experience Plans listed below:

· A set of plans includes a combination of documents that indicate:

* + a daily schedule with estimated time allotments;
  + description of learning centers available in the classroom;
  + child interests;
  + learning standards and specific benchmarks;
  + experiences connected to standards and benchmarks;
  + approaches to instruction (e.g., facilitated play, small group, large group, individual);
  + an early literacy plan, including consideration of dual language learners
  + evidence of strategies for individualization/differentiation;
  + evidence of promoting higher order thinking (Bloom’s Taxonomy);
  + a plan for assessment processes;
  + family engagement; and
  + staff reflections that have informed the plan

Further guidance to support Learning Experience Plan development:

* The CT PAF: The priority standards outlined in this document are the basis for planning as well as the ELDS. The CT PAF guide outlines the recommendations for the number of standards planned weekly. Planning for three standards weekly is recommended. Other experiences should be planned as well but need not be related to a standard. While your entire plan will be submitted, highlight the selected standards that are a focus of your instruction by paraphrasing or writing out the learning standard.

o Example: COG 4: Recognizes and makes patterns

* Briefly describe the planned experiences that are directly connected to the benchmarks associated with the standard(s) selected. These experiences must relate to the benchmarks associated with the standards selected, be appropriate, and provide detail. Other experiences in your plan should also be well thought out and descriptive, but are not necessarily the focus of your overall standards plan by which you will be collecting observations documentation or work samples.

* + Example:

Rationale for selection of experiences; Based on observations of children, seven children are working to repeat simple patterns, six children on creating and describing simple patterns and three on creating and describing complex patterns.

*Small group*: Use attribute blocks with pattern cards with children that are working on repeating simple patterns. Child selects pattern card and recreates simple pattern, teacher facilitates child’s review of pattern.

*Writing area*: Use dot painters with different colors on paper strips to create patterns. Children will describe their pattern to each other.

*Music:* Use rhythm sticks to make patterns (fast, slow, slow, fast, slow, slow). Children will describe the patterns they hear.

* Highlight the experiences in the weekly plans that are connected to standards. Weekly plans include many activities; the following example only shows the planned experiences that are connected to standards.
  + Example: (based on a half-day schedule)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Breakfast  And arrival    8:30-9:00 | Review daily schedule; choose learning center | Review daily schedule choose learning center | Review daily schedule  choose learning center | Review daily schedule choose learning center | Review daily schedule  choose learning center |
| Learning Centers  (Available all week)    9:00-10:00 | Math: Large beads and laces for stringing – different colors and shapes to copy or create patterns ;  Parquetry blocks | Writing: Dot  painters and strips – create pattern | Listening Center: *Lots and Lots of Zebra Stripes – CD with read along in English and Spanish* | Blocks: Take photos of children’s structures and have them describe the construction and pattern made | Art:  Watercolors with different size brushes |
| Small *G*roups  (this rotation is hard to capture)    10-10:30 | Patterning cards with attribute cards  Read *A Pair of Socks* | Make fruit kabobs using pattern    Read *Pattern* | With partner, decide on a construction using foam blocks. Build it and then draw it. | Read *Pattern Fish*  Using stamps and stamp pads of different colors have create his/her own fish | In journals, ask children to respond to:  What is a pattern? Have them illustrate their answer. |
| Outdoors/ Gross Motor  10:30-11:15 | Rhythm Sticks for children to make patterns – loud, soft, loud, soft | Rhythm Sticks for children to make patterns – loud, soft, loud, soft | Rhythm Sticks for children to make patterns – loud, soft, loud, soft | Make ‘sound’ patterns using hands and/or feet | Rhythm Sticks for children to make patterns – loud, soft, loud, soft |
| Whole group – Shared reading    11:15-11:35 | Q: Are you wearing a pair of socks?  Read a *Pair of Socks* | *All About Patterns*  Q: Can you see a pattern in the room?  Find patterns in room | *All About Patterns*  Q: What kind of pattern can you invent? | *Lots and Lots of Zebra Stripes*  *Q:* Why do animals have patterns? | Q: What do you know about patterns?  Review experiences of week – reinforce vocabulary |
| Dismissal    11:35-11:45 | Make a pattern, sneakers, shoes, sneakers, shoes to get ready to go home | Make a pattern, boy, boy, girl to get ready to go home | Ask children what pattern could be used – implement idea? | Ask children what pattern could be used – implement idea? | Ask children to share one favorite thing they did in school this week. Chart responses. |

* Teaching strategies are planned to meet the diverse needs of all children. Provide evidence of teaching strategies planned for one experience for each of the three standards chosen as a focus based on the CT PAF performance standards and benchmarks. Individual children’s initials could be listed within each benchmark area.
  + Example:

|  |  |  |  |
| --- | --- | --- | --- |
| Performance Standard    COG 4: Recognizes and makes patterns | | | |
| Learning Experience    Lace beads of different colors and shapes. Pattern cards available. | | | |
| *Teaching Strategy*  *Benchmark 1*    Notices similarities and differences in items in a series      No children currently at this benchmark | *Teaching Strategy*  *Benchmark 2*    Repeats simple pattern    Provide child a card with simple AB pattern. Ask child to find beads that match the pattern and to place the beads on top of the pictured beads on the card. Review pattern using names of colors or shapes    AC, TF, SJ, RD, WJ, ME, EQ | *Teaching Strategy*  *Benchmark 3*    Creates and describes simple patterns    Provide beads with two different colors and two different shapes. Ask child to make a simple AB pattern with the lace beads.  After the work is completed, ask child to explain the pattern. “I used orange and green.”    DD, PL, IW, CF, JW,  SR, | *Teaching Strategy*  *Benchmark 4*    Creates and describes complex patterns    Provide beads with four different colors with the same shape.  Ask child to tell you what a complex pattern is. Ask child to think about what type of pattern she wants to make. After child makes pattern ask child to describe pattern.    TR, JS, CA, |

* Addressing higher order thinking using Bloom’s Taxonomy should be evident. This could be done by highlighting questions used across the plan that facilitate the stages of Bloom’s. These considerations should be across all experiences, not just those that are directly intended to address specific learning standards.
  + Example:
    - Remembering/Recall: What happened first…?
    - Understanding: Can you explain what happened to…?
    - Applying: How can you change this building so that more will fit?
    - Analyzing: If…happened, what might the ending have been?
    - Evaluating: How have the plants changed since…?
    - Creating: What do you need so you can act out the story of …?

<http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm> (a link to information on Bloom’s Taxonomy)

* Evidence of early literacy experiences should be identified in the plan (e.g., listening, speaking, reading and writing).

School Readiness identifies early literacy as an essential component of the grant program. Below is a general listing of early literacy concepts that should be addressed throughout the year. It is expected that some elements are evident in weekly plans.

* + Oral language development (expressive and receptive)
    - Vocabulary skill building for all children, including dual language learners

Examples:

Nouns: pattern, AB pattern, attribute, design, model

Verbs: create, repeat, describe, extend, replicate

Descriptors: simple, complex, different, consistent, repeating, before, after, next

* + Alphabetic code
    - Alphabet knowledge
    - Phonological awareness
    - Emergent writing

* + Print knowledge
    - Environmental print
    - Concepts of print
  + Opportunities for varied reading experiences
    - fiction, non-fiction, etc. story opportunities
    - shared reading
    - dialogic reading

Books for literacy center and shared reading:

Example: *A Pair* *of Socks – All About Patterns –Lots and Lots of Zebra Stripes- Pattern – Pattern Fish*

o Support for dual language learners

§ Use of children’s primary language

Examples:

Nouns: el patròn, el diseño, el modelo

Verbs: crear, repitir, describer, alternar, extender, copier,

Descriptors: simple, complicado, diferente, consecuente, repitiendo, antes de, después de, proximó, igual

§ Strategies to support English Language learners

· Example: During shared reading, read All About Patterns and A Pair of Socks in Spanish Strategy: Emphasize vocabulary with voice as well as placing vocabulary words of focus at the beginning or end of each sentence.

* A plan for assessment includes documentation of:

Observation plans (how and where you expect to observe children’s behaviors associated with your standards and benchmarks).

* + - example:

Observations during music rhythm sticks listening for child’s musical pattern and description of patterns.

Collect work from Dot Painter experience: Children’s description of their patterns will be scripted.

* + Timing of analysis of data (when and how will you analyze your data)
    - Example:

Organize all observations and work samples for COG 4 on Thursday, compare current data with child profiles on Friday to determine benchmarks for next week’s planning.

* Documentation of family engagement is included in your plan.
  + Example:
    - ACTIVITY of the Week includes an explanation of what patterning is. Activity sheet will provide families with ideas for doing patterns at home.
    - Mrs. Q is coming on Monday morning to read at small group and do patterning activity.
    - Parent –teacher conferences on Tuesday and Wednesday

The overall goal is for teaching staff to engage in an ongoing cycle of intentional teaching that supports a path of growth over time toward learning outcomes for children based on state early learning standards. As depicted in the graphic below, the process of planning, implementing, observing and assessing is braided through the context of early learning standards, child interests, cultural and community context, and family. The use of early learning standards is balanced with child interests and in the contexts in which children live and learn. A key factor in outcomes that lead to children’s future success is the ability of teaching staff, with support from their administrators and others, to engage in intentional practice in the use of early learning standards to plan, implement, observe and assess children’s progress.

## SAMPLE LEARNING EXPERIENCE PLAN RUBRIC

Town and Name of Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­ Reader: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Criteria | Beginning-1 | Developing-2 | Accomplished-3 | Exemplary-4 | Score | Recommendations |
| A Daily Schedule with estimated time allotments | The daily schedule is included with no time allotments indicated | The schedule indicates time for learning centers, group experiences, and outdoor experiences. | The schedule clearly indicates substantial time for learning centers, group experiences and outdoor experiences. | The schedule clearly indicates substantial and balanced time for learning centers, whole and small group experiences and outdoor experiences. |  |  |
| Learning Centers clearly indicated in plans and available | Little evidence of centers. | Some centers listed with minimal planning. | Variety of centers listed with evidence of planning. | Wide variety of centers listed and evidence of detail in planning. |  |  |
| Learning Experiences Associated with Preschool Assessment Framework standards | Standard(s) are identified but are not clearly associated to learning experiences | One or more standards are clearly identified and show connections to learning experiences | Three standards are clearly identified and experiences are specifically described to align with the standard. | Three standards are clearly identified and show connections to learning experiences.  Planned experiences are directly connected to the benchmarks associated with the standard. |  |  |
| Teaching Strategies  (Adult actions are described) | -Activities listed, no evidence of teaching strategies | -Evidence of teaching strategies planned for one experience for one or two standards | -Evidence of teaching strategies planned for one experience for each of the three standards  -Evidence of individualizing for specific children | -Evidence of teaching strategies planned for one experience for each of the three standards  -Evidence of teaching strategies throughout the day  -Evidence of individualizing for specific children |  |  |
| Criteria | Beginning-1 | Developing-2 | Accomplished-3 | Exemplary-4 |  |  |
| Early literacy experiences | Includes time for Shared Reading and/or Read Aloud | Includes a daily plan for Shared Reading and/or Read Aloud | -Includes a daily plan for Shared Reading and/or Read Aloud  -Support for oral  language development | -Evidence of listening, speaking, reading, and writing  -Evidence of individualization, including support for dual language learners |  |  |
| Bloom’s taxonomy | Little or no evidence of Bloom’s taxonomy | Evidence of planned higher order thinking questions | Evidence of planned higher order thinking questions and experiences | Evidence of planned higher order thinking questions and experiences stating connection to Bloom’s Taxonomy |  |  |
| Observation plans (max 2 pts) | Little or no evidence that observation of children occurs | Evidence that observation of children occurs | N/A | N/A |  |  |
| Family engagement | Little or no evidence of planned family engagement | Evidence of planned family-teacher communication | Evidence of plans to engage families in various ways (example:  -communication  -volunteerism  -learning at home) | N/A |  |  |
| Reflection | Little or no reflection documented | Reflections documented |  |  |  |  |
|  |  |  |  |  | Total: |  |

NOTES:

TRCC Learning Experience Plan Fall 2018

|  |  |  |  |
| --- | --- | --- | --- |
| Promoting Child Development and Learning | Well Developed (3) | Developing (2) | Undeveloped (1) |
| NAEYC 1c.    LEP  (A) | Uses developmental knowledge to create healthy, respectful, supportive, and challenging learning environments  Candidate utilizes his/her understanding of the developmental needs of the children and families by creating a ROBUST unit/project that demonstrates integrated learning. | Uses some developmental knowledge to create healthy, respectful, supportive, learning environments  Candidate utilizes her/his understanding of the developmental needs of the children as the basis to create an appropriate learning environment for the unit plan but overall the implementation is “uninspired”. | Limited use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments  Candidate appears not to link the developmental needs of the children to their LEP. Most activities are not DAP. |
| STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS |  |  |  |
| NAEYC 2b.    LEP  (N) | Supporting and empowering families and communities through respectful, reciprocal relationships.    Candidate develops multiple strategies and examples of how families had ownership and investment in the LEP plan and execution. | Some Support to empower families and communities through respectful, reciprocal relationships.    Candidate focuses on communication with families and demonstrates some opportunity for family involvement in the plan. | Limited Support to empowering families and communities.    Candidate provides no examples of how families were involved. |
| NAEYC 2c.    LEP (N) | Involves families and communities in their children’s development and learning  Candidate includes actual examples used to communicate with families, and the communities and document parent participation in week.  Shows communication, Home Learning and Volunteerism. | Some involvement with families and communities in their children’s development and learning  Candidate includes actual examples used to communicate with families, and the communities | Limited Involvement with families and communities in their children’s learning  Candidate notifies families of the events through newsletters but it is directive not inclusive. |
| STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES |  |  |  |
| NAEYC 3b.    LEP (L) | Knowing about and using observations, documentation and other appropriate assessments tools and approaches including use of technology  Candidate demonstrates ability to observe and documents children’s progress, and interactions through use of assessments and technology. Provides consistently objective and thorough assessments and insight. | Knows about observations, documentation and other appropriate assessments tools and approaches including use of technology. Candidate demonstrates ability to observe and documents children’s progress, and interactions through use of assessments and technology. Language of observations includes some subjective language. | Does not demonstrate knowing about and using observations, documentation and other appropriate assessments tools and approaches including use of technology. ..  Candidate provides no assessment or observations. |
| NAEYC 3c    LEP L | Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.    Candidate uses a variety of assessment tools and approaches in the LEP, including observation strategies, documentation techniques, and other formal, informal and open-ended approaches. | Beginning to understand and practice responsible assessment to promote positive outcomes for ALL children.    Candidate uses a variety of assessment tools and approaches in the LEP, but does not consistently connect with routines and plans. | Understanding and practicing responsible assessment to promote positive outcomes for ALL children.    Candidate uses limited approaches to assessment and does not connect behaviors in relation to DAP outcomes. |
| STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES TO CONNECT WITH CHILDREN AND FAMILIES |  |  |  |
| NAEYC 4c    LEP (A) | Successful in using a broad repertoire of developmentally appropriate teaching/learning approaches.  Candidate plans a well balance of teaching strategies that support 3 CT ELD standards. Evidence of planned higher order thinking and individualization. | Some successes in Using a broad repertoire of developmentally appropriate teaching/learning approaches.  Candidate plans learning experiences that reflect a range of approaches but they may be too little or too much in delivery – uses less than 3 Standards. | Does not use a broad repertoire of developmentally appropriate teaching/learning approaches.  Candidate plans learning experiences that reflect a limited range of approaches e.g. painting hands with orange paint to represent fall. |
| NAEYC 4d    Reflection LEP (P) | Reflecting on own practice to promote positive outcomes for each child.  Candidate reflects on practices, can communicate both strengths and challenges and provides solutions. Takes responsibility for both good and bad. | Some reflecting on own practice to promote positive outcomes for each child.  Candidate reflects on practices, can communicate both strengths but is unable to see another way or solution. | Limited reflecting on own practice to promote positive outcomes for each child.  Candidate reflects on practices with limited insight. |
| STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM |  |  |  |
| NAEYC 5a    LEP (D) | Excellent understanding and implementation of content knowledge and resources in academic disciplines  Candidate discusses content knowledge in detail, extends content knowledge to connect to other disciplines, and the CT learning standards and learning experience. | Good understanding content knowledge and resources in academic disciplines  Candidate discusses basic understanding of appropriate content knowledge for the plan and provides evidence in some way but the integration of robust learning is limited. | Limited understanding of content knowledge and resources in academic disciplines  Candidate discussion of content knowledge related to the plan is limited, confusing or incomplete. Focus in one area is lopsided. |
| NAEYC 5c.  LEP (E – J) | Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child    Candidate-developed plan includes the integration of multiple areas of knowledge and appropriate early learning standards with excellent resources, enthusiasm and intention. Is able to evaluate for improvement and to create intentional next steps. | Uses some of their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child    Candidate developed plan includes the integration of multiple areas of knowledge and appropriate early learning standards to provide meaningful learning opportunities for each child. Idea strong – execution well intended but not always effective in regards to one of the following: design, implementation or evaluation. | Does not use own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child    Candidate-developed plan but does not clearly integrate multiple areas of knowledge or appropriate early learning standards. |
| Standard 6: Becoming a Professional |  |  |  |
| NAEYC 6b.    LEP Classroom Reflection | Knowing about and upholding ethical standards and other early childhood professional guidelines    Candidates interactions demonstrate excellent standards and an exceptional understanding of good practice and research | Knows about and upholds ethical standards and other early childhood professional guidelines but some disconnections found in overall plans.  Candidate demonstrated good professional standards but planned activities do not align fully with standards. | Knows about and upholds ethical standards and other early childhood professional guidelines but implementation is challenged.  Candidate upholds ethical standards in execution but does not appear to take high standards for self or for individual children in classroom. |
| NAEYC 6c.    LEP (Overall plan) | Engages in continuous collaborative learning to inform practice; using technology effectively with young children, with peers and as a professional resource.  Candidate shows strong evidence in working collaborative to create and plan L.E.P and uses technology via DIGIcation with peers and as a resource, as well as with children. | Some engagement in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers and as a professional resource.  Candidate shows evidence in working collaborative to create and plan L.E.P and uses technology via DIGIcation with peers and as a resource. | Limited engagement in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers and as a professional resource.  Candidates does not use collaborative learning to inform practice and/or does not use technology effectively. |

Personal Portfolio via Digication

*Students will prepare a portfolio based on the NAEYC Standards that demonstrates their skills, abilities, experiences and professionalism as a teacher. These documents must be presented as eportfolios in Digication. The eportfolio is to be a reflection and analysis of your development as a teacher linked to the NAEYC Standards. These reflective essays should demonstrate your skills, abilities, experiences and professionalism as a teacher. Students are asked to think over their experiences and courses and reflect on what knowledge, skills, and abilities they have gained. Give as many concrete examples as you can. Please identify which number, standard or key element you are discussing in your essays. All of the items in the following outline must be discussed. It is acknowledged up front that there will be varied lengths on essays and work samplings.*

The aforementioned NAEYC standards and documentation ideas combined with your class assessments done in the first class, will be refined and a list will be generated and refined to outline your Digication portfolio

.[](https://threerivers.digication.com/student_teaching_practicum_ah/ECTC)

Step One: Getting Started

You may begin by asking lots of questions, meeting families, conversing with children and respecting that you are quest in your classroom. No one is expecting you to come in with bells and whistles, nor do they expect you to know all of the answers. Think of yourself as a volunteer and take the time to notice if a child needs a shoe velcroed, help with a computer or a gentle conversation. Soon you will begin to understand the structure of the day and where you are expected to be to help and to best utilize your time. This is the best time to ask questions politely and appropriately of your teacher. Sometime nonverbal cues will be the best form of communication. For example, if your teacher is running group time you can motion or ask – “Do you want me to be on rug in group, or is it better for me to be setting up snack?”

Step Two: Jumping In

Depending on your experiences, you will know intuitively when you should be taking on more initiative. No one wants a deadbeat student teacher, who come mid-September y is still sitting and watching. Jump in. It is expected that you will have done 2 lessons by the end of October. Students will plan, implement and evaluate different learning experiences with young children. Students may use the texts or activities from other sources. These activities will be planned in conjunction with the supervising teacher at the school where the student is student teaching and developed and presented by the student teacher. The activities must be selected from language and literacy, music, dance, drama, art, mathematics, physical education, social studies, science, geography, history, economics and social relations/civics.

Step Three: Cumulative Project – THE BIGGY

By November/December you should be prepared to take more control of the class and to begin your thematic or in-depth “projects.” Our seminars and your teachers WILL HELP YOU GET THIS POINT.

Course Resource List

Websites and Helpful Links

<http://www.ct.gov/oec/site/default.asp>

CT OFFICE OF ECE - SEE CT ELDS, DOTS

For more information of the ECTC - check this website: <http://www.ct.gov/oec/cwp/view.asp?a=4541&q=563038&pp=12&n=1>

http://www.naeyc.org

National Association for the Education Of Young Children

<https://www.naeyc.org/accreditation/early-learning-program-accreditation>

NAEYC ACCREDITATION

http://ctearlychildhoodcareerdev.info/

Wonderful Website will help you with career ideas in education.

CT State Dept of Education

<http://www.sde.ct.gov/sde/site/default.asp>

Public School Choice in CT

https://portal.ct.gov/SDE/School-Choice/Connecticut-School-Choice

[Council for Exceptional Children](http://www.sde.ct.gov/sde/lib/sde/pdf/equity/choice/public_school_choice_2011.pdf)

[www.cec.sped.org](http://www.sde.ct.gov/sde/lib/sde/pdf/equity/choice/public_school_choice_2011.pdf)

[www.developingchild.harvard.edu](http://www.sde.ct.gov/sde/lib/sde/pdf/equity/choice/public_school_choice_2011.pdf)

[Harvard’s Center for the Developing Child](http://www.sde.ct.gov/sde/lib/sde/pdf/equity/choice/public_school_choice_2011.pdf)

www.nhsa.org

Head Start

https://www.ted.com/about/programs-initiatives/ted-talks-eucation

Additional

<https://www.ted.com/about/programs-initiatives/ted-talks-education>

TED TALKS for education

<https://itunes.apple.com/us/podcast/early-childhood-education/id488722258?mt=2>

Podcasts