

Vanguard University
Early Childhood Education

EARLY EDUCATION PRACTICUM
ECED 132

Student Syllabus

Vanguard University's Educational Targets & Goals

Intellectual Engagement

Students will . . .

- learn to think critically and evaluate evidence rationally.
- acquire and continue to use skills for learning.
- utilize research methods for the expansion of knowledge and problem solving.
- integrate learning with Christian faith and living, and develop the ability to communicate the fruits of learning and research clearly and effectively.

Spiritual Formation

Students will . . .

- understand Christian existence as a journey that integrates human experience with personal faith.
- gain an appreciation for the value of participation in communities of believers.
- develop and maintain a biblically based and theologically sound Christian lifestyle of personal and social responsibility.

Professional Excellence

Students will . . .

- understand current theories and practices in their respective academic disciplines in the context of the liberal arts and sciences.
- develop lifelong skills for communicating and performing professionally.
- achieve technological competence in acquiring and processing information.
- acquire interpersonal ability to work harmoniously with others, and internalize a strong sense of professional ethics.

Aesthetic Expression

Students will . . .

- understand various sources of aesthetic sensitivity and expression as inherent human endowments and part of God's creation.
- gain an awareness, understanding, appreciation, and expression of the fine arts.
- develop interpretive frameworks of aesthetic truths and values for personal wholeness and community enrichment.

Responsible Stewardship

Students will . . .

- adopt a lifestyle of personal health and well-being,
- appreciate the value of family and other meaningful relationships,
- exhibit the responsibilities of citizenship in society,
- gain a global outlook in caring for the environment, in promoting social justice and economic empowerment, and
- promote the church's mission through community service.

Sociocultural Responsiveness

Students will . . .

- demonstrate a capacity to challenge personal prejudices, appreciate cultural diversity, and learn from other cultures.
 - develop a commitment to pursue peace, justice, and reconciliation in a pluralistic society
 - celebrate the differences of race, ethnicity, gender, and age within the biblical vision of inclusiveness and the equal value of all people.
- other professionals to promote children's positive development and to support their families.

Early Childhood Education Student Learning Outcomes

Student Learning Outcomes – BA Degree, Early Childhood Education

Standard 1. Promoting Child Development and Learning

Students prepared in the Bachelor of Arts degree program will build a research-based understanding of child development in the context of a Biblical worldview of early education. They will apply their understanding and knowledge of the young learner's characteristics, abilities, and interacting influences on children's development. Students strategically promote environments for young children that reflect diverse teaching focused on maximized learning, healthy development, and loving relationships in a Christ-centered learning environment.

“And Jesus grew in wisdom and stature and in favor with God and man.” Luke 2:52

1a: Demonstrate a research-based knowledge and understanding of young children's abilities and characteristics in all domains of development from the perspective of a Biblical worldview.

1b: Understand the interacting influences on children's development and strategically apply research-based, Biblically-grounded knowledge of child development to create environments that maximize learning, caring, and healthy development to meet the needs of each child.

Standard 2. Building Family and Community Relationships

Students prepared in the Bachelor of Arts degree program understand and support the parents' God-given role as their children's primary educator. They develop reciprocal, respectful, and responsive relationships with parents and families, partnering together to meet the spiritual and educational needs of the children being served. They use God's Word and research-based knowledge of family dynamics and diversity to build relationships and to provide support, helping to meet the unique needs of each child and family. Students demonstrate an understanding and respect for the God-given role of the family and the cultural context that impact the child's development and learning at home and at school. They introduce families to the Church community and other community resources to provide support and spiritual guidance.

“These commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up.” Deuteronomy 6:6-7

2a: Understand and know how to support parents' God-given roles as the primary educators of their children and to partner with parents and families in meeting their children's spiritual and educational needs.

2b: Know, understand, and apply skills to access Church and community resources, and to serve as an advocate for the children and their families.

2c: Exhibit a research-based knowledge of family dynamics and diversity through implementing practices that are respectful and responsive, and integrating a Biblical vision of inclusiveness and God's love for all people.

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

Students prepared in the Bachelor of Arts degree program demonstrate understanding and application of systematic observation, documentation, and assessment as central to their practice and to positively influence the development of every child uniquely created by God. They use developmentally effective observation, documentation, and assessment to inform and adjust instructional strategies to promote positive student-based outcomes. Data gathered through ongoing observations, documentation, and assessments are effectively communicated to parents and other professionals to support the family and child.

*“And we pray this in order that you may live a life worthy of the Lord and may please him in every way: bearing fruit in every good work, growing in the knowledge of God.”
Colossians 1:10*

3a: Demonstrate the knowledge and skills necessary to implement a variety of observation, documentation, and assessment strategies to measure a child's progress in relation to stated goals and outcomes with understanding and appreciation for each child being uniquely created by God.

3b: Understand and use systematic assessment to adjust instructional strategies to promote positive student-based outcomes.

3c: Utilize observation, documentation, and assessment to partner with parents and other professionals to promote children's positive development and to support their families.

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

Students prepared in the Bachelor of Arts degree program understand the unique characteristics and needs of young children and are able to create developmentally effective environments that engage children in challenging learning experiences and promote healthy development in all domains. They understand and apply their understanding to implement a developmentally effective, relationship-based approach with children and families to promote children's learning and development from a Biblical worldview, giving evidence of Christ's love for each child and family.

*“But it is the spirit in a man, the breath of the Almighty that gives him understanding.”
Job 32:8*

Developmentally effective approaches to teaching/learning in early childhood settings include:

- Supporting reading and linguistic skills
- Developing goals and planning developmentally effective strategies for promoting positive outcomes for each domain of development, initiating teachable moments
- Engaging children's interests through scaffolding that is outcome-directed
- Exposing children to culturally diverse materials and activities
- Fostering play experiences that engage children in social interaction
- Encouraging behavior that honors God and children, and gives appropriate guidance
- Using technology to support learning
- Individualizing instruction to accommodate diverse needs

4a: Demonstrate knowledge, skills, and dispositions in developing positive relationships and supportive interactions with young children and their families through a relationship-based approach that gives evidence of Christ's love.

4b: Understand, evaluate, and use the knowledge of theories, developmental stages, and teaching strategies through a Biblical worldview to implement developmentally effective, research-based approaches to positively impact children's learning and development.

4c: Know and implement developmentally effective adaptations for individual children with diverse needs to promote learning and healthy development.

Standard 5. Using Content Knowledge to Build Meaningful Curriculum

Students prepared in the Bachelor of Arts degree program utilize their knowledge and understanding to build and implement meaningful curriculum to promote positive outcomes related to all domains of development in each content area. Students integrate academic disciplines and content areas with inquiry tools and resources to create developmentally effective meaningful curriculum to promote positive development and growth in each domain.

Students utilize assessment to evaluate curricula to meet the needs of all children and to honor each child's God-given uniqueness.

"I give you sound learning, so do not forsake my teaching." Proverbs 4:2

The early childhood curriculum includes learning outcomes, activities, and assessment addressing all domains of development in the following academic disciplines and content areas:

- Bible
- Language and literacy
- Creative learning: art, music, creative movement, dramatic play and visual arts
- Mathematics
- Science and discovery
- Health and safety
- Social studies
- Technology

5a: Know and understand how to build and implement meaningful curricula for young children addressing all domains of development and academic disciplines to promote positive learning and development of the whole child.

5b: Integrate the academic disciplines and content areas with inquiry tools and resources to create a Christ-centered, developmentally effective, hands-on learning environment for all young children.

5c: Utilize assessment and feedback from stakeholders to evaluate and implement the most effective curricula that will meet the needs of all children, honoring each child's God-given uniqueness.

Standard 6. Becoming a Professional

Students prepared in the Bachelor of Arts degree program identify themselves as early childhood specialists and conduct themselves with professional integrity that seeks to make decisions that are in the best interest of children in accordance with Biblical principles. They demonstrate Christ-like behavior, honoring young children and the institution of the family. As life-long learners, they seek out professional growth and continuing educational opportunities. They use their knowledge to contribute to the field of early childhood education through advocacy, research, training, and mentoring for the benefit of the children for the glory of God.

Throw yourself into your tasks so that everyone will see your progress. Keep a close watch on how you live and on your teaching. Stay true to what is right. 1 Timothy 4:15-16

6a: identify themselves as early education specialists and conduct themselves with integrity in accordance with Biblical principles and in the best interest of the children.

6b: Understand and demonstrate Christ-like behavior that honors young children and the institution of the family.

6c: Seek out life-long learning and professional growth opportunities.

6d: Use their knowledge to contribute to the field of early childhood education through advocacy, research, training, and mentoring to benefit children and to glorify God.

Supporting Skills – BA Degree, Early Childhood Education

Vanguard University Core Student Learning Outcomes

1. Understand and develop a Biblical worldview informed by a Pentecostal perspective, integrating faith with learning.
2. Understand how to be an effective local, national, and global citizen, expanding knowledge of and respect for diverse cultures.
3. Develop effective, college-level, appropriate communication skills, focusing on writing in response to texts and on oral presentations.
4. Develop qualitative and quantitative critical thinking skills.
5. Establish a holistic view of health and living.
5. Develop foundational technology skills that allow one to locate information and to evaluate its integrity; understand the ethical uses of information.

Online Participation Policies & Procedures

Online Participation:

Due to the fact that this class is five weeks in duration, it is imperative that students participate each week through posting discussions. Each week students must respond to two questions with three full paragraphs including a minimum of four sentences each while integrating materials from the assigned readings, a Biblical worldview, and personal reflections. Students must then read a variety of student responses and respond to at least two other students per question for each week with a minimum of four complete sentences per response. See the discussion forum rubric also included in this syllabus. In addition to the discussion forum, there may be weekly quizzes, various assignments, required readings, projects, etc. Students must be responsible for adhering to the due dates of each assignment listed in this syllabus and on the course homepage. Students who are late in their assignments may receive a 10-point deduction for each hour they are late. Deadlines are 11:59 PM Pacific Time. It is important that students recognize that they must plan in advance to meet the scheduled deadline.

Grading Policy:

Student grades are determined using the formula in this syllabus. Late assignments will receive a 10- point deduction per hour for every hour that they are late; and late discussion posts will not receive any points. It is very important that students understand that all graded activities (assignments, discussion forums, etc.) must be submitted. If any graded activity is not submitted, the student's grade will be lowered by one grade level regardless of total points earned. For example, if a student has earned 845 points by the start of the 5th week of class, but does not submit an assignment due in the last week of class, the student will receive a "C" grade instead of a "B" grade which would have been the grade for 845 points.

Expectations for Online Students:

In this class, students are expected to use proper web course Netiquette (a word that is a combination of *Internet* and *etiquette*). This means that the students in this class will be courteous and use common sense while posting or emailing assignments or projects. If a student violates the netiquette code, he/she may be removed from the class!

The following rules apply to web etiquette for this class:

- The student is responsible for posting, attaching, and/or submitting his/her own work. Plagiarism will not be tolerated and will result in a failing grade.
- Avoid typing in all caps. In this class, typing in caps means that you're screaming or shouting.
- Avoid inserting pictures or colors to your postings or attachments unless the professor requires it. This increases the size of the file, and it is too difficult for some students to open large files.
- Treat the Discussion Forum as a serious communication tool. Post data that is relevant to the item up for discussion.
- Post directly to the Discussion Forum. Attachments are used for submitting assignments to the professor.

- The student is responsible for reading the Student Syllabus, all assigned readings, all emails, Discussion Forum postings, and announcements.
- The student is responsible for completing all assignments by the due dates.
- The student is responsible for completing all assignments regardless of computer problems. Consistent communication with the instructor is important
- Questions, comments, or concerns about this class should be directed to the professor via email.

Expectations for Assignments:

- All assignments must have a title page that includes the student's name, name of project, school name, course title, date, and the professor's name.
- All essays and research papers will be typed using Times New Roman 12-point font and double-spaced.
- All assignments will be submitted no later than the due date according to the course calendar. Online students must email their assignments on time regardless of computer problems.
- Late assignments will receive a 10- point deduction for each hour that they are late.
- Professors may extend due dates in some instances. The student must contact the professor to request an alternate due date. This will be granted on a case by case basis and only with valid proof of extreme circumstances affecting the student.
- Student work must be original. When using ideas or material from another author, interviewee, or co-worker please cite references giving proper credit to the person for his or her original idea.
- Students are encouraged to integrate and synthesize ideas from the text readings, Bible, and supplemental materials when appropriate for full points.
- All papers will be written in APA format with appropriate internal citations and a list of references at the end. (Please refer to the course homepage for examples).
- All assignments must also be submitted to Turn-It-In (See Turn-It-In section)

COURSE DESCRIPTION

This course is designed for the student to demonstrate practical application of developmentally appropriate early childhood teaching techniques and skills. Emphasis will be on designing, implementing, and evaluating classroom experiences for young children. Observation and evaluation of classroom experiences, environmental design, classroom management, and parent communication to promote optimal development for young children will be emphasized. Biblical perspectives will be integrated throughout the course. Fieldwork will be completed in the student's own classroom or in an early education setting approved by the instructor. Students will videotape their teaching in order to be evaluated by the instructor and fellow classmates.

LEARNING OUTCOMES

The Students will:

- Identify developmentally appropriate teaching techniques.
- Design, implement, and evaluate developmentally appropriate lessons for young children.
- Design, implement, and evaluate lessons in content areas and developmental domains.
- Examine and be able to articulate current research and learning theories to appropriately choose materials and experiences for young children.
- Define an understanding of ways to effectively document and track children's progress.
- Identify children's abilities, learning styles, and temperaments through observations and create lesson plans accordingly.
- Organize classroom space, materials, and daily schedules to create a safe, predictable, supportive, and stimulating environment.
- Apply positive classroom management techniques and guide children through conflict resolution strategies.
- Identify ways to involve families in their child's education.
- Integrate Biblical worldview and scripture in the classroom environment.
- Critically analyze and evaluate one's own teaching performance in order to effectively plan future lessons.
- Constructively offer peer feedback of classmates' teaching in order to support collaborative thinking.
- Demonstrate the ability to develop and maintain positive relationships with staff, parents, and children.

TEXTS AND MATERIALS

Texts

Required Texts:

Browne, K.W. & Gordon, A.M. (2009). *To teach well: An early childhood practicum guide*. Upper Saddle River, NJ: Pearson Education, Inc.

Resources

Recommended Early Education Websites:

- **Zero to Three**
<http://www.nccc.org/Child.Dev/ages.stages.5y.html>
- **National Association for the Education of Young Children**
<http://www.naeyc.org>
- **Google Scholar**
<http://scholar.google.com>
- Additional web sites can be found at the end of every chapter in the textbook.

Recommended Websites for Bible resources:

- Bible Gateway – a searchable online Bible resource
<http://www.biblegateway.com>
- Crosswalk.com – a resource of devotional materials and another searchable online Bible
<http://www.crosswalk.com>
- Blue Letter Bible – a searchable Bible by key word or verse in several translations
<http://www.blueletterbible.org>

STUDENT EVALUATION

Students in this course will be evaluated by the University's 4.0 grading system. You should refer to the Student Handbook for further details on the grading system.

Important Notice: It is very important that students understand that all graded activities (assignments, discussion forums, etc.) must be submitted. If any graded activity is not submitted, the student's grade will be lowered by one grade level regardless of total points earned. For example, if a student has earned 845 points by the start of the 5th week of class, but does not submit an assignment due in the last week of class, the student will receive a "C" grade instead of a "B" grade which would have been the grade for 845 points.

The following criteria will be used in determining online students' grades:

| Assignment/Grading | Points | Date Due |
|----------------------------------|------------|-----------|
| Observation & Assessment | 100 points | Weeks 1-4 |
| Lesson Plan & Evaluation | 300 points | Weeks 1-5 |
| Guidance Triangle | 85 points | Week 3 |
| Environment Design | 85 points | Week 4 |
| Family Involvement | 80 points | Week 5 |
| Video of Best Lesson | 50 points | Week 5 |
| 75 Hours of Onsite Participation | 300 points | Week 5 |

TOTAL POINTS: 100% = 1000 points

VANGUARD UNIVERSITY'S GRADING SYSTEM

| Percentages | Points | Grade | Significance | GPA |
|-------------|----------|-------|---------------|------|
| 93-100% | 930-1000 | A | Exceptional | 4.00 |
| 90-92.9% | 900-929 | A- | | 3.67 |
| 87-89.9% | 870-899 | B+ | Above Average | 3.33 |
| 83-86.9% | 830-869 | B | | 3.00 |
| 80-82.9% | 800-829 | B- | | 2.67 |
| 77-79.9% | 770-799 | C+ | Average | 2.33 |
| 73-76.9% | 730-769 | C | | 2.00 |
| 70-72.9% | 700-729 | C- | | 1.67 |
| 67-69.9% | 670-699 | D+ | Below Average | 1.33 |
| 63-66.9% | 630-669 | D | | 1.00 |
| 60-62.9% | 600-629 | D- | | 0.67 |
| 00-59.9% | 000-599 | F | Failure | 0.00 |

STUDENT ASSIGNMENTS

WEEK ONE

- Introduce yourself to the class & Instructor in the Discussion Forum found in the welcome block on your course homepage (Due Wednesday by 11:55 PM)
- Familiarize yourself with the online course
- How to Submit an Assignment (Due Wednesday by 11:55 PM)
- Confirmation of Course Syllabus (Due Wednesday by 11:55 PM)
- Make sure all parent permission slips for videotaping are on file at the preschool site and confirmation is submitted in the choice area found in Moodle. (Due Sunday by 11:55 PM)
- Text reading: Review chapters 4-6 (these should have been read prior to starting)
- Observation and Assessment (Due Sunday by 11:55 PM)
- Write Lesson Plan (Due Sunday by 11:55 PM)
- 15 Hours of onsite participation (Submit time card Sunday by 11:55 PM)

WEEK TWO

- Text reading: Chapters 1 & 2
- Implement week one lesson plan on or before Wednesday (Be sure to video tape)
- Self, mentor, and peer evaluations of lesson plans (Due Wednesday by 11:55 PM)
- Observation and Assessment (Due Sunday by 11:55 PM)
- Write Lesson Plan (Due Sunday by 11:55 PM)
- 15 Hours of onsite participation (Submit time card Sunday by 11:55 PM)

WEEK THREE

- Text reading: Chapter 3
- Implement week two lesson plan on or before Wednesday (Be sure to video tape)
- Self, mentor, and peer evaluations (Due Wednesday by 11:55 PM)
- Observation and Assessment (Due Sunday by 11:55 PM)
- Write Lesson Plan (Due Sunday by 11:55 PM)
- Guidance Triangle Paper (Due Sunday by 11:55 PM)
- 15 Hours of onsite participation (Submit time card Sunday by 11:55 PM)

WEEK FOUR

- Text reading: Chapter 5
- Respond to one classmates Guidance Triangle paper (Due Tuesday by 11:55 PM)
- Implement week three lesson plan on or before Wednesday (Be sure to video tape)

- Self, mentor, and peer evaluations (Due Wednesday by 11:55 PM)
- Observation and Assessment (Due Sunday by 11:55 PM)
- Write Lesson Plan (Due Sunday by 11:55 PM)
- Environment Design Paper (Due Sunday by 11:55 PM)
- 15 Hours of onsite participation (Submit time card Sunday by 11:55 PM)

WEEK FIVE

- Text reading: Chapters 8 & 9
- Respond to one classmates Environment Design paper (Due Tuesday by 11:55 PM)
- Implement week four lesson plan on or before Wednesday (Be sure to video tape)
- Self, mentor, and peer evaluations (Due Wednesday by 11:55 PM)
- Family Involvement Paper (Due Sunday by 11:55 PM)
- Submit Video Tape of Best Lesson (Due Sunday by 11:55 PM)
- Submit self and mentor overall evaluation sheets (Due Sunday by 11:55 PM)
- 15 Hours of onsite participation (Submit time card Sunday by 11:55 PM)
- Respond to one classmates Family Involvement paper (Due Tuesday of the following week)

Where to Submit Assignments and Forms

1. Getting acquainted (Forum)
2. How to Submit an Assignment.(Moodle and Forum)
3. Confirmation of course syllabus (choice section)
4. Parent permission slips for videotaping (These should be kept on file at the school and a confirmation that this has been completed should be made in the choice section)
5. Checklist for getting started (Moodle)
6. Practicum Site Approval Form (Moodle)
7. Mentor letter and agreement of expectations (Email this to the mentor. Verbally inform the mentor that you are emailing this to them and that it needs to be returned before beginning this course.)
8. Director letter of agreement and expectations (Email this to the director. Verbally inform the director that you are emailing this to them and it needs to be returned before beginning this course)
9. Student information sheet (Give to mentor and director)
10. Observation and Assessment (Moodle and Turn It In)
11. Lesson Plans (Moodle, Forum as a Microsoft Word Document, and Turn It In)

12. Lesson plan self-evaluation (Moodle)
13. Lesson plan peer evaluation (Forum)
14. Mentor lesson plan evaluation (Email this to the mentor prior to implementing each lesson plan. Verbally inform the mentor that you are emailing it to them. After you receive your emailed copy submit it in Moodle.)
15. Time Card (Provide a copy for the mentor and Moodle)
16. Guidance Triangle (Moodle, Forum as a Microsoft Word Document, and Turn It In)
17. Environment Design (Moodle, Forum as a Microsoft Word Document, and Turn It In)
18. Family Involvement (Moodle, Forum as a Microsoft Word Document, and Turn It In)
19. Responses to classmates Guidance Triangle, Environment Design, and Family Involvement assignments (Forum)
20. Video (Upload to You Tube and follow the directions under week five for submitting the address in the Forum section)
21. Self-Overall Evaluation (Moodle)
22. Mentor Overall Evaluation (Email this to the mentor at the beginning of week five. After you receive your emailed copy submit it in Moodle)
23. Getting acquainted (Forum)
24. How to Submit an Assignment.(Moodle and Forum)
25. Confirmation of course syllabus (choice section)
26. Parent permission slips for videotaping (These should be kept on file at the school and a confirmation that this has been completed should be made in the choice section)
27. Checklist for getting started (Moodle)
28. Practicum Site Approval Form (Moodle)
29. Mentor letter and agreement of expectations (Email this to the mentor. Verbally inform the mentor that you are emailing this to them and that it needs to be returned before beginning this course.)
30. Director letter of agreement and expectations (Email this to the director. Verbally inform the director that you are emailing this to them and it needs to be returned before beginning this course)
31. Student information sheet (Give to mentor and director)
32. Observation and Assessment (Moodle and Turn It In)
33. Lesson Plans (Moodle, Forum as a Microsoft Word Document, and Turn It In)
34. Lesson plan self-evaluation (Moodle)
35. Lesson plan peer evaluation (Forum)
36. Mentor lesson plan evaluation (Email this to the mentor prior to implementing each lesson plan. Verbally inform the mentor that you are emailing it to them. After you receive your emailed copy submit it in Moodle.)
37. Time Card (Provide a copy for the mentor and Moodle)
38. Guidance Triangle (Moodle, Forum as a Microsoft Word Document, and Turn It In)
39. Environment Design (Moodle, Forum as a Microsoft Word Document, and Turn It In)

40. Family Involvement (Moodle, Forum as a Microsoft Word Document, and Turn It In)
41. Responses to classmates Guidance Triangle, Environment Design, and Family Involvement assignments (Forum)
42. Video (Upload to You Tube and follow the directions under week five for submitting the address in the Forum section)
43. Self-Overall Evaluation (Moodle)
44. Mentor Overall Evaluation (Email this to the mentor at the beginning of week five. After you receive your emailed copy submit it in Moodle)

Note: A link for submitting assignments and forms can also be found under the weekly outline.

Turn It In Instructions

Please note that you will need to submit each of your assignments twice once to the forum section and once to Turn It In. You will find a link to Turn It In under each week on the course home page. The assignment for Turn It In will have "Turn It In" in the name of the assignment. Please see the instructions below for submitting to Turn It In.

Submitting an Assignment to Turn It In:

- Click the link to the assignment identified with Turn It In on our class homepage
- Click *submit*
- The first time you will need to accept a User Agreement; please click on "I agree..."
- You will then see the assignment submission page; click on the box with a **green cross** under the column titled "Submit"
- On the next screen, you will see a drop-down menu under "Submit a paper by:" – please be sure to select "file upload"
- Complete the remaining blank fields with your first name, last name, and title of the assignment.
- Next click on "Browse" and select the paper you are submitting for the assignment you're your computer.
- Click on "Submit"
- Click on "Submit Paper"
- You will have then successfully submitted your paper to Turn It In. To return to the class, you will see at the top of your screen an option to click on Return to: ECED 132 (Early Education Practicum).

Observation and Assessment (3b)

Using the observation form choose one child (different children should be chosen each week) and document five anecdotal narrative observations in the developmental domain specified for the week. The observations must occur on at least two separate days and at different times throughout the day. After documenting the observations provide an interpretation of the observation. This information will be used to plan a lesson in the developmental domain. Please save this assignment as your last name + first initial + observation1 (2 etc.). For example for observation 1 Jane Smith's assignment would read "SmithJObservation1" Please submit this assignment to both Moodle and Turn It In.

Developmental Domains

Week 1: Physical/motor- Please choose either fine or gross motor

Week 2: Cognitive/language- This should focus on both areas. It can be used in circle time.

Week 3: Social/emotional- This is best developed with dramatic play

Week 4: Creative

The observation should include:

- The child's name, age, date, and time of day are recorded with each observation. The observations occur on at least two separate days during different times of the day.

The observation follows the following guidelines:

- All five observations are based on one developmental domain
- All five observations are based on one child
- Observations take place during free play, choice time, or interest centers (both inside and outside can be included)
- Record everything you see and hear be descriptive
- Don't get involved or comment on the child's play. Just watch and record.
- Leave out personal thoughts and opinions.

The interpretation (assessment) clearly articulates the following:

- The child's interests, strengths, and areas that may need improvement.
- Did the child find anything meaningful, frustrating, or challenging?
- Is the child asking any questions about the activities they are engaged in?
- What question comes to mind about the child or your next step?

Observation and Assessment Form

| Child's Name Age Date Time of day | Observation (Developmental Area) |
|--|----------------------------------|
| | |
| | |
| | |
| | |
| | |
| Interpretation (assessment) | |

Observation and Assessment Rubric

| Superior | Good | Does Not Meet Expectations | Total Points |
|---|--|--|---------------------|
| Exceeds requirement of format | Meets minimum requirement of format | Does not meet minimum requirement of format | 0 - 5 Points |
| Exceeds requirements for observation guidelines | Meets minimum requirements for observation guidelines | Does not meet requirement for observation guidelines | 0 – 10 Points |
| Exceeds requirement for interpretation guidelines | Meets minimum requirements for interpretation guidelines | Does not meet requirements for interpretation guidelines | 0 – 10 Points |
| | | | Total points: |

Lesson Plan (5a)

Using the Lesson Plan Format create a lesson plan on one of the developmental areas (physical/motor, cognitive/language, social/emotional, and creative) as specified for the specific week. The lesson plan should be created based on an observation and assessment in the specific developmental area. Please save this assignment as your last name + first initial + lesson plan1 (2 etc.). For example for lesson 1 Caryn Vigil’s assignment would read “VigilCLessonPlan1” Please submit this assignment in the forum section as a Microsoft Word Document, in Moodle, and to Turn It In. Please refer to the assignment section as to when lesson plans should be written and submitted. The lesson plan is part of a process. The process begins with an observation and assessment, writing a lesson plan based on the observation, implementing the lesson, videotaping the lesson, and evaluating the lesson. This entire process will be reviewed and graded at one time with the exception of the videotaping which will only be graded in week five.

Developmental Domains

Week 1: Physical/motor- Please choose either fine or gross motor

Week 2: Cognitive/language- This should focus on both areas. It can be used in circle time

Week 3: Social/emotional- This is best developed with dramatic play

Week 4: Creative

Lesson Plans should include:

- A title page and is typed in Times New Roman 12 point font.
- The activity is based on an observation and assessment.
- Clearly and thoroughly articulates each point on the lesson plan format to create a developmentally appropriate lesson based on the age group and abilities of children the student teacher is working with.
- Implements the lesson
- Submits the following evaluation forms:
 - Self-evaluation
 - Mentor evaluation
 - Peer Evaluation

Lesson Plan Format

Name of activity:

Age of children:

Area of development: This should be based on the focus area for the week. Focus areas include: physical/motor, cognitive/language, social/emotional, and creative. Please see the weekly outline for area of focus each week.

What other areas of development could apply and how?

How can a biblical worldview be integrated? Include scripture.

Source of information: This could include self or a resource guide.

Location and set up of activity:

Number of children and adults:

Objectives: There should be at least two objectives written in the terms of children will be able to The objectives should be based on the area of development.

Verbal cues based on the objectives: What can the teacher say to children as they are engaged in the lesson to help them think about the objective?

Complete list of materials needed: Include quantities, names of songs or CDs, titles of books, manipulatives, gross motor equipment, art supplies, etc. (When implementing lessons the student teacher should either ask for permission to use needed materials or provide their own materials)

Procedure (step by step):

Cleanup provisions (will children be involved? How?):

Evaluation: How will you know if the children have achieved the objectives?

Peer Evaluation Form (6c)

1. Provide at least two positive comments.

2. Provide at least two suggestions for improvement.

Mentor Evaluation of Lesson Plan (6c)

Please complete this lesson plan evaluation following each lesson plan implementation. Please email this to the course instructor at andrea.perry@vanguard.edu and to the student teacher. Please also review your comments on this form with the student teacher.

Student Name _____ Mentor Name _____

Name of Lesson _____

Area of Development _____

Effort will be evaluated as follows: 4= Excellent, 3= Good, 2 = Satisfactory, 1= Needs Improvement.

Preparedness/cleanup 4 3 2 1 Score: _____

The activity was prepared prior to arriving in class

The activity was attractively prepared

The activity was cleaned up

Developmentally Appropriate 4 3 2 1 Score: _____

The activity was age appropriate

The activity was attractive to both boys and girls

The activity met the interests and needs of children in the class

Quality of Activity 4 3 2 1 Score: _____

The activity was enthusiastically presented

The verbal cues were well planned and executed

The student teacher was aware of each child in the group and acknowledged each child's involvement

The student teachers voice was appropriate for inside/outside and spoke at the children's eye level

Response of the Children 4 3 2 1 Score: _____

All of the children in class were offered an opportunity to participate in the activity

Most of the children appeared to be interested in participating

Participating children appeared enthusiastic and interested

The children seemed to enjoy the experience

Achievement of Objectives 4 3 2 1 Score: _____

The objectives in the lesson plan were met

The verbal cues in the lesson plan supported the objectives

Please describe what you observed:

Lesson Plan Rubric

| Superior | Good | Does Not Meet Expectations | Total Points |
|---|---|---|---------------------|
| Exceeds requirement of format | Meets minimum requirement of format | Does not meet minimum requirement of format | 0 – 10 Points |
| Exceeds requirements for lesson plan content and required elements | Meets minimum requirement for lesson plan content and required elements | Does not meet minimum requirement for lesson plan content and required elements | 0 – 35 Points |
| Exceeds requirements for implementing the lesson | Meets minimum requirements for implementing the lesson | Does not meet minimum requirements for implementing the lessons | 0 – 15 Points |
| Exceeds requirements for content and submission of all three evaluation forms | Meets minimum requirements for content and submission of all three evaluation forms | Does not meet minimum requirements for content and submission of all three evaluation forms | 0 – 15 Points |
| | | | Total Points: |

Guidance Triangle (4c)

After reading chapter 3 prepare a 2-3 page paper on a child who is displaying an ongoing behavior issue. Answer questions on the guidance triangle (refer to questions below) to help you understand what is going on. You may need to talk with the head teacher to get a better understanding on some of the questions. After answering the questions on the guidance triangle use the guidance continuum (found on page 59) to decide how to resolve the problem. After writing and posting your paper please read and comment on one classmate's paper. Please save this assignment as your last name + first initial + Guidance Triangle. For example Jane Smith's assignment would read "SmithJGuidanceTriangle" Please submit this assignment in the forum section as a Microsoft Word Document, in Moodle, and to Turn It In.

The Paper:

- Is 2-3 pages in length and is well written using proper grammar, punctuation and spelling.

- Conforms to the APA style guide including a title page and is typed using Times New Roman 12 point font and is double- spaced.
- includes a well written introduction and conclusion
- Clearly describes the behavioral issue taking place
- Includes Christian worldview and scripture

Clearly articulates answers to the following questions based on the guidance triangle.

- How old is the child?
- What can be expected of children physically, socially, emotionally, and cognitively at this age?
- Is anything occurring that is not in accordance with these expectations?
- What is the child's basic temperament?
- Provide a brief description of the child's family. Are any new situations occurring? Are the parents guidance and discipline techniques consistent with the schools?
- What is the teacher-child ratio?
- Is there too much or too little stimulation?
- Is there inappropriate or insufficient materials and equipment?
- Does the furniture fit children's bodies?
- Is material accessible?
- Is there enough time for activities?
- Is the work or play space overcrowded?
- Are the children required to sit and listen for too long?
- What time of day is it? Could the child be hungry, thirsty, tired, bored, or restless?
- Who and what is involved?
- Is there anything else or anything unique happening?

Using the guidance continuum found in chapter 3 clearly describe how the problem can be resolved. Include what can be said in a conversation with the child. Also include any changes that may need to be made in the classroom to help this child. These changes may include the environment, daily schedule, or curriculum.

Respond to one classmates paper with a minimum of one paragraph. This could include similar situations you have experienced, or other suggestions on ways to handle the situation. A comment of good job or well done is not acceptable.

Guidance Triangle Rubric

| Superior | Good | Does Not Meet Expectations | Total Points |
|--|---|--|---------------------|
| Exceeds requirement of length, and APA format | Meets minimum requirement of length, and APA format | Does not meet minimum requirement of length, and APA format | 0- 10 Points |
| Exceeds requirement of integration of biblical worldview that utilizes scripture | Meets minimum requirement of biblical worldview that utilizes scripture | Does not meet minimum requirement of integration of biblical worldview that utilizes scripture | 0 – 10 Points |
| Exceeds requirement for content and required elements | Meets minimum requirement for content and required elements | Does not meet minimum requirement for content and required elements | 0 – 55 Points |
| Exceeds requirement for responding to a classmate | Meets minimum requirement for responding to a classmate | Does not meet minimum requirement for responding to a classmate | 0 – 10 Points |
| | | | Total Points: |

Environment Design (4b)

After reading chapter 5 in the textbook prepare a 2-3 page paper describing the indoor and outdoor environments where you are teaching. Note the problem areas – too many children, not enough space, and an area ignored. Now design your own environment for the age level in which you teach. Show how your environment improves on your student teaching site. This should be in written form. Pictures do not need to be included and will not count as part of the pages. After writing and posting your paper please read and comment on one classmate’s paper. Please save this assignment as your last name + first initial + Environment Design. For example Jane Smith’s assignment would read “SmithJEnvironmentDesign” Please submit this assignment in the forum section as a Microsoft Word Document, in Moodle, and to Turn It In.

The Paper:

- Is 2-3 pages in length and is well written using proper grammar, punctuation and spelling.
- Conforms to the APA style guide including a title page and is typed using Times New Roman 12 point font and is double spaced.
- Includes a well written introduction and conclusion
- Includes Christian worldview and scripture

Clearly describes the indoor and outdoor environments including:

- How is the environment visually appealing?
- Describe the size and arrangement of the furniture.
- Describe how the indoor and outdoor is arranged including centers.
- How much play space is available indoors and outdoors?
- Describe where materials are kept for children and teachers.
- Describe what materials are available for children indoors and outdoors.
- What measurements are taken to keep children safe and healthy?
- How does the environment complement the goals of the program?

Clearly articulates problem areas. This may include but is not limited to too many children, not enough space, or an area ignored.

Describes in detail your own environment for the age level you teach including the points above and how Christian worldview can be integrated.

Describe how your environment improves on your placement.

Respond to one classmate's paper with a minimum of one paragraph. This can include specific ways you would also use their suggestions in an environment or additional suggestions they could use to improve an environment. A comment of god job or well done is not acceptable.

Environment Design Rubric

| Superior | Good | Does Not Meet Expectations | Total Points |
|--|---|--|----------------------|
| Exceeds requirement of length, and APA format | Meets minimum requirement of length, and APA format | Does not meet minimum requirement of length, and APA format | 0- 10 Points |
| Exceeds requirement of integration of biblical worldview that utilizes scripture | Meets minimum requirement of biblical worldview that utilizes scripture | Does not meet minimum requirement of integration of biblical worldview that utilizes scripture | 0 – 10 Points |
| Exceeds requirement for content and required elements | Meets minimum requirement for content and required elements | Does not meet minimum requirement for content and required elements | 0 – 55 Points |
| Exceeds requirement for responding to a classmate | Meets minimum requirement for responding to a classmate | Does not meet minimum requirement for responding to a classmate | 0 – 10 Points |
| | | | Total Points: |

Family Involvement (4a)

After reading chapter 8 in the textbook ask your mentor teacher or preschool director to list the ways that the program encourages family involvement. Choose one of these areas and prepare a 1-2 page paper describing the event in detail. After writing and posting your paper please read and comment on one classmate's paper. Please save this assignment as your last name + first initial + Family Involvement. For example Jane Smith's assignment would read "SmithJFamilyInvolvement" Please submit this assignment in the forum section as a Microsoft Word Document, in Moodle, and to Turn It In.

The Paper:

- 1-2 pages in length and is well written using proper grammar, punctuation, and spelling.
- Conforms to the APA style guide including a title page and is typed using Times New Roman 12 point font and is double-spaced.
- Includes a well-written introduction and conclusion
- Includes Christian worldview and scripture
- Clearly describes in detail one way the program encourages family involvement including:
 - What is the event?
 - Who is responsible for organizing the event?
 - What steps are taken to prepare for the event?
 - How are parents informed of the event?
 - How are parents encouraged to attend the event?
 - How often does the event occur?
 - How many parents typically attend the event?
 - Do you feel any improvements could be made to the event and why?

Respond to one classmate's paper with a minimum of one paragraph. Responses can include similar situations you have experienced, specific comments on the event, or other suggestions for getting families involved. A comment of good job or well done is not acceptable.

Family Involvement Rubric

| Superior | Good | Does Not Meet Expectations | Total Points |
|--|---|--|----------------------|
| Exceeds requirement of length, and APA format | Meets minimum requirement of length, and APA format | Does not meet minimum requirement of length, and APA format | 0- 10 Points |
| Exceeds requirement of integration of biblical worldview that utilizes scripture | Meets minimum requirement of biblical worldview that utilizes scripture | Does not meet minimum requirement of integration of biblical worldview that utilizes scripture | 0 – 10 Points |
| Exceeds requirement for content and required elements | Meets minimum requirement for content and required elements | Does not meet minimum requirement for content and required elements | 0 – 50 Points |
| Exceeds requirement for responding to a classmate | Meets minimum requirement for responding to a classmate | Does not meet minimum requirement for responding to a classmate | 0 – 10 Points |
| | | | Total Points: |

Video Tape Instructions (3b)

All four lessons implemented at the student teaching site must be videotaped. Each video should be between 5-10 minutes not exceeding 10 minutes. Choose the best of the four videos to present to your course instructor. This one video should be uploaded to You Tube for viewing. The directions can be found under the weekly outline in week five. Please specify in the title which video you are presenting.

The video must include the following:

- Five to ten minutes in length
- Shows an attractive set up of the lesson

Shows a developmentally appropriate lesson including:

- Age appropriate
- Both boys and girls participating in the lesson

Shows the response of the children including:

- The children being offered to participate in the lesson
- Participating children appearing enthusiastic and interested
- The quality of the presentation including:
 - The student teacher enthusiastically presenting the lesson
 - Appropriate verbal cues for the lesson
 - The student teacher is aware of each child in the group and acknowledges each child's involvement
- The student teachers voice is appropriate for inside/outside and speaks to the children at eye level

Shows the objectives being met

Video Tape Rubric

| Superior | Good | Does Not Meet Expectations | Total Points |
|---|---|---|---------------------|
| Meets requirement of length | Meets minimum requirement of length | Does not meet minimum requirement of length | 0- 10 Points |
| Exceeds requirement for an attractive set up | Meets minimum requirement for an attractive set up | Does not meet requirement for an attractive set up | 0 -10 Points |
| Exceeds requirement for content and required elements | Meets minimum requirement for content and required elements | Does not meet minimum requirement for content and required elements | 0 – 20 Points |
| Exceeds requirement for objectives being met | Meets minimum requirement for objectives being met | Does not meet minimum requirement for objectives being met | 0 – 10 Points |
| | | | Total Points: |

Self-Evaluation of Student Teaching (3b)

Adapted from: Browne, K.W. and Gordon, A.M. (2009). *To teach well: An early childhood practicum guide*. Upper Saddle River, NJ: Pearson Education, Inc.

This form is to be submitted at the end of week five in the assignment section. This form will be used to help determine onsite participation points. Please complete the following self-evaluation form, using the process to reflect on your strengths as well as to identify where your professional skills need to be improved. Following the evaluation form describe how you can take steps toward improving in areas needing improvement. This should be submitted to Moodle.

Please use the following rating scale to respond to each question:

A= Always S= Sometimes R= Rarely

Personal Qualities

- _____ I submitted a time card to my mentor documenting 15 hours of onsite participation over the course of five weeks totaling 75 hours.
- _____ I arrive on time.
- _____ I have a professional appearance.
- _____ I work with a positive attitude, enthusiasm, and appropriate sense of humor.
- _____ I can stay calm in a tense situation.
- _____ I am always alert to health and safety issues.
- _____ I show flexibility with tasks and schedules.

Relationship to Children

- _____ I listen and am responsive to children.
- _____ My interactions are respectful and warm.
- _____ I get down on the child's level to interact and converse.
- _____ I use an appropriate voice tone and avoid using baby talk.
- _____ I move toward children to talk rather than calling from a distance.
- _____ I model appropriate behavior for children.
- _____ I treat children of all races, religions, family backgrounds, and cultures with equal respect and consideration.
- _____ I am aware of the entire group even when dealing with one child or a small group.
- _____ I anticipate and modify situations to avoid negative behavior.
- _____ I help children deal with negative emotions by giving comfort, identifying and validating their feelings, and helping them use words.
- _____ I frame my statements to children in a positive way, avoiding the overuse of negative words (don't, stop that, that's not nice etc.) or threats.

_____ I encourage problem solving by describing the situation so that children can evaluate the problem rather than imposing my solutions.

_____ I foster self-help skills and independence.

_____ I ask open-ended questions and speak individually to children.

Program Development

_____ I help create an inviting learning environment in the classroom.

_____ I permit children to use materials in a variety of ways.

_____ I plan activities that are appropriate to a child's stage of development.

_____ I am available to implement the programs curriculum, or I am prepared when trying my own activity plans.

_____ I record observations of children in order to plan activities that relate to their individual needs and interests.

_____ I can assist in helping children with transitions.

_____ I can make use of spontaneous happenings to help children's learning.

Team Work

_____ I am friendly and respectful with others.

_____ I understand the program philosophies and goals.

_____ I understand classroom responsibilities and assume a fair share of the work.

_____ I offer my ideas and materials.

_____ I interact with children and focus on their needs instead of engaging in unnecessary conversation with adults.

_____ I avoid discussing children in front of them at all times.

_____ I can communicate directly if a concern arises.

_____ I seek to build positive relationships with parents.

_____ I am aware of ways to promote parent involvement.

Please provide additional comments:

Please describe steps you could take to improve in any areas needing improvement:

Mentor Evaluation of Student Teaching (6c)

Adapted from: Browne, K.W. & Gordon, A.M. (2009). *To teach well: An early childhood practicum guide*. Upper Saddle River, NJ: Pearson Education, Inc.

It would be greatly appreciated if you could fill out this form to evaluate the overall effectiveness of your student teacher. Please complete this form following the five week student teaching experience. Please email this form to andrea.perry@vanguard.edu and to the student teacher. Please also verbally review this form with the student teacher. This form will be used to help determine their onsite participation points. Please complete the following evaluation form, using the process to reflect on the student teachers strengths as well as to identify where their professional skills need to be improved.

Please use the following rating scale to respond to each question:

A= Always S= Sometimes R= Rarely

Personal Qualities

- _____ The student teacher submitted a completed time card documenting 15 hours of onsite participation each week for five weeks totaling 75 hours.
- _____ The student teacher arrives on time.
- _____ The student teacher has a professional appearance.
- _____ The student teacher works with a positive attitude, enthusiasm, and appropriate sense of humor.
- _____ The student teacher can stay calm in a tense situation.
- _____ The student teacher is always alert to health and safety issues.
- _____ The student teacher shows flexibility with tasks and schedules.

Relationship to Children

- _____ The student teacher listens and is responsive to children.
- _____ The student teacher's interactions are respectful and warm.
- _____ The student teacher gets down on the child's level to interact and converse.
- _____ The student teacher uses an appropriate voice tone and avoids using baby talk.
- _____ The student teacher moves toward children to talk rather than calling from a distance.
- _____ The student teacher models appropriate behavior for children.
- _____ The student teacher treats children of all races, religions, family backgrounds, and cultures with equal respect and consideration.
- _____ The student teacher is aware of the entire group even when dealing with one child or a small group.
- _____ The student teacher anticipates and modifies situations to avoid negative behavior.
- _____ The student teacher helps children deal with negative emotions by giving comfort, identifying and validating their feelings, and helping them use words.

_____The student teacher frames statements to children in a positive way, avoiding overuse of negative words (don't, stop that, that's not nice etc.) or threats.

_____The student teacher encourages problem solving by describing the situation so that children can evaluate the problem rather than imposing their solutions.

_____The student teacher fosters self-help skills and independence.

_____The student teacher asks open-ended questions and speaks individually to children.

Program Development

_____The student teacher helps create an inviting learning environment in the classroom.

_____The student teacher permits children to use materials in a variety of ways.

_____The student teacher plans activities that are appropriate to a child's stage of development.

_____The student teacher is available to implement the programs curriculum, and is prepared to teach four of their own lessons in the areas of social/emotional, cognitive/language, physical, and creative development.

_____The student teacher records observations of children in order to plan activities that relate to their individual needs and interests.

_____The student teacher assists in helping children with transitions.

_____The student teacher makes use of spontaneous happenings to help children's learning.

Team Work

_____The student teacher is friendly and respectful with others.

_____The student teacher understands the program philosophies and goals.

_____The student teacher understands classroom responsibilities and assumes a fair share of the work.

_____The student teacher offers their ideas and materials.

_____The student teacher interacts with children and focuses on their needs instead of engaging in unnecessary conversation with adults.

_____The student teacher avoids discussing children in front of them at all times.

_____The student teacher communicates directly if a concern arises.

_____The student teacher seeks to build positive relationships with parents.

_____The student teacher is aware of ways to promote parent involvement.

Please provide additional comments:

