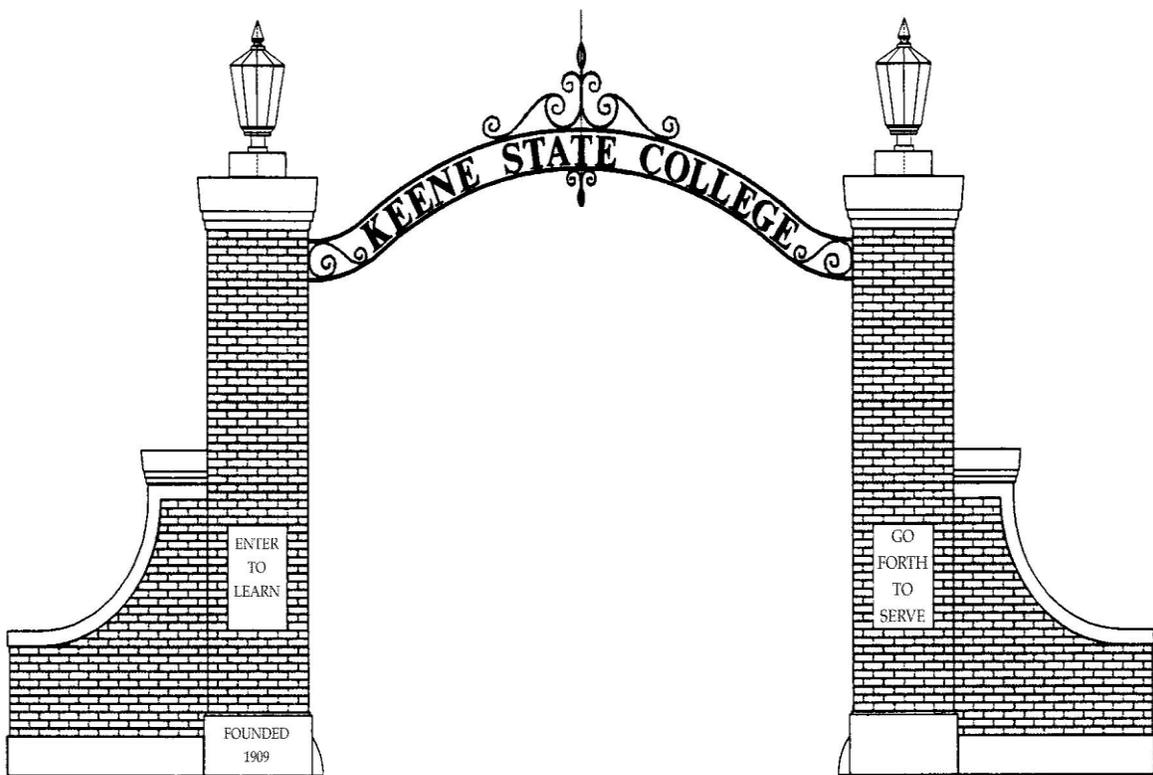


Student Teaching Handbook

Early Childhood

2013-2014



Teacher Education Office
Keene State College
Keene, New Hampshire 03435-2900
603-358-2286

INTRODUCTION

The Keene State College teacher education program vision is to graduate professionals in the field of education who will be advocates for social justice and equity, who possess intellectual and personal integrity, who are competent beginning teachers, and who are responsive to the needs of children in a changing, multicultural world. Our conceptual framework outlines four themes that weave throughout the teacher education program and are carried forth to your student teaching experiences.

- Explore the dynamic nature of the teaching and learning process
- Demonstrate professional and ethical behaviors by meeting high expectations and standards
- Understand the world from multiple perspectives
- Contribute to a just and equitable world

Early Childhood Certification in New Hampshire covers the age range from Birth to Age 8, or grade 3. Thus your student teaching experience will include two different placements within this range to complement your field placements during your Methods semester. One of these placements will be with children from birth to age 5, the other with children in the primary grades. Upon successful completion of Student Teaching and your previous Methods experience you will be in compliance with the NH State Department of Education Standards by having varied supervised experiences with different age ranges and grade levels. Your student teaching experiences will allow you to master the strengths of various early childhood classroom experiences and to continue to develop your own style as a teacher of young children.

GOALS

The ultimate goal of Student Teaching is to prepare you to assume leadership of your own classroom in your first professional teaching position. Student Teaching in Early Childhood prepares you to assume leadership in (1) an early education setting, such as an infant, toddler or preschool classroom; and in (2) a primary grades classroom, grades K, 1, 2, or 3, within a public elementary school. In addition to meeting NH State Department of Education Standards, the Keene State College Early Childhood program complies with the National Association of the Education for Young Children (NAEYC) Standards for Initial Licensure. These Program Standards are at the foundation of what you have learned and understand from the Education core courses. This prior knowledge informs the practical application of your work with young children.

NAEYC Standards Summary

The successful Student Teacher will:

1. Promote child development and learning
Student Teachers use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.
2. Build family and community relationships
Student Teachers know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.
3. Observe, document, and assess to support young children and families
Student Teachers know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.
4. Use developmentally effective approaches to connect with children and families
Student teachers demonstrate their understanding of the importance of positive relationships as the foundation for their work with young children and their families. They know the importance of effective strategies and tools in early education, use a broad repertoire of developmentally appropriate approaches to teaching and learning, and reflect systematically on their professional practice, with the goal of achieving a positive outcome for each child.
5. Use content knowledge to build meaningful curriculum
Student Teachers integrate their knowledge of academic content in the disciplines of language and literacy, mathematics, science, social studies, the arts, health and movement with their knowledge of standards and

curriculum resources appropriate to early childhood in each content area. They use this knowledge to design, implement, and evaluate learning experiences that promote positive development and learning for all children.

6. Become a professional

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

The NAEYC standards are excerpted from the NAEYC Standards for Early Childhood Professional Preparation Programs Position Statement approved July 2009, available at the following url:

<http://www.naeyc.org/files/naeyc/file/positions/ProfPrepStandards09.pdf> . Note that there are now 6 NAEYC standards, as opposed to the 5 we have previously referenced. *“The National Association of the Education of Young Children (NAEYC) is the largest and most influential national organization of early childhood educators and others dedicated to improving the quality of programs for children from birth through third grade.”*

STUDENT TEACHING EVALUATIONS

The Early Childhood program uses the model developed by Charlotte Danielson (2007) in her book *Enhancing Professional Practice: A Framework for Teaching*, (2nd edition) to guide and evaluate your skills, knowledge and dispositions in the student teaching placement. This framework is used by site supervisors and cooperating teachers during classroom teaching observations as well as mid-term and final evaluations. You will be required to use this framework as part of your own self-evaluation process during student teaching

The broad goals of Student Teaching are taken from this model and interface with both the NH Department of Education and the NAEYC Standards.

The successful Student Teacher will:

1. Develop expertise in planning and preparation of curriculum.
2. Develop expertise in creating a positive classroom environment.
3. Develop expertise in classroom instruction.
4. Develop expertise in the range of professional responsibilities.

Additionally, cooperating teachers and site supervisors will provide you with feedback on your professional dispositions through the use of the *KSC Teacher Candidate Dispositions Assessment Form*.

The *Final Narrative*, *Summative Clinical Assessment Form* and the *Dispositions Assessment Form* will be submitted to the Teacher Education Office upon completion of each student teaching placement.

OBJECTIVES FOR THE STUDENT TEACHING PLACEMENTS

Specifically, the successful Early Childhood Student Teacher will meet the following objectives, which are based on the Danielson framework, in each student teaching placement:

Goal 1: Develop expertise in planning and preparation of curriculum. (*NAEYC Standards 1, 2, 3, 5*)

- Plan individual and small group lessons, demonstrating knowledge of content and appropriate pedagogy for the specific group of students
- Write clear and complete learning experience plans, including clear instructional goals
- Plan overall daily curriculum
- Write clear and complete daily curriculum plans, including written plans
- Identify resources for teaching and for students
- Develop a written plan for at least one developmentally appropriate unit
- Plan for the assessment of student learning

Goal 2: Develop expertise in creating a positive classroom environment. (*NAEYC Standards 1, 4*)

- Develop rapport with students
- Manage classroom procedures
- Learn to manage student behavior and misbehavior
- Use the physical space and materials for effective teaching and learning
- Contribute to the aesthetic dimension of the classroom

Goal 3: Develop expertise in classroom instruction. (*NAEYC Standards 4, 5*)

- Teach individual and small group lessons
- Implement overall daily curriculum
- Lead teach (solo) for 1-2 weeks
- Implement at least one developmentally appropriate unit
- Implement appropriate assessment of student learning
- Develop strategies for grouping students
- Demonstrate flexibility and responsiveness in teaching

Goal 4: Develop expertise in the range of professional responsibilities which are part of teaching.

(*NAEYC Standards 2, 6*)

- Demonstrate professional responsibility by being prompt and prepared each day of the student teaching experience
- Learn and follow building philosophies, procedures and regulations
- Participate in school/center routines, duty responsibilities, etc.
- Develop positive relationships with families, communicate with parents
- Attend parent meetings and parent conference(s) whenever possible
- Attend interdisciplinary team meetings whenever possible
- Attend appropriate staff meetings, professional workshops, conferences, etc.
- Attend school/center functions (open houses, fund raisers, etc.) when possible
- Demonstrate respect and confidentiality with regard to the children, families, staff and administration of the school/center
- Demonstrate cooperation and a positive attitude toward the children, families, staff and administration of the school/center
- Demonstrate openness to feedback and a desire for self improvement

PLANNING EXPECTATIONS

Student teachers are expected to document their planning and instructional work in a planning notebook.

Planning notebooks should contain:

- Learning Experience plans and reflections (*NAEYC Standard 4, 5*)
- Daily and weekly plans (*NAEYC Standard 4, 5*)
- Curriculum units (*NAEYC Standard 4, 5*)
- Classroom management systems developed and implemented (*NAEYC Standard 1 and 4*)
- Resources utilized (*NAEYC Standard 4, 5*)
- Instructional strategies utilized (*NAEYC Standard 4*)
- Assessment strategies utilized, including anecdotal records and documentation (*NAEYC Standard 3*)
- Observations of children, observation notes on specials, outdoor times, etc. (*NAEYC Standard 1 and 3*)
- Evidence of interdisciplinary team participation (IFSP and IEP meetings) (*NAEYC Standard 1, 4, 6*)
- Evidence of family communication and involvement (*NAEYC Standard 2*)
- School/Center and staff notices (*NAEYC Standard 6*)
- Evidence of participation in outside activities within the school/center environment and community. (*NAEYC Standard 2 and 6*)

The planning notebook becomes the record of each specific student teaching placement experience. **Many of the documents collected may become artifacts in the professional portfolio.**

TIMELINE for 7 Week Placement (1 quarter)

This suggested timeline below is designed to be a framework for you to customize to fit your particular setting. Use this when planning with your cooperating teacher and site supervisor.

When?	Student Teacher's Responsibility (S.T.)	Cooperating Teacher's Responsibility (C.T.)	Site Supervisor's Responsibility (S.S.)	Comments
Semester prior to student teaching experience/before Student Teaching begins	<ul style="list-style-type: none"> <input type="checkbox"/> Contact school and set up appointment to visit <input type="checkbox"/> Visit school, meet teachers <input type="checkbox"/> Discuss tentative lesson and unit ideas <input type="checkbox"/> Get information about curriculum goals, approaches, etc. you will be expected to implement 	<ul style="list-style-type: none"> <input type="checkbox"/> Agree to accept a student teacher <input type="checkbox"/> Become familiar with KSC guidelines <input type="checkbox"/> Meet with Student Teacher and share curriculum information <input type="checkbox"/> Complete Student Teaching agreement form 	<ul style="list-style-type: none"> <input type="checkbox"/> Select cooperating teachers <input type="checkbox"/> Communicate with TEGS Office <input type="checkbox"/> Meet with prospective student teachers <input type="checkbox"/> Welcome and orient the student teachers to your school 	<ul style="list-style-type: none"> <input type="checkbox"/> Be sure to contact the TEGS Office (603-358-2286) if you have any questions. <input type="checkbox"/> Placement paperwork completed
Week 1 Student Teacher's Role: Observe & Assist	<ul style="list-style-type: none"> <input type="checkbox"/> Observe children, classroom routines and schedule <input type="checkbox"/> Observe "specials" and outdoor times <input type="checkbox"/> Participate as teaching assistant <input type="checkbox"/> Take over small groups <input type="checkbox"/> Begin leadership of morning meeting or circle (whole group) <input type="checkbox"/> Participate in school/center activities <input type="checkbox"/> Submit learning experience plans 	<ul style="list-style-type: none"> <input type="checkbox"/> Welcome student teacher into the room <input type="checkbox"/> Develop way for S.T. to introduce self to class and families <input type="checkbox"/> Encourage and assign responsibilities for groups and other assistance in the classroom <input type="checkbox"/> Provide S.T. with access to student and curriculum information as appropriate <input type="checkbox"/> Review early lesson plans 	<ul style="list-style-type: none"> <input type="checkbox"/> Welcome and orient student teachers to the building <input type="checkbox"/> Hold first seminar to conduct orientation to physical space, your expectations, get acquainted, etc. <input type="checkbox"/> Facilitate Goal Setting Conferences <input type="checkbox"/> Set up schedule for seminars <input type="checkbox"/> Establish tentative schedule for observations <input type="checkbox"/> Be available to consult with C.T. and S.T. 	<ul style="list-style-type: none"> <input type="checkbox"/> Goal setting conferences provide the opportunity to share expectations and open communication to be held week 2

When?	Student Teacher's Responsibility (S.T.)	Cooperating Teacher's Responsibility (C.T.)	Site Supervisor's Responsibility (S.S.)	Comments
<p>Week 2</p> <p>Student Teacher's Role:</p> <p>Assist & Team Teach with Cooperating Teacher</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Continue activities from week 1 <input type="checkbox"/> Take responsibility for 1-2 content areas (plan, prepare materials, teach lessons, assess) <input type="checkbox"/> Observe and support transitions <input type="checkbox"/> Increase leadership of morning routines <input type="checkbox"/> Submit learning experience plans <input type="checkbox"/> Discuss lead teaching or unit topic with C.T. <input type="checkbox"/> Goal Setting Conference 	<ul style="list-style-type: none"> <input type="checkbox"/> Develop plan of increasing responsibility for S.T. <input type="checkbox"/> Discuss unit topics <input type="checkbox"/> Review lesson plans and give suggestions <input type="checkbox"/> Guide in selection of curriculum and in instruction <input type="checkbox"/> Involve S.T. in other school activities (e.g. duties, meetings) <input type="checkbox"/> Goal Setting Conference 	<ul style="list-style-type: none"> <input type="checkbox"/> Meet with Student Teacher to discuss teaching experiences. <input type="checkbox"/> Conduct informal observations and give feedback and suggestions on a regular basis. <input type="checkbox"/> Schedule first formal observation(s) <input type="checkbox"/> Review lesson plans and unit planning 	<ul style="list-style-type: none"> <input type="checkbox"/> Continue open communication as student teacher continues transition into classroom and school/center culture
<p>Week 3</p> <p>Student Teacher's Role:</p> <p>Team Teach with Cooperating Teacher and Leadership</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Continue weeks 1 & 2 <input type="checkbox"/> Add planning and teaching responsibilities for 1-2 more content areas and/or times of day <input type="checkbox"/> Take responsibility for record keeping (attendance, etc.) <input type="checkbox"/> Take responsibility for transitions <input type="checkbox"/> Plan and get feedback on lead teaching or unit topic 	<ul style="list-style-type: none"> <input type="checkbox"/> Plan and implement lessons with S.T. <input type="checkbox"/> Provide opportunity for S.T. to take over routines, transitions, record keeping, etc. <input type="checkbox"/> Review unit plans with S.T. and provide feedback <input type="checkbox"/> Continue to facilitate S.T. in taking over additional responsibility <input type="checkbox"/> Conduct first formal observation 	<ul style="list-style-type: none"> <input type="checkbox"/> Collect lesson plan for formal observation to submit with write-up <input type="checkbox"/> Conduct first formal observation, including pre- and post-conference with student teacher <input type="checkbox"/> Discuss daily and weekly planning responsibilities <input type="checkbox"/> Review progress on unit plan and provide feedback 	<ul style="list-style-type: none"> <input type="checkbox"/> Complete first formal observation by this week. Submit to TEGS if there are concerns. <input type="checkbox"/> Remember that TEGS is available for trouble shooting and problem solving.

When?	Student Teacher's Responsibility (S.T.)	Cooperating Teacher's Responsibility (C.T.)	Site Supervisor's Responsibility (S.S.)	Comments
Week 4 Student Teacher's Role: Leadership and Team Teach with Cooperating Teacher	<ul style="list-style-type: none"> <input type="checkbox"/> Continue above responsibilities <input type="checkbox"/> Take responsibility for major parts of the day <input type="checkbox"/> Take responsibility for whole group teaming with classroom teacher. <input type="checkbox"/> Submit plans for first solo week for feedback <input type="checkbox"/> Prepare self-evaluation for Mid-quarter evaluation conference and meet with Cooperating Teacher 	<ul style="list-style-type: none"> <input type="checkbox"/> Continue above responsibilities <input type="checkbox"/> Prepare mid-quarter evaluation and hold mid-quarter evaluation conference <input type="checkbox"/> Communicate regularly with student teacher about strengths and concerns <input type="checkbox"/> Communicate with site supervisor about student teacher's progress <input type="checkbox"/> Review plans for solo week and provide feedback 	<ul style="list-style-type: none"> <input type="checkbox"/> Continue above responsibilities as appropriate and necessary <input type="checkbox"/> Consult with cooperating teachers for mid-quarter progress <input type="checkbox"/> Continue with informal observations and feedback. <input type="checkbox"/> Review plans as appropriate 	<ul style="list-style-type: none"> <input type="checkbox"/> Mid-quarter evaluation conference held this week. Use <i>Summative Clinical Assessment and Dispositions Assessment Forms</i>. Be sure to identify areas of concern as well as areas of growth. If there are significant areas of concern, notify TEGS and provide documentation
Week 5 Student Teacher's Role: Lead Teach/Solo	<ul style="list-style-type: none"> <input type="checkbox"/> Take responsibility for entire group/day/week/ curriculum <input type="checkbox"/> Use cooperating teacher as consultant <input type="checkbox"/> Continue unit/theme <input type="checkbox"/> Submit plans for second solo week for feedback 	<ul style="list-style-type: none"> <input type="checkbox"/> Review plans for second solo week and provide feedback <input type="checkbox"/> Continue informal observations and feedback <input type="checkbox"/> Conduct second formal observation 	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct second formal observation and write up, including lesson plan 	<ul style="list-style-type: none"> <input type="checkbox"/> Second formal observation should be completed this week
Week 6 Student Teacher's Role: Lead Teach/Solo	<ul style="list-style-type: none"> <input type="checkbox"/> Take responsibility for entire group/day/week <input type="checkbox"/> Use cooperating teacher as consultant <input type="checkbox"/> Continue unit/theme <input type="checkbox"/> Complete self evaluation for final conference 	<ul style="list-style-type: none"> <input type="checkbox"/> Begin final evaluation forms <input type="checkbox"/> Conduct additional observations if needed <input type="checkbox"/> Schedule final evaluation conference 	<ul style="list-style-type: none"> <input type="checkbox"/> Begin final evaluation forms <input type="checkbox"/> Conduct additional observations if needed 	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct additional observations if needed <input type="checkbox"/> Prepare for final evaluation

When?	Student Teacher's Responsibility (S.T.)	Cooperating Teacher's Responsibility (C.T.)	Site Supervisor's Responsibility (S.S.)	Comments
Week 7 Student Teacher's Role: Closure	<ul style="list-style-type: none"> <input type="checkbox"/> Complete unit/theme if necessary <input type="checkbox"/> Plan/implement closure activities <input type="checkbox"/> Observe other classroom teachers during specials, breaks, etc. <input type="checkbox"/> Complete assessments/documentation <input type="checkbox"/> Celebrate with students <input type="checkbox"/> Prepare self evaluation for final evaluation conference and meet with cooperating teacher and site supervisor 	<ul style="list-style-type: none"> <input type="checkbox"/> Hold final evaluation conference <input type="checkbox"/> Share written evaluation with S.T. <input type="checkbox"/> Support Student Teacher with closure activities 	<ul style="list-style-type: none"> <input type="checkbox"/> Hold final evaluation conference <input type="checkbox"/> Share written evaluation with S.T. <input type="checkbox"/> Support Student Teachers with closure and transition out of classroom <input type="checkbox"/> Prepare for transition to new placement if appropriate 	<ul style="list-style-type: none"> <input type="checkbox"/> Final evaluation conferences held this week <input type="checkbox"/> Submit <i>Final Narrative, Summative Clinical Assessments and Dispositions Assessment Forms</i> to TEGS

Learning Experience Plan Outline
EDUC 410 EC Student Teaching Seminar
2013-2014

The purpose of the learning experience plan is to help you think carefully about how you are going to facilitate each learning experience for children. The learning experience plan is also a document used to communicate to other professionals and to families.

The NAEYC standards addressed in this assignment are:

Standard 1: Promoting Child Development and Learning

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

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

Standard 5: Using Content Knowledge to Build Meaningful Curriculum

Standard 6: Becoming a Professional

Your Name _____

Grade/Developmental Level _____

Subject Area _____

Specific Topic _____

Length of Time _____

Date taught _____

Purpose: *(State the broad purpose or goal of the learning experience here. What new knowledge or skill will students develop through this experience? Why are you including it in the unit/curriculum?)*

Curriculum Standard(s): *(List the relevant local, state, or national curriculum standards by number and title.)*

Objectives: *(Write 2-3 specific observable outcomes here. Describe what students will be able to do because of this experience. Your objectives should include both age appropriate skills and knowledge.)*

Background Knowledge Needed: *(How do you know your students are ready for this experience? What prior knowledge do they need? What research of content do you need to know to be ready for this specific lesson/activity? Refer to the appropriate section of your Content Knowledge narrative in your Unit Plan that addresses the concepts included in this LEP.)*

Materials Needed: *(Include any supplies needed, rules, props, game pieces, books, etc.)*
by teacher **by student**

Student Grouping: *(size of group, how will you select groups, what you will do if too many students want to participate at one time)*

Preparation for Experience: *(organization of materials, furniture, grouping, plan for student movement, safety precautions, etc.)*

Outline of Experience:

Introduction/Orientation *(How will you help students get motivated or involved in the experience? Include information that explains about how you will set things up, what you will say to begin the experience, how you will “hook” them to want to participate.)*

Body of Lesson *(Describe all the things that are going to happen, what you will do, what the students will do. Include questioning and discussion techniques. This should be clear enough that the reader could implement the plan without you there. Imagine you are leaving directions for a substitute.)*

Conclusion *(How will you bring closure to the experience? How will you provide feedback? How will you help children transition to the next scheduled activity? What if someone finishes early? How will children be involved in cleaning up?)*

Assessment Plan: *(How will you know your objectives have been met? What will students be able to “do” at the end of the lesson? What documentation are you gathering in order to assess what children have learned as well as what adjustments you may need to make to your overall plan. Your assessment strategies should be appropriate to the developmental level and should align with objectives.)*

Child Guidance/Classroom Management Plan: *(Describe how you will manage the flow of the activity, including materials and physical environment for this specific LEP. Anticipate and plan for any behavior challenges from your students specific to this plan and your group. You do not need to repeat positive guidance strategies you have described in your Child Guidance Plan in your Unit Plan; just describe specifics to this LEP.)*

Adaptations and Modifications: *(Describe how you will adapt the plan or modify it in order for all students to be successful. These plans should refer to what specific students in your class may need to learn during this specific LEP.)*

Extension Plan: *(Describe your plan for students who complete the lesson early, list ways in which the activity could be continued further or more in depth.)*

Reflection: *(To be written after teaching the LEP; see guidelines below.)*

* * * * *

GUIDELINES FOR LEARNING EXPERIENCE REFLECTION

Early Childhood professionals are continuously reflecting on their practice and working to promote positive learning outcomes for each child. This portion of the LEP provides on-going documentation of your ability to reflect on your practice and make changes. After you have completed teaching your learning experience, take some time to record what happened and to reflect on what you have learned and what your students learned. It is best if you complete your reflection on the same day as you teach the lesson.

In your reflection, describe how the activity actually went, regardless of what you planned. Discuss how children participated, changes you made during implementation, and how your assessment/documentation plan worked. Then discuss what you learned about yourself and about children. Finally, describe any changes you would make the next time you plan in this area of the curriculum or implement this type of learning experience.

NAEYC Assessment #3
Early Childhood Student Teaching Unit Plan
EDUC 410 Early Childhood Student Teaching Seminar
2013-2014

This culminating project will reflect your ability to design, implement and evaluate a comprehensive curriculum that extends over time. The Student Teaching Unit Plan is prepared prior to teaching and is reviewed by your cooperating teacher and site supervisor as well as submitted to your EC Student Teaching Seminar instructor. See schedule in Student Teaching Handbook for suggested timeline for planning and review. The EDUC 410 seminar schedule includes information about due dates for the various components. This project will be submitted via Tk20 for individual and programmatic assessment.

The NAEYC Standards addressed in this assignment are:

Standard 1: Promoting Child Development and Learning

Standard 2: Building Family and Community Relationships

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

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

Standard 5: Using Content Knowledge to Build Meaningful Curriculum

Directions:

Your written unit plan should include the components listed below and follow this outline. Use the rubric as a reference for the quality of your work, and the outline as the way to organize it. Be sure to refer to the detailed standards-based rubric (below) for additional guidelines regarding our expectations in relation to the NAEYC standards.

EARLY CHILDHOOD STUDENT TEACHING
UNIT PLAN OUTLINE

Title Page

Your Name

Developmental Level/Age Range/Grade Level

Placement Site/Cooperating Teacher

Topic/Focus

Table of Contents

Provide a detailed guide to the way your project is organized, including page numbers. Be sure to number all pages for ease of navigation.

Part I: Background Knowledge

A. Developmental level – general

This section provides research-based information on all domains of children's learning (physical, cognitive, emotional, social, language, creative) for the developmental level of your class.

B. Developmental level – class composition

This section provides knowledge of the cultural, socio-economic and linguistic context of children and families in the classroom, and discusses individual variation within the children in the class.

- C. Content knowledge – background knowledge for the teacher (Standard 5a, 5b)
*This section provides a summary of concepts and key ideas **you** need to know and includes **your research** of the subject matter or curriculum areas included. Be sure to refer to your texts from Methods I and Methods II to find solid research to support your planning.*

Part II: The Plan

A. Goals/Standards

This section answers the question "Why study this topic?" and includes your broad goals. Be sure to indicate the connection between your topic or focus, the developmental level, and your class composition. Keep in mind that your student population will be diverse in their backgrounds, needs and characteristics, in their learning styles, in what they already know, etc. You should also list the sources of the state curriculum standards, local curriculum frameworks, classroom curriculum goals, and relevant national standards that will be addressed in your plans. Save the specifics for each LEP; just include your general sources here (i.e. which sections of the NH Early Learning Guidelines, NH Curriculum frameworks, district 'power standards,' NCTM standards, and/or classroom goals you are addressing).

B. Objectives

These are specific measurable outcomes you are planning for your overall teaching plan or unit. They should be developmentally appropriate and observable; your assessment strategies must be linked to these objectives.

C. Unit Assessment Plan

Describe your plan for assessing student learning over the entire unit in relation to your overarching objectives. Individual LEPs will also have assessment plans, but this section is where you include the range and variety of assessment strategies you will use, how students will demonstrate what they have learned, and how their learning will be documented and communicated with families and/or other classroom professionals. Remember to include approaches that honor a range of learning styles and multiple intelligences.

D. Child Guidance Plan

Refer to your Child Guidance Philosophy statements from Methods I and II and write a 1-2 paragraph statement that reflects the approaches utilized in your placement class as well any unique approaches you plan to implement as the lead teacher. This will be a general statement; individual LEPs will contain specific adaptations to child guidance based on the methodology being used in that plan.

E. Planning Process

In this section you will discuss how you developed your plans and what planning process is utilized in your placement classroom. Consider these questions, then write 1-2 paragraphs describing how planning happens: How are plans developed? How much flexibility is there in the planning process? Is curriculum development an emergent process or is it more pre-determined by external expectations? What strategies are used to find resources and activity ideas? Who or what resources are consulted regularly? Conclude this section with a brief description of how you completed your planning for this project.

F. Scope and Sequence

*The Scope and Sequence section of the unit plan explains which LEPs you are planning and your rationale for their sequence. **Include at least 8 learning experience plan ideas in your unit plan.** If you are focused on a specific topic or skill areas, be sure to include your plan for preassessment (how you will find out what students already know and are able to do), introduction to the unit (how will you motivate them to be interested in this topic), the rationale for the organization of the lessons to be presented, and the conclusion of the unit. If you are following a more emergent approach, use the classroom learning centers as the organization for this part of the plan. Suggested strategies to organize are represent the information include a chart, a list, or a curriculum web.*

G. Family and Community Involvement Plan

Describe ways in which you develop respectful and supportive relationships with families in your specific age/grade level based on your knowledge of family-centered practices and the specific class composition. In addition, include plans for potential field trip(s) or community service projects that support the goals and objectives of your unit plan.

***Submit your introductory letter to families and additional communications** that explain what their child will be learning while you are in the classroom. Your plan should include **several strategies** that will involve families in the learning process, such as notes home, newsletter article, take-home activities, family event, guest speaker, photo documentation, bulletin board display.*

H. Technology Plan (K-3 placement only)

Discuss how you could incorporate technology into the unit. This might include the students' use of technology skills to create a project or artifact, or your use of technology to enhance the students' learning. Example: create a Webquest or a digital storybook.

Part III: Annotated Bibliography

Include a list of 8-10 resources for teachers (content knowledge and curriculum ideas) and 8-10 resources for children (background information and literature) make a brief annotation as to the content and use of each source. Each source should be listed using APA form and include a 1-3 sentence description (annotation) of the contents and how you recommend using the source. Include a balance of print and internet sources. Your Methods texts and your cooperating teachers are excellent resources for materials, books, and other ideas. The Curriculum Materials Library and the Keene Public Library Children's Collection are also wonderful resources at your disposal.

A. Content knowledge sources

B. Children's literature appropriate to topic

C. Other teacher resources consulted

A note on grading: Your Unit Plan is a culminating assignment that demonstrates your professional capability in your student teaching placement. It should represent your best work and build on your Curriculum Portfolios from Methods I and II. It will be evaluated using the following rubric. If you complete your unit plan successfully (meeting expectations) and on time, you will receive full credit for it in terms of the course grade. Therefore, focus on:

- following the directions
- completing all components
- proofreading carefully and
- meeting the deadlines.

We are available to assist you in advance of the due dates, so be sure to work on it in advance of the deadline(s) so you can identify your questions and get them answered. Put your best professional effort forward and you will be proud of the results. ☺

**EARLY CHILDHOOD
STUDENT TEACHING UNIT PLAN RUBRIC**

STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING	Needs Improvement	Meets Expectations	Exceeds Expectations
1a. Knowing and understanding young children’s characteristics and needs	Candidate includes basic information on some domains of children’s learning (physical, cognitive, emotional, social, language, creative) in background knowledge of age range.	Candidate includes accurate information on all domains of children’s learning (physical, cognitive, emotional, social, language, creative) in background knowledge of age range.	Candidate cites research and developmental theory and includes accurate information on all domains of children’s learning (physical, cognitive, emotional, social, language, creative) in background knowledge of age range.
1b. Knowing and understanding the multiple influences on development and learning	Candidate includes general and limited description of cultural, socio-economics and linguistic context of children and families in the classroom in class composition section.	Candidate includes knowledge of cultural, socio-economic and linguistic context of children and families in the classroom, and discusses some of the individual variation within children in class composition section.	Candidate includes comprehensive knowledge of cultural, socio-economic and linguistic context of children and families in the classroom, and discusses individual variation within children in class composition section.
1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	Candidate does not link the developmental needs of the children to their unit plan.	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.	Candidate utilizes his/her understanding of the developmental needs of the children and families as the basis to create a learning environment that is healthy, respectful, and challenging.

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS	Needs Improvement	Meets Expectations	Exceeds Expectations
2a. Knowing about and understanding family and community characteristics	Candidate does not include knowledge of families or specific community characteristics in plan.	Candidate includes knowledge and understanding of families and community characteristics in plan.	Candidate clearly explains how specific family and community characteristics influenced the plan.
2b. Supporting and empowering families and communities through respectful, reciprocal relationships	Candidate provides limited ideas for communication with families.	Candidate demonstrates respectful communication with families and includes some opportunity for family involvement in the plan.	Candidate establishes a respectful and reciprocal relationship with families and develops multiple strategies for family involvement in the plan based on the actual community setting.
STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES	Needs Improvement	Meets Expectations	Exceeds Expectations
3a. Understanding the goals, benefits, and uses of assessment	Candidate does not clearly explain the purpose of the assessments planned for the unit.	Candidate describes the purpose of the assessments planned for the unit.	Candidate provides research to support the selection of assessments planned for the unit.
3b. Knowing about and using observation, documentation and other appropriate assessment tools and approaches	Candidate uses limited approaches to assessment.	Candidate uses a variety of assessment tools and approaches in the unit, including observation strategies and documentation techniques.	Candidate uses a variety of assessment tools and approaches in the unit, including observation strategies, documentation techniques, and other informal and open-ended approaches.
3d. Knowing about assessment partnerships with families and with professional colleagues	Candidate does not include a plan for sharing assessment information.	Candidate plans for sharing assessment information with cooperating teacher.	Candidate plans for sharing assessment information with cooperating teacher and families.

STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES TO CONNECT WITH CHILDREN AND FAMILIES	Needs Improvement	Meets Expectations	Exceeds Expectations
4a. Understanding, positive relationships and supportive interactions as the foundation of their work with children	Candidate develops a child guidance plan that is limited to reactive strategies and does not provide evidence of a supportive classroom atmosphere.	Candidate develops a child guidance plan that indicates the role of responsive teacher practices and promotes a supportive atmosphere in the classroom.	Candidate develops a research-based child guidance plan based on positive relationships and high-quality interactions with children and families.
4b. Knowing and understanding effective strategies, and tools for early education	Candidate plans learning experiences that use a limited variety of teaching and guidance strategies.	Candidate plans guidance techniques and learning experiences that demonstrate an understanding of effective teaching strategies and tools, including technology if appropriate (K-3 only)	Candidate plans a wide range of developmentally appropriate guidance techniques and learning experiences that demonstrate an understanding of effective teaching strategies and tools, including technology if appropriate (K-3 only).
4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches	Candidate plans learning experiences that reflect a limited range of approaches.	Candidate plans learning experiences that are developmentally appropriate and involve a range of teaching and learning approaches.	Candidate plans learning experiences that are developmentally appropriate and include a broad range of teaching and learning approaches that provide opportunities for all children to learn.
STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM	Needs Improvement	Meets Expectations	Exceeds Expectations
5a. Understanding content knowledge and resources in academic disciplines	Candidate discussion of content knowledge related to the plan is limited,	Candidate discusses basic understanding of appropriate content knowledge for the plan and provides	Candidate discusses content knowledge in detail, extends content knowledge to connect to other disciplines, and

	confusing or incomplete.	evidence in Annotated Bibliography of adequate professional resources.	provides substantial evidence in Annotated Bibliography of use of professional resources.
5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines	Candidate presents knowledge of the tools and approaches for the content areas that contains errors or is incomplete.	Candidate includes accurate knowledge of tools and approaches for the content areas for the plan and references appropriate professional standards. Sources are included in Annotated Bibliography.	Candidate includes comprehensive research of the content areas for the plan and utilizes appropriate national and regional professional standards. Sources are clearly identified in Annotated Bibliography.
5c. Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.	Candidate-developed plan does not clearly integrate multiple areas of knowledge or appropriate early learning standards in its design.	Candidate-developed plan includes the integration of multiple areas of knowledge and appropriate early learning standards to provide meaningful learning opportunities for each child. Sources are included in Annotated Bibliography.	Candidate-developed plan includes the integration of multiple areas of knowledge and appropriate early learning standards with extensive use of professional resources to provide meaningful and challenging learning opportunities for each child. Sources are clearly identified in Annotated Bibliography.
MECHANICS	Needs Improvement	Meets Expectations	Exceeds Expectations
Bibliography	Bibliography missing or inaccurate.	APA format is used correctly.	APA format used correctly for all sources.
Written expression (grammar, spelling, organization)	Mechanical errors interfere with the meaning.	Grammar, spelling, organization are acceptable. Minor errors do not interfere with meaning.	Grammar, spelling, organization are outstanding, no errors.

NAEYC Assessment #5
Student Teaching Unit Assessment and Reflection
EDUC 410 Early Childhood Student Teaching Seminar
2013-2014

As part of each student teaching placement you will collect, document, assess, and reflect on student learning using a variety of assessment strategies and approaches related to the learning experiences you develop in your Student Teaching Unit Plan. This project, the Student Teaching Assessment and Reflection, will provide documentation of your ability to promote children's learning based on their developmental needs and the assessment data you collect. As you teach in each student teaching placement, you will be gathering assessment data on how the children are responding and what they are learning. You will also be using this data to make adjustments to your plans to ensure student success.

This project will also provide you with the opportunity to reflect on your professional growth, collaborate with other professionals, and meet professional standards. It will be submitted after you complete your placement via Tk20 for individual and programmatic assessment.

The NAEYC Standards addressed in this assignment are:

Standard 2: Building Family and Community Relationships

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

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

Standard 5: Using Content Knowledge to Build Meaningful Curriculum

Standard 6: Becoming a Professional

Directions:

1. Based on your unit objectives and unit assessment plan, **collect samples** of children's work, systematic observations, photo documentation, formal and informal assessments, and other effective and developmentally appropriate assessment strategies that provide you with information about children's development and learning.
2. **Each day** that you implement your planned LEPs, **make notes** in the form of a personal journal to summarize your response to your assessment data. **Write a brief reflection** on the LEPs you have taught that focuses on the children's experience, in order to capture student response to each LEP. The reflection process and these notes become the basis for adjustments to the next LEP in the unit.
3. **Use** the assessment data and your reflection to **make adjustments** to the next LEP you are planning to teach. This may mean repeating or revising a particular activity, allowing children additional time, adding materials or increasing the challenge for some children, or deleting a project that no longer seems to fit the needs of the children in the class.
4. **Document** the changes and adaptations you make and your rationale for each.
5. **Prepare Final Product Part I** by reviewing your LEPs, your daily reflections, assessment data, children's progress toward meeting unit objectives, etc.
6. **Review** your growth in relation to Danielson's domains, Conceptual Framework themes, and Personal and Professional Dispositions.
7. **Write final reflection** narrative, using guidelines for Final Product Part II.

Final Product:

Part I: Assessment of Student Learning (graded according to rubric – see note below)

A. Learning Experience Plans

Include at least 8 learning experience plans for the lessons included in the unit. Follow the Learning Experience Plan format.

Include the following with each LEP:

1. Reflection on teaching and learning

Brief reflection on how each LEP went for children. This should be written the day of the LEP and include description of how children responded, where they excelled or struggled, the range of responses, etc. Include your reflection on your teaching as well.

2. Work samples/artifacts/assessments/documentation

Include samples of student work, your documentation, and assessment of unit objectives. You should present a range of types of assessments throughout the 8 LEPs.

3. Analysis of work samples/artifacts/assessments/documentation

*For **each** assessment strategy included, provide a written analysis of what you learned about children's development and learning from this artifact/data. Discuss the developmental domains and content areas relevant to the particular artifact.*

4. Use of assessment information

Discuss how you used the assessment data to inform your next steps for teaching the unit.

B. Summary of student development and learning based on your evidence

Discuss how children responded to your teaching over the entire unit, based on developmental domains, learning goals, and unit objectives. Describe how you shared this information with your cooperating teacher, families, and/or other professionals.

C. Family involvement strategies utilized

Discuss family involvement and communication strategies used as part of student teaching. These may include informal conversations, notes home, newsletter article, take-home activities, family event, guest speaker, photo documentation, bulletin board display. Analyze how these strategies can empower families in your setting to become engaged in their child's learning.

A note on grading for Assessment Project Part I: Your Assessment project is a culminating assignment that demonstrates your professional capability in your student teaching placement. It should represent your best work and build on your knowledge of observation, documentation and assessment from Methods I and II. It will be evaluated using the following rubric. If you complete your assessment project successfully (meeting expectations) and on time, you will receive full credit for it in terms of the course grade. Therefore, focus on:

- following the directions
- completing all components
- proofreading carefully and
- meeting the deadlines.

We are available to assist you in advance of the due dates, so be sure to work on it in advance of the deadline(s) so you can identify your questions and get them answered. Put your best professional effort forward and you will be proud of the results. ☺

Final Product (continued):

Part II: Self-assessment and Professional Reflection (will receive a letter grade – see below)

This reflective essay will focus on your growth during each student teaching placement. Organize your reflective essay around the four Danielson domains, make connections to the four Conceptual Framework themes and summarize by considering your identity as an early childhood educator. Use the following outline and guiding questions to guide your reflection process.

1. Introduction: Describe the specific setting (age/grade level, school population) to set the stage for your reflection. Summarize your overall experience teaching this unit. Include your role as the lead teacher, the transitions and classroom management strategies used, the assessment strategies and documentation, family involvement, and range of teaching approaches you tried.
 2. Planning and Preparation: What have I learned about the planning process? How can I improve my preparation related to content knowledge, appropriate goals and assessment approaches, effective teaching strategies, role of play, knowledge of students and school setting? What assessment approaches are effective and why?
 3. Learning Environment: What have I learned about effective techniques for managing routines and guiding children's behavior? How does the social curriculum influence learning? How can I improve?
 4. Instruction: What have I learned about engaging children's interest, pacing and timing, feedback and responding to children's needs, the range of activities presented? How can I improve?
 5. Professional Responsibility: What have I learned about communication, collaboration with colleagues, developing respectful relationships with the families of my students, my own growth as a teacher? Incorporate comments on your Personal and Professional Dispositions in this section.
 6. How do I explore the dynamic nature of the teaching and learning process; demonstrate professional and ethical behaviors that meet high expectations and standards; understand the world from multiple perspectives; and contribute to a just and equitable world?
 7. Summary: How do I show my identity as an early childhood professional in my professional practice? What next steps will I take to advocate for children and families?
-
-

Scoring/Grading Sheet for Self-assessment and Professional Reflection Essay

Assessment 5 Part II:

Self assessment and professional reflection (80%) _____

- A. Introduction
- B. Danielson
- C. Conceptual Framework
- D. Professional Identity

Mechanics – completeness, organization, spelling, grammar (20%) _____

Final Grade:

**EARLY CHILDHOOD
STUDENT TEACHING ASSESSMENT AND REFLECTION RUBRIC**

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS	Needs Improvement	Meets Expectations	Exceeds Expectations
2b. Supporting and empowering families and communities through respectful, reciprocal relationships	Candidate does not provide examples of family relationships developed during student teaching.	Candidate provides examples of respectful and reciprocal family relationships implemented during student teaching.	Candidate provides examples of respectful and reciprocal family relationships and community engagement implemented during student teaching, and reflects on the strategies utilized.
2c. Involving families and communities in their children’s development and learning	Candidate does not provide examples of strategies used during student teaching for family involvement in their child’s development and learning.	Candidate includes actual strategies used during student teaching to communicate with and involve families in their child’s development and learning.	Candidate includes several high-quality strategies used during student teaching to communicate with and involve families in their children’s development and learning, and reflects on the relationship to the actual community.
STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES	Needs Improvement	Meets Expectations	Exceeds Expectations
3a. Understanding the goals, benefits, and uses of assessment	Candidate does not clearly explain the assessment data collected.	Candidate describes the assessment data collected and what was learned from that data.	Candidate describes what was gained from the assessment data collected and how that informed professional practices.
3b. Knowing about and using observation, documentation and other appropriate assessment tools and approaches	Candidate provides evidence of a limited variety of assessment tools and approaches	Candidate provides evidence of the use of a variety of appropriate assessment tools and approaches in the	Candidate provides evidence of the use of a wide range of appropriate assessment tools and approaches in the unit, including

		unit, including observation and documentation techniques.	observation, documentation techniques, and a variety of other informal and open-ended approaches.
3c. Understanding and practicing responsible assessment to promote positive outcomes for each child	Candidate provides examples of inappropriate assessments.	Candidate provides examples of assessment strategies that are developmentally appropriate.	Candidate provides examples of developmentally appropriate and professionally-based assessments that reference local, state and national standards.
3d. Knowing about assessment partnerships with families and with professional colleagues	Candidate does not include evidence for sharing assessment information.	Candidate provides evidence of sharing assessment information with cooperating teacher.	Candidate provides evidence of sharing assessment information with cooperating teacher and families.
STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES TO CONNECT WITH CHILDREN AND FAMILIES	Needs Improvement	Meets Expectations	Exceeds Expectations
4a. Understanding, positive relationships and supportive interactions as the foundation of their work with children	Candidate's child guidance planning is limited to general reactive strategies and does not include individual adaptations for the LEP or for specific children.	Candidate's child guidance planning includes specific responsive approaches that relate to the specific needs of the LEP (i.e. group size, "messy" materials, etc.)	Candidate's child guidance planning includes specific responsive approaches that relate to the specific needs of the LEP and plans support for individual children as needed.
4b. Knowing and understanding effective strategies, and tools for early education	Candidate plans and implements learning experiences that demonstrate a limited variety of teaching strategies.	Candidate plans and implements a variety of effective teaching strategies and tools that are appropriate to early education, and uses technology as appropriate (K-3 only).	Candidate plans a wide range of developmentally appropriate and effective teaching strategies and tools in a wide range of curriculum areas, and uses technology as appropriate (K-3 only).

4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches	Candidate uses a limited range of approaches that do not meet the developmental needs of the children.	Candidate implements learning experiences that are developmentally appropriate and involve a range of teaching and learning approaches.	Candidate implements learning experiences that are developmentally appropriate and include a broad range of teaching and learning approaches that provide opportunities for all children to learn.
4d. Reflecting on their own practice to promote positive outcomes for each child	Candidate describes the LEP but does not include reflection or evaluation of the experience.	Candidate reflects on each LEP in the unit and identifies strengths and weaknesses of the LEP that relate to the teaching and learning outcomes.	Candidate reflects thoughtfully on each LEP in the unit, makes concrete suggestions that will promote positive outcomes for children, and implements changes in subsequent LEPs.
STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM	Needs Improvement	Meets Expectations	Exceeds Expectations
5a. Understanding content knowledge and resources in academic disciplines	Candidate discussion of content knowledge is limited, confusing or incomplete.	Candidate includes basic and appropriate content knowledge for each LEP.	Candidate includes detailed content knowledge for each LEP and provides connection to other academic disciplines as appropriate.
5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines	Candidate use of tools and approaches for the content areas or academic disciplines included in the LEPs is incomplete or inaccurate.	Candidate provides accurate knowledge of tools and approaches for the content areas for each LEP and references appropriate professional standards.	Candidate includes comprehensive research of the content areas for each LEP, builds on children's prior knowledge, and incorporates appropriate national and regional professional standards.

5c. Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.	Candidate does not clearly reference appropriate early learning standards in LEPs.	Candidate references appropriate early learning standards and integrates personal knowledge and other resources in each LEP to provide interesting learning opportunities.	Candidate clearly references appropriate early learning standards and integrates personal and professional knowledge in each LEP to provide meaningful and challenging learning opportunities for each child.
STANDARD 6. BECOMING A PROFESSIONAL	Needs Improvement	Meets Expectations	Exceeds Expectations
6a. Identifying and involving oneself with the early childhood field	Candidate discusses role of teacher and curriculum at the developmental level of placement.	Candidate reflects on role of teacher and curriculum at the developmental level of placement and discusses personal experience.	Candidate reflects and analyzes the role of teacher and curriculum at the developmental level of placement and uses professional resources to support analysis.
6b. Knowing about and upholding ethical standards and other professional guidelines	Candidate self-assessment of personal and professional growth is limited and not connected to professional standards.	Candidate self-assessment of personal and professional growth provides evidence of knowledge of professional standards.	Candidate self-assessment of personal and professional growth is comprehensive and identifies future goals that connect to professional standards.
6c. Engaging in continuous, collaborative learning to inform practice	Reflection provides limited evidence of candidate collaboration.	Reflection provides evidence of candidate collaboration with cooperating teacher.	Reflection provides evidence of candidate collaboration with cooperating teacher and other professionals.
6d. Integrating knowledgeable, reflective, and critical perspectives on early education	Reflection provides limited evidence of candidate ability to evaluate unit.	Reflection provides evidence of candidate ability to identify ways to improve the unit.	Reflection provides evidence of depth and breadth in candidate ability to critique the teaching of the unit and identify improvements based on knowledge of the field.
6e. Engaging in informed	Candidate does not	Candidate identifies	Candidate identifies

advocacy for children and the profession	provide suggestions for change in the teaching and learning environment.	strategies for improving teaching and learning in the placement level.	several strategies for improving teaching and learning in the placement level and considers ways to advocate for children and families.
MECHANICS	Needs Improvement	Meets Expectations	Exceeds Expectations
Bibliography	Bibliography missing or inaccurate.	APA format is used correctly.	APA format used correctly for all sources.
Written expression (grammar, spelling, organization)	Mechanical errors interfere with the meaning.	Grammar, spelling, organization are acceptable. Minor errors do not interfere with meaning.	Grammar, spelling, organization are outstanding, no errors.

GUIDELINES FOR STUDENT TEACHING PORTFOLIO

Organize your portfolio around the 6 NAEYC standards for professional educators. Listed below are some *suggested* documents to include in each section. Customize and add items that reflect your individual accomplishments, field experiences, liberal arts major, personality, and professional goals.

Introduction:

- Résumé
- Transcript
- Connections with liberal arts major (optional)
- Personal (travel, sports, musical talent, language ability, honors, community service, etc.)
- Recommendation letters

1. Promoting Child Development and Learning

- Child Study documents from Methods I and II
- Developmental profiles for each field placement (Methods I and II and Student Teaching)

2. Building Family and Community Relationships

- Evidence of communication with families – letters home, anecdotal notes, etc.
- Evidence of involving families in curriculum (from Unit)
- Evidence of community involvement – field trip, service learning, etc.

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

- Unit assessment projects from student teaching
- Photo documentation of work during methods
- Sample worksheets, record-keeping sheets, tallies, anecdotal records, check lists, etc.

- Sample report card/communication with families about student progress
- Knowledge and use of Early Learning Guidelines, Curriculum Frameworks
- Evidence of knowledge of national standards (NCTM, NCSS, NSTA, IRA, NAEYC, etc.)

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

- LEPs and curriculum portfolios from Methods I and II
- Units from Student Teaching
- Use of technology in the curriculum
- Evidence for approaches used in each developmental level/grade level
- Evidence for approaches used in each curriculum area (art, music, movement, sensory, math, literacy, nutrition/health, outdoors, science, social studies, group time, morning meeting, etc.)
- Evidence of incorporating anti-bias, diversity, and multiculturalism in the curriculum

5. Using Content Knowledge to Build Meaningful Curriculum

- Content Knowledge sections of Curriculum projects (Methods II)
- Units from Student Teaching
- Evidence of your content knowledge for each curriculum area (art, music, movement, sensory, math, literacy, nutrition/health, outdoors, science, social studies, group time, morning meeting, etc.)
- Children's literature used in the curriculum

6. Becoming a Professional

- Ethics paper from Methods I
- Child guidance philosophy/Assessment Papers from Methods I and II
- Dispositions assessment forms
- Final clinical evaluation forms (from teachers and supervisors)
- Final reflections from each ST Assessment/Reflection assignment
- Any certificates from workshops or special events (e.g. Diverse Voices)
- Evidence of attendance at staff meetings
- Evidence of additional training or certification (e.g. First Aid/CPR)

**RECOMMENDED REFERENCES FOR STUDENT TEACHERS:
EARLY CHILDHOOD CERTIFICATION**

- Armstrong, T. (2009). Multiple intelligences in the classroom, 3rd edition. Alexandria, VA: Association for Supervision and Curriculum Development.
- Atkins-Burnett, S. and Meisels, S. (2005). Developmental screening in early childhood: A guide, 5th edition. Washington, DC: National Association for the Education of Young Children.
- Copple, C. & Bredekamp, S. (2009). Developmentally Appropriate Practice in Early Childhood Programs, 3rd edition. Washington DC: NAEYC.
- Burns, M. (2007). About teaching mathematics, 3rd edition. Sausalito, CA: Math Solutions Publications.
- Cadwell, L.B. (1997). Bringing Reggio home. New York, NY: Teachers College Press.
- Charney, R. (1997). Habits of goodness: Case studies in the social curriculum. Greenfield, MA: Northeast Foundation for Children.
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- Copley, J. V. (2010). The young child and mathematics, 2nd edition. Washington, DC: National Association for the Education of Young Children.
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- Derman-Sparks, L. (1989). Anti-bias curriculum: Tools for empowering young children. Washington, DC: National Association for the Education of Young Children.
- Dodge, D. & Colker, L. (2002). The creative curriculum for early childhood, 4th edition. Washington DC: Teaching Strategies.
- Dombro, A., Colker, L. & Dodge, D. (2006). The creative curriculum for infants and toddlers, 2nd edition. Washington DC: Teaching Strategies.
- Feeney, S. & Freeman, N. (1999) Ethics and the early childhood educator: Using the NAEYC code. Washington, DC: National Association for the Education of Young Children.
- Gonzalez-Mena, J. & Widener Eyre, D. (2007). Infants, toddlers and caregivers, 7th edition. Mountain View, CA: Mayfield Publishing Company.
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- Helm, J., Beneke, S. & Steinheimer, K. (2007). Windows on learning: Documenting Young Children's Work, 2nd edition. New York: Teachers College Press.

- Jones, E. & Nimmo, J. (1994). Emergent curriculum. Washington D.C.: National Association for the Education of Young Children.
- Kaiser, B. & Rasminsky, J. S. (2003). Challenging behavior in young children: Understanding, preventing, and responding effectively. New York: Pearson Education, Inc.
- Katz, L. & Chard, S. (2000). Engaging children's minds: The project approach, 2nd edition. Norwood, NJ: Ablex Publishing Corporation.
- Kohn, E., ed. (1999). Building the primary classroom. Portsmouth, NH: Heinemann.
- Kriete, R. (2002). The morning meeting book, 2nd edition. Greenfield, MA: Northeast Foundation for Children.
- Mitchell, A., & David, J. (1997). Explorations with young children: A curriculum guide from the Bank Street College of Education. Mt. Rainier, MD: Gryphon House
- Mooney, Carol G. (2000). An introduction to Dewey, Montessori, Erikson, Piaget & Vygotsky: Theories of childhood. St. Paul, MN: Red Leaf Press.
- Nelson, J. (1996). Positive discipline. New York: Ballantine Press.
- Neuman, S., Copple, C. & Bredekamp, S. (2000). Learning to read and write: Developmentally appropriate practices for young children. Washington, D. C.: National Association for the Education of Young Children.
- Paley, V. (1991). The boy who would be helicopter. Cambridge, MA: Harvard University Press.
- Paley, V. (1993). You can't say you can't play. Cambridge, MA: Harvard University Press.
- Paley, V. (2004). A child's work: The importance of fantasy play. Chicago, IL: University of Chicago Press.
- Pirtle, S. (1998). Discovery time for cooperation and conflict. Nyack, NY: Children's Creative Response to Conflict.
- Strachota, B. (1996). On their side: Helping children take charge of their learning. Greenfield, MA: Northeast Foundation for Children.
- The best of wonderscience: Elementary science activities. (1997). Albany: Delmar Publishers.
- Topal, Cathy W. & Gandini, L. (1999). Beautiful Stuff!: Learning with found materials. Worcester, MA: Davis Publications, Inc.
- Trafton, P. & Thiessen, D. (1999). Learning through problems: Number sense and computational strategies, a resource for primary teachers. Portsmouth, NH: Heineman
- Wood, C. (2007). Yardsticks: Children in the classroom, ages 4-14, 3rd edition. Greenfield, MA: Northeast Foundation for Children.

PROFESSIONAL ORGANIZATIONS AND CURRICULUM STANDARDS

Association for Childhood Education International, www.acei.org

Association for Supervision and Curriculum Development, www.ascd.org

International Reading Association. www.reading.org

National Association for the Education of Young Children, www.naeyc.org

National Council for the Social Studies, www.ncss.org

National Council of Teachers of Mathematics, www.nctm.org

National Science Education Standards. www.nap.edu/readingroom/books/nses/

New Hampshire Educators Online. www.nheon.org

GUIDELINES FOR COMPLETING FORMS

Guidelines for completing the Goal Setting Form

Goal setting is an important part of getting started on the student teaching experience. Each student teacher comes with a unique set of strengths and concerns in the areas of skills, knowledge and dispositions. Sharing areas for growth and improvement, as well as strengths, will focus the student teacher's approach to the student teaching experience, and will facilitate the work of the cooperating teacher and site supervisor. This conversation will also set the stage for open and honest communication among all parties, and will help identify what areas of the student teaching experience will need more attention for each individual student teacher. Review the *Dispositions Assessment Form* at the goal setting meeting.

The Goal Setting Form should be completed during the first or second week by the student teacher and the cooperating teacher. Sometimes the site supervisor will also sit in on these conversations. The Goal Setting Form utilizes the broad framework of domains from the Danielson (1996) model. It is open-ended to allow for each student teacher and cooperating teacher dyad to set the appropriate goals for their unique situation. These goals are meant to complement the evaluation criteria outlined in the Student Teacher's Handbook and the Partnership Handbook. Copies of the Goal Setting Form should be given to the student teacher, the cooperating teacher, and the site supervisor by the Monday of the second week of student teaching, and become part of the student teacher's file.

Guidelines for Conducting Formal Observations and Completing the Observation Form

The Student Teaching Clinical Observation Form lists criteria for observation under the four domains from the Danielson Framework. Prior to the observation, the observer should review the lesson plan with the student teacher, and hold a "pre-observation conversation." This conversation (or conference) should focus on what the student teacher would like to learn from the observer about his/her teaching, as well as clarify the lesson to be taught. The observer should also share with the student teacher any particular aspects of teaching she/he will be looking at. (For example, the student teacher is really concerned about the pacing of her/his lessons, so shares this as the focus with the observer. The observer has noticed that the student teacher tends to rush the directions for a lesson and so shares that this will also be a focus.) The purpose is to foster open communication and sharing around the observation process so that it will be mutually beneficial.

During the observation the observer should take notes by a method appropriate to the focus of the observation (i.e. time or event sampling, running record, frequency count, videotape.) The data collected should be shared with the student teacher. Some observers find it useful to talk immediately after the lesson; others find that sharing the written data right away is useful; still others wait until after school to process the experience. This decision must be made by the observer and reflect the realities of the situation and the preferences of the individuals involved.

The "post-observation conversation" (or conference) usually begins with the student teacher's own reflection on the lesson, and a sharing of the observation notes. The observer then will give feedback in the form of positive comments and focused suggestions for improvement for the future, and ideas of what might have been done differently with the lesson just observed.

The written observation form must also be completed, copied, and shared with the student teacher and the TEGS Office. The ratings are described below in the section on ratings.

Guidelines for Mid-quarter Conference and Mid-quarter Evaluation Form

At mid-quarter the student teacher and cooperating teacher conduct a mid-term conference. The student teacher must prepare a self-evaluation on progress to date for the goals set at the outset of the experience, and complete a mid-quarter self evaluation, using the Dispositions Assessment form and Summative Clinical Evaluation form and circling the appropriate categories on the forms. This should be done prior to the Mid-quarter Conference session. In most cases the cooperating teacher also completes these forms prior to the meeting, although it is acceptable for the cooperating teacher to complete the form during the meeting, based on the discussion.

Usually the site supervisor attends this Mid-quarter Conference. Copies of the Mid-quarter Evaluation Forms must be given to the student teacher, cooperating teacher, and site supervisor and become part of the student teacher's file. **If the student teacher is at risk for not completing the experience successfully, the site supervisor must attend this conference, and the TEGS Office must be notified. The student teacher must receive clear feedback and information about his/her performance at this meeting, in order to provide her/him the opportunity to improve and be successful.**

Guidelines for Final Conference and Final Evaluation Form

At the end of the student teaching experience the student teacher and cooperating teacher conduct a final conference. Usually the site supervisor attends this conference. The student teacher, cooperating teacher and site supervisor must complete the Summative Clinical Evaluation form and the Dispositions Assessment form prior to the conference session. The cooperating teacher and site supervisor must also write a narrative evaluation and share written evaluation materials with the student teacher. Sometimes this narrative is written prior to the final conference; sometimes the cooperating teacher prefers to write it afterwards, based on the conference discussion. Copies of all evaluation forms must be given to the student teacher, cooperating teacher, and site supervisor and become part of the student teacher's file.

RATINGS

Use the following codes to evaluate the student teacher's progress on the observation form, and on the mid-term and final evaluation forms.

ME=meeting expectations

The student is meeting the basic level for this area for a student teacher who is preparing to begin as a professional. Remember that it is not appropriate to compare the student teacher's work to that of an experienced teacher. The observer should provide suggestions and next steps for the student teacher so she/he can continue to improve and strengthen his/her performance in this area.

EE=exceeding expectations

The student has a high level of performance in this area for a student teacher who is preparing to begin as a professional. Criteria where the student teacher is exceeding expectations are considered strengths of the student teacher, and should be noted as such on the final evaluation and in the final narrative.

NI=needs improvement

The student is weak in this area and needs to focus more energy on bringing this aspect of teaching to a basic level. The observer should provide resources and specific suggestions to support the student in improving in any such areas. It is expected that student teachers will have many areas that need improvement initially, but that with focused and supportive supervision, they will be able to improve in most of these areas.

NA=not applicable or not observed

Any item on the form that does not apply or was not observed during that specific observation should be marked NA. The observer should make every effort to observe at varied times during the school day and week in order to observe the range of teacher behaviors outlined on the form.

Comments

The most important part of the form is the Comments section, which will provide the details needed for both the student teacher and the TEGS Office to understand the thinking of the observer. Feel free to attach another sheet of paper, or to use the back of the observation form for additional comments.

KSC STUDENT TEACHING
LETTER OF RECOMMENDATION
(OR FINAL EVALUATION NARRATIVE)

In addition to the Summative Clinical Evaluation and the Teacher Candidate Dispositions Assessment, cooperating teachers and supervisors must prepare a final evaluation narrative or letter of recommendation. The statement should be printed on school stationery and signed and dated at the bottom.

Prior to the completion of the student teaching experience, the student teacher should have the opportunity to read and discuss the evaluation with you. All completed evaluation forms must be forwarded to the TEGS office at the conclusion of the student teaching experience.

Ed 612.03 Early Childhood Education.

(a) The teacher preparation program in early childhood education shall provide the teaching candidate with the following:

- (1) Those general education competencies specified in Ed 609.01(a); and
- (2) Those competencies for professional education specified in Ed 610.02.

(b) The teacher preparation program in early childhood education for pre-kindergarten through grade 3 shall provide the teaching candidate with the following skills, competencies, and knowledge through a combination of academic and supervised field experiences in the following areas:

- (1) In the area of child development and learning, the ability to:
 - a. Use knowledge and understanding of young children's developmental characteristics and needs to inform curriculum planning and instruction;
 - b. Use understanding of the multiple interacting influences on children's development and learning to individualize their planning and instruction; and
 - c. Create environments that are healthy, respectful, supportive, and challenging for all children, including, but not limited to, children:
 1. With developmental delays or disabilities;
 2. Who are gifted and talented;
 3. Whose families are culturally and linguistically diverse;
 4. From diverse socioeconomic groups; and
 5. Who have individual learning styles, strengths, and needs;
- (2) In the area of family and community relationships, the ability to:
 - a. Use knowledge and understanding of the complex characteristics of children's families to establish positive relationships with the families of children in the classroom;
 - b. Use knowledge and understanding of the complex characteristics of community life to develop an understanding of:
 1. The community in which the individual teaches;
 2. The resources available to children and families; and
 3. Ways of connecting families to those resources;
 - c. Involve all families in the children's development and learning through respectful, reciprocal relationships and using multiple strategies and approaches; and
 - d. Use community resources to enhance the curriculum;
- (3) In the area of observing, documenting, and assessing to support young children and families, the ability to:
 - a. Know about and understand the goals, benefits, and uses of formal and informal assessment;

- b. Demonstrate understanding of responsible assessment practices that are culturally, linguistically, developmentally, and individually appropriate;
- c. Use effective assessment strategies, including, but not limited to, systematic observations and documentation, to identify areas of growth and challenge in individual children;
- d. Design, adapt and improve instructional programs; and
- e. Design, implement, and evaluate assessments in partnership with families and other professionals;

(4) In the area of teaching and learning, the ability to:

- a. Know, understand, and use positive relationships and respectful, supportive interactions with all children as the foundation for curriculum and instruction;
- b. Know, understand, and use a wide repertoire of effective approaches, strategies, and tools to positively influence all children's development and learning;
- c. Know and understand the importance of each content area in young children's learning, including:
 - 1. Understanding the essential concepts and tools of inquiry; and
 - 2. Identifying resources to deepen the candidate's content knowledge;
- d. Demonstrate knowledge and understanding of what is important in each content area, why it is important, and how it links with earlier and later understandings;
- e. Integrate content areas across the curriculum;
- f. Use knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all children; and
- g. Use technology as an instructional tool in developmentally appropriate ways for the setting in which the candidate teaches;

(5) In the area of early childhood content, demonstrate knowledge in the content central to the early childhood curriculum for pre-kindergarten through grade 3 in the central concepts, skills, and tools of inquiry of the following areas:

- a. Language and literacy, including bilingualism and the needs of English language learners, including, but not limited to:
 - 1. Knowledge of oral language development and its role in literacy development;
 - 2. The process of learning to read, reading strategies and skills, and the features of children's literature;
 - 3. The process of learning to write, writing forms and modes, and conventions of written English; and
 - 4. The major indicators of and accommodations for common learning difficulties in reading, writing, and speaking;
- b. The arts, including understanding the importance of the creative process and aesthetic development for all children and articulating the importance of high-quality, meaningful arts experiences to meet the developmental needs and support all children's creative expression, in the areas of:
 - 1. Open-ended pretend play, such as dramatic play and storytelling;

2. Music, experienced by listening to a variety of musical styles, moving to music, and creating music and rhythms with instruments and voice;
 3. Creative movement and dance;
 4. The visual arts using a variety of 2-dimensional and 3-dimensional media, including, but not limited to, paint, clay, dough, drawing tools, and collage; and
 5. The performing arts, including, but not limited to, puppets, role play, and creative dramatics;
- c. Mathematics, including the major indicators of and accommodations for common learning difficulties in mathematics and the ways in which young children demonstrate their understanding of mathematics, including but not limited to the following:
1. Mathematics process skills;
 2. Number and operations;
 3. Geometry and spatial sense;
 4. Measurement;
 5. Patterns and algebra, including, but not limited to, patterns and relationships in arithmetic; and
 6. Displaying and analyzing data;
- d. Health and physical activity, including articulating the importance of a high-quality, meaningful health and wellness curriculum to meet the developmental needs of all children, in the areas of:
1. Physical activity, including, but not limited to, knowledge of the typical progression of motor development, motor skills, movement and body awareness, physical fitness, personal safety, and the benefits of a healthy, active lifestyle;
 2. Health, including, but not limited to, nutrition, personal hygiene, disease prevention, and making decisions that promote a healthy lifestyle; and
 3. Social and emotional wellness and their influence on development and learning in the content areas;
- e. Science, including the unifying science concepts of systems, cycles, constancy and change, form and function; and the ways in which young children demonstrate their understanding of science; in the areas of:
1. Science process skills;
 2. Physical science and the basic phenomena of the physical world;
 3. Earth and space science and the basic phenomena of earth and space; and
 4. Life science and the study of living organisms and life systems; and
- f. Social studies and the ways in which young children demonstrate their understanding of social studies; including, but not limited to, the following:
1. Social studies process skills;
 2. Identity and individual development;
 3. Culture and cultural identity;
 4. People, places, and environments;
 5. Time, continuity and change; and
 6. Social relations and civics and government; and

- (6) In the area of professionalism, the ability to:
- a. Know and use professional standards related to early childhood education and ethical guidelines, as defined by the National Association for the Education of Young Children's Code of Ethical Conduct as revised April 2005;
 - b. Know and comply with federal and state laws and regulations pertaining to the education, health, and safety of young children;
 - c. Collaborate with school colleagues, families, other professionals, and the community to meet the needs of children and improve professional practice;
 - d. Demonstrate knowledgeable, reflective, and critical perspectives on one's work, and make informed decisions that integrate knowledge from a variety of perspectives; and
 - e. Advocate for sound educational practices and public policies that support children, families, and early childhood education.

Source. #2055, eff 6-16-82; ss by #2714, eff 5-16-84; ss by #4700, eff 11-14-89, EXPIRED 11-14-95; New. #6366, eff 10-30-96, EXPIRED: 10-30-04; New. #8229, eff 12-17-04; ss by #9305, eff 10-25-08