

EARLY CHILDHOOD EDUCATION and HUMAN DEVELOPMENT PROGRAM

College of Education, Criminal Justice, and Human Services
School of Education



Initial Licensure

18-ECE-3012

Preschool Practicum Handbook

FALL 2012

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Handbook developed by Julie Walson. It is only effective for Fall Semester 2012.

Section A Syllabus

P-3 LICENSURE: PRESCHOOL PRACTICUM

18-ECE-3012
3 Semester Hours
August 27, 2012 – December 7, 2012

Required/Prerequisite: Admission to Professional Cohort

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COURSE DESCRIPTION

Preschool practicum is the first field experience for the ECE cohort members. It provides candidates with opportunities to observe child development, share teaching responsibilities, and begin to create, plan and implement activities and lessons generated through methods coursework. In addition to various written assignments, candidates are introduced to the process of appropriate lesson planning and implementation, professional practices and communication/management skills for working effectively as a teacher of preschool age children. Candidates are guided by their classroom mentor teacher and are supervised by their university supervisor who supplies constructive feedback through weekly assignments and formal observations/discussions.

ALIGNMENT WITH TRANSFORMATION INITIATIVE

In view of this conceptual framework and our urban mission, the goal for our Transformation Initiative is *to improve the performance of students in high needs schools by preparing educators who recognize the moral imperative to meet the needs of each student. We will prepare educators who are committed to each student, caring about each individual, and competent in evidence-based and data-driven instruction.*

STANDARDS FOR ALIGNMENT WITH CONCEPTUAL FRAMEWORK

Candidates of the University of Cincinnati are *committed, caring, competent educators*

- with foundation knowledge, including knowledge of how each individual learns and develops within a unique developmental context;
- with content knowledge, able to articulate the central concepts, tools of inquiry, and the structures of their discipline;
- who successfully collaborate, demonstrate leadership, and engage in positive systems change;
- who demonstrate the moral imperative to teach all students and address the responsibility to teach all students with tenacity;
- able to address issues of diversity with equity and possess skills unique to urban education including culturally responsive practice;
- able to use technology to support their practice;
- who use assessment and research to inform their efforts and improve student outcomes; and
- who demonstrate pedagogical content knowledge, grounded in evidence-based practices, and maximizing the opportunity for learning, and professionalism.

PROFESSIONAL STANDARDS AND LEARNING OUTCOMES

National Association for the Education of Young Children (NAEYC)

- **Standard 1: Promoting Child Development and Learning.** Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs and of the multiple interacting influences on children’s development and learning to create environments that that are healthy, respectful, supportive, and challenging for each child.
- **Standard 2. Building Family and Community Relationships.** Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families and to involve all families in their children’s development and learning.
- **Standard 3: Observing, Documenting, and Assessing.** Candidates prepared in early childhood degree programs understand that observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.
- **Standard 4: Using Developmentally Effective Approaches.** Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and settings within

which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation of their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

- **Standard 5: Using Content Knowledge to Build Meaningful Curriculum.** Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in an early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curricula that promote comprehensive developmental and learning out-comes for every young child.
- **Standard 6. Becoming a Professional.** Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Ohio Standards for the Teaching Profession (OSTP)

- **Standard 1.** Teachers understand student learning and development and respect the diversity of the students they teach.
- **Standard 2.** Teachers know and understand the content area for which they have instructional responsibility.
- **Standard 3.** Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.
- **Standard 4.** Teachers plan and deliver effective instruction that advances the learning of each individual student.
- **Standard 5.** Teachers create learning environments that promote high levels of learning and achievement for all students.
- **Standard 6.** Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.

- **Standard 7.** Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

Learning Outcomes and Assessments

<i>Upon completion of this course, the candidate will be able to:</i>	<i>Assessments</i>
Use their understanding of young children to create preschool classroom environments that are healthy, respectful, and supportive.	Supervisor Observations; Personal Reflection Papers; Collaborative Assessment Logs; Lesson Plans; Mid-Term and Final Evaluations
Apply their knowledge from course work to application of developmentally appropriate practices with preschool age children.	Supervisor Observations; Personal Reflection Papers; Collaborative Assessment Logs; Lesson Plans; Mid-Term and Final Evaluations
Employ a wide array of guidance strategies to positively influence preschool children’s learning and development.	Supervisor Observations; Personal Reflection Papers; Collaborative Assessment Logs; Lesson Plans; Mid-Term and Final Evaluations
Design, implement, and evaluate constructivist curriculum that promotes positive learning and development for all preschool children.	Supervisor Observations; Personal Reflection Papers; Collaborative Assessment Logs; Lesson Plans; Mid-Term and Final Evaluations
Align curriculum activities to appropriate Head Start Outcomes and ODE Content Standards.	Supervisor Observations; Personal Reflection Papers; Collaborative Assessment Logs; Lesson Plans; Mid-Term and Final Evaluations

Ohio Content Standards

Lesson plans will be aligned to Common Core Standards in Literacy, Math, and Science. Some lesson plans will also be aligned with Head Start Outcomes.

ADMINISTRATIVE POLICIES

Attendance You will be spending five days each week, 3½ to 4 hours each day, in an inclusive preschool classroom. Although the beginning and ending times of the experience may vary from center to center, you are to be present during a full half-day session daily. Keep track of your hours on your practicum time sheet, which is to be turned in to your university supervisor at the end of the semester.

If you are ill and unable to participate in practicum, notify *both* your mentor teacher and university supervisor. **You must make up any days that you miss during the semester.** During the semester, there is a limited amount of time available to make up missed time in the field; subsequently, you may need to use time during winter break. Please plan accordingly.

Discuss procedures for contacting your mentor teacher during your first visit. Snow days will be observed in accordance with the placement site. If your school has a snow closure day you will not report to practicum and will *not* need to make up the snow day. Repeated absences or tardiness may result in a brief disposition and could lead to dismissal from placement.

Withdrawal Candidates should consult the Registrar’s web site for information about withdrawal from courses. There are specific dates for online withdrawal - dates related to your responsibility for payment (even for classes that are dropped). Before withdrawing please consider if withdrawal could affect your academic progress toward the completion of a degree. See your academic advisor for assistance. Withdrawal may also negatively impact your eligibility to receive federal financial aid in future terms.

Academic Integrity The University Rules, Student Code of Conduct, and other policies of the program, college, and university related to academic integrity will be enforced. Any violation of these regulations, including acts of plagiarism, cheating, or falsifying field work will be dealt with according to the severity of the misconduct. Dishonesty in any form may result in a failing grade in a course and/or suspension or dismissal from a program (e.g., graduate or undergraduate).

Student Code of Conduct: http://www.uc.edu/conduct/Code_of_Conduct.html

Educational Accommodations Any candidate with an identified visual impairment, hearing impairment, physical impairment, communication disorder, and/or specific learning disability that can negatively influence her/his performance should schedule an appointment with the instructor so that reasonable provisions may be made to ensure an equal opportunity to meet all course requirements.

Person-First Language Candidates should write using “person-first” language: the person precedes the disability, both figuratively and literally. This standard will result in terms such as “people with disabilities” rather than “the disabled” (http://www.cec.sped.org/bk/Author_Guidelines_TEC.pdf).

Grading Grades will be Pass/Fail. Assignments will be evaluated according to the approved writing and lesson plan rubrics. Every assignment becomes part of the field experience portfolio. In order to pass Preschool Practicum, you must receive a satisfactory evaluation in all three areas of the practicum: active participation, evaluation by your mentor teacher and university supervisor, and written assignments. Students need to be successfully evaluated by supervisors. They also need to be successfully evaluated by mentors on midterms and finals.

Requirement	Satisfactory	Unsatisfactory
Active participation	Has consistent attendance; Shows active	Fails to make up a missed day;

	participation; Offers to help teacher; Performs activities as requested.	Does not participate actively in the classroom; Indicates unwillingness to complete assigned tasks.
Evaluation from mentor teacher and university supervisor	Has satisfactory overall evaluation.	Has unsatisfactory overall evaluation.
Assignments	Responds adequately to all points; Submits all assignments on time; Writes professionally.	Fails to respond to all points; Turns in assignments late; Does not write professionally.

Criteria for Written Products

Rating ► Indicator ▼	INDICATOR NOT MET (0)	INDICATOR PARTIALLY MET (1)	INDICATOR MET (2)
Clarity of Content and Writing Style	Unclear, disorganized, and /or difficult to follow.	Moderately clear and simple response; awkward use of words; awkward sentence structure.	Well-written, clear response that represents a logical flow of ideas; appropriate use of words; appropriately constructed sentences.
Discussion of Content	Superficial, minimal effort reflected in work; fails to adequately address issue; no evidence of support by research and theory.	Marginally addresses complexity of issue; demonstrates marginal understanding; marginally supported by research and theory.	Addresses full complexity of issue; is logical; demonstrates independence of thought; well supported by research and theory.
Analysis and Synthesis of Research and Theory	Fails to ground issue in theory and research; inaccurate information provided; appropriate references are not provided.	Marginally grounds issue in theory and research; few and/or inappropriate references to support statements; minimal analysis and synthesis.	Issue is well-grounded in theory and research; use of refereed journals; identifies seminal research; demonstrates analysis and synthesis of research and theory.
Format	Unorganized; lacks sound organizational components such as appropriate headings, sound paragraph	Moderately well-organized; inconsistently incorporates sound organizational components such as appropriate headings, sound	Well-organized; consistently incorporates sound organizational components such as appropriate headings, sound paragraph

	structure, appropriate use of indentation and spacing.	paragraph structure, appropriate use of indentation and spacing.	structure, appropriate use of indentation and spacing.
Mechanics	15 or more spelling and/or technical errors, such as punctuation or grammar.	6-14 spelling and/or technical errors.	Fewer than 6 spelling and/or technical errors.

Textbooks

Copple, C., & Bredekamp, S. (Eds.). (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8* (3d ed.). Washington, DC: NAEYC.

Mooney, C.G. (2005). *Theories of childhood: An introduction to Dewey, Montessori, Erikson, Piaget and Vygotsky*. St. Paul, MN, Redleaf Press.

Moomaw, S., & Hieronymus, B. (2002). *More than painting: Exploring the wonders of Art in Preschool and Kindergarten*. St. Paul, MN, Redleaf Press.

Course Schedule and Assignments

Week	Topics
1	Orientation
2	Personal Reflection Paper
3	Curriculum Planning Form; CAL with Mentor
4	Personal Reflection Paper
5	Partial Art Activity Plan; CAL with Mentor
6	Full Art Activity Plan; CAL with Mentor
7	Personal Reflection Paper; Mid Term
8	Revised, implemented, and evaluated Art Activity Plan; CAL with Mentor
9	Lead Teaching Seminar 10/22/12 – Bring Plans; Personal Reflection Paper
10	Literacy Activity Plan; CAL with Mentor
11	Personal Reflection Paper; Designated Lead Teaching Week
12	CAL with Mentor; Designated Lead Teaching Week
13	Math Activity Plan; All Lead Teaching Papers should be submitted by this week
14/15	Final Evaluations; Time Sheet; Online Forms - ALL Documents Due

Further explanation of Assignments/ Requirements

Observations

Your university supervisor will conduct two scheduled observations during the semester and will conference with you immediately after the observation if conditions permit you to leave the classroom. Your university supervisor will take notes describing what she/he observes you doing in the classroom and will insert constructive comments relating theory to practice. When possible, please direct all questions about practicum to your assigned university supervisor. At the beginning of the semester you, your supervisor, and your mentor will determine convenient observations dates and times. This information must be related to your supervisor as soon as possible so that she/he may create a schedule. Keep in mind any field trips, special classes or holidays your site may have scheduled and make sure you plan around these issues. You are responsible for reminding your mentor teacher of the scheduled observation dates and times.

Practicum Notebook

You are to purchase a **large** loose-leaf notebook to assemble important materials related to preschool and kindergarten field experiences. You will begin your notebook with this preschool practicum and continue to add to it during kindergarten practicum.

Your notebook must be divided into the following four sections:

- 1- Bi-weekly personal reflections and CALS**
- 2- lesson plans *and* written assignments**
- 3- mid-term and final evaluations**
- 4- observation notes from your university supervisor**

Assemble materials in each section by date. You **must** have this notebook organized and available for your university supervisor each time you are observed.

Required Written Work:

There will be specific assignments throughout the semester. As previously noted, these assignments will become part of your field experience notebook. Be professional and thorough in your responses. For lesson plans and *any* written assignments, it is expected that writing will be of college level with proper grammar, tense, spelling and syntax. (Please reference the writing rubric.) While these assignments are described as written activities, the inclusion of supplemental materials, such as photographs, students' products, and teacher comments, are all excellent additions.

Assignments must be submitted as scheduled in the syllabus. Failure to properly meet assignment deadlines – or to follow the Curriculum Lesson Planning Process - will result in a brief disposition or action plan.

Personal Reflection Papers

Your personal reflection papers should document your practicum experience. Reflections papers are to be submitted to your university supervisor on the Tuesdays noted on the Course Schedule and Assignment Chart on the previous page. A copy of each personal reflection paper must be placed in the proper section of your practicum notebook. The reflections allow your supervisor to gauge how you are progressing in your practicum and enable you to chart your professional growth throughout the

experience. In your reflections, record what **you** are doing in your practicum and how you feel about it. Focus on one or two specific incidents with children. Describe and give details of conversations and interactions. Focus on your interactions with a child or group of children or your attempts to manage a situation and the outcome. Connect the experience to theory by stating what specific communication or management techniques you used – or might have used. You may also choose to focus the content of your reflection on one of the following suggested topics.

Personal reflection papers should be approximately two pages in length and should be written with the understanding that they will be part of your personal portfolio. Your reflection paper must be a professionally written expression of your experience.

Personal Reflection Topics

- Week 2* *Discuss with your mentor the preparation that took place for the new class*
Week 4 *Discuss how you plan to create a positive learning environment in your classroom.*
Week 7 *How do you build rapport with students and parents? Why is it important?*
Week 9 *How do you incorporate children's interests into your lesson planning?*
Week 11 *What have you learned from this experience? How have you grown?*

Collaborative Assessment Log

During several of the practicum weeks you will be required to complete a Collaborative Assessment Log (CAL). This is a form of reflection (different from the alternating reflection papers) that requires you to discuss with your mentor what is working, what the areas of concern are, and how you can set goals in order to address these areas. It is a form that will be used in your entry year of teaching. This document is found under the forms section of this handbook. You will need to complete and print one CAL for the dates noted in this syllabus. You can hand write/type this form while discussing it with your mentor. If you hand write it, **you will need to type up that draft and then place the final typed CAL in your PreK Notebook for that week.** The directions are very clear on the form, but if you have questions, be sure to contact your supervisor. The document will be checked by your university supervisor during visits to your school.

The following Curriculum Lesson Planning Process is referred to several times in the syllabus.

Lesson Planning: For the development of *each* lesson plan you *must* follow this prescribed lesson planning process:

1. First present your ideas to your mentor teacher. Your suggestions must be constructivist and developmentally appropriate for the children in your classroom. Become very familiar with p. 36 of the *Developmentally Appropriate Practice in Early Childhood Programs*. Consult the *More Than...* series for appropriate choices. Discuss how to appropriately use your ideas to accommodate the children in this classroom.
2. Next complete the lesson plan (up to the Evaluation Section) and submit it to your mentor

teacher to read and approve. She may give you verbal or written feedback. Use this feedback to refine and complete your planning. If you are presenting materials that will be laminated, be sure to have the materials approved at this time as well...*before lamination*.

3. After approval you should implement your activity at the time you have scheduled with your mentor teacher. Carefully consider (or observe) and document your implementation so that you can thoroughly evaluate it after the implementation.
4. After implementation, complete Section VII.G (evaluation/assessment section) of the lesson plan. Submit the *completed* lesson plan and photographs or samples to your university supervisor on the assigned date for each activity.

Syllabus due dates reflect the date on which the activity is due to the university supervisor – COMPLETED (planning, implementation and evaluation).
If you are asked to “re-do” an activity you will have one week to complete it.

FAILURE TO FOLLOW THIS PROCESS WILL RESULT IN A BRIEF DISPOSITION or ACTION PLAN.

Due: – Week 3, September 11: Complete the *Curriculum Planning Form*, which will be posted on Blackboard. This document indicates specific dates for submitting lesson plans for review by your mentor and the dates on which you will be implementing them in the classroom. Though you may not yet know *exactly* what the activities will be, you must discuss ideas with your mentor and record what you are considering. Follow all instructions on the *First Week Responsibilities* document and the *Curriculum Lesson Planning Process*. **Remember to coordinate dates with the syllabus due dates, which are the dates on which totally finished, implemented, evaluated assignments are due to your university supervisor.**

Due: - Week 5, September 25: - “Partial” Art Activity Plan

Read Chapter One of *Theories of Childhood, An Introduction to Dewey, Montessori, Erikson, Piaget & Vygostky*. **Choose a painting activity from *More than Painting*.** Following sections I-VI of the lesson plan, design a constructivist art (painting) activity based on your reading from *Theories of Childhood*... Consider what you have learned in your courses about developmentally appropriate practice and how it relates to Dewey’s Theory of Education ‘vs.’ Miseducation.

Complete sections I- VI of the lesson plan, and submit this section to your university supervisor.

At this point your activity will not be implemented in the classroom but will be the groundwork for planning the final stages of the activity which will include the entire lesson plan. During that phase the activity *will* be implemented according to the *curriculum planning process* of the syllabus. Objectives for the art activity should be aligned with Common Core Standards or Head Start Outcomes.

Due: Week 6, October 2– Full Art Activity Plan

Finish planning the previous art activity. **Develop the *entire* lesson plan – except for evaluation.** Your mentor teacher must read and approve your lesson plan after you have finished. Be sure to give your

mentor teacher at least several days' time to read your plans and offer suggestions that you may incorporate before submitting the plan to your university supervisor. Submit your complete lesson plan to your university supervisor on the above assigned date.

October 9: Art Lesson Plan will be returned to you with feedback for revision.

Due: Week 7 - MID-TERM EVALUATION

You and your mentor teacher should each complete the midterm evaluation form before your meeting. Be as objective, reflective and honest as possible so that this process can be a valuable tool. As you self-evaluate, use the final evaluation as a reference for skills and techniques you are hoping to master by the end of the semester.

At the scheduled time, meet with your mentor teacher to discuss your evaluations. After the conference make copies of both forms and submit both original copies to your university supervisor at the Lead Teaching Seminar on October 22nd. Copies of each evaluation should be placed in your practicum notebook. At this conference you will also discuss lead teaching week, as described below. Use the "Guidelines for Lead Teaching Week" document to assist you and your mentor teacher in this planning.

Due: Week 8, October 16 – Art Activity Plan Revision, Implementation & Evaluation

After reading and processing the feedback from your university supervisor regarding your art activity plan, make the suggested corrections and additions. Use the same lesson plan but change the color or type of your font. Reflect and use the advice of your university supervisor to guide you in completing the lesson plan. **If you have questions contact your university supervisor to discuss or clarify.** On the date you have scheduled with your mentor teacher, implement your activity in the classroom. Carefully observe throughout the implementation so you will be able to effectively and honestly evaluate the activity. This section (VII.G) must be completed after the implementation. The completed lesson plan (and a photo or sample) is due on the date above.

Due: Week 10, October 30 – Literacy Activity Plan

Read Chapter Five of *Theories of Childhood...* Reference how Vygotsky's theory specifically supports your activity.

Plan and implement a new interactive chart for use in the classroom. Base your selection on developmentally appropriate principles and focus your objectives and outcomes on literacy. Connecting the chart to a familiar and popular classroom book is strongly recommended. Consult *More Than Letters* for guidance in preparing your chart. Initial and date your chart on the back *before* laminating.

After your chart is approved by your mentor teacher laminate it for classroom implementation

Remember, you MUST follow the Curriculum Lesson Planning process.

Due: Week 14, November 27th - Math Activity Plan

Plan and implement a developmentally appropriate short path or long path math game for the classroom. The game should be open ended, constructivist, and based on the developmental levels of the children in your classroom. Consult *More Than Counting* for a developmentally appropriate activity.

Remember to follow the prescribed Curriculum Lesson Planning process.

Due: Week 15, December 4 - FINAL EVALUATION

You and your mentor teacher should each have completed the entire final evaluation form in early December to submit by the December 7th deadline. **Meet with your mentor teacher to discuss this evaluation and submit both original forms to your university supervisor. Copies should also be placed in your PreK Notebook.**

Due: Week 15, December 7 – TIME SHEET and electronic forms (NCATE forms on the OACI website posted on Blackboard, under web resources)

All electronic forms must be submitted by December 7th – or according to dates posted on the website. All time sheets (original copies) must be submitted directly to your university supervisor. Make sure the time sheet is signed by your mentor teacher. **All paperwork must be submitted in order for you to receive a grade for this course. Failure to submit these materials by December 7th will result in an incomplete.**

Lead Teaching Week

LEAD TEACHING WEEKS: November 5-9 or 12-16

At your midterm conference with your mentor teacher, begin to plan for your lead teaching during one of the weeks below. You are to assume a *major* role in curriculum planning and classroom management. Discuss the various areas of the classroom and the activities that you will plan for, as well as the management roles you will assume. During the semester you should progressively be assuming more responsibility in the classroom so that you are prepared to assume a leadership role in the classroom during lead teaching. As your planning develops be sure to have your mentor teacher's input and approval of all activities and area designs. You should request a sample of the weekly planning form used by your mentor teacher. Use this form for your lead teaching week. There's also a Lead Teaching Planning Document in the forms section of this handbook that may be used. Make a draft of this with your mentor teacher and bring it to the Nov. 12th seminar. **You must bring the weekly plan and all planning ideas to the Oct. 22nd Seminar where they will be reviewed by your university supervisor.**

Monday, October 22nd Lead Teaching Seminar: *Bring Your Tentative Plans for Lead Teaching Week. Be prepared to discuss your ideas.*

During one of the above weeks you will demonstrate your major role in planning and managing the classroom. In addition to the curriculum planning and implementation, you will be expected to assume leadership responsibilities for management, transitions, group time and special activities. You will not need to develop a lesson plan for each activity this week. Instead you will be using a weekly planning form, which you will have developed with your mentor teacher and have had approved by your university supervisor. You will be responsible for planning and implementing curriculum, facilitating

transitions and overseeing classroom management. You should also have a separate form that covers the daily group time plans. Each day there should be a variety of activities including books, music and discussion. Use the "Group Time" document posted on Blackboard to guide you in choosing and balancing activities. Though experienced teachers might often use video or pre-recorded music, you are expected to use this assignment as an opportunity to demonstrate your ability to lead group without relying on audio or videotape. Remember to begin and end group time with a transitional song.

Following your lead teaching week you will write and submit a paper describing in detail the week and your evaluation of the experience. (Details below)

Due: Tuesday after your lead teaching week

Lead Teaching Paper (no reflection paper due the week lead teaching paper is submitted)

You will find additional details in the Lead Teaching section of the handbook.

During your lead teaching week you should carefully keep notes of your experiences. Keeping anecdotal records and a daily journal will aid you in remembering and assessing the highlights and challenges of your week. Using these notes, write about your successes, failures and discoveries. Give details about your curriculum planning and its effectiveness. Also describe your experiences in the role of lead teacher concerning implementation, management, transitioning and delegation of responsibilities. The paper should be an honest and authentic evaluation of your week. It must be written in narrative form and must exemplify a college level of writing skill. Consult the Writing Rubric as you edit your paper. The length of the paper will be determined by how effectively you address the specifics of the paper (above). Your writing should be reflective, pertinent, honest and descriptive – without the addition of superfluous information to pad the length.

Confidentiality is Key~

Remember that everything you observe and hear in your placement is confidential and must remain that way!!! Even UC classroom discussions must avoid disclosure of confidential information. Please do not publicly state names of children, teachers or schools.

Remember also that you are a guest in your assigned classroom. Please treat your mentor and all school personnel with respect.

This syllabus is subject to revision.

Early Childhood Education Undergraduate P-3 Licensure Program

Fall Freshman Year	Spring Freshman Year
<ul style="list-style-type: none"> • EDST 1001 Introduction to Education(TAG / <i>Historical Perspectives</i>)(3) • CI 1001 Educational Technology (TAG/<i>Technology and Innovation</i>) (3) • English 1001 (3) • Math (3) • BOK (<i>Fine Arts</i>) (3) 	<ul style="list-style-type: none"> • ECE 1001 Foundations of Early Care and Education w/ field experience (<i>First Year Experience</i>) (3) • SPED 1001 Individuals with Exceptionalities (TAG) (3) • EDST 1002 Educational Psychology(TAG / <i>Social Science</i>) (3) • Science (<i>Natural Science</i>) (3) • Elective (3)
Fall Sophomore Year	Spring Sophomore Year
<ul style="list-style-type: none"> • ECE 2000 Introductory Child Development: (TAG / <i>Social Science</i>) (3) • ECE 2025 Families, Communities, and Schools (TAG / <i>Div & Culture</i>) (3) • Math (3) • Science (3) • English or literature (from English Dept. not Humanities) (3) 	<ul style="list-style-type: none"> • English 2089 (reflection in ECE 2022) (3) • ECE 2022 Child Guidance in Play-based Contexts (<i>Mid-collegiate experience</i>) (3) • Science (3) • Math (3) • Elective (3)
Fall Junior Year	Spring Junior Year
<ul style="list-style-type: none"> • ECE 3010 Foundations of Math and Science (3) • ECE 3012 Preschool Practicum (3 credits) (5 half days) • ECE 3016 Foundations of Creative Expressions (3) • LSLS 3010 Foundations of Reading and Writing (3) • ECE 3014 Developmental Concerns and Family Partnerships (3) 	<ul style="list-style-type: none"> • ECE 3020 Reading Through Children’s Literature (3) • ECE 3022 Kindergarten Practicum (3 credits) (5 half days) • ECE 3024 Social Studies for Young Children (3) • ECE 3026 Assessment for Young Children (3) • ECE 3028 Classroom Management and Learning Communities (3)
Fall Senior Year	Spring Senior Year
<ul style="list-style-type: none"> • ECE 4010 Primary Practicum with an Opening School Experience (3 credits) (2 full days) • ECE 4018 Primary Math Methods (3) • ECE 4014 Primary Science Methods (3) • ECE 4016 Primary Reading and Writing Methods (3) • LSLS 2001 Phonics and Word Study (1 Credit) • LSLS 2002 Phonics in Practice in ECE and SPED (2 credits) 	<ul style="list-style-type: none"> • ECE 4020 Internship (8 credits) (full days) • ECE 4022 Senior Seminar (2 credits) • ECE 4024 Learning Strategies for Inclusive Classrooms in Early Childhood (3) • ECE 4026 Stories of Teaching (2 credits) (ECE Senior Capstone)

Section B Lesson Planning Template and Related Documents

Lesson Planning Format

For Pre-K

This is to be used as a planning tool to help you develop your teaching ideas and state clear objectives. The evaluation section ONLY is to be done after implementation; all other sections should be written and approved PRIOR to implementing the lesson plan.

- I. Grade level; Course Name and Number
 - A. Name/Type of Activity
 - B. Brief Description
- II. Curriculum Area and related ODE or Head Start Standards: List the standards and indicators that are addressed by this lesson

- III. Objectives/Purposes

State your purpose in terms of what responses you expect children may give. Since children are usually on varying developmental levels, you may assume that there will be a range of responses. Keep in mind that objectives should have an observable or measurable outcome. Use of verbs such as those in the following list will help you when writing objectives:

Analyze	Detect	Generate	Order	Select
Choose	Determine	Identify	Pick	Separate
Collect	Differentiate	Indicate	Place	Sequence
Define	Explain	Isolate	Predict	Explore
Demonstrate	Distinguish	List	Pronounce	Experiment
Describe	Formulate	Match	Read	Classify
Design	Generalize	Name	Recognize	Sort

- IV. Materials: Describe everything needed to conduct the lesson.
- V. Prior Knowledge/Experiences
 - A. Describe the varying levels of the children and explain how this activity accommodates and builds on their knowledge and levels of thinking.
 - B. Explain how this activity builds on previous experiences of the children.
 - C. Explain how this activity meets DAP principles.
 - D. Describe the background knowledge the teacher must have to teach the content in this lesson, facilitate construction of knowledge, answer questions, and scaffold learning. (For example, when reading a story, does the teacher know the book well so that s/he can read with expression and fluency. When guiding buoyancy experiments, does the

teacher clearly understand the scientific principles so as to not communicate misinformation?)

- E. If the teacher needs to build upon his or her own understanding of the topic, where can the information be found?

VI. Theoretical Input/Rationale

For the purposes of this course, it is important that you connect what you are learning through your coursework with what you are implementing with children. Therefore, include in your lesson plans the theoretical basis for your teaching choices. For example, if you are helping children construct knowledge about quantification or number sequencing, you might cite Piaget and the work of Kamii to support your approach. Explain how your approach will support children's learning and explain why your choice of methods is the best means to reach the objectives.

VII. Methods/Procedures

A. Adaptations/Connections

1. Describe in detail all the special learning needs in the classroom.
2. Detail how all learning needs will be accommodated.
3. Describe how the lesson will be built upon the cultural or background experiences of the children. For example, if the class is composed of primarily Appalachian children, doing a unit about the beach may not build on experiences familiar to them.

B. Grouping

1. Determine how the children will be grouped throughout the lesson. For example, will the activity be introduced during group time and then implemented in small groups, or will it be a center-based activity?
2. Will the children self-select into groups, or will groups be predetermined? If so, what will be the basis of your groupings?

C. Introduction

1. How will you bridge the gap between what the children already know or are familiar with and your activity?
2. How will you interest children in the activity?
3. How will you transition children to the activity?

D. Instructional Methods

1. Young children learn by constructing knowledge. Describe how your activity incorporates physical knowledge, logical-mathematical knowledge, and/or socially-transmitted knowledge.
2. What questions will you ask to encourage thinking and extend learning?
3. What scaffolding do you anticipate may be necessary considering the individual differences and learning styles of the children?

- E. Extensions
 - 1. Explain how this activity can be integrated into other areas of the curriculum.
 - 2. What other activities could you plan to extend this activity?

- F. Closure/Transition
 - 1. How will you draw closure? For example, will you read each child's story during group time? Will children put their names on their papers and place them in their book bags?
 - 2. How will you transition children away from the activity?

- G. Evaluation/Assessment/ Reflection
 - 1. Describe how your objectives were met or not met. Use specific examples from the children.
 - 2. What changes would you make based on your evaluation of the learning?
 - 3. How did you document the children's thinking and learning? For example, did you take notes on what the group said as they worked on a project? Did you take photographs, save work samples, or make photocopies?
 - 3. Identify your own strengths and weaknesses in planning and implementing this lesson. Remember that the best teachers are those who can self-analyze and build on their experiences, both positive and negative. Consider what you have learned from this experience.

TIPS FOR USING THE LESSON PLAN

FOLLOW THE STEPS OF THE LESSON PLANNING PROCESS

To begin using the lesson planning form:

Download the template for the preschool/kindergarten lesson plan under course documents on Blackboard. Use the *entire* template for each activity – unless you have been instructed otherwise.

As a starting point, think about just how your curriculum activity will allow for the optimum experience for the full range of children who will be using it. Jot down at least three developmentally appropriate objectives and three aligned and relevant ODE Indicators. Keep these in mind as you develop your lesson plan. When you reach section VII, D, 2 (Instructional Methods) carefully think about how to prepare comments and questions that are specifically and meaningfully aligned with your three objectives/indicators. List at least one comment/question for *each* of your stated objectives/indicators. Sections II, V and VII D. must be logically and relevantly aligned.

An Example of the alignment of ODE Indicators, Objectives and Comments/Questions to encourage construction of knowledge:

- A.** **ODE Standard:** *Phonemic Awareness, Word Recognition and Fluency*
- B.** **ODE Indicator:** *3. Distinguish the number of syllables in words by using rhythmic clapping, snapping or counting.*
- C.** **Objective** – *Children will explore the syllables of words by clapping out the sounds as they chant with the interactive chart.*
- D.** **Comment/Question:** *Casey, you clapped twice for your name? How many times would you clap to sound out Benjamin's name?*

Section II:

- Remember to note the curriculum area, type of activity and give a brief description.
- Cite 3-5 of the most specific and significant ODE INDICATORS (or HEAD START OUTCOMES during preschool practicum). Cite the **standard** then specifically cite the **indicator** within that standard. Example:

Phonemic Awareness, Word Recognition and Fluency

3. Distinguish the number of syllables in words by using rhythmic clapping, snapping or counting.

- Keep in mind your objectives for the activity so that they are aligned with these ODE Indicators (or Head Start Outcomes during preschool practicum).

Section III.

- State 3-5 specific and relevant objectives for this activity. These must be in alignment with the indicators or outcomes in Section II.
- 2-Objectives should be based on developmentally appropriate practice. Consult *Developmentally Appropriate Practice Text*
- Objectives should consider opportunities for all children in the classroom to explore and construct knowledge, spanning the range of developmental levels.

Section IV.

- Give a *complete* and detailed list of materials
- Include any words or text of charts, songs or games.
- Do not laminate until approved by Mentor Teacher
- When you submit your lesson plan, remember you will need to include a photo or sample of your activity to submit to your supervisor

Section V.

- Research developmentally appropriate practice as it relates to the particular activity. This can be found in the text, *Developmentally Appropriate Practice in Early Childhood Programs*. Become familiar with Parts One, Two and Four of this book.
- Cite page numbers in part C. of Section IV.

Section VI.

- Think about why you are doing this activity. Where is the research that indicates that this is developmentally appropriate?
- Consult *Theories of Childhood, an Introduction to Dewey, Montessori, Erikson, Piaget & Vygotsky*. Check your textbooks and notes from other classes, (Play and Development, Math & Science, Foundations of Literacy etc.) Discuss with instructors. Read. Think.
- Do not quote websites or the same theorist each week.

Section VII.

- Part D. – Carefully consider what specific knowledge children can construct through interaction with your activity.
- Remember the Construction of Knowledge document (from *More Than Magnets*) posted on Blackboard.
- Questions and Comments – Be sure to think of questions that are open ended and thought provoking. Your questions and comments should encourage children to explore and scaffold to a higher level of thinking.
- Be familiar with your questions and comments so that you can comfortably and naturally use them during implementation.

**Complete Lesson Plan up to Evaluation/Assessment
Then Implement, Assess and Evaluate**

Section VII.

Part G. –

- Honestly and reflectively evaluate your activity.
- Refer to **each** objective (aligned with standards/indicators) and discuss what you learned, observed and documented while doing this activity. Give detail that supports your assessment.
- It is expected that you will learn a great deal about how to adjust or improve upon your activity. Especially in the beginning. We are not hoping to hear that everything was flawless and perfectly wonderful! We are hoping to read an evaluation that honestly and specifically illustrates what knowledge you have gained from the process of creating, implementing and evaluating this activity.

AFTER EVALUATING, SUBMIT TO UNIVERSITY SUPERVISOR ON THE DUE DATE LISTED IN THE SYLLABUS.

Supervisors will read and give feedback on each lesson plan. A “grade” of a check will be given on a satisfactory lesson plan. If a lesson plan – or section of the plan - is unsatisfactory your supervisor will ask for a “re-do”. You will have one week to complete a “re-do”. If you have questions, always contact your supervisor and ask for help before continuing.

Good Luck!

Rubric for PreK ECE Lesson Plans

	Indicator Met	Indicator Partially Met	Indicator Not Met
Objectives	All objectives are clear, aligned with the appropriate standards, and meet DAP principles.	Some objectives are clear, aligned with the appropriate standards, and meet DAP principles.	Objectives are absent or are not clear, are not aligned with the appropriate standards, and do not meet DAP principles.
Goals	Goals are aligned to appropriate standards, are appropriate for most students, and are differentiated when necessary.	Goals are somewhat aligned to appropriate standards, are appropriate for some students, but are not differentiated when necessary.	Goals are not aligned to appropriate standards, are not appropriate for the students, or are absent.
Rationale	Provides a well thought out rationale stating how the activity leads to the construction of knowledge.	Provides an incomplete rationale stating how the activity leads to the construction of knowledge..	Rationale is not provided or is inaccurate.
Background Knowledge	In detail, correctly relates/connects the content of this lesson to the content of past and future lessons.	Provides a clear yet brief description of how this lesson connects/relates to past and future lessons.	Gives no attention to background knowledge or the connections made to previous lessons; future lessons are not clearly defined..
Methods/ Procedures	All methods, instruction, and materials are described in detail and aligned to the goals of the lesson and DAP.	Methods, instruction, and materials are briefly outlined and/or partially aligned to the goals of the lesson and DAP.	Methods, instruction, and materials are omitted or are very incomplete and/or not aligned to the goals of the lesson and DAP.
Critical Thinking	Instruction involves the students in active learning and stimulates thinking through appropriate questions.	Instruction provides minimal active learning and minimal use of questions to stimulate thinking.	Lesson is inappropriate due to lack of active learning; does not support thinking through appropriate questions.
Adaptations	Includes clear adaptations to meet all learning styles in the class and the special needs of all students.	Adaptations are general in terms of the class and not specific to student needs or learning styles.	Planning does not account for multiple learning styles or make necessary adaptations to meet student needs.
Cultural Diversity	Demonstrates an understanding of students' cultural background experiences and incorporates these in the lesson when	Shows minimal understanding of students' cultural background experiences and their implications for the lesson.	Gives no attention to student cultural background experiences.

	appropriate.		
Grouping	Clearly defines how activities or learning centers will be set up, whether the children will work in groups, and why.	Gives incomplete information on how activities and learning centers will be set up, whether children will work in groups, and why.	Does not describe how learning activities and centers will be set up, whether children will work in groups, and why..
Assessment	Assessment is clearly aligned with the learning objectives and DAP.	Assessment is somewhat aligned with the learning objectives and DAP.	Assessment is omitted or does not accurately align with the learning objectives and DAP.
Future Planning	Describes in detail how the assessment will be used to evaluate student learning and verify that learning occurred. This includes how the information taken from the assessment will be used in future planning.	Provides a brief description of how the assessment will be used in future planning. Provides some description of how student learning will be validated.	Assessment is not used to inform future planning or is described in vague or unclear terms.
Efficacy	Candidate is able to clearly, in detail, evaluate the lesson with regards to strengths and weaknesses.	Candidate is somewhat able to evaluate the lesson with regards to strengths and weaknesses.	Candidate does not attempt to evaluate the lesson with regards to strengths and weaknesses.
Overall	All components of the plan are included and are mostly exemplary.	All components of the plan are included but are mostly basic.	Lesson plan is incomplete. Component parts do not meet acceptable criteria.

Interacting with Children

1. The classroom is the child's environment. Remain on the child's level whenever possible. For example, kneel down when talking and sit on a small chair or the floor when interacting with children. Avoid "hovering" above them.
2. Maintain an appropriate tone of voice and a calm, confident manner. Remember that the adults set the tone and model the behaviors they want children to learn.
3. Treat children as **individuals**. Do not compare one child's behavior with that of another child by saying things such as, "I like the way K is sitting so quietly." You *can* say to the *group*, "When everyone is sitting quietly, we'll begin."
4. Use the child's name rather than "sweetie" or "honey." This enhances self-esteem.
5. Avoid using judgmental terms such as "good girl." Instead, comment on actual actions; for example, "Jane says that hurt when you pushed her."
6. Whenever possible, encourage children to speak for themselves and guide them in finding their own ways to explore the solutions to problems.
7. Use comments that genuinely encourage and affirm rather than praise statements that cause children to depend on the adult for affirmation. Instead of saying, "Good Job!" specifically and honestly respond with a reflective comment, "I'll bet it was hard to wait that long. Now it's your turn!"

Managing Behavior

1. Always position yourself so that you can see the entire room, or as much of it as possible. Scan the room frequently.
2. Tell children what **to do** rather than what not to do. This is a much more positive and effective teaching strategy. For example, instead of saying, "Don't climb on the shelf," say, "Keep your feet on the floor."
3. Whenever possible, give children a reason for a rule or management decision so they can begin to generalize to other situations. For example, teachers often say, "Put a smock on at the water table. It will help keep your clothes dry."
4. Go over to the child you wish to speak with rather than calling across the room. Loud voices disrupt the entire class and intrude on children's learning.
5. Encourage children to be as independent as they are able. For example, if a child cannot clip her picture to the drying rack, you might suggest that you hold it while she clips it.
6. Give children choices when possible. For example, if children are to stay in the manipulative area, you might ask a child if he wants to work a puzzle or play with Legos.
7. Avoid giving a child a choice when the child actually doesn't have a choice. For example, don't say, "Do you want to put your coat on?" if all the children have to wear coats. Instead, you might say, "As soon as your coat is on, you can go outside."
8. Redirect children who are waiting for a turn. For example, if the easel is full, you might suggest the child use materials from the art shelf until there is space at the easel.

9. Don't expect young children to share at all times. The value of sharing takes time for children to understand. Provide duplicate materials when possible and redirect children who have to wait.

Transitioning Children

1. Give children several minutes of advance notice before a transition. This helps them wrap up what they are doing and mentally prepare for a change.
2. Tell small groups or individual children about an upcoming transition rather than calling out to the whole room.
3. If a child has trouble leaving an activity, try to reflect her feelings while still reinforcing the need to switch activities. For example, you might say, "You made a big horse pen, and it's hard to leave it. Let's write a note to remind you that you want to play with the horses again later."
4. Whenever possible, wait for a child to finish an activity before directing him to a new one. Our goals are to respect children, foster longer attention spans, and encourage concentration.

Supporting Learning

1. Ask questions that promote thinking rather than call for a one-word answer. For example, you might say, "What do you have to do to make the water wheel spin really fast?" rather than, "Is the wheel going fast or slow?"
2. Promote problem-solving whenever possible. For example, if a child's tricycle wheel gets stuck, rather than just freeing it, the teacher might say, "Audrey, can you figure out why the tricycle won't move?"
3. Avoid doing things for children, such as making art models. This stifles children's creativity and makes them dependent on adults. An exception is providing print models for children, which they sometimes need.

Handling Aggressive Behavior

Young children are learning how to interact with others, so aggressive behavior does sometimes occur. You will want to discuss with your mentor teacher how such behaviors are handled in his/her classroom.

1. Forestall problem situations by carefully monitoring the classroom. Intervene and mediate *before* children become overly angry.
2. Help children learn to negotiate by stating the problem, asking for each child's viewpoint, and suggesting options.
3. Help children learn to express their feelings. Avoid saying, "Use your words." Instead, help the child by suggesting some words, such as "Tell Philip – that makes me mad."
4. Help children learn to see another child's viewpoint. For example, you might say, "Maria, listen to Julie. She says she gets scared when you scream like a monster."

Planning Developmentally Appropriate Group Times

(Use Mentor Teacher's Planning Form during Lead Teaching Week)

Before group time begins: Identify children who might need the assistance of an adult. Assign an adult to that child. Ask that all adults available participate in group.

SMILE!

- 1- Begin group *as* the children are arriving. Waiting until all children arrive creates too much waiting time for children and can provoke unwanted behavior issues.
- 2- Begin group with a familiar transition song.
- 3- Provide a variety of experiences...songs, books, interactive charts, poetry, discussions, language experiences, graphs, instruments etc.
- 4- Activities should always be appropriate for the children's ages, experiences and levels of development.
- 5- Plan more than you can possibly use.
- 6- If you can't remember all the words to a song, use an index card to help remind you.
- 7- Watch the pacing and balance. Follow a quiet book with a lively, interactive song or two. Then return to a quieter activity.
- 8- Avoid delays and interruptions by other adults or distractions such as phone calls.
- 9- If children want to talk about a personal issue (and they WILL because preschoolers are egocentric) tell them you can talk about it after group. Then remember to do so. *Do listen carefully* to appropriately timed questions and responses by children.
- 10- If you're presenting something new or more challenging, do it towards the beginning of group.
- 11- Watch for signals. If children are losing interest, shorten or end the group time. If they are more responsive, build on their interests.
- 12- End group with a song that transitions children away from group and to the next activity.

Afterwards: Think about how your group time went. Evaluate and consider what you might change to make it better or what you might do to extend your successful activities. Remember, you are new to this. You will get better, and it will get easier, with experience!

Outline of Educational Learning Theories and Theorists

Theorist	Theory	Description
Ausubel	Subsumption Theory	Mechanism by which new material presented in academic settings (lectures) can be integrated into existing mental structures. For subsumption to occur, the presentation of new knowledge should be preceded by "advance organizers."
Bandura	Observational Learning Theory	Behavior can be learned through observation of others.
Bruner	Constructivist Theory	Individuals actively construct knowledge by comparing new ideas or concepts with their current knowledge (schema or mental models).
Comenius	Pansophism (<i>universal knowledge</i>)	The idea that learning, emotional, and spiritual growth are interwoven. Proposed teaching through stimulation of the senses, not merely through memorization. Considered the "Father of Modern Education."
Dewey	Learning by Doing	Learning occurs through experience.
Erikson	Socioemotional Development	Erikson's "Eight Stages of Man" describes a series of crises individuals pass through at different ages. The stages begin with "trust versus mistrust" in infancy and continue through a series of paired outcomes for each age through older adulthood.
Festinger	Cognitive Dissonance	Inconsistencies between behaviors and beliefs motivate people to change. One basis for constructivism.
Freud	Levels of Consciousness	The mind operates at different levels: conscious versus unconscious. He further subdivided the mind into the id (primitive motivations), ego (logical portion of the mind which acts to satisfy the id - when possible), and the super-ego (the conscience).
Gagne	Conditions of Learning	For different kinds of learning (motor skills, verbal skills) different conditions are needed, so different strategies should be used.
Gardner	Multiple Intelligences	Each individual possesses seven distinct and measurable forms of intelligence: linguistic, logical-mathematical, spatial, body-kinesthetic, musical, intrapersonal, and interpersonal.
Kohlberg	Stages of Moral Development	Pre-Conventional - based on self-centered interests Conventional - based on conformity to local expectations Post-Conventional - based on higher principles
Locke	Tabula Rasa	The idea that individuals are "blank slates" on which teachers could "write" knowledge. A forerunner of behaviorism.
Maslow	Hierarchy of Needs	Humans naturally strive to satisfy needs. The five levels of needs, from lowest to highest, are:

		physiological, safety, love, esteem, self-actualization. Lower level needs must be satisfied before the individual can move on to satisfy higher level needs.
Miller	Information Processing Theory	Short term memory can only hold 5-9 "chunks" of information at a time. A chunk can be any meaningful idea like a word, an identifiable image, or a digit.
Pavlov	Classical Conditioning (Behaviorism)	The association of new responses with existing stimulus-response pairs. Classic example is pairing the ringing of a bell with presentation of food to dogs. After repeated pairing, the dogs will salivate upon hearing the bell (even if food is not presented). Original stimulus (S) response (R) pair is food -- salivate. New S-R pair is bell -- salivate.
Piaget	Genetic Epistemology	Developmental stages of child development: 0-2 years: "sensorimotor" - motor development 3-7 years: "preoperation" - intuitive 8-11 years: "concrete operational" - logical, but non-abstract 12-15 years: "formal operations" - abstract thinking
Rogers	Experiential Learning	Two types of knowledge: academic and experiential. Unlike academic knowledge, experiential knowledge is acquired to meet the needs of the learner, usually to complete an important, real-life task. Example: Learning to drive a car.
Skinner	Operant Conditioning (Behaviorism)	Learning is the result of changes in behavior. As stimulus-response cycles are reinforced, individuals are "conditioned" to respond. Distinguished from Connectionism because individuals can initiate responses, not merely respond to stimuli.
Thorndike	Connectionism (Behaviorism)	Learners form associations or connections between a stimulus and a response. Through trial and error, rewarded responses would be strengthened.
Vygotsky	Social Development Theory and ZPD	Social interaction is critical for cognitive development. Related to this is the idea of a "Zone of Proximal Development (ZPD)." Some skills, an individual can perform independently. Other skills can be performed if the individual has assistance. Skills that can be performed with assistance are said to be within an individual's ZPD. The ZPD is the theoretical basis for scaffolding.
Watson	Behaviorism	Proposed that most human learning and behavior was controlled by experience (not genetically pre-determined). Believed the only behaviors that should be studied are the "observable" ones.
Wertheimer	Gestalt Theory	Some ideas can only be understood as part of a "bigger picture" Important in problem-solving.

Section C Initial Responsibilities and the Role of the Student, Mentor, and University Supervisor

First Week Responsibilities

On the first day the student will arrive with:

- 1- Documentation of BCI and FBI checks and TB test (additional for certain schools Non-Conviction Statement).
- 2- Any additional documentation required by specific placements
- 3- Some level of anxiety!

Early in the first week, we request that the student and mentor teacher find an opportunity to:

- 1- Orient the student to the policies and regulations of the program/building.
- 2- Introduce the student to the children and other staff members.
- 3- Discuss general ideas for practicum assignments listed in syllabus.
- 4- Meet with a calendar to set the schedule of the mentor teacher's due dates for reading lesson plans and dates for activity implementations.
- 5- (Syllabus due dates are for *completed* activities.)
This schedule should be planned based on the curriculum lesson planning process included in the syllabus.
This SCHEDULE will be submitted to the university supervisor.
- 6- Decide on convenient dates and times for the two observations and relay to university supervisor as soon as possible.
- 7- Get to know each other.

As the semester progresses, the student should begin to gradually assume management responsibilities in the classroom such as managing transitions, leading group, introducing activities, setting up snack or lunch etc.

Reminder: There must be another teacher (or staff member) in the classroom with the student at all times. This is a UC policy related to liability issues.

Thank you for working together to plan and schedule so that the student is prepared to stay on track during the quarter. Have a great first week!

The information below details the responsibilities of the student, mentor and university supervisor throughout the quarter.

Student Responsibilities & Expectations

- Consistently demonstrate professional behavior.
- Observe, listen and effectively use feedback from mentor teacher and university supervisor.
- Respect confidentiality at all times.
- Apply principles and philosophy of course work regarding child development, theory and developmentally appropriate practice.
- Begin to design, implement and evaluate curriculum that promotes positive learning and development for all children.
- Align curriculum activities to appropriate ODE Content Standards or Head Start Outcomes.
- Using Classroom Management coursework, begin to employ a wide array of management and communication strategies to positively influence children's learning and development.
- In an organized and timely manner meet all requirements and assignment deadlines of practicum syllabus.
- Demonstrate responsibility and initiative for communicating practicum requirements to cooperating teacher.
- Complete the NCATE documents. The link will be posted on Blackboard.

Mentor Teacher Responsibilities

- Welcome student into classroom and provide orientation regarding classroom and school policies and procedures.
- Guide the student in how to gradually and progressively assume responsibilities in the classroom.
- Model professionalism and appropriate communication and management techniques.
- During the first week of practicum create with student a timetable for dates of lesson plan approval and activity implementation.
- Offer guidance in learning how to select, plan and implement developmentally appropriate curriculum.
- Offer constructive feedback regarding classroom performance.
- Support and encourage student as needed.
- Contact university supervisor as soon as possible if you recognize a chronic or potentially serious concern about a student.
- Complete a midterm and final evaluation for your student.
- Complete the NCATE documents. The link will be posted on Blackboard.

University Supervisor Responsibilities

- Conduct two scheduled observations (approximately 30-45 min) during the quarter.
- Be as respectful and unobtrusive as possible during observation, but able to observe and hear conversation.

- Give observation schedule to student and mentor teacher well ahead of scheduled dates.
- Process/Discuss with student after observation. This should be approved by the mentor teacher *prior to* observation.
- Give typed copy of observation notes to student for practicum notebook.
- Have at least five documented contacts with student during quarter (two classroom visits, phone calls or emails).
- Collect, evaluate and return all written assignments.
- Complete and submit a brief dispositions form to document serious concerns.
- Offer constructive feedback, support, reassurance and support as needed.
- Monitor submission of all necessary practicum forms and NCATE paperwork due by end of the semester. Web address will be posted on Blackboard.

Section D Forms

Planning Document for Lead Teaching Week
CLASSROOM ACTIVITIES

Week of:	Monday	Tuesday	Wednesday	Thursday	Friday
Books					
Writing Center/Literacy					
Math Activities					
Music Center					
Blocks					

Dramatic Play	
Science	
Sensory Table	
Manipulatives and Puzzles	

Easel					
Art Shelves					
Daily Special Art Activity					

Group Time

<p>Monday</p>	
<p>Tuesday</p>	
<p>Wednesday</p>	

Thursday	
Friday	



Early Childhood Pre-K Practicum Observation Form

Intern Name _____ **School** _____

Date _____ **Mentor** _____

Intern Observation:

Supervisor's Reflection:

Intern's reflections:

Areas to Develop:

Future Objectives:

Supervisor's Signature _____

Student's Signature _____



Midterm Progress Report/Self-Evaluation 2012
To be completed independently by Mentor Teacher and Student Intern

Intern Name _____ Placement _____
Mentor Name _____ Date _____

Human Relations Skills: (cooperation, responsibility, initiative, punctuality, reaction to suggestions, relationship with staff and students, etc.)

Curriculum: (preparation, appropriateness, relationships, evaluation, etc.)

Classroom Management: (handling conflict, supervision, preventative measures, etc.)

Strengths:

Areas to address:

Comments:

Performance evaluation: Satisfactory Unsatisfactory

Signatures _____ (Student) _____ (Mentor)

Information for completing Midterm Evaluation

You and your mentor teacher should each complete the midterm evaluation form before your meeting. Be as objective, reflective and honest as possible so that this process can be a valuable tool.

At the scheduled time, meet with your mentor teacher to discuss your evaluations. After the conference make copies of both forms and submit both original copies to your university supervisor by the due date in the syllabus. Copies of each evaluation should be placed in your practicum notebook. The Midterm master copy can be found on the previous page.

FORMATIVE ASSESSMENT TOOL
COLLABORATIVE LOG

Licensure Program (circle appropriate program)

Early Childhood Secondary: English/LA
Middle Childhood Secondary: Science
Special Education MM Secondary: Math
Special Education MI Secondary: Social Studies
Special Education ADV

Intern:	Mentor Teacher:	University Supervisor:
Grade Level/Subject Area:		Date:

Purpose of Today's Meeting
(circle all that apply):

<i>Instruction</i>	<i>Modeling Lesson</i>	<i>Observing Veteran Teacher</i>	<i>Lesson Planning</i>
<i>Reflecting on teaching</i>	<i>Differentiating instruction</i>	<i>Content/standards</i>	<i>Analyzing student work</i>
<i>Pre/Post Observation Meeting</i>	<i>Professional Goal Setting</i>	<i>Using Technology</i>	<i>Other:</i>
<i>Problem solving</i>	<i>Management</i>	<i>Resources</i>	

<p><i>Ohio Standards for the Teaching Profession: Below, highlight standards addressed in discussion with MT.</i></p> <p>1 Teachers understand student learning and development, and respect the diversity of the students they teach.</p> <p>2 Teachers know and understand the content area for which they have instructional responsibility.</p> <p>3 Teachers understand and use varied assessments to inform instruction, evaluate, and ensure student learning.</p> <p>4 Teachers plan and deliver effective instruction that advances the learning of each individual student.</p> <p>5 Teachers create learning environments that promote high levels of learning and achievement for all students.</p> <p>6 Teachers collaborate and communicate with other educators, administrators, students and parents and the community to support student learning.</p> <p>7 Professional Responsibility and Growth: Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.</p>	WHAT'S WORKING	CURRENT FOCUS, CHALLENGES, CONCERNS
	INTERN'S NEXT STEPS	MENTOR TEACHER'S NEXT STEPS

NEXT MEETING DATE:	FOCUS:
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Type the final version. You will place the typed CALs in the weekly section of your PreK Notebook.

Curriculum Planning Document

Due on September 11, 2012

Student _____
 Field Placement _____

Assignment	Lesson Plan Due for Mentor Review	Date to Implement Activity	Syllabus Due Date for the Completed Activity
Partial Art Activity Plan		N/A	9/25/12
Full Art Activity Plan		N/A	10/2/12
Implementation and Evaluation of Art Activity Plan			10/16/12
Literacy Activity Plan			10/30/12
Math Activity Plan			11/20/12
Lead Teaching Plan Week 11 or Week 12	Not a formal lesson plan		11/27/12



University of Cincinnati
Early Childhood Education Final Evaluation
Preschool Practicum/Kindergarten Practicum

Candidate Name: _____ Mentor Name: _____ Placement: _____
 Semester/Year: _____ Field Experience: _____

Does Not Meet Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)	Rating	Comments
Standard 1: Promoting Child Development and Learning				
1a: Knowing and understanding young children’s characteristics and needs				
Candidate plans activities with little regard to the developmental levels, interests, and strengths of children. Activities are not extended.	Candidate plans activities that reflect an awareness of the developmental levels of children and observes the strengths and interests of children and builds on them either by extending current activities or planning related ones.	...and Candidate differentiates instruction to meet the various developmental needs within a given classroom.		
Plans contain little or no theory or candidate is unable to provide a rationale based on theory or current research.	Candidate is able to provide a rationale for plans that is based on sound child development theory.	...and Candidate relates activity to current research in the field.		
1b: Knowing and understanding the multiple influences on development and learning				
Plans have little relevance to children’s life experiences or cultural diversity. Plans do not allow for individual developmental variations.	Candidates plan activities relevant to children’s life experiences and cultural diversity. Activity plans are multi-leveling to allow for individual developmental variations.	...and Candidate plans activities to meet a variety of learning styles.		
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments				

Does Not Meet Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)	Rating	Comments
Classroom routines are not clear or children do not understand expectations. Transitions are too long, too frequent, or inefficient.	Candidate reinforces routines and manages transitions in a confident and positive manner. Children understand what is expected. Candidate positions self according to cues of children for maximum group awareness and safety of all children.	...and Candidate is aware of areas that may need extra supervision		
Candidate provides mostly teacher-directed activities and provides little time for independent exploration. Candidate intervenes frequently, inhibiting the child's exploration	Candidate allows children opportunities for independent exploration of materials and environment and intervenes or facilitates only when it will enhance the child's exploration	...and Candidate uses intentional teaching strategies during children's explorations.		
Activities are either too easy or too difficult for children. Candidate does little to adjust activities in response to children's cues. Children show little engagement or interest in activities.	Candidates create activities and environments that are appropriately challenging. Candidate adjusts activities in response to children's interests, uses, and abilities. Children are consistently interested and engaged in activities.	...and Candidate demonstrates high expectations for all children and uses a variety of instructional methods to reach various learning stylese.		
Standard 2: Building Family and Community Relationships				
2b: Supporting and engaging families and communities through respectful, reciprocal relationships				
Candidate converses with parents on topics that are more appropriate for the mentor teacher or engages in appropriate conversations with parents.	Candidate establishes appropriate relationships with parents reflecting an understanding of the student teacher's role.	...and Candidate communicates with mentor teacher about community resources that may be useful for families.		
Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families				
3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches				

Does Not Meet Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)	Rating	Comments
Candidate demonstrates little use of systematic observation.	Candidate uses systematic observations to gather information on children's development.	...and Candidate interprets and reflects on observations to guide future planning.		
Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families				
4a: Understanding positive relationships and supportive interactions as the foundation of their work with children				
Candidate has no or few displays of positive affect in the classroom.	Candidate exhibits enthusiasm and warmth frequently. Candidate introduces activities in a positive and enthusiastic manner.	...and Candidate displays positive attitude about the classroom setting. Children respond to candidate with positive displays of affection.		
Candidate demonstrates communication techniques that are disrespectful to children such as sarcasm, teasing, yelling, threats, harsh voices, irritability, or humiliation. Candidate consistently uses praise and may model incorrect grammar or language.	Candidate regulates rates, duration, volume, and tone of voice to meet listener's needs and to suit the situation. Candidate models appropriate grammar, language, and tone. Candidate uses encouragement rather than praise.	...and Candidate demonstrates active listening skills and uses I-messages frequently.		
Few if any indications of warm, supportive, respectful relationships exist. Candidate speaks to children without making eye contact and rarely kneels to child's level. Candidate calls to children from across room.	Candidate exhibits respect for all children and adults through language and actions. Candidate establishes eye contact and kneels to child's level when speaking with him or her. Candidates refrain from calling across the room.	...and Candidate demonstrates respect for children's ideas and feelings by conversing about topics of interest to the child.		

Does Not Meet Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)	Rating	Comments
Candidate rarely acknowledges children’s emotions. Candidate focuses on personal needs during class.	Candidate focuses attention on the classroom situation rather than on personal needs during class. Candidate is responsive to children’s emotions and helps children verbalize feelings. Candidate provides comfort and assistance when needed.	...and Candidate provides individualized support to children.		
4b: Knowing and understanding effective strategies and tools for early education				
Candidate provides mostly large group instruction for children. Candidate either dominates discussion during activities or provides little interaction.	Candidate provides a variety of small group, large group, and open play experiences. Candidate demonstrates ability to interact with individuals or small groups while maintaining total group awareness. Candidate actively facilitates activities to encourage participation and involvement.	...and Candidate uses a variety of scaffolding and intentional teaching strategies.		
Candidate rarely responds to or extends children’s comments. Candidate asks mostly closed-ended questions and provides little scaffolding.	Candidate listens and responds to children’s comments and questions in a timely, appropriate manner and asks open ended questions which stimulate thinking and discovery. Candidate provides scaffolding techniques at appropriate moments.	...and Candidate engages children in frequent conversations on topics of interest to the children using advanced language.		
4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches				

Does Not Meet Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)	Rating	Comments
Candidate does not actively facilitate activities to encourage child involvement and interest. Candidate uses ineffective strategies to transition the group.	Candidate observes strengths and interests of children and builds on them either by extending current activities or planning related ones. Candidate uses facial expressions, voice level, and other communication techniques to maintain the attention of an individual child or the group depending on the situation. Candidate uses effective whole group transitions.	...and Candidate uses a variety of modalities to effectively engage students.		
Candidate is reactive to problems. Monitoring is not efficient to prevent behavior difficulties, and redirection attempts are ineffective.	Candidate uses clearly stated, positive redirections, uses problem solving techniques to manage interpersonal conflicts, and allows children to assume responsibility for solving interpersonal conflicts when possible. Candidate avoids giving unintentional choices, and is proactive in preventing problems from developing.	...and candidate effectively takes on the role of mediator to facilitate problem solving when necessary. Candidate individualizes responses to behavior.		
Candidate is rigid, inflexible, or controlling in plans or rarely goes along with children's ideas. Most activities are teacher-led. There are few opportunities for children to talk or express ideas. Candidates choose children's activities.	Candidate is flexible in plans, incorporates child's ideas, and allows for choice of activities. Candidate provides many opportunities for children to talk and express ideas.	...and Candidate organizes activities around student children's interests.		
Standard 5: Using Content Knowledge to Build Meaningful Curriculum				
5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines				

Does Not Meet Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)	Rating	Comments
Candidate has unclear goals or rational or goals are trivial.	Candidate effectively states clear goals and rationale for activities based on understanding of constructivist theory. Goals are measurable.	...and Candidate relates goals and rationale to current theory and research.		
5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.				
Candidate lacks reference to the Early Learning Content Standards or chooses indicators that are not relevant or meaningful to the activity.	Candidate aligns curriculum goals and objectives with Ohio’s Early Learning Content Standards.	...and Candidate provides alignment to other recognized standards, such as Head Start Outcomes.		
Candidate provides experiences that are below or above children’s developmental level preventing support of later academic skills and understandings.	Candidate designs learning experiences that support later academic skills and understandings.	...and Candidate provides plan for extending experiences.		
Standard 6: Becoming a Professional				
6a: Identifying and involving oneself with the early childhood field				
Candidate fails to establish rapport or is uncooperative with mentor, cooperating teacher, staff, instructors, or other colleagues.	Candidate exhibits cooperation and rapport with mentor, cooperating teacher, staff, instructors, and colleagues.	...and Candidate seeks input from more experienced professionals.		
6b: Knowing about and upholding ethical standards and other professional guidelines				
Candidate dresses in appropriately, disregards rules and policies of the school, or fails to complete assignments and tasks on time.	Candidate exhibits a sense of responsibility and dependability, dresses appropriately for the classroom, follows specific rules and policies of the school, and completes assignments and tasks on time.	...and Candidate exhibits a willingness to go beyond requirements		

Does Not Meet Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)	Rating	Comments
6c: Engaging in continuous, collaborative learning to inform practice				
Candidate rarely seeks input on practice or does not initiate conversations or ask questions of mentor or Candidate responds inappropriately to constructive feedback.	Candidate accepts constructive feedback appropriately and initiates conversation and asks questions of mentor in order to further learning.	...and Candidate participates in outside professional development opportunities to inform practice.		
6d: Integrating knowledgeable, reflective, and critical perspectives on early education				
Candidate exhibits little or no reflection in observations, journals, or conferences.	Candidate reflectively evaluates activities and uses personal observation and mentor feedback to plan future curriculum activities. Candidate uses reflective practice as evidenced by journal and conferencing.	...and Candidate seeks to understand differing perspectives on early education.		

General Impression of Candidate Performance:

Information for completing Final Evaluation

Please be sure you have given your mentor teacher a heads up that your final evaluation for this field experience is due to be submitted by Dec. 7, 2012. This evaluation can be found on the OACI website, which will be posted on Blackboard. Your mentor needs to submit it electronically, but **MUST PRINT** a copy of it **BEFORE** submission. You and your mentor teacher need to print a paper copy of the completed final evaluation to conference about and sign off on. This copy is only for reference unless there are issues with submission. You must then turn in the original of this evaluation to your supervisor. Please make sure you keep a copy for yourself.

Candidate Dispositions Brief Report

Candidate's Name: _____ Program _____

Candidate Entered UC:

- As a freshman
- As an undergraduate transfer
- After obtaining a baccalaureate degree at another UC college
- After obtaining a baccalaureate degree from a non-UC college or university

Name of Individual Completing Report: _____

Please indicate position: Faculty -Instructor University Supervisor
 Mentor Other _____

If completed in Field Experience, School _____ Grade _____ Content area _____

If completed during coursework, course name:

Signature of Individual Completing Form: _____ Date _____

Signature of Candidate:

_____ Date _____

Candidate's signature only indicates that he/she has reviewed the Report and does not imply agreement.

- This report is to report exemplary dispositions
- This report is to document a concern

Please indicate disposition(s) considered in this Brief Report:

<input type="checkbox"/> The Candidate demonstrates professional behavior in attendance.
<input type="checkbox"/> The Candidate demonstrates professional behavior by being punctual.
<input type="checkbox"/> The Candidate demonstrates initiative, and guidance.
<input type="checkbox"/> The Candidate is responsible.
<input type="checkbox"/> The Candidate is responsive to constructive feedback/supervision.
<input type="checkbox"/> The Candidate has rapport with students/peers/others.
<input type="checkbox"/> The Candidate is committed to high ethical and professional standards. <ul style="list-style-type: none"> <input type="checkbox"/> Maintains high ethical and professional standards (e.g. respecting confidentiality). <input type="checkbox"/> The Candidate cites program policies and professional practices and responds appropriately.

<input type="checkbox"/> The Candidate maintains a professional appearance.
<input type="checkbox"/> The Candidate demonstrates a commitment to reflection, assessment, and learning as an ongoing process.
<input type="checkbox"/> The Candidate is willing to work with other professionals to improve the overall learning environment for students.
<input type="checkbox"/> The Candidate appreciates that “knowledge” includes multiple perspectives and that development of knowledge is influenced by the perspective of the "knower."
<input type="checkbox"/> In designing curriculum, the Candidate appreciates both the particular content of the subject area and the diverse needs, assets, and interests of the students and values both short and long-term planning: The Candidate is committed to the expression and use of democratic values in the classroom.
<input type="checkbox"/> The Candidate takes responsibility for making the classroom and the school a “safe harbor” for learning, in other words, a place that is protected, predictable, and has a positive climate.
<input type="checkbox"/> The Candidate recognizes the fundamental need of students to develop and maintain a sense of self-worth and that student misbehavior may be attempts to protect self-esteem.
<input type="checkbox"/> The Candidate believes that all children can learn and persists in helping every student achieve success.
<input type="checkbox"/> The Candidate values all students for their potential as people and helps them learn to value each other.

Nature of Exemplary Behavior or Concern: Please describe the exemplary behavior or concern. Please describe data including circumstances (field, class), dates, and others directly involved (for example, school personnel, other students, etc.).

Action Taken: Please describe action you have taken. In terms of a concern, please describe dates, involved parties, and agreements reached.

Candidates may submit a rejoinder to this report.



August 27, 2012

Dear Parents and Guardians,

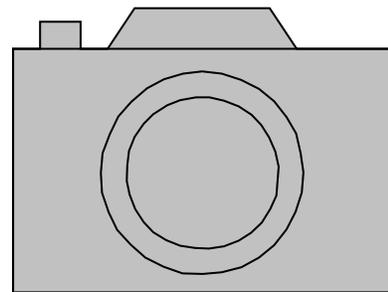
This semester, I will be a practicum student in your child's classroom. During this time, I am required to keep a Practicum Notebook, which will include photos illustrating some of the work I will do during the semester. I am requesting your permission to photograph your child and include these photos in my notebook. These photos will be viewed by my university supervisor and instructors and are for the sole purpose of documentation. Please sign below.

Sincerely,

University of Cincinnati
Practicum Student

_____, university student, has permission to photograph my child, _____ and include those photos in his or her Practicum Notebook.

Parent Signature
Date



Section E Lead Teaching Week

Guidelines for Lead Teaching Week

Preschool Practicum

Each student will participate in one week of lead teaching. This will be done during one of the two weeks designated in the practicum syllabus unless a mentor teacher or university supervisor has requested otherwise.

Curriculum:

Students are expected to assume responsibility for curriculum planning for the entire week. This should include planning for daily special activities/events and all areas of the classroom. Planning for the week should be recorded on the weekly lesson planning form used by the respective mentor teacher. The student is to submit this form to the university supervisor along with the lead teaching paper on the Tuesday after lead teaching. Planning should begin early in the quarter and be based on whatever theme or focus the mentor teacher has designated for that week. This will require discussion and processing between the student and mentor teacher.

While the student is expected to plan for the entire classroom there may be some collaboration. If a mentor teacher offers to assist in planning, the student may accept but the student must assume the major portion of responsibility. For example, a student might plan for the pretend play area, blocks, manipulatives, art and book area while the mentor teacher might plan for science and music.

In classrooms where more than one student will be lead teaching, planning will definitely be a collaborative process and must be carefully planned with the mentor and all students involved. Students will each take a week of lead teaching, but will probably share planning and extension responsibilities very closely.

In all cases, it is hoped that the student will create new activities such as an interactive chart, a math game, a graph, a big book etc. Creating new materials demonstrates ability, commitment and initiative. Lesson Plans do NOT have to be written for the activities planned and implemented during this week. This is the time when it is fine (and helpful!) to share materials. During this week students may share with each other, may use materials made in previous courses and may use cooperating teacher materials (*if offered*). Please do not expect mentor teachers to provide materials. Budgets are often tight for teachers and schools.

Leadership:

In addition to planning, the student should demonstrate a leadership role. During this week the student should:

- 1- Make and communicate decisions about the daily routine
- 2- Facilitate all group transitions
- 3- Greet children as they arrive
- 4- Lead group times each day
- 5- Take responsibility for situations calling for intervention and management
- 6- Take anecdotal records as needed
- 7- Generally demonstrate a leadership role

Planning ahead and progressively assuming responsibility are the means to feeling prepared, comfortable and ready for a successful lead teaching week. If you are prepared and confident, you will be equipped to enjoy and succeed in your week of lead teaching. Good Luck, everyone!

Written Assignment:

During the week students will benefit from keeping personal records and notes about their experiences. These notes will aid them in writing the paper about the lead teaching experience. The weekly lesson plan form (not to be confused with the practicum lesson plan used for activities!) should be submitted along with the paper.

Detailed Instructions for Lead Teaching Paper

Your paper should contain specific information for each activity and curriculum area. You will divide it into sections in order to cover what is needed but the paper *must be written in paragraph form*. Expected length is 3-4 typed pages. Consult the writing rubric as you edit your paper. Your paper is due the Tuesday after your lead teaching week.

Section 1:

Give details about your curriculum planning. How you began the process. What planning materials you used as reference. What support your mentor teacher gave you.

Also, briefly describe your experience in the role of lead teacher, concerning implementation.

Section 2:

Address the weekly lesson planning form. Begin by stating your theme and why it was chosen. From there, break down your activities as listed on the planning form. For each special activity and curriculum area state:

- Your primary purpose for choosing the activities or materials. Why. (Relates to theme, child initiated, builds off another activity, supports specific child's needs, mentor teacher asked you to.)
- Placement of the center/materials and why. (Art center: next to sink area, on easy clean floor, etc.)
- What knowledge you anticipate the children will learn/construct. What it supports. Be specific to the children in your room.

Section 3:

Group time

Divide this section into the days of the week.

(Quick Note) You can begin by writing one paragraph for agenda done daily. (Calendar, Weather helper, etc.) You will also tell whether you agree with these daily activities. Support this with information from your courses.

(Monday through Thursday/Friday--List each separately)

For each day state what you did for group time. Explain why you chose the activity/activities. I will be looking for progression throughout the week, an extension of the theme. (Book, Chart, graphing activity, introduction of math activity.) Remember, that children enjoy singing a song for more than one day.

Think about adding a verse or prop for the second or third day.

Please do not use DVD or recorded music for your group time. Though it is fine for seasoned teachers to use these, you need to demonstrate that you have the skills to engage the children and lead developmentally appropriate group times.

Section 4:

Transitions

Describe some of the transitions you used throughout the week. Did you maintain consistency of the classroom? Did the students transition smoothly? Why or why not?

Section 5:

Management

Discuss how management is a key element to an effective classroom. Tell some of the specific guidance strategies you used throughout the week. Reflect on how you managed individual activities (smocks on chairs to determine # of children who can use activity, waiting list, etc.), children, classroom, etc. What worked for you vs. techniques you might change? Also mention how you delegated responsibilities.

Section 6:

Reflection

Tie it all together. Reflect on your experiences. How effective was your curriculum planning?

Summarize what you found out about your lead teaching experience. Would you change or do anything differently? Honestly critique yourself as you have all quarter.

This handbook is subject to revision.