

**Child Development and Family Studies Program
Student Teaching Manual**

EDUC 502

Spring 2008

**School of Education
University of North Carolina at Chapel Hill
Chapel Hill, North Carolina**

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**Child Development and Family Studies Program
Preschool/Kindergarten Student Teaching Manual**

School of Education Conceptual Framework, Principles and Dispositions

Preparing Leaders in Education - The School of Education is committed to the preparation of candidates who can assume leadership roles in the field of education. Such preparation is accomplished through the coherent integration of the abilities and predispositions of candidates, the knowledge and abilities of faculty, and the contextual elements of academic and field settings. Candidates accept their professional responsibilities and focus their expertise and energy on supporting Birth-12 student development and learning. They must work to maintain a meaningful involvement in activities within schools and in partnership with parents and the community.

The growth and development of candidates is promoted through curriculum, instruction, research, field experiences, clinical practice, assessments, evaluations, and interactions with faculty and peers. All of these elements work together to build a solid foundation for exemplary practice in education, creating educational practitioners who are prepared to better serve children, families and schools, as well as business and agencies of government within North Carolina, across the nation and throughout the world.

For Equity and Excellence - Preparation of educational leaders for today's society is based in values of equity and excellence that assure our candidates' and their students' future success. Attending to the challenge of promoting both equity and excellence is imperative. To address only one of these goals would, on the one hand, sacrifice those put at risk by social and cultural hierarchies in society or would, on the other hand, fail to press for the highest possible levels of accomplishment. Equity and excellence must be pursued concurrently to assure that all students are well served and that all are encouraged to perform at their highest level.

Within the School of Education, equity is seen as the state, quality, or ideal of social justice and fairness. It begins with the recognition that there is individual and cultural achievement among all social groups and that this achievement benefits all students and educators. Equity acknowledges that ignorance of the richness of diversity limits human potential. A perspective of equity also acknowledges the unequal treatment of those who have been historically discriminated against based on their ability, parents' income, race, gender, ethnicity, culture, neighborhood, sexuality, or home language, and supports the closure of gaps in academic achievement. Decisions grounded in equity must establish that a wide range of learners have access to high quality education in order to release the excellence of culture and character which can be utilized by all citizens of a democratic society.

Within the School of Education, excellence is seen as striving for optimal development, high levels of achievement and performance for all and in all that is done. In preparatory programs across grade levels, curriculum and instruction furthers excellence when it moves a learner as effectively as possible toward expertise as a thinker, problem solver and creator of knowledge. Excellence entails a commitment to fully developing candidates, not only academically but also in moral and political senses.

In a Democratic Society - The preparation of exemplary practitioners in education to meet the challenges of equity and excellence is best accomplished through preparation for a democratic society. Democracy around the globe is an ideal, one with the potential to meet the needs, recognize the interests and establish the rights of all citizens. Education is a necessary foundation for this ideal, and both must be subscribed to and participated in by all.

School of Education Conceptual Framework Principles - The School of Education is committed to diverse, equitable, democratic learning communities. As a result, candidates are expected to acquire and apply the knowledge, skills and dispositions that prepare them to support the development and education of all students.

The School of Education uses the following unit principles, applicable at all program levels, to identify the knowledge and skills that are central to preparation of candidates. It is the School of Education's goal that candidates will become leaders supporting and promoting the development, teaching and learning of all students in multiple contexts.

1. Candidates possess the necessary content knowledge to support and enhance student development and learning.
2. Candidates possess the necessary professional knowledge to support and enhance student development and learning, including meeting student needs across physical, social, psychological, and intellectual contexts. Candidates incorporate a variety of strategies, such as technology, to enhance student learning.
3. Candidates possess the necessary knowledge and skills to conduct and interpret appropriate assessments.
4. Candidates view and conduct themselves as professionals, providing leadership in their chosen field, including effective communication and collaboration with students and stakeholders.

SOE Conceptual Framework Dispositions - Certain dispositions are essential to prepare leaders who support equity and excellence in education within a democratic society. Dispositions are beliefs that foster commitments, leading to actions within educational environments with students, colleagues, families, and communities. Candidates strengthen these dispositions as they think deeply, reflect critically and act responsibly in their professional practice. These dispositions are interconnected with knowledge and skills; specific dispositions connect to and exemplify unit principles, facilitating their enactment in particular programs.

1. Candidates will exhibit behavior that demonstrates a belief that all individuals can develop, learn, and make positive contributions to society.
2. Candidates will exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.

Objectives for the course:

The purpose of EDUC 502 is to prepare students to work with preschoolers and kindergartners with and without special needs and their respective families in inclusive classrooms or center-based programs. During the semester, the students will accomplish the following objectives:

1. Students will demonstrate skills in the use of developmentally and functionally appropriate curricula and methods for children ages three through six in preschool and kindergarten inclusive settings.
2. Students will demonstrate skills in the use of various planning strategies including cooperative planning with professional team members and parents of young children.
3. Students will design curricula activities in preschool and kindergarten settings integrating multiple developmental domains and levels of abilities.

4. Students will demonstrate and integrate a multicultural perspective throughout their curriculum planning and implementation activities.
5. Students will demonstrate skills in implementing the IEP goals of individual children within small and large group activities.
6. Students will demonstrate skills in fully including children with various levels of ability in all curricula experiences.
7. Students will demonstrate skills in facilitating children's active involvement in their own learning.
8. Students will apply developmental principles in order to establish guidelines for children's behavior maximizing children's self-control, problem solving, and independence.
9. Students will use a variety of environmental manipulations and behavior management and positive guidance techniques to facilitate positive behavior in young children.
10. Students will use a variety of teaching and learning strategies to foster young children's learning and development.
11. Students will demonstrate skills in observation, analysis, planning, implementation, and evaluation of the teaching and learning of young children in preschool and kindergarten settings and make modifications as needed to better facilitate young children's development.
12. Students will demonstrate skills in self-reflection in order to analyze and improve their own teaching practices for facilitating young children's development.
13. Students will develop relationships with families and other professionals who work with the children in their rooms.
14. Students will conduct themselves in a professional manner at all times.

In EDUC 502, students will participate in a practice teaching experience with preschoolers, kindergartners, and their families during the spring semester of the senior year. Students will be concurrently enrolled in a Preschool/Kindergarten Seminar and EDUC 503 the Professional Development and Leadership Seminar. These seminars meet weekly. The practice teaching experience is designed to allow the application of course content initially presented in EDUC 501 [Assessment and Teaching Strategies for Preschool and Kindergarten Children].

Expectations of Students

Students will spend five days each week in practice teaching activities (approximately 35-40 hours on site) per week. Hours per week include the following: direct service, planning time, staff meetings, meetings with families, IEP meetings, home visits, or relevant conferences (approved by the University Supervisor). Students will complete either a kindergarten/preschool rotation or a preschool/kindergarten rotation. Students will be present for the same work hours required of the teachers for each respective placement, including workdays and attendance at staff meetings. Ten weeks are spent in the primary site placement, and 4 $\frac{1}{2}$ to 5 weeks at the secondary site. Students must notify their Cooperating Teacher and University Supervisor in advance of any absences by phone call and email. **ALL ABSENCES OVER 3 DAYS MUST BE MADE-UP. ANY ABSENCE DURING LEAD STUDENT TEACHING MUST BE MADE-UP (JOB FAIR IS THE EXCEPTION).** *Two unexcused absences will result in failure of the practice teaching experience.*

Roles and Responsibilities

For the Student:

1. Test, refine and practice ideas and skills relative to both developmental and functional curricula approaches for preschoolers and kindergartners.

2. Develop competencies in planning, implementing, and evaluating developmentally and individually appropriate assessment and teaching methods for preschoolers and kindergartners.
3. Develop skills to function as a team member of a professional staff.
4. Develop skills in working with families of preschoolers and kindergartners.
5. Assist in the continuing development, daily operation, and evaluation of an inclusive classroom for preschoolers and kindergartners.
6. Continue to develop areas of strength and to self-assess areas in which more learning, practice, and/or experience is needed.
7. Expand awareness and knowledge of the roles and responsibilities of professional team members.
8. Complete required practice teaching hours and assignments for EDUC 502.
9. Gradually assume the lead teacher role, maintain the role for a minimum of three weeks in primary site classroom and two weeks in secondary site classroom, and gradually transfer the role back to the cooperating teacher.
10. Participate in regular feedback meetings with the cooperating teacher and university supervisor and conduct a self-evaluation at the end of both the preschool and kindergarten experience.
11. Students are responsible for documenting all hours spent in each classroom. A time log is provided in Appendix A for this purpose. Completed logs should be submitted to the university supervisor during Week 10 and Week 16.

For the Cooperating Teacher:

1. Orient the student to the philosophies and policies of the program.
2. Provide guidance to the student as he/she gradually assumes increasing responsibility by:
 - a. Acquainting and guiding the student as to the availability and use of resources that may aid in understanding the program and the children and families it serves.
 - b. Guiding the student in setting individual and group goals for children and in planning, implementing, and evaluating appropriate activities and materials for meeting those goals.
 - c. Whenever possible, providing the student with experience in working directly with preschoolers and kindergartners and their families.
 - d. Whenever possible, providing the student with experience in working with a team of professionals.
3. Observe the student in varied situations and provide same-day feedback regarding his/her areas of strength and need for improvement.
4. Assist the student as he/she develops, implements, and evaluates activities in the classroom.
5. Review and approve activity plans before the student implements activities in the classroom.
6. Participate in one or more conferences with the student and university supervisor. An exit evaluation is to be completed during the practice teaching placement.
7. Complete a student evaluation form and program evaluation form at the end of the practice teaching experience.

8. Communicate with the university supervisor regarding the student's progress during on-site conferences, phone conversations or email messages.

For the University Supervisor:

1. Make on-site observation visits at least five times during the primary placement and twice during the secondary placement. In addition, the supervisor will maintain weekly contact with the student providing feedback through such weekly activities as journaling, seminar participation, phone conferences, and email.
2. Provide verbal and written feedback to the student and the cooperating teacher to document observations regarding the student's areas of strength and need for more learning.
3. Conduct a conference following each observation visit with the student and with the cooperating teacher, whenever possible.
4. Provide feedback to the faculty to identify the strengths and needs of the CDFS program.
5. Verify that the student is achieving the competencies expected of CDFS majors.

EDUC 502 Assignments

Letters of Introduction

Students will compose a letter introducing themselves to the families of the children in each of their placement sites. The letter should be original, friendly, concise, free of spelling and grammatical errors, and describe the student's role in the classroom over the student teaching weeks. A sample letter has been sent via email and appears in Appendix A of this document. The letters of introduction must be submitted electronically by Blackboard to the EDUC 502 instructor for approval *prior to distribution*. Can include in Portfolio.

Class Strengths/Multiple Intelligences

Get a class roll of your students and note a primary intelligence of each child. Jot down other unique characteristics or strengths of each child. Due after the second week in each rotation. Submit hard copy in class.

Journals

Students will submit a journal entry four times during the 1st rotation of student teaching and three for the second rotation for a total of seven entries. The journal entry should be no longer than two pages. Journal entries should be word-processed. The purpose of the journal is to allow the student to reflect on their time during fulltime student teaching and to integrate information from the seminar with experiences in the classroom. Journal entries should be submitted by Blackboard Digital Dropbox to the university supervisor on the due dates. The seven entries will be due as follows: For both rotations, one is due after the first full week at the site, the second is due at the end of the fourth week in the primary site and then one is due at each site after the first week of lead teaching and after the final week of lead teaching.

Activity Plans for Large and Small Group Sessions- total of 7 plans from 1st rotation and total of 11 from 2nd rotation; Reflections due - Total of 12 from 1st rotation and of 6 from 2nd rotation. Activity plans for large and small group activities should occur for the third through final week of student teaching. These plans should be coordinated closely with the cooperating teacher, and for weeks 3 and 4 they should follow the curriculum plan developed by the cooperating teacher. The activity plan form must include the following information: the curriculum source, the developmental objectives, materials or equipment needed to carry out the activity, a brief description of how the activity is to be implemented, adaptations for individual children, and following implementation a reflective teaching evaluation of how the activity went. Students may use the planning forms of their respective classrooms as long as the forms include the listed information. Students must be writing all plans independently (with consultation from their cooperating teacher) during the three weeks of lead teaching in the primary site and two weeks in the secondary site. Week 3 of each rotation write and implement 2 activity Plans (at least one large and one small group) Week 4 - Write 4 plans - 2 large and 2 small Lead teaching - Write 5 plans a week (One for each day) for total of 15 in the primary site. The plans are to be a combination of large and small group. The week after lead teaching - If a student stills need practice they will be asked to write additional plans.

Draft activity plans are due by Friday at 8:00 pm before the week they will be taught. The activity plans with reflections are due the Sunday after the week they are taught. You must write 2 reflections during week 3 and 4. If you were observed during one of your activities you must write a reflection of that activity and then one choice. If you were not observed during the activity select one activity you felt went well and one activity that you felt could have gone better. The final curriculum plan units with reflective teaching evaluation remarks are due at the end of each rotation—see syllabus for specific dates. Students should evaluate all plans with their cooperating teacher as the lessons are being taught and identify any modifications that may be needed for future activities. Activity plans must be organized and will be part of your professional portfolio. Include in Portfolio—must be typed.

Lead Teaching Curriculum Unit and Activity Plans

For the three-week lead teaching experience for each rotation the students will implement the curriculum unit they developed as part of their course work in EDUC 501 during the Fall semester.
Curriculum Unit: Each student will revise the unit they developed in the Fall semester as needed before lead teaching begins, with the input of their cooperating teacher and University supervisor. The unit/theme must have the following components: (1) unit rationale and objectives and guiding questions (web); (2) a Possible Study Chart that indicates content domains, small and large group activities as well as teacher-directed and child-initiated activities; (3) weekly lesson plan forms that includes a brief description of each activity for each major scheduling block. Each day across the week should be completed for each of your three weeks in primary site, and two weeks in secondary site Monday through Friday, that addresses all scheduling blocks, adult roles, snack

foods, etc.; (4) 5 daily activity plans per week that reference the goals identified for your unit and (5) modifications to the environment.

Revised curriculum units (#1-5 in preceding paragraph) are due the week prior to lead teaching in each rotation. Final curriculum units (#1-5 in preceding paragraph) with evaluation remarks are due at the end of each rotation—see syllabus for specific dates. Students should evaluate all plans with their cooperating teachers and with her input, identify any modifications that may be needed for future activities.

Curriculum units must be organized and submitted in a binder. Can be included in teaching Portfolio—must be typed. Curriculum units are part of your LiveText assignments this semester. A rubric for this will be shared with you.

Center Project - Implemented each rotation, but documented in rotation of your choice

During each student teaching rotation, each student will design and implement a participatory center that is set up in conjunction with their unit of study. The center should be interactive and conceptual in nature. The center should be designed so children can participate in the activity with little to no adult direction. During one of the rotations, students will need to photograph the center and complete a description that includes: (1) purpose; (2) strategies or activities for the children to be engaged in; (3) materials used; and (4) child observation notes (e.g., did the center interest the children and the level of their involvement). Photo presentations will be shared with the class and should also be included in portfolios.

Documentation Panel/Bulletin Board Project - Implemented each rotation, documented and shared during the last class. During each student teaching rotation, each student will design and implement a documentation panel/bulletin board that is set up in conjunction with their unit of study. The documentation panel should make the learning of the children in this unit visible, focusing on using digital images, child created work, group focused work with child transcriptions. Photo presentations will be shared with the class and should also be included in portfolios.

Behavior Management Plan/IEP Plan

Choose one student in your room who can benefit from some extra help with behavior or with an IEP goal. Write up the plan that has a paragraph about what you have observed that could use attention, what strategies, techniques you will try, how you carried out the plan and the results with a reflection.

Reading Recovery Lesson

Schedule a time to watch a reading recovery lesson taught by the Reading Recovery teacher at one of your sites. Write a one page reflection of strategies that you learned that could be used with your students in your classrooms.

Reflection on Course readings

On the night that readings are assigned submit a bulleted list of 5 ideas/new information that you gained from the readings. These are to be brought and turned in at class. These can be hand written.

Kindergarten Assessment

During your Kindergarten rotation conduct one math and one literacy assessment under the supervision of your cooperating teacher. Write up the experience in a one-page paper. Attach a copy of the measures and the score the child received. Include in your teacher portfolio.

Technology Competency

The technology assignment is detailed at: <http://ed.unc.edu/teach/techcomps/cdfs/portfolio.html>
The technology assignment will be graded based upon detail, description, and adherence to technology guidelines as referenced in the website above. Must be typed

Parent Meetings

Students are required to attend a minimum of 2 meetings, one during each rotation, in which parents will be present, including but not limited to the following types of meetings: MDC (Multidisciplinary Conferences) and IEP meetings, PTA/PTO meetings, school board meetings, parent-teacher conferences, school activity nights, parent support groups, advisory board meetings. After each meeting, students are responsible for writing a paper summarizing the purpose and agenda of the meeting, conversations with at least 2 parents (unless an individual conference or MDC/IEP meeting), and reflection about factors that influence parent participation in early schooling.

Reflection papers should be no more than 2 pages, double-spaced, and word-processed. Reflection papers will be evaluated based on detail, description, and writing. Students are responsible for asking cooperating teacher for a calendar of events, selecting meetings, scheduling attendance on the semester calendar, attending, and writing reflections. If a meeting notice was part of the meeting should be turned in with reflection paper.

Parent Newsletter

Students are required to write a parent newsletter during their lead teaching weeks, describing the learning experience of the children and teachers. If your cooperating teacher does not currently do this and you need examples, please let me know ASAP.

Faculty Meetings

Attend one faculty meeting in each site. You need to stay at least one hour. Write a one-page reflection on the experience. It is suggested that you do this within the first two to three weeks of each rotation.

Self Assessment

Students will complete a self-assessment in order to reflect upon their student teaching experiences. The self-assessment is located in Appendix A and will be graded based upon detail, description, and writing.

Grades

For EDUC 502, students will receive a grade of Pass or Fail based on University policy. All assignments will be expected to be handed in on due date. Students with significant personal issues which directly conflict with the timely completion of assignments should contact the instructor at least 48 hours previous to the due date.

Update to the Weekly Schedule and Assignments

If needed, the weekly schedule and assignments posted below will be updated as the semester progresses, sometimes this is needed due to circumstances beyond our control such as snow and ice! Please take advantage of getting involved in your sites as much as possible right from the start. Lead teaching does have to be completed regardless of the amount of snow we get. Also, complete reflections on the activities you have planned and implemented at the end of each day so that you stay on top of the assignments.

Weekly Timeline for Student Teaching

Week 1 - January 7 - 11

- Top Priority - This week write and distribute a letter of introduction to parents . Get approval from university supervisor and cooperating teacher before sending out
- Discuss and establish classroom schedule and your schedule with cooperating teacher - give a copy of the classroom schedule to the University supervisor
- Reacquaint yourself with school policies, procedures, routines, personnel - ie review 30 Questions
- Participate in planning meeting with cooperating teacher in preparation for Week 2
- Implement and evaluate activities and routines planned by cooperating teacher
- Get involved as much as possible in the daily routines of the classroom. Take the lead in at least one activity each day.
- Begin refining your curriculum unit
- Attendance at one parent and one faculty meeting is required this rotation. I suggest you do this in the first 2 to 3 weeks if at all possible so it is done before things get busier on your part and you begin lead teaching. Go over a calendar with your cooperating teacher.
- Write journal entry and submit in class next Monday, also put in Digital Dropbox

Week 2 - January 14 - 18 (January 18th is the end of the 2nd 9-weeks, help with assessments if possible)

- Work with cooperating teacher in planning, implementing, and evaluating at least two activities each day (lead one large group and one small group a day, can also be in charge of a transition, small group can include being assigned to a center)
- Implement and evaluate with the cooperating teacher other activities and routines planned by the cooperating teacher
- Generate a calendar with cooperating teacher reflecting due dates for assignments in EDUC 502.
- Participate in planning meeting in preparation for Week 3
- Continue refining your curriculum unit
- Develop with cooperating teacher 2 activity plans that you will lead next week (one large and one small) Get feedback and approval from cooperating teacher.
- Begin to think/plan Behavior Guidance Plan.

Week 3 - January 21 -25 (January 21 is MLK Holiday, January 22 is Teacher Workday in CHCCS and DPS)

- Work with cooperating teacher in planning, implementing, and evaluating at least three activities each day (one large group and one small group, remember at least 2 you have developed for the week)
- Assist cooperating teacher in planning, implementing, and evaluating all activities
- Participate in planning meeting in preparation for Week 4
- Draft 3 Activity plans to be led next week. Submit reflections on 2 plans from last week.
- Put finishing touches on curriculum unit for lead teaching. Due week 5!

Week 4 - January 28 - February 1

- Assist cooperating teacher in planning, implementing, and evaluating all activities
- Lead 4 activities a day. Plan, implement, and evaluate at least one large group or one small group plan each day with consultation from the cooperating teacher
- Participate in planning meeting in preparation for Week 5
- Don't forget that attendance at one parent and one faculty meeting is required this rotation,

Week 5 - February 4 - 8

- Assist cooperating teacher in planning, implementing, and evaluating all activities
- Work with cooperating teacher to discuss how the assistant will be involved during your lead student teaching share the paraprofessional form with instructional and noninstructional duties
- Schedule a meeting with assistant teacher to discuss your goals for student teaching experience. This meeting must occur during Week 5.
- Lead 5 activities a day. Plan, implement, and evaluate at least one large group or one small group plan each day with consultation from the cooperating teacher
- Participate in planning meeting in preparation for Week 6

Week 6 - February 11 - 15 Lead Teaching begins on Friday

At this point you should have led every aspect of the day, as lead teaching begins next week and should not involve leading anything new for the first time.

- Assist cooperating teacher in planning, implementing, and evaluating all activities
- Lead 5 activities a day. Plan, implement, and evaluate at least one large group or one small group plan each day with consultation from the cooperating teacher
- Participate in planning meeting in preparation for Week 6

Week 7 - February 18 - 22 (February 18th, CHCCS Workday, Durham Workday) 1st Full week of Lead Teaching!

- Assist cooperating teacher in planning, implementing, and evaluating all activities
- Lead 5 activities a day. Plan, implement, and evaluate at least one large group or one small group plan each day with consultation from the cooperating teacher
- Participate in planning meeting in preparation for Week 8
- By Monday afternoon finalize plans with cooperating teacher for lead teaching weeks-
- Bring curriculum unit and plans to class for the instructor to see make sure the cooperating teacher has seen the plans and given her ok..

Week 8 - February 25 - February 29 - Lead Teaching continues!

Lead teaching responsibilities continues (lead teaching means taking the primary responsibility for planning, implementing, and evaluating all classroom activities; and individualizing for children with special needs with input from the cooperating teacher and teaching assistants)

Week 9 - March 3 - March 7 Lead Teaching continues

- Continue lead teaching responsibilities
- Continue to implement and evaluate center project
- Lead planning meeting in preparation for Week 10
- Begin documenting your unit and think about a documentation panel
- Write 5 activity plans for next week and submit reflections on 2 activities taught last week, one of the reflections should be the lesson that the university supervisor observed.

UNC Spring Break - March 10 - 14

Week 10 - March 17- 21

- Return to 1st site for Monday and Tuesday to finish out rotation have exit interviews
- Move to second site on Wednesday - get as involved as possible!
- Top Priority - Write and distribute this week a letter of introduction to parents . Get approval from university supervisor and cooperating teacher before sending out
- Discuss and establish classroom schedule and your schedule with cooperating teacher - give a copy of the classroom schedule to the University supervisor
- Reacquaint yourself with school policies, procedures, routines, personnel
- Begin refining your curriculum unit
- Participate in planning meeting with cooperating teacher in preparation for Week 2

School Spring Break -March 24 - March 28

Week 11 - March 31 - April 4 (Week 2 in second rotation)

- Implement and evaluate activities and routines planned by cooperating teacher
- Attendance at one parent and one faculty meeting is required this rotation. I suggest you do this in the first 2 weeks if at all possible so it is done before you begin lead teaching. Go over a calendar with your cooperating teacher.
- **Week 12- April**
-
- Begin refining the design of a center project for your unit
- Work with cooperating teacher to discuss how the assistant will be involved during your lead student teaching. Share your form with instructional and noninstructional duties listed.
- Get involved as much as possible in the daily routines of the classroom. Take the lead in at least two activities each day.

(Spring break begins March 30 at 5:00 pm through April 9)

Week 13 - April 10 - 13 (Week 2 in 2nd Rotation, Holiday April 9 for all schools - April 11 UNC Job Fair, Lead Teaching Begins next week)

- Work with cooperating teacher in planning, implementing, and evaluating at least two activities each day (lead one large group and one small group a day, can also be in charge of a transition, small group can include being assigned to a center)
- Implement and evaluate with the cooperating teacher other activities and routines planned by the cooperating teacher
- Generate a calendar with cooperating teacher reflecting due dates for assignments in EDUC 502.
- Participate in planning meeting in preparation for Week 3
- Begin refining your curriculum unit
- Begin refining the design of a center project for your unit
- Write journal entry and submit in class on Wednesday
- Develop with cooperating teacher 2 activity plans that you will lead next week (one large and one small) Get feedback and approval from cooperating teacher.
- Plan Behavior Guidance Plan if doing it this rotation

Week 14 April 16 - 20 (Week 3 in 2nd Rotation, Lead Teaching begins!)

- Begin lead teaching responsibilities (lead teaching means taking the primary responsibility for planning, implementing, and evaluating all classroom activities including individualizing for children with special needs with input from the cooperating teacher and teaching assistant)
- Implement center project
- Lead planning meeting in preparation for Week 14
- Complete journal entry at the end of the week

- Begin documenting your unit and think about a documentation panel/bulletin board
- A professional dilemma is due if submitting one this rotation
- Write 5 activity plans for next week and submit reflections from 5 taught the previous week.

Week 15 - April 23 - 27 (Week 4 in 2nd Rotation, Continue lead teaching responsibilities)

- *Assist* cooperating teacher in planning, implementing, and evaluating all activities
- Continue to implement and evaluate center project or behavior guidance plan
- Participate in planning meeting in preparation for Week 16
- Submit reflections from 5 activities taught last week.

Week 16 April 30 - May 2nd (Week 5 in 2nd Rotation Continue lead teaching May 3 and 4 if make-up days needed) THE END! YEAH!!!

- *Assist* cooperating teacher in planning, implementing, and evaluating all activities
- *Independently* plan, implement, and evaluate one large group and one small group for 3 days day
- Participate in an end-of-placement evaluation meeting and complete evaluation forms
- Final Curriculum Unit And Individualization Plans Due
- Large and small group activity plans with reflections due
- Parent and Faculty Meeting Reflections from this rotation due
- Submit Time Log as documentation of completion of hours
- Self-Assessment due
- Behavior Guidance or Center project due
- Complete the documentation panel/bulletin board this week if not already completed

Appendix A

Time Log
Sample Letter of Introduction
Journal Format
Self-Assessment
Sample Assessment Report Form
Sample Professional Dilemma
Weekly and Daily Activity Plan Forms

Preschool Time Log
 Child Development and Family Studies Program
 School of Education/University of North Carolina at Chapel Hill

Student _____

Cooperating Teacher _____ School/Program _____

University Supervisor _____

First Day _____ Last Day _____ Total hours _____

Complete the log by writing in the number of hours in the school each day and brief description for absences (e.g., holiday, spring break, etc.). Each day must have written response. Both cooperating teacher and student teacher must sign.

Week of: Monday Tuesday Wednesday Thursday Friday	Week of: Monday Tuesday Wednesday Thursday Friday
Week of: Monday Tuesday Wednesday Thursday Friday	Week of: Monday Tuesday Wednesday Thursday Friday
Week of: Monday Tuesday Wednesday Thursday Friday	Week of: Monday Tuesday Wednesday Thursday Friday
Week of: Monday Tuesday Wednesday Thursday Friday	Week of: Monday Tuesday Wednesday Thursday Friday

Cooperating Teacher _____ Date _____

Student Teacher _____ Date _____

Kindergarten Time Log
 Child Development and Family Studies Program
 School of Education/University of North Carolina at Chapel Hill

Student _____

Cooperating Teacher _____ School/Program _____

University Supervisor _____

First Day _____ Last Day _____ Total hours _____

Complete the log by writing in the number of hours in the school each day and brief description for absences (e.g., holiday, spring break, etc.). Each day must have written response. Both cooperating teacher and student teacher must sign.

Week of: Monday Tuesday Wednesday Thursday Friday	Week of: Monday Tuesday Wednesday Thursday Friday
Week of: Monday Tuesday Wednesday Thursday Friday	Week of: Monday Tuesday Wednesday Thursday Friday
Week of: Monday Tuesday Wednesday Thursday Friday	Week of: Monday Tuesday Wednesday Thursday Friday
Week of: Monday Tuesday Wednesday Thursday Friday	Week of: Monday Tuesday Wednesday Thursday Friday

Cooperating Teacher

Date

Student Teacher

Date

**Sample Letter of Introduction
Spring 2005
Child Development and Family Studies Program**

Date

Dear Families,

My name is _____ and I just wanted to introduce myself once again. I am a (senior or B-K license only student) in the Child Development and Family Studies program at the University of North Carolina at Chapel Hill. I was in your child's classroom last fall one day a week. This semester I will be completing student teaching in your child's classroom from January 11 through March 22, 2007. I will be in the room every day. I will be completing three weeks of lead teaching beginning February 26 and ending March 16. I plan to graduate (if senior) (or) complete my course of studies for the license program if you are a B-K license only student) in May and apply for my initial Birth- Kindergarten teaching license in North Carolina.

I am really pleased to have the opportunity to work again with _____(cooperating teacher) and _____(assistant teacher/s) and the children in this classroom. I met many of you last semester and look forward to working with all of you this semester. If you have questions or concerns about my work, please contact _____(cooperating teacher) or me at _____(school contact information).

Sincerely,

Your Name

This is a sample letter of introduction. Please add the appropriate information (your name, the cooperating teacher's name, dates you will be in the classroom, school name and contact information, etc.). Also, feel free to make the letter your own by including additional information and rewriting it in your own style! If you have a large number of Hispanic children you will want to have your letter translated into Spanish.

Journal Entry Form
Child Development and Family Studies Program
School of Education/University of North Carolina at Chapel Hill

Student: _____ **Week:** _____

The purpose of the journal is to provide an opportunity to reflect on practice teaching experience. The journal is intended to provide the student with an opportunity to reflect on his/her teaching experience and working with professionals and families of young children. Topics may include (a) summary of roles and responsibilities, (b) positive aspects of teaching experience for the week, and (c) aspects of your teaching or experience which most need improvement. Also please use the journal as an opportunity to share questions/concerns.

Sample Professional Dilemma

My internship classroom has fourteen children ranging in age from three to five years old. Of these fourteen, three have diagnosed special needs. In addition to the lead teacher there is a full time assistant and often a student volunteer in the classroom. A good deal of time is devoted to child-initiated activities and the environment is minimally structured. The children's developmental levels encompass a wide range.

In order to function optimally, my target child, Ben, needs additional structure and adult facilitation. While Ben can verbally imitate others, he does not participate in interactive dialogue. As a result, he has difficulty initiating and maintaining play with the other children, as well as reading social cues. He often wanders away from the group or approaches one of the other children in a way that is physically inappropriate. Examples of this are pushing another child, hugging another child without permission, and taking things away from a classmate without asking. The majority of his goals and objectives are social and communicative in nature, and are very specialized.

My dilemma focuses on meeting Ben's individual needs and goals, which call for additional adult facilitation and structure, within the larger classroom environment. Many of Ben's goals require one-on-one teacher attention, which presents difficulties for teachers in implementing and monitoring them throughout the day. It is difficult, in the midst of a busy preschool classroom, to meet each child's goals in an optimal fashion.

Sample Behavior Guidance Plan -1

Objectives

1. M.K. will be able to follow the classroom rules for carpet time.
2. M.K. will be able to focus and follow directions during small group activities.
3. M.K. will work on and complete individual assignments and tasks with minimal adult prompting.

Strategies

Objective one:

- Teacher will catch M.K. behaving appropriately and give intense positive reinforcement.
- Teacher will use M.K. as an example for the rest of the class as a model of appropriate behavior and give him special recognition.
- One-on-one praise will be given after a particularly good carpet time.

Objective two:

- Teacher will sit M.K. next to them to reduce the number of distractions and provide better opportunity for behavior guidance and reinforcement.
- Teacher will give verbal and physical promoting to direct M.K.'s attention to the activity. As time progresses, the frequency of adult promoting will diminish.
- Teacher will give M.K. small "teacher helper" jobs, such as helping pass out materials, in order to direct his attention to the task and ignite interest.

Objective three:

- Transitions to work tables will be made smoother and quicker to reduce the waiting time and opportunity to lose focus.
- Before beginning the activity, teacher will give M.K. individual praise and encouragement for the hard work he is about to do.
- Verbal praise will consistently be given to reinforce M.K. for following directions and independently completing the work or task at hand.
- Teacher will reinforce M.K.'s work in the form of high-fives, pats-on-the-back, special recognition, and thanks from the teacher for doing his job.
- If needed, the teacher will move M.K. to a different work area that will minimize distractions.

Sample Behavior Guidance Plan - 2

Objectives

1. IW will be able to participate in circle activities that require all children to do a task.
2. IW will begin to establish and follow an acceptable bathroom routine before naptime that includes a reward system.
3. IW will be able to participate appropriately with his peers when working or playing in a group.
4. IW will be able to wait patiently for a turn with a task or object.

Strategies

Objective one:

Teacher will position IW near her during circle time to minimize distractions.

Teacher will use verbal and physical contact to prompt IW's participation during circle activities. This prompting will decrease while praise and thus, reinforcement on his behavior increases.

If needed, the teacher will verbally and physically cue IW when in close proximity during an activity where his participation is desired.

Objective two:

IW will recognize his boundaries for his bathroom routine. In order to receive books during nap, he must first follow verbal prompting for toileting routine.

After successful toileting, he may pick two books from the library. After he has rested quietly during the class' book on tape, he will receive a stuffed animal to sleep with. Each action must happen before a reward is received.

Objective three:

Teacher will praise IW when she observes him playing appropriately with peers.

Teacher will help IW solve his problems with peers verbally in a positive way, so that he does not feel at fault in every instance.

Teacher will give IW two choices with consequences to choose from if he cannot make a positive action when working with peers.

Objective four:

Remind IW often about taking turns and sharing when he has an object of desire or not.

Give IW verbal praise or physical praise in the form of high-fives or hugs when he asks for a turn, patiently waits for a turn or shares something he has.

Teacher will use choices and consequences strategy with IW if he cannot do one of the above when interacting with peers.

Daily Activity Plan
Child Development and Family Studies Program

Name of the Activity:

Cooperating Teacher Signature/Date:

Date(s) of Implementation:

Curriculum Source: *(Where did you get this idea? Did you get it from the cooperating teacher, a book, from class or did you make it up? Specify the source).*

Developmental Objectives:

Materials or Equipment:

Methods/Procedure:

Adaptations for Individual Children: *(The child you are adapting for does not need to have an identified IEP. For example, you can note here a child who needs to sit next to you in the small group or circle).*

Reflective Teaching Evaluation:

Weekly Lesson Plan
Child Development and Family Studies Program

Daily Schedule	Monday	Tuesday	Wednesday	Thursday	Friday
(times and schedule blocks)					

This is an example of a weekly planning form. Each cell of the table can be filled in with information about each activity in the daily schedule (such as the name of the activity, adult roles, location of the activity, etc.). If your cooperating teacher has a weekly planning sheet, feel free to use it instead of this sample. If you choose to use this form, you will need to create it on your computer in a size that will accommodate the information you wish to include.

STUDENT TEACHER SELF-ASSESSMENT
Child Development and Family Studies Program
School of Education/University of North Carolina at Chapel Hill

Student Teacher: _____ Date: _____

Provide a brief narrative response to each of the following descriptors. The completed self-assessment is due May 1st. Attach additional pages if extra space is needed.

AS A CARING PROFESSIONAL:

Discuss your success in developing positive relationships with cooperating teachers, students, and other members of the school's faculty and staff. Mention ways that you have contributed to the school community.

An educator impresses, positively or negatively, students and colleagues. Comment in this regard concerning your enthusiasm, poise, disposition, judgment and tact, and your ability to add to a positive learning climate in the classroom.

AS AN EFFECTIVE PRACTITIONER:

Discuss how you utilized each of the following classroom management elements: planning, evaluation, environment, positive guidance, and record keeping

Discuss how you used the available instructional time to the best advantage insuring that individual needs were met, students were active learners, and learning activities were relevant and meaningful.

Comment on your ability to plan, implement, and evaluate activity plans, individualization plans, and curriculum units.

AS A CRITICAL THINKER:

Discuss your academic competency as it has related to your teaching experience and on your immediate and long-term professional goals.

Discuss the specific experiences of your student teaching that, upon reflection, contributed most to your development as a teacher. Mention, too, those aspects of your teaching that need further development.

Student Teacher/Date

University Supervisor/Date

Appendix B

Student Teaching Performance
On-Site Feedback Form
Evaluation of Student Teacher
Evaluation of the Student Teaching Site
Evaluation of the University Supervisor

Student Teaching Performance
Child Development and Family Studies Program
School of Education/University of North Carolina at Chapel Hill

Student Name _____

Address _____

Social Security # _____

PRESCHOOL KINDERGARTEN SEMESTER: _____

Site: _____

Dates/Hours: _____

Cooperating Teacher Signature: _____

Performance was Successful Unsuccessful

Comments:

University Supervisor Signature: _____

Return to: Jane Smith
School of Education
105 Peabody Hall, CB# 3500
University of North Carolina
Chapel Hill, NC 27599

On-Site Feedback Form
Child Development and Family Studies Program
 School of Education/University of North Carolina at Chapel Hill

Student Teacher _____ Date _____

Site _____

Enthusiasm 1 2 3 4 5 X _____

Preparation 1 2 3 4 5 X _____

Positive Guidance 1 2 3 4 5 X _____

Confidence 1 2 3 4 5 X _____

Reception 1 2 3 4 5 X _____

1=excellent; 2=very good; 3=satisfactory; 4=needs improvement; 5=unacceptable; X=not observed

Things that worked (Strengths)	Questions and Suggestions (Things to be Improved)

University Supervisor

Student Teacher

Evaluation Of Student Teacher
Child Development and Family Studies Program
School of Education/University of North Carolina at Chapel Hill

Student Teacher _____ Date _____

School _____ Preschool Kindergarten

Evaluator: Cooperating Teacher University Supervisor Evaluation: Mid-rotation Final

VE—Demonstrates the behavior in a very effective and consistent manner

E—Demonstrates the behavior in an effective manner

NI—Demonstrates the behavior but needs improvement

N—Does not demonstrate behavior

NA—Not applicable at present time

As an Effective Practitioner, the Student Teacher:	VE	E	NI	N	NA
• Demonstrates effective daily lesson planning and unit or long range planning					
• Materials are ready in advance					
• Opportunities are provided for independent exploration of materials					
• Strategies are based on, follow the lead of, and responsive to children's behaviors					
Establishes objectives appropriate to the level(s) of the students					
Uses a variety of learning activities and teaching strategies to meet individual and group needs					
• Instructions are age and developmentally appropriate					
• Advantage is taken of opportunities for incidental learning					
• Transitions are well planned and executed					
• Sufficient response time is allowed					
• Thoughtful planning for the role of teaching assistants and volunteers					
Demonstrates assessment/diagnostic skills.					
• Uses evaluative techniques appropriate to the stated objective					
• Teacher can articulate purpose of activity					
• Systematic procedures used to measure behavior					
• Data collection occurs					
Demonstrates the ability to develop and maintain records of student					
Is effective as a manager of classroom behavior					
• Natural reinforcers are delivered systematically, consistently, enthusiastically, and in a natural style					
• Is able to handle disruptive situations.					
• Natural reinforcers are used whenever possible					
• Child's attention is redirected from an inappropriate activity or interaction to a more appropriate one					
• Appropriate object that meets the child's needs and purpose is substituted for an inappropriate one					
• Choices are given so children have some control over their actions and activities					
• Appropriate interaction skills are taught, guided and supervised					
• Is reliable, dependable, and punctual					
	VE	E	NI	N	NA

As a Caring Professional, the Student Teacher:					
Has a good rapport with students					
Encourages development of self-control and self-direction among students.					
Promotes and maintains a positive emotional climate					
Relates well with other teachers and school personnel.					
Relates well with parents					
Is well groomed and professionally dressed.					
Appears to like students and enjoy teaching					
As a Critical Thinker, the Student Teacher:					
Communicates effectively with appropriate verbal and written language.					
Responds positively to suggestions, criticism, and evaluation					
Able to reflect on student achievement and behaviors and make adjustments to increase student success and motivation					
Is able to reflect on personal teaching behaviors and plan for professional growth					
Shows initiative and willingness to assume responsibility.					
Demonstrates knowledge and skill of major field of study					
Perseveres in the face of difficulties					

Relative to other beginning teachers, this individual rates:
 Top 10% Top Third Middle Third Lower Third

Additional Comments:

_____	_____
Cooperating Teacher	Date
_____	_____
University Supervisor	Date
_____	_____
Student Teacher	Date

Evaluation of the Student Teaching Site
Child Development and Family Studies Program
School of Education, University of North Carolina at Chapel Hill

Student: _____ Semester: _____

Cooperating Teacher: _____

Site Address: _____

University Supervisor: _____

Please rate the following characteristics of your practice teaching site.

1 = poor

3 = acceptable

5 = excellent.

1. Availability of cooperating teacher

1 2 3 4 5

2. Quality of feedback received

1 2 3 4 5

3. Quality of support in completing written assignments (IEPs, assessment report, activity plans, etc.)

1 2 3 4 5

4. What have you learned from this experience?

5. What hasn't this site provided that you wanted or needed?

6. General rating of this site?

1 2 3 4 5

7. Would you recommend this placement as a future CDFS site? Why or why not?

8. Other comments? (Use back if need more space)

Evaluation of the University Supervisor
Child Development and Family Studies Program
School of Education, University of North Carolina at Chapel Hill

Student: _____ Semester: _____

University Supervisor: _____

Please rate the following characteristics of your university supervisor.

1 = poor

3 = acceptable

5 = excellent

1. Availability of university supervisor

1 2 3 4 5

2. Quality of university supervisor's ability to refer to appropriate resources when requested

1 2 3 4 5

3. Quality of university supervisor in responding to questions about written assignments

1 2 3 4 5

4. University supervisor's knowledge of planning, implementing, and evaluating preschool and kindergarten classroom practices

1 2 3 4 5

5. Quality of university supervisor's methods of evaluating student progress

1 2 3 4 5

6. Quality of advisor's ability to inspire continuing professional development

1 2 3 4 5

7. Additional comments that may be used to improve the quality of supervision received by student teachers

Appendix C

Birth-Kindergarten Competencies Addressed in EDUC 502

Synthesis and Evaluation Statement Rubric

Synthesis and Evaluation Statement (SES) Example

Core Standards and Competencies met in Student Teaching
Child Development and Family Studies Program
School of Education/University of North Carolina at Chapel Hill

Core SOE standards and dispositions met in this course, as a result of the seminar assignments and supervised internship experiences, are listed below.

SOE CORE STANDARDS Preparing Educational Leaders for Equity and Excellence in a Democratic Society

- 1: Candidates possess the necessary content knowledge to support and enhance student development and learning.
- 2: Candidates possess the necessary professional knowledge to support and enhance student development and learning, including meeting student needs across physical, social, psychological, and intellectual contexts. Candidates incorporate a variety of strategies, such as technology, to enhance student learning.
- 3: Candidates possess the necessary knowledge and skills to conduct and interpret appropriate assessments.
- 4: Candidates view and conduct themselves as professionals, providing leadership in their chosen field, including effective communication and collaboration with students and stakeholders.

SOE CORE DISPOSITIONS

5. Candidates will exhibit behavior that demonstrates a belief that all individuals can develop, learn, and make positive contributions to society
7. Candidates will exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.

NC Department of Public Instruction Birth to Kindergarten Guidelines and Competencies met in EDUC 502

Standard 1: Birth-Kindergarten professionals promote child development and learning for ALL young children with and without disabilities, including those at-risk.

Indicator 6: Understand that learning approaches are integrated and that interconnectedness among cognitive, social, emotional, linguistic, and physical development influence growth, development and learning for ALL children.

Indicator 8: Know the social and emotional needs, especially the importance of consistent, positive relationships, for the healthy development of ALL young children.

Indicator 9: Know the range of appropriate technological applications available to children and families.

Indicator 10: Understand the relationship between differing environmental or situational contexts and children's actions.

Standard 2: Birth-Kindergarten professionals understand assessment processes including their goals, benefits and uses.

Indicator 1: Are aware of a variety of appropriate assessment tools and procedures and their purposes, including on-going observation, data collection and analysis.

Indicator 2: Are knowledgeable of informal and formal assessment procedures and the need for collaboration with families and other professionals.

Indicator 4: Understand that appropriate assessment is an embedded (rather than pull-out) process that supports children's development and learning.

Standard 3: Birth-Kindergarten professionals build family and community partnerships.

Indicator 1: Understand that families are the first and most important teachers and key decision makers for their children.

Indicator 2: Understand the characteristics of each child's family and community while developing programs in partnership that support development and learning.

Indicator 4: Understand the role of family as a partner in promoting the child's development, sharing information, making decisions, and implementing and evaluating program plans for their child.

Standard 4: Birth-Kindergarten professionals prepare for teaching and learning by connecting with ALL young children with and without disabilities including those at-risk and their families.

Indicator 1: Use positive, consistent relationships and supportive interactions as the foundation for their work with families and ALL young children.

Indicator 2: Guide and foster interactions (child-child, child-adult, adult-adult) that facilitate inquiry and discovery.

Indicator 3: Establish principles for guiding ALL young children's behavior, problem solving with children and fostering independence.

Indicator 4: Display warm, nurturing, respectful, and reciprocal interactions with families and ALL young children.

Indicator 5: Use responsive techniques to enhance social interaction among adults and ALL young children to create a caring community of learners.

Standard 5: Birth-Kindergarten professionals prepare for teaching and learning by conducting appropriate, on-going formal and informal assessments.

Indicator 1: Collect and synthesize relevant assessment information that informs practice.

Indicator 2: Share assessment information results with appropriate family members and professionals.

Indicator 3: Link assessment information to practice, including appropriate implementation of Individualized Education Plans (IEPs) and Individualized Family Service Plans (IFSPs).

Indicator 4: Use assessment information, including observation, to plan, implement, and evaluate program(s).

Standard 6: Birth-Kindergarten professionals prepare for teaching and learning by creating an integrated curriculum and responsive environment.

Indicator 1: Use play/active learning processes as a foundation for ALL young children's learning.

Indicator 2: Plan a suitable balance between child-initiated and adult-initiated activities.

Indicator 3: Create and adapt integrated, meaningful, challenging, and engaging developmentally supportive learning experiences.

Indicator 4: Implement and adapt developmental and functional curricula across all domains (including cognitive, physical, social, emotional, and language) in response to ALL young children's strengths, interests, needs and differing ability levels.

Indicator 5: Integrate content from disciplines that set the stage for subsequent academic development to include emergent reading, writing, mathematics the arts (visual art, music, movement, drama, dance), science, and social studies.

Indicator 6: Create and adapt developmentally supportive environments with attention to curriculum, interactions, teaching practices, and learning materials.

Indicator 7: Create, manage, and adapt environments with developmentally appropriate interpersonal, spatial, and temporal organization.

Standard 7: Birth-Kindergarten professionals support the learning of ALL young children with and without disabilities, including those at-risk.

Indicator 1: Accommodate individual learning styles, needs, and interests of ALL young children.

Indicator 2: Use strategies and tools that encourage ALL young children's problem solving, thinking skills, and developmental and social competence.

Indicator 3: Use appropriate technology, including software, multimedia, and assistive technology, to support and enhance the learning of ALL young children.

Indicator 4: Use a variety of naturally occurring routines and activities, and responsive and incidental teaching techniques to promote emergent skill development.

Indicator 5: Develop, implement and evaluate IFSPs and IEPs in partnership with families and other professionals.

Indicator 6: Facilitate effective transitions throughout the day.

Indicator 7: Use strengths-based practices as a focus for teaching and learning.

Standard 8: Birth-Kindergarten professionals recognize and respect individual differences in program planning and implementation.

Indicator 1: Create an environment that is reflective of the children in the classroom setting that honors diversity.

Indicator 2: Integrate cultural diversity and an anti-bias perspective throughout all instructional activities.

Indicator 3: Are sensitive to and meet the individual needs of children and families with differing backgrounds, i.e. linguistic, culture, geographic, ethnic, and socioeconomic.

Indicator 4: Are sensitive to, and meet the needs of children with different ability levels including those with disabilities and their families.

Indicator 5: Integrate IEP or IFSP goals throughout the daily routines and activities in a developmentally appropriate way.

Standard 9: Birth-Kindergarten professionals demonstrate respectful, reciprocal relationships with families and communities.

Indicator 1: Support families as the primary developmental context for their children's learning and development.

Indicator 2: Respect cultural preferences and socioeconomic influences when identifying family resources, concerns, and priorities.

Indicator 3: Respect diverse cultural values and family structures.

Indicator 4: Communicate effectively with families from diverse backgrounds.

Standard 10: Birth-Kindergarten professionals function professionally.

Indicator 2: Respect confidentiality and informed consent.

Indicator 3: Articulate the philosophies of the professional organizations that provide the guiding framework for birth-kindergarten practice (e.g., National Association for the Education of Young Children, Division of Early Childhood of the Council for Exceptional Children).

Indicator 4: Know and follow legal and ethical mandates, policies, and procedures related to services for young children and families.

Indicator 5: Serve in the roles as advocate, consultant, collaborator, and team member.

Indicator 6: Integrate knowledge and strategies from other professionals in designing and implementing learning activities.

Indicator 8: Use strategies such as reflective teaching, cooperative planning, problem solving, and collaboration with others, including therapists, assistant teachers, volunteers, and families, in order to advocate for recommended practices.

Indicator 9: Use a consultative model of service delivery and integrated therapies when appropriate.

NC - CORE TEACHER STANDARDS

1: Teachers know the content they teach.

2: Teachers know how to teach students.

3: Teachers are successful in teaching a diverse population of students.

4: Teachers are leaders.

5: Teachers are reflective about their practice.

6: Teachers respect and care about students.

NC - DIVERSITY STANDARDS

- 1: Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.
- 2: Teachers understand how students' cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.
- 3: Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well being of diverse learners.
- 4: Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.
- 5: Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.
- 6: Teachers of diverse students are reflective practitioners who are committed to educational equity.

NATIONAL TECHNOLOGY STANDARDS

- 3) Teaching, Learning, and the Curriculum. Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.
- 4) Assessment and Evaluation. Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.

SOE LiveText Portfolios

Description: Common rubric for SOE portfolio

Assessment

	Exemplary	Proficient	Unsatisfactory
Description of relationship to the principle/standard (33%) NC-CH-P1	Thoughtful, clear, description expressing relationship between artifact and principle/standard; principle/standard clearly identified	Clear description of artifact and principle/standard; some inference may be needed to understand relationship between artifact and principle/standard; principle/standard identified	Description provides insufficient detail; artifact does not relate to principle/standard
Analysis (33%) NC-CH-P1	Perceptive, clear analysis; correct use of professional concepts; strengths of artifact and/or areas to improve clearly identified and discussed; analysis explicated through SOE Conceptual Framework	Analysis provided using appropriate professional concepts; artifact and/or areas to improve identified and discussed; analysis linked to SOE Conceptual Framework	Analysis provides insufficient detail on professional concepts, discussion of artifact, areas of improvement and/or SOE Conceptual Framework
Reflection (34%) NC-CH-P1	Insightful, clear reflection indicating critical thought about principle; implications for future practice discussed; reflection explicated through SOE Conceptual Framework	Reflection indicates critical thought about principle; discussion of future practice included; reflection linked to SOE Conceptual Framework	Reflection provides insufficient detail of critical thought, future practice and/or SOE Conceptual Framework

Synthesis and Evaluation Statement (SES) Example

SOE Disposition 1: All Students Can Learn

Name:	Candidate A
Program:	Child Development and Family Studies
Date of submission:	April 10, 2005

Candidates will exhibit behavior that demonstrates a belief that all individuals can develop and learn.

Please complete a Synthesis and Evaluation Statement for the artifacts you have included to provide evidence that you comprehend, and can apply, Disposition 1.

To show my understanding of School of Education Disposition 1, All individuals can develop and learn and make positive contributions to society, I have selected three artifacts: entries from my observation notes in CDFS 50 (Artifact 1), my IEP from CDFS 61 (Artifact 2) and my guided reading lesson and reflection from EDUC 502 (Artifact 3). These documents show my growth in the ability to assess individual needs and then to address them. Assessing and addressing individual needs demonstrate my belief that all children, with appropriate instruction, can develop and learn.

Artifact 1 from my CDFS 50 class shows my beginning understanding of Child Development and the idea that all children can learn. The highlighted portion on November 10 shows that I thought it might be inappropriate to teach kindergarteners to read. I was alarmed by how academic kindergarten was. On November 17 (highlighted) I still have reservations, but reflect upon my observations of two children in Ms. Green's class. I am beginning to notice that with modified assignments, these two children who are behind the other children in the class are making progress. And that literacy activities are embedded in the centers in the room, that is the class is not strictly academic. A light bulb finally goes on when I observe "Bob" (not his name) on November 24. My previous observations of Bob led me to wonder if he was making progress, but on this day I watched him read his graded reader with the teacher and he did it. He still was not at the same reading level of the class, but with modifications and special one-on-one instruction with the teacher he was making progress. I understood that trying to teach at the same level to the entire class was not appropriate, but with individualized instruction all children can learn.

Artifact 2 shows my ability to develop goals for a child with special needs at my practicum site. I was able to assess this child using several instruments and then wrote goals and objectives that were embedded in the daily routines of the child's pre-school class. I began working on these goals with this child and was able to visibly see his learning.

Artifact 3, is from the spring of my senior year when I began writing my own lesson plans and really understood the need for modifying assignments for all the children in my class and in particular the children with special needs. I understood that by doing so I was making it possible for all children to learn. My University supervisor praised my plan (see hard copy of her comments) for ensuring that "Sue" and "Raffie" would learn three new sight words, and how I approached this task in a unique way. We sang, danced and acted out the words. My reflection paper shows my joy in the success of this lesson and the affirmation of my belief that Sue and Raffie could indeed learn these words.

As I move toward graduation and hopefully find a kindergarten job I will continue to develop my understanding of assessment strategies and different teaching techniques, I am sure I will grow even stronger in my ability to provide the right instruction to help each child develop. I will especially attend to Vygotsky's Zone of Proximal Development and the idea of instructional level, so that each child has the potential to make progress because I have given him or her tasks for success. I will also

keep Gardner's Multiple Intelligence Model in mind as I look for strengths in all my students and how I can use their individual strengths to move them forward in their learning.