

What Makes Good Early Childhood Teachers

Sally Cartwright

I spent a remarkable month in New Zealand, where I visited, among other things, five kindergartens. When I mentioned the National Association for the Education of Young Children, teachers in Invercargill, Christchurch, and Wellington said in effect, "Oh, yes! Lilian Katz! A great help to us!" Was I pleased! And I knew at once we'd speak the same language. I felt at home in any case, for their kindergartens—children, space, equipment, materials, and programs—are much like ours, with the same delight and challenge we have in the States.

One challenge that New Zealand schools share with ours is finding first-rate teachers. As I talked with teachers and friends, we agreed it's more than love for children, more than training and experience that make a good teacher. We felt a teacher's maturity and deeply held values are of major importance, and the most important values are kindness, courage, and integrity, in that order.

We decided kindness means *heart*, in helping others to help

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themselves; courage means working through whatever odds for what you most care about; and integrity means a well-knit personality combined with honesty in all you do. It means, as Polonius told his son, "To thine own self be true, and it must follow as the night the day, thou canst not then be false to any man" (*Hamlet*, 1.3).

* * *

To live by values requires maturity. This includes, first of all, inner security, self-awareness, and integrity.

Inner security. Barbara Biber wrote 50 years ago, "A teacher needs to be a person so secure within herself that she can function with principles rather than prescriptions, that she can exert authority without requiring submission, that she can work experimentally but not at random, and that she can admit mistakes without feeling humiliated" (Biber & Snyder 1948). One discerns these qualities in a teacher neither by résumé nor interview, but by observing her at work with children. Particularly watch for the qualities Biber mentions. And watch how the teacher encourages the children. When and how do they come to her? Are the children deeply involved in their play and work? How do they cooperate with each other? Is there a sense of warmth and humor as well as purpose among the children? Questions are endless. Keen observation requires attentive experience. Clear and consistent evidence of a teacher's inner security is truly important for good teaching.

Self-awareness. Because of its major importance, I began with the need for personal integration, or inner security, and shall come around to it again when I mention *detachment*. However, as teachers develop self-awareness, they improve in each quality mentioned as well as in self-evaluation. Teachers can help each other gain self-awareness through constructive criticism, with mutual trust and

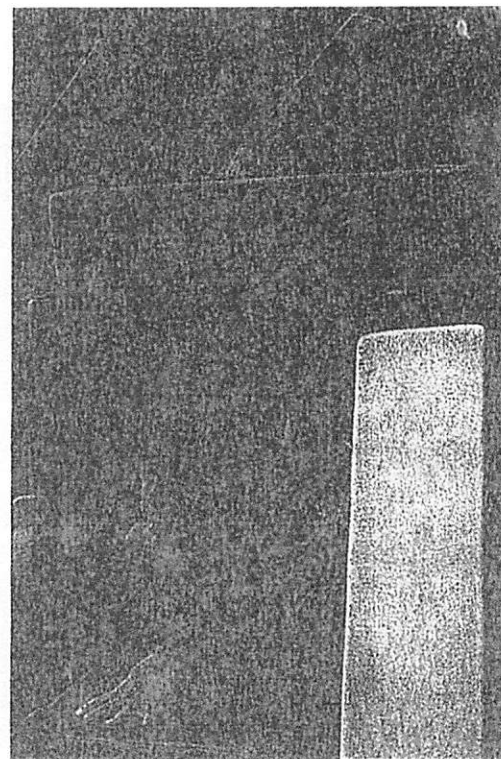
respect. Quiet reflection and professional counseling often help as well. A truly fine teacher knows what's at work inside her. She will have searched and brought to light salient, unconscious factors in herself. She's aware of their influence in the classroom and controls them as needed.

Integrity. My New Zealand friends and the quote from *Hamlet* speak well to integrity as meant here. Moreover, integrity is implicit in the educational philosophy of child growth through developmental interaction; it is implicit in NAEYC's position statement on developmentally appropriate practice (Bredenkamp & Copple 1997, 3). Honesty and fairness when dealing with children is paramount. And in our present society, perhaps it is a quality worthy of attention before it becomes an endangered species.

A theoretical ground. Good teaching presupposes a conceptual framework in which to see children. I incline toward the developmental-interaction point of view put forward by Bank Street College of Education in *Education Before*

Five (Boegehold et al. 1977). I feel it is the most useful foundation and guide for helping youngsters learn at their best in and for a democratic society. The word *development* suggests a continuing, complex process of growth and learning, while *interaction* occurs between the child's emotional, physical, and cognitive growth and between the child and his expanding physical and social environment. The stress is on *integrative* action by the children. Developmental-interaction is clearly aligned with NAEYC's developmentally appropriate practice.

General knowledge with an emphasis on environmental science, community, and young children's books. A good teacher of children younger than first grade should have the ability to impart the information needed for responsible citizenship in a democratic community. This includes having at least a college graduate's general knowledge, or its equivalent, and effective access to the



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media, libraries, and the Internet. Young children learn social and academic skills through daily classroom experience. And teachers today must also steer young children toward a caring respect for our physical environment. Further, the teacher's understanding of community is essential for developing cooperative learning in her classroom. It is through cooperative learning experience that children come to understand the benefits and responsibilities of a democratic community.

Good teachers know that, aside from their attainment of needed skills, young children do not require proficiency in traditional academic subjects. The important thing is not *what* they study, but *how* they learn. Good teachers know the value of a child's innate curiosity and deep satisfaction in the learning process. Let no school dampen a child's interest and joy in learning! And children soon know the value of firsthand experience. Einstein said, "Learning is experience. The rest is information." "Spot on!" as they say in New Zealand, meaning, "just so!"



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The teacher's able selection of picture books and her daily reading aloud to the children are essential parts of the reading-readiness program for four- and five-year-olds. (Fours, as well as fives, attend New Zealand kindergartens.)

Warmth and respect for the child. Good teachers show unfailing warmth, respect, and courtesy to children as a group and to each child as a unique and unrepeatable human being. Helping a child to make constructive, independent choices toward self-disciplined creativity depends very much on our genuine, total, and caring respect for that child and her way of working, her way of learning. Such respect cannot be accomplished without a teacher having a very real knowledge of child development as well as the qualities of inner security, self-awareness, and integrity.

Integrity and respect invite discretion. For a teacher to have good rapport with a child and her parents, she must keep their concerns confidential. If a specific problem requires professional discussion, the teacher explains this to the parents as well as to the child, in terms the child can understand. Respect for the pri-

vacy of the child and her family is essential to gain their trust.

Trust in the child. An outstanding characteristic of the good teacher is her ability to trust each child to find his own way toward personal integrity, acceptable behavior, and good learning purpose and ultimately to realize his unique potential. Genuine trust in a child depends on fundamental knowledge of child development and keen observation of the individual child. It depends on a teacher understanding the importance of carefully chosen structure for the learning environment. And it depends on an intuitive knowledge of the child in the learning situation.

Trust and respect for the child go hand in hand. Both demand a keen perception of the child's capacities and limits.

Unconditional caring. A good teacher cares about a child not because she needs to care for someone but because she knows intuitively that this child at this moment requires warm and close concern. She seeks nothing but the child's hopeful development in return.

Good teachers are approachable and friendly. They listen well, give

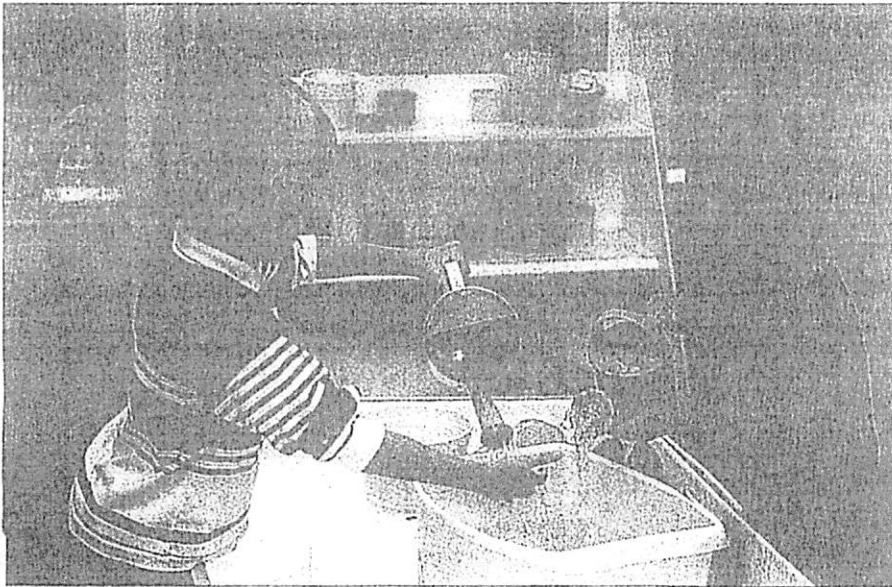
warm support as needed, and share in laughter with, not *at*, the children.

Good teachers are keenly aware of emotional and physical safety for each child. Care is shown in constructing the environment for learning by the careful choice of equipment, materials, and spatial arrangements and a consistent, predictable program.

Children need unconditional approval: deep, steady, warm approval. A good teacher may condemn a child's words or actions, but not the child herself. While sometimes critical of *behavior*, a good teacher backs the *child* with her heart, *and the child knows it*.

Intuition. Contrary to strictly linear thinking, which Western science has insisted upon since Isaac Newton's *Principia* in 1687, intuition, a nonreasoning, often sudden, gut approach to thinking, is now gaining credence even among scientists. For many of us it often sways our thinking. Why? Mainly because it *feels* right and it works. A well-balanced, mature, and keenly observant teacher *knows in her bones* how to be with a child. Later she may defend her actions with reason. Einstein said, "Imagination is more important than knowledge," and imagination lives with intuition.

Detachment. Professional detachment allows respect, trust, and unconditional love to come through to the child. On the surface, detachment and love may seem a paradox, but precisely the opposite is true. A teacher with inner security and mature self-awareness, a teacher at ease and fulfilled by her own adult development, does not impose her personal needs onto her relationships with children. A teacher's detachment allows her to feel empathy without projection; she does not naively attribute her own unconscious,



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negative feelings to the children. Detachment gives children psychological space. It deters sarcasm and contempt, which are crushing to a child. Detachment helps a teacher test and use her knowledge of child development with a degree of wisdom.

Laughter. One sign of detachment is often delightful humor, and humor in the classroom is important. It signals enjoyment. It invites friendship. It often opens the way for cooperative learning. While shared humor lights the morning, laughing at a child's expense should be nipped at once. Affectionate laughter is an indispensable quality in good teaching.

A model for children. Teachers, like it or not, are models of emotion, thought, and behavior for the children in their care. A substantial part of a child's learning is modeling, copying, and trying to think, feel, and be like persons consistently close at hand and dear to the child. To the degree that a teacher fills a child's needs and is loved by him, she will personify values and behavior that touch him deeply, often throughout his life. The personality of a teacher, her instinctive kindness, her deep integrity, her lively interest in life and learning, will all affect the children. It's a sobering responsibility, an inspiring challenge.

* * *

Whether in our country or half-way around the world in New Zealand, we do need good teachers. And, as Barbara Biber has said, "Good teaching requires a fine blend of strength and delicacy" (Biber & Snyder 1948). Besides



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love for children, besides training and experience, a teacher's respect for and trust in each child support that fundamental, child initiative, which is crucial for good learning. A teacher's inner security and self-awareness, mutually beneficial, form a foundation for caring and detachment.

Teaching young children should be grounded in developmental learning theory: humor is best wo-

ven throughout; and the teacher, particularly as a model for children, must somehow unite all these qualities within herself. They form a good mix—with my New Zealand friends' values of kindness, courage, and integrity—to promote child learning at its best. One need only add the teacher's joy and frustration, her patience, sensitivity, perseverance, wisdom, and, immeasurably important for young children, her humility.

References

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- Boegehold, B.D., H.K. Cuffaro, W.H. Hooks, & G.J. Klopff. eds. 1977. *Education before five*, 45-52. New York: Teachers College Press.
- Bredenkamp, S., & C. Copple, eds. 1997. *Developmentally appropriate practice in early childhood programs*. Rev. ed. Washington, DC: NAEYC.

For further reading

- Biber, B., E. Shapiro, & D. Wickens. 1971. *Promoting cognitive growth from a developmental-interaction point of view*. Washington, DC: NAEYC.
- Katz, L.G., & D.E. McClellan. 1997. *Fostering children's social competence: The teacher's role*. Washington, DC: NAEYC.
- Shapiro, E., & B. Biber. 1972. The education of young children: A developmental-interaction approach. *Teachers College Record* 74 (1).

WHAT GOOD TEACHERS ARE MADE OF

Developmentally Appropriate Practice in Early Childhood Programs—Rev. Ed.

S. Bredekamp & C. Copple, Editors

This NAEYC publication spells out the principles underlying developmentally appropriate practice and provides guidelines for classroom decisionmaking. For all engaged in the care and education of infants and toddlers, 3- through 5-year-olds, or primary-grade children. NAEYC order #234/\$9 (ISBN: 0-935989-79-X)



KIDS WHO ARE DIFFERENT

Here's to the kids who are different,
The kids who don't always get A's,
The kids who have ears twice the size of their peers,
And noses that go on for days. . .

Here's to the kids who are different,
The kids they call crazy or dumb,
The kids who don't fit, with the guts and the grit,
Who dance to a different drum. . . .

Here's to the kids who are different,
The kids with the mischievous streak,
For when they have grown, as history's shown,
It's their difference that makes them unique

By: Digby Wolfe

What Coll would you use

How many learning centers are ^{in the} classroom

What speci / tradgy area would I add

How many children in the classroom

What centers did you leave out

Get along

Respect others

On task

Use quiet voices

Participate

Stay in your group!



Developmentally Appropriate Curriculum

Part I Foundations of Early Childhood Education

Week One (1) – August 13th 2014

Developmentally Appropriate Practice: An Evolving Framework for Teaching Young Children

Review Syllabus, Field Work, Activities, Class Orientation and Learning Opportunities

Read Chapter 1

In Class Writing Assignment- Am I ready to Teach? Becoming a Professional: Pre-Test

Class Discussion:

Review: Applying What you have Read and Practice for your Certification or Licensure Exam section, at the end of the Chapter

Week Two (2) – January 20th 2014 **Martin Luther King Jr. Holiday No Class**

Teaching and Learning in Developmentally Appropriate Programs

Read Chapter 2

In Class Writing Assignment: Developmental Domains, Learning Centers, DAP Defined.

Class Discussion: Field Assignments, What makes a program appropriate for young children?

Review: Applying What you have Read and Practice for your Certification or Licensure Exam section, at the end of the Chapter

Part II Setting the Stage for Learning

Week Three (3) – January 27th 2014

Planning and Implementing Small Group Activities

Read Chapter 3 **Choose 3 workshops to attend from StarNet Booklets**

Class Discussion: Field Assignments

In Class Assignment: Group work planning small group activities for young children.

Discuss Field Placements- Complete 3 service learning hours at field placement

Review: Applying What you have Read and Practice for your Certification or Licensure Exam section, at the end of the Chapter

Week Four (4) – February 3rd 2014



<i>Planning and Implementing Effective Group-Time Activities</i>	
Read Chapter 4	
Class Discussion	Multiple Intelligence Survey Due
In Class Activity - Create 2 activities. 1. Large and 1. Small Group (Use Activity Plan Template)	
Discuss Field Placements and Sites	
Review: Applying What you have Read and Practice for your Certification or Licensure Exam section, at the end of the Chapter	
Week Five (5) – February 10th 2014	Quiz # 1
<i>Organizing Space, Materials, and Time</i>	
Read Chapter 5	
Class Discussion and Activity: Setting up a class room environment	
Discuss Field Placements: Planning Special Activity for Lab Center Children	
Review: Applying What you have Read and Practice for your Certification or Licensure Exam section, at the end of the Chapter	
Week Six (6) – February 17th 2014	President's Holiday No Class!!!
<i>Child Guidance in Early Childhood Classrooms</i>	
Read Chapter 6	
In Class Assignment- How do you support Children's Play	
Class Discussion: Guiding Young Children in the ECE Classroom	
Discuss Field Placements	
Review: Applying What you have Read and Practice for your Certification or Licensure Exam section, at the end of the Chapter	
Week Seven (7) – February 24th 2014	
<i>Evaluating Guiding Children's Progress by Using Authentic Assessment</i>	
Read Chapter 7	
Class Discussion – The need and Importance for Assessment in ECE	
Discuss Field Placements-Complete 3 hours at field placement	
Review: Applying What you have Read and Practice for your Certification or Licensure Exam section, at the end of the Chapter	



Week Eight (8) March 3rd 2014	
<i>Strengthening Developmentally Appropriate Programs through Family Involvement</i>	
Read Chapter 8	
Class Discussion	Mid-Term Exam
Discuss Field Placements	
Review: Review: Applying What you have Read and Practice for your Certification or Licensure Exam section, at the end of the Chapter	
Week Nine (9) – March 10th 2014	
Part III. The Curriculum	
<i>The Aesthetic Domain</i>	
Read Chapter 9	
Class Discussion: Creativity and Aestheticism in the ECE classroom	
Discuss Field Placements	
Review: Applying What you have Read and Practice for your Certification or Licensure Exam section, at the end of the Chapter	
Week Ten (10) – March 17th 2014	
<i>The Affective Domain</i>	
Read Chapter 10	
Class Discussion:	In class Activity: TBA
Discuss Field Placements: Complete 3 hours of field work	
Review: Applying What you have Read and Practice for your Certification or Licensure Exam section, at the end of the Chapter	
Week Eleven (11) – March 24th 2014	
<i>The Cognitive Domain</i>	
Read Chapter 11	
Class Discussion – Cognitive activities to enhance Development	
Discuss Field Placements	
Review: Applying What you have Read and Practice for your Certification or Licensure Exam section, at the end of the Chapter	
Week Twelve (12) – March 31st 2014	



The Language Domain

Class Discussion – Language in the Early Childhood Classroom

Discuss Field Placements: **Create 2 Language Activities based on your theme**

Review: Applying What you have Read and Practice for your Certification or Licensure Exam section, at the end of the Chapter

Week Thirteen (13) – April 7th 2014

Quiz #2

The Physical Domain

Read Chapter 13

Bulletin Boards Due/Presentations Begin

Class Discussion: The importance of Physical activities in the curriculum

Discuss Field Placements: Complete 3 hours at Field Placement

Review: Applying What you have Read and Practice for your Certification or Licensure Exam section, at the end of the Chapter

Week Fourteen (14) – April 14th 2014

The Social Domain

Read Chapter 14

Spring Break No Class: Work on e-portfolios

Class Discussion

Discuss Field Placements:

teach

Review: To Learn More section at the end of the Chapter

Week Fifteen (15) – April 21st 2014

Part III. Integrating Curriculum

Integrating Curriculum Through Pretend and Construction Play

Read Chapter 15

Review for Final Project

In class Activity

Budgets Due: Presentation of Budgets

Week Sixteen (16) April 28th 2014

Individual Presentations: Curriculum Plan Analysis and implementation

Integrating Curriculum by Using Themes and Projects

In class assignment - Self Evaluations-

Read Chapter **16 e-Portfolios due by 10:00p to Professor Hunter bhunter@ccc.edu**



Class Discussion Final discussion about field work
Week Seventeen (17) - May 5 th 2014 Last Week of Class (You made it)!!!!
Final Class Discussion on the Principles of Preschool Education
Final Assignment: Evaluation and Student consultation
In class assignment: Your Next Steps as a Student and a Professional

STUDENT BUDGET WORKSHEET - INSTRUCTIONS

1. Before you begin, **make (3) or more copies**, of this form. You may use pencil on your worksheet, but be **SURE** it is easy to read.
2. On the lines on the left side of your Budget Worksheet, explain the **rationale** for needing services and materials that you have selected. **Summarize** – **DO NOT itemize**. The rationale should briefly describe how such items improve the environment and increase the quality of education and care of young children. For Example:

B. EQUIPMENT AND MATERIALS:

Blocks and Construction Toys	Cost
Explanation: Props for block play extend children's ideas and helps them to become more deeply engaged in exploratory and imaginative play. Toy vehicles, animals, trees, construction hats, construction play figures and vehicles will be added to facilitate children's play. Five prop boxes with varying themes will also be created.	\$500.00

3. As you can see, the box under Cost gives the **Total Cost** of items in the category on the left side of the budget worksheet Blocks and Construction Toys. Follow this example throughout the worksheet.

4. ORDER FORMS

NOTE: All items you request must be in keeping with the set up of your classroom, number of children you will serve and number of class rooms you will have open.

- Organize your purchases into the same **categories** as are on the Budget Worksheet and in the same **chronological order**, beginning with: Environment, Blocks and Construction Toys, Manipulatives, etc.
- YOU are responsible for using a **current** catalog, clarity and accuracy.
- Attach separate purchase order sheets for each vendor that you choose. Keep these points in mind:
 - Number the pages for each vendor.
 - Add up the total cost for each page and a grand total on the last page (or appropriate page) for each vendor. Double-check your math.
 - Please use a dark black pen to PRINT very clearly on your order forms. **ORDERS MUST BE LEGIBLE**. For changes use Whiteout instead of scratching out items.
- For every item:
 - ✓ Use the same name of objects as they appear in the catalog
 - ✓ Include the page number of each item.

5. **TOTAL EACH CATEGORY** of your Budget Worksheet and provide a **GRAND TOTAL** at the end. Be sure this number matches the sum of all of your orders and delivery costs. **Double-check your math!**

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Bulletin Board Assignment

You are on your way to becoming Professionals in the Field of Early Care and Education. You have completed twenty-five hours of child development and should be ready to implement all you have learned. A teacher that clearly understands children and how they learn should be able to create a bulletin board that is interactive and informative. In this class you will choose a topic/theme that you will plan activities around for young children.

Your bulletin board will depict your theme and have artifacts that the children you worked with throughout this semester created. Thus, you have to use your creativity (CD 149), vision and understanding of young children as you prepare for this assignment. Like most assignments this will take time and effort. More importantly it will show your ability to act and think professionally in the field of education.

You will need a presentation board and other supplies that will support your theme. Remember creativity is critical!

(Choose one of the listed topics to base your bulletin board theme)

Winter Season	Spiders
I'm me I'm Special	Five Senses
Dinosaurs	Sea Animals
Solar System	Barn Animals
Bears	Penguins
Families around the World	Jungle Animals
Cats	Winter Flowers
Whales	Zoo Animals
Puppies	Community Workers
Technology	Frogs
Farm Animals	

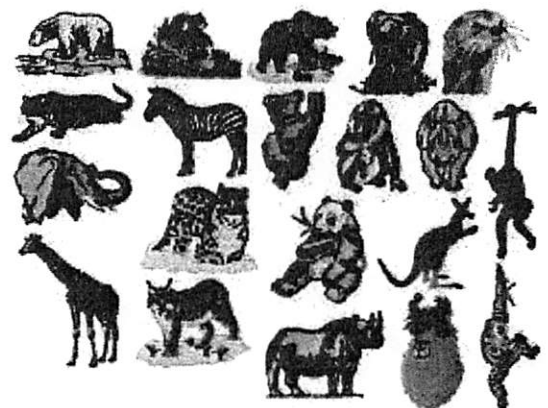
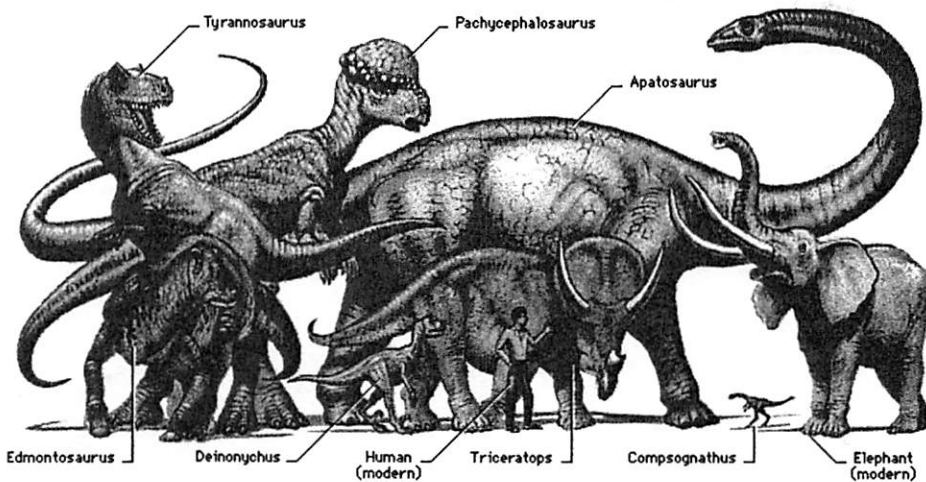
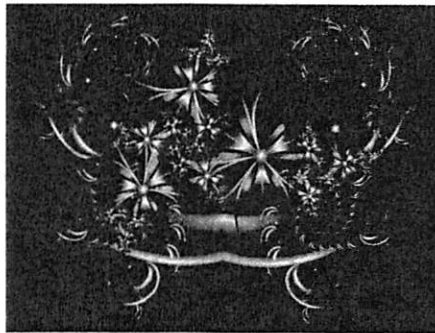
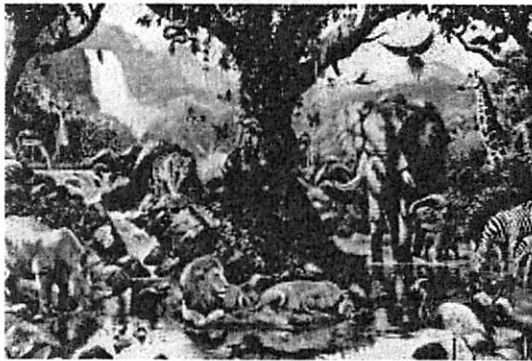
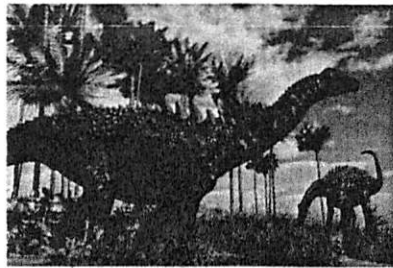
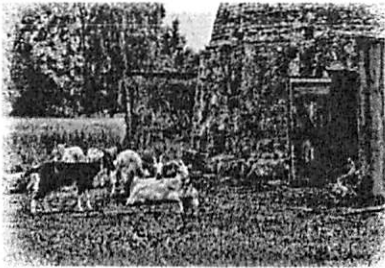
Be prepared to present your bulletin board and choose why you chose this specific topic to teach young children!

Bulletin Boards are due Monday April 7th 2014,
at the beginning of the class session!!

CD 258: Principles and Practices in Preschool Education

Themes for Bulletin Boards and E-Portfolio

Winter	Barn Animals	Bears	Penguins	Community Workers
Spring	Farm Animals	Cats	Puppies	Families around the World
Transportation	Jungle Animals	Butterflies	Whales	I'm me I'm Special
Five Senses	Sea Animals	Dinosaurs	Space	Winter Flowers
Spiders	Zoo Animals	(Frogs)	Solar System	Technology



dog owl hen

pig sheep cow horse

duck goat rooster



THE BASIC PRINCIPLES

**Focus on the situation, issue,
or behavior, not the person.**



**Maintain the self-confidence
and self-esteem of others.**



Maintain constructive relationships.



Take initiative to make things better.



Lead by example.



TABLE 1 Early Competencies that Form the Foundation for Future Learning

Developmental Domain	Examples of Significant Competencies Grounded in Early Childhood
Cognitive	<ul style="list-style-type: none"><input type="checkbox"/> Number concepts<input type="checkbox"/> Problem-solving strategies<input type="checkbox"/> Concepts of time, space, order, patterns, and categories
Linguistic	<ul style="list-style-type: none"><input type="checkbox"/> Language<input type="checkbox"/> Communication skills<input type="checkbox"/> Associating meaning and print<input type="checkbox"/> Emergent literacy
Social	<ul style="list-style-type: none"><input type="checkbox"/> Social awareness<input type="checkbox"/> Work habits and attitudes<input type="checkbox"/> Prosocial understandings<input type="checkbox"/> Development of conscience<input type="checkbox"/> Understanding expectations and rules
Emotional	<ul style="list-style-type: none"><input type="checkbox"/> Emotional awareness of self and others<input type="checkbox"/> Empathy<input type="checkbox"/> Coping strategies
Physical	<ul style="list-style-type: none"><input type="checkbox"/> Body awareness<input type="checkbox"/> Attitudes toward food/nutritional habits<input type="checkbox"/> Body image<input type="checkbox"/> Physical mastery—fine motor/gross motor

Student's notes for clarity

Bloom's Taxonomy at a Glance

Competence	Skills Demonstrated	Question Cues:		
Knowledge	<ul style="list-style-type: none"> • Observation and recall of information • Knowledge of dates, events, places • Knowledge of major ideas • Mastery of subject matter 	Choose Collect Complete Define Describe Examine Identify	Label List Locate Match Name Outline Quote	Recall Recognize Select Show State Tabulate Tell
Comprehension	<ul style="list-style-type: none"> • Understanding information • Grasp meaning • Translate knowledge into new context • Interpret facts, compare, contrast • Order, group, infer causes • Predict consequences 	Associate Change Classify Contrast Convert Defend Describe	Differentiate Discuss Distinguish Estimate Expand Explain Generalize	Infer Interpret Paraphrase Predict Recognize Summarize Translate
Application	<ul style="list-style-type: none"> • Use information • Use methods, concepts, theories in new situations • Solve problems using required skills or knowledge 	Apply Calculate Change Classify Complete Compute Demonstrate	Develop Discover Examine Experiment Illustrate Modify Operate	Participate Perform Plan Predict Relate Solve Use
Analysis	<ul style="list-style-type: none"> • Seeing patterns • Organization of parts • Recognition of hidden meanings • Identification of components 	Analyze Arrange Breakdown Categorize Classify Compare Connect Contrast	Debate Deduce Diagram Differentiate Discriminate Divide Explain Identify	Illustrate Infer Order Outline Relate Select Separate Subdivide
Synthesis	<ul style="list-style-type: none"> • Use old ideas to create new ones • Generalize from given facts • Relate knowledge from several areas • Predict, draw conclusions 	Arrange Categorize Classify Combine Compile Compose Constitute Create Design	Develop Devise Document Explain Formulate Generalize Generate Integrate Invent	Modify Organize Originate Plan Produce Rearrange Reconstruct Revise Substitute
Evaluation	<ul style="list-style-type: none"> • Compare and discriminate between ideas • Assess value of theories, presentations • Make choices based on reasoned argument • Verify value of evidence • Recognize subjectivity 	Appraise Argue Assess Compare Conclude Consider Contrast Convince Criticize	Decide Discriminate Evaluate Explain Interpret Judge Justify Measure Rank	Rate Recommend Relate Select Standardize Support Summarize Test Validate

Child Progress and Planning Report

Child's Name: _____ Date: _____

Teacher(s): _____ Family Member(s): _____

Summary of Developmental Progress:

SOCIAL/EMOTIONAL	COGNITIVE
Sense of Self; Responsibility for Self and Others; Prosocial Behavior	Learning and Problem Solving; Logical Thinking; Representation and Symbolic Thinking
PHYSICAL	LANGUAGE
Gross Motor; Fine Motor	Listening and Speaking; Reading and Writing
FAMILY COMMENTS AND OBSERVATIONS:	NEXT STEPS AT SCHOOL AND AT HOME:

Teacher(s) Signature: _____ Family Member(s) Signature: _____

The Creative Curriculum® Goals and Objectives at a Glance

SOCIAL/EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPMENT	COGNITIVE DEVELOPMENT	LANGUAGE DEVELOPMENT
<p>Sense of Self</p> <ol style="list-style-type: none"> 1. Shows ability to adjust to new situations 2. Demonstrates appropriate trust in adults 3. Recognizes own feelings and manages them appropriately 4. Stands up for rights <p>Responsibility for Self and Others</p> <ol style="list-style-type: none"> 5. Demonstrates self-direction and independence 6. Takes responsibility for own well-being 7. Respects and cares for classroom environment and materials 8. Follows classroom routines 9. Follows classroom rules <p>Prosocial Behavior</p> <ol style="list-style-type: none"> 10. Plays well with other children 11. Recognizes the feelings of others and responds appropriately 12. Shares and respects the rights of others 13. Uses thinking skills to resolve conflicts 	<p>Gross Motor</p> <ol style="list-style-type: none"> 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) 15. Shows balance while moving 16. Climbs up and down 17. Pedals and steers a tricycle (or other wheeled vehicle) 18. Demonstrates throwing, kicking, and catching skills <p>Fine Motor</p> <ol style="list-style-type: none"> 19. Controls small muscles in hands 20. Coordinates eye-hand movement 21. Uses tools for writing and drawing 	<p>Learning and Problem Solving</p> <ol style="list-style-type: none"> 22. Observes objects and events with curiosity 23. Approaches problems flexibly 24. Shows persistence in approaching tasks 25. Explores cause and effect 26. Applies knowledge or experience to a new context <p>Logical Thinking</p> <ol style="list-style-type: none"> 27. Classifies objects 28. Compares/measures 29. Arranges objects in a series 30. Recognizes patterns and can repeat them 31. Shows awareness of time concepts and sequence 32. Shows awareness of position in space 33. Uses one-to-one correspondence 34. Uses numbers and counting <p>Representation and Symbolic Thinking</p> <ol style="list-style-type: none"> 35. Takes on pretend roles and situations 36. Makes believe with objects 37. Makes and interprets representations 	<p>Listening and Speaking</p> <ol style="list-style-type: none"> 38. Hears and discriminates the sounds of language 39. Expresses self using words and expanded sentences 40. Understands and follows oral directions 41. Answers questions 42. Asks questions 43. Actively participates in conversations <p>Reading and Writing</p> <ol style="list-style-type: none"> 44. Enjoys and values reading 45. Demonstrates understanding of print concepts 46. Demonstrates knowledge of the alphabet 47. Uses emerging reading skills to make meaning from print 48. Comprehends and interprets meaning from books and other texts 49. Understands the purpose of writing 50. Writes letters and words

*Letter
flyer
permits
ship*

Grade each group with honesty, integrity and based on the facts.

Group Presentation Scoring System

OVERALL ORGANIZATION OF PRESENTATION

Excellent Well-structured and presented in a logical sequence, used time wisely
Good Mostly structured, precise but parts may be unconnected to the rest of the presentation.
Fair Somewhat structured but too much time spent on unimportant material. Disjointed sequence.
Poor Unstructured, strays from the subject. Much of the presentation out of logical order. Goes over time limit.

COMPREHENSIBILITY OF PRESENTATION

Excellent Clear and easily understood.
Good Mostly clear but some confusion in the presentation.
Fair Somewhat clear but leaves the listener a little lost.
Poor Unclear and confusing. Not understood.

OVERALL PRESENTATION OF DEBATE

Excellent Shows depth of thought and Group respect
Good Certain areas show depth of thought.
Fair Some understanding of subject but little depth.
Poor Shows a surface knowledge only.

USE A VARIETY OF PRESENTATION MATERIALS

Excellent Presentation materials were high quality and useful.
Good Most materials were of high quality with some questionable sources. Some variety.
Fair Some material was of high quality.
Poor No presentation materials, or material that was inadequate or too small to see.

TEAM COVERAGE OF REQUIRED TOPICS

Excellent Group members showed unity and respect for each others answers and comments. Each individual covered concerns raised by/through concept, as well as individual process. Personal experience was integrated where relevant and appropriate.
Good Most individuals covered concerns raised by/through concept, as well as individual process.
Fair A few of the individuals covered the material. Audience was left with minor questions.
Poor The team did not present the paper production in such a manner that the audience could follow or understand the process or the concept.

Detailed Assignment Descriptions

Curriculum Web: You will develop a curriculum web following the guidelines discussed in class. You will select a topic that is relevant for preschool children. It is best to think of three things that you believe children should know about a topic. For example, Farm Animals, What are all the different farm animals? What do they look like? How do they sound? Where do they live on the farm and what do they eat? Then you will plan activities in all the curriculum areas around this topic. The curriculum areas are described in chapter 10. Make certain that you include at least one cooking experience and one field includes 4 activities for each subject area. You also need to make certain that you are including 8 interest centers of the classroom (block, Dramatic play, science, math, etc.). Please think developmentally and age appropriate as you began planning your activities for young children. Once you have designed your web, brainstorm on as many activities that you can come up with from that topic.

Annotated Bibliography: Once you determined what topic you are using for your web, you will go to the Children's Section of the Library and find 15 books appropriate for preschoolers that are related to your topic. You will complete an annotated bibliography of the 15 books. Title, Author's Name, Publisher, City, State, Country where published, date of publication. Also include a brief summary of the book, include information about theme, characters, moral of the story, etc., in the summary.

Listing of 20 songs /Finger plays/Poems related to Web: You have determined what topic you are using for your web, you will develop a list of 20 songs/finger plays/poems that are related to your web. If you are using music books as a resource you may want to photocopy words and music and include it as part of your listing. If you are unable to find 20 songs related to your topic, you may need to create some or use finger plays and poems.

Disabilities Resources: You will research **three** local agencies or organizations that provide services to children with disabilities. For each resource, you will obtain name of agency, address, telephone number, contact person, the ages of the children served, fees or cost for services, any other eligibility requirements, and the type of services available. You may call services providers and use the telephone to obtain information, use the internet, to request written information. This information should be included in your portfolio.

Why I am ready to become a teacher in the field of Early Care and Education? You will include a five page paper that describes what you have learned in this course as well as any other child development courses, and or workshops that have influenced your teaching practices. This paper should describe in detail what you will be doing with children and why. It should cover the environment as well as the interactions. This paper will be much different than your first draft.

Statement of Commitment

As an individual who works with young children, I commit myself to furthering the values of early childhood education as they are reflected in the ideals and principles of the NAEYC Code of Ethical Conduct. To the best of my ability I will

- Never harm children
- Ensure that programs for young children are based on current knowledge and research of child development and early childhood education.
- Respect and support families in their task of nurturing children.
- Respect colleagues in early childhood care and education and support them in maintaining the NAEYC Code of Ethical Conduct.
- Serve as an advocate for children, their families, and their teachers in community and society.
- Stay informed of and maintain high standards of professional conduct.
- Engage in an ongoing process of self-reflection, realizing that personal characteristics, biases, and beliefs have an impact on children and families.
- Be open to new ideas and be willing to learn from the suggestions of others.
- Continue to learn, grow, and contribute as a professional.
- Honor the ideals and principles of the NAEYC Code of Ethical Conduct

¹ Culture includes ethnicity, racial identity, economic level, family structure, language, and religious and political beliefs, which profoundly influence each child's development and relationship to the world.

² There is not necessarily a corresponding principle for each ideal.

³ The term family may include those adults, besides parents, with the responsibility of being involved in educating, nurturing, and advocating for the child.

⁴ This Statement of Commitment is not part of the Code but is a personal acknowledgement of the individual's willingness to embrace the distinctive values and moral obligations of the field of early childhood care and education. It is recognition of the moral obligations that lead to an individual becoming part of the profession.

This statement may be purchased as a brochure, and the Statement of Commitment is available as a poster suitable for framing. See our catalog for ordering information.

Top 10 Tips for Being Stress-Free

- 1. Give up caring about what others think.** Do what's right for you and feel good about it.
- 2. Exercise!** Stretch your body and release those endorphins! Living more in your body will deepen your day to day experience and exponentially increase the quality of your life and your sense of well being.
- 3. Have fun!** Don't forget how wonderful it feels to laugh. Have fun with what ever you're doing.
- 4. Community.** Let others join you in what you're doing. When we live from the concept that "we're all in this together" we live from a shared humanity. This creates a sense of camaraderie and community which buffers us from the stresses of day to day life.
- 5. Don't take everything so personally.** Listen to others objectively; it's not always about you!
- 6. Listen to different perspectives.** This enlarges your perspective which leads to greater understanding and an enhanced sense of compassion.
- 7. Delight yourself.** Surround yourself with whatever it is that delights you. Surround yourself with beauty, with music, with motion, colors or sounds. Pamper your senses to create a stress-free environment.
- 8. Create Space.** Don't take on projects or responsibilities that don't directly connect to your values or goals. Create space for the things you want more of in your life by keeping the less important things out.
- 9. Connections.** Connections are the ties that bind us to each other. Appreciate the connections in your life and do what ever it takes to create and deepen them. (This includes the connection with yourself.)
- 10. Business before play.** Take care of business so you can relax and play with your friends and family. If you don't take care of business, it'll be hard to give yourself to life's joy.

The Developmental Stages of Teachers:

Developmental Tasks

Often during the third or fourth year of teaching, the teacher begins to tire of doing the same things, offering the same activities, and celebrating the same sequence of holidays. She may begin to ask more questions about new developments in the field: "What are some new approaches to helping children's language development? Who is doing what? Where? What are some of the new materials, techniques, approaches, and ideas being developed these days?" It may be that what the teacher has been doing for each annual cohort of children has been quite adequate for them, but that she herself finds the recurrent Valentine cards, Easter bunnies, and pumpkin cut-outs insufficiently interesting! If it is true that a teacher's own interest and commitment to the projects and activities she provides for children contribute to their educational value, then her need for renewal and refreshment should be taken seriously.

Training Needs

During this stage, teachers are likely to find it especially rewarding to meet colleagues from different programs on both formal and informal occasions. Teachers in this developmental stage are particularly receptive to experiences in local, regional, and national conferences and workshops, and they profit from membership in professional associations and participation in their meetings. Teachers are now widening the scope of their reading, scanning numerous magazines and journals, viewing films and videotapes, and using the Internet as a source of fresh ideas. Perhaps during this period, they may be ready to take a close look at their own classroom teaching through videotaping themselves at work and reviewing the tapes alone or with colleagues. This is also a time when teachers welcome opportunities to visit other classes, programs, and demonstration projects. Concerns about how best to assess young children's learning, and how to report and document it, are also likely to blossom during this period.

Perhaps it is at this stage that teacher centers had the greatest potential value (Silberman, 1971; Bailey, 1971). Teacher centers were once places where teachers gathered together to help each other learn or re-learn skills, techniques, and methods; to exchange ideas; and to organize special workshops. From time to time, specialists in curriculum, child growth, or any other area of concern identified by the teachers were invited to the center to meet with them and focus on their concerns.

Stage IV: Maturity

Developmental Tasks

Maturity may be reached by some teachers within three years, by others in five or more. The teacher at this stage is likely to have come to terms with herself as a teacher and to have reached a comfortable level of confidence in her own competence. She now has enough perspective to begin to ask deeper and more abstract questions, such as "What are my historical and philosophical roots? What is the nature of growth and learning? How are educational decisions made? Can schools change societies? Is early childhood teaching really a profession?" Perhaps she has asked these questions before. But with experience, the questions represent a more meaningful search for insight, perspective, and realism.

Training Needs

The Developmental Stages of Teachers:

the British pattern of on-site training given to teachers by their headmasters (principals). Armington (1969) also describes how advisors can meet these teacher needs on site at times of stress or during moments of crisis.

Stage II: Consolidation

Developmental Tasks

By the end of the first year—give or take a month or two—the teacher has usually come to see herself as capable of surviving immediate daily crises. She is now likely to be ready to consolidate the overall gains made during the first stage and to differentiate specific tasks and skills to be mastered next. During Stage II, teachers usually begin to focus on individual children and problem situations. This focus may take the form of looking for answers to such questions as "How can I help a clinging child? How can I help a particular child who does not seem to be learning? Are there some more effective ways to handle transition times?" These questions are now differentiated from the general survival issues of keeping the whole class running smoothly.

During Stage I, the neophyte acquires a baseline of information about what young children of a given age are like and what to expect of them. By Stage II, the teacher is beginning to identify individual children whose behavior departs from the pattern of most of the children she knows. Thus she identifies the more unusual or exceptional patterns of behavior that have to be addressed to ensure the steady progress of the whole class.

Training Needs

During this stage, on-site training continues to be valuable. A trainer can help the teacher by engaging in joint exploration of an individual problem case. Take, for example, the case of a young preschool teacher eager to get help who expressed her problem in the question "How should I deal with a clinging child?" An on-site trainer can, of course, observe the teacher and child *in situ* and arrive at suggestions and tentative solutions fairly quickly. However, without firsthand knowledge of the child and the context, an extended give-and-take conversation between teacher and trainer or mentor may be the best way to help the teacher interpret her experience and move toward a solution of the problems in question. The trainer might ask the teacher such questions as "What strategies have you tried so far? Can you give an example of some experiences with this particular child during this week? When you did such and such, how did the child respond?"

In addition, during this stage, the need for information about specific children or problems that young children present suggests that learning to use a wider range of resources would be timely. Psychologists, social and health workers, and other specialists can strengthen the teacher's skills and knowledge at this time. Exchanges of information and ideas with more experienced colleagues may help a teacher master the developmental tasks of this stage. Opportunities to share feelings with other teachers in the same stage of development may help to reduce some of the teacher's sense of personal inadequacy and frustration.

Stage III: Renewal

The Developmental Stages of Teachers:

Lilian G. Katz

The concept of development and associated developmental stages has a long history in the field of child development and early childhood education. However, several postmodern scholars have argued that the concept of development is of doubtful validity (Burman, 1994; Grieshaber & Cannella, 2001). As it is used here, the term *development* is used to indicate that both thought and behavior are learned in some kind of sequence and become increasingly adaptive to the tasks at hand and to the environment. In other words, no one can begin a professional role—such as a teacher or physician—as a veteran; in most cases, competence improves with experience and the knowledge and practice that come with it. It is unlikely that any experienced teacher believes and feels that he or she was more competent during the first month or year of teaching than during the fifth month or year, all other things being equal. Therefore, it seems to me meaningful as well as useful to think of teachers as having developmental sequences or stages in their professional growth patterns (Katz & Weir, 1969). The purpose of the present discussion is to suggest the tasks and training needs associated with each developmental stage and to consider the implications for the timing and location of training efforts that might be most responsive to the nature of the stages.

Stage I: Survival

Developmental Tasks

During the survival stage, which may last throughout the first full year of teaching, the teacher's main concern is whether or not she can *survive* the daily challenges of carrying responsibility for a

whole group of young children and their growth, development, and learning. This preoccupation with survival may be expressed to the self in terms such as "Can I get through the day in one piece? Without losing a child? Can I make it until the end of the week—to the next vacation? Can I really do this kind of work day after day after day? Will I be accepted by my colleagues?" Such questions are well expressed in Ryan's (1970) enlightening collection of accounts of first-year teaching experiences.

The first full impact of responsibility for a group of immature but vigorous young children (to say nothing of encounters with their parents) inevitably provokes some teacher anxieties. The discrepancies between anticipated successes and classroom realities may very well intensify feelings of inadequacy and unpreparedness.

Training Needs

During this survival period, the teacher is most likely to need support, understanding, encouragement, reassurance, comfort, and guidance. She needs direct help with specific skills and insight into the complex causes of behavior—all of which must be provided at the classroom site. On-site trainers may be principals, senior staff members, advisors, consultants, directors, or other specialized and experienced program assistants. Training must be constantly and readily available from someone who knows both the trainee and her teaching context well. The trainer/mentor should have enough time and flexibility to be on call as needed by the trainee. Schedules of periodic visits that have been arranged in advance cannot be counted on to coincide with trainees' crises, although visits may frequently be helpful. Cook and Mack (1971) describe

The Developmental Stages of Teachers:

Throughout maturity, teachers benefit from opportunities to participate in conferences and seminars and perhaps to work toward an advanced degree. Mature teachers welcome the chance to read widely and to interact with educators working on many problem areas on many different levels. Training sessions and conference events that Stage-II teachers enjoy may be very tiresome to the Stage-IV teacher. Similarly, introspective, in-depth discussions enjoyed by Stage-IV teachers may lead to restlessness and irritability among the beginning teachers in Stage I.

Summary

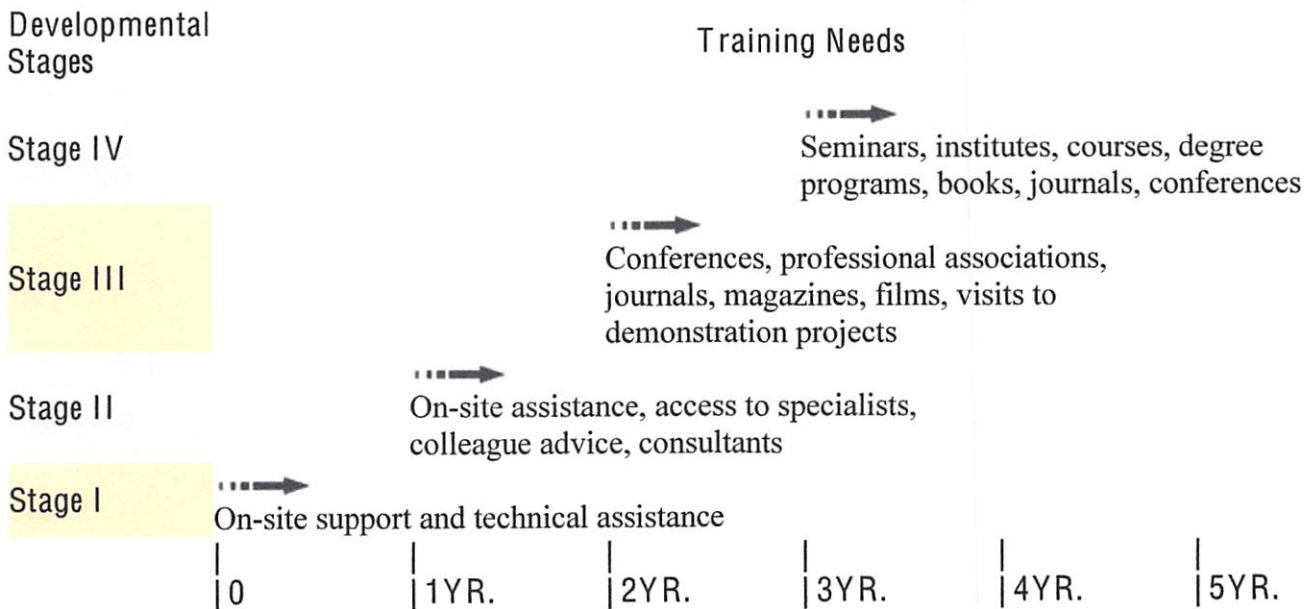


Figure 1. Stages of Development and Training Needs of Preschool Teachers.

In the above outline, four dimensions of training for teaching have been suggested: (1) developmental stages of the teacher, (2) training needs of each stage, (3) location of the training, and (4) timing of training:

Developmental Stage of the Teacher. It is useful to think of the growth of teachers as occurring in stages, linked very generally to experience gained over time.

Training Needs of Each Stage. The training needs of teachers change as experience accrues. For example, the issues dealt with in the traditional social foundations courses do not seem to address themselves to the early survival problems that are critical to the inexperienced. However, for the maturing teacher, attention to those same issues may help to deepen her understanding of the larger context in which she is trying to be effective.

Location of Training. The location of training can be moved as the teacher develops. At the beginning of the new teacher's career, training resources are most likely to be helpful when they are taken to her. In that way, training can be responsive to the particular (and possibly unique) developmental tasks and working situation, as well as the cultural context that the trainee faces in her classroom, school, and neighborhood.

The Developmental Stages of Teachers:

Later, as the teacher moves beyond the survival stage, training can move away from the school to a training facility or a college campus.

Timing of Training. The timing of training should be shifted so that more training is available to the teacher on the job. Many teachers say that their preservice education has had only a minor influence on what they do day-to-day in their classrooms; this claim suggests that strategies acquired before employment will often not be retrieved under the pressures of the actual classroom and school situation. It is interesting to note that the outstanding practices to be observed in the small Italian city of Reggio Emilia that are admired worldwide are implemented by teachers with only a high school education, but with extensive and intensive on-site inservice training and support (Filippini, 1993).

However, even though it is often said that experience is the best teacher, we cannot assume that experience teaches what the new trainee should learn. To guide this learning, two of the major roles of the mentor and teacher trainer and educator are to make sure that the beginning teacher has *informed* and *interpreted* experience.

References

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[1] This paper was first published in 1972 under the title "The Developmental Stages of Preschool Teachers" in *Elementary School Journal* [73(1), 50-54]. It was revised and reprinted in 1995 as "The

101 WAYS TO PRAISE A CHILD

• Wow • Way To Go • Super • You're Special • Outstanding • Excellent • Great • Good • Neat • Well Done • Remarkable • I Knew You Could Do It • I'm Proud Of You • Fantastic • Superstar • Nice Work • Looking Good • You're On Top Of It • Beautiful • Now You're Flying • You're Catching On • Now You've Got It • You're Incredible • Bravo • You're Fantastic • Hurray For You • You're On Target • You're On Your Way • How Nice • How Smart • Good Job • That's Incredible • Hot Dog • Dynamite • You're Beautiful • You're Unique • Nothing Can Stop You Now • Good For You • I Like You • You're Darling • You're A Winner • Remarkable Job • Beautiful Work • Spectacular • You're Spectacular • You're Precious • Great Discovery • You've Discovered The Secret • You Figured It Out • Fantastic Job • Hip, Hip Hurray • Bingo • Magnificent • Marvelous • Terrific • You're Important • Phenomenal • You're Sensational • Super Work • Creative Job • Super Job • Fantastic Job • Exceptional Performance • You're A Real Trooper • You Are Responsible • You Are Exciting • You Learned It Right • What An Imagination • What A Good Listener • You Are Fun • You're Growing Up • You Tried Hard • You Care • Beautiful Sharing • Outstanding Performance • You're A Good Friend • I Trust You • You're Important • You Mean A Lot To Me • You Make Me Happy • You Belong • You've Got A Friend • You Make Me Laugh • You Brighten My Day • I Respect You • You Mean The World To Me • That's Correct • You're A Joy • You're A Treasure • You're Wonderful • You're Perfect • Awesome • A+ Job • You're A-OK-My Buddy • You Made My Day • That's The Best • A Big Hug • A Big Kiss • Say I Love You! • Remember, A Smile Is Worth 1000 Words!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!

TABLE 3.3 Three Influential European Approaches

Approach	Originator	Goals	Significant Ideas	Distinctive Features
Waldorf Education (1919 first Waldorf school)	Rudolf Steiner (Germany)	To build a free, equal, and collaborative society To develop free human beings who have purpose and direction in their lives To achieve balanced development of young children (mind, body, and spirit)	Childhood is an important phase of development in its own right. From birth to 7 years, children respond through movement and are sensitive to impressions from the environment. Emphasis is on development of inner strength. Teachers should protect the sensitivity of early childhood; warmth and security are important. Imitation and example are important strategies for supporting children's learning.	Warm, homelike, and aesthetic environment All natural materials for children to use in sensory and creative pursuits Storytelling, puppetry, artistic activities, imaginative play, and domestic activities Ritual and rhythms of life and seasons important Mixed age grouping (3 years with same teacher in preschool/kindergarten) The teacher as a warm, steady focal point for the program
The Montessori Method (1907 Casa dei Bambini—Children's House)	Maria Montessori (Italy)	The psychological health of the child To develop the child's independence and productivity To preserve the dignity of the child	Education begins at birth and the first 6 years are critically important in development. Intelligence can be stimulated by experience. Children absorb sensory impressions from the environment and learn best through sensory exploration. There are sensitive periods for the development of skills. Children are intrinsically motivated and will seek out appropriate learning experiences. Learning is sequential.	Orderly, child-sized learning environment Materials arranged so children can choose activities based on level of complexity Self-correcting, sequenced educational materials designed to teach a single concept or skill Space delineated by mats or trays where children can work independently Mixed age grouping Teacher (directress) is observer and guide
Reggio Emilia (began in 1948)	Loris Malaguzzi (Italy)	For children and adults to learn through working collaboratively in a community To develop the child's potential To develop children's symbolic languages in the context of a project-oriented curriculum To ensure that the young child is visible to community and society	Respect for the child is paramount. The child is "strong, rich and competent." There should be systematic focus on symbolic representation. The learning environment is considered to be a teacher. The teacher is learner, researcher, and co-collaborator with children and adults.	Light and transparency as features of an aesthetically pleasing learning environment A wide variety of creative and open-ended materials used as tools and resources In-depth project work based on children's interests Emphasis on using the arts for representing ideas with a trained artist (<i>atelierista</i>) as guide Documentation of children's work shown throughout the school

Name of Activity _____ Student _____

Functional Area: _____ Site: _____

Developmental Realm: _____ Age Range of Group _____

Goal (Broad based)	Objectives (Observed/measurable)	Procedure (step-by-step)	Materials Needed (specify items and amounts)
<p>Familiarize participants with an assortment of traditional holiday colors and materials so they can create from their own ideas and experiences.</p>	<ol style="list-style-type: none"> 1. Participants will use at least two of the materials in one of the following ways: cut, color, sprinkle, glue. 2. Participants will talk about the effects they produce, using adjectives & verbs to describe the process and results. 3. Share results of work w/peers using words indicating pride/satisfaction. 4. Teacher will name materials that children handle. 5. Teacher will emphasize importance of each child's ideas and efforts. 	<ol style="list-style-type: none"> 1. Group materials separately. 2. Assemble six chairs: two at each sides; one at each end of table. 3. Show children the materials, briefly point out interesting features of items. 4. Facilitate the process by talking about what the teacher observes the child doing (be careful not to be intrusive). 5. Help label completed work. 	<p>red and green packages of construction paper foil squares and circles (stacked) gold, blue, silver glitter (two bottles of each color) paper doilies (stacked) scissors- 6 rt. hand & 2 left. hand glue - 6 cups and 20 sticks</p>
Consideration of Individual Differences (ability, skill, experience, etc.)	Developmental Benefits	Outcome (if/when happened)	Future Plans (if/when)
<ol style="list-style-type: none"> 1. Those less coordinated will be encouraged to tear paper instead of cutting. 2. Slow starters will be asked to select from only two items at a time. 3. Ask onlookers if they want to continue watching or are ready to join group. 	<ol style="list-style-type: none"> 1. Encourage Initiative: No model is provided, therefore participants can develop their own process/procedure. 2. Enhance Self Esteem: Child realizes from teacher's comments that his/her individual efforts are respected 3. Self Expression/Creativity: Opportunity to manifest one's inner sense of aesthetics. 4. Outlet for Acquired or Emerging Skills: The activity is open-ended, therefore participants are enabled to work according to their own interests and skill level. 	<p>As soon as the children saw the brightly colored materials, they oohed and aahed. Some immediately pointed out the materials they wanted to use and could hardly wait to begin.</p> <p>Michael was one of the few children who seemed confused. When I selected two of the materials from the grouping, he was better able to make a choice.</p> <p>Teresa happily tore away at her paper. This was easier for her since she is younger than the other children and less able to use scissors well.</p> <p>Many wanted their efforts mounted on the wall, but Jamil, Monty and Jose' took theirs home the same day.</p>	<p>I will continue to offer the children similar open-ended activities, because in this way, no one is set up for failure.</p> <p>I understand from the activity, how important it is for children to work at their own skill level and not from my presumption of what they should be able to do.</p> <p>Provide enough material so children can make extra projects. When Jon, Chang and Lakita saw there was no more paper, they would not leave the table. Instead, they heaped more glitter and foil shapes upon their original works until the construction paper bent under from the burden of the heavy application.</p>

Name of Activity: _____ Student _____
 Functional Area: _____ Site: _____
 Developmental Realm: _____ Age Range of Group: _____

Goal (broad-based)	Objectives (observed/measurable)	Procedure (step by step)	Materials Needed (specific items and amounts)
<p>Gives focus to the children's activities to make them more meaningful. Goal words cannot be pinpointed:</p> <ul style="list-style-type: none"> Understand Learn Enhance Reinforce Introduce Recognize Remember Develop Expand Provide, etc. 	<p>More specifically identifies skills and behaviors the children will exhibit. Use words that are active:</p> <ul style="list-style-type: none"> point to name discuss demonstrate repeat practice imitate create pour lift, dial, push, pull, jump, etc. 	<p>Briefly enumerate the steps that will be implemented.</p>	<p>Completely list all equipment and materials that will be needed as well as the quantity.</p>
Consideration of Individual Differences (motivation, skill, experiences, affective state)	Developmental Benefits	Outcome	Future Plans
<p>We often think this area only concerns itself with special needs, but it also includes children who are above or below the average skill level of the activity. Also those whom the teacher knows may dislike performing the activity for various reasons.</p>	<p>Based on the developmental realm that is indicated at the top portion of this form. Cite all pertinent theoretical skills that can be achieved from the objectives of the lesson.</p>	<p>This portion is to be filled out <u>after</u> the lesson plan has been implemented. Briefly discuss the reactions and interactions of the children as they carried out the activity. Describe their actions and quote their statements</p>	<p>If the objectives were met, then the teacher will: indicate plans for further reinforcement; or plan for gradually increasing the skill level; or select new related goals.</p> <p>If the objectives have not been met, then the teacher will refocus the goal or the objectives.</p> <p>In some cases, the skill level will have to be lowered. If the lesson was very quickly executed, then the skill level should probably be raised.</p>

rules of the classroom

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DATE	TIME	WORKSHOP TITLE	PRESENTER	CONTACT HOURS
JANUARY 17	10:00AM – 1:00PM	Parent Workshop: Let's Start Cooking! Early Learning and Nutrition	Kim Cambric	3
JANUARY 22	9:00AM – 3:00PM	CSEFEL 3A: Individualized Intensive Interventions: Determining the Meaning of Challenging Behaviors	Angela Searcy	5
JANUARY 24	8:30AM – 3:00PM	Unpacking the New Illinois Early Learning and Development Standards	Evelyn Green Tyretha Green	6
JANUARY 30	9:00AM – 3:00PM	The Problem with Behavior Problems: Supporting Students with Autism & Other Disabilities	Paula Kluth	5
FEBRUARY 7	9:00AM – 12:00PM	CARA'S Kit (Part 1)	Mary Wonderlick	3
FEBRUARY 14	9:00AM – 12:00PM	When Families Are Special: Understanding the Dynamics of Special Needs Parenting	Ellen Lonquist	3
FEBRUARY 18	9:00AM – 12:00PM	CARA'S Kit (Part 2)	Mary Wonderlick	3
FEBRUARY 21	9:00AM – 3:00PM	CSEFEL 3B: Individualized Intensive Interventions: Developing a Behavior Plan	Angela Searcy	5
FEBRUARY 26	9:00AM – 3:00PM	Caring for the Caregiver	John Roope	5
FEBRUARY 28	9:00AM – 3:00PM	"What Can I Do with the iPod or iPad?" – Incorporating iDevice into the Early Childhood Classroom	Carla Oldham	5
MARCH 5 MARCH 6	9:00AM – 3:00PM	Trans Disciplinary Play Based Assessment 2	Dr. Toni Linder	10
MARCH 10	10:00AM – 12:00PM	Parent Workshop: Parents Mentoring Parents	Kim Cambric	2
MARCH 12	9:00AM – 3:00PM	Building Bridges: Transitioning from Early Intervention	Expert Panel	5
MARCH 14	9:00AM – 12:00PM	Bullying: The Hurt, What Are We Going to Do About It?	Tyretha Green Mary Wonderlick	3
MARCH 17	9:00AM – 12:00PM	You Can Tell It's A Quality Preschool Program When...	Mary Wonderlick	3
MARCH 19	9:00AM – 3:00PM	Instructional Strategies for Young English Language Learners	Patricia Chamberlin	5
MARCH 21	8:30AM – 11:30AM 12:30PM – 3:30PM	Ready Set Move: Critical for Brain Development for All Children!	Marilyn Peterson	3
MARCH 25 JUNE 18 JUNE 26	4:00PM – 6:00PM	Parent Workshop: Understanding Sensory Processing Disorders: A Parent's Perspective	Kim Cambric	2
MARCH 27	9:00AM – 3:00PM	ADHD in Early Childhood	Chris Dendy	5
MARCH 28	9:00AM – 3:00PM	Executive Functioning Deficits and Coexisting Conditions in Preschool Age Children	Chris Dendy	5
APRIL 4	9:00AM – 3:00PM	Engaging Environments for Young Children	Connie Shugart	5
APRIL 8	9:00AM – 3:00PM	What To Do When Children Don't Get It – Using Feedback to Help Preschoolers Get Past Mistakes and Confusions3	Jonathan Fribley	5
APRIL 10	8:30AM – 11:30AM OR 12:30PM – 3:30PM	Visual Strategies for Young Learners with Autism Spectrum Disorders	Mary Crissman	3
APRIL 23	9:00AM – 12:00PM	Team Relationships On The Job: Together Each Achieve More. R U On the Same Team	Marilyn Peterson Mary Wonderlick	3
APRIL 29	9:00AM – 3:00PM	Neuro Science Fair	Jennifer Rosinia	5
APRIL 30	9:00AM – 12:00PM	A Parent's Perspective on Autism: My Journey	Elaine Reeves Haywood	3
MAY 2	8:30AM – 11:30AM 12:30PM – 3:30PM	Technophobia: Empowering Professionals and Parents to Use Technology	Romeldia Salter	3
MAY 7	4:00PM – 6:00PM	Parent Workshop: Transitioning from Early Intervention: What Every Parent Should Know	Kim Cambric	2
MAY 23	10:00AM-12:00PM	Parent Workshop: Transitioning from Early Intervention: What Every Parent Should Know	Parent Panel	2
JUNE 11	5:30PM – 7:30PM	Parent Workshop: Transitioning from Early Intervention: What Every Parent Should Know	Kim Cambric	2

STARNET, Region V
WORKSHOP REGISTRATION FORM
January – June 2014

(online registration available at www.StarnetChicago.org)

Please register for workshops by placing an "X" in front of each training you would like to attend. One form per registrant please.
You will receive a confirmation or waiting list notice no less than two weeks prior to the workshop date.

X	DATE	DAY	TIME	WORKSHOP TITLE	PRESENTER	CONTACT HOURS
	JANUARY 17	FRI	10:00AM – 1:00PM	Parent Workshop: Let's Start Cooking! Early Learning and Nutrition	Kim Cambric	3
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	JANUARY 30	THU	9:00am – 3:00pm	The Problem with Behavior Problems: Supporting Students with Autism & Other Disabilities	Paula Kluth	5
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	FEBRUARY 18	TUE	9:00am – 12:00pm	CARA'S Kit (Part 2)	Mary Wonderlick	3
	FEBRUARY 21	FRI	9:00am – 3:00pm	CSEFEL 3B: Individualized Intensive Interventions: Developing a Behavior Plan	Angela Searcy	5
	FEBRUARY 26	WED	9:00am – 3:00pm	Caring for the Caregiver	John Roope	5
	FEBRUARY 28	FRI	9:00am – 3:00pm	"What Can I Do with the iPod or iPad?" – Incorporating iDevice into the Early Childhood Classroom	Carla Oldham	5
	MARCH 5	WED	9:00am – 3:00pm	Trans Disciplinary Play Based Assessment 2	Dr. Toni Linder	10
	MARCH 6	THU	9:00am – 3:00pm			
	MARCH 10	MON	10:00am – 12:00pm	Parent Workshop: Parents Mentoring Parents	Kim Cambric	2
	MARCH 12	WED	9:00am – 3:00pm	Building Bridges: Transitioning from Early Intervention	Expert Panel	5
	MARCH 14	FRI	9:00am – 12:00pm	Bullying: The Hurt, What Are We Going to Do About It?	Tyretha Green Mary Wonderlick	3
	MARCH 17	MON	9:00am – 12:00pm	You Can Tell It's A Quality Preschool Program When...	Mary Wonderlick	3
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	MARCH 25	TUE	4:00pm – 6:00pm	Parent Workshop: Understanding Sensory Processing Disorders: A Parent's Perspective	Kim Cambric	2
	JUNE 18	WED				
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	MARCH 27	THU	9:00am – 3:00pm	ADHD in Early Childhood	Chris Dendy	5
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	JUNE 11	WED	5:30pm – 7:30pm	Parent Workshop: Transitioning from Early Intervention: What Every Parent Should Know	Kim Cambric	2

***Please note, workshops highlighted in blue are parent focused and parents of children with special needs will receive registration priority.**

****If you are registering for a workshop which has two sessions, please make sure to circle your session preference**

PLEASE PRINT CLEARLY AND INCLUDE ALL INFORMATION

Name _____

The address below is my: home business (include business name)

Address _____

City _____ State _____ Zip _____

Phone: _____ Cell: _____

Business: _____ Fax: _____

Email _____

School/Agency _____

Special accommodations needed (i.e., wheelchair accessible, special diet)?

Please specify: _____

Program Affiliation (check one):

- Child Care
- Community Preschool
- Early Intervention
- ECSE
- Blended ECSE/Pre-K
- Early Head Start
- Head Start
- K-3
- Model Parental Training
- State Pre-K/Preschool for All
- State Prevention Initiative
- 1/2 Day ECSE / 1/2 Day Pre-K
- Other _____

Position (check one):

- Administrator
- Developmental Specialist (EI)
- Family Member
- Family Educator
- Teacher
- Teacher Assistant
- OT/PT
- Psychologist
- Service Coordinator (EI)
- SLP
- Social Worker
- Other _____

10 Signs of a Great Preschool

If your child is between the ages of 3 and 6 and attends a child care center, preschool, or kindergarten program, the National Association for the Education of Young Children (NAEYC) suggests you look for these 10 signs to make sure your child is in a good classroom.

1. Children spend most of their playing and working with materials or other children. They do not wander aimlessly, and they are not expected to sit quietly for long periods of time.
2. Children have access to various activities throughout the day. Look for assorted building blocks and other construction materials, props for pretend play, picture books, paints and other art materials, and table toys such as matching games, pegboards, and puzzles. Children should not all be doing the same thing at the same time.
3. Teachers work with individual children, small groups, and the whole group at different times during the day. They do not spend all their time with the whole group.
4. The classroom is decorated with children's original artwork, their own writing with invented spelling, and stories dictated by children to teachers.
5. Children learn numbers and the alphabet in the context of their everyday experiences. The natural world of plants and animals and meaningful activities like cooking, taking attendance, or serving snack provide the basis for learning activities.
6. Children work on projects and have long periods of time (at least one hour) to play and explore. Worksheets are used little if at all.
7. Children have an opportunity to play outside every day. Outdoor play is never sacrificed for more instructional time.
8. Teachers read books to children individually or in small groups throughout the day, not just at group story time.
9. Curriculum is adapted for those who are ahead as well as those who need additional help. Teachers recognize that children's different background and experiences mean that they do not learn the same things at the same time in the same way.
10. Children and their parents look forward to school. Parents feel secure about sending their child to the program. Children are happy to attend; they do not cry regularly or complain of feeling sick.

TABLE 1 Early Competencies that Form the Foundation for Future Learning

Developmental Domain	Examples of Significant Competencies Grounded in Early Childhood
Cognitive	<ul style="list-style-type: none"><input type="checkbox"/> Number concepts<input type="checkbox"/> Problem-solving strategies<input type="checkbox"/> Concepts of time, space, order, patterns, and categories
Linguistic	<ul style="list-style-type: none"><input type="checkbox"/> Language<input type="checkbox"/> Communication skills<input type="checkbox"/> Associating meaning and print<input type="checkbox"/> Emergent literacy
Social	<ul style="list-style-type: none"><input type="checkbox"/> Social awareness<input type="checkbox"/> Work habits and attitudes<input type="checkbox"/> Prosocial understandings<input type="checkbox"/> Development of conscience<input type="checkbox"/> Understanding expectations and rules
Emotional	<ul style="list-style-type: none"><input type="checkbox"/> Emotional awareness of self and others<input type="checkbox"/> Empathy<input type="checkbox"/> Coping strategies
Physical	<ul style="list-style-type: none"><input type="checkbox"/> Body awareness<input type="checkbox"/> Attitudes toward food/nutritional habits<input type="checkbox"/> Body image<input type="checkbox"/> Physical mastery—fine motor/gross motor

Student's notes for clarity



CITY COLLEGES of CHICAGO

Richard J. Daley

Education that Works

COURSE SYLLABUS
Semester: SPRING Year: 2014

Mission Statement:

Richard J. Daley College provides high-quality education which leads to academic success, career development, and personal enrichment that fulfill diverse community needs.

Course (Discipline):	Number: <u>258</u>	Section: <u>N</u>	IAI#: _____
Course Title:	<u>Principles of Preschool Education</u>		Length of Course (Weeks): <u>16</u>
Credit Hours: 4	Lab Hours: 0	Contact Hours: 4	Field Hours: 45
Meeting Day(s): <u>Monday Only</u> Times: <u>5:10-8:20PM</u> Building: <u>Main</u> Classroom #: <u>3407</u>			
Syllabus can be found on Blackboard website at https://ccc.blackboard.com/webapps/login/ .			

Instructor's Name: <u>Benita Hunter</u>	
E-mail Address: <u>bhunter@ccc.edu</u>	Phone #: <u>773.838.7745</u>
Office #: <u>L411</u>	Building: <u>Main</u>
Office Hours: <u>Mon & Wed- 7:00AM-9:35AM, 11:45AM-2:45PM , & Saturday 7:00AM-7:50AM</u> (subject to change if no appointments are previously made)	

Course Description:

This class provides opportunities to plan developmentally appropriate play-based activities that support all developmental domains including physical, cognitive, language, and socioemotional development with an emphasis on designing appropriate early childhood environments that address the needs of all children. The course emphasizes the process of becoming a professional including the implementation of the NAEYC Code of Ethical Conduct and other professional guidelines as well as fostering an early childhood environment that is conducive to respecting diversity. Students will write/revise their philosophy of early care and education. ~~30~~ 45 hours observing young children in an early childhood education setting are required for the course. Writing assignments and oral presentations as appropriate to the discipline are part of the course.

Course Prerequisites:

Completion of CD 101, CD 107, CD 109, CD 120, and CD 143 with a grade of "C" or better. Or, consent of Department Chair. Completion of CD 201 and/or 262 recommended.

Students Course is Expected to Serve:

This course is designed as a pre-practicum and is intended for students who have finished a majority of their other child development classes. Students who attempt to take this class without a significant amount of experience in the field of early childhood education and /or a



majority of their child development courses completed will likely struggle with this course content. The Child Development Department of Richard J. Daley College encourages all students who have not already completed a majority of their child development courses to drop this class and enroll in a more appropriate course at this time.

This course will introduce:

1. Theories, philosophies, and professional guidelines as well as historical and current approaches that effect child development and classroom practice and planning.
2. The importance of play in child development and early childhood education.
3. Developmentally Appropriate Practice in early childhood education that include curriculum planning as well as developing positive relationships as the foundation of work with young children and their families.
4. The value of self-reflection for professional growth including the development and ongoing review of a personal philosophy of Early Childhood Education, ongoing professional development and advocacy.

Student Learning Outcomes:

Upon completion of this course, students will be able to

Compare developmental theories within a cultural context (Obj. 1).

Maintain rules of confidentiality, and uphold the NAEYC Code of Ethical Conduct and other professional guidelines (Obj. 1).

Articulate the importance of play in child development and early childhood education to a variety of audiences including professionals in the field, families, and the community (Obj. 2).

Refine one's personal philosophy that reflects evolving beliefs about working with young children (Obj. 4).

Compare contemporary and historical approaches to curriculum and early childhood practices (Obj. 1).

Reflect, in a variety of ways, on their own experiences as learners (Obj. 4).

Plan an integrated curriculum for preschool, across content areas, which demonstrate sensitivity to cultural, linguistic, and ability diversity (Obj. 3).

Create a daily classroom schedule, and develop an early childhood classroom design that meets the needs of young children (Obj. 3).



Participate in professional development opportunities, including community involvement, advocacy, and service learning (Obj. 4).

Engage in continuous, collaborative learning activities, with classmates and other professional colleagues, to inform one's own practice (Obj. 4).

Use a reflective and critical approach to examining current trends in the field and one's own developing practice (Obj. 4).

Required Texts and Course Materials:

Text: Required Text: Developmentally Appropriate Curriculum
Author: Marjorie Kostelnik... (et al.). Latest ed. ISBN: 10:0-13-703-553

Materials:

3' Binder
Color Pencils
Ink Pens

Additional Course Requirements:

45 hours of work in a group setting serving children 3-5 years of age.

Method of Instruction:

Classes will include a variety of instructional methods. Approximately 3 hours and 35 minutes a week. Some hours will; go towards working in the field and with children in the Lab center. Your experience will include lectures which will include traditional lectures, class discussions, individual work, group work, individual and group projects and visual materials.

Assessments:

Exams and Quizzes 10%
Individual and Group Projects 10% (Bulletin Board, Budget and other work)
Final Portfolio, Final Papers & Field work 45 hours of service learning 35%
Reflective journaling, essays, and class discussions 20%
In class participation and activities 25%

Grading Scale:

Your Midterm Grade is based on the student's performance the first eight weeks and the Final the second eight weeks.

A point system, based on the following criteria, will be used to evaluate the students' performance in this class. The Grading scale will differ the second 8 weeks.

450-430 = A
429-411 = B
410-392 = C
391-373 = D

See the Student Policy manual regarding grade appeals at



http://www.ccc.edu/student/files/ccc_grade-appeal_form_8_17_07.pdf.

NOTE: Type or copy and paste the link above into a web browsers (i.e. Internet Explore, Firefox or Google Chrome, etc.) to view its content.

Late Work and Make-up Assignments: (N/A means this section does not apply to this course.)

Late Assignments Policy: Late assignments will only be accepted with PRIOR permission from the instructor. In the case of an emergency, late work will be accepted, after discussion with the instructor, up to one week after the due date. Late assignments may be reduced by at least one full letter grade. Students who are having any difficulty keeping up with assigned coursework are encouraged to speak with the instructor. In-class activities cannot be made up when missed. The total points accumulated for these activities by the end of semester may determine the difference between one grade and the next higher or lower one.

See the Student Policy manual regarding grade appeals at
<http://www.ccc.edu/departments/Documents/CCC%20Grade%20Appeal%20Form.pdf>

NOTE: Type or copy and paste the link above into a web browser (i.e. Internet Explorer, Firefox or Google Chrome, etc.) to view its content.

Early Alert Plan/GradesFirst:

Below is the Early Alert Plan that will be used to identify students who are not meeting the academic requirements of the course before midterm of the semester. This plan is designed to provide students with timely interventions that will help improve the students' academic performance in the course. Students who do not complete the remediation plan developed by the instructor may not be successful in the course. This information will be documented on GradesFirst, a web-based and student support tool used by both faculty and advisors.

Withdrawing from the Course:

Remember you may withdraw from the course at any time up until the last student-initiated withdrawal date (see "Other Important Dates"). In order to do this, you can withdraw from the course online at <http://My.CCC.edu> or you can obtain a drop slip from the Registrar's Office or College Advisor's Office. A college advisor or any faculty member or administrator at the college can sign the drop slip. It is not necessary for your instructor to sign the drop slip. Also, please keep a copy of the drop slip for your records.

Important Dates:

January 13TH First Day of Class

January 20TH Martin Luther King Jr. Birthday No Class

February 17TH, President's Holiday No Class

March 1ST Apply for Financial Aid for New Academic Year

March 3RD Midterm Exam

April 7TH Last day for Student Initiated withdrawal

April 14th – 19th **SPRING BREAK NO CLASSES**

April 28th Final Projects Due: E-Portfolio (e-mail to Professor Hunter @ bhunter@ccc.edu by 5:00 PM



May 7th Last Day of Class

May 10th Last day of the Semester

Classroom Etiquette: (N/A means this section does not apply to this course.)

All students are expected to act like mature adults. No cell phone use and profanity.

Academic integrity:

The City Colleges of Chicago is committed to the ideals of truth and honesty. In view of this, students are expected to adhere to high standards of honesty in their academic endeavor. Plagiarism and cheating of any kind are serious violations of these standards and will result, minimally, in the grade of "F" by the instructor.

Student Conduct:

City Colleges of Chicago students are expected to conduct themselves in a manner which is considerate of the rights of others and which will not impair the educational mission of the College. Misconduct for which students are subject to College Discipline (e.g. expulsion) may include the following: (1) all forms of dishonesty such as stealing, forgery, (2) obstruction or disruption of teaching, research, administration, disciplinary proceeding, (3) physical or verbal abuse, threats, intimidation, harassment, and/or other conduct that threatens or endangers the health or safety of any person, and (4) carrying or possession of weapons, ammunition or other explosives.

Disability Access Center:

Please note: Any student with a disability, including a temporary disability, who is eligible for reasonable accommodations should contact the Disability Access Center located in Room 1401 on Daley's main campus, or call (773) 838-7578 as soon as possible.

Wellness Center:

The Wellness Center is here to provide support and eliminate obstacles that might be getting in the way of you being a successful student. The Wellness Center offers referrals to community resources, individual counseling, stress management, support groups, and psychological testing. If you need support, someone to talk to, or help finding resources, stop by and speak with one of the Wellness Center counselors. The Wellness Center is located in Room L315. You can also call (773) 838-7871 to schedule an appointment. All services provided by the Wellness center are free and confidential.

General Responsibilities/Student Policy Manual:

Students have a great deal of responsibility. The majority of these duties and responsibilities are laid out in the *Student Policy Manual*. Each student is encouraged to view this manual when they enroll in any CCC course. A copy may be obtained from the Admissions Office or Dean of Student Services or online at: <http://www.ccc.edu/menu/pages/policies.aspx>

NOTE: Type or copy and paste the link above into a web browser (i.e. Internet Explorer, Firefox or Google Chrome, etc.) to view its content.

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114
115
242

April 14-19

Good

marker
coordination

Principles and Practices in Preschool Education

AUTOBIOGRAPHICAL PAPER

Writing this paper is meant to be a thought provoking experience where you pinpoint the people and experiences that influenced the person you are today. Each of us brings to our observations and interactions with children, the feelings which we experienced growing up around similar issues whether friends, family, learning or other things. It is important in our work with children to be able to identify what expectations and experiences we have had that guide our understanding and responses to children. It is clearly understood in the child development field that our own experiences often impact our own work with young children. Take a few minutes to peruse the bullet points below. Make detailed notes for each bullet. Your notes will help you as you put together your autobiographical paper.

Your Autobiographical paper should be two to three pages typed.

One paragraph should be devoted to each of the following areas:

- ❖ A description of yourself as a person: physically, culturally, socially, emotionally, and intellectually
- ❖ A description of yourself as a young child, including early memories and a brief description of the family you grew up in
- ❖ A description of your educational experiences as a young child, as a middle year student and in high school
- ❖ A discussion of the people and experiences which you believe most profoundly affected the person you are today

Identify any areas in family life, cultural experience and school experiences which you would like to change in your own (or future) children's lives from the way you experienced them.

Spring 2014

WHAT IS AN ANNOTATED BIBLIOGRAPHY?

An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a **brief (usually about 40-50) descriptive and evaluative paragraph**, the annotation. The purpose of the annotation is to inform the reader of the relevance, of the book and whether the book is appropriate for the age group targeted. It lists the name of the book/articles, author, copyright, date published and publishing company.