



<p><i>EDUC 358.2</i> in a half unit course. Students will learn how to develop and apply curriculum into a meaningful early childhood pre-student teaching experiences that are developmentally appropriate. Students will use knowledge learned from other courses and integrate the curriculum to provide a more comprehensive program that meets the diverse and changing needs of every child from the beginning to end of the year. Using developmentally sequenced activity, the pre-service teachers will be able to organize scaffolded experiences in all learning domains into a fully integrated curriculum.</p>	<p>Students in EDUC 358.2 must have:</p> <ol style="list-style-type: none"> 1. A minimum grade point average of 2.7 2. Passed the PPST 3. Coincides with EDUC 322 & 323
---	--

This Course has never been taught.

OVERVIEW OF PROGRAM:

The educational philosophy of Moravian College’s Early Childhood Education program is built on social justice, respect for diversity and the importance of understanding individual differences. The program is designed to provide students with the beginning knowledge and skills to interact with young children 0 to 9 years and their families in a variety of educational and service settings. Major developmental theories drive this program and each course addresses developmentally appropriate practices. Students will engage in critical thinking, observational fieldwork, data collection and research including the use of technology. Collaboration products, reflective evaluation, communication and academic writing provide a compass for evaluating learning. The focus of this program is on training educators to be leaders and advocates for families and their young children and provides undergraduate preparation for careers in child-related professions, including infant, toddler, preschool, school readiness, and elementary education. All Early Childhood Education courses are aligned with Pennsylvania State Department of Education Competencies – Sub-competencies and the National Association for the Education of Young Children (NAEYC) Initial Licensure Standards.

EDUCATIONAL FRAMEWORK:

To develop professionals who become educational leaders because they think and act critically in a collaborative environment. Our goal is to transform lives through pursuing the values of academic excellence, collaboration, diversity and life-long learning; to the commitment to technology and best practices; to focus on each individual child; and to teach so that words and actions inspire a will to learn.

PRINCIPLES FOR MEETING THE NEEDS OF CHILDREN THROUGH AGE NINE:

The Early Childhood program will prepare educational professionals who are capable to serve a diverse population of young children and their families in a wide variety of educational settings. For each course there will be specific content materials offered and experienced, but there are a number of principles that will be prevalent throughout the ECE certification program. These principles are:

- It is a given belief that all children can learn and it is the educational program that must be altered to support the learning of each individual child and his/her family. This would include children with special needs.
- Developmentally appropriate practice and research-based learning will be the bases for all course work and experiences. Whole group, small group and individual activities will be developed in a variety of formats so that children can learn in varied domains. The use of national and Pennsylvania standards has been incorporated in the content of all courses to foster the growth of our youngest learners to grade four.

PURPOSE OF COURSE:

The course provides students with all aspects of an early childhood classroom life, including ways of observing and assessing children age three to nine. This course promotes learning and development so that future teachers will begin right from the start with assessment methods that supports developing children and intentional teaching. It provides methods need to observe and assess children's progress over time. Concentrating on the "how" of curriculum as well as the "what and why" It translates theory into best practice that is developmentally appropriate, accommodates individual differences and social, cultural diversity. Building on effective partnership with family and community, students will learn how to develop effective curriculum.

LEARNING ACCOMMODATIONS:

In accordance with the Americans with Disabilities Act, any student has the right to request reasonable accommodations for a disability. Accommodations can be requested through the Academic Support Services on campus. Please note that you will need to present documentation of your disability to the Disabilities Office. Students are encouraged to contact the appropriate individual as soon as possible to enhance the likelihood that accommodations are implemented in a timely fashion. Accommodations cannot be provided until the instructor has received appropriate authorization. Moravian College does not discriminate in any of its programs on the basis of disability.

Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

Comenius Center students who wish to disclose a disability and request accommodations for this course must contact the Dean of the Comenius Center, (extension 1400).

TECHNOLOGY STATEMENT:

Integrated into all coursework are identified competencies in the use of technology. Technology will be used to enhance the learning experience, to address learning modalities, to model good teaching, and to increase content knowledge. Smart Board technology will be available to faculty and students. The courses are also dependent on the use of Blackboard. All syllabi, agendas, assignments, assessment tools, videos, and journal articles will be placed on Blackboard. Students will utilize Discussion Boards, Blogs, and Evaluation Center. Students have access to web searches and library holdings through databases both on and off campus. Computer labs, MAC and PC, are available.

PDE STANDARDS AND ASSESSMENT ANCHORS STATEMENT:

PDE has produced academic standards for the following content areas: Math, Social Studies, Science/Technology, Language Arts, Health, Safety, and Physical Activities. PDE has also developed Assessment Anchors. These Standards and Anchors inform student about what they need to know and be able to do at the completion of a course at each grade level. Teacher candidates will be aware of and develop lesson plans using the PA Academic Standards.

FIELD COMPONENT STATEMENT:

The purpose of the field experiences is to provide students with appropriate classroom experiences in a developmental and sequential manner. All field experiences are directly related to coursework and must be successfully completed to pass the education course. Students are required to follow all the procedures and guidelines as outlined in the field experience handbooks, and course syllabi. Failure to accurately report attendance and performance will be considered a violation of academic honesty policy and will result in appropriate sanctions as outlined in the Student Handbook. The Director of Field Experiences is responsible for securing all field placements. Students will be placed in field experiences only when all required clearances documents are current and indicate, "no record exists". Students are also required to have a negative result on a current tuberculosis test.

OTHER INFORMATION:

Academic Honesty: Always cite your sources if the ideas are not original. If you transcribe words from another work, identify the passage as a quotation and cite the author. If you paraphrase, cite the source. Academic dishonesty will result in notification to the Academic Dean, in accordance with College policy. This will result in a failing grade if rules were broken. This course will follow all the rules for Academic Honesty as found on AMOS.

Absence Notification = Attendance in class is very important. Should a personal emergency arise it is important that you let me know this as soon as possible. This will assist me in the design of small group team projects. Please call when you are going to be absent for that day. Missing any class without a phone call or e-mail prior to class time will significantly lower your overall grade. If you are ill, you must give me a doctor's excuse for an excused absence. If you do not have an acceptable reason, your final grade will reflect it. Attendance is of critical importance in order for you to participate actively in discussions, etc.

Food = Water is allowed. Food is allowed if you bring enough for everyone.

Cell Phones = Turn them off. If there is an emergency, you can make arrangements with me before class. If your cell goes off, you will be asked to bring in a snack for everyone the next day we have class. If you text message in class, you will lose all your participation points.

Expected Work Load – For this course, it is expected that you will work between 8-12 hours for preparation for each class outside of class.

References and formatting = Use the Publication of the American Psychological Association, (Current edition) for references. The formatting of your papers must be in Arial 12 font. You will be expected to provide accurate documentation and proper citations for all your written work.

Plagiarism: Always cite your sources if the ideas are not original. If you do plagiarize, you will be reported to the Dean and will receive a failing grade.

Grading:

C= 74-76% (C- = 70-73%) (C+ = 77-79%) You meet all requirements adequately.

B= 84-86% (B- = 80-83%) (B+ = 87-89%) You go beyond the requirements enhancing your work by doing such things as adding additional resources, related areas or topics, etc.

A= 94-100% (A- = 90-93%) Your work is definitely outstanding. It goes beyond requirements and shows perception and insightfulness. Extraordinary!!! Everyone can earn an "A" if they care to, though not everyone will put forth the necessary extra effort and time.

Check your student handbook for more specific grade percentages.

It is within the instructor's purview to apply qualitative judgment in determining grades for all of your assignments and your final grade for this course.

Late work:

- A written explanation handed in on due date; the "Work" will be evaluated and lowered only a half grade if handed in by the end of due week; an additional late week with written

explanation means one grade lower.

Written work requirements:

- All handed in written work needs to be done on a computer. Use your spell checker. Meaning and mechanics both are graded.
- It needs to be organized and identified.
- **Please do not hand in work in the plastic page holders even in the Pre-student Teaching Portfolio.**

Class Arrangements:

We meet every week. Our class structure will vary. There will be interactive small and large group assignments, reflective journal responses, class presentations, and teaching videos. You will be required to view some videos, case studies, and other media on your own time. We will review and discuss the pre-student teaching experiences. Weeks may vary, but I will give you an advanced daily schedule on Blackboard.

Professionalism:

Since this is a course to prepare students to think and act like professional educators, it is expected that students' attitudes and behaviors reflect those responsibilities. Attendance, punctuality, and coming prepared to learn, and collaborating with others are all professional behaviors. These behaviors are important to acquire and are needed for this course. Each person will need to be actively involved with class discussions, prepared to present given tasks to the whole class and remain engaged while others are presenting. Assignments and readings must be done to develop a community of learners. Attendance and participation will be calculated and averaged. It is worth 10% of your total grade.

Professionalism Scoring Rubric

Attendance	Arrived and left on time 50%	Late or left early 40%	Missed class, but called and had legal excuse; also submitted written work 30%	Missed class and did not call, but had a legal excuse 10%
Participation	Encourages others, strong participant, stays on topic, shares ideas, facilitates activities, mentors others, comes "over" prepared 50%	Collaborates well with others, stays focused, is adequately prepared, actively participates, shares in group work 40%	Participates when called on, supports group projects, comes to class not quite prepared or is occasionally busy eating 20%	Talks while others are talking, often not engaged in class discussion or group activities, comes to class not prepared or is busy eating 10%

One idea that was important for you to remember:

One or more ideas that you shared with the class:

One way you encouraged others if scored 50%:

Student and professor will tally this weekly.

Text and Supplies:

Himmele, P. & Himmele, W. (2011). *Total Participation Techniques*. Alexandria, VA: ASCD.
One-inch binder for field portfolio and dividers (can be self-made)

Three hole punch

Other materials for portfolio and class supplies as needed

Expected Student Learning Outcomes: Outcomes in pre-student teaching and class

1. Student will apply a variety of participation methods to their pre-student teaching experience. 0001:4,6,7; 0005:1,5
2. Students will be aware of social/emotional development and strategies to support young children. 0001:2,8
3. Students will be able to identify and support motor development. 0001:3
4. Student will observe and design higher-order thinking activities in math and science. 0001:7; 0010; 0012; 0013
5. Students will have experienced becoming a professional in a professional setting. 0004:6; 0005:7
6. Students will use PDE's website, SAS. 0001:5; 0002:2,3

Evidence of Learning: Assessment tools follow weekly schedule.

1. Pre-student Teaching Portfolio = 70 %
 - a. Pre-student Teaching Portfolio that includes significant integrated lesson plans and self-assessments = 60%
 - b. Evaluations of cooperating teacher and supervisors = 40%
2. Pre-student teachers' in-class presentations and other written assignments = 20%
3. Professionalism, which includes active class participation and a Tuesday evening experience on October 23rd (date, time & location to be confirmed). = 10%

Weekly Schedule:

Week	Assignment	Topics	Assessment	Competencies
Aug. 30 Intro Section 1: Chapters 1 & 2	*Read syllabus *Sign onto Blackboard *Begin to think about the self-designed assessment that we will use for presentations *Review Blooms Taxonomy- in the appendix and more	Intro to course – Think-Pair-Share- Pre-student Teaching syllabus Design assessment- think about what elements a good teaching presentation has	*Professionalism rubric *Webs of chapters	0001:7
Sept.6	* Read chapters 1&2 * Come to class with ideas of an assessment tool (See criteria on syllabus, p. 7)	Table talk- Discuss what you found out about your school Small groups – web chapter 1 or 2- Share and discuss Quick write Connections – lesson plan's big idea Pair Square - begin to design an assessment for our presentations in pairs	*Professionalism rubric *Webs of chapters	0002 0005

9.13.12	<p>*Read chapters 3&4</p> <p>*Refine your ideas for the assessment tool</p> <p>*Be ready to share something about your On-the-Spot TPT</p>	<p>Table Team- What are we developing for an assessment tool?</p> <p>TPT Mindset??</p> <p>TPT set-up? Identify the four parts and explain the “why” of each</p> <p>Sharing- Share your TPT</p>	<p>*Professionalism rubric</p> <p>*Individual assessment tool</p> <p>*Oral presentation of TPT</p>	<p>0007</p> <p>0008</p> <p>0010</p> <p>0013</p>
9.20.12	<p>*Find out as much information about your school as you can</p> <p>*Review lesson plan format and SAS</p> <p>*Go over pre-student teaching handbook</p>	<p>If needed, Continue to share your On-the-Spot TPT</p> <p>Table talk – Share information about your placement</p> <p>Triads – Review the lesson plan format. Share the hardest part of the lesson plan and help each other</p> <p>*Pre-student teaching Handbook – Analyze each part</p> <p>Quick write</p>	<p>*Professionalism rubric</p> <p>*Written assessment</p>	<p>0007</p> <p>0008</p> <p>0010</p> <p>0013</p>
9.27.12	<p>*Read Chapter 5</p> <p>*Pairs come with explanation and sample of your TPT Hold-Ups</p>	<p>Field experience: First impressions?</p> <p>TPT share – What does your TPT look like and should like?</p>	<p>*Professionalism rubric</p> <p>*Written assessment</p>	<p>0007</p> <p>0008</p> <p>0010</p> <p>0013</p>
10.4.12	<p>*Lesson plan Sample to be shared</p>	<p>Continue sharing TPT Hold-Ups</p> <p>Pairs Share – Share your lesson plan and ask for feedback in one area</p>	<p>Professionalism rubric</p> <p>Written assessment</p>	<p>0007</p> <p>0008</p> <p>0010</p> <p>0013</p>
10.11.12	<p>*Read Chapter 6</p> <p>*Revised lesson plan</p> <p>*Share your TPTs Involving Movement</p>	<p>Pairs Share – Share your revised lesson plan and ask for feedback</p> <p>Share your TPTs Involving Movement</p>		<p>0007</p> <p>0008</p> <p>0010</p> <p>0013</p>
10.18.12	<p>* Continue to read the rest of the book</p>	<p>Share your TPTs Involving Movement</p>	<p>Professionalism rubric</p>	<p>0007</p> <p>0008</p>

	*Questions about our share of our presentations	– link this with EDUC 218.2	Written assessment	0010 0013 0014
10.23.12	Special meeting	TBA		
10.25.12	* Teach us one technique and how you applied it to your classroom	Presentations Discussion		0003 0006
11.1.12	* Teach us one technique and how you applied it to your classroom	Presentations Discussion	Professionalism rubric Written assessment Portfolio	0003 0006
11.8.12	* Teach us one technique and how you applied it to your classroom	Presentations Discussion		0003 0006
11.15.12	* Teach us one technique and how you applied it to your classroom	Presentations Discussion	Professionalism rubric Written assessment	0003 0006
11.29.12	*Questions about portfolio – bring work in progress	Presentations Discussion	Professionalism rubric Written assessment	0003 0006
12.6.12	Portfolios are due.	Group Share- Each person share a portfolio highlight Closure – Table team web of what they have learned from their pre-student teaching experience.	Professionalism rubric Pre-student teaching portfolio	0005

Self-designed assessment tool for in-class presentation of one TPT

Goals:

1. Teach us how to use the technique
2. Explain in detail how you applied the technique in your classroom

Requirements:

1. Written piece that include a rationale, description of procedure, how it encourages higher order thinking, references
2. Oral presentation: List of valuable methods of teaching which will support lesson for us
3. Both parts should equal 100 points



I. Overview of the lesson:

- A. Date of lesson
- B. Expected length
- C. Your name
- D. Grade, discipline, and topic

II. Big Idea (major understanding): What is the larger idea associated with this lesson that transcends grade level?

III. Essential Questions: Questions that are specifically linked to the Big Ideas. They should frame student inquiry, promote critical thinking, and assist in learning transfer.

IV. Pennsylvania State Standards/Eligible Content

V. General Objectives: Referred to as **concepts** on SAS/PDE website. Describe what students should know (key knowledge) as a result of this instruction specific to grade level.

VI. Behavioral Objectives: Referred to as **competencies** on the SAS/PDE website. Describe what students should be able to do (key skills) as a result of this instruction, specific to grade level.

VII. Instructional Materials

VIII. Vocabulary: Tier 3; words and language specific to the content area

IX. Instructional Procedures:

- A. Introduction
- B. Motivation
- C. Development
 - a. What does the teacher do?
 - b. What do the students do?
 - c. Does my procedure thoroughly describe the steps so that another teacher could replicate them?
- D. Strategies for diverse learners
- E. Summary and Closure
- F. Assignment

X. Assessment:

- A. Formative
 - a. Describe the student products or performances you will look at and how they will be evaluated.

- b. What tools will be used to document student progress? Submit blank copies of these tools.
- B. Summative – How will you assess whether or not the objectives were met?

XI. Reflection & Self-Evaluation:

- A. What worked?
- B. What did not work?
- C. How can the lesson be improved?

XII. Suggested Instructional Strategies – What instructional practices or strategies will be used?

- W:** How will you help your students to know where they are headed, why they are going there and what ways they will be evaluated along the way?
- H:** How will you hook and hold students' interest and enthusiasm through thought-provoking experiences at the beginning of each instructional episode?
- E:** What experiences will you provide to help students make their understandings real and equip all learners for success throughout your course or unit?
- R:** How will you cause students to reflect, revisit, revise, and rethink?
- E:** How will students express their understandings and engage in meaningful self-evaluation?
- T:** How will you tailor (differentiate) your instruction to address the unique strengths and needs of every learner?
- O:** How will you organize learning experiences so that students move from teacher-guided and concrete activities to independent application that emphasize growing conceptual understandings as opposed to superficial coverage?

MORAVIAN COLLEGE

Assessment for Early Childhood and Middle Level Pre-Student Teaching Experience

Student Name:

Date:

School:

Grade Level:

Cooperating Teacher:

Presentation and overall organization _____ / 5

Two lesson plans
(WHERE TO, student samples, self-evaluation, pictures) _____ / 24

Additional pictures of teaching materials to support experience
with a description of purpose, how to and overall results _____ / 12

1. Learning Game (4)
2. Assessment Tool (4)
3. One of the following (4)
 - Interactive Bulletin Board
 - Learning Center
 - Trifold

Description of two "Total Participation Techniques" Used with Students.... _____ / 14

Final reflective essay _____ / 5

Portfolio Total **_____ / 60**

Cooperating Teacher/Supervisor Evaluation **_____ /**

40

Total for Experience **_____ /**

100

- Student is prepared for the next pre-student teaching experience.
- Student needs additional, successful field experience to develop his/her full potential.