EDU211: INSTRUCTING THE PRE-SCHOOL CHILD
COURSE OUTLINE-FALL 2010

EARLY CHILDHOOD/EDUCATION PROGRAMS COORDINATOR:
Darlene Hochman

EDU 211 INSTRUCTOR: Kathleen Cummings
EARLY CHILDHOOD PROGRAM
EDU211: INSTRUCTING THE YOUNG CHILD

COURSE DESCRIPTION:
An examination of the role of the early childhood professional in the educational setting and in relationships with children, parents, staff and directors and other program workers. This course will foster the development of observational skills and instructional techniques. Registration in this course requires the student to purchase liability insurance through the college. (2 hrs. lecture, 3 hrs. practicum). Prerequisite: EDU111. This course is offered only during the fall semester. Recommend: concurrent enrollment in Early Childhood Activities courses (EDU 115, 215 or 202).

COURSE OBJECTIVES:
Upon completion of this course, the student will be able to:

1. participate as an effective assistant in all activities at the early childhood program to which he/she is assigned.

2. observe and discuss in seminars his/her observation and actions in the classroom. The physical, social, cognitive and emotional development of the preschool child will be part of these observations.

3. plan appropriate curriculum experiences and demonstrate knowledge of subject matter by coordinating activities and materials with developmentally (physical, emotional, cognitive, social) appropriate behavioral objectives.

4. demonstrate in all plans and interactions the need to respect and support the child, recognizing and accepting the influence of family, community and culture.

5. integrate educational theory in practical application and in written assignments.

6. demonstrate professional attitudes toward teaching by achieving rapport with all colleagues and staff which will aid in the development of his/her own teaching skills; i.e., seeking resource persons, accepting new assignments, attending program meetings.

7. identify his/her own strengths and weaknesses in preparation and teaching techniques through written assignments, child studies, exams, class seminars and individual conferences.
STUDENT REQUIREMENTS FOR COMPLETION OF THE COURSE

A. Practicum Placement:
   Students participate in an Early Childhood Program for 14 weeks to which they are assigned by the college instructor. During the first EDU211/EDU221 class, students are assigned by the instructor to a practicum placement in college-affiliated early childhood programs located throughout Suffolk County. Practicum hours will be determined according to the instructor’s teaching schedule. Practicum changes must be approved by both the instructor and program coordinator. Students, unless given permission, remain with the same instructor and practicum program for EDU221 (spring). Students cannot be placed in programs in which they are employed.

B. Child Study:
   A child study, recording the behaviors of one child as described in the course outline is to be submitted. Eight (8) numbered and dated assignments are due the 9th class. #1, #11 and #12 are required in the order stated.

C. Journal:
   Eight (8) weekly, dated, titled journals (due the 12th class) discussing practicum experiences is required. Journal topics ‘A’ and ‘B’ (see assignment page) to be written last, are required. Choose others from suggested topics.

D. Practicum Assignment and Activity Plans:
   Students are responsible for writing, planning and leading one activity (with approval from the cooperating teacher) per week, commencing the 2nd week. Curriculum areas (science, math, language arts, music, art, literature, social studies, cooking, and movement) must be rotated. Typed plans are to be submitted only to the cooperating teacher and to college instructor at observation. The activity plan form and teaching/attendance record are attached.
   Activities are to be adapted to meet the needs of the children with whom you are working, not taken directly from the resource used. Plans must be detailed, specific and be developmentally appropriate.

E. Student Presentations:
   Students will present one completed activity. A copy of the activity plan and evaluation is to be submitted to the instructor at that time. See course outline for specific requirements.

F. Readings
   The student is responsible for assigned readings from the Annual Editions text and a 1-2 page reaction paper is required on the due date of the assigned article.
   • Briefly state the purpose of the article.
   • Include both a positive and negative critique.
   • Conclude with how you believe this article relates to your field site.

G. College Instructor Observation:
   Students will be observed and evaluated by the college instructor. Students are responsible for confirming the appointment. The student will prepare and present an age appropriate learning experience. The evaluation process includes a post-observation conference to be held immediately following the observation. A written plan is to be submitted to the instructor at the observation. Students are required to contact both the instructor and cooperating teacher if an observation must be cancelled. Lack of doing so will result in a failing grade.
H. **Cooperating Teacher Evaluations:**
Students will be evaluated twice by their cooperating teacher using the form provided. Students are responsible for the submission of evaluation forms to the college instructor on the 7th and 14th class session. *Students are to discuss the evaluation with their cooperating teacher.*

I. Group presentations will be discussed in class.

**General Information Regarding Assignments, Requirements, Academic Dishonesty and Grades**

1. Assignments must be submitted on the dates due. Late assignments will not be accepted and earn a 0 grade unless prior approval for late submission is given. *An incomplete for the course may be given by the instructor after discussion with the student.*

2. There will be no make-up exam given or resubmission of any required papers.

3. Work must be typed and **carefully proofread.** Grades will be affected by writing proficiency, including spelling, grammar, usage and punctuation. *Unacceptable writing will result in a failing grade.*

4. All course requirements, regardless of the percentage value, must be completed as indicated. Not fulfilling all requirements will result in course failure.

5. The Early Childhood Program has a zero tolerance for academic dishonesty. The consequence for any form of cheating will be automatic course failure and removal from the Program.

6. Students are responsible for all information presented during lectures. Please note the phone number of a classmate (or two) you may call should you be ill.

<table>
<thead>
<tr>
<th>(Name)</th>
<th>(Phone)</th>
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<tbody>
<tr>
<td>(Name)</td>
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**GRADING PRACTICES:**

- Cooperating Teacher Evaluations (2) 10%
- Supervisor Observation/Evaluation 20%
- Child Study 20%
- Journals 20%
- Article Reaction Papers 10%
- Developmental Domain Presentation 5%
- Activity Plan Presentation 5%
- Group Parent Presentation 10%
**Practicum Site Incident**

An incident is defined as any act, whether by action or negligence, that results in injury while you are at a field site.

All incidents must be immediately reported to both the cooperating teacher and college instructor and documented. The college instructor will then determine the subsequent procedure. This may include one or more of the following: notification of the school nurse and parents, physician examination, or documentation in department records.

Students are required to record the following information:
1. Name of child or individual.
2. Date, time and place of incident.
3. Description of incident.
4. Witnesses.

**STUDENT BEHAVIOR AND ETHICS AT PRACTICUM SITES AND IN SEMINAR:**

A. **Never** take any notes for journals or the child study during practicum session. All written assignments except for activity plans are evaluated by the college instructor. Practicum sites, cooperating teachers and children are **never** identified in the text. Pseudonyms must be used.

B. **Dress appropriately** and neatly for the work you will be doing. **Cell phones must be turned off during class and at practicum site.**

C. **Never** discuss classroom issues or experiences outside the seminar with anyone: parents, other teachers, neighbors, etc. Refer all questions about the child to the teacher or save them for seminar discussion. Lack of professional behavior will result in a student being withdrawn from the course and earning a failing grade.

D. If you are will be late or absent, call the participating school and arrange to make up the time. A minimum of 14 sessions are required.

E. **Get involved immediately.** Ask what tasks you can help with or what area you can work in with the children. Facilitating experiences with the children is required by your second session.

F. Arrive early to speak with the teacher so you do not interrupt. **Discuss the next week’s activities with the teacher so you can prepare an appropriate activity.**

When appropriate, you are to remain until all the children have left.

G. **Never** criticize the teacher or school. You may question procedures, programs, etc., and discuss relevant matters when children are not present. In seminar, names of programs or people are never to be used when discussing issues.

H. **Never** use your own vehicle to transport a child or staff member. You may go on trips in the program’s vehicle, as long as a staff member is driving.

I. A student’s behavior must reflect:
   a. Respect for cultural and individual differences.
   b. Positive role modeling for children/adults in verbal, physical and written interaction.
   c. Respect for property belonging to the practicum site and the college.
   d. Adherence to safety and health regulations for self and for children.

**STUDENTS ARE RESPONSIBLE FOR THEIR BEHAVIORS AND ATTITUDES WHICH DEMONSTRATE SKILLS AND JUDGEMENT DURING ALL PRACTICUM AND CLASS SESSIONS. NON-COMPLIANCE WITH ANY OF THE ABOVE OR ANY UNSAFE BEHAVIORS WILL RESULT IN THE STUDENT BEING REMOVED FROM THE PRACTICUM SITE IMMEDIATELY. THE STUDENT WILL ALSO EARN A FAILING GRADE FOR THE COURSE.**
STUDENT ABSENCE, LATENESS AND RESPONSIBILITIES TO COOPERATING SCHOOL:

A. Students are required to attend every class and are responsible for material covered. Final grades are affected by more than one week’s absence. Promptness is expected; two latenesses are considered one absence. (It is unnecessary for students to call the instructor about an absence.) Upon the third week’s absence prior to mid-semester, a student will be withdrawn from the course. After mid-semester, a student with three (or more) week’s absences can earn a failing grade.

Practicum and seminar attendance are required. Excessive absence in either the seminar or practicum will result in a failing grade if the student does not formally withdraw in compliance with college policy. The student is urged to notify the instructor if she/he withdraws from class.

B. Students will receive a failing grade if:
   1. practicum schedules and procedures are not maintained.
   2. the student behaves inappropriately, unethically or unsafely.
   3. the student does not contact the cooperating teacher about being late or absent.

C. Students are required to attend practicum 14 days and to report on time. Students must follow the site’s dress code. Absences are to be made up as soon as possible. In the event of a practicum absence, the student is required to contact the cooperating teacher at the start of the working day. Non-compliance will result in the student withdrawal from or failing the course. If you must withdraw from EDU211, please call me so that I can inform the school. After mid-semester, permission to withdraw without penalty must be approved by the instructor.

D. Students are required to notify the cooperating teacher and/or college supervisor about an observation cancellation.

GENERAL GUIDELINES & INSTRUCTIONS FOR ALL ASSIGNMENTS

1. Is the main idea or purpose clearly stated?
2. Is support presented for your observations, comments or ideas? Criticism without stating what you would do is insufficient.
3. Are conclusions drawn after giving specific, supportive information?
4. Is adequate descriptive information clearly stated and well written?
5. Carefully proofread all work. Be precise and grammatically correct.
6. Each journal or child study must be at least one double-spaced typed page in length. Each page must be labeled/titled and dated.
Child Study and Journals

Focus on a topic; examine and analyze what is important and essential to include. Be precise, substantive and analytic. Work must be descriptive and detailed. Each study or journal should be 1 ½ to 2 typed pages.

Journals

Describe and examine a classroom event, interaction or situation that made you think about learning or teaching. Relate insights and discuss previously held expectations and beliefs. Recommend and analyze changes or corrections.

Optional: Students may submit the first two child study or journal papers no later than the forth class meeting for correction and comment.

Journal and Child Study Grading

A range: Journal/child-study is well written, perceptive and insightful. It covers all the criteria as stated in the course outline. There are very few writing errors and the material is well thought-out, documented and relevant.

B range: Ideas are fully developed, organized and logically presented. Comments and ideas are supported by appropriate examples and specific details. The organization is cohesive and the writing is almost error free.

C range: The material and examples given are either mere descriptions or lists of events. They are not insightful or relevant to understanding the student’s perspective or the child being studied. There are many flaws and errors in spelling, grammar, punctuation and/or language.

D range: The scope and purpose of the papers are vague. Ideas are not organized, lack depth and are limited to a mere listing or description of events. Basic errors in written English occur frequently. The paper has not been carefully proofread or edited.

F range: There is little evidence of thought given to the assignment and an absence of examples, details and supportive information relating to the assignment. Errors in writing are pervasive.

MARKING CODES

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>PW</td>
<td>Poor writing</td>
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<tr>
<td>U</td>
<td>Incorrect usage of word or phrase</td>
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<tr>
<td>GR</td>
<td>Grammatically incorrect</td>
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<td>SS</td>
<td>Poor sentence structure</td>
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<td>SEN</td>
<td>Specific examples needed</td>
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<td>SP</td>
<td>Spelling Error</td>
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<td>PO</td>
<td>Poor organization</td>
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<tr>
<td>ID</td>
<td>Inadequate development of ideas</td>
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<td>ROS</td>
<td>Run on sentence</td>
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Writing Checklist/Rubric

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>QUALITY/LEVEL</th>
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<tbody>
<tr>
<td>Appearance:</td>
<td>Paper must be neatly presented and typed.</td>
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<tr>
<td>Mechanics:</td>
<td>Made few or no errors in grammar, usage, punctuation and spelling.</td>
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<td>Made a relatively small number of mechanical errors.</td>
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<td>Organization:</td>
<td>Writing is well organized, demonstrates logical flow of content.</td>
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<td>Writing is fairly well organized.</td>
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<td>Writing lacks organization.</td>
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<tr>
<td>Information/Development of Ideas:</td>
<td>Ideas were developed fully with examples, documentation, details or explanations that are specific, concrete and complete.</td>
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<td>Ideas were somewhat developed with few examples, etc., and are not complete.</td>
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<td>Paper simply lists or gives narrative of events.</td>
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<tr>
<td>Conclusion:</td>
<td>The conclusion is thoughtful, cogent and contributes to knowledge of the child (child study) or the student (journal).</td>
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<td></td>
<td>The conclusion merely summarizes the information given.</td>
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<td>There is no conclusion</td>
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ORAL PRESENTATION OF A LEARNING ACTIVITY

1. Select a particular content/curriculum area for the presentation.
2. The activity or experience must have been presented to the target group prior to seminar presentation.
3. A complete, typed activity plan must be submitted to the instructor on the day of the presentation.
4. Materials created by you and used for the activity are to be shown and demonstrated when appropriate.
5. Presentation:
   a. Describe group and program with which you are involved.
   b. Give background and rationale for developing and using this particular experience, stating behavioral objectives and expected outcomes.
   c. Describe the experience/activity with the children.
   d. Discuss your evaluation of the activity

INSTRUCTOR INFORMATION

OFFICE HOURS:
OFFICE PHONE: 548-3564
HOME PHONE: 727-3641
EMAIL: cummink@sunysuffolk.edu or rc3boys@aol.com
TEXTS: Annual Editions: Early Childhood Education 10/11
        Developmentally Appropriate Practice, N.A.E.Y.C.
The initial fifteen minutes of each class will be used to discuss student participation at practicum and assigned articles. Each student will lead a discussion on ONE article. Students are to share insights, concerns and events relating to the practicum experience.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC</th>
<th>TEXT</th>
<th>ARTICLE #</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>09/13</td>
<td>A. Course Objectives, Assignments and Requirements</td>
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<td>B. Practicum Placements</td>
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<td>2</td>
<td>09/20</td>
<td>Participation: Responsibilities, Expectations, Behavior Developmental Norms and Needs of the Preschool Child (including language development) Bring ED 101 &amp; 111</td>
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<td>3</td>
<td>9/27</td>
<td>Developmental Norms Presentation</td>
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<td>4</td>
<td>10/4</td>
<td>A. Writing Behavioral Objectives</td>
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<td>B. Writing Lesson Plans</td>
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<td>5</td>
<td>10/11</td>
<td>Curriculum Organization and Development</td>
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<td>6</td>
<td>10/18</td>
<td>A. Questioning Skills for Teachers</td>
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<td>B. Listening Skills for Teachers</td>
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<td>C. Teacher evaluations due</td>
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<td>7</td>
<td>10/25</td>
<td>A. Teacher Accountability and Liability</td>
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<td>B. Health and Safety in the Early Childhood Setting</td>
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<td>8</td>
<td>11/1</td>
<td>A. Children with Special Needs</td>
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<td>B. Mainstreaming/Inclusion</td>
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<td><strong>C. Child studies due</strong></td>
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<tr>
<td>9</td>
<td>11/8</td>
<td>A. Student Presentation of a Learning Experience</td>
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<td>B. The Effective Teacher: Qualities and Behaviors</td>
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<td>10</td>
<td>11/22</td>
<td>A. Parent-Teacher Conferences</td>
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<td>B. Parent Involvement</td>
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<td>11</td>
<td>11/29</td>
<td>A. Video Tape</td>
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<td><strong>B. Journal due</strong></td>
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<td>12</td>
<td>12/06</td>
<td>A. Student Presentation of a Learning Experience</td>
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<td><strong>B. Teacher evaluations due</strong></td>
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<td>13</td>
<td>12/13</td>
<td>A. Time/Teaching record sheets due</td>
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<td>B. Group Parent Presentation</td>
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<td>14</td>
<td>12/21</td>
<td>A. Time/Teaching record sheets due</td>
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<td><strong>B. Group Parent Presentation</strong></td>
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* Indicates an assignment due.
CHILD STUDY ASSIGNMENTS

Select a child about whom you will report throughout the semester. Names of the child, teacher or program are never to be used.

For each: Type out entire question and include date of observation.
8 assignments are required, #1, 11 and 12 must be included. Select 5 others.
Examples are to be detailed, descriptive and specific. Use DAP’s & DIP’s with citations. Analyze, synthesize and assess what you have learned from each observation. Note patterns or inconsistencies. Support and document all statements.
Child Study #1 must be written first; #11 and #12 last. Adapt assignments to you/the child’s specific needs. Each must be 1½ to 2 typed pages.

ASSIGNMENTS:

1. (first) a. Give a word picture of the child including such things as: physical appearance, peer relationships, age and background information the school feels free to give you (siblings, family members at home, etc.).
   b. Indicate your reason for selecting this particular child. Discuss how and what you expect to learn through this experience.

2. Describe two observations in which the child seems to evidence confidence or lack of confidence. Be specific, give details describing each situation and supporting your observation.

3. Record the child’s behavior during 3 different routines. What is the stimulus for the activity? Did the teacher ask the whole class or the individual child to do something (gets dressed, clean up, etc.)? What were the child’s reactions? What did the child do immediately after (did s/he try to show what s/he has done, does s/he sit and walk, etc.)?

4. Observe and record the child’s use of small muscle materials. How does the child come to use the material (teacher-suggested, group procedure, etc.)? Include the nearby significant people and activities. Describe 3 descriptions of specific play patterns when using small equipment such as paints, puzzles, table construction toys, etc.

5. Same as the above, only describe 3 situations of specific play patterns using large muscle equipment such as large blocks, climbing toys, riding toys. Discuss child’s use of imagination during these observations. Does the child use both kinds of equipment (see #4) in the same way (aggressively, confidently)?
6. Record two or three observations of the child’s contact with adults. Who makes the contact? What is the reason the contact was made? Try to quote the dialogue as it occurred and the sequence of events. How frequently does the child make contact with the adult and in what situations? Is there a special quality to the child’s contacts with adults (whining, clinging, tattling, warmhearted, hostile, etc.)?

7. Record the child reactions to teacher participation when the teacher is the giving (offers affection, help or suggestions) person. How does the child react to teacher participation when the teacher is a controlling, inhibiting person, curtailing the child’s actions and feelings? How does the child react to sharing the adult? Discuss and describe each contact in your observation.

8. Does the child you are observing show noteworthy fear or courage in any situation? Describe 2 specific situations and the children’s reactions. In what ways did an adult’s presence help or hinder the child’s ability to handle future situations?

9. Record the child’s behavior while interacting with peers. Write your observations of three specific interactions including such information as: Who approached whom? Was the child friendly, frightened, bold or demanding? What did the child say? How did the other child respond? What role did the child take–bossy, coaxing, silent, cooperative?

10. Discuss some of the limits set by the school. Do you feel that these limits help the child accept freedom with responsibility? How do these limits help the child achieve self-discipline? How did the child accept or reject these limits?

11. *What do you consider the special strengths in the environment of this child? Have you any suggestions for further meeting the child’s needs in the future? What would you tell the child’s parent(s) at conference time?*

12. *Your Own Growth – What has this small child taught you?*

*Required and must be completed last.*
JOURNAL TOPICS

Every Journal MUST be titled and dated. DAP’s & DIP’s are required with citations!

REQUIRED: BOTH A and B must be written and dated as the last to be submitted.

A. Self Awareness
   Describe and discuss how your own culture, background, ethnicity and/or economic status have influenced your
   definition, perceptions or expectation of the children.

B. Personal Teaching Style
   Describe, analyze, and evaluate your own approach to teaching. How has this developed over the semester?

OPTIONAL/Choose 6:

Participation in fieldwork
   Discuss/describe your initial practicum experience, responses by staff and your
   own reaction and thoughts.

Teacher Roles
   What role does the teacher play in the room? Does the teacher teach continuously? Is s/he a “leader”, a facilitator, or an observer/follower? Explain, support, and analyze your choice.

Curriculum
   Is the room you are working in appropriately equipped to encourage each child’s
   involvement? Discuss the rationale of the layout, space and material availability
   in terms of the developmental needs of the children attending the program.
   Analyze and evaluate your comments.

Activities & Behavioral Objectives
   You have been observing teacher facilitated experiences in the classroom. Ask your cooperating teacher if you may peruse his/her written plans. Are they explicit? Are there specific behavioral objectives? Does the teacher evaluate each experience? How? What would you add to, change or develop in these plans? Why?

Teacher Effectiveness
   How has your being a participant in the Early Childhood classroom enhanced the experience of the children there? Why is this so? If you do not see yourself as a positive influence, explain why or what you are doing about it. Analyze and assess your response.

Supportive Scheduling
   Does the philosophy of the school in which you are participating accurately describe its daily program? Why and how does the program support its philosophy (or not support it). Critically analyze and evaluate your assessment.

Questioning Skills
   Does the teacher vary the types of questions used (refer to class notes)? Which types are used most? Why do you think this is done? What suggestions or changes in questioning style would you implement? Why?
<table>
<thead>
<tr>
<th>Topic</th>
<th>Question</th>
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<tbody>
<tr>
<td>Inter-Staff Relationships</td>
<td>Define the role of the assistant in the classroom? How is this similar or different than the assistant’s role in the class in which you are participating? Explain problems and changes you would like to make and why you believe they would be more effective. How would you introduce these changes?</td>
</tr>
<tr>
<td>Parent Involvement</td>
<td>How important is parent involvement at your participating school? How much or what type of parent involvement do you see as critical to an effective early childhood program? Why?</td>
</tr>
<tr>
<td>Listening</td>
<td>Who does most of the taking during a skills experience? Why is it important/not important for children to talk? Does the teacher listen? How do you know?</td>
</tr>
<tr>
<td>Student Presentations</td>
<td>What did you learn from the student presentations? How will you use this information? What changes would you find more effective?</td>
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<tr>
<td>Mainstreaming</td>
<td>Are there any children mainstreamed in the program? How are these children integrated into the program? Are there special programs for these children?</td>
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<tr>
<td>Self-Evaluation</td>
<td>What have you learned about yourself during this practicum experience?</td>
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EARLY CHILDHOOD PROGRAM ACTIVITY PLAN
EDU211/EDU221

Name: ___________________________ Date: __________ Children’s Age: ______

1. Activity: __________________________

2. Concepts: (3 facts to be introduced):

3. Behavioral Objectives: (conditions, written behaviorally):
   1. The Child will . . . by . . .

4. Experiential Goals
   The child may . . .

4. Materials: ____________________________________________

5. Step-By-Step Procedure:
   a. Motivation: (3 open-ended questions)
   b. Introduction (story, poem, fingerplay, etc.):
   c. Activity:
   d. Closure (review/share/display):

6. Evaluation: ____________________________________________
1. **Name of the Activity & Theme**: What is the activity called? What is the basic topic?

2. **Concepts, Skills, Values**: What concept(s) will be introduced or reinforced? (A concept is a statement of an idea.) What skill(s) will the activity facilitate? What values will the activity support?

3. **Behavioral Objectives**: What are the learning expectations of the children? Behavioral objectives must be viewed as the observable things the child(ren) may do or the outcomes that indicate what they have learned. They represent expectations of the child’s reactions to and involvement in the activity. (When implementing an activity, the teacher’s goals, expectations or objectives should not supersede the child’s learning goals and experiences.)

4. **Materials**: What materials are needed? Be specific.

5. **Procedure**:  
   a. **Motivation**: What is needed to encourage the children’s interest and focus?  
      3 open-ended questions
   
   b. **Introduction**: What introduction will you use to engage the child in the activity?
   
   c. **Activity**: State the particular steps to be followed, if any. Describe the process the children will take in doing the activity or the steps you will take to facilitate the activity. Include questions to encourage children’s thinking.

   d. **Closure**: How will the activity end?

6. **Evaluation**: Refer to the concepts and behavioral objectives when assessing and evaluating outcomes. Were the children involved (discussing, creating)? How did you facilitate this experience for the children? How would you change or improve it? BE SPECIFIC!
## EARLY CHILDHOOD PROGRAM
### EDU211 STUDENT PRACTICUM ATTENDANCE RECORD
(To be submitted with teacher’s signature at the end of the semester.)

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<th>PARTICIPATING SCHOOL: __________________________</th>
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<td>STUDENT NAME: ____________________________</td>
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<td>COLLEGE INSTRUCTOR: __________________________</td>
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__________________________  __________________________
Cooperating Teacher  Date

D#11:EDU211/33  fall COoutline 2008 d13  cdrive
EARLY CHILDHOOD PROGRAM

SUFFOLK COUNTY COMMUNITY COLLEGE

EARLY CHILDHOOD PROGRAM

************************************************************************

COOPERATING TEACHER
PRACTICUM MANUAL
(EDU211 - EDU221)

2010-2011

************************************************************************

EARLY CHILDHOOD PROGRAM INTERCAMPUS COORDINATOR:

_________________________________________ DARLENE HOCHMAN

__451-4299

STUDENT'S COLLEGE INSTRUCTOR:

PHONE: ________________________
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FACT SHEET FOR COOPERATING TEACHERS

FALL and SPRING

The college instructor has the sole responsibility for reading and evaluating all student papers and reports. Copies of the student’s activity plans will be submitted to the site program teacher each week.

1. Cooperating practicum teachers are urged to contact the student’s college instructor (see booklet cover) if any questions arise concerning the placement, school policy, problems, etc. The instructor’s time is arranged so that a visit for a conference can be scheduled on short notice. Please do not hesitate to contact the student’s instructor at any time during the semester.

2. Darlene Hochman, the Early Childhood Program Coordinator for all campuses, can be reached at 451-4299. Please feel free to call should you have any questions or concerns regarding placement, instructors, students or the program in general.

3. Each student will provide you with a copy of the course outline (EDU211 in the Fall / EDU221 in the Spring), an evaluation form and postage-paid return envelope. The outline details the students’ roles, responsibilities and course assignments. Again, should you have any questions, you may contact the students’ instructor or Professor Hochman at any time.

4. Students will report to practicum placements during the first two weeks of September. Prior to their first week, cooperating teachers, after conferring with the student, will select the day that the student is to report.

5. Students are to work the normal school hours. Three (3) hours are required each week during the Fall semester and six (6) hours per week are required during the Spring semester.

6. Students who miss teaching days should make arrangements with the cooperating teacher to make them up during the semester. A student must work a minimum of 14 half days in the first semester and 14 full days in the second semester.

7. Students will begin the 2nd semester practicum placement during the last week of January. The spring semester ends the third week of May.
EXPLANATION OF THE STUDENT EVALUATION FORM

We are very glad to have you as a participant in the Suffolk County Community College - Early Childhood Program Student Practicum. Your participation makes it possible for our students to have a more complete teacher-training experience.

Among the essential responsibilities of a cooperating teacher are the observations and evaluations of student teachers. You will receive a copy of our program’s evaluation form. The form consists of five areas of performance critical to teaching, each containing several criteria. For clarification, we are including in this handbook a small glossary explaining some terms found in the criteria (see page 6).

The rating scale ranges from Excellent to Unsatisfactory. The column on the far right (Shows Improvement) may be used in conjunction with another rating level to further detail the student’s performance.

Please use the comment section for any further descriptions, illustrations, or clarifications. Feel free to extend your comments to another page if necessary.

Once again, we greatly appreciate the time, energy and professional knowledge you provide as a cooperating teacher with SCCC’s Early Childhood Program Student Practicum.

Thank you.

Early Childhood Faculty
EARLY CHILDHOOD PROGRAM
STATEMENT OF PHILOSOPHY

Understanding and appreciation of early childhood stems from the study of writings and research of educational philosophers and psychologists. This background is the basis for the development of methods of teaching young children. These methods utilize and modify instructional approaches by stressing the importance of the stages of development in early childhood.

Study of the development of a child’s physical, cognitive, social and emotional growth emphasizes the step-by-step progression through which a child acquires knowledge of self and environment. It demonstrates the individual and unique process that learning is. A child’s experiences and perception of them are the basis for the formation of concepts of self and of the environment. Such concepts are constantly being re-evaluated, re-organized and manipulated as the child is exposed to new experiences. New concepts need to be perceived through all senses to be successfully integrated into a child’s system of thinking. They need to be related to prior knowledge so that familiar concepts can be assimilated or discarded and replaced with new information.

The quality of the experiences an educator provides for the child is paramount. Experiences must be meaningful. They need to involve the child and be age-appropriate, well sequenced and organized. The learning process must be process-oriented, not product-oriented. Process-oriented teaching allows the child to explore media and material without being bound by a pre-determined product whose characteristics have been defined and determined by the teacher. It allows the development of the creative potential inherent in each child. The learning process is highly individualized and unique to each child. Learning styles vary with the strengths and weaknesses of the individual; the accumulation of knowledge is a delicate process. Many teaching behaviors can easily discourage the sensitive child while lack of success can affect self-image. Early childhood curriculum should satisfy the needs of the individual while permitting the child to experience success.

The Suffolk County Community College Early Childhood Program supports this philosophy. Our students learn the importance of allowing a child the opportunity to assume appropriate responsibility for learning, regardless of subject area. The Program is supportive of the child’s expression of ideas through appropriate media under the sensitive guidance of the teacher.
COOPERATING TEACHER ROLES & RESPONSIBILITIES

1. Please help the student become an integral part of the program by introducing the student to the staff, informing the student of rules and schedules and providing a general orientation to your school.

2. Daily discussions with students to consider experiences undertaken are helpful both at the beginning and the end of each session. Students can discuss plans, evaluate their work, question and ask for suggestions.

3. Please discuss the next session’s plans so that the student may prepare an appropriate experience.

4. Students may observe during their initial visit only. Thereafter, they are expected to be involved in all aspects of the program. This includes setting up, cleaning up and working with children during all activities.

5. Please invite students to attend a parent-teacher group meeting if held during the course of the year.

6. The student is to participate and lead a variety of learning experiences with approval of the cooperating teacher. These are to include activities in music, art, literature, food, and cooking, science, math and social studies. Activities must support the teacher’s plans, goals, and needs of the children. The cooperating teacher will receive a copy of each plan.

7. The cooperating teacher will evaluate the student twice each semester. Copies of the evaluation form and self-addressed envelopes are provided. Evaluations are due on the 7th and 13th week for the fall and the spring semesters.

8. The student is required to plan and facilitate at least 12 (fall semester) and 14 (spring semester) original experiences other than those designed by the classroom teacher. After discussion and your approval, the student is facilitate plans as developed and evaluate them, consulting with the teacher. Please do not interrupt the student. The philosophy is for the student to prepare experiences that are child centered and developmentally appropriate.

Ongoing communication is an effective method of encouraging the student’s development of teaching techniques. Please offer recommendations, suggestions or options when appropriate. Your ideas are a valuable component to the practicum experience.
GUIDE FOR EVALUATING PRACTICUM STUDENTS

I. Does the student accept the policies and procedures established by the school and work within its structure, i.e.: maintain school schedules and accept established personnel policies and practices?

II. How does the student carry out assigned responsibilities within the school?
   a. Theoretical knowledge - In discussion, has the student shown knowledge and understanding of sound thinking of child development and human behavior? In what way?
   b. In practice - How has the student carried out responsibilities in relation to the program and children? Evaluate the student’s growth and performance in the following areas:
      1. Relationship with children
      2. Handling children’s conflicts and problems
      3. Recognition of individual problems of children
      4. Providing smooth transitions for children from one activity to another
      5. Facilitating a range of developmentally appropriate activities allowing children to make choices
      6. Providing appropriate equipment and sufficient materials for the children

III. Discuss the student’s record of attendance and punctuality and assumption of responsibility in these areas.

IV. Use of supervision:
   a. Appropriately seeks information, guidance and direction
   b. Willingness to accept suggestions and ability to apply new knowledge in similar situations.
   c. Attempts to improve overall performance and the handling of specific situations.

V. SUMMARY
   a. State recommendations and goals for the coming period.
   b. Assess student’s progress, development and professional performance since the last evaluation.
Glossary for Student Evaluation Form

This glossary is intended to explain what is meant, in the context of our program philosophy, by terms in the student evaluation.

1. **Child Centered**
   A classroom or curriculum is child-centered if it is built around the needs, interests, experiences and initiatives of the children. Materials and equipment are appropriate and displays are at children’s eye level. Children can actively explore, create and play. The curriculum grows from observations of the children’s developmental needs, readiness, ideas and interests.

2. **Developmentally Appropriate**
   Developmental appropriateness combines the concepts of age and stage. Appropriate Experiences must be assessed and adapted to each child’s current real level of development, which can vary greatly from chronological age.

3. **Open Ended**
   Open ended, or divergent, refers to having many ways or outcomes. Open-ended material or an activity is one in which there is not one way of doing it or one expected result, but varied possibilities. The child has the opportunity to explore, think, and express him/herself. An open-ended question is one in which there is not a single correct answer (right answers as such being generally unimportant in early childhood), but many possible responses. Thus the child is stimulated rather than tested.

4. **Concrete**
   As opposed to “abstract,” something that is concrete is real and tangible. For example, young children cannot conceptualize numbers, which are abstractions, but they can visualize and manipulate blocks, rods or other concrete objects. Children need a concrete foundation first. According to Jean Piaget, children generally cannot think in abstract terms until they are seven or eight, requiring concrete materials and experiences at least until then.

5. **Whole Child**
   This incorporates all the child’s spheres of development: cognitive, affective, social and physical. When planning activities/experiences, opportunities should provide for each area of development. The child is a whole person, whose spheres of development are deeply connected, and physical, social and emotional well-being may or can impact on cognitive success.
6. Individualized
   An individualized program is one which accepts and affirms individuality. It
   provides attention, tolerance and appreciation of the uniqueness of every
   child.

7. Process-Oriented
   A process-oriented activity or approach is not product or performance-oriented. Learning is viewed as
   a process that takes time. Every step in the process, not just the last, is important, providing
   opportunities for exploring, thinking, feeling, expressing, succeeding and growing.

   The process-oriented teacher does not stop the child when the painting is “beautiful,” but lets the child
   go on if she/he wishes because it is the child’s painting. Producing and performing do not promote
   learning; it is in the process, the direction, the opportunity, that real learning and growth occur.

8. Integrated Curriculum
   An integrated curriculum is one in which the various curriculum areas, art, language, science, math,
   social studies, music and movement, etc., work together.
   Curriculum areas are a means toward the development of skills, concepts and values. They are all
   interrelated, as are the spheres of development.

9. Multicultural
   A multicultural curriculum, classroom or perspective affirms diversity, that people are all different and
   all the same and we should understand and appreciate all of our differences and similarities. There is no
   one right way of being, looking, living or believing. Everything in a classroom should reflect diversity
   of our community(ies). Inclusion is another component of multiculturalism. Every child should feel
   included, fit in and be respected. Children should have access to various cultural expressions and
   perspectives. The other piece of multiculturalism is anti-bias. Pictures, books, language, activities and
   expectations should be free of stereotypes and ignorance. Multiculturalism includes race, culture,
   nationality and ethnicity, gender, class, religion, ability, age and appearance.

10. Facilitator
    A facilitator sees knowledge as constructed by the child, with the teacher without controlling the
    process. A facilitator is catalyst, questioner, resource and nurturer who makes learning interesting,
    accessible, appropriate, safe and successful. A facilitator senses when to move in or to back off, when a
    question could be useful or be intrusive.
SUFFOLK COUNTY COMMUNITY COLLEGE

MEMORANDUM

COLLEGE PRACTICUM SUPERVISOR PROCEDURES

TO: EDU211 Instructors, All Campuses

FROM: Darlene Hochman, Early Childhood Program Coordinator

DATE: Summer 2010

SUBJECT: EDU211 PRACTICUM SITE ARRANGEMENTS/LISTS

Attached is the Campus list of practicum site programs, director names, telephone numbers and the maximum number of students each placement will accept. A copy of the Cooperating Teacher and College Instructor evaluation forms and Practicum Manual are also included. You already have been sent a copy of the fall 2010 EDU211 outline and text.

Please initiate the following procedures with each practicum site after August 17:

1. Call each director prior to your first class. Introduce yourself to the director as Suffolk County Community College’s practicum site supervisor/instructor. Ask if they still wish to participate and have students placed in their programs. If they have any questions you are unable to answer they can contact me. In any event, always give my name and phone number (451-4299), stating that I am the inter-campus coordinator and can be called at any time. If they cannot place students, please let me know.

2. Inform the directors that after your first class session (tell them the date) you will contact them with the names of those students to be placed at their centers. Explain that each student will then contact the directors individually to arrange for the times/days of practicum work. If you are unable to observe at certain times, students should be informed of this during the first class meeting.

3. The EDU211 course outlines have already been sent to you. Should you need anything, just give me a call at home or at the college. There is a new text for activities as well as the readings text (list is in the email sent to you earlier).

4. Remind the directors that all practicum observations of the student by the college instructor are pre-arranged with the cooperating teacher; there are no surprise visits.

5. Schools having no number in the placement column are those that were used.
last year but did not return the forms. When you contact them, you can check if they wish to continue to participate. Almost all do. (Check for some new addresses, director names, etc., and let me know of these changes.)

6. After students have been assigned, please photocopy the list and put the actual number of students attending next to each program. Return this to me in R106.

7. Should any changes (dropouts, etc.) occur, please call so I can emend my records.

8. Do not approve any new/different placements without first consulting with me. Some students think they can make their own arrangements or do their practicum where they are employed. They CANNOT. You must contact me for approval about any requests or other modifications.

9. If a student says I approved a “special arrangement” for their fieldwork, check with me to be sure contracts were sent, etc. You can then add this site to the list you send back to me.

10. Please try to have at least one student at each practicum site. Each of you has enough placements so there is always some choice. Students know that they can be placed anywhere in Suffolk County and ONLY in College-affiliated programs. Students cannot be employed by their practicum sites.

Additional Reminders:

You may request SAINs for each EDU211 student from your Campus Registrar, but with BANNER this may be difficult. At the first class session, check that each student has:

a) completed (or repeated) all EDU courses with a “C” or better.

b) completed both EDU101/ED11 and EDU111/ED22 (or is currently taking EDU101/ED11).

c) is enrolled in the Code EACH curriculum.

AND

d) It is highly recommended, if not necessary, that ED211 students have finished at least one activity course (EDU115/ED25, EDU215/ED35, or EDU202/ED45) and should be currently registered in an activity course while completing the practicum requirements. Students who do not follow this recommendation will be at a disadvantage and should be informed of this.

Any questions please contact me.
c: Appropriate Deans
EDU211: Pract Instr Letter c dr/CD R 1 2010
The following items relate to information covered during the first class session or in the course outline. Please have the information or work prepared for the second class meeting.

First Class:
You selected or were assigned an Early Childhood practicum placement. You were given the Program’s name, address, phone number and the name of the Program’s Director.

You are to call the site Director on Wed. after 10 AM to arrange your practicum day and time.

Second Class:
Complete and submit the information card to me. It should state your name, address, a phone number at which you can be reached and your student ID number.
Also to be included on the card:
   a. The school to which you are assigned, the Director’s name and the school’s phone number.
   b. The name of the teacher to whose class you are assigned, the room number, the DAY and TIME you will be participating each week (3 hour block).

First Day you are on Site
Give your cooperating teacher a copy of the:
   EDU 211 Course Outline,
   the Cooperating Teacher Practicum Manual,
   the Cooperating Teacher Evaluation form, with all the information on the top filled in,
   the SASE to be used to return the evaluation form.

Other Requirements for Class:
1. Bring your ‘name’ card to each class and please use it.
2. Read the course outline carefully and bring in any questions you have about assignments, time sheets, attendance, etc. to class.
3. Select a child at your practicum site for your child study.
4. Read the first assigned article for next week. Read EACH assigned article each week.
5. Bring a copy of your SAIN report to class for me to keep.

EDU 211 work due after first class c drive  CD 9/09
I. Interactions with Children

- Shows caring, fairness, respect and responsibility in working with children.--
- Fosters children’s independence.
- Encourages thinking, self-expression and self-esteem.
- Has realistic expectations of children.
- Sets appropriate limits and fosters self-control in children.
- Responds sensitively and appropriately to the needs, desires and communications of children.
- Gets actively and appropriately involved while maintaining an adult role.

II. Professional Knowledge and Teaching Techniques

- Creates a comfortable and encouraging atmosphere.
- Attitudes and strategies reflect a multicultural perspective.
- Uses child-centered approach.
- Incorporates knowledge of child development and child’s needs into teaching.
- Shows good planning and evaluation skills.
- Assumes appropriate roles during activities.
- Asks appropriate questions; waits for response and listens.
- Facilitates group activities and interactions.
- Facilitates individual activities and interactions.
- Able to adapt experiences for individual or group as necessary.
- Treats children equally, appropriately and as individuals.
- Voice and speech; is clear and varies inflection and tone.
- Uses time and materials effectively.
- Adeptly positions self where and with whom needed.

III. Professional Qualities

- Readily accepts assignments and directions.
- Shows initiative as team member (assisting & cooperating).
- Shows initiative in assuming leadership and making decisions.
- Demonstrates flexibility.
- Exhibits willingness and enthusiasm for practicum experience.
- Demonstrates creative perspective and ideas.
- Demonstrates competence in literacy and language.
- Is responsible and reliable.
- Punctual and responsible in attendance.
### IV. Interactions with Adults

- Plans effectively with cooperating teacher.
- Communicates appropriately and effectively with cooperating teacher.
- Works constructively and supportively with all program staff.
- Is open, respectful and cooperative.
- Shows respect and understanding for diversity in families’ cultures and lifestyles.

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### V. Student’s Prepared Activities/Experiences

- Selects developmentally appropriate experiences for children.
- Plans, prepares, presents and evaluates activities / experiences.
- Selects and appropriately uses interesting and concrete materials.
- Facilitates children’s involvement in hands-on learning experiences.
- Encourages problem solving and uses open-ended questions/statements.
- Activities facilitate independent thinking and feelings of success.
- Is aware of and responsive to children as individuals.
- Is flexible and welcomes the teachable moment.
- Has a process-oriented, open-ended and child-centered approach.
- Evaluates own performance objectively and shows growth.

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**Additional Comments:**

**College Instructor Signature**

**Date**

**Student Signature**

**Date**

EDU Coll Instr Eval of Student Prac CD R 1 D101 2009
EARLY CHILDHOOD PROGRAM
SUFFOLK COUNTY COMMUNITY COLLEGE
Cooperating Teacher Evaluation of Student Practicum Participation

Student __________________ School ___________________________ Date __________________
Teacher __________________ Director ____________________________
College Instructor __________________ Age Group __________________

I. Interactions with Children

• Shows caring, fairness, respect and responsibility in working with children.______________________________
• Fosters children’s independence.-------------------------------------------------
• Encourages thinking, self-expression and self-esteem----------------
• Has realistic expectations of children.-------------------------------
• Sets appropriate limits and fosters self-control in children.---------
• Responds sensitively and appropriately to the needs, desires and communications of children.-------------------------
• Gets actively and appropriately involved while maintaining an adult role.----------------------------------

II. Professional Knowledge and Teaching Techniques

• Creates a comfortable and encouraging atmosphere.----------------
• Attitudes and strategies reflect a multicultural perspective.--------
• Uses child-centered approach.-------------------------------------
• Incorporates knowledge of child development and child’s needs into teaching---------------------------------------------
• Shows good planning and evaluation skills.-----------------------
• Assumes appropriate roles during activities.-----------------------
• Asks appropriate questions; waits for response and listens.-------
• Facilitates group activities and interactions.----------------------
• Facilitates individual activities and interactions.-----------------
• Able to adapt experiences for individual or group as necessary.---
• Treats children equally, appropriately and as individuals.--------
• Voice and speech; is clear and varies inflection and tone.--------
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• Adeptly positions self where and with whom needed.----------------

III. Professional Qualities

• Readily accepts assignments and directions ----------------------
• Shows initiative as team member (assisting & cooperating)-------
• Shows initiative in assuming leadership and making decisions.---
• Demonstrates flexibility.-----------------------------------------
• Exhibits willingness and enthusiasm for practicum experience----
• Demonstrates creative perspective and ideas.--------------------
• Demonstrates competence in literacy and language---------------
• Is responsible and reliable.--------------------------------------
• Punctual and responsible in attendance.--------------------------
**IV. Interactions with Adults**

- Plans effectively with cooperating teacher.
- Communicates appropriately and effectively with cooperating teacher.
- Works constructively and supportively with all program staff.
- Is open, respectful and cooperative.
- Shows respect and understanding for diversity in families’ cultures and lifestyles.

**V. Student’s Prepared Activities/Experiences**

- Selects developmentally appropriate experiences for children.
- Plans, prepares, presents and evaluates activities.
- Selects and appropriately uses interesting and concrete materials.
- Facilitates children’s involvement in hands-on learning experiences.
- Encourages problem solving and uses open-ended questions/statements.
- Activities facilitate independent thinking and feelings of success.
- Is aware of and responsive to children as individuals.
- Is flexible and welcomes the teachable moment.
- Has a process-oriented, open-ended and child-centered approach.
- Evaluates own performance objectively and shows growth.

**Additional Comments:**

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**Cooperating Teacher Signature**

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**Student Signature**