

	<p style="text-align: center;"><i>Leadership for Diverse Communities</i></p> <p style="text-align: center;">Field Study C-ECE EHD 170ECE</p>
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Vision:

The Kremen School of Education and Human Development is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will become community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity.

The faculty of the Kremen School of Education and Human Development fosters the development of the following candidate dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.

Course Description:

Supervised full-day, semester-long student teaching experience that culminates in assuming all classroom responsibilities for at least two weeks. Minimum required hours are Monday through Friday from ½ hour before school starts until at least ½ hour after the school day ends. (CCTC 15)

Prerequisites:

Completion Phase 2 of the Multiple Subject Credential, Early Childhood Education Program (CI175, LEE177ECE, LEE148, CI150ECE, & EHD 178ECE).

Multiple Subject and Early Childhood Program Requirements:

This course is a required course in Phase 3 of the Multiple Subject Credential, Early Childhood Education Program. Field Study C-ECE is designed to be taken concurrently with SPED120, Teaching Students with Special Needs in General Education Settings. The ECE Program student teachers attend ECE seminars, in addition to the Multiple Subject seminars.

Course Information \$10.00 lab fee	Instructor Name
Units: 9	Office Number
Time: Mon.-Thurs. 8:00-4:00	Email
Location: School Site	Telephone
Website	Office Hours

Required Texts and Instructional Materials:

Early Childhood Education Program Student Teaching Handbook

Wong, H. K. & Wong, R. T. (2009) *The first days of school: How to be an effective teacher*: Mountain View, CA: Harry K. Wong.

Jones, M. & Shelton, M. (2011). *Developing Your Portfolio: Enhancing Your Learning and Showing Your Stuff: A guide for the early childhood student or professional*. 2nd Ed. Routledge.

E-mail (The University provides free email accounts to all students. Students may sign up for email online at <https://zimmer.csufresno.edu/csuf/index.html>. Internet accounts are available for a modest fee at <http://www.fresno.com/cvonline/cvip.html>.)

Download the following from California Department of Education website:

<http://www.cde.ca.gov/re/pn/fd/>

Mathematics Content Standards

Visual and Performing Arts Content Standards, pre-kindergarten through grade twelve

Reading/Language Arts Frameworks for California Public Schools, 2000 Revised Edition

Mathematics Framework for California Public Schools

Science Framework for California Public Schools

History-Social Science for California Public Schools

Health Framework for California Public Schools

Physical Education for California Public Schools

English Language Development Standards for Public Schools

California Standards for the Teaching Profession.

<http://www.ctc.ca.gov/reports/cstpreport.pdf>

Student Teaching Notebook: Red three ring binder with spine at least 2" wide. Labeled dividers to separate eight sections.

Portfolio: A three ring loose-leaf PRESENTATION notebook with a spine ½ or ¾ inch. Labeled dividers to separate sections. Tabs need to be visible. If you choose to use sheet protectors the notebook needs to be extra wide (11" wide).

Registration on **Task Stream**

Blank lesson plan book

Small file box or large notebook with sections for Teaching Standards, Holistic Teaching Project, and Competencies.

Primary Learning Outcomes

The learning outcomes are aligned with the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs adopted by the California Commission on Teacher Credentialing (CCTC), the Teaching Performance Expectations (TPE), and the National Association for the Education of Young Children's Initial Licensure Standards (NAEYC).

1. Teacher candidate will formulate specific pedagogical skills for the instruction of reading-language arts, math, and science (CCTC 7A, 8Aab; TPE 1; NAEYC 1, 4; NCATE 1.1, 1.2)
2. Teacher candidate will monitor student learning during instruction (CCTC 10; TPE 2; NAEYC 3; NCATE 1.5).
3. Teacher candidate will interpret and use assessments for planning instruction (CCTC 5, 6; TPE 3; NAEYC 3; NCATE 1.5).
4. Teacher candidate will make content accessible (CCTC 5, 6, 9, 12; TPE 4; NAEYC 1, 4; NCATE 1.3, 4).
5. Teacher candidate will engage students in the learning process (CCTC 6; TPE 5; NAEYC 1, 4; NCATE 1.3).
6. Teacher candidate will utilize developmentally appropriate teaching practices (CCTC 3; TPE 6; NAEYC 1, 3b, 4b; NCATE 1.3).
7. Teacher candidate will apply pedagogical theories, principals and instructional practices for comprehensive instruction of English learners. (CCTC 9, 12; TPE 7; NAEYC 1b, 2a, b, 4b; NCATE 1.3, 4)
8. Teacher candidates will draw upon an understanding of patterns of child and adolescent development to understand their students. (CCTC 3; TPE 8; NAEYC 1; NCATE 1.3)
9. Teacher candidates plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students. (CCTC 6; TPE 9; NAEYC 4; NCATE 1.1, 1.2, 1.3)
10. Teacher candidates will allocate instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks. (CCTC 6, 9; TPE 10; NCATE 1.3)
11. Teacher candidate will develop and maintain clear expectations for academic and social behavior and create a positive environment for learning. (CCTC 5, 6, 10; TPE 11; NAEYC 1c, 2b; NCATE 1.3, 1.4, 4).
12. Teacher candidate will exhibit appropriate ethical and legal behavior (TPE 12; NAEYC 5b; NCATE 1.4).
13. Teacher candidate will evaluate and reflect upon his/her own teaching practices for the purpose of improvement (CCTC 6; TPE 13; NAEYC 5d; NCATE 3).

Goals: Upon successful completion of final student teaching, students will be competent to assume full responsibility for the planning and teaching of developmentally appropriate curriculum for all children in an elementary classroom.

Examinations and Major Assignments:

Teacher candidates will be assessed through written work but the majority of assessments will be performance based. These performance-based assessments will verify the application of theory and research in making instructional decisions and improving pedagogical practices in the candidate's assigned classroom.

- Week 1 Student teachers will observe in the classroom and complete the Classroom Management Form. Student teachers will send a letter introducing themselves to the families of the children. (CCTC 4, 5, 6; TPE 10,11,12; NAEYC 2, 4a, 5).
- Weeks 2-7 University Supervisors will observe, provide feedback and verify attainment of Teacher Performance Competencies on a weekly basis. Student teachers will plan and teach the Teaching Sample Project, then will analyze and prepare a written report (CCTC 6; TPE 2, 3, 8, 9,10, 11, 13)
- Week 7 Mid-Placement Assessment/Goal Setting Meeting
Document progress on Teacher Performance Competencies by marking rubric on competencies (TPE 12, 13)
- Week 8-15 University Supervisors will observe, provide feedback and verify attainment of Teacher Performance Competencies on a weekly basis.
- Week 11-14 Document progress on Holistic Proficiency Project and Teacher Performance Competencies by marking rubric on competencies (TPE 12, 13)
- Week 15 Final Assessment/ Goal Setting Meeting
Document attainment of level 3 or 4 on all Teacher Performance Competencies (TPE 3, 12, 13)

The teacher candidates will plan and teach lessons throughout their student teaching assignment. These lessons must align with the California Content Standards in the areas of reading, math, science, and social studies. The teacher candidates will also note how IEP goals are being met in these lessons. The lessons will incorporate specially designed lesson modifications and student accommodations that include specific strategies. All lessons plans require written reflections after being implemented in the classroom (CCTC 4, 6)

Major Assignments (all final student teacher programs)

1. Participate full time in assigned classrooms for the semester. Assume major responsibility for the planning and teaching for at least two full weeks.
2. Keep an updated weekly journal that reviews happenings and gives a reflective analysis of activities (indicating achievements, strengths, and areas needing improvement) plus questions, progress and problems.
3. Teaching Sample Project (FAST) TPEs 1, 2, 3, 7, 8, 9, 10,11, 12, & 13.
4. Complete a Holistic Proficiency Project (FAST). TPEs 1, 3, 5, 7, 8, 10,11 & 12.

Major Assignments (Early Childhood Program)

5. **Letter introducing self to the families** of the children in the assigned classroom (CCTC 5, 6; TPE 12; NAEYC 2, 4a, 5)
During the orientation seminars, the student teachers brainstorm content for letters of introduction, and then analyze a set of letters. Student teachers draft their own letter, and get peer feedback, before presenting a draft to the master teacher for input. The letters are sent home during the first week in the placements.
6. **Classroom management form**, to be completed the first week (CCTC 4, 6; TPE 10,11).
As the student teachers observe the first few days, they fill out the two page classroom management form to record the routines and procedures that are in place in the classroom. They usually have a few items that they will need to ask about because everything doesn't come up during the first few days; for instance: fire drill, lock down or taking and using photos of children. Some of the other topics on the form are: restroom, drinking fountain, pencil sharpener, homework, nurse, and toys from home.
7. **Read and reflect** on assigned chapters in the textbooks. (CCTC 6; NAEYC 5)
Reflections could be (1) Three A's; Association, Affect, and Aha Ha! or (2) a list of at least 5 ideas or strategies with clear explanations about why you chose them, (Why are they particularly important to you?). The reading reflections are due to be posted on BlackBoard before the seminar where they will be discussed. During the seminar, connections are made between the content of the texts and the classrooms where the student teachers are placed.
8. **Anecdotal records** (CCTC 4, 6; TPE 2,3; NAEYC 3)
The purpose of this assignment is to practice the use of Anecdotal records as an assessment strategy. The assignment is divided into four parts: 1 is to identify two students who represent different levels of performance or social/emotional competence and gather contextual information about them. In part 2, anecdotal records are kept for three weeks. Part 3 is the analysis of the records, and part 4 is

listing three recommendations for each child. Throughout this process, the student teacher is encouraged to function as a professional by exhibiting integrity, honesty, and protection of student privacy.

9. Develop a **Professional Interview Portfolio** (CCTC 4, 6, 7A, 8A, 9, 10, 11, 16; TPE1,2,3,4,5,6,7,8,9,10,11,12,13; NAEYC 1,2,3,4,5)
Students draw on their entire experience base of teaching and learning while putting their portfolio together. Most portfolios will present documentation of competence for each of the TPEs, most of the CCTC program standards, and most of the NAEYC Initial Licensure Standards. The portfolio is organized around the six domains from the California Standards for the Teaching Profession. Seminar time is spent looking at completed portfolios, brainstorming which artifacts can be used, and discussing how to use their portfolio. The portfolios are shared with the other student teachers at the end of the semester before the university supervisor conferences with each student about their portfolio. The text by Jones & Shelton, *Developing Your Portfolio: Enhancing Your Learning and Showing Your Stuff: A guide for the early childhood student or professional*. 2nd Ed is used as a reference and guide.

Course Policies:

Attendance:

Regular attendance is imperative. Student teachers are expected to arrive at the school site ½ before school day begins and stay until at least ½ hour after school ends. Absences are dealt with on an individual basis. A student teacher may be required to make-up time absent by adding days to the student teaching experience. If a student is going to be absent, he or she must notify the supervisor, the school and the master teacher by 7:30 AM on the day of the absence. The master teacher should promptly notify the university supervisor of problems related to attendance or punctuality.

Student teachers are to be at the school in the classroom with children Monday through Friday and participate in school activities.

Seminars: attendance is required at all ECE Program student teaching orientations and scheduled seminars; and at other meetings which are required for all final student teachers during the semester (example – Character and Civic Education conference).

Grading:

Fieldwork III is a Credit/No Credit course. Grading is based on student attainment of the various competencies as verified by the University Supervisor. Guidelines are outlined in the Multiple Subject Teaching Handbook.

Students who receive a “No Credit” grade in the Fieldwork III student teaching course are required to petition the Admissions and Standards Committee for approval to retake the course. Students who receive a grade of “No Credit” for a second time will be dismissed from the Multiple Subject Credential Program. Student teachers whose placements are terminated after

the date for refund of tuition are responsible for full tuition regardless of circumstances leading to termination.

To receive credit for Fieldwork III, students must: participate and meet minimum standards during required fieldwork, attend ECE Program Seminars, receive a passing score on the Teacher Performance Assessment Competencies (FAST: Holistic Proficiency) and Teacher Performance Assessment (FAST: Teaching Project). Teacher Performance Assessment (FAST: Teaching Project) requires a written document as well as a classroom performance assessment visitation/observation by a university supervisor. A 4 point rubric will be used to assess the student teacher's level of competence. The written portion of the Teaching Project will be assessed by two faculty members who will score the Teacher Project using a four point rubric. If there is disparity in scoring the Teacher Project will be given to a third faculty member to score.

Subject to Change:

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

Tentative Course Schedule

ORIENTATION and SEMINARS

General Seminars for all Final Student Teachers

Weeks 1-12 Content Specific Teaching Strategies for Physical Education Grades K-8 (CCTC 8A (e))
Content Specific Teaching Strategies for Health in Grades K-8) (CCTC 8A (f))
Learning to Create a Supportive, Healthy Environment for Student Learning (CCTC 10)
Professionalism and Ethics for Educators Character and Civic Education Conference (Spring Semester Only)
Professional Job Search Strategies:
Resume Writing
Professional Ed Join
Interviewing Techniques
Administrators Panel

Weeks 1-15 Teacher Candidates will plan, teach and assume responsibilities for one new subject, adding an additional subject each week, in their classroom assignment.

Teacher Candidates' lessons must align with the California Content Standards in the areas of Reading, Math, Science, and Social Science, Visual and Performing Art, Health, Physical Education, and English Language Development. The Teacher Candidates will also note how IEP goals are being met in these lessons. The lessons will incorporate modifications and student accommodations that

include specific strategies for special needs. All lessons plans require written reflections after being implemented in the classroom (CCTC 4, 6). This experience will culminate in assuming responsibility for the entire school day for a minimum of two weeks (TPE 1A- 6A or 6B,7,8,9,10,11,12, 13; CCTC 4, 5, 6, 9, 7A, 8A a-f, 10, 11, 12, 13).

Teacher Candidates collect evidence for Holistic Proficiency Project and Competencies for Literacy Development.

ECE Orientation - First two days of semester.

Content: course requirements, policies and procedures, letters of introduction to parents (NAEYC 2 b, c)

ECE Seminars - Weeks 3, 5, 7, 9, 11, 13

Content: ethics, classroom management, portfolios. Candidate Professional Dispositions on reflection, critical thinking, professional ethics, valuing diversity, collaboration and life-long learning.
(NAEYC 5 a –e)

Teaching Sample Project seminars: (TPE 2, 3, 8, 9, 10, 11, 13)

Week 1	Supervisor Orientation Meeting School Site Orientation Meeting Students in Context
Week 2-3	Content Analysis and Learning Outcomes
Week 3-4	Assessment Plan
Week 4-5	Design for Instruction Instructional Decision-Making
Week 8	Analysis of Student Learning Reflection and Self Evaluation
Week 10	Teaching Sample Project Due Including Observation/Verification

FIELD WORK

Weeks 1-7 Teacher candidates will begin planning, teaching and assuming responsibility for one new subject area and adding an additional area each week in their classroom assignment. This experience will culminate in assuming responsibility for the entire school day for a minimum of two weeks (TPA 1A- 6A or 6B,7,8,9,10,11,12, 13 CCTC 4, 5, 6, 7A, 8A a-f, 9, 10, 11, 12, 13

The students will plan and teach lessons throughout their student teaching assignment. These lessons must align with the California Content Standards in the areas of reading, math, science, and social science, visual and performing art, health, Physical Education, and English language development. The teacher candidates will also note how IEP goals are being met in these lessons. The lessons will incorporate specially designed lesson modifications and student accommodations that include specific strategies. All lessons plans require written reflections after being implemented in the classroom (CCTC 4, 6)

Week 4 Teaching Project
Written Plan Complete (TPE 2, 3, 8, 9, 10, 11, 13; NAEYC 3 a-d, 4 a-d)

Week 5-6 Teaching Project
Classroom Performance Assessment Observation/Verification
(TPE 2, 3, 8, 9, 10, 11, 13; NAEYC 3 a-d, 4 a-d)

Week 9-10 Holistic Proficiency project (NAEYC 4 a-d)

University Policies

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in University Center (UC) room 5 (278-2811).

Honor Code: “Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration),
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading,
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the [Class Schedule](#) (Legal Notices on Cheating and Plagiarism) or the [University Catalog](#) (Policies and Regulations).

Make Up Policy for Planned and Unplanned Absences: In the case of an unplanned student absence, papers, tests, and/or homework assignments due during the time the student is absent may be made up only if the student contacts the instructor as soon as practicable after the absence occurs and works out a plan. In the case of authorized absences due to university-sponsored activities, students should expect to submit their work to the instructor on or before the due date, or as arranged with the instructor. This includes papers, tests, and/or homework assignments. See grading policy in syllabus for additional information.

When a student is absent for an extended time period, a viable make-up plan may not be feasible. In these circumstances, other options such as dropping the class for a serious and compelling reason or withdrawal from the university may be appropriate.

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

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CLASSROOM MANAGEMENT AND PROCEDURES

Drinking fountain:	Correcting assignments:
Restroom:	Homework:
Teacher signal:	Make-up work:
Pencil sharpener:	Dismissal: for recess/break, lunch, end of day:
Classroom entry:	Playground equipment:
Classroom movement / Traffic patterns:	Nurse:
Group rotation:	Fire drill:
Lesson transitions:	Assemblies:
Classroom changes:	Library:
Taking and using photos of children:	Quality of work:

Lunch count and roll:	Cafeteria:
Attendance/ absences, tardies:	Hallways:
Getting directions:	Communication with home:
Getting work materials:	Fighting:
Noise level:	Taking things:
Getting Help:	When the teacher is talking:
Toys from home:	Asking others to assist with work, to seek help when appropriate?
Gum and snacks:	Turning in work and getting knowledge of results:
Rules for sharing:	Rubber gloves:
Drive by:	Lock down:

Seminars and Due Dates For Readings and Major Assignments
EHD170ECE, Early Childhood Program,
ECE seminars on Thursdays, 4-6 pm

1 Orientation Days (see separate schedule)

2 ECE Seminar 1

- Seminar Activity** -1.share placements.
2. discuss selection of children for Anecdotal Records.
3. Copy of letter of introduction

3 ECE Seminar 2

- Seminar Activity**- 1. Small group brainstorm on portfolio content
Due: 1. Wong A (posted on Blackboard) discuss in Small groups, and then Whole group.
2. Jones and Shelton, skim chapters 1-3, study chapter 4
3. Anecdotal Record – description of children selected, rational why they were selected, and summary of their contextual factors. (posted on Blackboard)

4 ECE Seminar 3

- Seminar Activity**- review portfolio procedures and content
Due: Wong B (posted on Blackboard)
Jones and Shelton, skim chapters 5-7

5 ECE Seminar 4

- Seminar Activity**- Share objective observations Anecdotal records (posted on Blackboard)
Due: Wong C (posted on Blackboard)

6 ECE Seminar 5

- Seminar Activities**:- in depth discussion on portfolio documentation, standards 1, & 2
Due: Wong D (posted on Blackboard)
Analysis and implications of Anecdotal records (posted on Blackboard)

7 ECE Seminar 6

- Seminar Activity**- share drafts of two Portfolio sections
In depth discussion on portfolio documentation, standards 3, 4, 5 & 6
Due: Wong E (posted on Blackboard)

8 ECE Seminar 7

Polish on portfolios

9 ECE Exit Session

- Seminar Activity**-
Share Portfolios
Program evaluation
Ethics posttest

10 ECE Program Celebration, place TBA

ANECDOTAL RECORDS

The purpose of this assignment is to practice the use of Anecdotal records as an assessment strategy.

Week one – part one:

- Identify two students who represent different levels of performance or social/emotional competence.
- Meet with the teacher to learn more about the contextual factors affecting these two students and write a summary.
- Write an explanation as to why it is important to understand more about these two individual students.

Weeks two/four – part two:

Take anecdotal records on both students for three weeks

- For both students, record objective descriptions of behavior
- Include date, time, setting (playground, cafeteria, classroom)
- Keep notes on who is involved in the incidences, who said/did what and how the others reacted.
- For each student, select three examples from your notes to post on Blackboard.

Week five- part three:

Analyze the anecdotal records

- Were your initial hunches supported, wholly or partially?
- What did you learn about each of these students and yourself as a teacher and observer?
- Identify abilities, interests and other factors that affect the performance of each student.
- Describe relationships and interactions with others—students, teachers, etc. and describe their contribution to the learning.
- Describe learning preferences and responses to various teaching strategies for each student.
- For each student, what experiences, lessons or strategies were most successful? Least successful?

Week six – part four:

Consider the implications of your analysis.

- What does each of these students need in order to achieve academic success and social competence?
- List three recommendations for each student that will help support their learning and school performance in the future.

Note: use codes for the names in your write-up. You will be posting the four parts of your anecdotal records on Blackboard: introduction and rationale, selected anecdotal notes, analysis, and implications.

You may wish to include these anecdotal records in your portfolio under “assessment.” These anecdotal records may also be used in your Holistic Project.

