

Boise State University  
College of Education

Early Childhood Studies

Field Guide for ED-ECS 464  
Teaching Experience in Natural Environments

2008



## **Boise State University Teacher Education Conceptual Framework**

Boise State University's conceptual framework, "The Professional Educator," establishes our shared vision in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and accountability.

### **The Professional Educator**

Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve learners as reflective practitioners, scholars and artists, problem solvers, and partners.

### **ED-ECS 464 Teaching Experience with Infants/Toddlers: Natural Environments, Birth – Three years**

The purpose of this teaching experience is to prepare candidate to teach and care for infants and toddlers, whether in public or private settings. A main goal is to prepare teachers to work with ALL young children, both typically developing and those with disabilities and delays, and their families. Candidates spend 8 weeks, full time, working in center-based programs or a home-based program to learn procedures and strategies that enable teachers to work with children in these settings. Inclusive environments are ideal. In home-based settings candidates learn more in-depth about working effectively with infants and toddlers and their families. In these experiences separate activities and a work sample that measures children's learning are completed. Candidates are nearing the end of their pre-service learning; therefore, many standards are addressed. Candidates are expected to be professional, knowledgeable and with basic skills in teaching.

The following three courses support ED-ECS 464 Teaching Experience with Infants/Toddlers: Natural Environments, Birth – Three Years.

#### **ED-ECS 326 Natural Environments: Birth to Three: ECE/ECSE**

Development of infants and toddlers, both typically developing and those with delays and disabilities. Focus on attachment processes, learning in naturalistic environments, early intervention, and communication with families. PREREQ: Admission to Teacher Education or PERM/INST.

**ED ECS 327 Assessment and Program Planning: Birth-5 years**

Formal and informal assessments to include observation of behavior and performances in natural activities, procedures for screening and eligibility determination, and development of Individualized Family Service Plans and Individual Education Plans. PREREQ: Admission to teacher Education or PERM/INST.

**ED-ECS 464 Teaching Experience in Natural Environments, Birth to Three: ECE/ECSE**

Infant/toddler program experience for students pursuing the ECE/ECSE Blended Certificate. Responsibilities in a natural environment, center or home, for infants and toddlers with and without disabilities including family contact. Seminars are conducted. (Pass/Fail). PREREQ/COREQ: ED-ECS 326 and ED-ECS 327.

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**Standards addressed in this teaching experience include the following:**

**1. Knowledge of Subject Matter** – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and create learning experiences that make these aspects of subject matter meaningful for students.

**Core Standards:**

**D1**-The teacher realizes that subject knowledge is not a fixed body of facts but is complex and ever evolving.

**Blended Standards:**

**P1**-Educator uses children’s growth and development theories as fundamental building blocks of curriculum.

**P2**-Educator applies fundamental knowledge of English language arts, science, mathematics, social studies, the arts, health, safety, nutrition, and physical education for children from ages 3-5.

**D1**-Educator recognizes the importance of the physical, personal-social , emotional, aesthetic, language, and cognitive development of young children

**2. Knowledge of Human Development and Learning** – The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

**Blended Standards:**

**D1**-Educator recognizes the critical role families play as the primary context of development for children.

**3. Adapting Instruction for Individual Needs** – The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.

**Core Standards:**

**P1**-The teacher identifies and designs instruction appropriate to students’ stages of development, strengths, needs, and cultural backgrounds.

**Blended Standards:**

**P1**-Educator accesses information about methods of care for young medically fragile children who are dependent on technology.

**Special Education:**

**K1**-The teacher understands strategies for accommodating and adapting curriculum and instruction for students with disabilities.

**4. Multiple Instructional Strategies** – The teacher understands and uses a variety of instructional strategies to develop students’ critical thinking, problem solving, and performance skills.

**Core Standards:**

**P1**-The teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs.

**Blended Standards:**

**P1**-Educator uses developmentally appropriate methods to help children develop intellectual curiosity, solve problems, and make decisions.

**P2**-Educator uses instructional strategies that support both child-initiated and teacher-directed activities.

**5. Classroom Motivation and Management Skills** – The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Core Standards:**

**D2**-The teacher recognizes the importance of leadership, participation, and a democratic process appropriate to the classroom and school.

**Blended Standards:**

- P1-Educator promotes opportunities for young children in natural and inclusive settings.
- P2-Educator embeds learning objectives within everyday routines and activities.

**6. Communication Skills** – The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

**Core Standards:**

- P1-The teacher is a thoughtful and responsive listener.

**Blended Standards:**

- P1-Educator adjusts language and communication strategies for the developmental age and stage of the child.

**Special Education:**

- P2-Teacher supports and expands verbal and nonverbal communication skills of students with disabilities.

**7. Instructional Planning Skills** – The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curricula

**Core Standards:**

- P2-The teacher creates short-range and long-range instructional plans, lessons, and activities that are differentiated to meet the developmental and individual needs of diverse students.

**Blended Standards:**

- P1-Educator designs meaningful play experiences and integrated learning opportunities for development of young children.
- P2-Educator assists families in identifying their resources, priorities, and concerns in relation to their children’s development and provides information about a range of family-oriented services based on identified resources, priorities, and concerns through the use of the Individualized Family Service Plan (IFSP)
- P3-Educator supports transitions for young children and their families.

**8. Assessment of Student Learning** – The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

**Core Standards:**

- P1-The teacher selects, constructs, and uses a variety of formal and informal assessment techniques.

**Blended Standards:**

- P1-Educator screens all developmental domains.
- D1-Educator recognizes the importance of assessment practices that support families’ relationships with their children and confidence in their children’s or their own abilities.

**9. Professional Commitment and Responsibility** – The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

**Core Standards:**

- K3-Teacher is aware of the personal biases that affect teaching and know the importance of presenting issues with objectivity, fairness, and respect.
- D2-Teacher recognizes the importance of critical thinking and self-directed learning.
- P1-The teacher practices behavior congruent with the Code of Ethics for Idaho Professional Educators.
- P2-The teacher adheres to local, state, and federal laws.

**10. Partnerships** – The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being.

**Core Standards:**

**P2**-The teacher actively seeks to develop productive, cooperative, and collaborative partnerships with parents/guardians in support of student learning and well-being.

**P5**-The teacher works with colleagues, other professionals, parents, and volunteers to improve the overall school-learning environment for students.

**D1**-The teacher appreciates input from parents/guardians and others knowledgeable about the student.

<b>Semester</b>	Fall
<b>Course</b>	ED-ECS 464: Professional Year I
<b>Activity 1</b>	<b>Ecological Climate Assessment: Center-Based</b>
<b>Idaho Core &amp; ECE/ECSE Teacher Standards</b>	Standard 1: Blended D1 Standard 2: Blended D1 Standard 6: Core P1 Standard 9: Core P1 Standard 10: Core P2, P5, D1
<b>Introduction</b>	Most social situations require one to approach them with thought. In these instances, we need to reserve judgment until we know something about the individuals and their expectations, the social rules and procedures, and the relation between the specific context in which we are placed and the larger context. In other words, some sort of analysis of the situation is a necessary part of any social interaction. A field experience in teaching is one sort of social interaction, and as such it, too, requires some preliminary analysis of the setting.
<b>Goal</b>	The purpose of this assignment is to acquaint you with some of the individuals and their expectations, the rules and procedures, and to help you define the relationship of the setting(s) or classroom(s) in which you are placed and the larger context of the school or agency, and the community in which it is located.
<b>Objectives</b>	The teacher candidate will: <ol style="list-style-type: none"> <li>1. Define an agency's or school's climate and context</li> <li>2. Become acquainted with various staff members that you may not work directly with, so that you are able to understand their roles within the school or agency and how they help to create the climate of the school or agency</li> </ol>
<b>Activity Instructions</b>	Complete the following: <ol style="list-style-type: none"> <li>1) "Shadow" and/or interview 3-5 of the following staff members, if applicable. Take notes explaining the experience and be prepared to share these during seminar. <ul style="list-style-type: none"> <li>• Counselor, Psychologist, Social Worker, Special Education Teacher, Family Advocate, Service Coordinator, or Related Service Personnel</li> <li>• Custodian</li> <li>• Administrator</li> <li>• Policy Council member or other member of a parent-lead organization</li> <li>• Paraprofessional Mental health specialist, Nurse or Health educator</li> </ul> </li> <li>2) Write a description of your experience with the staff member(s) including, among other reflections, your responses to the following questions: <ul style="list-style-type: none"> <li>• What role does this person play in the school or agency? In the children' lives?</li> <li>• How may this person best be used as a resource with teachers in the building, or other professionals in the program, in your opinion?</li> <li>• What are the most important things you learned about your site and teaching as a profession from this experience?</li> <li>• In what ways does this individual view his/her job as pivotal to the school or agency?</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>• In what ways does this job affect the work of your mentor?</li> <li>• In what ways does this job affect the learning and development of children?</li> <li>• What challenges does this person face on a regular basis?</li> </ul> <p>3) Review the files/portfolios of the children in your classroom for information for questions 4 and 5, and to acquaint yourself with the class/children. (Attain permission from your mentor teacher and/or parent.)</p> <p>4) Complete an Infant Toddler Environmental Rating Scale (ITERS) at the Center Based site. First talk with the agency's administrator and your mentor teacher for permission. The information will be used for your learning and not to assess or judge the mentor teacher or the agency. In addition to the tool, take note of aspects such as cleanliness; plants and artwork; bulletin boards – including: Is there a developmentally appropriate or academic focus?, Is child work displayed?; sounds coming from the different rooms; classroom arrangements when noticeable from hallway; entryway signs; the office as a 'first impression' of the building; and "people presence" in hallways – adults? Children– alone, in small groups? Classes in lines?</p> <ul style="list-style-type: none"> <li>• Write a description of the climate based on your impressions during your walk through.</li> <li>• Write recommendations you would suggest or implement if this were your classroom or program.</li> <li>• Include a copy of your ITERS in your notebook.</li> </ul> <p>5) Respond to the following questions citing specific examples to clarify your comments.</p> <ul style="list-style-type: none"> <li>• Describe the community in which the agency or school is situated. Is it primarily residential? Business area? What community resources are in close proximity (e.g., public library, museums, police station, fire station, boys and girls club, etc.)?</li> <li>• Who are the children that participate in this program? Who are the children you are assigned? <ul style="list-style-type: none"> <li>○ Race/ethnicities that are represented among your children</li> <li>○ Number of your children who have emigrated from another country. Where are your students from?</li> <li>○ Number of your students who are native English speakers. English language learners.</li> <li>○ Disabilities or conditions that are represented among the children you are assigned.</li> </ul> </li> <li>• What is the philosophy of teaching and learning of this agency or school? <ul style="list-style-type: none"> <li>○ What is the mission statement of the agency or school?</li> <li>○ What is the philosophy of teaching and learning held by your mentor teacher?</li> </ul> </li> <li>• How is this philosophy enacted? <ul style="list-style-type: none"> <li>○ What curricula or academic programs are utilized in this agency or school? In the setting(s) or classroom(s) you are in?</li> <li>○ What is the average class size or caseload in this school or agency? What is the educator-child ratio? What is the typical day of your mentor teacher? Does this change over the course of the year? Is so, when and why?</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>• How are team members supported? Things to consider in response to this are: <ul style="list-style-type: none"> <li>○ Professional development opportunities for educators</li> <li>○ The agency/school-home connection</li> <li>○ The planning and use of support staff</li> <li>○ Additional or special support programs available to children (e.g., childcare, parent support groups, parent-teacher organizations, etc.)</li> </ul> </li> <li>• What additional resources are available to parents, children, and teachers of this school? How are these assessed and used?</li> </ul>																		
<b>Resources</b>	Staff and professionals at your sites. Appendix B: Ecological Climate Assessment Form- Center-Based																		
<b>Due Date</b>	Midterm																		
<b>Assessment Criteria</b>	<p>Intern's work will be evaluated on the thoroughness of their completion of the written descriptions of their experiences with staff member(s) and agency/school climate (i.e., the completeness of their descriptions as related to the questions addressed in numbers 2, 4, and 5 of the activity). Liaison discretion will be required in assessing this activity as different liaisons may require somewhat different structures in the reporting of the findings (responses to the questions).</p> <p><i>Circle the appropriate descriptor to indicate student performance in the following areas.</i></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 20%;">Pass</td> <td style="width: 20%;">Fail</td> <td>Description of experience with staff member(s)</td> </tr> <tr> <td>Pass</td> <td>Fail</td> <td>Description of school climate</td> </tr> <tr> <td>Pass</td> <td>Fail</td> <td>Description of children</td> </tr> <tr> <td>Pass</td> <td>Fail</td> <td>Completion of ITERS</td> </tr> <tr> <td>Pass</td> <td>Fail</td> <td>Reflective writing</td> </tr> </table> <hr/> <table border="0" style="width: 100%;"> <tr> <td style="width: 20%;">Pass</td> <td style="width: 20%;">Fail</td> <td>Overall performance for activity</td> </tr> </table>	Pass	Fail	Description of experience with staff member(s)	Pass	Fail	Description of school climate	Pass	Fail	Description of children	Pass	Fail	Completion of ITERS	Pass	Fail	Reflective writing	Pass	Fail	Overall performance for activity
Pass	Fail	Description of experience with staff member(s)																	
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<b>Semester</b>	Fall
<b>Course</b>	ED-ECS 464: Professional Year I
<b>Activity 2</b>	<b>Child Profiles: Center-Based</b>
<b>Idaho Core &amp; ECE/ECSE Teacher Standards</b>	Standard 1: Blended P1, P2 Standard 3: Core P1, Blended P1, SPED K1, Standard 4: Blended P1, P2 Standard 7: Core P2 Standard 8: Core P1; Blended P1, D1
<b>Introduction</b>	<p>The profiles are used to document children's growth and development. It has a structure and plan so that all areas of development are included. The profile is where the candidate will collect authentic evidence of children's abilities, emerging skills, and learning style. Profile collections may include input by teachers, parents, siblings, and others.</p> <ol style="list-style-type: none"> <li>1. In all cases, the profiles should reflect the actual day-to-day (routines) activities of a child.</li> <li>2. Profiles may contain several compartments, or subfolders. Selected works in profiles may be in a variety of media and may be multidimensional.</li> <li>3. The profile should be culturally sensitive to the individual child and family.</li> </ol> <p>There are three different models that can be used, but the student will more closely follow the Evaluative model.</p> <ul style="list-style-type: none"> <li>• Showcase model: consisting of photos and samples of work chosen in collaboration by the parent and/or child.</li> <li>• Descriptive model: consisting of representative abilities and work of the child, with no attempt at evaluation.</li> <li>• Evaluative model: consisting of representative products and photos that have been evaluated by criteria.</li> </ul>
<b>Goal</b>	The final child profiles will demonstrate the teacher candidate's ability to compile systematic, purposeful, and meaningful collections that exemplifies children's abilities and emerging skills.
<b>Objectives</b>	<p>The teacher candidate will:</p> <ol style="list-style-type: none"> <li>1. Provide authentic assessment based on typical classroom or setting experiences to help parents and educators facilitate children's learning and development;</li> <li>2. Make use of observations of children in routines and everyday activities in natural settings;</li> <li>3. Capture and document learning, and documenting recognized developmental milestones and emerging skills;</li> <li>4. Practice writing measureable and observable child goals and objectives based on assessment results.</li> <li>5. Assist in classroom or home-based planning that is</li> </ol>

	<p>based on documented milestone accomplishment and is developmentally appropriate through the documentation in the profile process; and</p> <p>6. Increase his or her professional accountability through this process.</p>						
<b>Activity Instructions</b>	<p>Talk with mentor teacher and liaison to determine 2 children in the classroom to complete the following with for <i>each</i> child:</p> <ol style="list-style-type: none"> <li>1) Narrative describing the child and family background (demographics, services received, child's present level of functioning, etc.)</li> <li>2) Pre-assessment of all developmental domains. You may design your own assessment, use an assessment used by the mentor teacher, or use a published assessment. Make sure all domains (social-emotional, adaptive, cognitive, gross and fine motor) are assessed.</li> <li>3) Choose 2 domains to focus on for the profile. For the 2 chosen domains, you will write 2 goals and objectives based on the pre-assessment results.</li> <li>4) Write 3-5 lesson plans/activities for a week that target the goals and objectives and implement in the class. (See Activity 3)</li> <li>5) Post-assessment of all developmental domains.</li> <li>6) Graph comparing the pre- and post-assessments.</li> <li>7) Highlights of the lessons: photos, examples of student work, etc.</li> <li>8) Reflective narrative: <ul style="list-style-type: none"> <li>o Reflect on tasks – what worked, what did not work, and why? What have you learned?</li> <li>o Reflect on the assessment process – what did you learn about children's development? What would you do different next time? How did you use the results to determine the goals and objectives?</li> <li>o Reflect on writing goals and objectives – what did you find difficult or easy?</li> <li>o Reflect on using the goals and objectives to target goals and objectives – where your goals/objectives effective?</li> <li>o What have you learned from this whole process?</li> </ul> </li> </ol>						
<b>Resources</b>	Appendices D, E, G, H - L						
<b>Due Date</b>	Midterm and one week prior to completion of this experience						
<b>Assessment Criteria</b>	<p>Intern's work will be evaluated on the thoroughness of completion of assignments. Liaison discretion will be required in assessing activities. Mark each activity with a P or F.</p> <p>Activities:</p> <table> <tr> <td>Narrative of background</td> <td>P</td> <td>F</td> </tr> <tr> <td>Pre-Assessment</td> <td>P</td> <td>F</td> </tr> </table>	Narrative of background	P	F	Pre-Assessment	P	F
Narrative of background	P	F					
Pre-Assessment	P	F					

	Goals & Objectives	P	F
	Lesson plans/activities	P	F
	Post-Assessment	P	F
	Graph	P	F
	Highlights	P	F
	Reflection	P	F

<b>Semester</b>	Fall
<b>Course</b>	ED-ECS 464: Professional Year I
<b>Activity 3</b>	<b>Lesson Plans/Activities: Center-Based</b>
<b>Idaho Core &amp; ECE/ECSE Teacher Standards</b>	<p>Standard 1: Blended P2</p> <p>Standard 2: Blended D1</p> <p>Standard 3: Blended P1, SPED K1</p> <p>Standard 4: Core P1, Blended P1, P2</p> <p>Standard 5: Core D2, Blended P1, P2</p> <p>Standard 6: Core P1, Blended P1</p> <p>Standard 7: Core P2, Blended P1, P2</p>
<b>Introduction</b>	<p>You will create lessons or activities to demonstrate your ability to plan and implement activities with individual children and in small group settings.</p> <p>Creation of these plans serves multiple purposes:</p> <ol style="list-style-type: none"> <li>1. Writing about, reflecting on, and creating the plans provides you with an additional learning opportunity.</li> <li>2. The plans are products from which your supervisor can evaluate your novice teacher practices. In particular, evaluation will focus specifically on your abilities to plan for and implement activities that are meaningful and relevant. To do this, we expect that you will consider (1) children's needs, interests, levels of development, and (2) development of knowledge, skills, and dispositions that you will need in life, such as those delineated in state/district standards and norms. The assessment-learning-assessment cycle will need to be evident in your unit.</li> <li>3. The plans are a product that you can use in a professional portfolio. Your product description should be clear, concise, and easy to follow.</li> </ol> <p>All this material needs to be organized and placed on a CD that will <b>not</b> be returned to you.</p>
<b>Goal</b>	<p>For this activity you are expected to plan for and implement 3-5 lessons/activities in your classroom. You will develop a series of 3-5 connected lesson plans with the support and recommendations of your mentoring teacher. It is the expectation that this will provide a meaningful and relevant learning opportunity for a novice teacher. Photograph or videotaping documentation is required to demonstrate the children's sequence of learning, which can be used in your portfolio.</p>
<b>Objectives</b>	<p>Teacher candidate will be able to:</p> <ol style="list-style-type: none"> <li>1. Prepare and implement developmentally appropriate activities to meet the developmental and learning needs of individual children</li> <li>2. Utilize Idaho Core and Blended ECE/ECSE Standards in preparing activities</li> <li>3. Demonstrate knowledge and understanding of human</li> </ol>

	<p>development and learning</p> <ol style="list-style-type: none"> <li>4. Demonstrate the ability to effectively communicate to children and adults to enhance learning and the development of children</li> <li>5. Use children’s developmental goals and objectives to target an intervention</li> </ol>
<b>Activity Instructions</b>	<p><b>The activity or lesson plans should consist of these parts:</b></p> <p><b>A. Introduction (1 page)</b>—narrative that gives the background/ explanation of the overall project</p> <ol style="list-style-type: none"> <li>1. Brief description of the project <ul style="list-style-type: none"> <li>• Domain areas to be addressed</li> <li>• Age level</li> <li>• Environmental contexts</li> </ul> </li> <li>2. Rationale for the project <ul style="list-style-type: none"> <li>• How it links to your children’s interests and prior knowledge</li> <li>• <b>Goals</b> and main <b>objectives</b> for the project --linked to state/Federal or Developmental standards, as well as your profile children</li> </ul> </li> </ol> <p><b>B. Overview of the plan (1 page)</b> (What did you plan for and accomplish?)</p> <ol style="list-style-type: none"> <li>1. Brief narrative—planning--number of days/sessions, amount of time, and adaptations for children. Any changes to the plans? Why?</li> <li>2. Graphic—list/calendar of the activities</li> </ol> <p><b>C. Report of children’s progress (1 page)</b></p> <ol style="list-style-type: none"> <li>1. Narrative report of children assessments <ul style="list-style-type: none"> <li>• Alignment with project objectives in pre/post tests</li> <li>• Informal assessments</li> <li>• Your assessment of how children did as a whole/how individual children fared.</li> </ul> </li> <li>2. Graphics comparing child and pre/post tests results</li> <li>3. Examples of pre-test post/tests at the back of this section</li> </ol> <p><b>D. Highlights of the unit—photos, culminating activities— samples of student products, etc. including a brief explanatory narrative.</b></p> <p><b>E. Reflection on practice (2-3 pages)</b></p> <ol style="list-style-type: none"> <li>1. Reflect on tasks/subject matter –what worked what did not work and why? What have you learned about the tasks you planned to foster children’s development?</li> <li>2. Reflect on children’s engagement. Were children engaged? Why/why not? What did you learn about engagement? Were parents involved? Why/why not? Did you notice a difference between fathers’ and mothers’ engagement? How would you explain those differences?</li> <li>3. Reflect on your roles --Facilitating—what worked didn’t work, why? Guidance—what worked? Why?</li> <li>4. What have you learned about facilitating from this activity? Yourself as a teacher? Where do you want to go next in</li> </ol>

	<p>your own professional development? -- Link to the future!</p> <p>5. Complete the home visit planning and reflection form and home visit self evaluation forms for home visits.</p> <p>Refer to children by a pseudonym or omit any children names. Prior to photographing or videotaping a child or group of children written permission must be obtained.</p>
<b>Resources</b>	Appendices H – L
<b>Due Date</b>	Midterm and one week prior to completion of this experience.
<b>Assessment Criteria</b>	<p>Intern's work will be evaluated on the thoroughness of completion of assignments. Liaison discretion will be required in assessing activities.</p> <p>Mark each activity with a P or F.</p> <p>Activities:</p> <p>A     P   F</p> <p>B     P   F</p> <p>C     P   F</p> <p>D     P   F</p> <p>E     P   F</p>

<b>Semester</b>	Fall												
<b>Course</b>	ED-ECS 464: Professional Year I												
<b>Activity 4</b>	<b>Video Tape</b>												
<b>Idaho Core &amp; ECE/ECSE Teacher Standards</b>	Standard 4: Core P1 Standard 9: Core D2, P1												
<b>Introduction</b>	Videotaping your own teaching will allow you to see how you interact with children. Videotaping yourself at the beginning of the internship and then again at the end should show your improvements over the course of time. This assignment will allow you to reflect on your teaching style.												
<b>Goal</b>	The purpose of this assignment is to allow you the opportunity to reflect on your own skills as an educator and to see how you interact with children.												
<b>Objectives</b>	Teacher candidate will: <ol style="list-style-type: none"> <li>1. Reflect on their teaching.</li> <li>2. Make use of observation of own teaching for the purpose of making adjustments, and reflecting on what does and does not work.</li> <li>3. Increase awareness of own strengths and weaknesses as an educator.</li> </ol>												
<b>Activity Instructions</b>	<ol style="list-style-type: none"> <li>1) In cooperation with your mentor teacher, obtain parent/guardian permission to video in the classroom. Appendix O is a sample letter you can use to send home with the children in the classroom for a parent signature. <i>(If a parent does not give permission to videotape their child, reposition the child so that s/he is not visible during taping.)</i></li> <li>2) Arrange a time and day to video tape. You may want your supervisor or mentor teacher do the taping of your lesson.</li> <li>3) Upon completion of the videotaping session, review and discuss the lesson with your supervisor and mentor teacher.</li> <li>4) Write a one page critique of the lesson, using Appendix M as a guide.</li> </ol> <p>You will video tape yourself first within the first 3 weeks of the internship and then again at the end of the internship.</p>												
<b>Resources</b>	Appendix O: Permission Letter Appendix M: Video Self Evaluation												
<b>Due Date</b>	Midterm and one week prior to completion of this experience												
<b>Assessment Criteria</b>	<p>Intern's work will be evaluated on the thoroughness of completion of assignment and the reflection exhibited.</p> <table style="margin-left: 40px;"> <tr> <td>Video 1</td> <td>P</td> <td>F</td> </tr> <tr> <td>Reflection</td> <td>P</td> <td>F</td> </tr> <tr> <td>Video 2</td> <td>P</td> <td>F</td> </tr> <tr> <td>Reflection</td> <td>P</td> <td>F</td> </tr> </table>	Video 1	P	F	Reflection	P	F	Video 2	P	F	Reflection	P	F
Video 1	P	F											
Reflection	P	F											
Video 2	P	F											
Reflection	P	F											

<b>Semester</b>	Fall						
<b>Course</b>	ED-ECS 464: Professional Year I						
<b>Activity 5</b>	<b>IFSP Meeting</b>						
<b>Idaho Core &amp; ECE/ECSE Teacher Standards</b>	Standard 7: Blended P3 Standard 8: Blended D1 Standard 9: Core K3, P1, P2 Standard 10: Core P2, D1						
<b>Introduction</b>	Attending an IFSP meeting will allow you to better understand the process of how your mentor teacher prepares, schedules, facilitates, and follows up on the IFSP process.						
<b>Goal</b>	The purpose of this assignment is to familiarize yourself with what takes place at IFSP meetings.						
<b>Objectives</b>	The teacher candidate will: <ol style="list-style-type: none"> <li>1. Attend an IFSP meeting.</li> <li>2. Familiarize self with IFSP proceedings.</li> </ol>						
<b>Activity Instructions</b>	<p>Ask your mentor teacher if you can attend an upcoming IFSP meeting. If your cooperating teacher is comfortable with your participating in any part of the meeting, take advantage of this opportunity.</p> <p>Complete the following steps:</p> <ol style="list-style-type: none"> <li>1. Review any written material, textbook chapters, or internet information on IFSP meetings.</li> <li>2. Prior to the IFSP meeting, review or help generate assessment and performance data about the child.</li> <li>3. Attend and/or participate in the IFSP meeting.</li> <li>4. After the IFSP meeting, fill out the IFSP checklist in Appendix P. Write a one page summary of your experience maintaining confidentiality. Include comments on items you feel were not present on the checklist. What did you learn from the experience? What would you have done differently? How well do you think the meeting went?</li> <li>5. Submit this 1 page write-up, along with the checklist and a copy of the IFSP (if possible). <b>IMPORTANT:</b> Delete any identifying student or school information.</li> </ol>						
<b>Resources</b>	Appendix P: Checklist						
<b>Due Date</b>	One week prior to completion of this experience						
<b>Assessment Criteria</b>	<p>Intern's work will be evaluated on the thoroughness of completion of assignment and the reflection exhibited.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 80%;">Checklist completion</td> <td style="width: 5%;">P</td> <td style="width: 15%;">F</td> </tr> <tr> <td>Reflection</td> <td>P</td> <td>F</td> </tr> </table>	Checklist completion	P	F	Reflection	P	F
Checklist completion	P	F					
Reflection	P	F					

<b>Semester</b>	Fall
<b>Course</b>	ED-ECS 464: Professional Year I
	<b>Artifacts for Binder/Portfolio</b>
<b>Idaho Core &amp; ECE/ECSE Teacher Standards</b>	Standard 1: Core D1 Standard 9: Core K3, D2, P1, P2
<b>Introduction</b>	This section of your Culminating Activity CD is to compile documentation from a variety of sources that primarily demonstrate your professional commitment and responsibility and your partnerships. In addition, you will have the opportunity to reflect on the collection.
<b>Goal</b>	The purpose of this assignment is to allow you the opportunity to reflect on your own skills as an educator, but also to look beyond this setting, to how you will impact children, families, and the community.
<b>Objectives</b>	Teacher candidate will be able to: <ul style="list-style-type: none"> <li>• Demonstrate the ability to effectively communicate to parents and professionals to enhance learning and the development of children</li> <li>• Demonstrate commitment to professional standards and continuous professional growth</li> </ul>
<b>Activity Instructions</b>	Compile the following in your binder (each section could be a divider): <ol style="list-style-type: none"> <li>1. All completed activities 1-5</li> <li>2. Code of Ethics for Division for Early Childhood (DEC), National Association for the Education of Young Children (NAEYC), and Idaho Professional Educator <ol style="list-style-type: none"> <li>i. What similarities and differences do you find in these three documents? Site the page number that supports your decisions.</li> <li>ii. How have you seen these Codes of Ethics being supported in your site? Give at least three examples.</li> <li>iii. What will you do differently in your practice than what you had done previously now that you have read the various Code of Ethics?</li> </ol> </li> <li>3. Community and website resources <ol style="list-style-type: none"> <li>i. Annotated bibliography of resources that are typically used by this program (<b>minimum of 10</b>, no more than 5 from the Internet)</li> <li>ii. Phone numbers, addresses, mission statements, and contact names for community agencies.</li> </ol> </li> <li>4. Observation feedback <ol style="list-style-type: none"> <li>i. Mentor Teacher</li> <li>ii. Principal</li> <li>iii. University Liaison</li> <li>iv. Comment on the feedback you receive from the different individuals. What will you do with the information you have been provided? How does the information change or reinforce what you do now? What can you do to continue to grow and learn the art and science of teaching?</li> <li>v. Video self review</li> </ol> </li> <li>5. Artifacts that document computer expertise <ol style="list-style-type: none"> <li>i. Completion of the CD</li> <li>ii. Letter/newsletters to parents</li> </ol> </li> <li>6. Communication</li> </ol>

	<ul style="list-style-type: none"> <li>i. Welcome letter</li> <li>ii. Parent newsletters</li> <li>iii. Parent/teacher communication</li> </ul> <p>7. Weekly reflections on practice</p>																		
<b>Resources</b>	<p>NAEYC: <a href="http://naeyc.org">http://naeyc.org</a>, DEC: <a href="http://www.dec-sped.org">http:// www.dec-sped.org</a>, ID Professional Educator Code of Ethics: <a href="http://www.sde.idaho.gov/TeacherCertification/docs/ethics/Ethics2006.pdf">http://www.sde.idaho.gov/TeacherCertification/docs/ethics/Ethics2006.pdf</a></p>																		
<b>Due Date</b>	Midterm and one week prior to completion of this experience.																		
<b>Assessment Criteria</b>	<p>Intern's work will be evaluated on the thoroughness of completion of assignment. Liaison discretion will be required in assessing activities. Mark each activity with a P or F.</p> <p>Activities:</p> <table> <tr><td>1</td><td>P</td><td>F</td></tr> <tr><td>2</td><td>P</td><td>F</td></tr> <tr><td>3</td><td>P</td><td>F</td></tr> <tr><td>4</td><td>P</td><td>F</td></tr> <tr><td>5</td><td>P</td><td>F</td></tr> <tr><td>6</td><td>P</td><td>F</td></tr> </table> <p>Reflection      P    F</p>	1	P	F	2	P	F	3	P	F	4	P	F	5	P	F	6	P	F
1	P	F																	
2	P	F																	
3	P	F																	
4	P	F																	
5	P	F																	
6	P	F																	

<b>Semester</b>	Fall
<b>Course</b>	ED-ECS 464: Professional Year I
	<b>Culminating CD</b>
<b>Idaho Core &amp; ECE/ECSE Teacher Standards</b>	Standards 1-10
<b>Introduction</b>	Your binder/CD will help you organize your teaching experience and will be a valuable future resource tool. You may include items that you have created.
<b>Goal</b>	The purpose of this assignment is to provide a format for you to organize your teaching experiences and prepare you for the capstone activity.
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. To compile a variety of documentation that demonstrates your knowledge, disposition, and performances in all areas of the Idaho Core and Blended ECE/ECSE Teacher Standards.</li> <li>2. To prepare for the capstone activity you will be doing prior to graduation.</li> </ol>
<b>Activity Instructions</b>	<p>Included in the CD will be the following sections:</p> <ol style="list-style-type: none"> <li>1. Written activity or lesson plans <ol style="list-style-type: none"> <li>a. Reflections</li> <li>b. Discussions with Mentor Teacher</li> <li>c. Observations</li> <li>d. Guidance plans</li> <li>e. Accommodations/adaptations</li> <li>f. Cultural sensitivity and anti-bias plans (gender, religion, race, culture, ability, etc.)</li> <li>g. Developmental standards documented for each activity</li> <li>h. Parental involvement</li> <li>i. Materials and resources needed for activities</li> </ol> </li> <li>2. Ecological Climate Assessment, including: <ol style="list-style-type: none"> <li>a. Informal and formal assessments used at each site <ol style="list-style-type: none"> <li>i. Rubrics</li> <li>ii. Checklists</li> <li>iii. Anecdotal records</li> <li>iv. Objective tests</li> <li>v. Parent conferencing</li> </ol> </li> <li>b. ITERS</li> </ol> </li> <li>3. Child Portfolio <ol style="list-style-type: none"> <li>a. Pre-test</li> <li>b. Goals &amp; Objectives</li> <li>c. Activity plans</li> <li>d. Post-test</li> <li>e. Report on children's development and learning that occurred (photo/video documentation)</li> <li>f. Graph of pre- and post-test</li> <li>g. Reflections</li> </ol> </li> <li>4. Artifacts (choose those appropriate to your situation – and from activity 4) <ol style="list-style-type: none"> <li>a. All completed activities 1-5</li> <li>b. Code of Ethics for DEC, NAEYC, and Idaho Professional Educator</li> <li>c. Observation feedback</li> <li>d. Artifacts that document computer expertise</li> <li>e. Communication</li> <li>f. Community and website resources</li> <li>g. Reflections on practice</li> </ol> </li> </ol>

<b>Resources</b>	<p>See each assignment for resources</p> <p>Appendix A: Rubric for Course Grade</p> <p>ID Professional Educator Code of Ethics:  <a href="http://www.sde.idaho.gov/TeacherCertification/docs/ethics/Ethics2006.pdf">http://www.sde.idaho.gov/TeacherCertification/docs/ethics/Ethics2006.pdf</a></p>															
<b>Due Date</b>	<p>Midterm = draft of the culminating CD</p> <p>One week prior to completion of this experience = final copy of CD</p>															
<b>Assessment Criteria</b>	<p>Intern's work will be evaluated on the thoroughness of completion of assignment. Liaison discretion will be required in assessing activities. Mark each activity with a P or F.</p> <table data-bbox="597 577 1490 871"> <tr> <td>Pass</td> <td>Fail</td> <td>Ecological Climate Assessment</td> </tr> <tr> <td>Pass</td> <td>Fail</td> <td>Child Portfolios (2)</td> </tr> <tr> <td>Pass</td> <td>Fail</td> <td>Activities and Lesson Plans</td> </tr> <tr> <td>Pass</td> <td>Fail</td> <td>Artifacts</td> </tr> <tr> <td>Pass</td> <td>Fail</td> <td>Evaluation of Candidate Dispositions</td> </tr> </table>	Pass	Fail	Ecological Climate Assessment	Pass	Fail	Child Portfolios (2)	Pass	Fail	Activities and Lesson Plans	Pass	Fail	Artifacts	Pass	Fail	Evaluation of Candidate Dispositions
Pass	Fail	Ecological Climate Assessment														
Pass	Fail	Child Portfolios (2)														
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Pass	Fail	Artifacts														
Pass	Fail	Evaluation of Candidate Dispositions														

# Home-Visiting Activities

<b>Semester</b>	Fall
<b>Course</b>	ED-ECS 464: Professional Year I
<b>Activity 1</b>	<b>Ecological Climate Assessment: Home-Visiting</b>
<b>Idaho Core &amp; ECE/ECSE Teacher Standards</b>	Standard 1: Blended D1 Standard 2: Blended D1 Standard 6: Core P1 Standard 9: Core P1 Standard 10: Core P2, P5, D1
<b>Introduction</b>	Most social situations require one to approach them with thought. In these instances, we need to reserve judgment until we know something about the individuals and their expectations, the social rules and procedures, and the relation between the specific context in which we are placed and the larger context. In other words, some sort of analysis of the situation is a necessary part of any social interaction. A field experience in teaching is one sort of social interaction, and as such it, too, requires some preliminary analysis of the setting.
<b>Goal</b>	The purpose of this assignment is to acquaint you with some of the individuals and their expectations, the rules and procedures, and to help you define the relationship of the setting(s) or classroom(s) in which you are placed and the larger context of the school or agency, and the community in which it is located.
<b>Objectives</b>	The teacher candidate will: <ul style="list-style-type: none"> <li>3. Define an agency's or school's climate and context</li> <li>4. Become acquainted with various staff members that you may not work directly with, so that you are able to understand their roles within the school or agency and how they help to create the climate of the school or agency</li> </ul>
<b>Activity Instructions</b>	Complete the following: <ol style="list-style-type: none"> <li>1) "Shadow" and/or interview 3-5 of the following staff members, if applicable. Take notes explaining the experience and be prepared to share these during seminar. <ul style="list-style-type: none"> <li>• Counselor, Psychologist, Social Worker, Special Education Teacher, Family Advocate, Service Coordinator, or Related Service Personnel</li> <li>• Custodian</li> <li>• Administrator</li> <li>• Policy Council member or other member of a parent-lead organization</li> <li>• Paraprofessional Mental health specialist, Nurse or Health educator</li> </ul> </li> <li>2) Write a description of your experience with the staff member(s) including, among other reflections, your responses to the following questions: <ul style="list-style-type: none"> <li>• What role does this person play in the school or agency? In the children' lives?</li> <li>• How may this person best be used as a resource with teachers in the building, or other professionals in the program, in your opinion?</li> <li>• What are the most important things you learned about your site and teaching as a profession from this experience?</li> <li>• In what ways does this individual view his/her job as pivotal to the school or agency?</li> <li>• In what ways does this job affect the work of your mentor?</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>• In what ways does this job affect the learning and development of children?</li> <li>• What challenges does this person face on a regular basis?</li> </ul> <p>3) Review the files/portfolios of the children on your mentor teacher's case load for information for questions 4 and 5, and to acquaint yourself with the children/families. (Attain permission from your mentor teacher and/or parent.)</p> <p>4) Complete an assessment on each child and family on the case load. You may use assessments such as the ASQ, SEAM, AEPS Family Report, or assessment suggested by your mentor teacher. The purpose is to learn more about the children and family served and their environment. First talk with the agency's administrator, your mentor teacher and the family for permission. The information will be used for your learning and not to assess or judge the family, the mentor teacher or the agency. In addition to the tool, take note of aspects such as family involvement in services, types of services received, and environment services are received in.</p> <ul style="list-style-type: none"> <li>• Write a description of the case load based on your findings.</li> <li>• Write recommendations you would suggest or implement if you were the mentor teacher.</li> <li>• Include a copy of your assessments in your notebook.</li> </ul> <p>5) Respond to the following questions citing specific examples to clarify your comments.</p> <ul style="list-style-type: none"> <li>• Describe the community in which the agency or school is situated. Is it primarily residential? Business area? What community resources are in close proximity (e.g., public library, museums, police station, fire station, boys and girls club, etc.)?</li> <li>• Who are the children that participate in this program? Who are the children you are assigned?       <ul style="list-style-type: none"> <li>○ Race/ethnicities that are represented among your children</li> <li>○ Number of your children who have emigrated from another country. Where are your students from?</li> <li>○ Number of your students who are native English speakers. English language learners.</li> <li>○ Disabilities or conditions that are represented among the children you are assigned.</li> </ul> </li> <li>• What is the philosophy of teaching and learning of this agency or school?       <ul style="list-style-type: none"> <li>○ What is the mission statement of the agency or school?</li> <li>○ What is the philosophy of teaching and learning held by your mentor teacher?</li> </ul> </li> <li>• How is this philosophy enacted?       <ul style="list-style-type: none"> <li>○ What curricula or academic programs are utilized in this agency or school? In the setting(s) or classroom(s) you are in?</li> <li>○ What is the average class size or caseload in this school or agency? What is the educator-child ratio? What is the typical day of your mentor teacher? Does this change over the course of the year? Is so, when and why?</li> </ul> </li> <li>• How are team members supported? Things to consider in response to this are:       <ul style="list-style-type: none"> <li>○ Professional development opportunities for educators</li> <li>○ The agency/school-home connection</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>○ The planning and use of support staff</li> <li>○ Additional or special support programs available to children (e.g., childcare, parent support groups, parent-teacher organizations, etc.)</li> <li>● What additional resources are available to parents, children, and teachers of this school? How are these assessed and used?</li> </ul>																		
<b>Resources</b>	<p>Staff and professionals at your sites. Appendix C: Ecological Climate Assessment Form – Home-Visiting</p>																		
<b>Due Date</b>	Midterm																		
<b>Assessment Criteria</b>	<p>Intern’s work will be evaluated on the thoroughness of their completion of the written descriptions of their experiences with staff member(s) and agency/school climate (i.e., the completeness of their descriptions as related to the questions addressed in numbers 2, 4, and 5 of the activity). Liaison discretion will be required in assessing this activity as different liaisons may require somewhat different structures in the reporting of the findings (responses to the questions).</p> <p><i>Circle the appropriate descriptor to indicate student performance in the following areas.</i></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 20%;">Pass</td> <td style="width: 20%;">Fail</td> <td>Description of experience with staff member(s)</td> </tr> <tr> <td>Pass</td> <td>Fail</td> <td>Description of school climate</td> </tr> <tr> <td>Pass</td> <td>Fail</td> <td>Description of children</td> </tr> <tr> <td>Pass</td> <td>Fail</td> <td>Completion of environmental assessments</td> </tr> <tr> <td>Pass</td> <td>Fail</td> <td>Reflective writing</td> </tr> </table> <hr/> <table border="0" style="width: 100%;"> <tr> <td style="width: 20%;">Pass</td> <td style="width: 20%;">Fail</td> <td>Overall performance for activity</td> </tr> </table>	Pass	Fail	Description of experience with staff member(s)	Pass	Fail	Description of school climate	Pass	Fail	Description of children	Pass	Fail	Completion of environmental assessments	Pass	Fail	Reflective writing	Pass	Fail	Overall performance for activity
Pass	Fail	Description of experience with staff member(s)																	
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Pass	Fail	Description of children																	
Pass	Fail	Completion of environmental assessments																	
Pass	Fail	Reflective writing																	
Pass	Fail	Overall performance for activity																	

<b>Semester</b>	Fall
<b>Course</b>	ED-ECS 464: Professional Year I
<b>Activity 2</b>	<b>Child Profiles: Home-Visiting</b>
<b>Idaho Core &amp; ECE/ECSE Teacher Standards</b>	Standard 1: Blended P1, P2 Standard 3: Core P1, Blended P1, SPED K1, Standard 4: Blended P1, P2 Standard 7: Core P2 Standard 8: Core P1; Blended P1, D1
<b>Introduction</b>	<p>The profiles are used to document children's growth and development. It has a structure and plan so that all areas of development are included. The profile is where the candidate will collect authentic evidence of children's abilities, emerging skills, and learning style. Profile collections may include input by teachers, parents, siblings, and others.</p> <ol style="list-style-type: none"> <li>1. In all cases, the profiles should reflect the actual day-to-day (routines) activities of a child.</li> <li>2. Profiles may contain several compartments, or subfolders. Selected works in profiles may be in a variety of media and may be multidimensional.</li> <li>3. The profile should be culturally sensitive to the individual child and family.</li> </ol> <p>There are three different models that can be used, but the student will more closely follow the Evaluative model.</p> <ul style="list-style-type: none"> <li>• Showcase model: consisting of photos and samples of work chosen in collaboration by the parent and/or child.</li> <li>• Descriptive model: consisting of representative abilities and work of the child, with no attempt at evaluation.</li> <li>• Evaluative model: consisting of representative products and photos that have been evaluated by criteria.</li> </ul>
<b>Goal</b>	The final child profiles will demonstrate the teacher candidate's ability to compile systematic, purposeful, and meaningful collections that exemplifies children's abilities and emerging skills.
<b>Objectives</b>	<p>The teacher candidate will:</p> <ol style="list-style-type: none"> <li>1. Provide authentic assessment based on typical classroom or setting experiences to help parents and educators facilitate children's learning and development;</li> <li>2. Make use of observations of children in routines and everyday activities in natural settings;</li> <li>3. Capture and document learning, and documenting recognized developmental milestones and emerging skills;</li> <li>4. Practice writing measureable and observable child goals and objectives based on assessment results.</li> </ol>

	<ol style="list-style-type: none"> <li>5. Assist in classroom or home-based planning that is based on documented milestone accomplishment and is developmentally appropriate through the documentation in the profile process; and</li> <li>6. Increase his or her professional accountability through this process.</li> </ol>									
<b>Activity Instructions</b>	<p>Talk with mentor teacher and liaison to determine 2 children in the classroom to complete the following with for <i>each</i> child:</p> <ol style="list-style-type: none"> <li>1. Narrative describing the child and family background (demographics, services received, child's present level of functioning, etc.)</li> <li>2. Pre-assessment of all developmental domains. You may design your own assessment, use an assessment used by the mentor teacher, or use a published assessment. Make sure all domains (social-emotional, adaptive, cognitive, gross and fine motor) are assessed.</li> <li>3. Choose 2 domains to focus on for the profile. For the 2 chosen domains, you will write 2 goals and objectives based on the pre-assessment results.</li> <li>4. Write 3-5 lesson plans/activities for a week that target the goals and objectives and implement in the class. (See Activity 3)</li> <li>5. Post-assessment of all developmental domains.</li> <li>6. Graph comparing the pre- and post-assessments.</li> <li>7. Highlights of the lessons: photos, examples of student work, etc.</li> <li>8. Reflective narrative: <ul style="list-style-type: none"> <li>o Reflect on tasks – what worked, what did not work, and why? What have you learned?</li> <li>o Reflect on the assessment process – what did you learn about children's development? What would you do different next time? How did you use the results to determine the goals and objectives?</li> <li>o Reflect on writing goals and objectives – what did you find difficult or easy?</li> <li>o Reflect on using the goals and objectives to target goals and objectives – where your goals/objectives effective?</li> <li>o What have you learned from this whole process?</li> </ul> </li> </ol>									
<b>Resources</b>	Appendices D, E, H – L									
<b>Due Date</b>	Midterm and one week prior to completion of this experience									
<b>Assessment Criteria</b>	<p>Intern's work will be evaluated on the thoroughness of completion of assignments. Liaison discretion will be required in assessing activities. Mark each activity with a P or F.</p> <p>Activities:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">Narrative of background</td> <td style="width: 10%;">P</td> <td style="width: 20%;">F</td> </tr> <tr> <td>Pre-Assessment</td> <td>P</td> <td>F</td> </tr> <tr> <td>Goals &amp; Objectives</td> <td>P</td> <td>F</td> </tr> </table>	Narrative of background	P	F	Pre-Assessment	P	F	Goals & Objectives	P	F
Narrative of background	P	F								
Pre-Assessment	P	F								
Goals & Objectives	P	F								

	Lesson plans/activities	P	F
	Post-Assessment	P	F
	Graph	P	F
	Highlights	P	F
	Reflection	P	F

<b>Semester</b>	Fall
<b>Course</b>	ED-ECS 464: Professional Year I
<b>Activity 3</b>	<b>Lesson Plans/Activities: Home-Visiting</b>
<b>Idaho Core &amp; ECE/ECSE Teacher Standards</b>	<p>Standard 1: Blended P2</p> <p>Standard 2: Blended D1</p> <p>Standard 3: Blended P1, SPED K1</p> <p>Standard 4: Core P1, Blended P1, P2</p> <p>Standard 5: Core D2, Blended P1, P2</p> <p>Standard 6: Core P1, Blended P1</p> <p>Standard 7: Core P2, Blended P1, P2</p>
<b>Introduction</b>	<p>You will create lessons or activities to demonstrate your ability to plan and implement activities with individual children and in small group settings.</p> <p>Creation of these plans serves multiple purposes:</p> <ol style="list-style-type: none"> <li>1. Writing about, reflecting on, and creating the plans provides you with an additional learning opportunity.</li> <li>2. The plans are products from which your supervisor can evaluate your novice teacher practices. In particular, evaluation will focus specifically on your abilities to plan for and implement activities that are meaningful and relevant. To do this, we expect that you will consider (1) children's needs, interests, levels of development, and (2) development of knowledge, skills, and dispositions that you will need in life, such as those delineated in state/district standards and norms. The assessment-learning-assessment cycle will need to be evident in your unit.</li> <li>3. The plans are a product that you can use in a professional portfolio. Your product description should be clear, concise, and easy to follow.</li> </ol> <p>All this material needs to be organized and placed on a CD that will <b>not</b> be returned to you.</p>
<b>Goal</b>	<p>For this activity you are expected to plan for and implement 3-5 lessons/activities in your classroom. You will develop a series of 3-5 connected lesson plans with the support and recommendations of your mentoring teacher. It is the expectation that this will provide a meaningful and relevant learning opportunity for a novice teacher. Photograph or videotaping documentation is required to demonstrate the children's sequence of learning, which can be used in your portfolio.</p>
<b>Objectives</b>	<p>Teacher candidate will be able to:</p> <ol style="list-style-type: none"> <li>1. Prepare and implement developmentally appropriate activities to meet the developmental and learning needs of individual children</li> <li>2. Utilize Idaho Core and Blended ECE/ECSE Standards in</li> </ol>

	<p>preparing activities</p> <ol style="list-style-type: none"> <li>3. Demonstrate knowledge and understanding of human development and learning</li> <li>4. Demonstrate the ability to effectively communicate to children and adults to enhance learning and the development of children</li> <li>5. Use children's developmental goals and objectives to target an intervention</li> </ol>
<p><b>Activity Instructions</b></p>	<p><b>The activity or lesson plans should consist of these parts:</b></p> <p><b>A. Introduction (1 page)</b>—narrative that gives the background/ explanation of the overall project</p> <ol style="list-style-type: none"> <li>1. Brief description of the project <ul style="list-style-type: none"> <li>• Domain areas to be addressed</li> <li>• Age level</li> <li>• Environmental contexts</li> </ul> </li> <li>2. Rationale for the project <ul style="list-style-type: none"> <li>• How it links to your children's interests and prior knowledge</li> <li>• <b>Goals</b> and main <b>objectives</b> for the project --linked to state/Federal or Developmental standards, as well as your profile children</li> </ul> </li> </ol> <p><b>B. Overview of the plan (1 page)</b> (What did you plan for and accomplish?)</p> <ol style="list-style-type: none"> <li>1. Brief narrative—planning--number of days/sessions, amount of time, and adaptations for children. Any changes to the plans? Why?</li> <li>2. Graphic—list/calendar of the activities</li> </ol> <p><b>C. Report of children's progress (1 page)</b></p> <ol style="list-style-type: none"> <li>1. Narrative report of children assessments <ul style="list-style-type: none"> <li>• Alignment with project objectives in pre/post tests</li> <li>• Informal assessments</li> <li>• Your assessment of how children did as a whole/how individual children fared.</li> </ul> </li> <li>2. Graphics comparing child and pre/post tests results</li> <li>3. Examples of pre-test post/tests at the back of this section</li> </ol> <p><b>D. Highlights of the unit—photos, culminating activities— samples of student products, etc. including a brief explanatory narrative.</b></p> <p><b>E. Reflection on practice (2-3 pages)</b></p> <ol style="list-style-type: none"> <li>1. Reflect on tasks/subject matter –what worked what did not work and why? What have you learned about the tasks you planned to foster children's development?</li> <li>2. Reflect on children's engagement. Were children engaged? Why/why not? What did you learn about engagement? Were parents involved? Why/why not? Did you notice a difference between fathers' and mothers' engagement? How would you explain those differences?</li> <li>3. Reflect on your roles --Facilitating—what worked didn't work, why? Guidance—what worked? Why?</li> </ol>

	<p>4. What have you learned about facilitating from this activity? Yourself as a teacher? Where do you want to go next in your own professional development? — Link to the future!</p> <p>5. Complete the home visit planning and reflection form and home visit self evaluation forms for home visits.</p> <p>Refer to children by a pseudonym or omit any children names. Prior to photographing or videotaping a child or group of children written permission must be obtained.</p>															
<b>Resources</b>	Appendices H – L															
<b>Due Date</b>	Midterm and one week prior to completion of this experience.															
<b>Assessment Criteria</b>	<p>Intern's work will be evaluated on the thoroughness of completion of assignments. Liaison discretion will be required in assessing activities. Mark each activity with a P or F.</p> <p>Activities:</p> <table data-bbox="591 785 760 970"> <tr> <td>A</td> <td>P</td> <td>F</td> </tr> <tr> <td>B</td> <td>P</td> <td>F</td> </tr> <tr> <td>C</td> <td>P</td> <td>F</td> </tr> <tr> <td>D</td> <td>P</td> <td>F</td> </tr> <tr> <td>E</td> <td>P</td> <td>F</td> </tr> </table>	A	P	F	B	P	F	C	P	F	D	P	F	E	P	F
A	P	F														
B	P	F														
C	P	F														
D	P	F														
E	P	F														

<b>Semester</b>	Fall												
<b>Course</b>	ED-ECS 464: Professional Year I												
<b>Activity 4</b>	<b>Video Tape</b>												
<b>Idaho Core &amp; ECE/ECSE Teacher Standards</b>	Standard 4: Core P1 Standard 9: Core D2, P1												
<b>Introduction</b>	Videotaping your own teaching will allow you to see how you interact with children. Videotaping yourself at the beginning of the internship and then again at the end should show your improvements over the course of time. This assignment will allow you to reflect on your teaching style.												
<b>Goal</b>	The purpose of this assignment is to allow you the opportunity to reflect on your own skills as an educator and to see how you interact with children.												
<b>Objectives</b>	Teacher candidate will: <ol style="list-style-type: none"> <li>1. Reflect on their teaching.</li> <li>2. Make use of observation of own teaching for the purpose of making adjustments, and reflecting on what does and does not work.</li> <li>3. Increase awareness of own strengths and weaknesses as an educator.</li> </ol>												
<b>Activity Instructions</b>	<ol style="list-style-type: none"> <li>1. In cooperation with your mentor teacher, obtain parent/guardian permission to video in the classroom. Appendix O is a sample letter you can use to send home with the children in the classroom for a parent signature. <i>(If a parent does not give permission to videotape their child, reposition the child so that s/he is not visible during taping.)</i></li> <li>2. Arrange a time and day to video tape. You may want your supervisor or mentor teacher do the taping of your lesson.</li> <li>3. Upon completion of the videotaping session, review and discuss the lesson with your supervisor and mentor teacher.</li> <li>4. Write a one page critique of the lesson, using Appendix M as a guide.</li> </ol> <p>You will video tape yourself first within the first 3 weeks of the internship and then again at the end of the internship.</p>												
<b>Resources</b>	Appendix O: Permission Letter Appendix M: Video Self Evaluation												
<b>Due Date</b>	Midterm and one week prior to completion of this experience												
<b>Assessment Criteria</b>	<p>Intern's work will be evaluated on the thoroughness of completion of assignment and the reflection exhibited.</p> <table> <tr> <td>Video 1</td> <td>P</td> <td>F</td> </tr> <tr> <td>Reflection</td> <td>P</td> <td>F</td> </tr> <tr> <td>Video 2</td> <td>P</td> <td>F</td> </tr> <tr> <td>Reflection</td> <td>P</td> <td>F</td> </tr> </table>	Video 1	P	F	Reflection	P	F	Video 2	P	F	Reflection	P	F
Video 1	P	F											
Reflection	P	F											
Video 2	P	F											
Reflection	P	F											

<b>Semester</b>	Fall
<b>Course</b>	ED-ECS 464: Professional Year I
<b>Activity 5</b>	<b>IFSP Meeting</b>
<b>Idaho Core &amp; ECE/ECSE Teacher Standards</b>	Standard 7: Blended P3 Standard 8: Blended D1 Standard 9: Core K3, P1, P2 Standard 10: Core P2, D1
<b>Introduction</b>	Attending an IFSP meeting will allow you to better understand the process of how your mentor teacher prepares, schedules, facilitates, and follows up on the IFSP process.
<b>Goal</b>	The purpose of this assignment is to familiarize yourself with what takes place at IFSP meetings.
<b>Objectives</b>	The teacher candidate will: <ol style="list-style-type: none"> <li>1. Attend an IFSP meeting.</li> <li>2. Familiarize self with IFSP proceedings.</li> </ol>
<b>Activity Instructions</b>	<p>Ask your mentor teacher if you can attend an upcoming IFSP meeting. If your cooperating teacher is comfortable with your participating in any part of the meeting, take advantage of this opportunity.</p> <p>Complete the following steps:</p> <ol style="list-style-type: none"> <li>1. Review any written material, textbook chapters, or internet information on IFSP meetings.</li> <li>2. Prior to the IFSP meeting, review or help generate assessment and performance data about the child.</li> <li>3. Attend and/or participate in the IFSP meeting.</li> <li>4. After the IFSP meeting, fill out the IFSP checklist in Appendix P. Write a one page summary of your experience maintaining confidentiality. Include comments on items you feel were not present on the checklist. What did you learn from the experience? What would you have done differently? How well do you think the meeting went?</li> <li>5. Submit this 1 page write-up, along with the checklist and a copy of the IFSP (if possible). <b>IMPORTANT:</b> Delete any identifying student or school information.</li> </ol>
<b>Resources</b>	Appendix P: Checklist
<b>Due Date</b>	One week prior to completion of this experience
<b>Assessment Criteria</b>	<p>Intern's work will be evaluated on the thoroughness of completion of assignment and the reflection exhibited.</p> <p>Checklist completion      P    F</p> <p>Reflection                      P    F</p>

<b>Semester</b>	Fall
<b>Course</b>	ED-ECS 464: Professional Year I
	<b>Artifacts for Binder/Portfolio</b>
<b>Idaho Core &amp; ECE/ECSE Teacher Standards</b>	Standard 1: Core D1 Standard 9: Core K3, D2, P1, P2
<b>Introduction</b>	This section of your Culminating Activity CD is to compile documentation from a variety of sources that primarily demonstrate your professional commitment and responsibility and your partnerships. In addition, you will have the opportunity to reflect on the collection.
<b>Goal</b>	The purpose of this assignment is to allow you the opportunity to reflect on your own skills as an educator, but also to look beyond this setting, to how you will impact children, families, and the community.
<b>Objectives</b>	Teacher candidate will be able to: <ul style="list-style-type: none"> <li>• Demonstrate the ability to effectively communicate to parents and professionals to enhance learning and the development of children</li> <li>• Demonstrate commitment to professional standards and continuous professional growth</li> </ul>
<b>Activity Instructions</b>	Compile the following in your binder (each section could be a divider): <ol style="list-style-type: none"> <li>1. All completed activities 1-5</li> <li>2. Code of Ethics for Division for Early Childhood (DEC), National Association for the Education of Young Children (NAEYC), and Idaho Professional Educator <ol style="list-style-type: none"> <li>a. What similarities and differences do you find in these three documents? Site the page number that supports your decisions.</li> <li>b. How have you seen these Codes of Ethics being supported in your site? Give at least three examples.</li> <li>c. What will you do differently in your practice than what you had done previously now that you have read the various Code of Ethics?</li> </ol> </li> <li>3. Community and website resources <ol style="list-style-type: none"> <li>a. Annotated bibliography of resources that are typically used by this program (<b>minimum of 10</b>, no more than 5 from the Internet)</li> <li>b. Phone numbers, addresses, mission statements, and contact names for community agencies.</li> </ol> </li> <li>4. Observation feedback <ol style="list-style-type: none"> <li>a. Mentor Teacher</li> <li>b. Principal</li> <li>c. University Liaison</li> <li>d. Comment on the feedback you receive from the different individuals. What will you do with the information you have been provided? How does the information change or reinforce what you do now? What can you do to continue to grow and learn the art and science of</li> </ol> </li> </ol>

	<p>teaching?</p> <ul style="list-style-type: none"> <li>e. Video self review</li> </ul> <p>5. Artifacts that document computer expertise</p> <ul style="list-style-type: none"> <li>a. Completion of the CD</li> <li>b. Letter/newsletters to parents</li> </ul> <p>6. Communication</p> <ul style="list-style-type: none"> <li>a. Welcome letter</li> <li>b. Parent newsletters</li> <li>c. Parent/teacher communication</li> </ul> <p>7. Weekly reflections on practice. Complete Appendix F: Home Visit Planning and Reflections</p>																		
<b>Resources</b>	<p>NAEYC: <a href="http://naeyc.org">http://naeyc.org</a>, DEC: <a href="http://www.dec-sped.org">http:// www.dec-sped.org</a>, ID Professional Educator Code of Ethics: <a href="http://www.sde.idaho.gov/TeacherCertification/docs/ethics/Ethics2006.pdf">http://www.sde.idaho.gov/TeacherCertification/docs/ethics/Ethics2006.pdf</a></p> <p>Appendix F</p>																		
<b>Due Date</b>	<p>Midterm and one week prior to completion of this experience.</p>																		
<b>Assessment Criteria</b>	<p>Intern's work will be evaluated on the thoroughness of completion of assignment. Liaison discretion will be required in assessing activities. Mark each activity with a P or F.</p> <p>Activities:</p> <table data-bbox="516 905 683 1125"> <tr><td>1</td><td>P</td><td>F</td></tr> <tr><td>2</td><td>P</td><td>F</td></tr> <tr><td>3</td><td>P</td><td>F</td></tr> <tr><td>4</td><td>P</td><td>F</td></tr> <tr><td>5</td><td>P</td><td>F</td></tr> <tr><td>6</td><td>P</td><td>F</td></tr> </table> <p>Reflection      P    F</p>	1	P	F	2	P	F	3	P	F	4	P	F	5	P	F	6	P	F
1	P	F																	
2	P	F																	
3	P	F																	
4	P	F																	
5	P	F																	
6	P	F																	

<b>Semester</b>	Fall
<b>Course</b>	ED-ECS 464: Professional Year I
	<b>Culminating CD</b>
<b>Idaho Core &amp; ECE/ECSE Teacher Standards</b>	Standards 1-10
<b>Introduction</b>	Your binder/CD will help you organize your teaching experience and will be a valuable future resource tool. You may include items that you have created.
<b>Goal</b>	The purpose of this assignment is to provide a format for you to organize your teaching experiences and prepare you for the capstone activity.
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. To compile a variety of documentation that demonstrates your knowledge, disposition, and performances in all areas of the Idaho Core and Blended ECE/ECSE Teacher Standards.</li> <li>2. To prepare for the capstone activity you will be doing prior to graduation.</li> </ol>
<b>Activity Instructions</b>	<p>Included in the CD will be the following sections:</p> <ol style="list-style-type: none"> <li>1. Written activity or lesson plans <ol style="list-style-type: none"> <li>a. Reflections</li> <li>b. Discussions with Mentor Teacher</li> <li>c. Observations</li> <li>d. Guidance plans</li> <li>e. Accommodations/adaptations</li> <li>f. Cultural sensitivity and anti-bias plans (gender, religion, race, culture, ability, etc.)</li> <li>g. Developmental standards documented for each activity</li> <li>h. Parental involvement</li> <li>i. Materials and resources needed for activities</li> </ol> </li> <li>2. Ecological Climate Assessment, including: <ol style="list-style-type: none"> <li>a. Informal and formal assessments used at each site <ol style="list-style-type: none"> <li>i. Rubrics</li> <li>ii. Checklists</li> <li>iii. Anecdotal records</li> <li>iv. Objective tests</li> <li>v. Parent conferencing</li> </ol> </li> <li>b. Child/Family assessments (i.e., ASQ)</li> </ol> </li> <li>3. Child Portfolio <ol style="list-style-type: none"> <li>a. Pre-test</li> <li>b. Goals &amp; Objectives</li> <li>c. Activity plans</li> <li>d. Post-test</li> <li>e. Report on children's development and learning that occurred (photo/video documentation)</li> <li>f. Graph of pre- and post-test</li> <li>g. Reflections</li> </ol> </li> <li>4. Artifacts (choose those appropriate to your situation – and from activity 4) <ol style="list-style-type: none"> <li>a. All completed activities 1-5</li> <li>b. Code of Ethics for DEC, NAEYC, and Idaho Professional Educator</li> <li>c. Observation feedback</li> <li>d. Artifacts that document computer expertise</li> <li>e. Communication</li> <li>f. Community and website resources</li> </ol> </li> </ol>

	g. Reflections on practice															
<b>Resources</b>	<p>See each assignment for resources</p> <p>Appendix A: Rubric for Course Grade</p> <p>ID Professional Educator Code of Ethics:  <a href="http://www.sde.idaho.gov/TeacherCertification/docs/ethics/Ethics2006.pdf">http://www.sde.idaho.gov/TeacherCertification/docs/ethics/Ethics2006.pdf</a></p>															
<b>Due Date</b>	<p>Midterm = draft of the culminating CD</p> <p>One week prior to completion of this experience = final copy of CD</p>															
<b>Assessment Criteria</b>	<p>Intern's work will be evaluated on the thoroughness of completion of assignment. Liaison discretion will be required in assessing activities. Mark each activity with a P or F.</p> <table> <tr> <td>Pass</td> <td>Fail</td> <td>Ecological Climate Assessment</td> </tr> <tr> <td>Pass</td> <td>Fail</td> <td>Child Portfolios (2)</td> </tr> <tr> <td>Pass</td> <td>Fail</td> <td>Activities and Lesson Plans</td> </tr> <tr> <td>Pass</td> <td>Fail</td> <td>Artifacts</td> </tr> <tr> <td>Pass</td> <td>Fail</td> <td>Evaluation of Candidate Dispositions</td> </tr> </table>	Pass	Fail	Ecological Climate Assessment	Pass	Fail	Child Portfolios (2)	Pass	Fail	Activities and Lesson Plans	Pass	Fail	Artifacts	Pass	Fail	Evaluation of Candidate Dispositions
Pass	Fail	Ecological Climate Assessment														
Pass	Fail	Child Portfolios (2)														
Pass	Fail	Activities and Lesson Plans														
Pass	Fail	Artifacts														
Pass	Fail	Evaluation of Candidate Dispositions														

## Appendix: ED-ECS 464

### Teaching Experience with Infants/Toddlers: Natural Environments, Birth to Three Years

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## Appendix A: Rubric for Course Grade: ED-ECS 464 Natural Environments: Infant-Toddler

Grade for ED-ECS 464 Natural Environments, Birth to Three, is a Pass/Fail grade calculated from:

- Attendance at assigned Partner School or Agency
- Completion of activities and the Culminating CD
- Completion of Portfolio(s)
- Completion of Three-Way Evaluation with Mentor and Liaison
- An unacceptable on any of the following items of the rubric results in a failing grade.

Item Score	Unacceptable ( 0 )	Acceptable ( 1 )	Proficient ( 2 )	
Attendance	Missed 2 or more days; frequently late or leaves early	* Missed 1 day with prior notice; usually punctual	Had perfect attendance; always punctual.	
Activities & Culminating CD	Did not complete all required activities; Culminating CD incomplete	Completed all required activities; Culminating CD is missing no more than 2 required components	Completed all required activities; Culminating CD is up-to-date, complete and professional	
Binder/Portfolio	Missing or incomplete; at least one unacceptable score	No unacceptable scores; mostly acceptable scores	No unacceptable scores; mostly proficient scores	
Three-way Evaluation and Recommendations from the Mentor and Liaison	Needs work in most areas of evaluation rubrics	Competent in most areas of evaluation rubrics	Proficient in most areas of evaluation rubrics	
<b>Total</b>				_____

\* If extenuating circumstances occur, the University Liaison must approve additional absences.

## Appendix B: Ecological Climate Assessment – Center-Based

1. “Shadow” and/or interview the following staff members if applicable. Take notes explaining the experience.
  - Counselor, Psychologist, Social Worker, Special Education Teacher, Family Advocate, Service Coordinator, or Related Service Personnel
  - Custodian
  - Administrator
  - Policy Council member or other member of a parent-lead organization
  - Paraprofessional Mental health specialist, Nurse or Health educator
  
2. Write a description of your experience with the staff member(s) including, among other reflections, your responses to the following questions:
  - What role does this person play in the school or agency? In the children’ lives?
  - How may this person best be used as a resource with teachers in the building, or other professionals in the program, in your opinion?
  - What are the most important things you learned about your site and teaching as a profession from this experience?
  - In what ways does this individual view his/her job as pivotal to the school or agency?
  - In what ways does this job affect the work of your mentor?
  - In what ways does this job affect the learning and development of children?
  - What challenges does this person face on a regular basis?
  
3. Review the files/portfolios of the children in your classroom. (Attain permission from your mentor teacher and/or parent.)
  
4. Complete an Infant Toddler Environmental Rating Scale at the Center Based site. First talk with the agency’s administrator and your mentor teacher for permission. The information will be used for your learning and not to assess or judge the mentor teacher or the agency. In addition to the tool, take note of aspects such as cleanliness; plants and artwork; bulletin boards – including is there a developmentally appropriate or academic focus, is child work displayed; sounds coming from the different rooms; classroom arrangements when noticeable from hallway; entryway signs; the office as a ‘first impression’ of the building; and “people presence” in hallways – adults? Children– alone, in small groups? Classes in lines?
  - Write a description of the climate based on your impressions during your walk through.
  - Write recommendations you would suggest or implement if this were your classroom or program.
  
5. Respond to the following questions citing specific examples to clarify your comments.
  - Describe the community in which the agency or school is situated. Is it primarily residential? Business area? What community resources are in close proximity (e.g., public library, museums, police station, fire station, boys and girls club, etc.)?
  - Who are the children that participate in this program? Who are the children you are assigned?
    - Race/ethnicities that are represented among your children
    - Number of your children who have emigrated from another country. Where are your students from?
    - Number of your students who are native English speakers. English language learners.
    - Disabilities or conditions that are represented among the children you are assigned.
  - What is the philosophy of teaching and learning of this agency or school?
    - What is the mission statement of the agency or school?
    - What is the philosophy of teaching and learning held by your mentor teacher?
  - How is this philosophy enacted?
    - What curricula or academic programs are utilized in this agency or school? In the setting(s) or classroom(s) you are in?
    - What is the average class size or caseload in this school or agency? What is the educator-child ratio? What is the typical day of your mentor teacher? Does this change over the course of the year? Is so, when and why?

- How are the team members supported? Things to consider in response to this are:
  - Professional development opportunities for educators
  - The agency/school-home connection
  - The planning and use of support staff
  - Additional or special support programs available to children (e.g., childcare, parent support groups, parent-teacher organizations, etc.)
  
- What additional resources are available to parents, children, and teachers of this school? How are these assessed and used?

## Appendix C: Ecological Climate Assessment – Home-Visiting

1. “Shadow” and/or interview the following staff members if applicable. Take notes explaining the experience.
  - Counselor, Psychologist, Social Worker, Special Education Teacher, Family Advocate, Service Coordinator, or Related Service Personnel
  - Custodian
  - Administrator
  - Policy Council member or other member of a parent-lead organization
  - Paraprofessional Mental health specialist, Nurse or Health educator
  
2. Write a description of your experience with the staff member(s) including, among other reflections, your responses to the following questions:
  - What role does this person play in the school or agency? In the children’ lives?
  - How may this person best be used as a resource with teachers in the building, or other professionals in the program, in your opinion?
  - What are the most important things you learned about your site and teaching as a profession from this experience?
  - In what ways does this individual view his/her job as pivotal to the school or agency?
  - In what ways does this job affect the work of your mentor?
  - In what ways does this job affect the learning and development of children?
  - What challenges does this person face on a regular basis?
  
3. Review the files/portfolios of the children in your classroom. (Attain permission from your mentor teacher and/or parent.)
  
4. Complete an assessment on each child and family on the case load. You may use assessments such as the ASQ, SEAM, AEPS Family Report, or assessment suggested by your mentor teacher. The purpose is to learn more about the children and family served and their environment. First talk with the agency’s administrator, your mentor teacher and the family for permission. The information will be used for your learning and not to assess or judge the family, the mentor teacher or the agency. In addition to the tool, take note of aspects such as family involvement in services, types of services received, and environment services are received in.
  - Write a description of the case load based on your findings.
  - Write recommendations you would suggest or implement if you were the mentor teacher.
  - Include a copy of your assessments in your notebook.
  
5. Respond to the following questions citing specific examples to clarify your comments.
  - Describe the community in which the agency or school is situated. Is it primarily residential? Business area? What community resources are in close proximity (e.g., public library, museums, police station, fire station, boys and girls club, etc.)?
  - Who are the children that participate in this program? Who are the children you are assigned?
    - Race/ethnicities that are represented among your children
    - Number of your children who have emigrated from another country. Where are your students from?
    - Number of your students who are native English speakers. English language learners.
    - Disabilities or conditions that are represented among the children you are assigned.
  - What is the philosophy of teaching and learning of this agency or school?
    - What is the mission statement of the agency or school?
    - What is the philosophy of teaching and learning held by your mentor teacher?
  - How is this philosophy enacted?
    - What curricula or academic programs are utilized in this agency or school? In the setting(s) or classroom(s) you are in?
    - What is the average class size or caseload in this school or agency? What is the educator-child ratio? What is the typical day of your mentor teacher? Does this change over the course of the year? Is so, when and why?

- How are the team members supported? Things to consider in response to this are:
  - Professional development opportunities for educators
  - The agency/school-home connection
  - The planning and use of support staff
  - Additional or special support programs available to children (e.g., childcare, parent support groups, parent-teacher organizations, etc.)
  
- What additional resources are available to parents, children, and teachers of this school? How are these assessed and used?

## Appendix D: Child Profiles

### Assessment, Documentation and Education

Profiles are collections of a child's work or development over time. The profile is where the student intern will collect authentic evidence of children's abilities, emerging skills, and learning. There are three different models but the student will more closely follow the Evaluative model.

- Showcase model: consisting of photos and samples of work chosen in collaboration by the parent and/or child.
- Descriptive model: consisting of representative abilities and work of the child, with no attempt at evaluation.
- Evaluative model: consisting of representative products and photos that have been evaluated by criteria.

Profiles are systematic, purposeful, and meaningful collections of a child's abilities and emerging skills in engagement, independence and social interactions areas. Other developmental domains can be part of the collection.

- Profile collections may include input by teachers, parents, siblings, and others.
- In all cases, profiles should reflect the actual day-to-day (routines) activities of a child.
- Profiles may contain several compartments, or subfolders.
- Selected works in profiles may be in a variety of media and may be multidimensional.
- Profiles should be culturally sensitive to the individual child and family.

## Appendix E: Rubric for Profiles

Item Score	Unacceptable 0	Acceptable 1	Proficient 2	
Introduction	Organization is unclear; some important components may be missing	Acceptable introduction, including all of the required components	Well organized introduction, including all of the required components and additional pertinent information	
Pre-assessment	Assessment poorly organized, not aligned with outcomes, some components missing	Assessment acceptably organized, aligned with outcomes and includes all components	Assessment well organized, aligned with outcomes and includes all domains	
Profile	Profile missing more than one component of the following: systematic, purposeful, and meaningful collections of a child's abilities and emerging skills in engagement, independence and social interaction areas. Other developmental domains are not included. No input by teachers, parents, siblings, and others; artifacts inconsistently reflect the actual day-to-day (routines) activities of a child; inaccurate or limited narratives; and are culturally insensitive to the individual child and family.	Profiles missing one component of the following: systematic, purposeful, and meaningful collections of a child's abilities and emerging skills in engagement, independence and social interaction areas. Other developmental domains are included but with limited narrative to explain their importance; brief input by teachers, parents, siblings, and others; reflect part of the day-to-day (routines) activities of a child; selected works in portfolios are limited with acceptable narratives; and only briefly addresses culturally sensitive information.	Profiles contain systematic, purposeful, and meaningful collections of a child's abilities and emerging skills in engagement, independence and social interaction areas. Other developmental domains are part of the collection and includes: input by teachers, parents, siblings, and others; clear and concise narratives that enhance artifacts, reflect the actual day-to-day (routines) activities of a child; selected works in portfolios are in a variety of media and are creative; and demonstrates cultural sensitivity to the individual child and family.	
Lesson Plans/Activities	Activities are not DAP. Incomplete or inappropriate adaptations made for child with a disability. Unrealistic, impractical, and lack the breadth of knowledge of infants and toddlers. Lack of recognition of the families and cultures.	Most of the activities are DAP. Most areas are realistic, practical and exhibit a basic understanding of the knowledge of infants and toddlers. Incomplete recognition of families and cultures.	All activities are DAP. All areas have been complete with thought and exhibits proficient knowledge of infants and toddlers of all abilities and their families and cultures.	
Post-assessment	Assessment poorly organized and not aligned with the outcomes specified in the objectives; date administered and/or important data missing	Assessment acceptably organized and aligned with outcomes specified in the objectives; date administered and data included	Assessment well organized and aligned with outcomes specified in the objectives; date administered and data included	
Reflection on Practice	Reflection shows poor understanding of the process of reflection and understanding of self in the teaching/learning process	Adequate level reflection shows understanding of self in the teaching/learning process.	High-level reflection shows understanding of self in the teaching/learning process.	

## Appendix F: Home Visit Planning and Reflections

**Complete one of the following on each child on your second visit and complete it again on your last visit with them. You are also welcome to complete this form each time you visit the child.**

Child's Initials \_\_\_\_\_ Date \_\_\_\_\_ Age \_\_\_\_\_

### Before the day starts I will:

- \_\_\_\_\_ Identify and review the objectives for the visit or the day.
- \_\_\_\_\_ Review past visits/days and be prepared with any follow-up information.
- \_\_\_\_\_ Collect necessary materials for the visit/day.
- \_\_\_\_\_ Review the Self-Evaluation form.

### During the day/visit, I will:

- A. Establish rapport
  - \_\_\_\_\_ Help the family feel comfortable as quickly as possible.
- B. Observation of child and family member
  - \_\_\_\_\_ Ask the family to share developmental achievements since the last visit/day.
- C. Discussion
  - \_\_\_\_\_ Address family concerns or questions.
  - \_\_\_\_\_ Assist families in developing strategies for strengthening their effectiveness.
  - \_\_\_\_\_ Provide positive feedback and encouragement to parent.
- D. Activity
  - \_\_\_\_\_ Incorporate family routines in activities.
  - \_\_\_\_\_ Involve family members in an activity with the child.
  - \_\_\_\_\_ Demonstrate a responsive way of interacting with the child.
  - \_\_\_\_\_ Balance needs of the family and plan for the visit.
- E. Summary
  - \_\_\_\_\_ Summarize the most important points of the visit.
  - \_\_\_\_\_ Assist family with resources as needed.
  - \_\_\_\_\_ Schedule the next home visit or next day.

### After the visit/day, I will reflect on:

- \_\_\_\_\_ Overall, how did the visit/day go?
- \_\_\_\_\_ What would I do differently and why?
- \_\_\_\_\_ What would I do the same and why?
- \_\_\_\_\_ Self-Evaluation form

## Appendix G: Observation Evaluation Form

<b><i>Idaho Core Teacher Standards</i></b>	Professional	Progressing	*Needs More Attention
1. Understands Content			
2. Understands Student Development			
3. Understands Diversity			
4. Designs Instructional Strategies			
5. Manages and Motivates			
6. Communicates in Appropriate Modes			
7. Plans and Integrates			
8. Evaluates and Assesses Appropriately			
9. Reflects on Practice			
10. Participates in Professional Community			
<b>Strengths</b>			

## **Appendix H: Assistance for Planning – Key Principles of Working with Infants and Toddlers**

We believe that each moment offers an opportunity to explore relationships and to create a community that nurtures children, teachers, and families. Each moment holds a range of feelings, interests, and opportunities. There are always questions to pursue, hypotheses to investigate, and discoveries to celebrate. Curriculum happens all day, in every routine, action, interaction, and rearrangement of the room.

### **Our image of the child guides all our decision-making.**

Adults view children as competent, full of wonder, committed to relationships, willing to investigate, critique, reflect, and collaborate. This understanding of children shapes our decisions about how to arrange our classroom environment, schedule our days, and plan our curriculum

### **Teachers pay careful attention to the use of space and time.**

We think of the classroom environment as a co-teacher, setting the tone for children's days in the classroom and inviting them to explore, collaborate, reflect, and communicate with a range of media. Similarly, the schedule of each day allows for long stretches of open-ended time during which children can pursue their questions, passions, and developmental themes.

### **Curriculum planning is based on observation.**

Teachers observe children as they play, paying close attention to recurring themes, children's understandings and misunderstandings, developmental issues, and underlying questions. Our observations guide our curriculum planning, as we create opportunities for children to deepen their thinking, represent their understandings, and encounter new perspectives.

### **Curriculum projects grow through many opportunities for children to present, reflect on, and think critically about what they know.**

Teachers offer children many opportunities to communicate their understandings by representing them with a range of media. They encourage children to revisit earlier ideas by studying their representations, revising or reasserting them, and by studying other children's representations.

### **Teachers thoughtfully document the life of the classroom and emerging curriculum projects.**

Teachers collect "traces" of children's thinking by taking photos, making audiotapes and videotapes, and taking notes about children's conversations and play. This documentation helps children revisit and reflect on their play and thinking. It also helps make the daily life of the classroom visible to children's families.

### **Teachers consider relationships to be central.**

Teachers emphasize relationship-building and collaboration among children, and between teachers and children. Teachers actively seek out opportunities to collaborate with other teachers and with families, discussing their understandings of and questions about children's play. When we ask families to share their perspectives and invite them to help us make decisions about classroom life and curriculum, we enrich our understandings and we include families in the life we share with the children.

[http://www.hilltopcc.com/documents/Teaching/emergent\\_curriculum.htm](http://www.hilltopcc.com/documents/Teaching/emergent_curriculum.htm)

## Appendix I: Components of a Lesson Plan – Direct Instruction

There may be times when a parent, caregiver, or child may need direct instruction. The reason to use this method should be used only when other methods have been thoughtfully considered.

### Goal

A broad general statement of the intended learner outcome.

### Objective(s)

A more precise description of the expected learner outcome with standards addressed and includes four components: (a) the learner, (b) the outcome, (c) the conditions (d) the principle

### Focusing Question or Event

A question or comment to interest the student in the activity and relate to his or her life

3 minutes

### Instructional Activities and Strategies

What the teacher does to help the learner understand – questioning, explaining, modeling

10 minutes

### Checking for Understanding

What the teacher and student teacher do together to reinforce understanding – observe, listen, examine

5 minutes

### Independent Practice

What the student does alone to practice the skill

(may not happen in every teaching session)

### Assessment

What the teacher checks to see what the student has learned in the lesson.  
What evidence is collected for future reference.

3 minutes

### Reflection

What questions the teacher asks him/herself to self evaluate

## Appendix J: Components of a Lesson Plan – Discovery Learning

### Goal

A broad general statement of the intended learner outcome

### Objective

A more precise description of the expected learner outcome does not necessarily include the four components of a direct instruction lesson but does include information about what the student will learn as a result of this lesson. Standards are addressed.

### Motivation

The materials presented may be the event that interests students in the learning activity or, a question or comment may also be used to interest the student in the activity

### Learning Activities

- a) Question(s) – posed by the teacher or students (What do you think?; What will happen if?; When you do this?)
- b) Data collection – gathering information needed to answer the question
- c) Data processing, checking, and interpreting
- d) Closure – closing discussion to summarize

### Assessment

What the teacher checks to see what the student has learned in the activity  
What evidence is collected for future reference

### Reflection

What questions the teacher asks him/herself to self evaluate

### Resources

High Scope for Infants: <http://www.highscope.org/NewsNotes/PositionPapers/infanttoddler.htm>

Emergent Curriculum: [http://www.lcc.on.ca/emergent\\_curriculum\\_program.html](http://www.lcc.on.ca/emergent_curriculum_program.html)

Creative Curriculum: <http://creativecurriculum.net>

## Appendix K: Assistance for Planning - Tables

The following tables can be used to help the intern organize activities to meet the needs of infants and toddlers. The top table can be used in planning. What do you project will be the outcome of a certain activity or project? What materials are needed to make it happen? And, what are the learning objectives?

Projections	Activities/Materials	Learning Objectives
Example: water table will encourage cooperative play with other children	Water, measuring cups, hanging bottles, towels, art smocks	Infants learn about the world around them through exploration. By providing activities and materials for infants to explore, they gain a better understanding of what their world is. This activity specifically works on the following areas: cause & effect, social interaction, and attention span.

The following table can be used in writing up what happened during the children's day. Documenting individual activities or events is important so that you can reflect on what happened, why do you think it went the way it did, and did the children learn what you had intended?

Interest Area	Activities/Materials	Family/Child Participation	Observation/Dialogue	Learning Skills
Example: Social/Emotional	Water table, paint, play dough	Teachers, children, parents	Sally stood next to Brian for the first time and played with the water for 15 minutes. She helped fill different containers and encouraged Brian to play by giggling and squealing as the water was poured out of the hanging bottles. She would watch Brian and Mitchell when they tried over and over to stack the cups on the floating boat they made out of a block from the block area. They would help each other by taking turns holding the block while the other child attempted to stack 3-4 cups on top.	Yesterday Sally watched Brian and Joey at the water table. She was still sad that her Mother had to leave. By asking her mother to begin water play with Sally before she left, it helped Sally to separate from her mother. Sally started to share, take turns, and learned that some things float (wood and the plastic cups) but other things don't (her shoes).

## Appendix L: Assistance for Planning – Activity Options

The unit should evolve around a theme with related concepts for group or individual children. As you plan activities, keep in mind the developmental levels and skills of your child(ren). Areas that must be addressed include engagement, independence, and social relationships. You will also need to demonstrate the ability to adapt materials or activities for a child with a disability in the same age group. Adaptations should be included in your thematic unit along with parent information. This information should be in your portfolio.

1. Name of your theme
  - a. List of concepts to be covered
  - b. List of children's books/authors related to the theme (minimum of 3)
  - c. Resource books and 3 websites
2. Music
  - a. Choose two songs that fit into your theme. If you are not able to locate an appropriate song, you can develop a 'piggy back song' by choosing a familiar tune and making up words
3. Art activity
  - a. Develop one child directed (discovery learning) plan for a creative art activity and develop one teacher-directed plan for a thematic art activity.
  - b. Choose activities that promote a child to use his or her imagination and creativity. Avoid choosing an activity that is dictated.
4. Dramatic play with props
  - a. Write a complete child-directed or discovery activity plan for dramatic play and/or for props to be added to manipulatives (e.g., theme-based cookie cutters added to play-doh, theme-based puzzles or shapes).
  - b. Attach pictures of the props or materials that you would include to the activity plan.
5. Finger plays/action rhymes
  - a. Create or locate two fingerplays that promote your theme or concept. Each should be displayed to promote pre-literacy.
  - b. Props that promote interaction should also be developed or purchased
6. Large group or motor play
  - a. Locate or develop an environment that will promote the concepts within your thematic unit while still primarily discovery based.
7. Community-based activity plans
  - a. Develop two activity plans that will address what you want children to know or be exposed to before the trip.
  - b. The second plan will address the concepts and activities children will experience during the field trip with follow-up activities and related learning centers that can be implemented.
7. Adapted materials
  - a. A. Develop one adapted material for a child with a disability that will allow the child to actively participate in each of the above activities (1-7).
8. Parents
  - a. Develop a binder for the parents with all of the materials and resources listed above. Think about adult learning styles and how you can make one generic binder for all of the parents in this group (or individual child).

## Appendix M: Video Self-Review

View the video of your teaching once through without using the review guide. Write about the following:

- i. What one positive thing or quality jumped out at you as you viewed the videotape of yourself? What did you see that makes you view it as positive?
- ii. What one thing or quality would you change about yourself? What can you do to make that change?
- iii. What did you notice about the children's level of engagement? Were the objectives met at the end of the session? What would you do differently next time?

Examine components of your lesson plan, guidance/management, and the transition to the next activity.

1. How did you start?
2. How did you motivate children? Did it work?
3. How do you know children understood your instructions? What did they say or do? Is there follow up work you need to do with individual children?
4. How did you end the lesson? What was to happen next? How did children transition?
5. How did guidance/management work?
6. What kinds of comments from children surprised you or gave you ideas for future Lessons
7. How did you relay information to the parents? Were you able to clearly explain the purpose and methods in a manner that was appropriate for each parent? What other methods could be used that would be more effective

**Complete this video evaluation form twice, once for the first video session and then again after the second video session.**

Reflect briefly on the differences between the two sessions.

1. What was different? What was the same?
2. How did you improve?
3. What are your strengths and weaknesses?

## Appendix N: Evaluating Lessons

This rubric can be used for weekly seminars. It does not have to be used for the three-way assessment.

### Instruction

#### Engaging Students in Learning

	<b>Needs Work</b>	<b>Competent</b>	<b>Proficient</b>
Representation of Content	Is inappropriate and unclear	Is generally consistent in quality	Is appropriate and links well with students knowledge
Activities	Are inappropriate in terms of age or background	Some are appropriate to engage them but others are not	Most are appropriate and most students are cognitively engaged
Grouping of Students	Groups are inappropriate to students or goals	Are generally suitable to the instructional goals	Are suitable to the goals and engage students mentally
Instructional Materials and Resources	Are unsuitable or do not engage students mentally	Are generally suitable to the instructional goals	Are suitable to the goals and engage students mentally
Structure and Pacing	No clearly defined structure; pacing too slow or rushed	Lesson has recognizable structure although not uniformly maintained; pacing is generally consistent	Lesson has a defined structure; pacing is consistent

Evidence/Comments:

### Using Questioning and Discussion Techniques

#### Engaging Students in Learning

	<b>Needs Work</b>	<b>Competent</b>	<b>Proficient</b>
Quality of Questions	Questions are virtually all of poor quality	Questions are a combination of high and low quality; they invite some response	Most of the questions are of high quality; adequate time is available for response
Discussion Techniques	Reaction style; teacher mediates all question and answers	Attempts to engage students in a true discussion with uneven results	True discussion where teacher, at times, steps aside
Student Participation	Few students participate	Attempts to engage all students with some success	Successfully engages all students in discussion

Evidence/Comments:

### Providing Feedback to Students

	<b>Needs Work</b>	<b>Competent</b>	<b>Proficient</b>
Quality : Accurate, Substantive, Constructive, and Specific	Feedback is either not provided or is of uniformly poor quality	Feedback is generally consistent in quality; some elements of high quality are present, other are not	Feedback is consistently high quality
Timeliness	Not provided in timely manner or is inconsistent	Timeliness of feedback is generally consistent	Feedback is consistently provided in a timely manner

Evidence/Comments:

### Classroom Environment

Guidance/Management of Student Behavior

	<b>Needs Work</b>	<b>Competent</b>	<b>Proficient</b>
Expectations	No standards of conduct	Teacher communicates importance of complying with social rules with some conviction	Teacher models genuine respect for all and holds high expectations for appropriate behavior
Monitoring of Student Behavior	Not monitored; teacher is unaware of behavior	Teacher communicates clear limits; knows what is going on some of the time	Teacher communicates clear limits; knows what is going on at all times
Response to Student Misbehavior	Doses not respond to misbehavior	Teacher inconsistently responds and follows through	Teacher is fair; responds quickly; and follows through with conflict resolution or consequences

Evidence/Comments:

### Creating an Environment of Respect and Rapport

	<b>Needs Work</b>	<b>Competent</b>	<b>Proficient</b>
Teacher-Student Interactions	Negative, demeaning, sarcastic, or inappropriate with at least some students	Generally appropriate, but with some displays of favoritism or disregard for students' cultures; Students exhibit minimal respect for the teacher	Friendly and demonstrates warmth, caring and respect; Students exhibit respect for the teacher
Student Interactions	Characterized by conflict resulting in hurtful behavior	Are able to enter into conflict resolution most of the time with help from the teacher	Are successful with conflict resolution; class has a sense of friendly belonging

Evidence/Comments:

### Establishing a Culture of Learning

	<b>Needs Work</b>	<b>Competent</b>	<b>Proficient</b>
Importance of the Content	Teacher conveys a negative attitude toward content, suggesting it is not important	Teacher communicates importance of the work with some conviction	Teacher conveys genuine enthusiasm for learning
Student Pride in Work	Little or no pride in work; motivated only to complete the work	Invest little energy in the quality of their work	Demonstrate pride in the quality of their work
Expectations for Learning and Achievement	Only modest expectations for student achievement	Inconsistent expectations for student achievement	High expectations by teacher

Evidence/Comments:

**Appendix O: Permission Letter**

Date \_\_\_\_\_

Dear Parent or Guardian,

As a student intern from Boise State University’s Early Childhood Studies Program, I would like your permission to occasionally video tape some of my lessons with your child this semester. The purpose of the taping is to allow me to evaluate, critique, and improve my teaching. The video may be viewed by my supervisor at BSU for the purposes of identifying effective teaching strategies and techniques. Most of the video will focus on me as the teacher. If you give your permission, your child will be identified by first name only and on personally identifiable information will be shared with Boise State University.

Please return the bottom portion of this form. If you have any questions, please feel free to contact your child's teacher.

Thank you!

\_\_\_\_\_  
BSU student intern

\_\_\_\_\_  
Your child’s teacher

Name of child: \_\_\_\_\_

\_\_\_\_\_ I give my permission to have my child participate in a videotaped lesson.

----- I do not wish to have my child participate in a videotaped lesson.

\_\_\_\_\_  
Signature of parent/guardian

## Appendix P: IFSP Checklist

Use this checklist when attending the IFSP meeting. You may not be able to answer all questions. Write a one-page reflection of your experience.

Yes	No	
		1. According to the date of the last IFSP meeting, has this IFSP been reviewed and revised at least annually?
		2. Is there evidence/updates that progress toward goals was reported?
		3. Are the required participants in attendance at the IFSP meeting?
		4. If the child received services in an out-of-district setting, is the district of residence represented at the IFSP meeting?
		5. Does the information in the present level of performance statement consider the child's strengths as well as weaknesses and identify areas of need that can be developed into annual goals?
		6. Does each annual goal focus on a need which results from the child's disability as identified in the present level of performance?
		7. Does each annual goal address an area of need, the direction of (recommended) progress, and reasonable expectations for child accomplishment?
		8. Are there at least two short-term objectives for each annual goal? (Recommended)
		9. Do the short-term objectives represent smaller, more manageable tasks a child must master in relationship to the annual goal?
		10. Does each short-term objective have objective criteria (performance standard), evaluation procedures, and a schedule to determine whether the objective is met?
		11. Do the annual goals and short-term objectives adequately address all areas of need for this child?
		12. Are related services linked to one or more of the child's annual goals?
		13. Are the accommodations and/or modifications based on the individual needs of the child?
		14. Is transition included in the IFSP for children who will be transitioning into preschool?
		15. Are the IFSP team decisions of site and setting (placement) for delivery of services based upon the developed annual goals and short-term instructional objectives?
		16. For each special education service, including each related service, is the initiation and duration clearly identified? Beginning date and ending date of the services?
		17. Is the amount of time for each special education and related service clearly specified?
		18. Were parent concerns addressed at the meeting?
		19. Did the parent receive a copy of the IFSP?
		20. Is this plan likely to be useful to teachers, related service staff, and parents in guiding the development of activities/lesson plans?