Education in the Early Years Program

Pedagogy Connected to Practice

Child-Centered Theories and Practices

Reflective Introspection

Educating Minds
Embracing Diversity
Encouraging Success
Shaping the Future

Inclusivity for All Learners

Montgomery County Community College

Family and Community Relationships

Student Teaching Handbook

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Center Directors

naeyc ACCREDITED
Early Childhood Higher Education Program

TBS BEST ONLINE PROGRAMS
Associate in Early Childhood Education
TheBestSchools.org

MONTGOMERY
COUNTY COMMUNITY COLLEGE

Revised for Fall 2018

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Dear Student Teacher,

Welcome to the student teaching semester and the opportunity to be part of a learning community that includes your student teaching supervisor, the director of the program, the cooperating teacher, you, and the children. Think of this semester as an enriching growth experience, which will allow you to put all of the child development theory, curriculum planning, and classroom management skills you have learned to use in an authentic early childhood setting, you will have the help and support of an experienced teacher and a college supervisor to guide the way.

The unique aspect of student teaching is that everyone is involved in the learning process. The children are always learning. Giving them the proper tools, guidance, and freedom to experiment enhances their learning. You will be learning from the children, from your cooperating teacher, and from your own self-reflection. The cooperating teacher will be learning from you, through the sharing of ideas and questions. As a result of your new learning, you will need to decide whether your present philosophy of teaching young children will remain unchanged or needs to be modified.

We hope you are looking forward to the challenge and excitement of student teaching. You probably have many reasons why you selected early childhood as a major, but the primary reason should be that you want to make an important difference in the lives of young children. Plan on working hard while you are learning a great deal about children, teaching, early childhood settings, and yourself. Make the very best of this opportunity by cutting back on work hours and other responsibilities, so that you can devote yourself to your professional development. Remember that teaching young children is the most important job in the world!

We look forward to working with you this semester. Please use us as a resource or support, whenever necessary. Good luck and warm wishes for a life-enhancing experience!

Sincerely yours,

Meryl Sultanik
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Dear Center Director and Cooperating Teacher,

Thank you for agreeing to play a very influential role in MCCC's early childhood program by having a student teacher in your center this semester. We hope that it proves to be a rewarding experience for everyone. This handbook was developed to answer most of your questions about student teaching, but please call us or e-mail us if you have any concerns or need clarification. There are two sections specifically for cooperating teachers. One is in the body of the handbook, and one is <u>Appendix D</u>. Please read the entire handbook so that you understand the student teacher's responsibilities and your role in the mentoring process.

As you probably remember, student teaching is a time of practice, reflection, and personal growth. We hope that you will be patient with your student teacher as she/he learns about your children, schedule, and curriculum. Please encourage your student teacher to take an active role in the room, try things on her/his own, and perhaps, do them in a slightly different way than you do. This will help the student to develop a unique philosophy of teaching, which coincides with developmentally appropriate practice and her/his individual style.

At MCCC, we have been encouraging our students to use an emergent curriculum planning approach so that the interests of the children are used in designing the curriculum, rather than developing themes without their input or desires taken into consideration. This simply means that overall goals and outcomes of developmentally appropriate programs reflect the interests of the children in your class. We hope that you will discuss emergent curriculum planning with your student teacher and allow her/him to try it during the course of the semester.

We look forward to working with you this semester as we support student teachers in their final preparations for a career in early childhood education.

Sincerely yours,

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Montgomery County Community College

Mission and Philosophy

Mission

Serve the needs of our community through a commitment to the educational success of our students.

Evaluation of Mission Achievement

The College views education as a dynamic process that brings to the community a diverse, constantly changing set of learning opportunities; opportunities that grow, change, transform and multiply as the community and our learners confront and react to ever present change. Thus, to fully meet our mission, the College participates in on-going self-assessment and review in order to enhance and improve instructional programs and services to students and the county we serve.

Vision

MCCC will be an innovative educational hub where students can achieve their educational goals.

Goals

Three strategic issues are the foundation for our strategic plan to 2022.

Champion Student Success

Montgomery County Community College is committed to the success of its students. The College fosters a welcoming and consistent environment in which students can pursue their individual goals. Guided by personalized supports, students are able to participate in a broad set of academic opportunities that prepare the student for success beyond the College.

- o Ensure that academic programs and workforce training have market value
- o Ensure educational effectiveness of academic offerings
- o Engage learners in high impact instructional practices

- Deliver top-tier, consistent, and engaging student experiences
- Align curricular pathways and services with student needs
- Promote student support services to address student basic needs insecurity

Foster Meaningful External Relationships

Montgomery County Community College invests in meaningful partnerships with external entities in support of our students. Our partners include K-12 schools, higher education institutions, businesses, and governmental and community organizations. The College serves as an educational and cultural hub and relevant resource for the community.

- Redefine K-14 pathways and reciprocal partnerships
- Modernize career services for students, alumni and business and industry partners
- Offer programming that engages the community
- Reestablish government, business and industry, and community relationships
- Grow regional, national, and international collaborations
- Ensure a Sustainable Organization

Through data-informed decision making, Montgomery County Community College develops policies, processes and practices that enable fiscal stability, provide operational efficiencies, prioritize investments, and empower employee success.

- Foster a culture of transparency, inclusivity, and innovation
- Position the College for long-term financial stability
- Ensure regulatory compliance (regional, state, and federal)
- Encourage a philanthropic culture
- Deliver a comprehensive employee workforce plan

Education in the Early Years:
Birth through Fourth Grade Program A. A.

Purpose

The Education in the Early Years: Birth through Fourth Grade AA degree program prepares students for careers in early childhood education (child care, group and family child care, corporate child care, Head Start, early intervention, preschool, pre-kindergarten programs) and also prepares students who intend to transfer to four-year colleges and universities. The program emphasizes child development beginning at birth. Students will be trained to work with children from birth through fourth grade.

This program prepares graduates to be teachers in child care settings, professionals in family child care facilities, or teachers at corporate child care sites. The program also prepares students who want to continue their education and earn bachelor's degrees for transfer to four-year colleges.

Students who transfer with a grade point of average of 3.0 and pass the required reading, writing and math exams may be admitted to an Education program at a four-year institution. These programs may lead to PA certification to teach pre-kindergarten through fourth grade. The courses in this program include both general education courses as well as professional education courses related to the development and teaching of children through grade four. In the last semester of the program, students will student teach in an early childhood environment with an experienced teacher under the supervision of College faculty.

Program Outcomes

Upon completion of the *Education in the Early Years: Birth through Fourth Grade* Program, students will:

- identify typical and atypical milestones in child development.
- assess the appropriateness of early literacy opportunities in early childhood environments.
- create curricula and environments that are cognitively, physically and social-emotionally appropriate for children's ages and needs.
- communicate effectively with young children, their parents, and peers.
- design activities that promote positive school-family-community relationships.
- collaborate with teachers to create learning opportunities that meet the needs of all students.

SEQUENCE OF COURSES FOR EEY PROGRAM

Suggested Course Progression		
First Semester		
EDU 100**	Introduction to Education	3
EDU 213	Working with Children with Special Needs	3
ENG 101	English Composition I	3
HIS 203 or **HIS 205**	History of the U.S. to 1877 or History of the U.S. from 1877	3
MAT 103	Foundations of Mathematics I	3
		15 credit hours
Second Semester		
EDU 210	Teaching Young Children	3
EDU 245	Connecting Families, Schools, & Communities	3
PSY 101	Introduction to Psychology	3
MAT 104 or **MAT 106** *	Foundations of Math II or Math Applications	3
SPC 110 or **SPC 120**	Speech Communication or Public Speaking	3
EDU 228	Literature in Early Childhood & Elementary Education	3
		18 credit hours
Third Semester		
EDU 225	Guiding Children's Reading	3
Elective***	Elective: Aesthetic Sensibility	3
EDU 240	Teaching English Language Learners	3
PSY 200	Child Psychology	3
Elective***	Elective: Scientific Reasoning	4
		16 credit hours
Fourth Semester		
EDU 233	Early Childhood Curriculum	3
EDU 250**	Student Teaching	6
EDU elective	one of EDU 120, EDU 226, EDU 227, or EDU 229	3
		12 credit hours
TOTAL SEMESTER HOURS CREDIT: 61		

Advising Notes:
*Students planning to transfer to Temple University should take MAT 106 to meet its requirements. All other students should take MAT 104.
** Check for Required Clearances for Education Courses. Students must obtain updated clearances and are recommended to become CPR certified before beginning EDU 250.
***Elective should be chosen based on transfer institution.

EDU 250: STUDENT TEACHING

EDU 250 Course Outcomes	CKC/Big Ideas Connections:	NAEYC Connections	Learning Activities	Evaluation Methods
Plan and carry out developmentally appropriate activities and lessons for the children in the class where they are student teaching. Fully participate as teachers in early childhood settings.	*K6.2.C2 Execute effectively the multiple roles that early childhood professionals assume*	*Standard 6: Becoming and growing as a professional*	*Written Lesson Plans and Implementation of the Plans*	*Rubrics for Individual Observations (by Supervisors) and for Final Student Teaching Conference and Grade Decision*
Identify appropriate physical intellectual and social-emotional goals for specific ages and needs with accommodations as needed.	*K6.12.C3 Define mentoring and coaching, the differences between them and how they are used K6.9.C2 Demonstrate knowledge of skills, styles, dispositions and competencies that an effective leader uses to support an early learning or school age program*	*Standard 6: Becoming and growing as a professional*	*Written Lesson Plans That Require Suggestions for Differentiated Instruction*	*Rubrics for Individual Observations (by Supervisors) and for Final Student Teaching Conference and Grade Decision*
Communicate effectively with children, staff and parents.	*K6.11.C2Use the information about the early childhood education profession as a distinct discipline to provide information to families, schools and to the community.*	*Standard 4: Using developmentally effective approached to connect with children and families*	*Individual, Small Group and Whole Group Connections with Children, parent letters, seminars and Student teaching coop-teachers meetings/feedback.*	*Rubric, Evaluations of Cooperating Teacher and College Supervisor*
Develop a professional portfolio with artifacts from all of the required Education courses in this Program.	*K6.5.C2 Synthesize information and participate in interdisciplinary collaboration, including the engagement with a variety of professionals and organizations involved in early childhood education and school age programs, to share new ideas and perspectives.*	*Standard 6: Becoming and growing as a professional*	*Collection of Assignments That Demonstrate Competence as Early Childhood Professionals*	*Rubrics for Individual Observations (by Supervisors) and for Final Student Teaching Conference and Grade Decision*

Act in accordance with Code of Ethics (National Association for the Education of Young Children).	*K6.6.C2 Demonstrate high standards of competence and integrity, and exercise sound judgment in the practice of the profession by using professional codes, standards, guidelines and regulatory processes.*	*Standard 6: Becoming and growing as a professional*	*All Requirements of Student Teaching Necessitate the Deep Understanding of NAEYC Code of Ethics*	*Rubric, Evaluations of Cooperating Teacher and College Supervisor*

NAEYC Standards Addressed:

1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.
1b: Knowing and understanding the multiple influences on early development and learning
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children
2b: Supporting and engaging families and communities through respectful, reciprocal relationships
2c: Involving families and communities in young children's development and learning
3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments
4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children
4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches
4d: Reflecting on own practice to promote positive outcomes for each child
5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.
6a: Identifying and involving oneself with the early childhood field
6b: Knowing about and upholding ethical standards and other early childhood professional guidelines
6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

Supportive Skill 1: Self-assessment and self-advocacy
Supportive Skill 2: Mastering and applying foundational concepts from general education
Supportive Skill 3: Written and verbal communications skills
Supportive Skill 4: Making connections between prior knowledge/experience and new learning
Supportive Skill 5: Identifying and using professional resources

General Program Guidelines

Student Teaching Practicum

This six-credit course is used to satisfy the major field experience components for the early childhood associate degree program. A supervisor from the college will oversee the student teaching placement and visit the student teaching site every three to four weeks. Any problems should be discussed with the supervisor immediately.

Placement

The student teaching placement is the responsibility of the college supervisor. Many factors enter into these decisions, including the quality of the child care program, age requests of student teachers, scheduling issues, and location of child care center. Students will not be placed in any center in which they currently work, unless discussed with the supervisor. However, no student teachers will *ever* be placed in the classroom in which they currently work/have worked previously. No student teachers will *ever* be paid for the time that he/she spends satisfying the student teaching required hours. Any special needs should be discussed with the college supervisor.

Clearances, Child Abuse Reporting, and Physical Exam

Student teachers are required to have child abuse, criminal, and FBI (fingerprinting) clearances prior to the beginning of student teaching semester (Appendix R).   These clearances MUST be valid within one year of the start date of the semester. Along with the Child Abuse Check, student teachers must complete the free 3 hour Mandated Reporter Training at https://www.reportabusepa.pitt.edu/webapps/portal/execute/tabs/tabAction?tabId=_109_1&tab_tab_group_id=_90_1 .

In addition, student teachers must have a health assessment (Appendix P) indicating that they are in good health. Copies of the satisfactory health assessment and clearances should be given to the college supervisor and center director.

Liability Insurance

MCCC students are covered by the College's liability policy at the $1,000,000//$3,000,000 level for fieldwork that occurs during their course of study at MCCC. This field work includes EDU 250, *Student Teaching*.

Attendance

Student teachers spend 15 hours per week in the placement, generally from 9:00-12:00 noon every morning for the entire semester. It is recommended that student teachers arrive 10-15 minutes early to set up. Lateness will not be tolerated and should be reported to the college supervisor.   There will be several Fridays during the course of the semester when student teachers will be meeting at the College instead of going to student teaching. Students will follow the vacation schedule and inclement weather schedule modifications of the early childhood placement center rather than the MCCC vacation schedule during the semester of student teaching. Please check your center's vacation schedule at the beginning of the semester.

Substitute Coverage and Classroom Ratio

Student teachers should not be included in the ratio or used as substitutes during student teaching. Student teachers do not get paid during the hours when they are student teaching. They are receiving college credit for their participation in this field experience. Student teaching should be viewed as part of a college program. Students may accept job offerings at the center after student teaching hours, although it is not recommended. Any unusual circumstances must be arranged with the college supervisor.

Absence

Student teachers should not be absent during student teaching except for illness or family emergency. In the case of absence, it is the student teacher's responsibility to notify the cooperating teacher and the center director as early as possible. More than two absences must be made up in order to pass student teaching. Student teachers should be notified if the center is closed due to snow or any other emergency.

Student Teacher Participation

Student teachers should be treated as part of the professional staff and invited to all meetings and conferences that the staff attends.

Classroom Activities

Student teachers begin by getting to know the children, the staff, and the routines. Their responsibility gradually increases throughout the semester. It is the cooperating teacher's responsibility to let the student teacher know what is expected of her/him from week to week. She/he may begin with simple tasks such as fingerplays, diaper changing, or story reading as she/he is getting used to the routine. A Suggested Sequence of responsibilities may be found in Appendix E.

Student teachers should be involved in all aspects of child care such as planning, setting up, greeting children and parents, cleaning up, classroom management, parent conferences, and staff meetings. They should try to attend field trips or inservice days that relate to them, even if they are outside of the regular student teaching hours. The children and parents should expect the arrival of the student teacher, and she/he should be addressed in the same manner as other teachers.

Lesson Preparation

Student teachers are expected to plan in advance for all lessons. All lesson plans should be written in advance using the lesson plan format located in Appendix G. Lesson plans should be pre-approved by the cooperating teacher and signed off by the cooperating teacher at least 3 days before they are to be presented. During the semester, at the discretion of the supervisor only, they may switch to the MCCC block schedule (Appendix H). Once they are comfortable with the MCCC block format, student teachers may then switch to the center's block scheduling format (also at the discretion of the supervisor). If any student teacher needs help with lesson plan writing, please inform the college supervisor.

Final Responsibilities

By the end of the semester, student teachers should have the opportunity and capability to plan for and implement the plans for two weeks for the entire group. The cooperating teacher becomes the assistant for that period of time.

Planning Time

It is important that the cooperating teacher and student teacher meet on a regular basis to discuss expectations, plans, strengths, and weaknesses. Please arrange to meet at least once a week for one half-hour minimum, when there are no interruptions. It may be necessary to meet before or after the regular student teaching hours, and student teachers should be prepared to arrive early or stay late for that purpose.

Feedback/Evaluations and Grading

It is the responsibility of the cooperating teacher to give the student teacher regular feedback about her/his efforts. This will be very helpful to make her/him aware of whether or not she/he is meeting the cooperating teacher's expectations. Please give this feedback by writing comments via email for the student teacher to read and perhaps to respond. Other ways to communicate are verbal exchanges, text messages and/or comments written on lesson plans.

The supervisors will provide feedback throughout the semester using the rubric shown in Appendix L.

The cooperating teacher will be given an evaluation form to fill out for the student teacher, a copy of which is in the Appendix J. The student teacher will be filling out the same form as a self- evaluation. Both cooperating teacher and student teacher will be asked to suggest a recommended grade for the student. The student teacher evaluation form should be sent back to the college supervisor at the end of student teaching.

Final Conference/Grade

The cooperating teacher and the student teacher should arrange to meet for a final conference to discuss the evaluation forms and to discuss the student teacher's growth during the semester. The cooperating teacher should give honest feedback and make suggestions for future growth areas.

The college supervisor will also have a final conference with the student teacher to discuss evaluations and the student's future plans. The student teacher should bring her/his self-evaluation, portfolio, and lesson plan binder to this conference.

The college supervisor will determine the final grade based on all criteria included in the Final Student Teaching Rubric (Appendix I). Any documentation from the cooperating teacher will be very helpful.

Problems or Questions

It often takes several days for the student teacher and the cooperating teacher to begin to work together as a team; this is normal. If anyone involved in the program perceives a problem or misunderstanding, it is best that the individual attempt to straighten out the situation by speaking directly to all parties involved. If this attempt is unsuccessful, please speak to the college supervisor immediately so that she/he is informed of the problem. Any questions about the program may be directed to one of the following (email communication is the most reliable and quickest method of contact):

College student teaching supervisors:

Meryl Sultanik	**Elizabeth Lattanzi**
215- 641-6376	215- 641-6411 (Central Campus)
MSultani@mc3.edu	610-718-1895 (West Campus)
	Elattanzi@mc3.edu

Information for Student Teachers

Expectations
You should consider your student teaching experience preparation for your chosen profession. You should look and act professionally at all times. Please remember to treat the children, families, and co-teachers with respect.

Preparation
Student teaching can be a rich and rewarding experience. Plan to cut back on your other responsibilities so that you can spend the necessary amount of time to get the most of this semester. The amount of time required for preparation will increase as the semester goes on, and you take on more of the responsibilities of the room.

Resources
> Other teachers
> Fellow students
> Public Libraries/Central resource rooms
> Professional teacher stores
> Professional teacher materials/books
> Internet
> Supervisor

Dress Code
Most early childhood programs do not have a dress code as long as teachers are dressed appropriately. Some centers do not allow teachers to wear jeans; check with your cooperating teacher. Please do not wear very short skirts, see-through clothing, heavy make-up, very long nails, or t-shirts with political, religious, or sexual sayings. Remember that you are a professional and a role model for young children, so dress the part.

School Policies/Health and Safety Procedures
Please make sure that you are given an orientation to familiarize yourself with important school policies and procedures. If there is a center and/or parent handbook, please make sure that copies are given to you. If you fail to comply with the policies of the center, you may be asked to leave your student teaching placement.

It is important that you are familiar with all center health and safety policies such as emergency procedures, accident reports, fire exits, and children drop-off and pick-up procedures. Make sure that you ask questions if you are not certain about policies.

If you are removed from your student teaching placement, by your supervisor or center, because you did not comply with any of the specified policies of the center or of MCCC, you are not guaranteed a re-placement and/or completion of the requirements of EDU 250 and/or 233.

Professional Preparation

You will be preparing for your chosen profession by satisfying the following requirements.

Personal Learning Goals

At the beginning of the semester, you will be required to fill out a Personal Learning Goals form, which will allow you to identify individual goals that you would like to work on during the course of the semester.

This will help to guide you in self-reflection so that you begin to think about your practices, decide what you would like to change or modify, and determine goals for yourself. Think about two or three areas on which you feel you would like to focus. Examples: To develop ideas for transitions or to learn some effective discipline techniques.

A copy of the Personal Learning Goals form may be found in Appendix M.

Lesson Plans with Self-reflection

You will be expected to keep a small binder including all of the MCCC formatted lesson plans submitted to your cooperating teacher. Each lesson plan must include a signature from your cooperating teacher, signifying that you have shared, discussed, and approved of this plan together. At the end of each lesson plan, you will include a full self-reflection about the lesson, including your feelings about the way that it went, what you did that was effective, what you would do differently next time, questions, concerns, and thoughts about your growth. The amount of included lesson plans should be the same (or more) as the required amount as outlined on the student teaching calendar/sequence of responsibilities.

Professional Portfolio

Please collect all important items that you create for student teaching in your professional portfolio. Items should include letter of introduction to families, 5-7 lesson plans focusing on varying curricular areas, with accompanying photos of the lessons, samples of student work or photos of it, documentation panel, etc. Before photographing children in your class, discuss the policy regarding photography. You may need to get parents' permission by having them sign a consent form on which you explain that the photos will only be used for your professional portfolio and not be used in any other way. The professional portfolio will be discussed in more detail in a student teaching meeting. (See Appendix Q)

Documentation Panel

Please take responsibility for creating a documentation panel at some time during the course of the semester. It should reflect the process of the children's work and creation, standards, and photos, not store-bought decorations. Documentation will be discussed at a student teaching meeting.

Written and Oral Communication

Be aware of your speech patterns while speaking to children, teachers, and families. Do not use incorrect grammar or language that you use with friends, which may not be appropriate in a professional setting.

If writing is not your strength, continue to work on it in the Student Tutoring Center at MCCC while you are still in school. This is important because people often judge you based on notes,

letters, or announcements that you write. Make sure that you use spellcheck, and ask someone else to proofread your notes or letters if you are not a strong writer.

Personal Conceptual Framework

See Appendix S.

Communication with Families

Please write a professional letter of introduction to families explaining that you are a student teacher from Montgomery County Community College and perhaps share a little about your education, experience working with children, hobbies and information about your own family (if desired), and long-term goals. Make sure you ask your cooperating teacher and director for permission to give this letter to the families of children in your class. In some centers, these letters are posted outside the classroom, while others are sent home to families.

Greet family members warmly, and introduce yourself if you have never met them. It is important to make family members feel welcome in the classroom **but it is not your responsibility to share personal or specific information about children with family members.** Teachers should be conveying that kind of information. It is very helpful, though, to say something like "Did Sean tell you that we played with bubbles yesterday, and he enjoyed catching a big bubble?"

You may have the opportunity to be a part of formal or informal family conference at the invitation of your cooperating teacher. Make sure that you discuss with your cooperating teacher the extent of your involvement. In most cases, you will observe.

Interaction with Children

Treat all children with respect and care at all times. It is inappropriate to physically discipline, guide, or control children in any situation for any reason. Failure to comply will result in removal from center and EDU 250 and EDU 233.

Confidentiality

Please remember that information regarding children or their families is confidential and should not be discussed with your friends, family, or other teachers in the center. Any information about your student teaching experience should not be posted on any type of social media (Facebook, Twitter, Instagram, etc.) This breach of confidentiality is not only unprofessional, but also against most centers' policy. Violation of this policy will likely result in your removal from your student teaching placement. If you receive information that concerns you about a child, immediately discuss it with your cooperating teacher, college supervisor, or center director. Pennsylvania law requires any professional who works with children to report suspected cases of child abuse. Check with the center to find out how the reporting is handled in your center if you have a concern.

Nervousness

You will probably feel a bit nervous about your role as a student teacher. This is normal; every teacher has had the same experience. If you have questions, concerns, or uncertainties about your role, speak to the cooperating teacher or director of the center. No one will be able to anticipate your needs, if you don't speak up. Please talk to your college supervisor about any unresolved problem. It is important to get things straightened out quickly so that you will feel comfortable in the setting.

Responsibilities of Cooperating Teachers

Orientation and Welcome

Most student teachers will feel very apprehensive at the beginning of the semester. Please help your student teacher to feel welcome by introducing her/him to families and children, as well as to your co-workers. If you have a weekly or monthly newsletter, please include information about the student teacher in it.

It is important that the student teacher get an orientation to the center, its philosophy, and its staff. Please make every attempt to help your student teacher learn about your center by doing this on the first day. Also give her/him copies of any policy handbooks for staff or parents that your center has.

Accident/Emergency/Fire Drill Procedures

Please make the student teacher aware of your center's policies regarding accidents, medical emergencies, fire drills, etc. Make sure she/he is aware of all emergency exits as well.

Emergency School Closings

It is important that student teachers be made aware of how school closings are handled. Please add her/him to your phone chain, if your center notifies staff by phone or text messaging.

Resources

Please share ideas and resources with your student teacher. Since she/he will be anxious to learn as much as she/he can this semester, please give her/him copies of finger plays, poems, game ideas or project ideas. She/he may have some ideas to share with you as well. Please also share with the student teacher information about the center's available resources (including art supplies, books, copy machine use, etc.).

Weekly Planning Time/Review of Plans

It is important to establish a time when you will be able to meet with the student teacher each week without interruptions from children or other duties. A one half-hour slot each week would be the minimum amount of time necessary. Speak to your director about helping you to find a time for this meeting. The student teacher should be willing to come in early or stay late for this planning time. At this weekly meeting, please advise your student teacher as to what you expect her/him to be responsible for each week. It is helpful to give her/him suggestions, but allow her/him the freedom to develop her/his own ideas. You can offer to lend her/him resource materials, but she/he should know how to find age appropriate activities or children's books. Please speak to the college supervisor if you are not able to have a weekly planning time with your student teacher.

Lesson/Activity Preparation

The student teacher should have her/his plans prepared at least 3 school days in advance to show you so that you can offer suggestions before they are implemented. All activities or lesson plans should allow for flexibility, based on the needs and interests expressed by the children. MCCC uses a traditional lesson plan format, which can be found in Appendix G. If the center uses the emergent approach, please make sure that the student teacher identifies outcomes and has some thoughts about how the lesson or activity may evolve. It is important that the student teacher does not assume that emergent planning means no advanced planning or preparation. Once you have reviewed the lesson plan and discussed it with the student teacher, sign your name or initial the top to signify that this process is complete.

Mentoring/Feedback

Please give your student teacher on-going feedback to let her/him know how she/he is doing. Sometimes we assume that an individual knows she/he is doing well but this is often not the case. It is important to let the student know your thoughts.

A cooperating teacher can provide this feedback in a variety of ways. Email/text could be used if talking during class time or after the lesson is not an option. Oral feedback is always a good idea so that you can have a dialogue about the topic of the feedback. You can also provide feedback in the lesson plan binder.

Please offer criticism in a positive and constructive way. Make sure that you let the student know that even the most experienced teachers have room for growth. Encourage the student teacher to assess her/his own progress and decide what areas she/he may still need work .

The cooperating teacher will be asked to complete a written evaluation form for the student teacher towards the end of the semester, with a recommendation for a final grade. Any other documentation that is kept would also be helpful, but not necessary, unless an on-going problem needs to be documented. The form should be emailed back to the college supervisor by the final day of student teaching. The college supervisor will make the determination of the final grade using your on-going input and written evaluation.

Cooperative Teacher Information Website *(for Cooperating Teachers and Center Directors):* www.mc3.edu/teacher-coop

An informational website was created in order to provide more information and easier access to information for cooperating teachers and center directors. This site is constantly evolving. Please provide feedback about the site to the supervisor working with the student teacher(s) at your center.

Responsibilities of College Supervisor

Student Teacher Placement

The MCCC supervisor arranges for the placement of the student teachers by contacting the directors of the programs. Many factors such as quality of the child care program, student's requests, student's schedule, and proximity to MCCC are taken into consideration.

Resource Person

The supervisor from MCCC acts as a resource for the student teacher and the cooperating teacher. It is her/his responsibility to explain the student teaching program to everyone involved. She/he will also give the student teacher ideas for activities, resources, or classroom management techniques. The MCCC supervisor also acts as a mediator if there is a dispute or disagreement between parties involved in the student teaching program.

Orientation and On-going Support for Student Teachers

The college supervisors give student teachers an orientation to the student teaching program so that they are aware of the goals and responsibilities of the program. This meeting occurs prior to the beginning of student teaching.

During the course of the semester, there will be several meetings during which student teachers can informally discuss various issues with other student teachers and the college supervisors. These will be held at MCCC and arranged by the supervisors.

The college supervisor will visit the student teaching site every 3-4 weeks unless there is a problem. During that time, the supervisor will observe the student teacher teaching a lesson/activity, speak to the cooperating teacher, and speak to the student teacher regarding her/his progress and/or questions.

The student teaching supervisor is the link between the college and the student teaching site. The supervisor should be notified about any concerns or problems by the director of the center, the cooperating teacher, or the student teacher. It is important that the supervisor be kept informed about the progress of the student teacher so that she/he can work with the student teacher or cooperating teacher, if there are any areas of misunderstanding or concern.

Evaluation and Grade

The college supervisor will inform the student teacher during the semester how she/he is doing, based on her/his own observations and information provided by the cooperating teacher and the student teachers themselves. It is the responsibility of the supervisor to make the final decision about the student teacher's grade. This determination is based on information gathered throughout the semester and on the final written evaluations submitted by the cooperating teacher and student teacher.

Overall Responsibility

The college supervisor has the responsibility to make sure that the student teaching program is running smoothly. She will take the necessary steps to make sure that everyone involved is kept informed and involved. The college supervisor will also report any serious problems to the Dean of the Social Sciences Division, who is her immediate supervisor at MCCC.

APPENDIXES

Appendix A

NAEYC Standards Summary

Standard 1.
Promoting Child Development and Learning

Students prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs and of the multiple interacting influences on children's
development and learning to create environments that are healthy, respectful, supportive, and challenging for each child.

Key elements of Standard 1
1a: Knowing and understanding young children's characteristics and needs
1b: Knowing and understanding the multiple influences on development and learning
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

Standard 2.
Building Family and Community Relationships

Students prepared in early childhood degree pro-grams understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families and to involve all families in their children's development and learning.

Key elements of Standard 2
2a: Knowing about and understanding diverse family and community characteristics
2b: Supporting and engaging families and communities through respectful, reciprocal relationships
2c: Involving families and communities in their children's development and learning

Standard 3.
Observing, Documenting, and Assessing to Support Young
Children and Families

Students prepared in early childhood degree pro-grams understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

Key elements of Standard 3
3a: Understanding the goals, benefits, and uses of assessment
3b: Knowing about assessment partnerships with families and with professional colleagues
3c: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
3d: Understanding and practicing responsible assessment to promote positive outcomes for each child.

Standard 4.
Using Developmentally Effective Approaches to Connect with Children and Families

Students prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Students know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

Key elements of Standard 4

4a: Understanding positive relationships and supportive interactions as the foundation of their work with children
4b: Knowing and understanding effective strategies and tools for early education
4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches
4d: Reflecting on their own practice to promote positive outcomes for each child

Standard 5.
Using Content Knowledge to Build Meaningful Curriculum

Students prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Students understand the importance of developmental domains and academic (or content) disciplines in an early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Students use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curricula that promote comprehensive developmental and learning outcomes.

Key elements of Standard 5

5a: Understanding content knowledge and resources in academic disciplines
5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child. comes for every young child.

Standard 6.
Becoming a Professional

Students prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Key elements of Standard 6

6a: Identifying and involving oneself with the early childhood field
6b: Knowing about and upholding ethical standards and other professional guidelines
6c: Engaging in continuous, collaborative learning to inform practice
6d: Integrating knowledgeable, reflective, and critical perspectives on early education
6e: Engaging in informed advocacy for children and the profession

Appendix B

Statement of Commitment*

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

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

_____

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

NAEYC STATEMENT OF COMMITMENT:

https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011_09202013update.pdf

Appendix C

Student Teacher Reminders

- Be flexible!!!! Working with young children involves the ability to tune in to the children's needs, interests, and moods. This may involve changing your plans or ideas to accommodate the children.

- Have fun! Be enthusiastic in your interactions with children, teachers, and parents.

- Remember that each child comes from a different family and a different background. Respect, share, and celebrate those differences in the classroom.

- Use positive reinforcement to encourage good behavior. "Tony, thanks for being such a good listener while I was reading the story."

- Encourage independence by commenting on children's efforts. "You all helped to clean up the blocks you were playing with. That's called cooperation."

- Be a good listener by getting on the same eye level as the child, reflect back what you think he or she is saying, and show that you are interested. "It sounds like you were scared when the lights went out."

- Help children to develop problem-solving skills by teaching them to find solutions that everyone can agree on. "Marie, you want the dump truck, but Eric is already playing with it. What could you do?" Wait for a response. Then repeat the idea. "Ask Eric for a turn. That sounds like a good idea."

- Help children to develop self-confidence by commenting on their skills. "Sonia, you put that puzzle together all by yourself. That took a lot of patience."

- Comment on children's specific activities. Instead of saying, "That's nice," say, "You made a tall castle with lots of wooden blocks. Would you like me to make a sign for it?"

- Encourage children's participation by listening to what they are interested in. Support documentation, as well. "Oh, you saw a fire engine outside your house last night. What color was it, and how many firefighters were on the truck? Would you like to draw a picture of it, or write a story about it? Shall I read the story about the fire engine?"

- Promote creativity by doing activities that allow children to make choices about what materials they use and how they use them. Make sure children can reach their own materials.

- Recognize the importance of play as the primary way that children learn. Try to capture the teachable moment by asking a question or helping a child make a connection. "Oh, you made another new color today. Do you remember how you made orange yesterday?"

- Use on-going assessment techniques such as observation; check lists or anecdotal records to monitor children's behaviors and progress. Keep watching, listening, and documenting.

- Give clear, simple directions without lots of negatives. "Remember, we need to clean up one activity before taking out another."

Appendix D

Cooperating Teacher's Checklist

Orientation
Have I …   **yes**   **no**

Prepared the children and the families for the arrival of the student teacher   ____   ____

Introduced the student teacher to other staff members   ____   ____

Acquainted the student teacher with school and classroom routine   ____   ____

Explained philosophy, policies, procedures, and regulations relating to the
school to the student teacher   ____   ____

Read the Student Teaching Handbook and signed the agreement sheet   ____   ____

Demonstration
Have I …
                                                                                yes   **no**
Modeled specific teacher-child interactions for student to observe   ____   ____

Demonstrated planning techniques   ____   ____

Involved the student teacher in planning sessions   ____   ____

Demonstrated effective classroom management techniques   ____   ____

Conferences
Have I …   **yes**   **no**

Met with student teacher on a weekly basis to plan for the next week   ____   ____   ____

Examined the student teacher's plans in advance and offered ideas to
integrate emergent curriculum and children's literature   ____   ____

Given the student teacher plenty of advanced notice regarding what I would
like him or her to do.   ____   ____

Given the student teacher suggestions for improvement and reasons why   ____   ____

Evaluation
Have I…
                                                                                yes   **no**
Informed college supervisor about student teacher's progress
and contacted college supervisor about any concerns   ____   ____

Completed final student teacher evaluation and returned to college
supervisor   ____   ____

Had a final conference with student teacher to discuss my evaluation
and student's self-evaluation   ____   ____

Appendix E

Suggested Sequence of Responsibilities
for Student Teachers

The student teacher begins by getting to know the children, cooperating teacher, and routines. His or her responsibilities are gradually increased during the semester so that he or she is in charge of all the planning and implementation of plans by the end of the semester.

|	
1st Week	*Learn children's names and daily routine. Get to know children by interacting with them. Participate in small group activities, read aloud, etc.*
2nd and 3rd Weeks	*Student teacher should lead at least the same simple activity with children each day, i.e. leading circle time, morning meeting, etc.* *Begin to assume a more active role through reading or telling stories, doing fingerplays, show and tell, calendar, songs, games, etc.*
4th and 5th Weeks	*In addition to responsibilities listed above, create and execute at least three lessons per week that tie in with the curriculum. Lesson ideas and plans should be approved by cooperating teacher in advance. Lessons can be in any subject area.*
6th and 7th Weeks	*Create and execute at least five lessons per week that tie in with the curriculum. Lesson ideas and plans should be approved by cooperating teacher in advance. Lessons can be in any subject area.*
8th to 12th Weeks	*Continue with responsibilities above. Gradually increase the amount of lesson plans that you create and lead each week. Focus on one interest area, learning center, etc. is recommended. Begin using MCCC block planning during Weeks 9-12 (at the discretion of the College supervisor).*
13th to 14th Weeks	*Take over as the lead teacher in your classroom. Plan, schedule, and present lessons for entire week (during the student teaching time period of 9:00-12:00). Student teacher should take over all of the responsibilities of the teacher for these two weeks at the end of the semester. Begin using the center's block planning format.*

Appendix F
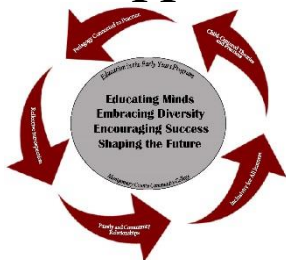
8/29/18	***Orientation Meeting***	*9:30 a.m.-12:00 p.m.*

- Requirements of program reviewed
- Hand out student teaching handbooks
- Information about placement and supervisor

ATC - Central

8/31/18 ***Due:*** Learning Contract, clearances, and introduction letter is due –e-mail to your supervisor

9/4/18 ***First Day Student Teaching*** (Plan to arrive early)

9/19/18 ***Transfer Luncheon***   *9:00 a.m.–12:00 p.m.*

9/28, ***Student Teaching Meetings***   *9:30 a.m.–11:30 a.m.*
10/19, *Meet at MCCC Blue Bell*   *ATC - Central*
11/9 *No student teaching on these days.*

  9/28: Be prepared to discuss what is going well and what is not; Framework assignment; Portfolio discussion

  10/19: Workshop on Documentation

  11/9: Speakers/directors from various local centers discuss job hunting, interviewing skills, and resume requirements. Discuss evaluations and final conference with cooperating teacher and final conference with MCCC supervisor. Sign up for meeting date.

12/7/18 ***Last Day of Student Teaching***

12/10-12/12 ***Make up days, if needed***

12/10-12/14 ***Final Conferences.*** Student teachers meet with supervisors at MCCC. Bring complete professional portfolio, lesson plan binder, lesson plans, cooperating teacher's evaluation, and your self-evaluation. See list of items for details.

Appendix G

Montgomery County Community College
Lesson Plan Outline

NAME:
DATE:
AGE LEVEL: *Identify your audience for this lesson. What are ages, special needs, etc. of the group?*

 I. **LEARNING OUTCOMES (refer to PA Learning Standards)**
> *What is your overall goal for this lesson?*
> *Ex: To visually recognize the difference between upper case B and lower case b.*

 II. **PA LEARNING STANDARDS or PA KEYS**
> *Please use the Pa standards that accompany your learning outcomes for said*
> *grade level. If you are working with children under the pre-k age you must use the keystone*
> *stars standards.*

 III. **MATERIALS**
> *Make a list of materials needed for lesson.*

 IV. **INTRODUCTION**
> *How will you introduce the lesson? This should only take a minute and then goes right into*
> *the procedure. It is a hook to get them ready and interested in the lesson to come.*

 V. **PROCEDURE (Body of Lesson)**
> *Write down everything you plan to do and say in the lesson. This should be in bullet form*
> *and just be the actual words you will be saying to your audience.*
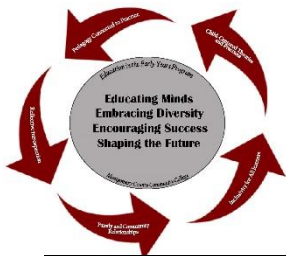
 VI. **CLOSURE/TRANSITION**
> *Write down what you will say to end the lesson reflecting back on the objective.*

 VII. **EVALUATION**
> *How will you assess whether you have accomplished your outcomes? What will you use to*
> *judge the effectiveness of your lesson?*

 VIII. **CRITICAL SELF-REFLECTION**
> *How did the lesson go from your (teacher's) point of view? What would you do the*
> *same or differently next time? What did you learn? What are ideas to think about*
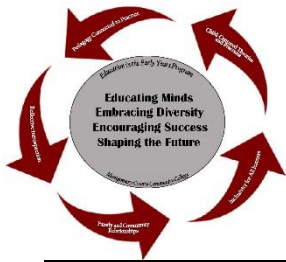> *for next time? Were your objectives accomplished?*

Appendix H

Block Lesson Plan Format
Theme:

Content Areas	Monday	Tuesday	Wednesday	Thursday	Friday

Literacy	Language	Science/Math	Large Motor Skills
1. *2.* *3.*	*1.* *2.* *3.*	*1.* *2.* *3.*	*1.* *2.* *3.*

Montgomery County Community College
Block Lesson Plan Format (Example)
Theme: Spring time

Content Areas	Monday	Tuesday	Wednesday	Thursday	Friday
Language Arts	Book: *It's Spring* by Anna Smith Write "My favorite thing to do in spring is…"	Book: *Mouse's First Spring* by Lauren Thompson Brainstorm Spring words	Book: *Down Comes the Rain* by Franklin Brently Discuss "The rain helps our earth by…"	Book: *My Garden* by Kevin Henkes Create a class Garden book	Book: *Butterfly Spring* by Robin Koontz
Math	Sorting of spring items	Lemonade Straw math game	Rain Drop math	Seed sorting	Butterfly symmetry match
Art/ Fine motor skills	Create illustrations for the writing of "My favorite thing to do in spring is…."	Spring Flower mural	Watercolor painting	Veggie/Fruit collages	Butterfly blob art painting
Music/Movement	*I love Spring* *Cheers for Spring* *Springtime*	*5 Little Ducks* *5 Green & Speckled Frogs*	*Rain, Rain Go Away* *Raindrops* *April Showers*	*The Ants Go Marching Two by Two*	*Hungry Caterpillar* *Butterfly, Butterfly*
Science	Chromatography	Make lemonade from lemons	Celery food color experiment	Planting flowers	Label life cycle of a caterpillar/ butterfly
Social Studies	Discuss "What do you and your families do in spring?"	Seasonal clothing file folder game	Discuss "How does rain help our communities?"	List food that grows in gardens	Discuss "Why is the season of spring important?"

Dramatic Play	Building and Construction	Sensory	Other
Flower Shop: Transform this area into a flower shop	*Blocks, Legos and other materials: Build flower shops or nurseries*	*Bean Table: Fill with flower pots, rakes, hoes, sprinkling cans, etc.*	*Technology: Visit a website about the process of planting*

Appendix I

STUDENT TEACHING RUBRIC   *EDU 250*

Name of Student:

Criteria	Possible Points	Exceeds the Standard	Meets the Standard	Does not yet meet the Standard	Points Earned
College Supervisor Observations *Refer to observation rubrics for more detail.*	200	During each observation, student exceeded expectations as specified on the rubric. (180-200 points)	During each observation, student met expectations as specified on the rubric. (140-179 points)	During each observation, student did not meet expectations as specified on the rubric. (0-139 points)	
Cooperating Teacher Evaluations *This score is calculated based on cooperating teacher's evaluation.*	200	This score is based on student teaching evaluation form completed by cooperating teacher. *40 questions on a scale of 1-5.* (180-200 points)	This score is based on student teaching evaluation form completed by cooperating teacher. *40 questions on a scale of 1-5.* (140-179 points)	This score is based on student teaching evaluation form completed by cooperating teacher. *40 questions on a scale of 1-5.* (0-139 points)	
Student Self – Evaluation *Refer to self-evaluation for more detail.*	50	Student completed the self-evaluation with complete honesty and integrity concerning their strengths and concerns. (45 – 50 points)	Student was not completely honest on self-evaluation concerning their strengths and concerns. (35-44 points)	Student did not complete the self-evaluation with honesty and integrity or did not complete it at all. (0– 34 points)	
Personal Conceptual Framework	50	Student exceeded expectations, as per the NAEYC rubric. (45 – 50 points)	Student met expectations, as per the NAEYC rubric. (35-44 points)	Student did not meet expectations, as per the NAEYC rubric. (0 – 34 points)	
Student Growth	25	The student was always receptive to feedback, implemented suggested changes, progressed positively throughout the semester, and improved upon personal learning goals. (22 – 25 points)	The student was not always receptive to feedback, did not fully implement suggested changes, did not make steady progress throughout the semester, and partially achieved learning goals. (17-21 points)	The student was not receptive to feedback, did not make progress throughout the semester, and did not achieve personal learning goals. (0 – 16 points)	

Professionalism	100	The student had perfect attendance, was punctual every day, exhibited a respectful attitude, acted responsibly, and was prepared for each lesson. (90-100 points)	The student only missed two days, was punctual most days, showed a generally respectful attitude, acted responsibly, and was usually prepared for each lesson. (70-89 points)	The student was inconsistent in attendance and punctuality most days, did not display a respectful attitude and, and was often unprepared. (0-69 points)	
Lesson Plan Binder with Self-Reflections	25	Lesson plan binder includes all MCCC lesson plans provided to cooperating teacher and includes cooperating teacher initials and clear self-reflections on each. (22-25 points)	Lesson plan binder includes some MCCC lesson plans provided to cooperating teacher and includes cooperating teacher initials on each and self-reflections on each. (17-21 points)	Lesson plan binder is missing or does not include most lesson plans and signatures. (0-16 points)	
Professional Portfolio	200	Portfolio is professional in its appearance. It is organized and has ALL of the required materials included. (180 - 200 points)	Portfolio is professional in its appearance. It is organized and has many of the required materials included. (140 – 179 points)	Portfolio is not professional in its appearance. It is not well organized and is missing many of the required materials included. (0 – 139 points)	
Lesson Plans	100	All lesson plans were completed in the MCCC format without any improvements needed. (80 – 100 points)	Most of the lesson plans were completed in the MCCC format with some improvements needed (50 – 79 points)	Many lesson plans were not completed in the MCCC format and needed much improvement. (0 – 49 points)	
Documentation Panel	50	The panel was fully completed and clearly documented children's learning in an aesthetically pleasing manner. (45 – 50 points)	The panel was partially completed, with some documentation of children's learning. (35 – 44 points)	The panel was not completed or lacked evidence of effort in displaying children's learning. (0 – 34 points)	
TOTAL POINTS	**1000**	**(900 – 1000) points**	**(750- 899) points**	**(0 – 749) points**	
I agree to share my video of my advice to future student teachers for educational purposes. _____ *signature*					

Additional Comments

Strengths:

Areas to Work On:

Appendix J

Student Teacher Evaluation Form
(to be completed by cooperating teacher)

Education in the Early Years: PreK-4 Program
Student Teaching (EDU 250)

Date _____

Student Teacher _____

Cooperating Teacher _____

Cooperating Teacher's Signature _____

Suggested Letter Grade _____

Please use this rating system for the evaluation:

Performance Rating		Performance Criteria
5	*Student exceeds expectations*	*Consistent and exemplary demonstration of the competency*
4	*Student slightly exceeds expectations*	*Consistent demonstration of the competency*
3	*Student meets expectations*	*Regular and proficient demonstration of the competency*
2	*Student is developing*	*Demonstrating progress toward competency but not yet consistently proficient*
1	*Student does not meet expectations*	*Inconsistent and/or poor performance of the competency*

Please check the appropriate column:

PROMOTING CHILD DEVELOPMENT AND LEARNING *NAEYC Standard 1*	5	4	3	2	1	N/A
Understands children's needs and developmental levels						
Listens to and observes children and derive activities (lessons) based on their interests						
Involves children in lessons						
Keeps attention and interest of children						
Effectively manages groups						
Encourages independence in children						
Establishes positive rapport with children both individually and in a group						
Effectively utilizes transitions						

BUILDING FAMILY AND COMMUNITY RELATIONSHIPS *NAEYC Standard 2*	5	4	3	2	1	N/A
Engages with families						X
Creates environments that respect and welcome diversity						X
Understands diverse family and community characteristics						X
Involves families and community in lessons and activities						X

Comments

OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES *NAEYC Standard 3*	5	4	3	2	1	N/A
Effectively assesses student needs and creates plans using that information						
Adjusts lessons or activities to include all children with special needs						
Uses designated school assessment techniques/procedures						

USING DEVELOPMENTALLY EFFECTIVE APPROACHES *NAEYC Standard 4*	5	4	3	2	1	N/A
Effectively executes activities or lessons						
Uses visuals and technology to enhance lessons (pictures, posters, films, books, concrete objects, etc.)						
Appropriately reinforces/manages behavior based on cues from children						
Relates to children						
Self-evaluates and reflects on personal strengths and challenges						
Accepts suggestions/direction						
Uses suggestions to improve techniques						

Comments

Please check the appropriate column:

USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM *NAEYC Standard 5*	5	4	3	2	1	N/A
Creates lessons that are developmentally appropriate (age/level) and based on the interests of the children						
Shows skill in teaching and/or explaining concepts						
Shows skill in questioning						
Exhibits good organization of lessons						
Uses appropriate teacher resources						
Focuses on appropriate topics and acknowledges appropriate length of lessons						
Exhibits knowledge of subject						
Completes and prepares for lesson plans or activities in advance						

BECOMING A PROFESSIONAL *NAEYC Standard 6*	5	4	3	2	1	N/A
Dresses appropriately and neatly						
Exhibits dependability						
Shows adaptability/flexibility						
Demonstrates initiative						
Exhibits enthusiasm						
Shows patience/uses appropriate tone of voice						
Uses appropriate vocabulary						
Cooperates well with teachers						
Anticipates need and does what needs to be done						

Is prepared						
Relates positively to adults						
Shows mature judgment						
Exhibits self-confidence						
Uses appropriate vocabulary and grammar in oral and written communication						

Comments

Summary of Student Teacher's Growth:

Please add up all point totals in order to calculate the final grade.

A	B	C	D	F
180-160	*159-140*	*139-120*	*119-100*	*100-0*

35

Appendix K

Montgomery County Community College

Self-Evaluation Form
(to be completed by student teacher)

Education in the Early Years: PreK-4 Program
Student Teaching (EDU 250)

Semester _____

Student Teacher _____

Cooperating Teacher _____

Student Teacher's Signature _____

Suggested Letter Grade _____

Please use this rating system for the evaluation:

Performance Rating		Performance Criteria
5	*Student exceeds expectations*	*Consistent and exemplary demonstration of the competency*
4	*Student slightly exceeds expectations*	*Consistent demonstration of the competency*
3	*Student meets expectations*	*Regular and proficient demonstration of the competency*
2	*Student is developing*	*Demonstrating progress toward competency but not yet consistently proficient*
1	*Student does not meet expectations*	*Inconsistent and/or poor performance of the competency*

Please check the appropriate column:

PROMOTING CHILD DEVELOPMENT AND LEARNING *NAEYC Standard 1*	5	4	3	2	1	N/A
Understands children's needs and developmental levels						
Listens to and observes children and derive activities (lessons) based on their interests						
Involves children in lessons						
Keeps attention and interest of children						
Effectively manages groups						
Encourages independence in children						
Establishes positive rapport with children both individually and in a group						
Effectively utilizes transitions						
POINT TOTALS (40 possible)						

BUILDING FAMILY AND COMMUNITY RELATIONSHIPS *NAEYC Standard 2*	5	4	3	2	1	N/A
Engages with families						X
Creates environments that respect and welcome diversity						X
Understands diverse family and community characteristics						X
Involves families and community in lessons and activities						X
POINT TOTALS (20 possible)						

Comments

OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES *NAEYC Standard 3*	5	4	3	2	1	N/A
Effectively assesses student needs and creates plans using that information						
Adjusts lessons or activities to include all children with varied learning styles/abilities.						
Uses designated school assessment techniques/procedures						
POINT TOTALS (15 possible)						

USING DEVELOPMENTALLY EFFECTIVE APPROACHES *NAEYC Standard 4*	5	4	3	2	1	N/A
Effectively executes activities or lessons						
Uses visuals and technology to enhance lessons (pictures, posters, films, books, concrete objects, etc.)						
Appropriately reinforces/manages behavior based on cues from children						
Relates to children						
Shows patience/uses appropriate tone of voice						
Accepts suggestions/direction						
Uses suggestions to improve techniques						
POINT TOTALS (35 possible)						

Comments

Please check the appropriate column:

USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM *NAEYC Standard 5*	5	4	3	2	1	N/A
Creates lessons that are developmentally appropriate (age/level) and based on the interests of the children						
Shows skill in teaching, modeling, and explaining concepts						
Shows skill in questioning						
Exhibits good organization of lessons						
Uses appropriate teacher resources						
Focuses on appropriate topics and acknowledges appropriate length of lessons						
Exhibits knowledge of subject						
Completes and prepares for lesson plans or activities in advance						
POINT TOTALS (40 possible)						

BECOMING A PROFESSIONAL *NAEYC Standard 6*	5	4	3	2	1	N/A
Dresses appropriately and neatly						
Exhibits dependability						
Shows adaptability/flexibility						
Demonstrates initiative						
Exhibits enthusiasm and self-confidence						
Self-evaluates and reflects on personal strengths and challenges						
Cooperates well with teachers						
Anticipates need and does what needs to be done						
Shows mature judgment						
Uses appropriate vocabulary and grammar in oral and written communication						
POINT TOTALS (50 possible)						

Comments

Summary of Student Teacher's Growth (MUST be completed as part of your student growth reflection)

Please add up all point totals in order to calculate the final grade.

A	B	C	D	F
180-160	*159-140*	*139-120*	*119-100*	*100-0*

	Criteria	**Exceeds Expectations**	**Meets Expectations**	**Does Not Yet Meet Exp.**	2/6	2/27	3/28
L E S S O N	Written Plan	Plan is exceedingly clear and complete. Plan creatively achieves appropriate objectives.	Plan is adequately clear; may be missing minor components. Plan achieves objectives.	Plan is absent, unclear, or missing components, or does not achieve objectives, or objectives are inappropriate.			
	Preparation	Student has completely prepared materials and environment in advance to support the lesson.	Student is mostly prepared, but lesson would be better supported by more attention to materials and environment.	Student is noticeably unprepared. Materials and environment do not support the lesson.			
	Content of Lesson	Lesson is clearly related to ongoing theme. Lesson is entirely developmentally appropriate. Lesson makes connections to prior learning.	Lesson is related to ongoing theme. Lesson is mostly developmentally appropriate. Connections to prior learning may be weak.	Lesson is not related to theme or prior learning. Lesson is not developmentally appropriate.			
	Flow of Lesson	Student effectively and quickly engages children. Lesson flows very smoothly because student consistently gives encouragement and clear, appropriate directions. Student flexibly adjusts plan to meet children's needs when appropriate.	Student engages most children and accomplishes most of the planned lesson. Student may give directions that are sometimes unclear or inappropriate.	Lesson is hard to get through because of student's unclear directions or inappropriate strategies. Many children are not engaged. Student does not adjust plan despite clear need.			
	Subject Knowledge	Student effectively conveys comprehensive subject knowledge to children in age-appropriate ways.	Student conveys subject knowledge to children in generally appropriate ways.	Student conveys knowledge to children inappropriately or ineffectively. Subject knowledge is noticeably incomplete.			
G E N E R A L	Informal Teaching	Student consistently uses everyday interactions and moments (e.g. transitions, casual conversations, mealtimes, etc.) to support development and learning.	Student sometimes uses everyday interactions and moments to support development and learning, but without consistency or intention.	Student misses many opportunities to teach through everyday interactions and moments (e.g. transitions, casual conversations, mealtimes, etc.).			
	Communication	Student consistently engages in respectful, attentive, clear, two-way communication with children. Communication encourages children's language and thinking.	Student engages in clear, appropriate communication with children. May miss opportunities to encourage children's language and thinking.	Student's communication is often unclear and/or inappropriate. Communication does not encourage children's language or thinking.			
	Relationships	Student shows close, respectful relationships with most children. Student actively uses relationships for effective teaching.	Student shows positive relationships with many children.	Student does not show positive relationships with most children.			
	Discipline	Student shows confident, relaxed, positive control with group and individuals. Children respond easily to student's instructions.	Student is mostly "in control" with group and individuals. Student's strategies are mostly positive. Some instances of frustration or ineffectiveness.	Student's strategies for group control are ineffective or inappropriate. Frequent instances of frustration.			
O T H E R	Professional Presentation	Behavior and communication show excellent professionalism; clothes are entirely appropriate to the environment. In writing, grammar, style, and presentation are excellent.	Behavior and communication are professional; clothes are acceptable. In writing, flaws in grammar, style, and presentation do not detract from clarity.	Behavior and communication are unprofessional; clothes are inappropriate. In writing, significant errors in grammar, style, and presentation.			
	Lesson Plan Binder	2+ entries per week. Lesson plans are very clear and thoughtful, showing insight into teaching strategies and outcomes. Lessons are all included and signed by coop.	~1 entry per week. Lesson plans are clear and fairly thoughtful, but do not show insight into teaching strategies. Some lessons are included.	Lesson plans are very few or unclear, and do not show insight into teaching strategies.			
	Evaluation	Student clearly uses observation and evaluation techniques throughout teaching practice.	Student uses observation and evaluation techniques.	Student does not use observation and evaluation techniques.			

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Appendix L (also page 41)

EDU-250 Student Teacher Observation   **Student:** _____   Semester:

DATE				
C O M M E N T S				

Appendix M

Personal Learning Goals Student Teacher_____

	What are your main goals for this semester? Identify three personal individual goals.	How do you plan to meet your goals? What things will you do and what resources will you use?	How will you know if you have met/improved upon your goal? How will you show/prove that you have met/improved upon your goal?
Goal 1			
Goal 2			
Goal 3			

Appendix N

Non-Discrimination Policy

Purpose

Montgomery County Community College (MCCC) strives to create a community of and for learners. To do so requires an environment of trust and openness. MCCC is committed to the premise that all individuals have a right to learn and work in an environment that is safe, productive, respectful, and free from discrimination. Discrimination will not be tolerated as such behavior is disrespectful, contrary to our goals and objectives, and threatens to destroy the environment of mutual respect that must prevail if the College is to fulfill its mission.

Policy

MCCC, in its educational programs, activities, employment and human resources policies and practices, will not discriminate against any individual because of race, sex, color, religion, creed, national origin or ancestry, age, marital status, sexual orientation, disability, or veteran status. Reasonable accommodation will also be provided to persons with disabilities, veterans, and to accommodate religious practices. Moreover, regardless of whether the discrimination violates or does not violate federal, state or local laws, MCCC takes seriously all allegations of discrimination.

Student Code of Ethics

http://www.mc3.edu/aboutus/policies/aa-3/ethics.asp

Appendix O

Services for Students with Disabilities

Purpose

Montgomery County Community College (MCCC) welcomes qualified students with disabilities and endorses the principles of nondiscrimination and reasonable accommodation as described in Section 504 of the Rehabilitation Act of 1973 (504) and the Americans with Disabilities Act of 1990 (ADA). The College's policies and procedures for serving and accommodating students with disabilities are designed to ensure equal access to its educational programs, services, and activities. Students, faculty, and staff are required to utilize these policies and procedures to request, authorize, and implement reasonable accommodations.

Policy
Eligibility for Services and Accommodations

To be eligible for services and reasonable accommodations, a student must meet the following criteria:

- Be a person with a disability as defined by 504/ADA

  A person with a disability is someone who has a physical or mental impairment that substantially limits one or more major life activity (for example, walking, seeing, hearing, breathing, caring for oneself, and learning). A substantial limitation exists if the manner, duration, or condition under which the activity is performed is significantly limited compared to most people. With respect to post-secondary education, a qualified person with a disability is one who, with or without accommodation, meets the standards for admission to or participation in an educational program, service, or activity. (Adapted from Subpart E: The Impact of Section 504 on Postsecondary Education, Association of Higher Education and Disability.)

- Submit appropriate documentation of a disability that supports the need for

services and accommodations (see documentation requirements) to:

Director of Services for Students with Disabilities, Central Campus Counseling Center, College Hall, (215) 641-6575 or 6577, (215) 641-6574 TTY, (215) 619-7183 FAX; or

Coordinator of Disability Services, West Campus Student Development Center (W-152), (610) 718-1853 Voice/TTY; (610) 718-1837 FAX.

- Contact the Director or Coordinator to request accommodations in a timely manner. Information about accessing services and accommodations will be included in all appropriate publications and communications to students and faculty, including the College's catalog and web site, student and faculty handbooks, and admissions and welcome back letters. The College will make every effort to implement reasonable accommodations whenever they are requested. However, accommodations will not be implemented retroactively.

Disability Documentation

In general, all documentation should be typed on letterhead stationary (physician's prescription pad notes are not acceptable) and should include the following information:

- a clearly stated diagnosis of a disability
- the student's functional limitations in an academic environment
- a statement that the disability is a substantial limitation to a basic life process (such as hearing, seeing, speaking, learning, etc.)
- the signature, printed name, title, and professional credentials of the evaluator
- the date of evaluation

Learning Disability Documentation

A psycho-educational evaluation by a licensed psychologist or an Evaluation Report by a school district within three years of enrollment date at MCCC, which includes:

- a clearly stated diagnosis of a learning disability
- a statement that the learning disability is a substantial limitation to learning
- a description of strengths and weaknesses (functional limitations)
- all test and subtest scores (scaled, standard, and percentile) from a cognitive evaluation (WAIS-III) completed within three years of enrollment at MCCC
- all test and subtest scores (grade equivalent, standard and percentile) from recent reading (decoding and comprehension), math (computation and application), spelling, and written language achievement tests (Woodcock-Johnson III, WIAT, or other appropriately normed tests) completed within three years of enrollment at MCCC
- recommendations for accommodations appropriate for college students with learning disabilities, based on the student's functional limitations in an academic environment

Attention Deficit/Hyperactivity Disorder (ADD/ADHD) Documentation

An evaluation by a psychiatrist, neurologist, licensed psychologist, or an Evaluation Report by a school district within three years of enrollment date at MCCC, which includes:

- a clearly stated diagnosis of ADD/ADHD and the last contact with the student
- a statement that the ADD/ADHD is a substantial limitation to learning
- a description of the symptoms which meet the criteria for the diagnosis, instruments/procedures used to make the diagnosis (including all scores from cognitive and academic tests), and current medications, including dosages and frequencies
- recommendations for accommodations appropriate for college students with ADD/ADHD, based on the student's functional limitations in an academic environment

Psychiatric, Neurologic, or Medical Disability Documentation

An evaluation by a medical doctor, psychiatrist, or licensed psychologist, within three years of enrollment date at MCCC that includes:

- a clearly stated diagnosis (DSM-IV diagnosis if applicable) and description of the disability
- a statement that the disability is a substantial limitation to learning or other basic life process
- the functional limitations in an academic environment as well as other settings
- relevant information regarding current treatment and medications
- recommendations for accommodations appropriate for college students based on student's functional limitations

Mobility, Visual, and Hearing Impairments

Documentation may be required from a qualified professional, depending on the disability and accommodations requested. See general documentation requirements on previous page.

Disclosure and Confidentiality

Student disclosure of a disability is voluntary. MCCC considers disability-related information as confidential material, and it will not become a part of a student's academic record at the College. This information will be released only under the following conditions:

- if required by law
- with the student's written consent
- on a need-to-know basis

Appealing Accommodations Decisions

Students who follow the College's procedures for requesting accommodations and believe the Director, the Coordinator, or a professor has denied them a reasonable accommodation may appeal the denial. Appeals should be made in writing using an accommodation appeals form within ten (10) workdays of the disputed decision to ensure a timely resolution.

Appendix P

STAFF HEALTH ASSESSMENT
3270.151, 3280.151, 3290.151

CHILD DAY CARE CENTERS • **GROUP DAY CARE HOMES** • **FAMILY DAY CARE HOMES**

NAME OF PERSON EXAMINED

DID YOU CONDUCT A PHYSICAL EXAMINATION? [ ] YES [ ] NO

(The physical examination should include a functional assessment of vision, hearing, and a systems review looking for conditions that might affect performance or predispose this individual to occupational injury related to lifting, frequent hand washing, the stress of caring for groups of children, driving vehicles, food preparation, facility maintenance and exposure to the common infections of childhood.)

DID THIS INDIVIDUAL HAVE ANY COMMUNICABLE DISEASES? [ ] YES [ ] NO

(If yes, attach separate sheets to describe the condition and the risk it might pose to others exposed to this individual.)

PLEASE LIST ANY INFORMATION REGARDING THIS INDIVIDUAL'S MEDICAL CONDITION THAT MIGHT THREATEN THE HEALTH OF CHILDREN OR PROHIBIT THE INDIVIDUAL FROM PROVIDING ADEQUATE CARE TO CHILDREN.

IN YOUR ASSESSMENT, IS THIS INDIVIDUAL SUITABLE TO PROVIDE CHILD CARE? [ ] YES [ ] NO

(If "no," please explain your answer on a separate sheet.)

TESTING FOR TUBERCULOSIS BY THE INTRACUTANEOUS MANTOUX METHOD

DATE TEST APPLIED	DATE TEST READ

PHYSICIAN'S INTERPRETATION OF TUBERCULIN TEST RESULTS	DATE INTERPRETATION MADE	[ ] POSITIVE [ ] NEGATIVE

IF SKIN TEST POSITIVE:

REPORT OF CHEST X-RAY (Attach a copy of the report.)	DOES THIS INDIVIDUAL NEED CHEMOPROPHYLAXIS? [ ] YES [ ] NO

MD/DO
CRNP

_____   _____
DATE   SIGNATURE

_____   _____
PRINTED NAME   TELEPHONE NUMBER

_____
ADDRESS

CY 322 - 2/96

Appendix Q

Professional Portfolio

Guidelines: All students who are majoring in Education in the Early Years: Birth Through Fourth Grade are required to complete a professional portfolio, beginning with EDU 100 and to continue throughout all of their educational courses up to graduation.
The Professional Portfolio will consist of a 3-ring binder that is approximately 1- 1 ½ inches thick. As the student completes each of the courses listed above, the documents will be added to the one portfolio with tabs that identify the separate courses. Plastic cover sheets are required for all the documents. The following courses are to be included in the portfolio: EDU 100, EDU 121, EDU 210, EDU 213, EDU 225, EDU 226, EDU 227, EDU 228, EDU 229, EDU 233, EDU 240, EDU 250.
For each course, the portfolio should contain the following documents:

EDU 100 Introduction to Education
(Required Course)
1. Educational Philosophy
2. Celebration of Learning
3. Journal Reflection Paper
4. Educational Issue Research Paper

EDU 121 Teaching with Technology
1. Software Presentation
2. Thematic Unit Presentation

EDU 210 Introduction to Early Childhood Education *(Required Course)*
1. Child Study
2. Advocacy Research Assignment

EDU 213 Teaching Students with Special Needs *(Required Course)*
1. Universal Design for Learning (UDL) Project

EDU 225 Guiding Children's Reading *(Required Course)*
1. Before, During, After Activity
2. Early Literacy Observation Paper

EDU 226 Art for Young Children
1. Art Project- select one

EDU 227 Teaching Math
1. Mathematics Game

EDU 228 Children's Literature
1. Book in a Bag
2. Culminating Project/Assignment

EDU 229 Teaching Science
1. Lesson Plan

EDU 233 Early Childhood Curriculum *(Required Course)*
1. Thematic Unit

EDU 240 Teaching English Language Learners *(Required Course)*
1. Brochure

EDU 245 Connecting Families, Schools and Communities *(Required Course)*
1. Family Survey and Paper
2. Scavenger Hunt

EDU 250 Student Teaching *(Required Course)*
1. Parent Introduction Letter
2. Lesson Plans (5-7)
3. Documentation Panel (photos)
4. Personal Conceptual Framework
5. Additional Photo documentation of lessons, etc.
6. Special awards, recognition etc.

Appendix R

Application procedures for clearances:

- **Criminal Background Check:** Go to https://epatch.state.pa.us/Home.jsp . Click on the yellow button "*New Record Check- Volunteers Only*" and click the box to verify that you are an unpaid volunteer. Then you can fill out the online form. This clearance will not cost any money. You will get an immediate response via email. Print out the results sheet.

- **Child Abuse Check (online):** Go to http://www.compass.state.pa.us/cwis and create an account. Log in with your newly created account information. Read agreement and click agree then Next. Read the next page of information and click continue. Click Create Clearance Application. Make sure to check off the volunteer box. A drop down will appear, click other and fill in MCCC. Read the information and have all needed materials before moving on. Complete the form and submit.

- **Child Abuse Check (mail-in form):** Go to http://www.dhs.state.pa.us/cs/groups/webcontent/documents/form/s_001762.pdf . On the form, click the "*Volunteer having contact with children*" box, then the "*Other*" box. Type "*Montgomery County Community College*" as the Agency/Organization Name. Type "*No*" in the "*PAYMENT AUTHORIZATION CODE, IF APPLICABLE*" field. You need to fill out the rest of the form and then print it out. Mail it in and you will receive the results in the mail. As a volunteer, this clearance will not cost any money.

- **FBI Fingerprinting Background Check:** Go to https://uenroll.identogo.com . It will ask for your Service Code (as volunteers). It is 1KG6Y3. Fill out all required information. Choose a document that you will be able to provide at the fingerprint center. Search for an "IndentoGo" location to complete your clearance fingerprinting. At your appointment, you will also need to pay $21.35, using a credit card, money order, or business check. Also make sure to bring the form of ID that you indicated when registering. If you obtain a receipt with your ID number (PAE _ _ _ _), that is sufficient for the program.

- **Mandated Reporter Training (ONLY NEEDED FOR STUDENT TEACHING SEMESTER):** Mandated reporters include an individual paid or unpaid who, on the basis of the individual's role as an integral part of a regularly scheduled program, activity or service, accepts responsibility for a child. You must complete this FREE 3 hour Mandated Reporter Training online. The training needs to be repeated every 5 years. Go to https://www.reportabusepa.pitt.edu/webapps/portal/execute/tabs/tabAction?tab_tab_group_id=_91_1 to complete this training. Print out the certificate that you earn once you complete the training.

Appendix S

Personal Conceptual Framework
EDU 250
Assignment Description
*(replacing NAEYC paper in 250 and Educational Philosophy in 233)*

Graphic Representation/Branding

For this *Personal Conceptual Framework*, you will create a graphic representation of your educational philosophy. It should make conceptual distinctions and organize your ideas. In your personal conceptual framework, you should capture your true personal teaching philosophy and do it in a way that is easy to understand, remember, and apply. In essence, this graphic representation will be your personal "branding" for yourself as a teacher!

This is an example of a conceptual framework that was created to represent the philosophy of the *Education in the Early Years Program* at MCCC. It identifies the mission and vision of the program in a graphic manner.

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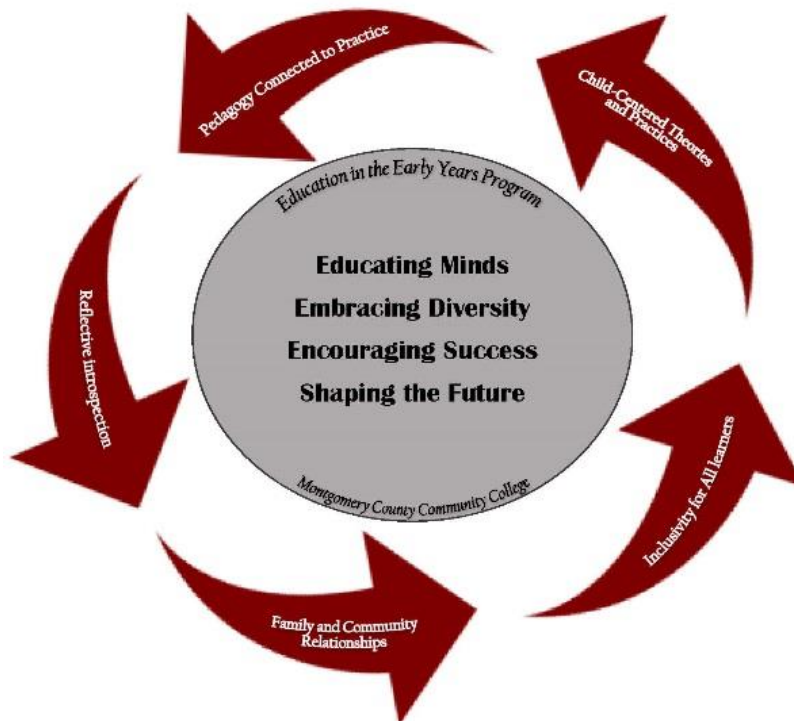
For your *Personal Conceptual Framework*, you can create any form of a graphic representation of your teaching philosophy. Within this graphic representation of your personal philosophy of education/teaching, you need to answer the following questions:

❖ How do you identify with and involve yourself with the early childhood field? *(NAEYC 6a)*

❖ How will you engage in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource? *(NAEYC 6c)*

❖ How will you support and engage families and communities through respectful, reciprocal relationships? *(NAEYC 2b)*

❖ How will you involve families and communities in young children's development and learning? *(NAEYC 2c)*

❖ What is your understanding of the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children? *(NAEYC 3a)*

❖ How will you practice responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities? *(NAEYC 3c)*

❖ How will you uphold ethical standards and other early childhood professional guidelines? *(NAEYC 6b)*

❖ How will you engage in informed advocacy for young children and the early childhood profession? *(NAEYC 6e)*

Explanation/Reflection

Once you have created your graphic framework, you will need to provide detail about the different aspects shown in your branding. You will write a detailed explanation of your personal conceptual framework that reflects on your own practices to promote positive outcomes for each child *(NAEYC 4d)* and integrates knowledgeable, reflective, and critical perspectives on early education *(NAEYC 6d)*. In this explanation/reflection, you must include answers to the following questions:

❖ How have you identified with and involved yourself with the early childhood field in the past and how do you plan to identify with and involve yourself with the early childhood field in the future? *(NAEYC 6a)*

❖ How have you engaged in continuous, collaborative learning to inform practice; used technology effectively with young children, with peers, and as a professional resource and how to do you plan to do those things in the future? *(NAEYC 6c)*

❖ How have you supported and engaged families and communities through respectful, reciprocal relationships and how do you plan to support and engage families in the future? *(NAEYC 2b)*

- ❖ How have you involved families and communities in young children's development and learning and how do you plan to involve families and communities in the future? *(NAEYC 2c)*

- ❖ How have you demonstrated your understanding of the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children and how do you plan to do so in the future? *(NAEYC 3a)*

- ❖ How have you practiced responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities and how do you plan to practice responsible assessment in the future? *(NAEYC 3c)*

- ❖ How have you upheld ethical standards and other early childhood professional guidelines and how do you plan to uphold ethical standards and ECE guidelines in the future? *(NAEYC 6b)*

- ❖ How have you engaged in informed advocacy for young children and the early childhood profession and how do you plan to engage in informed advocacy for young children in the future? *(NAEYC 6e)*

In this explanation/reflection, reflect upon assignments completed and topics learned in all of your past EDU courses.

You should also include details about other items represented on your framework graphic (that are not addressed in the questions above).

Consider student memberships in NAEYC, PENNAEYC, and/or DVAEYC.
    https://www.naeyc.org/get-involved/membership/options
    http://www.pennaeyc.com/membership/membership-options/

Course Learning Outcomes Addressed:
- *Identify appropriate physical intellectual and social-emotional goals for specific ages and needs with accommodations as needed.*
- *Communicate effectively with children, staff and parents.*
- *Act in accordance with Code of Ethics (National Association for the Education of Young Children).*

NAEYC (National Association for the Education of Young Children) Standards Addressed:

Standard 2: Building Family and Community Relationships
- *2b: Supporting and engaging families and communities through respectful, reciprocal relationships*
- *2c: Involving families and communities in young children's development and learning*

Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families
- *3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children*
- *3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.*

Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families
- *4d: Reflecting on own practice to promote positive outcomes for each child*

Standard 6: Becoming a Professional
- *6a: Identifying and involving oneself with the early childhood field*
- *6b: Knowing about and upholding ethical standards and other early childhood professional guidelines*
- *6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.*
- *6d: Integrating knowledgeable, reflective, and critical perspectives on early education*
- *6e: Engaging in informed advocacy for young children and the early childhood profession*

CKC (Core Knowledge Competencies) Addressed:
- *K6.9.C2: Demonstrate knowledge of skills, styles, dispositions and competencies that an effective leader uses to support an early learning or school age program*
- *K6.11.C2: Use the information about the early childhood education profession as a distinct discipline to provide information to families, schools and to the community.*
- *K6.6.C2: Demonstrate high standards of competence and integrity, and exercise sound judgment in the practice of the profession by using professional codes, standards, guidelines and regulatory processes.*

Personal Conceptual Framework: NAEYC Rubric

Creator:			

Criteria	Exceeds the Standard 2 points	Meets the Standard 1 point	Does not yet meet the Standard 0 points	Points Earned
Identifying and involving oneself with the early childhood field (6a)	This criterion is clearly represented in the graphic conceptual framework and clearly defined/described in the written explanation/reflection.	This criterion is represented in the graphic conceptual framework and defined/described in the written explanation/reflection.	This criterion is not well represented in the graphic conceptual framework and not well defined/described in the written explanation/reflection.	
Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource (6c)	This criterion is clearly represented in the graphic conceptual framework and clearly defined/described in the written explanation/reflection.	This criterion is represented in the graphic conceptual framework and defined/described in the written explanation/reflection.	This criterion is not well represented in the graphic conceptual framework and not well defined/described in the written explanation/reflection.	
Supporting and engaging families and communities through respectful, reciprocal relationships (2b)	This criterion is clearly represented in the graphic conceptual framework and clearly defined/described in the written explanation/reflection.	This criterion is represented in the graphic conceptual framework and defined/described in the written explanation/reflection.	This criterion is not well represented in the graphic conceptual framework and not well defined/described in the written explanation/reflection.	
Involving families and communities in young children's development and learning (2c)	This criterion is clearly represented in the graphic conceptual framework and clearly defined/described in the written explanation/reflection.	This criterion is represented in the graphic conceptual framework and defined/described in the written explanation/reflection.	This criterion is not well represented in the graphic conceptual framework and not well defined/described in the written explanation/reflection.	
Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children (3a)	This criterion is clearly represented in the graphic conceptual framework and clearly defined/described in the written explanation/reflection.	This criterion is represented in the graphic conceptual framework and defined/described in the written explanation/reflection.	This criterion is not well represented in the graphic conceptual framework and not well defined/described in the written explanation/reflection.	

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Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities. (3c)	This criterion is clearly represented in the graphic conceptual framework and clearly defined/described in the written explanation/reflection.	This criterion is represented in the graphic conceptual framework and defined/described in the written explanation/reflection.	This criterion is not well represented in the graphic conceptual framework and not well defined/described in the written explanation/reflection.	
Knowing about and upholding ethical standards and other early childhood professional guidelines (6b)	This criterion is clearly represented in the graphic conceptual framework and clearly defined/described in the written explanation/reflection.	This criterion is represented in the graphic conceptual framework and defined/described in the written explanation/reflection.	This criterion is not well represented in the graphic conceptual framework and not well defined/described in the written explanation/reflection.	
Engaging in informed advocacy for young children and the early childhood profession (6e)	This criterion is clearly represented in the graphic conceptual framework and clearly defined/described in the written explanation/reflection.	This criterion is represented in the graphic conceptual framework and defined/described in the written explanation/reflection.	This criterion is not well represented in the graphic conceptual framework and not well defined/described in the written explanation/reflection.	
Reflecting on own practice to promote positive outcomes for each child (4d)	Explanation/Reflection section reveals deep reflection on personal practices that promote positive outcomes for children.	Explanation/Reflection section includes reflection on personal practices that promote positive outcomes for children.	Explanation/Reflection section does not include reflection on personal practices that promote positive outcomes for children.	
Integrating knowledgeable, reflective, and critical perspectives on early education (6d)	Explanation/Reflection section expounds upon knowledgeable, reflective, and critical perspectives on early education.	Explanation/Reflection section includes knowledgeable, reflective, and critical perspectives on early education.	Explanation/Reflection section does not include knowledgeable, reflective, and critical perspectives on early education.	
Effort is exhibited in the conceptual framework graphic.	The graphic representation is very creative, clear, thoughtful, and presented well.	The graphic representation is creative and clear.	The graphic representation is not presented well.	
Proper grammar, punctuation, and writing are used in all components.	Proper grammar, punctuation, and writing are used on all components with no mistakes throughout.	Proper grammar, punctuation, and writing are used on most components with few mistakes throughout.	Proper grammar, punctuation, and writing are not used on all components with many mistakes throughout.	

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Appendix T

Dear Families,

Hello, my name is Ms. Cassie and I will be your child's student teacher for the next couple of months through the beginning of December. I am very excited to be able to student teach here at Kindercare with Ms. Nicole as my cooperating teacher!

A little bit about myself- I am a current student at Montgomery County Community College and will be graduating in December of this year. After I graduate in December, I will be moving onto a nearby college where I will be pursuing early elementary education. Additionally, I work part time at the Courtyard Marriott and coach for the North Penn School District. Being creative and organized are two very big aspects of my life. At home, I have two labradoodles and one cat named Buzzy that we call "cat-dog" because he is more so a dog than a cat.

For a couple years, I took a break from college and instead taught preschool as a toddler teacher. I loved teaching that age group, but am excited for a whole new learning experience working with kindergarteners. I am looking forward to the next couple of months and being given the opportunity to get to know your child here at Kindercare.

Sincerely,

Ms. Cassie

Appendix U

Student Teaching Agreement

- **I have read the entire student teaching handbook, and I understand the expectations and responsibilities involved with this program.**

- **I agree to comply with all of the policies and procedures in the handbook as well as Montgomery County Community College policies that relate to this program.**

- **I agree to satisfy the goals and objectives of the student teaching program to the best of my ability.**

- **I agree to the highest level of confidentiality during my student teaching semester. I will refrain from posting any information about student teaching on social networks, Internet sites, or blogs. I will not discuss any issues concerning student teaching with friends, family, or peers.**

- **I have discussed any disabilities or concerns that may affect the successful completion of student teaching or the child care practicum with my college supervisor and cooperating teacher or director.**

Center Director_____

Date_____

Cooperating Teacher_____

Date_____

Student Teacher_____

Date_____

Please list any questions you have.

It is the responsibility of the student teacher to return this agreement to the college supervisor within one week of the beginning of student teaching.