Education in the Early Years Program

Educating Minds
Embracing Diversity
Encouraging Success
Shaping the Future

Montgomery County Community College

Pedagogy Connected to Practice

Child-Centered Theories and Practices

Reflective Introspection

Inclusivity for All Learners

Family and Community Relationships

Student Teaching Handbook

Guidelines for EDU 250

Student Teachers

Cooperating Teachers

College Supervisors

Center Directors

Early Childhood Higher Education Program
naeyc ACCREDITED

MONTGOMERY
COUNTY COMMUNITY COLLEGE

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

Revised for Spring 2025

Table of Contents

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
Associate Professor of Education,
Education Programs Coordinator
msultani@mc3.edu
(215) 641-6376

Dr. Elizabeth Lattanzi
Assistant Professor of Education,
Pottstown Campus Coordinator
elattanzi@mc3.edu
(215) 641-6411; (610) 718-1895

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 Appendix D. 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 they learns about your children, schedule, and curriculum. Please encourage your student teacher to take an active role in the room, try things on their 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 their individual style.

At MCCC, our students have been exposed to various types of curriculum and planning approaches. They are equipped to adapt to your center's methods of planning and instruction. Please discuss your center's specific methods of creating lessons and planning with your student teacher.

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,

Meryl Sultanik
Associate Professor of Education,
Education Programs Coordinator
msultani@mc3.edu
(215) 641-6376

Dr. Elizabeth Lattanzi
Assistant Professor of Education,
Pottstown Campus Coordinator
elattanzi@mc3.edu
(215) 641-6411; (610) 718-1895

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

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
- o Deliver top-tier, consistent, and engaging student experiences
- o 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 families, 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 103A	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
CMS 110 or CMS 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 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 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 families.	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.*	*Standard 4: Using developmentally effective approaches to connect with children and families*	*Individual, Small Group and Whole Group Connections with Children, family 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 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 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: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.

1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, and approaches to learning, and with the capacity to make choices.

1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.

2b: Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement.

2c: Use community resources to support young children's learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.

3d: Build assessment partnerships with families and professional colleagues.

4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.

4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.

4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.

5a: Understand content knowledge—the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum.

5b: Understand pedagogical content knowledge— how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children's learning in each content area.

5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.

6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.

6b: Know about and uphold ethical and other early childhood professional guidelines.

6d: Engage in continuous, collaborative learning to inform practice.

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 they spend satisfying the student teaching required hours. Any special needs should be discussed with the college supervisor.

If you fail to comply with ANY policies of the center or are unable to meet the requirements of EDU 250 and/or 233, you may be asked to leave your student teaching placement.   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 or requirements 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.

COVID-19 Policy/Protocols

All student teachers **must** follow COVID-19 protocols required by their center placement and Montgomery County Community College.
   These protocols may include:
   - Vaccination (Highly recommended for all student teachers)
   - Daily temperature check
   - Mask wearing
   - Social Distancing
   - Transparency of illness
   - Frequent hand sanitizing/washing
   - Restrictions of travel
   - Transparency of exposure

If you fail to comply with the COVID-19 policies of the center and MCCC, you may be asked to leave your student teaching placement.   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.
If you choose NOT to get vaccinated and your placement center has a policy that includes extended quarantine times, you may NOT be able to complete EDU 250/complete the required hours in order to fulfill the requirements of the course.

Clearances, Child Abuse Reporting, and Physical Exam

Student teachers are required to have VALID child abuse, criminal, and FBI (fingerprinting) clearances prior to the beginning of student teaching semester. By state law, clearances MUST be valid within *five years* of the start date of the semester. However, some centers require clearances that are valid within *one year*. Along with the Child Abuse Check, student teachers must complete the free 3 hour Mandated Reporter Training **and** the free NSOR/ National Sex Offender Verification. All information about these requirements can be found on (Appendix R).

In addition, student teachers may need to 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. Some centers may require drug testing and/or TB testing.

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 as a group in person (possibly via *Zoom,* depending on the current college policies) 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. Any unusual circumstances must be arranged with the college supervisor.

Absence

Student teachers should not be absent during student teaching except for illness or an emergency. In the case of absence, it is the student teacher's responsibility to notify the cooperating teacher, the supervisor, and the center director as early as possible. More than two absences must be made up in order to pass student teaching. This is applicable for COVID-19 related absences as well. If a student teacher quarantines, that student teacher must discuss it with their supervisor immediately. 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 them from week to week. They may begin with simple tasks such as fingerplays, diaper changing, or story reading as they are 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 families, cleaning up, classroom management, family conferences, and staff meetings. They should try to attend field trips or in-service days that relate to them, even if they are outside of the regular student teaching hours. The children and families should expect the arrival of the student teacher, and they 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 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 their efforts. This will be very helpful to make them aware of whether or not they are 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
If it is convenient and desired, the cooperating teacher and the student teacher could 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 their 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 they are 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	**Dr. Elizabeth Lattanzi**
215- 641-6376	215- 641-6411 (Blue Bell Campus)
MSultani@mc3.edu	610-718-1895 (Pottstown 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
> Cooperating teachers
> Other teachers
> Fellow students
> Public Libraries/Center 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. Do not wear low cut tops, very short skirts, short shorts, see-through clothing, sweatpants, heavy make-up, very long nails, or 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 family handbook, please make sure that copies are given to you. This includes the school policies relating to the COVID-19 pandemic, which **may** include: Daily temperature check, Mask wearing, Social Distancing, Transparency of illness, Frequent hand sanitizing/washing, Restrictions of travel, and Transparency of exposure.

If you fail to comply with ANY policies of the center or are unable to meet the requirements of EDU 250 and/or 233, you may be asked to leave your student teaching placement. 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 or requirements 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.

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.

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. The cooperating teacher should **sign and date** the lesson the day it is shared, not on the day it was taught. 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 (embedded with photos of the lesson) focusing on varying curricular areas, 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 families' 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?"
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. 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.

Confidentiality

Please remember that information regarding children or their families is confidential and should not be discussed with your friends, family, or other teachers or families in the center. Any information about your student teaching experience should not be posted on ALL/ANY type of social media. 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. 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 them 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 them copies of any policy handbooks for staff or families that your center has, including any policies relating to the COVID-19 pandemic.

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 they are 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 them 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 they will be anxious to learn as much as they can this semester, please give them copies of finger plays, poems, game ideas or project ideas. They 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 student teacher about finding 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 them to be responsible for each week. It is helpful to give them suggestions, but allow them the freedom to develop their own ideas. You can offer to lend them resource materials, but they 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 their 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. 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 them know how they are doing. Sometimes we assume that an individual knows they are doing well but this is often not the case. It is important to let the student know your thoughts. The student teacher's supervisor should be contacted for any and all issues, concerns. and questions **AS SOON AS THEY ARISE.**

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 their own progress and decide what areas they 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 their responsibility to explain the student teaching program to everyone involved. They 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 their 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 they 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 they are doing, based on their 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. They 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 Business and Professional Studies Division, who is their immediate supervisor at MCCC.

APPENDIXES

Appendix A

NAEYC Standards Summary- *Updated Fall 2024*

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: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.

1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, and approaches to learning, and with the capacity to make choices.

1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities

1d: Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child

Standard 2: Building Family and Community Relationships

Students prepared in early childhood degree programs 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: Know about, understand, and value the diversity of families

2b: Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement.

2c: Use community resources to support young children's learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.

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

Students prepared in early childhood degree programs 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: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.

3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.

3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.

3d: Build assessment partnerships with families and professional colleagues.

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: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.

4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.

4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.

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: Understand content knowledge—the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum.

5b: Understand pedagogical content knowledge— how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children's learning in each content area.

5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.

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: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.

6b: Know about and uphold ethical and other early childhood professional guidelines.

6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues.

6d: Engage in continuous, collaborative learning to inform practice.

6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood 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 families.

- 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 they are 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
I have...   **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 page   ____   ____

Demonstration
I have...
                                                                                     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
I have...   **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
I have...
                                                                                     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   ____   ____

Appendix E

Suggested Sequence of Responsibilities for Student Teachers

The student teacher begins by getting to know the children, cooperating teacher, and routines. Their responsibilities are gradually increased during the semester so that they are in charge of all the planning and implementation of plans by the end of the semester.

1st and 2nd Week

Learn children's names and daily routine. Get to know children by interacting with them. Participate in small group activities, read aloud, etc. Student teacher should do at least one simple activity per day.

3rd and 4th Weeks

Lead 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 aloud, games, calendar, songs, etc.

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.

5th and 6th Weeks

Create and execute at least five lessons per week (one per day) 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.

7th through 11th Weeks

Continue with responsibilities above. Gradually increase the amount of activities and lesson plans that you create and lead each week to 6-8 per week. Focus on one interest area, learning center, etc. is recommended. Begin using MCCC block planning during Week 8 (at the discretion of the College supervisor). During Weeks 10-11, collaborate with cooperative teacher to plan for takeover weeks.

12th through 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
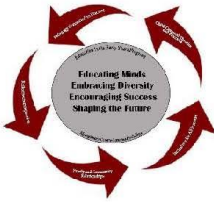
Montgomery County Community College
Student Teaching Dates (Mandatory)
Spring 2025

1/15/25	***Orientation Meeting***	*9:00 a.m.-12:30 p.m.*
	• Requirements of program reviewed	*Room: Parkhouse 330*
	• Review student teaching handbooks	

1/19/25   ***Due:*** Learning Contract, clearances, and introduction letter is due: e-mail to your **supervisor**

1/21/25   ***First Day Student Teaching*** (Plan to arrive early)

2/7,
3/7,
4/4

Student Teaching Meetings
No student teaching on these days.

2/7: Instruction and Discussion about Personal Conceptual Framework   *9:00 a.m.–12:00 p.m.* *Room: Parkhouse 330*

3/7: Workshop on Documentation Panel   *9:00 a.m.–12:00 p.m.* *Room: Parkhouse 330*

4/4: Speakers/directors from various local centers discuss job hunting, interviewing skills, and resume requirements.
Representatives from MCCC Career Services discuss the available services, job fairs, resume assistance, etc.
Discuss evaluations and final conference with cooperating teacher and final conference with MCCC supervisor. Sign up for meeting date.   *9:00 a.m.–12:00 p.m.* *Room: Parkhouse 330*

4/25/25   ***Last Day of Student Teaching***

4/28-5/2/25   ***Make up days, if needed***

4/29-5/9/25   ***Final Conferences.*** Student teachers meet with supervisors. There will be a review of the complete professional portfolio, lesson plan binder, lesson plans, cooperating teacher's evaluation, and the self-evaluation. See list of items for details.

Professor Meryl Sultanik
(215) 641-6376
msultanik@mc3.edu

Dr. Elizabeth Lattanzi
(215) 641-6411(BB)
(610) 718-1895 (P)
elattanzi@mc3.edu

Appendix G

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: The students will visually recognize the difference between upper case B and lower case b.

II. LEARNING STANDARDS
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.

Body of Lesson is the introduction, procedure and closure/transition- This is a detailed dialogue of what you will be saying to the students as you are teaching.

IV. INTRODUCTION
How will you introduce the lesson? What will you do to build background, to provide background knowledge, connect to prior learning, while getting students curious about what they will be learning and smoothly transition into the procedure aspect?

V. PROCEDURE
This is where much of your teaching will take place with explain of concepts, modeling of concepts, guiding the activities with the students, allowing for small group or independent work to occur.

VI. CLOSURE/TRANSITION
This is where you will bring the lesson to an end or create a transition sentence for the students to move onto the next activity or event in the classroom.

VII. EVALUATION
This is where you will write down the type of student assessment you will use.
For example: I will observe the students as they match the upper case letter to the lower case letter taking note of those who need assistance or struggle.

VIII. CRITICAL SELF-REFLECTION
This is your point of view of how the lesson went. 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 outcomes accomplished?

Name:
Date:
AGE LEVEL: Older Toddlers (2-3-year olds)

LEARNING OUTCOMES: The student will participate in teacher- guided music and movement activities using rhythm instruments.

STANDARDS: 9.1 OT Know and use basic elements of music and movement.

MATERIALS:
  • Rhythm sticks (Blue and Red)
  • CD during circle time (Days of the week)

INTRODUCTION:
  • Good morning class!
  • It is a new week! Who can raise their hand and tell me what day it is?
  • Oh! So close! Today is the start of the week!
  • That means today is Monday.
  • I brought in something super fun for us.
  • Instead of singing our morning song and clapping, I brought in a special instrument.
  • Do you want to see what special instrument is behind my back in my special box?
  • Close your eyes.
  • OPEN!
  • These are called Rhythm sticks!

PROCEDURE:
  • I brought in these cool rhythm sticks for us to use during our days of the week song.
  • Can you raise your hand if you know what color this rhythm stick is.
  • Yes, this rhythm stick is red.
  • What about this rhythm stick?
  • You are right! This one is blue.
  • Can we all shout RHYTHM STICK!
  • Wow! You were so loud I think you woke up the babies in the baby room!
  • Before we begin our morning meeting days on the week song I have a couple rules to keep us safe while we use our instruments.
  • I have 3 rules.
  • Rule number one, show me number one with your finger.

• Good job. Rule number one is we have to keep the rhythm sticks down. They should be on the floor like this.

• We have to keep our rhythm sticks down low because we want to be safe.

•Rule number two, can you show me number two with your fingers

• Awesome! Rule number two is we should keep our rhythm sticks close to our body.

• Rule number three, can you show me three with your fingers?

• Fantastic, rule number three is we should keep them out of our mouth at all times. We should not put these in our mouth.

• Why do you think we should not put them in our mouths?

• Because they are not food. They may taste yucky and they could be full of germs.

• Now that we went over the rules, Ms. Nicole, Ms. Linda and I will help you all to use our rhythm sticks the right way, so we can all have a fun music lesson during our circle.

• All eyes on me!

• When I play the CD, we are going to lay our rhythm sticks on top the of each other. It should look like this.

• Are these rhythm sticks bumpy or smooth?

• These rhythm sticks are bumpy!

• Listen to the noise they make when I rub one of them up and down on the other.

• Can you all do what I'm doing?

• Woah! You guys are doing great!

• Remember, we need to keep our rhythm sticks down low.

• You guys are doing an awesome job.

• Now watch while I tap, tap, tap the sticks together.

• Can you all to try and tap, tap, tap your sticks together?

• Nice! You guys are pros. This morning we are going to tap, tap, tap our sticks to our days of week song in place of where we usually clap our hands. I am going to just do a little bit and I want you to watch and listen to me. (teacher sings the first sentence of song) See how I tapped the sticks instead of clapping my hands. That is what you will do too.

• Remember we have to keep them close to our bodies. We want to make sure we are safe and following the rules.

• Looks like you guys are ready to rock!

• Before I turn the CD on, let's go over the rules one more time.

• Rule number one, keep our rhythm sticks down low!

• Rule number two, keep our rhythm sticks close to our bodies.

• Rule number three, keep our rhythm sticks out of our mouth!

• Great! You all make me so happy when you use your listening ears.

• Are we ready?
• Here we go.
• There's Sunday and there's Monday, there's Tuesday and there's Wednesday, there's Thursday and there's Friday, and then there's Saturday. Days of the week *tap tap* days of the week *tap tap* days of the week days of the week days of the week *tap tap*
• Good job friends! This time let's try and go a little slower.
•There's Sunday and there's Monday, there's Tuesday and there's Wednesday, there's Thursday and there's Friday, and then there's Saturday. Days of the week *tap tap* days of the week *tap tap* days of the week days of the week days of the week *tap tap*
• Awesome! Should we do it one more time?
• There's Sunday and there's Monday, there's Tuesday and there's Wednesday, there's Thursday and there's Friday, and then there's Saturday. Days of the week *tap tap* days of the week *tap tap* days of the week days of the week days of the week *tap tap*
• Wow, you all did a fabulous job using our rhythm sticks.

CLOSURE/TRANSITION:
• I am going to come around to collect them while Ms. Linda finishes circle time.
• You all did an amazing job following the rules!

EVALUATION: I will be able to evaluate the students during this music lesson by the way they use their rhythm sticks during our song.

CRITICAL SELF-REFLECTION- I was very surprised with how this lesson plan played out. I was skeptical, and a bit nervous letting two and three-year olds work with rhythm sticks. I thought they would fling them around and completely disregard the rules, but I was wrong. The students were great with the rhythm sticks. I spread everyone out arm's length apart just in case. The kids followed the directions and with the help of my cooperative teachers everything ran very smoothly. We ended up singing all different songs they learned throughout the year and using the rhythm sticks to guide us through the melody. I think the kids behaved so well because it was something different. They usually aren't exposed to music instruments all the time. Once I gave them the opportunity to try something new they were extremely engaged and willing to listen.
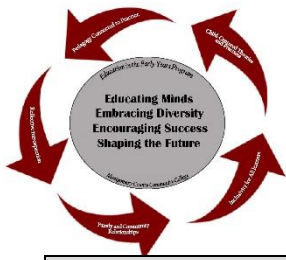
Montgomery County Community College
Block Lesson Plan Format
Theme:

Content Areas	Monday	Tuesday	Wednesday	Thursday	Friday

1. _____	1. _____	1. _____	1. _____
2.	2.	2.	2.
3.	3.	3.	3.

Block Lesson Plan Format *(Example)*

Theme: Hibernation

Content Areas	Monday	Tuesday	Wednesday	Thursday	Friday
Language Arts	Sleep, Big Bear, Sleep! By Maureen Wright 1.2 PK.B Answer questions about a text.	Bear Says Thanks by Karma Wilson 1.2 PK.B Answer questions about a text.	Bear Snores On By Karma Wilson 1.2 PK.B Answer questions about a text.	Hibernation Station By Michelle Meadows 1.2 PK.B Answer questions about a text.	Wake Me in Spring By James Preller 1.2 PK.B Answer questions about a text.
Math	Bear color Sorting and counting to 10 2.4 PK.A.4 Classify objects and count the number of objects in each category.	Bear cave Rolling Dice 2.1 PK.A.2 Count to tell the number of objects.	Teddy bear number line counting 2.1 PK.A.1 Know number names and the count sequence.	Roll dice Feeding the bear 2.1 PK.A.2 Count to tell the number of objects.	Cup color sorting dice game 2.4 PK.A.4 Classify objects and count the number of objects in each category.
Music & Movement	It's Time for Hibernation Song 9.1.M PK.A Know and use basic elements and principles of music and movement.	Hibernation - The Kiboomers Preschool Learning Videos - Winter Song 9.1.M PK.A Know and use basic elements and principles of music and movement.	Are you Sleeping Baby Bear? 9.1.M PK.A Know and use basic elements and principles of music and movement.	Where Is Hibernation Bear Lyric Video - The Kiboomers Preschool Songs & Nursery Rhymes 9.1.M PK.A Know and use basic elements and principles of music and movement.	Hibernation Song | Animal Songs | PINKFONG Songs for Children 9.1.M PK.A Know and use basic elements and principles of music and movement.
Art/Fine motor	Sleepy Bear Tissue Paper, Paper plate Craft 9.1.V PK.B Combine a variety of materials to create a work of art.	Bear Masks 10.5 PK.A Use hands, fingers, and wrists to manipulate objects	Color and Build a Bear 9.1.V PK.B Combine a variety of materials to create a work of art.	Making B for Bear 9.1.V PK.B Combine a variety of materials to create a work of art.	Letter B dot art and Bear 9.1.V PK.A Know and use basic elements of visual arts.
Gym	Specials	N/A	Specials	N/A	N/A
Spanish	N/A	Specials	N/A	Specials	N/A
Music	Specials	Specials	Specials	Specials	Specials

Dramatic Play	Sensory	Science
1. **Bear Cave** 9.1.D PK.E Use imagination and creativity to express self through dramatic play.	1. **Hibernation Sensory Bin** AL.1 PK.A Explore and ask questions to seek meaningful information about a growing range of topics, ideas, and tasks.	1. **Hibernation Science** 3.1 PK.C.3 Describe changes that occur in animals.

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	40	Student exceeded expectations, as per the NAEYC rubric. (36 – 40 points)	Student met expectations, as per the NAEYC rubric. (28-35 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	50	Lesson plan binder includes all MCCC lesson plans provided to cooperating teacher and includes cooperating teacher initials and clear self-reflections on each. (45-50 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. (35-44 points)	Lesson plan binder is missing or does not include most lesson plans and signatures. (0-34 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	1015	**(914 – 1015) points**	**(761- 913) points**	**(0 – 760) points**	
Final Grade:					

NAEYC Standards Addressed:

1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.

1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, and approaches to learning, and with the capacity to make choices.

1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.

1d: Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child.

2b: Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement.

2c: Use community resources to support young children's learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.

3d: Build assessment partnerships with families and professional colleagues.

4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.

4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.

4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.

5a: Understand content knowledge—the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum.

5b: Understand pedagogical content knowledge— how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children's learning in each content area.

5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.

6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.

6b: Know about and uphold ethical and other early childhood professional guidelines.

6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues.

6d: Engage in continuous, collaborative learning to inform practice.

6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

Culturally Relevant and Sustaining Education (CR-SE) Competencies Addressed:

CRSE 3: Design and Facilitate Culturally Relevant Learning that Brings Real World Experiences into Educational Spaces

CRSE 4: Provide All Learners with Equitable and Differentiated Opportunities to Learn and Succeed

CRSE 6: Collaborate with Families and Communities through Authentic Engagement Practices

CRSE 7: Communicate in Linguistically and Culturally Responsive Ways that Demonstrate Respect for Learners, Educators, Educational Leaders, and Families

CRSE 8: Establish High Expectations for Each Learner and Treat Them as Capable and Deserving of Achieving Success

Core Knowledge Competencies Addressed:

K6.2.C2: Execute effectively the multiple roles that early childhood professionals assume

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

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.

K6.5.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.

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.

Additional Comments

Strengths:

Areas to Work On:

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

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

Montgomery County
Community College

Semester _____   Student Teacher _____

Cooperating Teacher _____   Cooperating Teacher's Signature _____

Please use this rating system for the evaluation:

Performance Rating		Performance Criteria
5	*Student steadily exceeds expectations*	*Consistent and exemplary demonstration of the competency*
4	*Student 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)						

Comments about PROMOTING CHILD DEVELOPMENT AND LEARNING:

BUILDING FAMILY AND COMMUNITY RELATIONSHIPS *NAEYC Standard 2*	5	4	3	2	1	N/A
Welcomes diversity						
Creates environments that respect and reflects diversity						
Understands diverse family and community characteristics						
POINT TOTALS (15 possible)						

Comments about BUILDING FAMILY AND COMMUNITY RELATIONSHIPS:

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

Comments about OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES:

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						
Applies suggestions to improve teaching techniques						
POINT TOTALS (35 possible)						

Comments about *USING DEVELOPMENTALLY EFFECTIVE APPROACHES:*

USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM *NAEYC Standard 5*	5	4	3	2	1	N/A
Creates lessons/activities that are developmentally appropriate (age/level)						
Implements lessons/activities that are based on the interests of the children						
Shows skill in teaching and explaining concepts						
Shows skill in questioning						
Integrates modeling when teaching/introducing lessons						
Writes lesson plans that are cohesive and sequenced						
Understands appropriate length of lessons/activities						
Exhibits knowledge of subject						
Completes and prepares for lesson plans or activities in advance						
POINT TOTALS (45 possible)						

Comments about *USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM:*

BECOMING A PROFESSIONAL *NAEYC Standard 6*	*5*	*4*	*3*	*2*	*1*	N/A
Exhibits dependability with attendance, punctuality, and communication						
Shows adaptability/flexibility with changes in routine/schedule						
Demonstrates initiative						
Exhibits self-confidence in teaching skills						
Shows enthusiasm/energy						
Cooperates well with teachers/director/staff						
Accepts suggestions/direction from cooperating teacher						
Anticipates needs 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 about BECOMING A PROFESSIONAL:

Summary of Student Teacher's Growth:

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

A	B	C	D	F
200-180	*179-160*	*159-140*	*139-120*	*120-0*

34

Appendix K

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

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

Montgomery County
Community College

Semester _____

Student Teacher (print name)_____   Student Teacher's Signature _____

Please use this rating system for the evaluation:

Performance Rating		Performance Criteria
5	*Student steadily exceeds expectations*	*Consistent and exemplary demonstration of the competency*
4	*Student 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)						

Comments about PROMOTING CHILD DEVELOPMENT AND LEARNING:

BUILDING FAMILY AND COMMUNITY RELATIONSHIPS *NAEYC Standard 2*	5	4	3	2	1	N/A
Welcomes diversity						
Creates environments that respect and reflects diversity						
Understands diverse family and community characteristics						
POINT TOTALS (15 possible)						

Comments about BUILDING FAMILY AND COMMUNITY RELATIONSHIPS:

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

Comments about OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES:

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						
Applies suggestions to improve teaching techniques						
POINT TOTALS (35 possible)						

Comments about *USING DEVELOPMENTALLY EFFECTIVE APPROACHES:*

USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM *NAEYC Standard 5*	5	4	3	2	1	N/A
Creates lessons/activities that are developmentally appropriate (age/level)						
Implements lessons/activities that are based on the interests of the children						
Shows skill in teaching and explaining concepts						
Shows skill in questioning						
Integrates modeling when teaching/introducing lessons						
Writes lesson plans that are cohesive and sequenced						
Understands appropriate length of lessons/activities						
Exhibits knowledge of subject						
Completes and prepares for lesson plans or activities in advance						
POINT TOTALS (45 possible)						

Comments about *USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM:*

BECOMING A PROFESSIONAL *NAEYC Standard 6*	5	4	3	2	1	N/A
Exhibits dependability with attendance, punctuality, and communication						
Shows adaptability/flexibility with changes in routine/schedule						
Demonstrates initiative						
Exhibits self-confidence in teaching skills						
Shows enthusiasm/energy						
Cooperates well with teachers/director/staff						
Accepts suggestions/direction from cooperating teacher						
Anticipates needs 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 about BECOMING A PROFESSIONAL:

Overall Self-Reflection of Strengths/Areas of Needed Growth:

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

A	B	C	D	F
200-180	*179-160*	*159-140*	*139-120*	*120-0*

38

	Criteria	Exceeds Expectations	Meets Expectations	Does Not Yet Meet Exp.			
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, caring, 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.			

39

Appendix L (also page 41)

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

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, Blue Bell Campus Counseling Center, College Hall, (215) 641-6575 or 6577, (215) 641-6574 TTY, (215) 619-7183 FAX; or

  Coordinator of Disability Services, Pottstown 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

45

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. Literacy Lesson Plan
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
(Required Course)
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. Being a Culturally Responsive Teacher essay

EDU 245 Connecting Families, Schools and Communities *(Required Course)*
1. Community Project (poster, presentation, etc.)
2. Family Teacher Conference and Webliography

EDU 250 Student Teaching *(Required Course)*
1. Family 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.pa.gov . Click on the button "*New Volunteer Record Check*" 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. Click on the control number. Click on "Certification Form". Save and Print this certificate..

- **Child Abuse Check:** Go to http://www.compass.state.pa.us/cwis and create Keystone ID. 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 *Volunteer Having Contact with Children*. Choose "*Other*" and fill in "*Montgomery County Community College*". Read the information and have all needed materials before moving on. Complete the form and submit. You will see a screen that says, "*My PA Child Abuse History Clearance*". Near the bottom of the page, click "*To view the result, click here*"**. This will provide you with a pdf version of your clearance – save and print it.**

- **FBI Fingerprinting Background Check:** Go to https://uenroll.identogo.com . It will ask for your Service Code (as volunteers). It is 1KG6ZJ. Fill out all required information. Search for an "IndentoGo" location to complete your clearance fingerprinting. At your appointment, you will also need to pay $25.25 (the website will indicate forms of payment accepted). Also make sure to bring the form of ID that you indicated when registering. You will receive an unofficial copy of their report via email (**Please note the time sensitive link is available only for ONE-TIME access).**

- **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/ to complete this training. Print out the certificate that you earn once you complete the training.

- **NSOR/ National Sex Offender Verification (ONLY NEEDED FOR STUDENT TEACHING SEMESTER):** Go to https://www.dhs.pa.gov/KeepKidsSafe/Clearances/Pages/National-Sex-Offender-Registry.aspx. There is no fee for this certificate and the purpose of NSOR is "*Volunteer of a child-care provider, group-daycare home or family childcare home*". You must mail the completed application to Department of Human Services, PO Box 8170 Harrisburg, PA 17105-8170 OR email the application to RA-PWNSOR@pa.gov . It may take up to 14 days after application has been submitted to get your certificate in the mail.

NOTE: If you are taking an online class that requires observation or other assignments in schools, you will also have to get the first three clearances above. You will then be scanning them into **ONE** pdf document and sending them to your teacher. Your teacher will let you know how to do this and where s/he wants you to attach the document.

The sooner you apply, the more assured you can be that you will have them when you walk into your student teaching placement! Thank you in advance for your attention to this matter.
If you have any questions, please email your supervisor immediately.

Appendix S

For this *Personal Conceptual Framework*, you will create a graphic representation of your educational philosophy and a written reflection paper demonstrating your connection to specific NAEYC standards. The graphic rendering should capture your true personal teaching philosophy by addressing the listed points on the next page. The written aspect should address the courses and assignments completed throughout the program in which you practiced the listed NAEYC standards.

Graphic Representation/Branding

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 include:

- ❖ The importance of early childhood education

- ❖ Ways to support and engage all families and communities in young children's development and learning

- ❖ Approaches for upholding ethical standards in the field of early childhood education

- ❖ Your relationship with early childhood education

- ❖ Your personal strengths as a teacher and children's advocate

48
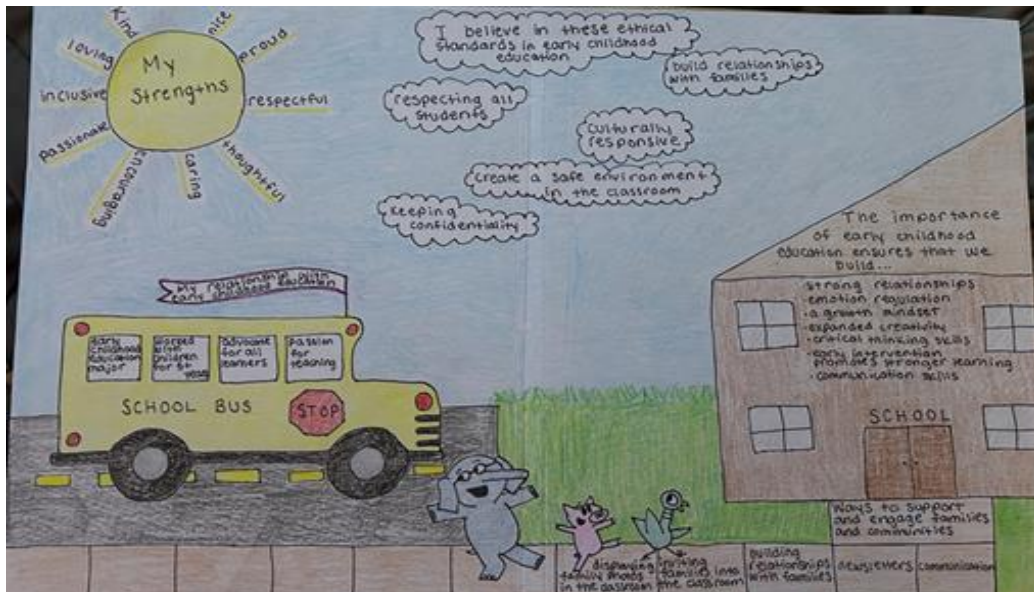
Explanation/Reflection

You will write a detailed explanation of your personal experience with the required coursework in the Education in the Early Years program. The work reflects on your own practices to promote positive outcomes for each child and the profession in the following standards:

❖ How have you understood, and valued the diversity of families? *(NAEYC 2a)*

❖ How have you used community resources to support young children's learning and development and to support families, and build partnerships between early learning settings, schools and community organizations and agencies? *(NAEYC 2c)*

❖ How have you demonstrated your understanding that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early childhood? *(NAEYC 3a)*

❖ How have you practiced the use of a wide range of types of assessments, their purposes, and their associated methods and tools? *(NAEYC 3b)*

❖ How have you understood and used teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children? *(NAEYC 4b)*

❖ How have you used a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design of learning? *(NAEYC 4c)*

❖ How have you identified and involved yourself with the early childhood field and serve as informed advocates for young children, families, and the profession? *(NAEYC 6a)*

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

❖ How have you engaged in professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues *(NAEYC 6c)*

❖ How have you developed and sustained the habit of reflective and intentional practice in your daily work with young children and as members of the early childhood profession (NAEYC 6e)

❖ **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 families.*
- *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
- *2a: Know about, understand, and value the diversity of families*
- *2c: Use community resources to support young children's learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.*

Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families
- *3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.*
- *3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.*

Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families
- *4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.*
- *4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.*

Standard 6: Becoming a Professional
- *6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.*
- *6b: Know about and uphold ethical and other early childhood professional guidelines.*
- *6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues.*
- *6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of 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.*

CR-SE's Pennsylvania Culturally Relevant and Sustaining Education Guidelines:

- ***COMPETENCY 3:*** *Design and Facilitate Culturally Relevant Learning that Brings Real World Experiences into Educational Spaces*
- ***COMPETENCY 5:*** *Promote Asset-based Perspectives about Differences*
- ***COMPETENCY 7:*** *Communicate in Linguistically and Culturally Responsive Ways that Demonstrate Respect for Learners, Educators, Educational Leaders, and Families*
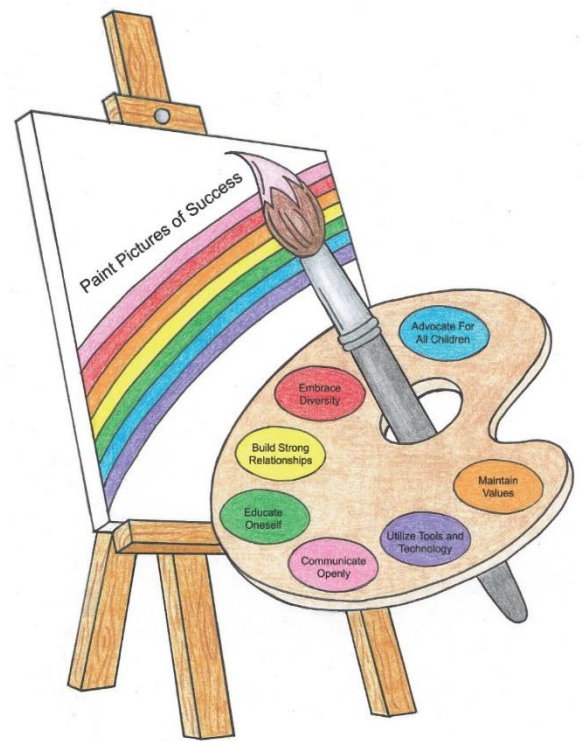
Personal Conceptual Framework: NAEYC Rubric

Creator:

	Criteria	Exceeds the Standard	Meets the Standard	Does not yet meet the Standard	Points Earned
		2 points	1 point	0 points	
E X P L A N A T I O N R E F L E C	*Know about, understand, and value the diversity of families (2a)*	Reflection of personal understanding, value, and knowledge of diverse families are clearly and specifically defined/described in the written explanation/reflection.	Reflection of personal understanding, value, and knowledge of diverse families are defined/described in the written explanation/reflection.	Reflection of personal understanding, value, and knowledge of diverse families are not defined/described in the written explanation/reflection.	
	Use community resources to support young children's learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies. (2c)	Community resources for involving families in children's learning and growth are clearly and specifically defined/described in the written explanation/reflection.	Community resources for involving families in children's learning and growth are defined/described in the written explanation/reflection.	Community resources for involving families in children's learning and growth are not defined/described in the written explanation/reflection.	
	Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings. (3a)	Evidence of strong comprehension of assessment and its benefits connection to instruction and planning are clearly and thoroughly defined/described in the written explanation/reflection.	Evidence of strong comprehension of assessment and its benefits connection to instruction and planning are defined/described in the written explanation/reflection.	Evidence of strong comprehension of assessment and its benefits connection to instruction and planning are not defined/described in the written explanation/reflection.	

T **I** **O** **N**	*Know a wide range of types of assessments, their purposes, and their associated methods and tools. (3b)*	Evidence of full understanding of the various forms assessments, their purpose, and use are clearly and thoroughly defined/described in the written explanation/reflection.	Evidence of full understanding of the various forms assessments, their purpose, and use are defined/described in the written explanation/reflection.	Evidence of full understanding of the various forms assessments, their purpose, and use are not defined/described in the written explanation/reflection.	
	Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children. (4b)	Personal reflection on responsive teaching of young children, the understanding of differentiation and play and its effect on development are clearly and thoroughly defined/described in the written explanation/reflection.	Personal reflection on responsive teaching of young children, the understanding of differentiation and play and its effect on development are defined/described in the written explanation/reflection.	Personal reflection on responsive teaching of young children, the understanding of differentiation and play and its effect on development are not defined/described in the written explanation/reflection.	
E **X** **P** **L** **A** **N** **A** **T** **I** **O** **N**	*Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning (4c)*	Evidence of the use of D.A.P. and C.R.S.T. in the design of universal learning is clearly and thoroughly defined/described in the written explanation/reflection.	Evidence of the use of D.A.P. and C.R.S.T. in the design of universal learning is defined/described in the written explanation/reflection.	Evidence of the use of D.A.P. and C.R.S.T. in the design of universal learning is not defined/described in the written explanation/reflection.	
	Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession. (6a)	Personal identification with and involvement in early childhood and its advocacy is clearly defined/described in the written explanation/reflection.	Personal identification with and involvement in early childhood and its advocacy is defined/described in the written explanation/reflection.	Personal identification with and involvement in early childhood and its advocacy is not defined/described in the written explanation/reflection.	

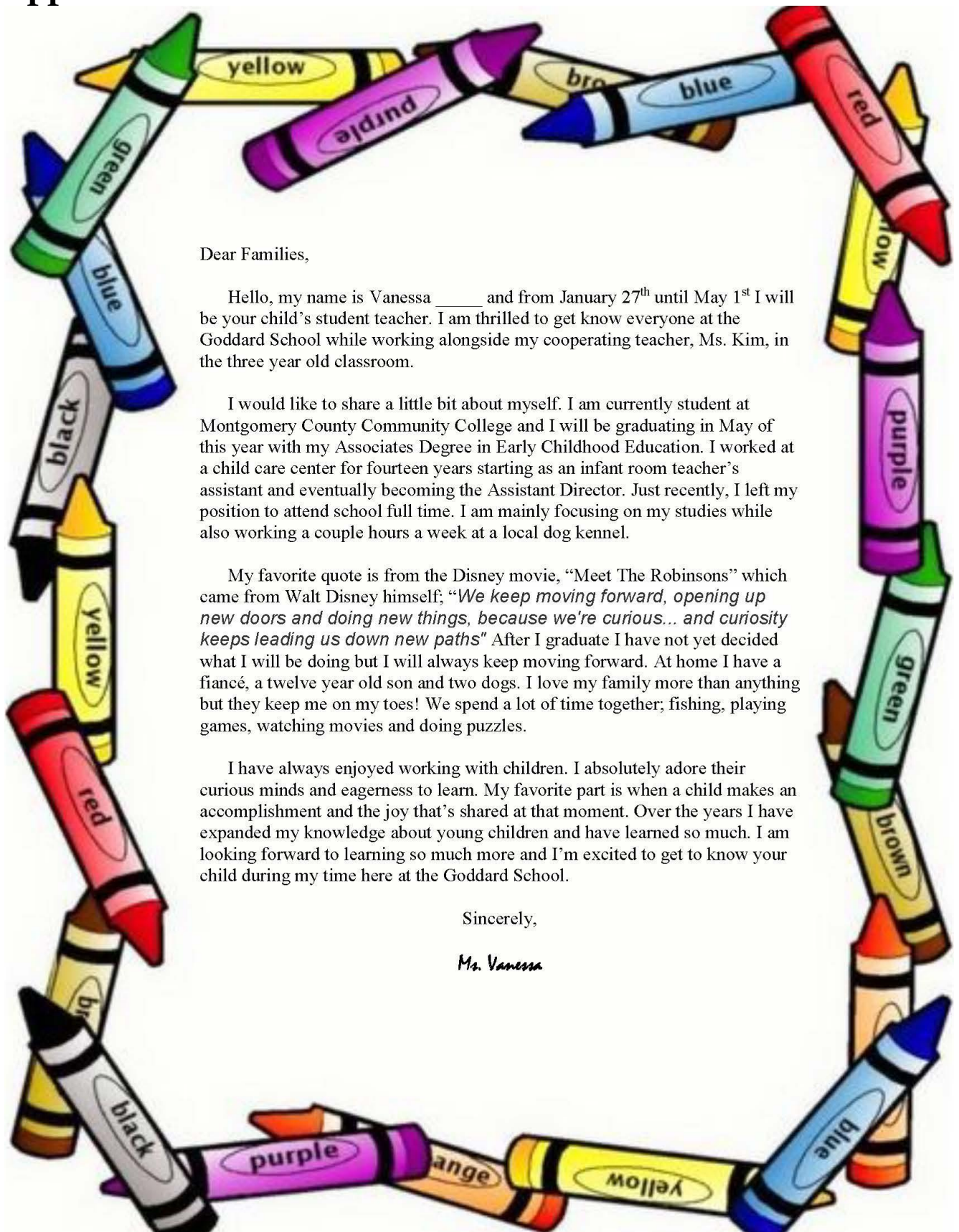| R E F L E C T I O N	Know about and uphold ethical and other early childhood professional guidelines. (6b)	Strong awareness of ethical teaching standards and descriptions of ways those standards should be upheld are clearly and specifically defined/described in the written explanation/reflection.	Awareness of ethical teaching standards and descriptions of ways those standards should be upheld are defined/described in the written explanation/reflection.	Any awareness of ethical teaching standards and descriptions of ways those standards should be upheld are not well defined/described in the written explanation/reflection.	
	Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues. (6c)	Strong communication and technology skills are clearly shown as supportive ways of children's learning and development in the written explanation/reflection.	Communication and technology skills are shown as supportive ways of children's learning and development in the written explanation/reflection.	Strong communication and technology skills are not shown as supportive ways of children's learning and development in the written explanation/reflection.	
	Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession. (6e)	Personal reflection reveals a deep and explicit understanding of the need for intentional reflection as an early childhood.	Personal reflection reveals an understanding of the need for intentional reflection as an early childhood.	Personal reflection does not reveals a deep and explicit understanding of the need for intentional reflection as an early childhood.	
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 all components with 1-5 mistakes throughout.	Proper grammar, punctuation, and writing are not used on all components with 6 or more mistakes throughout.	
2				**TOTAL**	**/22**

	Criteria	Exceeds the Standard 2 points	Meets the Standard 1 point	Does not yet meet the Standard 0 points	Points Earned
G R A P H I C	*Effort is exhibited in the conceptual framework graphic.*	The graphic representation is clear, thoughtful, and presented well.	The graphic representation is clear.	The graphic representation is not presented well.	
	The graphic exhibits creativity and originality.	The graphic representation is creative and original in thought.	The graphic representation is creative.	The graphic representation is not creative nor original in thought.	
	The graphic exhibits the importance of early childhood education.	The importance of early childhood education is comprehensive, relevant and clearly exhibited in the conceptual framework graphic.	The importance of early childhood education is clearly exhibited in the conceptual framework graphic.	The importance of early childhood education is not clearly exhibited in the conceptual framework graphic.	
R E P R E S E N T A T	*The graphic exhibits the relationship between the student and the early childhood profession.*	The relationship between the student and the early childhood profession is comprehensive, relevant and clearly exhibited in the conceptual framework graphic.	The relationship between the student and the early childhood profession is clearly exhibited in the conceptual framework graphic.	The relationship between the student and the early childhood profession is not clearly exhibited in the conceptual framework graphic.	
	The graphic spotlights the student's strengths within the early childhood profession.	Student's strengths within the early childhood profession are showcased, relevant, and clearly exhibited in the conceptual framework graphic.	Student's strengths within the early childhood profession are clearly exhibited in the conceptual framework graphic.	Student's strengths within the early childhood profession are not clearly exhibited in the conceptual framework graphic.	
	The graphic exhibits ways to support and engage all families and communities in young children's development and learning.	Ways to support and engage all families and communities in young children's development and learning are comprehensive, relevant and clearly exhibited in the conceptual framework graphic.	Ways to support and engage all families and communities in young children's development and learning are clearly exhibited in the conceptual framework graphic.	Ways to support and engage all families and communities in young children's development and learning are not clearly exhibited in the conceptual framework graphic.	

I O N	**The graphic exhibits the importance of ethical standards in the early childhood profession.**	The importance of upholding ethical standards in the field of early childhood education are comprehensive, relevant and clearly exhibited in the conceptual framework graphic.	The importance of upholding ethical standards in the field of early childhood education are clearly exhibited in the conceptual framework graphic.	The importance of upholding ethical standards in the field of early childhood education are not clearly exhibited in the conceptual framework graphic.	
	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 all components with 1-5 mistakes throughout.	Proper grammar, punctuation, and writing are not used on all components with 6 or more mistakes throughout.	
				TOTAL	**/16**

SUBTOTAL	**/22**
SUBTOTAL	**/16**
	+2
TOTAL FOR PERSONAL CONCEPTUAL FRAMEWORK	**/40**

Appendix T

Dear Families,

Hello, my name is Vanessa _____ and from January 27th until May 1st I will be your child's student teacher. I am thrilled to get know everyone at the Goddard School while working alongside my cooperating teacher, Ms. Kim, in the three year old classroom.

I would like to share a little bit about myself. I am currently student at Montgomery County Community College and I will be graduating in May of this year with my Associates Degree in Early Childhood Education. I worked at a child care center for fourteen years starting as an infant room teacher's assistant and eventually becoming the Assistant Director. Just recently, I left my position to attend school full time. I am mainly focusing on my studies while also working a couple hours a week at a local dog kennel.

My favorite quote is from the Disney movie, "Meet The Robinsons" which came from Walt Disney himself; *"We keep moving forward, opening up new doors and doing new things, because we're curious... and curiosity keeps leading us down new paths"* After I graduate I have not yet decided what I will be doing but I will always keep moving forward. At home I have a fiancé, a twelve year old son and two dogs. I love my family more than anything but they keep me on my toes! We spend a lot of time together; fishing, playing games, watching movies and doing puzzles.

I have always enjoyed working with children. I absolutely adore their curious minds and eagerness to learn. My favorite part is when a child makes an accomplishment and the joy that's shared at that moment. Over the years I have expanded my knowledge about young children and have learned so much. I am looking forward to learning so much more and I'm excited to get to know your child during my time here at the Goddard School.

Sincerely,

Ms. Vanessa

Appendix U

MCCC POLICIES

Students are expected to review, understand, and follow all College Policies. The current academic-related policies are in the "Institutional Syllabus" tab on the student's *Canvas* page or on the website under all [College Policies](#) .

Acceptable Use of Technology

The College views technology and its use in instruction, in service delivery, in advising, in communications as a strategic asset. The College's commitment to academic freedom and appreciation for creating an environment of free inquiry extends to the electronic information environment. Acceptable use policies preserve the stability and security of our information technology resources, protect the College from inappropriate use, and ensure reasonable accessibility to technology resources for our academic community. These policies govern desktop, network, email, telephone, internet, data security, and software uses of College-managed information technology equipment and resources. The full [Acceptable Use of Technology policy](#) is available on the College website

Student Academic Code of Ethics

The College provides an environment that fosters critical thinking and judgment. Students adhere to an Academic Code of Ethics by refraining from participation in acts of academic dishonesty. Students may not engage in or assist other students in any plagiarism (copying or presenting material verbatim from any source without citation) or cheating on any class assignments. Participation in this dishonest behavior will result in class failure. The [Student Academic Code of Ethics policy](#) is available on the College website.

Academic Integrity and the Use of Generative Artificial Intelligence

Being honest with your ideas is really important in our academic community. Everything you submit for this course needs to be your own work, following our College's rules about ethics in academics. All work submitted in this course must be your own, completed in accordance with the College's Student Code of Ethics. This includes all projects that ask you to create a product, find or solve a problem.

Generative Artificial Intelligence (GAI) is a tool that's becoming more and more common. When you use GAI in your assignments, make sure you are still being honest about your own understanding and effort. If you use GAI to help, be sure to give credit where it is due, and show how you have used it in your work.

Student Code of Conduct

The purpose of the Student Code of Conduct is to guide students to understand their responsibilities in regard to appropriate behavior and respect for others in the college community. The policy addresses classroom disruptions and removal from the classroom for behavioral issues. It also provides the standards for ensuring the College provides due process to students through the judicial process. The [Student Code of Conduct policies and procedure](#)s are found on the College website.

Freedom of Expression

At Montgomery County Community College, we value and uphold the First Amendment right to freedom of speech and academic freedom. We believe in fostering a learning environment where open inquiry and the robust discussion of diverse ideas are welcomed. In this spirit, students will not face penalties based on the content or viewpoints of their speech. If student expression in the classroom is relevant to the subject matter and conveyed respectfully, it is encouraged and respected.

College Equity Statement for Student Success

Montgomery County Community College is dedicated to guaranteeing that every student has the necessary support to succeed by intentionally designing the college experience. For more details, please refer to "Montco for All." Strategic Plan.

Services for Students with Disabilities

Students with disabilities may be eligible for reasonable accommodations in this course. Please contact the Disability Services Center in Parkhouse Hall 73 at 215-641-6575 to make an appointment to learn about eligibility and documentation guidelines. At the Pottstown Campus, contact the Coordinator of Disability Services in South Hall 147 (Student Success Center) at 610-718-1853. Services for Students with Disabilities Full Policy is located at https://www.mc3.edu/about-mccc/policies-and-procedures/students-with-disabilities

Tutorial Services

Tutorial Services is a FREE service that helps students develop learning strategies based on their unique learning styles with the goal of creating successful students and independent learners. Tutorial Services helps students achieve academic success by providing in person and online tutoring in course content and study skills. For questions and a full list of Tutorial Services hours and services visit the website or contact tutoring@mc3.edu.

Library Services

In addition to books and dvds, the College libraries provide outstanding online offerings, available 24/7 for current students, including: academic research databases, e-books, online journals, and streaming video. Help is available through online chat, in-person appointments, and at our service desks. The libraries also provide a peaceful place to study, use computers, and do research. To access the online library and for contact information, locations, and hours of operation, visit library.mc3.edu.

Basic Needs

Any student who has difficulty accessing resources to meet their basic needs i.e. safety, food and/or stable housing and believes this may affect their performance in the course, is urged to contact Wellness@mc3.edu . You can find the College's Health and Wellness page by clicking on https://www.mc3.edu/choosing-montco/resources-for-students/health-and-wellness

Free Online Physical and Mental Health Resources for Students

As a current student, you have free and unlimited access to telehealth services through our partner, TimelyCare. TimelyCare offers 24/7 virtual care from anywhere, completely free of charge! You can connect with counselors, doctors, nurse practitioners, and more to

address concerns that can be safely diagnosed and treated remotely. Additionally, you can access the MindWise Mental Health Screening tool and links to other community services on the College's Health and Wellness page. You can find the Health and Wellness page by clicking on the Wellness Resources button on the Canvas Home page. Signing up for TimelyCare and accessing MindWise is safe, quick, confidential, and completely free—no credit card information required. Students who have questions about these services should email Wellness@mc3.edu .

Veteran's Resources
At Montgomery County Community College, we deeply appreciate the sacrifices and contributions of our military service members, veterans, and their families. We are committed to ensuring equitable support for all those who have served or are currently serving, as well as their spouses and family members who are part of our community. Our goal is to create an inclusive and supportive environment where every member of our veteran and military community feels valued, empowered, and equipped to thrive both academically and personally. For more information, see: https://www.mc3.edu/choosing-montco/resources-for-students/veterans-resource-center .

Withdrawal from the Course
Students initiate the process of course withdrawal after consultation with the instructor and/or an academic advisor/counselor. After the Add/Drop period ends and prior to completion of 60% of the course time, a student wishing to withdraw must submit an official drop/add/withdrawal form. An official grade of "W" (Withdrawal) is assigned to the course. After completion of 60% of the course time and prior to 75% of the course time the student must request and receive permission from the course instructor to withdraw from the course. The instructor completes an online Withdrawal Permission Form and indicates a final course status grade of "W" (Withdrawal). The College's Registration Calendar outlines specific dates associated with the withdrawal process that must be followed.

Excused Withdrawal

For Excused Withdrawal ("WEX") due to medical, catastrophic or other circumstances beyond the student's control, students can request excused withdrawal from a course during the semester after 75% of the course time with supporting documentation. Review of documentation for an Excused Withdrawal will occur by the Division Dean, Program Director or Instructor and a recommendation will be provided to the Provost's Office. View the Excused Withdrawal policy on the College website.

Student Withdraw for Military Deployment or Reassignment

The College is required to have a policy and appropriate procedures to assist students who must withdraw from the College due to military deployment or reassignment. This policy applies to both the active military member and their spouse [pursuant to PA House Bill No. 1460]. The Student Withdraw for Military Deployment or Reassignment policy and procedure is available on the College website.

59

Early Alert
As part of our commitment to promote the academic success of all of our students, the College utilizes an Early Alert system. Faculty may alert Academic Advisors about issues related to student absence and /or academic difficulty, if they are not resolved through discussion between the faculty and student. Please respond promptly to any Early Alert notification you receive through email, phone or mail, as your Academic Advisor hopes to offer you assistance in resolving these issues.

Grade Appeal
In the interest of due process, the College provides an appeal process for a student who believes that a recorded final grade does not accurately reflect his/her academic performance in a course due to issuance of an arbitrary grade, inconsistent grading practice, or mechanical error. The policy and procedure is found at http://mc3.edu/component/content/article/89-about-us/policies/aa-3/8581-grade-appeal-fall-2014

Registration Calendar
The Registration Calendar is available on the College website.

Appendix V

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. *This includes all COVID-19 procedures/protocols required by the centers.***

- **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

Print Name_____

Signature_____

Date_____

Cooperating Teacher

Print Name_____

Signature_____

Date_____

Student Teacher

Print Name_____

Signature_____

Date_____