

Student Teaching Handbook

Guidelines for EDU 250

Student Teachers

Cooperating Teachers

College Supervisors

Center Directors



MONTGOMERY
COUNTY COMMUNITY COLLEGE



Revised for Spring 2024

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Dear Student Teacher,

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

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

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

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

Sincerely yours,



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



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

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

Sincerely yours,



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



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.

- Ensure that academic programs and workforce training have market value
- Ensure educational effectiveness of academic offerings
- Engage learners in high impact instructional practices
- Deliver top-tier, consistent, and engaging student experiences
- Align curricular pathways and ³ces 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 EBY PROGRAM

<i>Suggested Course Progression</i>		
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.	<i>K6.2.C2 Execute effectively the multiple roles that early childhood professionals assume</i>	<i>Standard 6: Becoming and growing as a professional</i>	<i>Written Lesson Plans and Implementation of the Plans</i>	<i>Rubrics for Individual Observations (by Supervisors) and for Final Student Teaching Conference and Grade Decision</i>
Identify appropriate physical intellectual and social-emotional goals for specific ages and needs with accommodations as needed.	<i>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</i>	<i>Standard 6: Becoming and growing as a professional</i>	<i>Written Lesson Plans That Require Suggestions for Differentiated Instruction</i>	<i>Rubrics for Individual Observations (by Supervisors) and for Final Student Teaching Conference and Grade Decision</i>
Communicate effectively with children, staff and families.	<i>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.</i>	<i>Standard 4: Using developmentally effective approaches to connect with children and families</i>	<i>Individual, Small Group and Whole Group Connections with Children, family letters, seminars and Student teaching coop-teachers meetings/feedback.</i>	<i>Rubric, Evaluations of Cooperating Teacher and College Supervisor</i>
Develop a professional portfolio with artifacts from all of the required Education courses in this Program.	<i>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.</i>	<i>Standard 6: Becoming and growing as a professional</i>	<i>Collection of Assignments That Demonstrate Competence as Early Childhood Professionals</i>	<i>Rubrics for Individual Observations (by Supervisors) and for Final Student Teaching Conference and Grade Decision</i>

Act in accordance with Code of Ethics (National Association for the Education of Young Children).	<i>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.</i>	<i>Standard 6: Becoming and growing as a professional</i>	<i>All Requirements of Student Teaching Necessitate the Deep Understanding of NAEYC Code of Ethics</i>	<i>Rubric, Evaluations of Cooperating Teacher and College Supervisor</i>
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NAEYC Standards Addressed:

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

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

General Program Guidelines

Student Teaching Practicum

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

Placement

The student teaching placement is the responsibility of the college supervisor. Many factors enter into these decisions, including the quality of the child care program, age requests of student teachers, scheduling issues, and location of child care center. Students will not be placed in any center in which they currently work, unless discussed with the supervisor. However, no student teachers will **ever** be placed in the classroom in which they currently work/have worked previously. No student teachers will **ever** be paid for the time that 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 must have a health assessment ([Appendix P](#)) indicating that they are in good health. Copies of the satisfactory health assessment and clearances should be given to the college supervisor and center director. 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, although it is not recommended. Any unusual circumstances must be arranged with the college supervisor.

Absence

Student teachers should not be absent during student teaching except for illness or family emergency. In the case of absence, it is the student teacher's responsibility to notify the cooperating teacher and the center director as early as possible. More than two absences must be made up in order to pass student teaching. 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 off by the cooperating teacher at least 3 days before they are to be presented.** During the semester, at the discretion of the supervisor only, they may switch to the MCCC block schedule ([Appendix H](#)). Once they are comfortable with the MCCC block format, student teachers may then switch to the center's block scheduling format (also at the discretion of the supervisor). If any student teacher needs help with lesson plan writing, please inform the college supervisor.

Final Responsibilities

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

Planning Time

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

Feedback/Evaluations and Grading

It is the responsibility of the cooperating teacher to give the student teacher regular feedback about 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
215- 641-6376
MSultani@mc3.edu

Elizabeth Lattanzi
215- 641-6411 (Blue Bell Campus)
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

Standard 1.

Promoting Child Development and Learning

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

Key elements of Standard 1

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

Standard 2.

Building Family and Community Relationships

Students prepared in early childhood degree 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: Knowing about and understanding diverse family and community characteristics
- 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
- 2c: Involving families and communities in their children's development and learning

Standard 3.

Observing, Documenting, and Assessing to Support Young Children and Families

Students prepared in early childhood degree 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: Understanding the goals, benefits, and uses of assessment
- 3b: Knowing about assessment partnerships with families and with professional colleagues
- 3c: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
- 3d: Understanding and practicing responsible assessment to promote positive outcomes for each child.

Standard 4.

Using Developmentally Effective Approaches to Connect with Children and Families

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

Key elements of Standard 4

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

Standard 5.

Using Content Knowledge to Build Meaningful Curriculum

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

Key elements of Standard 5

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

Standard 6.

Becoming a Professional

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

Key elements of Standard 6

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

Appendix B

Statement of Commitment*

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

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

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

NAEYC STATEMENT OF COMMITMENT:

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

Appendix C

Student Teacher Reminders

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

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 _____

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

Appendix E

Suggested Sequence of Responsibilities for Student Teachers

The student teacher begins by getting to know the children, cooperating teacher, and routines. 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
12th Weeks**

Continue with responsibilities above. Gradually increase the amount of lesson plans that you create and lead each week. Focus on one interest area, learning center, etc. is recommended. Begin using MCCC block planning during Week 8 (at the discretion of the College supervisor).

**13th and 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 Spring 2024



1/17/24

Orientation Meeting

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

9:00 a.m.-11:30 a.m.
(EDU 233 12:00-1:00)

Room: PH 343

1/21/24

Due: Learning Contract, clearances, and introduction letter is due –e-mail to your supervisor

1/22/24

First Day Student Teaching (Plan to arrive early)

**2/9,
3/1,
4/5**

Student Teaching Meetings

No student teaching on these days.

2/9: Workshop on Documentation; Representatives from MCCC Career Services discuss the available services, job fairs, resume assistance, etc.

9:00 a.m.–12:00 p.m.
Room: PH 343

3/1: *Meet on ZOOM*

Representatives from local universities present information about their transfer programs and what they offer.

9:30 a.m.–12:00 p.m.
**Online/Synchronous
via Zoom**

4/5: Speakers/directors from various local centers discuss job hunting, interviewing skills, and resume requirements. Discuss evaluations and final conference with cooperating teacher and final conference with MCCC supervisor. Sign up for meeting date.

9:00 a.m.–12:00 p.m.
Room: PH 343

4/26/24

Last Day of Student Teaching

4/29-5/3/24

Make up days, if needed

5/1-5/10/24

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.

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

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

Appendix G

Montgomery County Community College **Lesson Plan Outline**

NAME:

DATE:

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

I. LEARNING OUTCOMES (refer to PA Learning Standards)

What is your overall goal for this lesson? Ex: 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?

EXAMPLE

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.

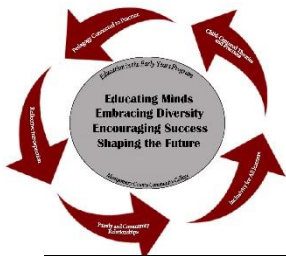
CLOSURE/TRANSITION:

- 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.





Appendix H

Montgomery County Community College

Block Lesson Plan Format

Theme:



<u>Content Areas</u>	Monday	Tuesday	Wednesday	Thursday	Friday

1. _____ 2. 3.	1. _____ 2. 3.	1. _____ 2. 3.	1. _____ 2. 3.
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Montgomery County Community College Block Lesson Plan Format (Example)



Theme: Hibernation

<u>Content Areas</u>	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

<p><u>Dramatic Play</u></p> <p>1. Bear Cave 9.1.D PK.E Use imagination and creativity to express self through dramatic play.</p>	<p><u>Sensory</u></p> <p>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.</p>	<p><u>Science</u></p> <p>1. Hibernation Science 3.1 PK.C.3 Describe changes that occur in animals.</p>
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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
<u>College Supervisor Observations</u> <i>Refer to observation rubrics for more detail.</i>	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)	
<u>Cooperating Teacher Evaluations</u> <i>This score is calculated based on cooperating teacher's evaluation.</i>	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)	
<u>Student Self – Evaluation</u> <i>Refer to self-evaluation for more detail.</i>	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)	
<u>Personal Conceptual Framework</u>	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)	
<u>Student Growth</u>	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)	

<u>Professionalism</u>	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)	
<u>Lesson Plan Binder with Self-Reflections</u>	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)	
<u>Professional Portfolio</u>	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)	
<u>Lesson Plans</u>	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)	
<u>Documentation Panel</u>	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	

I agree to share my video of my advice to future student teachers for educational purposes.

_____ signature

NAEYC Standards Addressed:

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

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:

Appendix J



Montgomery County
Community College

Student Teacher Evaluation Form

(to be completed by cooperating teacher)

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

Semester _____

Student Teacher _____

Cooperating Teacher _____

Cooperating Teacher's Signature _____

Suggested Letter Grade _____

Please use this rating system for the evaluation:

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

Please check the appropriate column:

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

BUILDING FAMILY AND COMMUNITY RELATIONSHIPS <i>NAEYC Standard 2</i>	5	4	3	2	1	N/A
Engages with families						
Creates environments that respect and welcome diversity						
Understands diverse family and community characteristics						
Involves families and community in lessons and activities						
POINT TOTALS (20 possible)						0

Comments

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

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

Comments

Please check the appropriate column:

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

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

Comments

Summary of Student Teacher's Growth:

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

A	B	C	D	F
<i>200-180</i>	<i>179-160</i>	<i>159-140</i>	<i>139-120</i>	<i>120-0</i>

Appendix K



Montgomery County
Community College

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

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

Semester _____

Student Teacher _____

Cooperating Teacher _____

Student Teacher's Signature _____

Suggested Letter Grade _____

Please use this rating system for the evaluation:

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

Please check the appropriate column:

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

BUILDING FAMILY AND COMMUNITY RELATIONSHIPS <i>NAEYC Standard 2</i>	5	4	3	2	1	N/A
Engages with families						
Creates environments that respect and welcome diversity						
Understands diverse family and community characteristics						
Involves families and community in lessons and activities						
POINT TOTALS (20 possible)						0

Comments

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

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

Comments

Please check the appropriate column:

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

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

Comments

Summary of Student Teacher's Growth:

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

A	B	C	D	F
<i>180-160</i>	<i>159-140</i>	<i>139-120</i>	<i>119-100</i>	<i>100-0</i>

	Criteria	<u>Exceeds Expectations</u>	<u>Meets Expectations</u>	Does <u>Not Yet Meet Exp.</u>			
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.			

Appendix L (also page 41)

EDU-250 Student Teacher Observation

Student: _____

Semester: _____

DATE				
C O M M E N T S				

Appendix M

Personal Learning Goals

Student Teacher _____

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

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:

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 stationery (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? <input type="checkbox"/> YES <input type="checkbox"/> 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? <input type="checkbox"/> YES <input type="checkbox"/> 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? <input type="checkbox"/> YES <input type="checkbox"/> 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	<input type="checkbox"/> POSITIVE <input type="checkbox"/> NEGATIVE
---	--------------------------	---

IF SKIN TEST POSITIVE:	
REPORT OF CHEST X-RAY (Attach a copy of the report.)	DOES THIS INDIVIDUAL NEED CHEMOPROPHYLAXIS? <input type="checkbox"/> YES <input type="checkbox"/> NO

_____	_____	MD/DO CRNP
DATE	SIGNATURE	
_____	_____	
PRINTED NAME	TELEPHONE NUMBER	

ADDRESS		

CY 322 - 2/96

Appendix Q

Professional Portfolio

Guidelines: All students who are majoring in Education in the Early Years: Birth Through Fourth Grade are required to complete a professional portfolio, beginning with EDU 100 and to continue throughout all of their educational courses up to graduation.

The Professional Portfolio will consist of a 3-ring binder that is approximately 1- 1 ½ inches thick. As the student completes each of the courses listed above, the documents will be added to the one portfolio with tabs that identify the separate courses. Plastic cover sheets are required for all the documents. The following courses are to be included in the portfolio: EDU 100, EDU 121, EDU 210, EDU 213, EDU 225, EDU 226, EDU 227, EDU 228, EDU 229, EDU 233, EDU 240, EDU 250.

For each course, the portfolio should contain the following documents:

***EDU 100 Introduction to Education
(Required Course)***

1. Educational Philosophy
2. Celebration of Learning
3. Journal Reflection Paper
4. Educational Issue Research Paper

EDU 121 Teaching with Technology

1. Software Presentation
2. Thematic Unit Presentation

***EDU 210 Introduction to Early
Childhood Education (Required
Course)***

1. Child Study
2. Advocacy Research Assignment

***EDU 213 Teaching Students with
Special Needs (Required Course)***

1. Universal Design for Learning (UDL) Project

***EDU 225 Guiding Children's
Reading (Required Course)***

1. 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.state.pa.us/Home.jsp> . Click on the yellow 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. 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*. A drop down will appear, click other and fill in MCCC. Read the information and have all needed materials before moving on. Complete the form and submit. 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

Personal Conceptual Framework

EDU 250

Assignment Description

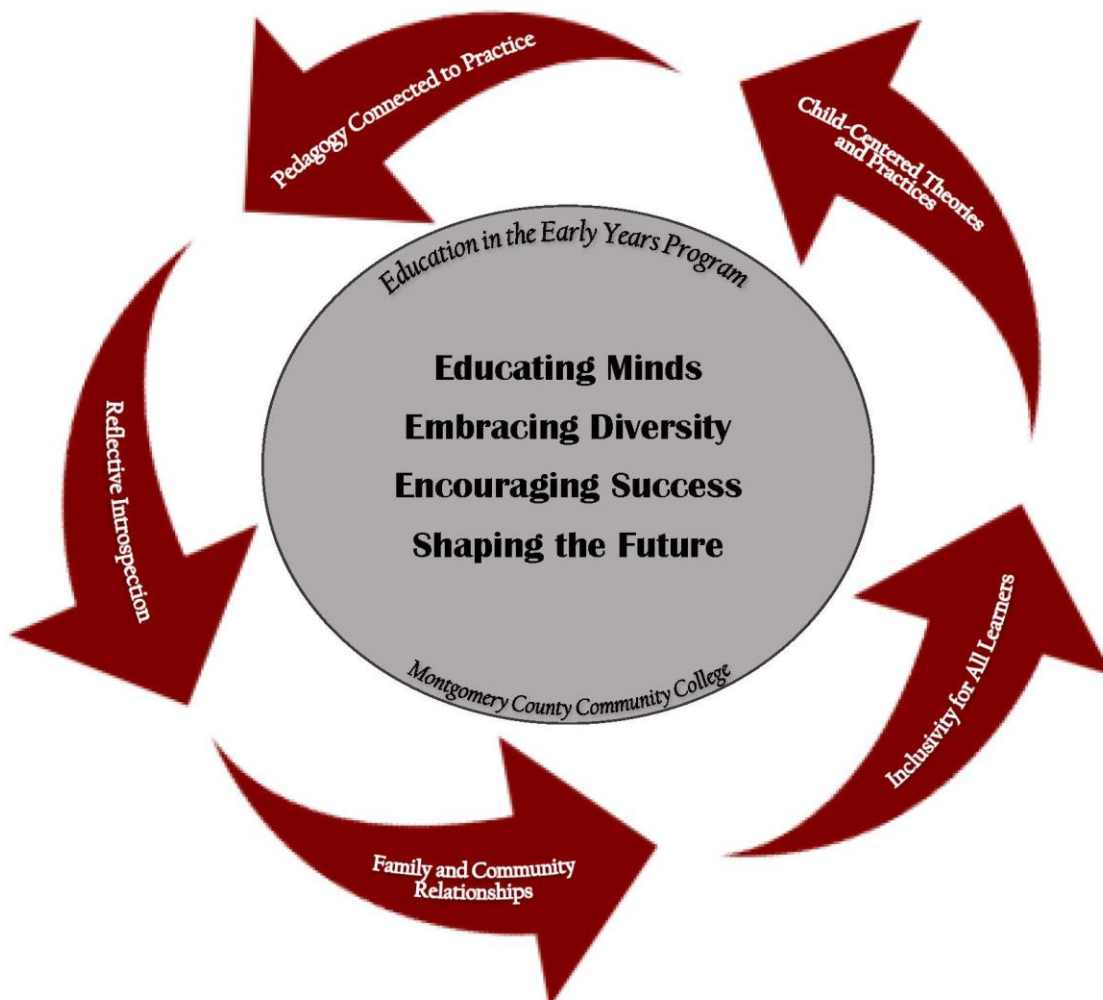
(replacing NAEYC paper in 250 and Educational Philosophy in 233)



Graphic Representation/Branding

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

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



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
- ❖ Learning environments for your classrooms
- ❖ Ways to support and engage all families and communities in young children’s development and learning
- ❖ Various assessment methods that will promote positive outcomes for all children
- ❖ Approaches for upholding ethical standards in the field of early childhood education
- ❖ Attitude towards informed advocacy for young children and the early childhood profession

Explanation/Reflection

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

- ❖ How have you identified with and involved yourself with the early childhood field in the past and how do you plan to identify with and involve yourself with the early childhood field in the future? (*NAEYC 6a*)
- ❖ How have you engaged in continuous, collaborative learning to inform practice; used technology effectively with young children, with peers, and as a professional resource and how do you plan to do those things in the future? (*NAEYC 6c*)
- ❖ How have you supported and engaged families and communities through respectful, reciprocal relationships and how do you plan to support and engage families in the future? (*NAEYC 2b*)
- ❖ How have you involved families and communities in young children’s development and learning and how do you plan to involve families and communities in the future? (*NAEYC 2c*)
- ❖ How have you demonstrated your understanding of the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children and how do you plan to do so in the future? (*NAEYC 3a*)
- ❖ How have you practiced responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities and how do you plan to practice responsible assessment in the future? (*NAEYC 3c*)

- ❖ How have you upheld ethical standards and other early childhood professional guidelines and how do you plan to uphold ethical standards and ECE guidelines in the future? (*NAEYC 6b*)
- ❖ How have you engaged in informed advocacy for young children and the early childhood profession and how do you plan to engage in informed advocacy for young children in the future? (*NAEYC 6e*)

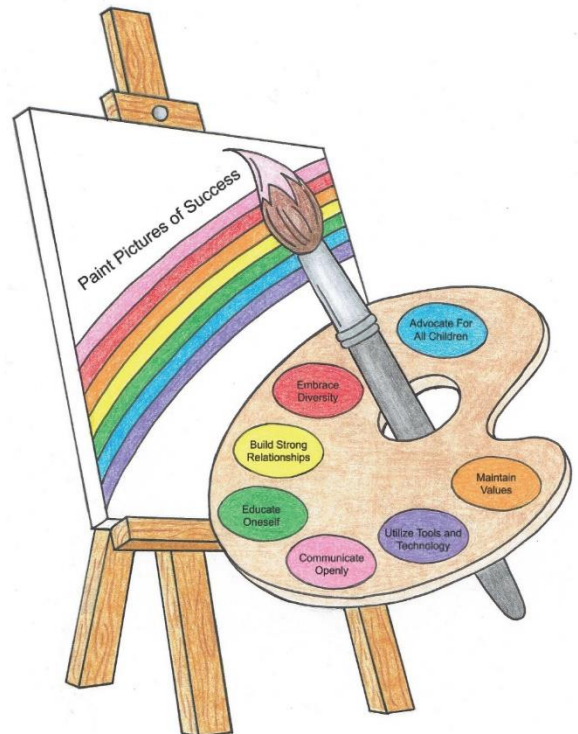
In this explanation/reflection, reflect upon assignments completed and topics learned in all of your past EDU courses.

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

***Consider student memberships in NAEYC, PENNAEYC, and/or DVAEYC.**

<https://www.naeyc.org/get-involved/membership/options>

<http://www.pennaeyc.com/membership/membership-options/>



Course Learning Outcomes Addressed:

- *Identify appropriate physical intellectual and social-emotional goals for specific ages and needs with accommodations as needed.*
- *Communicate effectively with children, staff and 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

- *2b: Supporting and engaging families and communities through respectful, reciprocal relationships*
- *2c: Involving families and communities in young children’s development and learning*

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

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

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

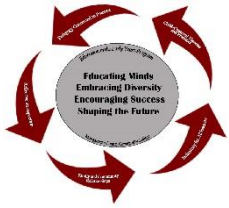
- *4d: Reflecting on own practice to promote positive outcomes for each child*

Standard 6: Becoming a Professional

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

CKC (Core Knowledge Competencies) Addressed:

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



Personal Conceptual Framework: NAEYC Rubric



Creator:

Criteria		Exceeds the Standard	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	Identifying and involving oneself with the early childhood field (6a)	<p>Personal identification with and involvement in early childhood is clearly defined/described in the written explanation/reflection.</p> <p>Plans for identification with and involvement in early childhood in the future is also clearly and specifically defined/described in the written explanation/reflection.</p>	<p>Personal identification with and involvement in early childhood is defined/described in the written explanation/reflection.</p> <p>Plans for identification with and involvement in early childhood in the future is also defined/described in the written explanation/reflection.</p>	<p>Personal identification with and involvement in early childhood is not well defined/described in the written explanation/reflection.</p> <p>Plans for identification with and involvement in early childhood in the future is not defined/described in the written explanation/reflection.</p>	
	Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource (6c)	<p>Personal reflection on continuous and collaborative engagement in students' learning and plans for engagement in future learning are clearly defined/described in the written explanation/reflection.</p> <p>Intent for future technology integration with young children,</p>	<p>Personal reflection on continuous and collaborative engagement in children's learning and plans for engagement in future learning are defined/described in the written explanation/reflection.</p> <p>Intent for future technology integration with young children, with peers, and as a professional</p>	<p>Personal reflection on engagement in children's learning and plans for engagement in future learning are not well defined/described in the written explanation/reflection.</p> <p>No intent for future technology integration is included.</p>	

I O N E X P L A N A T I O N R E F L E C T I O N		with peers, and as a professional resource is also clearly and specifically defined and described.	resource is included briefly and without specifics.		
	Supporting and engaging families and communities through respectful, reciprocal relationships (2b)	Reflection of personal past support and engagement with families and future plans for supporting and engaging families are clearly and specifically defined/described in the written explanation/reflection.	Reflection of personal past support and engagement with families and future plans for supporting and engaging families are defined/described in the written explanation/reflection.	Reflection of personal past support and engagement with families and future plans for supporting and engaging families are not well defined/described in the written explanation/reflection.	
	Involving families and communities in young children’s development and learning (2c)	Techniques for involving families in children’s learning and growth in the past and hopes of involvement of families in the future are clearly and specifically defined/described in the written explanation/reflection.	Techniques for involving families in children’s learning and growth in the past and hopes of involvement of families in the future are defined/described in the written explanation/reflection.	Techniques for involving families in children’s learning and growth in the past and hopes of involvement of families in the future are not well defined/described in the written explanation/reflection.	
	Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children (3a)	Evidence of strong comprehension of assessment and its benefits/importance for children’s development is clearly and thoroughly defined/described in the written explanation/reflection. Evidence of full understanding of the use of assessments in the development of student goals, specific teaching strategies, and curriculum in the classroom is clearly and thoroughly	Evidence of comprehension of assessment and its benefits /importance for children’s development/teaching strategies chosen in the classroom is defined/described in the written explanation/reflection. Evidence of understanding of the use of assessments in the development of student goals, specific teaching strategies, and curriculum in the classroom is	Evidence of comprehension of assessment and its benefits /importance for children’s development/teaching strategies chosen in the classroom is not well defined/described in the written explanation/reflection. Evidence of understanding of the use of assessments in the development of student goals, specific teaching strategies, and curriculum in the	

O N E X P L A N A T I O N R E F L E C T I		<p>defined/described in the written explanation/reflection.</p> <p>Plans for appropriate and beneficial future utilization of assessments in the development of student goals, specific teaching strategies, and curriculum in the classroom is also clearly and thoroughly defined/described in the written explanation/reflection.</p>	<p>defined/described in the written explanation/reflection.</p> <p>Plans for future utilization of assessments in the development of student goals, specific teaching strategies, and curriculum in the classroom is defined/described in the written explanation/reflection.</p>	<p>classroom is also not well/not at all defined/described in the written explanation/reflection.</p> <p>Plans for future utilization of assessments in the development of student goals, specific teaching strategies, and curriculum in the classroom is not defined/described in the written explanation/reflection.</p>	
	<p>Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities. (3c)</p>	<p>Command of methods of practicing appropriate and responsible assessment in order for data to be appropriately used for positive outcomes for each child is clearly and specifically defined/described in the written explanation/reflection.</p> <p>Intent for future use of methods of practicing appropriate and responsible assessment is clearly and specifically defined and described.</p> <p>Current use of assistive technology and intent for future assistive technology integration for children with disabilities is also clearly defined and described.</p>	<p>Command of methods of practicing appropriate and responsible assessment in order for data to be appropriately used for positive outcomes for each child is obviously defined/described in the written explanation/reflection.</p> <p>Intent for future use of methods of practicing appropriate and responsible assessment is defined and described.</p> <p>Current use of assistive technology and intent for future assistive technology integration for children with disabilities is also defined and described.</p>	<p>Command of methods of practicing appropriate and responsible assessment in order for data to be appropriately used for positive outcomes for each child is not well/not defined/described in the written explanation/reflection.</p> <p>Intent for future use of methods of practicing appropriate and responsible assessment is not well/not defined or described.</p> <p>Current use of assistive technology and intent for future assistive technology integration for children with disabilities is also not well/not defined or described.</p>	

O N E X P L A N A T I O N R E F L E C T I O N	Knowing about and upholding ethical standards 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. Plans for upholding ethical standards and guidelines in the future are also 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. Plans for upholding ethical standards and guidelines in the future are also 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. Plans for upholding ethical standards and guidelines in the future are not defined/described in the written explanation/reflection.	
	Engaging in informed advocacy for young children and the early childhood profession (6e)	Examples of personal engagement in child advocacy in the past and plans for advocating for children in the future are clearly and specifically defined/described in the written explanation/reflection.	Examples of personal engagement in child advocacy in the past and plans for advocating for children in the future are defined/described in the written explanation/reflection.	Examples of personal engagement in child advocacy in the past and plans for advocating for children in the future are not well defined/described in the written explanation/reflection.	
	Reflecting on own practice to promote positive outcomes for each child (4d)	Explanation/Reflection section reveals deep and explicit reflection on personal practices that have promoted positive outcomes for children.	Explanation/Reflection section includes reflection on personal practices that promote positive outcomes for children.	Explanation/Reflection section does not include reflection on personal practices that promote positive outcomes for children.	
	Integrating knowledgeable, reflective, and critical perspectives on early education (6d)	Explanation/Reflection section explicitly expounds upon knowledgeable, reflective, and critical perspectives on early education.	Explanation/Reflection section includes knowledgeable, reflective, and critical perspectives on early education.	Explanation/Reflection section does not include knowledgeable, reflective, and critical perspectives on early education.	

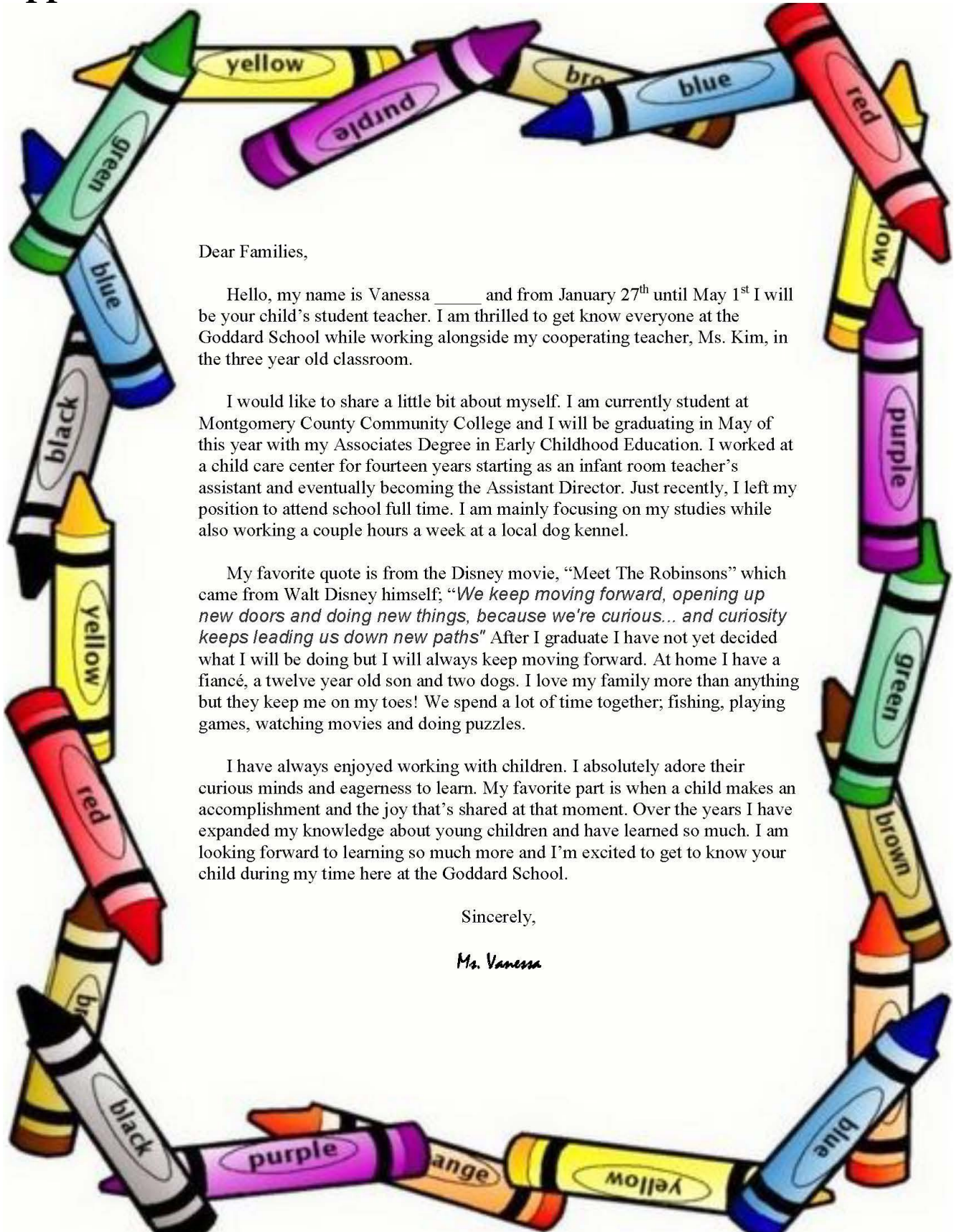
Proper grammar, punctuation, and writing are used in all components.	Proper grammar, punctuation, and writing are used on all components with no mistakes throughout.	Proper grammar, punctuation, and writing are used on all components with 1-5 mistakes throughout.	Proper grammar, punctuation, and writing are not used on all components with 6 or more mistakes throughout.	
TOTAL				/22

	Criteria	Exceeds the Standard	Meets the Standard	Does not yet meet the Standard	Points Earned
		2 points	1 point	0 points	
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	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	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.	

E S E N T A T I O N		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.	
	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 “Policies” tab on the top of the student’s Blackboard 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. The [Student Academic Code of Ethics policy](#) is available on the College website.

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 procedures](#) are found on the College website.

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

Free Online Therapy for Students

The College provides all current students free and unlimited access to telehealth services through our partner, TimelyCare. TimelyCare offers 24/7 virtual care from anywhere at no cost to you! You will have access to counselors, doctors, nurse practitioners, and more to address concerns that can be safely diagnosed and treated remotely. In addition, the MindWise Mental Health Screening confidential online tool and links to other community services are available on the College's Health and Wellness page. The College's Health and Wellness page can be accessed via the link "Wellness Resources" in Blackboard.

Recognizing when you need help and taking the steps to get it is a sign of strength that we support! Signing up for TimelyCare and accessing MindWise is safe, quick, confidential, and totally free (if they are asking for a credit card, you are in the wrong place). If you have questions, please email Wellness@mc3.edu.

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.

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 _____

Date _____

Cooperating Teacher _____

Date _____

Student Teacher _____

Date _____

Please list any questions you have.

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