



Northampton Community College

Internship Manual

Early Childhood Education



August 2011

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Welcome to Internship: An Overview

Greetings...Interns, Cooperating Teachers, Family Child Care Providers and Administrators~~

~~Welcome to Internship. Internship is an exciting opportunity for interns to refine teaching skills, engage in new learning, and gain confidence in professional abilities. Cooperating teachers and administrators report that while supervising an intern requires additional work, the benefits of observing an intern's growth and experiencing their own learning are meaningful benefits.

Internship is the culminating experience of the Early Childhood Education AAS Degree or Certificate program at Northampton Community College. It provides students with the opportunity to integrate their learning about children, curriculum and teaching strategies.

New to Internship is that it is 3 credits, requiring 10 hours a week in the classroom plus 2 hour seminar for 15 weeks. In addition, Early Childhood Science is a co-requisite course that requires 2 lab hours a week. It is expected that these 2 hours will be added to the 10 internship hours for a total of 12 classroom hours per week.

This manual provides the standards, guidelines and resource materials that guide the internship process. This information applies to all settings and types of internships, both campus based and online learning. Early Childhood Science materials will be sent under separate cover.

Appreciation is extended to the administrators, family child care providers and cooperating teachers who partner with NCC faculty supervisors to provide interns with the support and guidance required for a successful experience. Best wishes are extended to each intern and his/her cooperating teacher.

Sincerely,



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Intern Requirements and Expectations

Required Hours

- **Internship is a 3 Credit Course** - Final Internship grade must be a C or better In order to graduate with an Associate Degree in ECE: Infant to Grade 4.
- 10 Hours a Week are spent interacting with Children and Teachers in the Classroom – up to one hour is to be used for planning with, and feedback from, the cooperating teacher.
- Internship must occur, at a minimum, over 3 mornings a week.
- 2 Hours a Week are spent in Internship Seminar (campus sections); Participation in online discussion forum (online sections).
- Prerequisite is completion of all ECE courses with a C or better and co-requisites of Early Childhood Science and Early Childhood Profession
- Students enrolled in Early Childhood Science will have an additional 2 classroom hours per week

NCC Student Interns (not employed by the internship site) will have:

- A current NCC Health Form on file in the NCC Health Center
- Criminal Record Check, Child Abuse Clearance and Federal Criminal History Background Check on file in the ECE office
- Two letters of reference on file in the ECE office

Interns are responsible for:

- Regular attendance
- Submitting Weekly Attendance Form
- Arriving on time
- Maintaining a regular schedule
- Being prepared
- Completing all assignments

**Links to:
Standard Five
Teaching Skill
Professional**

Interns are responsible for submitting a weekly NCC Internship Time Sheet (see forms section) signed by their Cooperating Teacher!

Schedule:

All Interns (Student and Work-site) and Cooperating teachers are responsible for developing a weekly schedule that identifies specific teaching and planning times. This schedule is submitted to, and approved by, the college supervisor. Work-site Interns identify specific times each week that focus on Internship.

Changes to the schedule must be approved by the college supervisor.

Emergency Closings: Student Interns follow the emergency (weather, disaster) closing procedures of the Internship Site. Please include them by text, email/twitter list and/or phone chains. Interns note a closing on the time card. These hours must be rescheduled in order to meet the required internship hours.

Illness and Personal Emergencies: Student Interns immediately notify the cooperating teacher and college supervisor when ill and/or a personal emergency arises. All Interns note the absence on their time card. These hours must be rescheduled in order to meet the required internship hours.

Internship Overview: Assignments and Projects

Interns apply and synthesize their knowledge about:	Teacher Preparation Standard	Summative (Final) Assessment Project	Artifacts that Document Learning
Child Development	Standard 1: Child Development and Learning	Child Assessment Project (See Assignment Details)	Child Observation notes Child Portfolio: work samples, photos, video, etc. Work Sampling or Ounce
Observing and Assessing Children's Learning	Standard 3: Observing, Documenting and Assessing		
Partnering with Families and Communities	Standard 2: Building Family and Community Relationships	Family and Community Partnership Project (See Assignment Details)	Community study Family Interview

Interns plan and implement	Teacher Preparation Standard	Summative (Final) Assessment Project	Artifacts that Document Learning
Teaching Skills and Strategies: Implementing the Critical and Creative Thinking Cycle (See Appendix A)	Standard 4: Using Developmentally Effective Approaches	Teaching Skills and Strategies Project	Child-adult Interactions that support, stretch, direct, and stimulate children's learning; Cooperating Teacher Notes; Faculty Observation Feedback; Journals
Designing, implementing and evaluating learning experiences	Standard 5: Using Content to Build Meaningful Curriculum	Curriculum Assessment Project	Learning Experience Plans (LEP) based on children's ability and interests and linked to early learning standards; Universally designed aesthetic learning environment
Action Research	Standard 6: Becoming a Professional	Action Research Project	Problem Statement Data Collection Findings Analysis
Ethical Practice and Beliefs		Philosophy Paper/Program Portfolio	Philosophy Narratives across courses

Context for Internship

The Interns were educated within the context of the mission, philosophy and guiding principles of the ECE program. Their teaching is to reflect this conceptual framework.

Mission

Prepare early childhood teachers and leaders with research based knowledge, skills, and attitudes for providing an arts-integrated, standards-based, inclusive early education program responsive to the uniqueness of each child, family and community.

Philosophy

Northampton Community College's Early Childhood Education: Infant to Grade 4 Associate Degree Program prepares students to recognize and respect each child's unique characteristics while engaging in responsive, caring relationships. Students learn that young children use multiple symbol systems to construct and express knowledge and attitudes while they are actively engaging in their social and physical environment. Responsive teaching and caring of young children requires thoughtful and continuous planning based on observations and assessments of children's learning. College students learn to foster relationships with families, professional colleagues, and community programs in support of, and advocacy for, children's learning and well-being.

All curriculum courses are based on principles of child development and include information about children with disabilities. Interacting with children and families in various field placement settings is integrated into all curriculum courses. We believe that students of all ages learn to build and express knowledge and feelings using multiple symbol systems, in particular, the arts. As a result, arts expression and interpretation is included in the pedagogy of all ECE classes as a form of literacy. Engagement in the arts also provides a process for developing thinking skills and gaining the ability to apply multiple perspectives to appreciate and value others.

Guiding Principles

Interns are expected to:

- use multiple perspectives
- be reflective
- be an advocate
- be professional
- express artistic awareness and abilities

Program Standards

The program standards define what the Intern knows and can apply. The assessment of the Intern will also link to the five standards.

Program Standard 1: Child Development and Learning

Interns use knowledge of child development and learning to understand that each child's learning and development is unique due to multiple interacting influences. Students apply their knowledge of child development and uniqueness of each child to create healthy, safe, arts-integrated, and universally designed learning environments and experiences.

Program Standard 2: Building Family and Community Relationships

Interns build reciprocal relationships with families and the community by knowing, understanding and valuing that families and communities have complex characteristics, and by applying multiple perspectives to support and empower families.

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

Students systematically record observations that are consistent with the goals, benefits, and appropriate uses of assessment. These observations are the basis for informing their decisions about creating inclusive learning environments, arts-integrated curriculum, and responsive interactions with children and their families.

Program Standard 4: Using Developmentally Effective Approaches

Students understand that teaching and learning is a complex process, and its details vary depending on children's 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 arts integrated and developmentally appropriate approaches, instructional strategies, and tools to connect with the unique context of children and families and positively influence each young child's development and learning.

Program Standard 5: Using Content to Build Meaningful Curriculum

Students use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each child. They understand the importance of developmental domains and academic disciplines in early childhood curriculum. They know the essential concepts of symbol systems, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Students use their knowledge and other resources to design, implement, and evaluate meaningful and challenging arts-integrated curriculum that promotes comprehensive developmental and learning outcomes for each child.

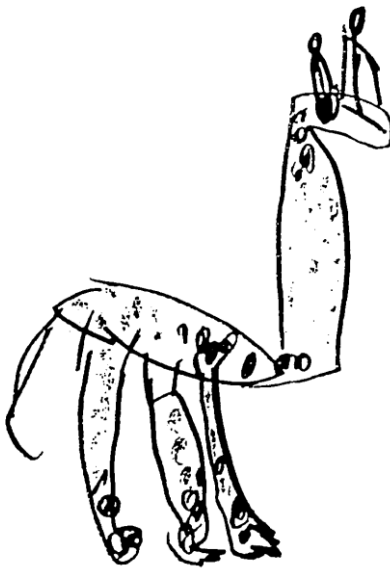
Program Standard 6: Becoming a Professional

Interns implement their knowledge of ethical guidelines and professional standards in their efforts to be continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work and make informed decisions.

Internship Resources

The following resources support and guide Internship. Interns use them to complete assignments and cooperating teachers use them to provide feedback to students. Each of these resources is contained in the Appendix and on the ECE web page: <http://www.northampton.edu/x1328.xml>

- NCC Early Childhood Teaching Skills and Strategies: Appendix A
- *Art as a Way of Learning*@ Children's Curriculum: Appendix B
- Forms: Appendix C



Internship Site and Cooperating Teacher Requirements and Expectations

Internship site Administrators or Family Child Care Providers commit to providing interns with:

1. One teacher assigned as the student's cooperating teacher.
2. **The Cooperating Teacher is responsible for:**
 - Documenting the intern's teaching skills and strategies using the Observation Log (See Forms Appendix C)
 - Providing feedback to the student through the Lab Student Observation Log and in weekly planning/feedback sessions and/or as needed.
 - Communicating with college faculty as requested
 - Completing a Lab Student Observation Log due at the middle and end of Internship
 - Verifying internship hours weekly

Online Course Only: Participate in Weekly Cooperating Teacher Discussion Forums. These forums are on line using the Blackboard Discussion Forums and are facilitated by the college supervisor. Communicate with the college supervisor using email and telephone.

3. The opportunity to:
 - Observe and document
 - Use a wide variety of materials and supplies such as water, pretend play props, instruments, paints, children's books, blocks, recorded music, etc.
 - Interact with children during a period when they have uninterrupted play
 - Provide children with developmentally appropriate creative experiences that promote children's ability to think, communicate and express. These experiences will require children to create their own unique work and may involve "messy" and "noisy" activities (goop, paint, musical bands). The students will be responsible for set-up and clean-up of these learning experiences
 - Collect children's work (or sketches/photos of work) to document learning experiences and observations. The center will assign children based on signed clearances
 - Provide opportunity to interact with parents both formally and informally
 - Video their interactions with children as required by the College supervisor

Online Course Only: Minimum of 3 Videos (See Visual Documentation) of Intern engaged in the teaching process. Facilitate the video process by ensuring that children have clearances and support is available.

Continuing Education Credits are available for Cooperating Teachers who meet the requirements.



Assignment Details

Teaching Skills and Strategies: Implementing the Critical and Creative Thinking Cycle

Observe and Document, Plan, Interact and Assess

Observe and Document: Observing and documenting information about children, families and the environment required for planning and interacting. Careful looking and listening leads to knowing each child's development, interests and unique abilities: and to understanding the child within the context of his/her family.

Assignments include:

- Observation Notes
- Child Portfolio
- Documented conversations with parents

**Links to:
Standard One & Three
Teaching Skill-Observe
Children's Curriculum**

Child Portfolio Guidelines

Interns are required to keep individual folders/portfolios for their "observation children." The information contained in these portfolios is used to assess the child's development, plan learning experiences and classroom environments, and communicate to parents.

Completed portfolios are based on daily of the children's work (when possible), interviews with children and notes of discussions with parents.

The intern and cooperating teacher need to:

1. Arrange for a place to keep the folders
2. Discuss procedures for photographs

More detailed guidelines will be provided during the semester

Plan:

1. Interns are responsible for planning: **individual and group learning experiences**. Learning Experience Plans (LEP) plans are based on the knowledge and interests of the children, their families, and the environment, and provide experiences that lead children to acquire the skills, construct knowledge, and develop attitudes and dispositions that prepare them to:

- Use multiple languages to communicate and represent what they know and feel
- Critically and creatively solve problems
- Connect community, family and culture
- Build and maintain positive relationships and begin to develop understanding of self

Interns will be required to create an Integrated Learning Experience Plan which:

- Is based on questions generated by children
- Integrates the arts and content areas
- Occurs over time
- Creates an interesting space and/or display in the classroom (indoors and/or outdoors)
- Is documented

2. Interns are responsible for **preparing the learning environment** with materials and displays that stimulate and inspire inquiry and/or document children’s learning. An informal assessment using either the ITERS or ECCERS and the AWL Aesthetic Environment Inventory is required of the prepared area.

Learning Experience Plans and Environment Plans must be discussed with, and approved by, cooperating teacher before implementing.

Assignments include:

- Learning Experience Plans
- Environment Plans (Learning Areas, Materials, Display and Documentation)
- Journals
- Photo and or diagrams of the materials and displays

**Links to:
Standard Four & Five
Teaching Skill-Plan
Children’s Curriculum**

Interact: Interactions occur spontaneously in response to a child’s need and/or are planned learning experiences. All interactions, spontaneous and planned, are thoughtful and responsive based on prior knowledge about the child and scaffold the child’s learning through the use of teaching strategies that support, stretch, direct and stimulate.

Assignments Include:

- Journals
- Planning Forms
- Guiding Behavior Documentations

**Links to:
Standard Four & Five
Teaching Strategies-Support, Stretch, Direct,
Stimulate
Children’s Curriculum**

Assess: Assess is used to identify what children learned and how they learned. It links back to observe and document. Completion of Work Sampling or Ounce Assessment for 2 children is required.

Assignments Include:

- Child Assessment Project
- Observation Notes
- Journal
- Work Sampling and/or Ounce

**Links to:
Standard Three & Four
Teaching Strategy Plan**

Child Assessment Project

Full details in Internship Syllabus

Gather evidence of one child’s learning by observing and recording his/her actions in written and visual format; and collecting samples of his/her work. Use this evidence to:

- Create a Child Assessment Portfolio
- Write a Child Assessment Paper that documents your knowledge of child development and learning
- Prepare a Parent Communication conference to partner with parents. (This project links to the Family and Community Partnership Project)

Context:

Students use the Art as a Way of Learning Child Assessment Guide as an assessment tool. It focuses their observation of children and documents their learning in each of the five symbolic languages (visual, verbal, music, movement, and math). Students learn to respond to children and generate individual Learning Experience Plans (LEP) for next steps based on their observations.

The AWL Preschool Assessment Guide is arranged according to the four curriculum goals (represent and express; create and solve problems; connect to family, community, and culture; and build relationships and understanding of self). This tool is “cross walked” with the PA Early Learning Standards.

Students learn methods for partnering with parents when gathering evidence of a child's development. In addition, they learn to effectively communicate the evidence of a child's learning to the parents.

Action Research Project Overview

Full details in Internship Syllabus

*Links to:
Standard Six
NCC Writing Intensive Requirement*

Teachers plan and conduct their own research to find answers to questions that may arise in practice, the results of which may inform practice. This project is about introducing students to action research, as well as advocacy efforts that result in positive changes in the classroom. It meets the Writing Intensive requirement of the ECE Program.

As educators, you observe children, analyze your observations, and plan your classroom environment and experiences in the context of your analysis, in order to support children's learning. There may be times when you need additional information to address a specific issue. You can plan and conduct your own research to find answers to your questions, which you can then use to inform your practice.

According to Adams and Warner, high-quality Action Research:

- Provides a basis for wise and intelligent decision-making
- Fuses practice and research into a single activity
- Results in information that is useful to program development
- Offers additional information to enhance teaching and learning (2001)

Family and Community Partnership Project

Full details in Internship Syllabus

Interact with family members and explore community resources to develop the skills and knowledge required to build respectful, meaningful relationships. The project will provide opportunities to:

- Create a "Family Friendly Communication" that will support children's development and learning.
- Conduct a conference with the Child Assessment Child's (CAC) family to support his / her development and learning (Link to Child Assessment Project).
- Research community resources that will enrich the curriculum.

Family and community partnership learning opportunities are woven into all ECE courses, especially for partnering with the family of CAC. During Internship, students engage in various experiences that involve families and community resources, giving them an opportunity to document their current level of achievement in supporting children's learning through collaboration with their families and community.

Teaching Skills and Strategies Project

Full details in Internship Syllabus

The focus of lab is on the student developing teaching strategies and skills as they interact with the children, the classroom staff, and parents. In general, lab assignments require students to observe children and adults; interact with children to support, stretch, direct, and stimulate their learning; and assess their learning by using authentic assessment methods. Students are required to use NAEYC's Code of Ethical Conduct as a guide to practice professionalism. The *Early Childhood Art as a Way of Learning® Teaching Skills and Strategies* guide lab interactions and assessment.

Curriculum Assessment Project

Full details in Internship Syllabus

One of the important aspects of lab is to use curriculum content to build meaningful curriculum. In general, lab assignments require students to observe children; interact with them to facilitate their learning; and assess their learning by using authentic assessment methods. Finally, students use this assessment to plan learning environments and experiences in all symbol systems / content areas to extend learning, thus completing the cycle. The *Early Childhood Art as a Way of Learning Curriculum Framework for Children* guides the planning process.

Philosophy Paper/Program Portfolio

Full details in Internship Syllabus

Internship Supervision and Assessment

Supervision and assessment are to be viewed as a process for “improving” rather than “proving.” It is a strategy for improving the quantity and quality of learning.

- Links to:**
- ***Teaching Skills and Strategies***
 - ***Curriculum Assessment***

The intern, cooperating teacher and college supervisor work as a team in the supervision and assessment process. The assessment process guides the intern’s learning and the cooperating teacher and college supervisor. The goal is to have a cohesive, coordinated and documented process developed through consistent, planned communication among the three participants.

The college supervisor is responsible for monitoring the work of the intern and ensuring communication among the intern, the cooperating teacher and herself/himself. The college supervisor is available as a resource for the intern and cooperating teacher. Interns and cooperating teachers are to contact the supervisor when questions emerge rather than wait for an issue to become a problem.

The college supervisor will provide approximately three to four classroom visits and/or responses to video observations according to the modality (campus-based or distance learning) of the internship and the intern’s needs.

The following assessment processes must occur:

- Intern provides:
 - Reflection, self-assessment journals
 - Assignments as required in the course syllabus
 - Complete Self-evaluation using a Feedback on *Student Teaching Skills & Strategies Student Self Evaluation Form* at time of Progress Report and Final Grade
 - *Final Internship Assessment Portfolio*: Guidelines are provided in the Course Syllabus
- Cooperating teacher provides:
 - Daily informal feedback to the intern by describing and responding to the intern’s planning and interactions. Students need this information for writing their journals
 - Feedback to college supervisor according to the modality (campus-based or distance learning) of the internship and the intern’s needs. Techniques include e-mail, telephone, during on-site observations and discussion forums. All cooperating teachers submit a completed Lab Student Observation Log at mid term and at the end of the semester
 - Weekly feedback to intern during planning sessions
- Faculty supervisor provides:
 - Feedback to Interns from assignments and observations - direct classroom observations and/or video observations
 - Progress report and final conferences that includes an *ECE Faculty/Supervisor Evaluation of Student Teaching Skills & Strategies* report

The final grade is the responsibility of the college supervisor using information from the assessment process.

Visual Documentation

Photographs and Videos are used as part of documenting children and intern's work. In particular, videos are used by the distance learning college supervisor as the observation tool in place of classroom observations. They are also assigned to campus-based interns as a supplement to direct observations.

Detailed guidelines are provided by course instructors for visual documentations. The following is required:

All children visible in photographs and videos must have signed parent release forms on file in the program's office. A sample release form that may be duplicated and used is in Appendix C of this manual.

Directions for submitting video are found at: <http://www.northampton.edu/x1328.xml>



Responsibilities: Summary Checklist

Cooperating

Teacher

- Lead weekly planning and feedback session with intern.
- Document observations of intern.
- Approve intern's plans prior to implementation.
- Complete Lab Student Observation Log as a progress report and at end of semester.
- Follow all standards in the NAEYC Code of Ethics.
- Verify hours weekly.

Online Learning:

- Arrange for support and videotaping of intern.
- Participate in Co-op Teacher Discussion Forums.

Intern

- Be prepared for Internship: have current Health Form, Criminal Record, Child Abuse, Federal Criminal History Background checks and letters of reference on file.
- Participate in weekly planning/feedback session with cooperating teacher.
- Document child's work.
- Complete reflection journals.
- Interact using NCC's Teaching Skills and Strategies as the guide.
- Observe and Document, Plan, Interact and Assess.
- Complete Learning Experience Plans.
- Complete Child Assessment Project.
- Complete Student Self Evaluation Form at progress report time and end of semester.
- Complete Family and Community Partnership Project as assigned.
- Complete Philosophy Paper/Program Portfolio.
- Complete Teaching Skills and Strategies Project.
- Complete Action Research Project.
- Submit Final Internship Assessment Portfolio.
- Follow all standards in the NAEYC Code of Ethics.
- Submit Weekly Time Sheet signed by Cooperating Teacher.

Online Learning:

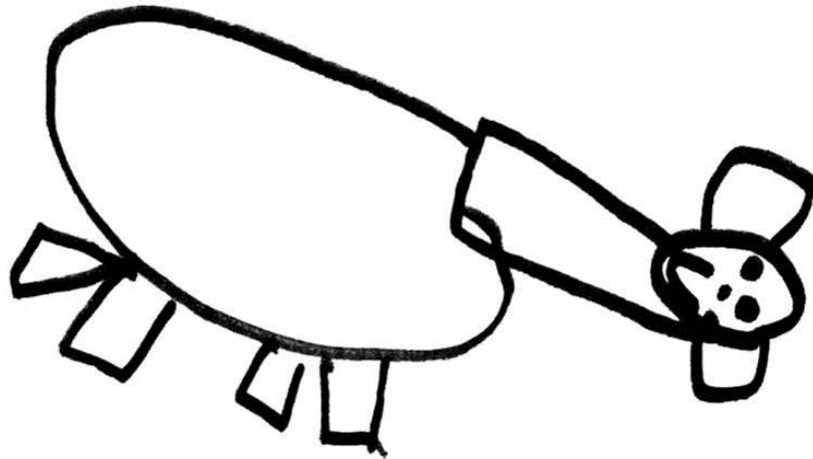
- Submit 4 videotapes.
- Participate in weekly Discussion Forums.

College Supervisor

- Ensure that intern meets all requirements.
- Observe (either on-site or by video) intern and provide feedback to students and cooperating teacher.
- Discuss interns' teaching skills with cooperating teacher.
- Provide progress report information as needed and complete final course evaluation.
- Follow all standards in the NAEYC Code of Ethics.

Online Learning:

- Review and provide feedback to videos (4).
- Lead weekly discussion forums with Co-op Teachers and Interns.



Art as a Way of Learning[®]
Early Childhood Education
Teaching Skills and Strategies

Introduction to Northampton Community College's
Early Childhood Education: Infant to Grade 4
Teaching Skills and Strategies

Professional Practices at NCC

Professionals who work with young children—at NCC and in many other high-quality early childhood programs—use a variety of research-based practices to intentionally support Art as a Way of Learning®: The Languages of Inquiry.

- NCC students use the skills outlined here to observe children, plan children's learning experiences, and interact with children. These skills and strategies are also the indicators used to evaluate each student's lab and/or internship competencies with children.
- Teachers in NCC's Children's Center use these same skills to guide their daily observations and recordkeeping; plan and document children's learning through inquiry; and interact with their colleagues, children, and their families.

Teaching Skills and Strategies is designed to be used with these two companion guides:

- *Teaching in an Aesthetic Environment: An Assessment Tool for Art as a Way of Learning: The Languages of Inquiry.*
- *Art as a Way of Learning: The Languages of Inquiry: A Curriculum Framework to Promote Young Children's Development and Learning.*

All NCC Early Childhood students are prepared to view themselves as professionals. Students, NCC Early Childhood faculty, and teachers in the Children's Center are all required to follow the National Association of Young Children's Code of Ethical Conduct (2005) when making decisions. Professionals implement practices and display attitudes that demonstrate their commitment to provide—and advocate for—the highest quality programs for children and their families. All NCC Early Childhood students are prepared to view themselves as professionals. NCC students use the skills outlined here to observe children, plan children's learning experiences, and interact with children. These skills and strategies are also the indicators used to evaluate each student's lab and/or internship competencies with children.

What Are the Most Important *Early Childhood* Teaching Skills?

At NCC, six critical teaching skills and strategies form the foundation for children’s inquiry through Art as a Way of Learning: observe, support, stretch, direct, stimulate, plan

Observe is a key skill. Effective teachers objectively watch children to document their interactions and competencies. A teacher who carefully looks and listens gets to know each child’s development, interests, and abilities as well as understanding the child within the context of his/her family and community. This information serves as the basis to scaffold curriculum, assess learning, and communicate with families. Observations are also used to decide if and when to intervene with a child and/or children. Sometimes, further watching and listening is the best response. Every time teachers interact with children, they choose one strategy—to support, stretch, direct, or stimulate children’s inquiry.

Support takes place when a teacher observes and then describes how children are using the languages of inquiry in their learning. A skilled teacher might point out that “You painted purple lines on the left side of your paper” or “I see that you arranged the seed pods in size from small to large.” Support provides children with detailed feedback about their unique work and the thinking behind it. Supportive teachers create a warm, welcoming atmosphere in their classrooms, where curiosity can flourish. Supportive responses contribute to children’s growing sense of competence and the development of positive, realistic self-concepts. Every time teachers interact with children, they choose one strategy—to support, stretch, direct, or stimulate children’s inquiry.

Stretch extends, scaffolds, and challenges children’s inquiry by offering ideas, questions, or additional materials that enable young learners to construct meaningful knowledge. “What might happen if you added more blocks to the base of your structure?” “This drum looks like it could be used for dancing.” When children’s ideas are stretched, they develop the skills to effectively communicate, learn, and work with others.

Direct is how teachers provide children with the appropriate types of information and skills that enable them to be more effective learners. Demonstrations on how to carry out a process, relevant information, and positive, consistently enforced rules all help establish a learning environment where children feel nurtured and valued. “After the paint brush is rinsed, let’s store it on the wooden end to keep the bristles straight.” Children who can count on an adult’s direction are more likely to try out new ideas and techniques with their learning. Direction supports the development of children’s social and emotional competence.

Stimulate is when teachers provide children with captivating ideas, interesting objects, and appealing situations. An aesthetic learning environment, filled with natural objects and culturally diverse opportunities, encourages children to generate new ideas, develop skills, and discover information. “I wonder what kinds of animals lived in these shells.” “When do you think people wear this bright red clothing?” “What could we do with these big cardboard boxes?” Children’s curiosity about the world around them is piqued when they have opportunities to explore safe, open-ended learning materials and discovery techniques. Learning through the many languages of inquiry naturally happens in a stimulating environment.

Plan is how teachers prepare arts-based, emergent learning opportunities and engaging daily routines for children. An aesthetic environment (indoors and outdoors) and children’s inquiry experiences (curriculum framework) within it are structured around the teacher’s observations of children’s abilities. Effective plans build on children’s interests and are relevant to their cultures. “We’re going to read a book called *Blueberries for Sal* today. I noticed that some of you munched on blueberries in your lunches this week.” Plans are implemented using the other five Art as a Way of Learning teaching skills and strategies. Plans make children’s learning visible through their daily explorations and documentation of the knowledge they are constructing.

Observe

Effective teachers objectively watch children to document their interactions and competencies. A teacher who carefully looks and listens gets to know each child's development, interests, and abilities as well as understanding the child within the context of his/her family and community.

What Teachers Do While They Observe	How Teachers Observe	Examples of Observations and Their Uses
<p>Watch individual children</p> <p>Notice groups of children as they interact</p> <p>Periodically scan the entire learning environment</p>	<p>Objectively describe children's actions</p> <p>Periodically scan the room and playground to notice safety hazards</p> <p>Look for changes in a child's health (rash, lethargy)</p>	<p>Cassandra (a young toddler) opens her mouth and reaches for Tristan's arm.</p> <p>For 15 minutes, Alex, Suretha, and Miranda build a ramp with unit blocks in the preschool.</p> <p>Twigs fell on the outdoor riding path overnight.</p> <p>Lydia looks pale and is sitting quietly.</p>
<p>Decide <i>if</i>, <i>when</i>, and <i>how</i> to intervene</p>	<p>Continue to observe when</p> <ul style="list-style-type: none"> • intervention would be intrusive to or interrupt a child's play, thinking, creativity, or problem solving • child can benefit from additional wait time (time to respond) • child can accomplish task independently <p>Intervene when it would benefit learning to support, direct, stimulate, and/or stretch a child's actions and/or ideas</p> <p>Identify learning opportunities for future curriculum planning</p>	<p>Take immediate steps to make the environment safe.</p> <p>Record observations and any follow-up on <i>Responding to Children's Ideas/Actions</i>.</p> <p>Aracelli, who speaks Spanish, is part of a puppet dialogue (so give her plenty of time to come up with the words in English).</p> <p>Tamil is pulling hard on a piece of clay, but cannot break it from the larger chunk (so offer a tool to make the task manageable).</p> <p>Keri and Delci are comparing their experiences riding on water slides (so perhaps add new water play props or set up outdoor experiences with waters and inclined planes).</p>
<p>Create a <i>Child Portfolio</i></p>	<p>Record observations using a variety of tools</p> <ul style="list-style-type: none"> • written records: observation notes, time samples, running records, anecdotal records developmental checklists, list of books • photos/videos of children in action and/or their work • samples of children's work, (art, journals, computer work, dictations) 	<p>Keep a small notepad in a pocket.</p> <p>Make sure a camera is always handy.</p> <p>Consider paper or digital portfolio formats.</p>
<p>Gather information with each child's family</p>	<p>Record family's views about the child's interests, abilities, physical needs, changes, and</p>	<p>Listen when talking with families and record details (birth of a new sibling, moving, or grandparents' visit).</p>

	<p>other important information</p> <p>Record family expectations</p>	<p>Make note that a family is eager for their child to learn to sing tunefully and make music.</p>
<p>Communicate observations and assessments to parents/guardians</p>	<p>Complete daily parent communication forms</p> <p>Create displays that document children's learning</p> <p>Prepare for, observe, and/or participate in parent-teacher conferences</p>	<p>Share daily stories about children's learning with families.</p> <p>Organize materials into aesthetic displays that make learning visible to colleagues, visitors, families, and community members.</p> <p>Establish partnerships with families.</p>
<p>Develop assessment reports</p>	<p>Write <i>Child Analysis</i> papers</p>	<p>Pull observations and data together to objectively assess the child's growth and development.</p>

Support

Support takes place when a teacher observes and then describes how children are using the languages of inquiry in their learning. Support provides children with specific feedback about their unique work and the thinking behind it.

What Teachers Do to Support Inquiry	How Teachers Support Inquiry	Examples of Support Strategies
<p>Be attentive to children's work and actions</p> <p>Listen to children's words</p> <p>Attune to children's demeanor</p>	<p>Use appropriate, animated facial expressions</p> <p>Make eye contact (with children from Western cultures). Bend down or sit at the child's level.</p> <p>Display suitable body language (positions and gestures)</p>	<p>Approach a child painting at the easel with a smile. Notice the painting technique, facial expressions, and posture.</p> <p>Charity wants to share her ideas. Lean forward to listen when she speaks.</p> <p>Rodrique is sitting quietly in the book area. Softly ask to join him.</p>
<p>Deliberately choose specific, descriptive words and appropriate actions to respond to children's efforts, feelings, and outcomes</p>	<p>Tell children exactly what you see them doing. Use correct vocabulary to name objects, processes, and products.</p> <p>Repeat or paraphrase what children say to better understand their thinking.</p> <p>Provide needed physical support for children to continue and/or complete their efforts.</p>	<p>"You are drawing big, round yellow circles."</p> <p>"I see lots of tears. You look as if you are feeling sad."</p> <p>"You wrote the letter M in the sand."</p> <p>Bend down. Hold the children's hands. "Scott, you say you had the swing first. Jacob, tell us what you saw."</p> <p>"May I hold the lab coat while you put your arms into the sleeves?"</p>

<p>Co-construct and play with children</p>	<p>Engage in fantasy play, material use, and inquiry with children</p> <p>Describe roles, settings, materials, strategies</p> <p>Attach words to child's actions</p> <p>Attach actions to a child's words</p>	<p>While building with blocks, describe patterns, shapes, the physics of balance, and the construction process. "First you made a foundation of triple units. You left three spaces for doors."</p> <p>Patrick is busy in the pretend play area. "A pan just went into the oven. What are you baking? Who will eat it with you?"</p> <p>Naila says, "Yuk" when a ball of modeling compound is place on the table. Roll it. "It feels so smooth and silky in my hands. I wonder how it would feel to yours."</p>
<p>Nurture children</p>	<p>Smile warmly</p> <p>Speak in soothing tones using the family's language when possible</p> <p>Play music that fits the mood of the activity</p> <p>Gently hold, hug, and rock children. Rub their backs. Be sensitive to children's styles and sensory preferences. Some like physical, tactile contact, while others prefer more space.</p> <p>Choose words and actions to match the situation</p>	<p>Greet children and their families with a friendly "Hello!" and a smile.</p> <p>If children are watching butterflies, play airy recordings, such as Chinese or Native American flutes.</p> <p>With infants and toddlers, bend to their levels, extend arms slightly, and let them decide when to come closer.</p> <p>Approach an angry child gently. "Your hands are on your hips. Tell me what you're thinking."</p>

Stretch

Stretch extends, scaffolds, and challenges children’s inquiry by offering ideas, questions, or additional materials that enable young learners to construct meaningful knowledge.

What Teachers Do to Stretch Learning	How Teachers Stretch Children’s Learning	Examples of Stretching
Offer new materials and ideas	Provide materials and tools that add a challenge to the learning experience Encourage re-representation	Ivana is building a marble roll with unit blocks. The teacher offers hollow blocks so the child can create a sturdier base. Colin, an infant, pulls up on his knees. Offer an arm so he can pull up to stand.
Ask <i>connect</i> questions	Make connections to children’s prior experiences and knowledge Talk about children’s experiences and interests	“Yesterday you used a wide paint brush. Would that work for you today?” “You usually run for the arbor when we go outdoors. I wonder what colors of flowers are blooming today.”
Ask <i>extend</i> questions	Encourage children to think further about actions, materials, and language Pretend to be someone else Identify parts/steps/when finished Predict and reflect/critique	A child is creating a sculpture with small cardboard boxes. “I see the tape isn’t sticking. What else could you use to hold the boxes in place?” “Who are your alligator’s friends? How could you include them in your story?” “What do you think will happen if we...? Why?”
Encourage children to represent their learning (through literacy, visual arts, movement, music, math, science, human connections)	Guide children to represent their knowledge in more than one symbol system Imagine that one object stands for another	With children, write and perform a play about a shared experience. Create simple props and costumes. Make music to accompany the action. Write invitations to families or classmates. Provide an unfamiliar artifact such as a musical instrument from another cultural tradition. Ask children to sketch, describe, and experiment with it. Invent similar instruments with recycled objects and art materials.
Suggest that children inquire and play with each other	Set up an intriguing learning experience that requires at least two children Ask children to share their ideas Encourage joint problem-solving	In the water play area, set out large funnels, buckets, and scoops for dipping. Create KWL charts to record what children know, what they want to learn, and then what they are learning. “Who can help me figure out how to hang this fish net on the wall?” Welcome, and with children try, all safe solutions.

Direct

Direct is how teachers provide children with the appropriate types of information and skills that enable them to be more effective learners. Demonstrations on how to carry out a process, relevant information, and positive, consistently enforced rules all help establish a learning environment where children feel nurtured and valued.

What Teachers Do While They Direct Inquiry	How Teachers Direct Inquiry	Examples of Directing
Demonstrate and model	<p>Be curious! Explore nature, traditions, and the languages of learning with children</p> <p>Demonstrate how to use tools and materials. Have everything ready in advance.</p> <p>With children, review step-by-step sequences</p> <p>Explain information and symbols with words, actions, and gestures</p> <p>Model appropriate behaviors</p>	<p>“This morning, I saw a beautiful yellow and black butterfly in our garden. Here is a picture of one just like it. What can we find out about these butterflies?”</p> <p>Clay is new to the art area. Demonstrate and describe rolling and coiling techniques.</p> <p>The red sign on the door means “STOP.”</p> <p>Wash hands. Wear suitable clothing outdoors. Eat healthy foods.</p>
Create and enforce positive rules that lead children to safe and appropriate behavior	<p>Review with children a few rules that promote safety and respect (for people and the learning environment) and state what children are expected to do</p> <p>Prepare children for changes and respect their work by telling them in advance</p>	<p>Sample rules: Walk inside. Return materials to their place. Wash hands.</p> <p>“We have 5 more minutes until we start to get ready for lunch. Please finish your work or start to save it for later.”</p>
Introduce skills for inquiry	Follow simple steps of investigation (scientific method): ask questions, research, hypothesize, experiment, analyze data, draw conclusions, communicate results	“Who has an idea about where flowers and food come from? Yes, they usually grow from seeds. What do we know about seeds? How can we find out how seeds grow?”

<p>Focus children's attention</p>	<p>Describe what is happening during daily routines, especially with infants and toddlers</p> <p>Use sensory stimuli—ring a bell, change lighting—to alert children to important events such as transitions between activities</p> <p>Do a fingerplay or imitate actions (stomp feet, clap hands, breathe deeply) to bring children together</p>	<p>"It's time for a clean diaper. Let me pick you up. Here we go to the table. Gently, you lie down...."</p> <p>Select a soft sound...a bird singing or a wind chime.</p> <p>Sing "The Wheels on the Bus" while children complete cleanup.</p>
<p>Redirect to alternative experiences</p>	<p>Ask a child to choose a new or different material and/or experience when the activity is in question. Based on your knowledge of the child and the situation, offer:</p> <ul style="list-style-type: none"> • an open choice • a limited choice • one activity <p>Lead the child to the new material or experience.</p>	<p>"I cannot let you hurt our rabbit by poking your fingers at it. Would you rather start a woodworking project or play in the sand?"</p>
<p>Present ideas and situations to help children resolve conflicts</p>	<p>Use children's books, drama, puppets, and storytelling to recreate typical situations young children face.</p> <p>Tune children into each other's feelings by asking them to describe what happened and what could be done to solve the problem.</p>	<p>Prepare a flannel board story about two preschool children playing dress-up. A third child wants to join them. Ask children to take roles. Discuss solutions and their outcomes, with the group.</p> <p>"Let's work this out together. Each of you can tell me what happened. Then we'll agree on what to do next."</p>
<p>Provide opportunities for children to express feelings and/or gain other perspectives</p>	<p>Record a child's narrative about an upsetting or exciting event</p> <p>Ask children to write or draw in their journals</p> <p>Role play</p> <p>Use music, movement, art materials</p>	<p>"Tell me about what just happened. I will write your words on the white board."</p> <p>"Let's pretend these puppets can't agree on how to share the computers. What would they say to each other?"</p> <p>"What dance does this music inspire? Show our friends your unique ideas.... If you like, you can paint on this floor mural with those same swirling motions."</p>
<p>Require children to take responsibility for their actions</p>	<p>Show or describe actions that connect child's behavior to solutions</p>	<p>Provide tape to mend a torn book page.</p> <p>Have child hold ice on child who was hit.</p>

Stimulate

Stimulate is when teachers provide children with captivating ideas, interesting objects, and appealing situations. An aesthetic learning environment, filled with natural objects and culturally diverse opportunities, encourages children to generate new ideas, develop skills, and discover information.

What Teachers Do to Stimulate Inquiry	How Teachers Stimulate Inquiry	Examples of Stimulation
Provide a wide variety of adaptable tools and materials	<p>Choose open-ended tools and materials that encourage inquiry in each area of the classroom and outdoors</p> <p>Select natural and diverse artifacts to build on and extend children’s interests and experiences</p> <p>Keep the learning environment fresh: rotate materials and tools frequently, change settings, vary techniques</p>	<p>Offer twigs, sponges, or yarn for painting.</p> <p>Read stories outdoors on a soft blanket.</p> <p>Play music for water play.</p> <p>Add colorful scarves, baskets, flowers, shells, and other beautiful items to provoke children’s questions.</p>
Organize an aesthetic, self-motivating learning environment (see <i>Teaching in an Aesthetic Environment</i> for details)	<p>Place objects on labeled, low, open shelves so children can access and return items independently</p> <p>Group items together in areas where they are most likely to be used for inquiry</p> <p>Store small learning materials in safe, sturdy, clear containers</p> <p>Encourage children to return materials where others can find them easily next time</p>	<p>Label shelves with pictures as well as words.</p> <p>Store a variety of stones, used for counting or playing board games, in unbreakable plastic containers near tables.</p> <p>“Maura, you put the matching puzzles on the rack, so your friends can find them easily.”</p>

<p>Engage children in the languages of learning by offering captivating opportunities to explore</p>	<p>Talk with children about their interests and then build on them</p> <p>Introduce volunteers, artists in residence, and others who can contribute insights and skills</p>	<p>To an older infant: “Kang-Dae, I can see that you are intrigued by the bird feeder outside our window. Let’s find pictures in this book of the birds we see.”</p> <p>“Catori is Hopi. She is going to show us the kinds of dolls that Hopi children play with. How are they like your dolls? What is different about them?”</p>
<p>Provide points of reference to inspire inquiry</p>	<p>Present and/or display objects (art reproductions, pictures, books, music, items from nature, cultural artifacts) to connect children’s learning to their families, community, and cultures</p>	<p>Shake rattles, bells, or other simple percussion instruments.</p> <p>Tell or read a story. Role play characters. Try different endings.</p> <p>Hang up ceremonial masks from diverse countries such as Kenya, Indonesia, Costa Rica, and New Zealand.</p> <p>Place turkey feathers on a table.</p> <p>Set up a still life arrangement in the art area.</p>
<p>Display children’s work aesthetically and appropriately (see NCC Guidelines for Display)</p>	<p>Prepare children’s art for display</p> <p>Pay attention to aesthetics when documenting children’s learning (art elements and principles such as color, pattern, texture, balance, unity, emphasis, proportion, variety)</p>	<p>Mat or mount children’s 2-D work on contrasting backgrounds. Prepare separate artist labels.</p> <p>Display evidence of children’s learning through inquiry: art, dictation, photos, commentary on the process.</p>

Plan

Plan is how teachers prepare arts-based, emergent learning opportunities and engaging daily routines for children. An aesthetic environment (indoors and outdoors) and children’s inquiry experiences (curriculum framework) within it are structured around the teacher’s observations of children’s abilities. Effective plans build on children’s interests and are relevant to their cultures.

What Teachers Do to Plan for Inquiry	How Teachers Plan	Examples of Planning
Identify children’s developmental abilities and interests to link them to curriculum (see <i>Observe and NCC’s Curriculum Framework</i>)	<p>Use child observations to identify abilities and interests</p> <p>Plan inquiries with children in which they construct knowledge</p>	<p>Toddlers were captivated by squirrels on the playground. They sang songs about squirrels, played a simplified Squirrels in Trees game, explored foods that squirrels eat (and tasted nuts), and searched for their nests.</p> <p>Preschoolers heard about the White House on the news. The teacher recorded what they knew about the building on a KWL chart. Children begin an in-depth inquiry into who lives there, how many rooms it has, and how it is constructed.</p> <p>Create topic webs of possibilities for exploration.</p>
Provide a safe, aesthetic learning environment equipped with materials for play and exploration (see <i>Teaching in an Aesthetic Environment and Stimulate</i>)	<p>Choose diverse learning materials that address the languages of learning (literacy, visual arts, movement, music, math, science, human connections)</p> <p>Modify environments and experiences based on children’s interests and abilities</p>	<p>Infants handle household objects from a variety of cultures (carved wooden spoons from Liberia, small copper pots from India, woven fabric from Mexico).</p> <p>Preschoolers were fascinated with skyscrapers. They collected large cardboard boxes and constructed replicas using a variety of recycled materials.</p>

<p>Select appropriate teaching strategies (See Support, Stretch, Direct, and Stimulate)</p>	<p>Plan how to introduce, explore, and sustain interest in new areas for inquiry</p> <p>Modify the approach or topic, even abandon it, as needed</p>	<p>Display reproductions of fine art.</p> <p>Watch a children’s dance or musical performance.</p> <p>Draw a huge number line in chalk on the sidewalk.</p>
<p>Reflect on the inquiry process and evaluate outcomes</p>	<p>Use child observations to identify what children learned (their engagement with materials and each other)</p>	<p>Take photos from start to finish.</p> <p>Make notes about children’s involvement, need for support, and independence in exploration.</p> <p>Save samples of children’s work using the languages of learning.</p> <p>Record children’s dictations about their work, their stories, and their summaries of the project.</p>
<p>Make children’s learning visible</p>	<p>Display documentation about the inquiry</p>	<p>Assemble observations, photos, children’s work, dictation in an aesthetic presentation for colleagues, families, and the community</p>

Professionalism

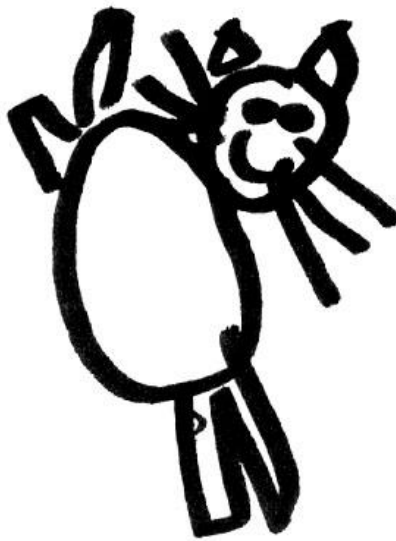
Professionals implement practices and display attitudes that demonstrate their commitment to provide—and advocate for—the highest quality programs for children and their families. Professional early childhood educators follow the National Association of Young Children’s Code of Ethical Conduct (2005) when making decisions. All NCC Early Childhood students are prepared to view themselves as professionals.

What Professional Early Childhood Educators Do	How Early Childhood Educators Act Professionally	Examples of Appropriate <i>Student Intern</i> Behaviors
Present a professional appearance	Wear clean garments that allow movement and appropriate cover	Follow NCC dress codes
Prepare to participate	Be ready to observe and engage Healthy and hands washed	Wear name tag, NCC lab apron. Carry paper for observation notes, comment card.
Practice confidentiality	Maintain locked records for individual children. Discuss information only with authorized staff.	Discuss information about children and classroom ONLY with NCC faculty and staff. Use ONLY children’s initials.
Recognize and accept children and their families	Respect abilities, languages, cultures, genders, and personal strengths Display an unbiased attitude	Treat all children and their families with dignity and respect
Practice common courtesy	Role model friendly behaviors	Use please, thank-you, and other good manners.
Practice proper health, safety, and hygiene habits	Wash hands according to program guidelines Be alert to resolve common health issues/safety hazards with young children (runny noses, untied shoes)	Wash hands when entering room, before eating, and otherwise as directed. Eat only nutritious food with children (no soda, candy, gum)
Practice dependable work behaviors	Follow all employee policies and procedures.	Arrive on time. Call if an absence is unavoidable.
Assist with inquiry and routines	Act professionally without being asked.	Consult facilitating teacher about classroom needs and plans. Take initiative. Recognize where and when help is needed.

Cooperate with staff and peers	Supports/works alongside adults	Respond positively to requests from facilitating teacher.
Communicate clearly	Speak in a friendly tone to everyone Match language and vocabulary to children's development and cultures	Use correct grammar and avoid slang. Use child's home language when possible.
Warmly communicate with families and children	Upon arrival, immediately greet families and assist them with the transition from home to program Share objective information	Say hello to parents. Ask if there is anything staff needs to know. Report information about a child ONLY with facilitating teacher's supervision.
Articulate a professional philosophy, rationale, and ethical commitment to working with young children	Adopt a professional philosophy about early childhood education Accept NAEYC's Code of Ethical Behavior	Complete Belief Statements and papers as assigned. Exhibit ethical behavior in all situations.
Continually reflect on, assess, and evaluate performance	Objectively review all interactions with children, families, and colleagues	Complete Journals and Planning Form evaluations as assigned.



Northampton
Community College



Art as a Way of Learning®
Early Childhood Education:
Infant to Grade 4
Curriculum
Supporting and Stimulating Children's
Development and Learning

Early Childhood Education: Infant to Grade 4

Curriculum

Curriculum is all of the experiences that young children have as they develop their skills, construct knowledge, and acquire attitudes about learning. Learning naturally occurs as children explore ideas and materials within an aesthetic environment, interact positively with each other and caring adults, and engage in daily routines.

At Northampton Community College's Children's Center, our goals are for young children to:

- Use multiple languages to inquire about, represent, and communicate knowledge—so children engage in learning experiences in which they use a variety of symbol systems to express what they know and feel.
- Develop critical and creative thinking skills—so children document their unique ideas and imaginative solutions to problems through the many languages of learning.
- Develop and maintain caring relationships—so children interact positively with others;
 - connect with their families, cultures, and community
 - develop a more mature understanding of and ability to care for themselves

Teachers at NCC and in many other settings use the Art as a Way of Learning® curriculum framework as a guide when they intentionally

- set up an aesthetic learning environment, indoors and outdoors
- plan appealing inquiries to explore concepts with children
- communicate with the languages of learning to make knowledge visible

The languages of learning include

- literacy (verbal, written, textural, and gestural symbol systems)
- visual arts (paint, draw, sculpt using art elements and principles)
- movement (dance, health, fitness, balance)
- music (listen, respond to, and create tone, melody, and rhythm)
- math (geometry, number, patterns, money, time, quantity, measures)
- science (processes, inquiry, and concepts about fields such as botany, biology, physics, ecology, anatomy)
- human connections (culture, family, social skills, maps, social studies)

Some of these languages of learning are described here in more detail to enable teachers to more fully and intentionally explore their potential for inquiry with children from ages birth through 8. All are integrated when children explore.

The Languages of Literacy and Language

Functions of Literacy

Children use verbal and written language to...

- ❑ listen and understand
- ❑ speak and communicate
- ❑ engage in pretend, imaginative play
- ❑ write thoughts and feelings
- ❑ read written languages and body languages (gestures)
- ❑ express ideas through role play, drama, storytelling, authoring, puppetry

Structure of Verbal and Written Languages

Children develop the ability to use the elements and structures of verbal and written languages when they...

- ❑ articulate sounds and words
- ❑ identify and form alphabet letters and other symbols, such as Braille or Chinese characters
- ❑ describe ideas and feelings
- ❑ form sentences to convey complete thoughts
- ❑ tell stories
- ❑ document their learning

Art as a Way of Learning® Literacy and Language Experiences

Children are provided with abundant, intentional literacy learning opportunities

Children represent and express ideas through verbal and written languages when they

- describe aesthetic objects and compelling events
- imitate friendly words, signs/gestures, and actions
- pretend to be someone or something else
- tell/retell stories
- share information
- invent spellings
- read signs, symbols, their own words, others' words
- re-enact the plots and dialogue of stories
- represent and/or interpret the knowledge they are constructing
- reflect on concepts and experiences

Children inquire and solve problems with verbal and written language when they

- observe: look carefully, listen to understand
- identify and describe parts/steps, connections
- investigate objects and actions (What happens if...? Why does...?)
- predict what might happen next
- employ multiple approaches
- critique concepts
- connect new learning to prior experiences

Children connect community, family, and culture through verbal and written language when they

- freely use their home languages in conversations and writings
- choose books, pictures, artifacts, and stories that depict diverse cultures, contemporary and historic
- are familiar with diverse authors and illustrators
- visit libraries, exhibits, and other local venues
- select from diverse, aesthetic learning materials (play props, international clothing, natural objects)

Children build relationships and understanding of themselves when they use verbal and written language to

- distinguish themselves from others in verbal and written work
- take care of themselves
- form attachments to primary caregivers
- express emotions appropriately with words
- develop confident, realistic self-concepts
- form a group identity
- show empathy verbally toward the feelings and needs of others
- play and work both alone and in groups: share materials, contribute ideas
- resolve social conflicts, such as using verbal language to negotiate or respond to bias
- make verbal choices and accept the logical consequences

Art as a Way of Learning® Literacy and Language Tools and Environments

Children use and adapt a variety of tools and aesthetic materials to pursue inquiry through verbal and written languages, including

- writing instruments: paper with markers, crayons, colored pencils, Braille styluses and slates, calligraphy brushes
- books, magazines, and other visually appealing print materials
- journals in which children write
- aesthetically pleasing puppets, miniature characters, toy animals
- flannel boards with people, animals, accessories, and backdrops
- diverse dramatic play props
- computers with literacy software, printers, scanners
- recorded stories and videos

The Languages of Visual Arts

Functions of Visual Arts

Children use visual arts languages when they...

- paint
- draw
- sculpt/mold
- weave
- assemble/construct

to communicate and invent unique ways to express ideas and document their learning.

Structure of Visual Arts

Children develop the ability to use these elements and principles of visual arts language

- line
- shape
- form
- color & value
- texture
- unity
- variety or contrast
- balance
- repetition, rhythm, & pattern
- emphasis
- proportion
- movement

Art as a Way of Learning® Visual Arts Experiences

Children are provided with abundant, intentional visual arts learning opportunities

Children represent and express ideas through the visual arts when they

- explore aesthetic materials and visual arts tools
- visually create original representations that interpret the knowledge they are constructing
- inquire about and imitate the styles/moods of artists
- reflect on and critique their own work and that of others

Children inquire and solve problems with visual arts languages when they

- look intently to identify visual arts elements and principles
- identify and describe parts/steps in a creative process
- creatively connect new visual knowledge to prior experiences
- observe people and objects from various perspectives
- investigate objects and actions. [How does (a tool, technique, medium) work?]
- experiment with multiple media and techniques
- predict the effects of visual arts materials, tools, and techniques
- document their learning with various media
- critique art using the elements and principles

Children connect community, family, and culture through visual arts literacy when they

- view the natural world as well as pictures of their families and neighborhoods
- study compelling, relevant works of art
- work with artists in residence
- visit museums, art galleries, and installations

Children build relationships and understanding of themselves when the visual arts enable them to

- recognize that feelings, knowledge, and needs can be expressed visually
- form attachments to primary caregivers

- express emotions appropriately with media
- distinguish their creative, unique work from others
- develop confidence about their innate creative abilities
- form a group identity as an artistic community
- show empathy toward the feelings and work of others
- play and create art both alone and in groups: share materials, contribute ideas
- make choices and accept the logical consequences

Art as a Way of Learning® Visual Arts Tools and Environments

Children explore the languages of the visual arts with a variety of clean, safe, open-ended tools and materials, including

- children's own art
- inspiration from nature (flowers, butterflies)
- crayons, markers, pencils
- paint, paint brushes, easels
- scissors, hole punches
- art prints and aesthetic displays of diverse items
- clay and modeling dough, modeling tools
- fabric, yarn, string, ribbon
- variety of papers
- wood, hammers, saws, nails
- wooden, unit building blocks
- draw/paint/construct software
- glue, tape, adhesives
- recycled items (cardboard boxes, plastic containers)

The Languages of Movement

Functions of Movement

Children use movement when they...

- gesture to communicate
- use muscle strength and agility to accomplish a task
- move or dance with stability and balance
- enact real or imaginary roles
- play games and sports
- maintain healthy, fit lifestyles

Structure of Movement

Through the languages of movement, children develop greater abilities to...

- be aware of their body positions and actions as they affect themselves and others
- use motor skills: walk, run, leap, hop, jump, slide, gallop, skip, climb, bend, stretch, swing, twist, manipulate
- employ the elements and principles of dance: awareness of space, effort, and body

Art as a Way of Learning® Movement Experiences

Children are provided with daily, intentional opportunities to learn through movement

Children represent and express ideas through the languages of movement when they

- explore physical skills with their bodies, materials, and sounds
- imitate the natural movements of people and animals
- re-create an image or feeling using movement
- move to a steady beat
- play with or on small- and large-motor equipment, indoors and outdoors
- participate in group games
- reflect on their skills and areas for improvement

Children inquire and solve problems with the language of movement when they

- connect movements and positions in space to prior physical experiences
- use parts of their bodies
- move their whole bodies
- move with objects
- observe (see movement demonstrations, follow directions)
- investigate aesthetic objects and actions (What happens when I move...?)
- describe parts or steps to make fluid movements
- predict changes in space, effort, body positions
- explore multiple movements
- critique the movements of self and others

Children connect community, family, and culture through movement when they

- dance using movements, clothing, and music from various world cultures (folk dance, celebrations)
- play children's games from diverse cultures and eras
- work with dancers and athletes

Children build relationships and understanding of themselves when movement enables them to

- become comfortable within their bodies and space
- form a group identity as a fit, agile community
- recognize that they take care of themselves with a healthy, fit lifestyle
- physically express attachment to primary caregivers
- express empathy for others through dance and movement

- play and move alone and in groups
- use appropriate movements to solve social conflicts
- make choices of movements and accept their consequences

Art as a Way of Learning® Movement Tools and Environments

Indoors and outside, children use a variety of safe, challenging equipment to develop their motor skills, including

- hoops
- balls
- scarves and fabric
- balance beam
- bean bags
- nature (gardens, flying birds, leaves blowing on trees)
- music instruments and recordings
- structures for large-motor activities (climbers, ramps, steps, logs, boats)
- bikes and other riding vehicles
- videos of sports, dance, and fitness experiences

The Languages of Music

Functions of Music

Children use music when they...

- sing
- create sounds with instruments or other objects
- listen
- improvise
- compose
- dance

Structure of Music

Children develop the ability to use these elements and principles of the language of music

- pitch
- harmony
- rhythm
- dynamics
- texture
- form
- tempo
- timbre

Art as a Way of Learning® Music Experiences

Children are provided with planned opportunities to learn and communicate through music

Children represent and express ideas through music when they

- listen and respond to music
- imitate aesthetically pleasing or silly sounds
- explore music with their voices, instruments, and sound makers
- create songs to tell stories
- sing songs and fingerplays
- represent their knowledge with music

Children inquire and solve challenges with musical languages when they

- listen to and move with music and natural sounds (dance, play singing games)
- investigate how music makers work. (What happens when I sing or play...?)
- identify and describe music elements, principles, and patterns (which instrument makes a sound, when to repeat a refrain)
- predict when an element or principle will be repeated (rhythm, changes in dynamics)
- connect musical sounds and words to their experiences (acting appropriately in response to a clean-up time song)
- experiment with multiple approaches to create music
- reflect on their own and others' music
- document their learning (write new lyrics to a familiar tune, compose original rhythms)

Children connect community, family, and culture through music when they

- hear, sing, create, and respond to music familiar to their families and other cultures
- work with musicians as artists in residence
- attend and reflect on music, costumes, and instruments at concerts and other performances

Children build relationships and understanding of themselves when music enables them to

- develop self-confidence to explore music
- create original sounds/dances for personal or group enjoyment
- make musical choices and accept the logical results
- show attachment to caregivers and friends through music

- express emotions with music and movement
- increase awareness of diverse musical expressions in cultures and time periods
- perform alone or with a group, spontaneously or with planning
- form a group identity by creating music together
- resolve social conflicts through music

Art as a Way of Learning® Music Tools and Environments

Indoors and outside, children use a variety of learning materials to develop their musical skills, including

- sound-making items (shells, wood blocks, water, wheels)
- rhythm instruments from diverse cultures (drums, sandpaper blocks, sticks, maracas, gongs)
- musical instruments from around the world (bells, flutes, keyboards, string instruments)
- diverse recordings of international instrumental and vocal music
- players for recordings
- natural sounds (birds singing, fountains, wind chimes)
- wide variety of videos (folk celebrations, band, orchestra, ballet, opera, contemporary)
- pictures of diverse types of instruments, dance, costumes
- computer software to listen and compose music

The Languages of Math/Science

Functions of Math/Science

Children use the languages of math when they...

- solve mathematical problems (How many...? Which shape will...? What happened if?)
- reason (sort, order, identify patterns)/observe, conclude
- communicate (with number, quantity, time, gravity)
- make math/science connections to their lives
- represent their mathematical/scientific knowledge with math symbols (numerals, geometric shapes)

Structure of Math

Children develop the ability to use these mathematical elements and principles

- number
- shape
- measurement
- amount/quantity
- patterns
- space
- time

Art as a Way of Learning® Math/Science Experiences

Children are provided with intentional opportunities to learn and communicate with math/science

Children represent and express ideas through the languages of math and number operations when they

- explore aesthetic, natural objects (multicultural fabric, seeds, wood grain)
- match items (seashells, beads from many cultures)
- count and order objects (fabric napkins/placemats)
- classify and seriate items (sizes/colors of wooden blocks, measuring cups)
- put together and take apart groups of objects (wood puzzles, flannel board shapes)
- fill and empty containers (sand, wood shavings, water)
- represent ideas with shapes (collage, mosaics, stones)
- create and describe patterns (parquetry blocks)
- arrange objects to determine length (align unit blocks)
- represent data (graphs, charts, document learning with numerals or shapes)

Children inquire and solve math/science problems when they

- observe math being used (count, sort, design)
- investigate objects and actions (What happens when...?)
- connect math to their daily experiences
- notice how objects are the same and different
- identify and describe parts or steps in a process (follow a recipe)
- predict math relationships
- experiment with different math approaches (count, seriate, measure)
- describe the location of objects in space (high/low)
- anticipate the beginning and time interval of familiar events (outdoor play, lunch)
- experience fast and slow (music, wheeled vehicles)
- observe people and objects from various perspectives

Children connect community, family, and culture through math/science when they

- handle natural, diverse manipulatives (seashells, multicultural buttons)
- move to and identify the beats of rhythms from various cultures
- count and recognize shapes in more than one language
- identify how people everywhere use number (temperature, distance, time, shapes, architecture)

Children build relationships and understanding of themselves when math enables them to

- take responsibility for self (count number of items needed to play a game, complete an art project)
- play alone and together using math/science concepts (build block constructions)
- resolve social conflicts with math skills (time limits, divide items to share)
- make choices and accept logical consequences

Art as a Way of Learning® Math/Science Tools and Environments

Indoors and outside, children use a variety of aesthetic learning materials to develop their math skills, including

- natural counting objects (stones, seeds, shells)
- attribute and pattern blocks
- Unifix cubes
- Cuisenaire rods
- geometric solids
- measuring tools (cups, rods, scales, rulers, footprints, timer)
- art and nature prints
- math and nature software
- magnifying glass
- weighing scale

Art As a Way of Learning®

Integrated Curriculum Framework Goals

Represent & Express Ideas	Inquire & Solve Problems	Connect Community, Family, & Culture	Build Relationships & Understanding of Self	Use Tools & Materials to Safely Promote Inquiry
describe aesthetic objects, materials, tools, processes, compelling events, & patterns	observe people and objects from multiple perspectives	freely use primary languages in conversations, writings, movement, music, & math explorations	develop confident, realistic self-concepts as inquirers & constructors of knowledge	derive aesthetic inspiration from nature (plants, insects, stones, fossils, water, seashells)
imitate friendly words & actions, artists' styles & moods, movements, & music	identify and describe parts/steps in stories, processes, movements, music, & constructions	choose books, pictures, artifacts, music, games, dance, sports, & manipulatives that depict diverse cultures and nature	distinguish their creative, unique work from that of others	appreciate diverse, visually appealing print and 3-D materials (books, fine art prints of people & nature, sculpture, children's work)
tell/retell stories in words, symbols, movement, & music	investigate objects and actions (What happens if...? Why does...? How does ... work?)	become familiar with diverse authors, graphic artists, performers, & scientists	form attachments to primary caregivers through learning as a community	develop fine-motor skills with writing/drawing instruments and surfaces (markers, paper, journals, paint, easels, multicultural fabrics)
count, order, and arrange words, symbols, objects, & sounds	experiment with words, symbols, media, techniques, scientific processes, movements, music, & mathematical operations	visit libraries, museums, performances, architecture, and other artistically rich local venues	express emotions & empathy appropriately with words, visual art, & actions	use tools to explore & construct (dough, measuring devices, musical instruments, recycled objects, wood, hammers, fabric, scissors, adhesives)
invent spellings, art techniques, movement, music, & symbols	predict what might happen next	work with local artists in residence, dancers, athletes, musicians, writers, scientists, & others who use the languages of learning	develop confidence about one's innate creative abilities	find aesthetically pleasing items to inspire pretend play, music, movement, & dance (scarves, diverse clothing, instruments, props, flannel boards & accessories)
read words, symbols, their own words, others' words, & music	employ multiple approaches to explore literary, mathematical, & scientific symbols; movement; & music	select natural, diverse, aesthetic learning materials	play and work both alone and in groups to form a group identity as a creative, healthy learning community	experiment with structured learning materials (unit and hollow blocks, wood math manipulatives, puzzles, games)
communicate information & data with words, symbols,	connect new knowledge to prior experiences	attend concerts, dramatic performances, &	resolve social conflicts verbally, through music, or	develop gross-motor skills with indoor and outdoor equipment

movement, music, & visual devices		athletic events	with the other languages of learning	that invites individual and group learning (play structures, riding vehicles, puppet stages)
reflect on, critique, and help to document their own work & that of others	reflect on, critique, and help to document their own work & that of others	reflect on, critique, and help to document their own work & that of others	make increasingly difficult choices & accept the logical, natural consequences	implement recordings and computer software, printers, & scanners with which to create, view other's work, & document children's learning



Northampton Community College

Appendix C

Early Childhood Education Forms





Northampton Community College

Early Childhood Education Child Observation Form

Child's initials: _____ Observer: _____

Course: _____ Date: _____ Lab # _____

Age group: _____ Center/Room: _____ Context/Setting: _____

Purpose: Document your ability to observe and assess children's individual abilities, interests and needs. (Standard. 3)

Observation: What were the child's actions and words?

Assessment: What did you learn about child's interests / abilities / needs?

Extension: What would you do – immediately or in future – to extend child's learning?

Instructor feedback on your next learning goals:

___ Specific, accurate, detailed, non-judgmental language	4	3	2	1
___ Professional literacy/communication	4	3	2	1
___ Observation linked to child development and learning	4	3	2	1
___ Assessment linked to planning of course content	4	3	2	1

Key:
1 = Not Present; 2 = Emerging; 3 = Developing; 4 = Proficient



Northampton Community College

Early Childhood Education Teacher Observation Form

Teacher's initials: _____ Observer: _____

Course: _____ Date: _____ Lab # _____

Age group: _____ Center/Room: _____ Context/Setting: _____

Purpose: Document your ability to observe and assess teacher's use of teaching skills and strategies / behavior. (Standards 4)

Observation: What were the teacher's actions and words?

Interpretation: What did you learn about the teacher's use of skills and strategies / behavior?

Reflection: If you were the teacher in this scenario, which teaching skill/strategy would you use? Why? How?

Instructor feedback on your next learning goals:

___ Specific, accurate, detailed, non-judgmental language	4	3	2	1
___ Professional literacy/communication	4	3	2	1
___ Observation linked to teaching skills/strategies	4	3	2	1
___ Interpretation linked to planning of teaching skills/strategies	4	3	2	1

Key
1 = Not Present; 2 = Emerging; 3 = Developing; 4 = Proficient



Northampton Community College

Early Childhood Education Observe & Respond Form

Observer: _____ Course: _____ Date: _____ Lab # _____

Age group: _____ Center/Room: _____ Context/Setting: _____

Purpose: Document your use of teaching skills and strategies in response to observed child-initiated ideas and actions. (Standard 4)

Child observation: Describe the child's actions and language.

Your response: I chose to ___ support ___ stretch ___ stimulate ___ direct ___ plan
Describe your actions and language.

Reason for your response: I responded as above because
Explain links to knowledge of child's abilities / interests / needs.

Reflection: The result was
Analyze the outcome of this interaction by reflecting on what you learned about the child and about the effectiveness of your own response.

Instructor feedback on your next learning goals:

___ Specific, accurate, detailed, non-judgmental language	4	3	2	1
___ Professional literacy/communication	4	3	2	1
___ Knowledge of teaching strategies	4	3	2	1
___ Knowledge of teaching skills	4	3	2	1
___ Response linked to child development and learning	4	3	2	1
___ Reflection linked to self assessment	4	3	2	1

Key:

1 = Not Present; 2 = Emerging; 3 = Developing; 4 = Proficient



Northampton Community College

Early Childhood Education Course Journal

Student Name: _____ Course: _____

Date: _____ **Course Week:** _____

Use the following guiding questions to reflect on key concepts from class discussions each week. This activity is designed to help you document your personal growth in understanding the course content. You are encouraged to use multiple languages in your reflections.
(Standards 1, 2, 3, 4, 5)

- A:** What connections did you make between class discussions, reading assignments, lab experiences, or other courses? What course concepts did this help you to understand further?
B: How will you apply this understanding to your work with children / families / colleagues?

Feedback on your next learning goals:

<input type="checkbox"/> Connections between course concepts and other learning experiences	4	3	2	1
<input type="checkbox"/> Assessment of own learning of course concepts	4	3	2	1
<input type="checkbox"/> Application of learning to practice	4	3	2	1
<input type="checkbox"/> Clarity of thought, accurate language use	4	3	2	1

Key:

1 = Not Present; 2 = Emerging; 3 = Developing; 4 = Proficient



Northampton Community College



Early Childhood Education Learning Experience: Plan, Implement and Reflect

Title of Experience (Content): _____ Individual ___ Group ___ # of children

Student Name: _____ Date: _____ Lab # _____

Age Group: _____ Course: _____

Center / Room: _____ Cooperating Teacher Signature: _____

Purpose:

~ Plan and implement learning experiences which are responsive to children's culture, abilities, and interests; and stimulate, support, direct and stretch their construction of meaning.

~Assess the effectiveness of the experience for children and your implementation of the AWL Teaching Skills and Strategies. (Standard 4 & Standard 5)

Directions: Complete electronically. Complete (1) 'Preparing' and (2) 'Planning for Implementation' sections, and review plan with CT a week before implementation. When experience is over, request (4) Feedback from CT, and complete (3) 'Assessing and Reflecting' sections.

1. Preparing

Connecting to Children:

Interests, prior knowledge and experiences:

Consider children's unique abilities and family context:

Connecting to the Program :

Current topics, focus, projects or curriculum areas:

Connecting to Curriculum:

Goal Area: ___ Represent and Express Ideas ___ Inquire and Solve Problems
 ___ Connect to Family, Community, and Culture ___ Build Relationships and Understanding of Self

Languages of Learning: ___ Verbal & Written Language ___ Visual Arts ___ Movement ___ Music ___ Math/Science

Early Learning Standard(s):

Focus within Early Learning Standard(s):

Resources used for LEP:

Connecting to Self:

Which Skills and Strategies do you practice with confidence? ___ Support ___ Direct ___ Stretch ___ Stimulate

Which Skills and Strategies do you want to improve? ___ Support ___ Direct ___ Stretch ___ Stimulate
Plans for improvement?

2. Planning for Implementation

Describe the space - Indoors, outdoors, size, tools, materials, universal design, aesthetic considerations, ERS criteria:

Describe individualization of materials and space, for cultural, linguistic, or ability variation:

Describe strategy for inspiring and engaging the children - Getting the experience started:

Describe plans for interacting - Supporting, directing, stretching, and stimulating the children's learning:

Describe Closure - Clean-up, reflection, and transition:

Types of documentation: Photos Observation Records Work Samples Children's Words
 Video Records Audio Records Other? _____

3. Assessing and Reflecting

Children:

Describe the learning experience from a child's perspective:

Describe how the children met/did not meet the expected Outcome for this LEP:

List possible Next Steps?

Link to Assessment System (OSS/WSS): System _____ Category _____

Attach documentation of children's learning to this completed form.

Self:

Describe and explain the strength of your planned learning experience - Space, individualization, getting started, interacting, closure:

Describe and analyze the documentation of learning:

Analyze your progress in developing Teaching Skills and Strategies: Support Direct Stretch Stimulate

Describe next steps in development of Teaching Skills and Strategies:

4. Feedback

Cooperating Teacher

Comments from your Cooperating Teacher?

How will this feedback influence future learning experiences?

Instructor

<input type="checkbox"/> Connecting to Children and Program	3	2	1	0
<input type="checkbox"/> Connecting to Curriculum	3	2	1	0
<input type="checkbox"/> Planning and Implementing	3	2	1	0
<input type="checkbox"/> Assessing the Children	3	2	1	0
<input type="checkbox"/> Reflecting on Self	3	2	1	0
<input type="checkbox"/> Collaborating with CT	3	2	1	0

Comments:

Key:

3 = Proficient 2 = Developing 1 = Emerging 0 = Dormant



Northampton Community College
Early Childhood Education
Feedback on Teaching Skills and Strategies
Student Self Evaluation Form

Student ID Number _____ Student Name _____ Semester _____ Year _____

Course: EARL126 EARL128 EARL208 EARL216 EARL218 EARL263G

This is my: First Second Third Fourth Fifth Lab Course

School/Room: _____ Age Group/Grade: _____ College Supervisor: _____

Purpose: Feedback on development of effective teaching skills and strategies. (Course and Program Standard 4)

Instructions: Use multiple sources of evidence to complete this form. Some possible sources are: Lab Student Observation forms completed by cooperating teachers, weekly lab assignments, and Journals.

Key: * = Use lab assignment / projects for evidence; ** = Use Learning Experience Plans for evidence
DO = Dormant; E =Emerging; DE = Developing; P = Proficient

Observe:

- | | | | | |
|--|----|---|----|---|
| <input type="checkbox"/> Watch individual children while scanning the environment | DO | E | DE | P |
| <input type="checkbox"/> Intervene when necessary to support, direct, stimulate or stretch | DO | E | DE | P |
| <input type="checkbox"/> Use a variety of observation documents to develop assessment portfolios and reports* | DO | E | DE | P |
| <input type="checkbox"/> Record family's expectations and views about child's interests, abilities, and needs* | DO | E | DE | P |
| <input type="checkbox"/> Use a variety of strategies to communicate observation and assessment to parent/guardian* | DO | E | DE | P |

Support:

- | | | | | |
|---|----|---|----|---|
| <input type="checkbox"/> Be attentive to children, listen and attune to their actions and initiatives | DO | E | DE | P |
| <input type="checkbox"/> Attach words and actions to child's products, actions and feelings | DO | E | DE | P |
| <input type="checkbox"/> Co-construct and play with children, supporting without taking over the play | DO | E | DE | P |
| <input type="checkbox"/> Nurture children with smiles, physical affection, voice tones and music | DO | E | DE | P |
| <input type="checkbox"/> Be sensitive to children's individual styles and sensory preferences | DO | E | DE | P |

Stretch:

- | | | | | |
|--|----|---|----|---|
| <input type="checkbox"/> Provide materials and ideas that add a challenge or stimulate re-representation | DO | E | DE | P |
| <input type="checkbox"/> Ask connect questions that stimulate use of child's prior experiences | DO | E | DE | P |
| <input type="checkbox"/> Ask extend questions that encourage the child to think further | DO | E | DE | P |
| <input type="checkbox"/> Encourage child's re-representation in a different symbol system | DO | E | DE | P |
| <input type="checkbox"/> Suggest that children inquire and play with each other | DO | E | DE | P |

Direct:

- | | | | | |
|---|----|---|----|---|
| <input type="checkbox"/> Demonstrate and model desired behavior; introduce skills for inquiry | DO | E | DE | P |
| <input type="checkbox"/> Create and enforce ground rules that lead children to safe and appropriate behavior | DO | E | DE | P |
| <input type="checkbox"/> Focus children's attention; Redirect to alternative experiences or new materials | DO | E | DE | P |
| <input type="checkbox"/> Present ideas and situations to help children resolve conflicts; provide opportunities for | DO | E | DE | P |

children to express feelings and/or gain other perspectives

__Require children to take responsibility for their actions, as appropriate

DO E DE P

Stimulate:

__Provide a variety of settings, techniques, and experiences to encourage participation**

DO E DE P

__ Organize an aesthetic, self-motivating learning environment

DO E DE P

__ Engage children in the languages of learning by offering opportunities to explore

DO E DE P

__ Provide points of references to inspire inquiry **

DO E DE P

__ Display children's work aesthetically and appropriately

DO E DE P

Plan:

__ Link developmental abilities and interests to curriculum**

DO E DE P

__ Identify materials for play explorations; provide a safe, aesthetic learning environment

DO E DE P

__ Identify teaching strategies to facilitate learning; select and plan appropriate teaching strategies

DO E DE P

__ Reflect on the inquiry process and evaluate outcomes

DO E DE P

__ Make children's learning visible, display documentation about the inquiry

DO E DE P

Professionalism:

__ Practice appropriate communication: confidentiality, appropriate language, courtesy

DO E DE P

__ Recognize and accept each child and family, greet families

DO E DE P

__ Present a professional appearance, prepare to participate in the classroom; articulate a professional philosophy

DO E DE P

__ Practice proper health, safety, and hygiene habits

DO E DE P

__ Be dependable in attendance and in assistance/consultation with cooperating teacher

DO E DE P

What do you see as your greatest strengths? What might you pursue as next steps in your professional development?



Northampton Community College
Early Childhood Education
Evaluation of Student Teaching Skills and Strategies
ECE Faculty / Supervisor Form

Student ID Number _____ Student Name _____ Semester _____ Year _____

Course: EARL126 EARL128 EARL208 EARL216 EARL218 EARL263G

This is my: First Second Third Fourth Fifth Lab Course

School/Room: _____ Age Group/Grade: _____ College Supervisor: _____

Purpose: Feedback on development of effective teaching skills and strategies. (Course and Program Standard 4)

Instructions: Use multiple sources of evidence to complete this form, besides your lab supervision. Some possible sources are: Student Self Evaluation Form, Lab Student Observation Log, Journals, weekly lab assignments, reflection and documentation used in Teaching Skills & Strategies Project, as well as other Assessment Projects.

Key: * = Use lab assignment / projects for evidence; ** = Use Learning Experience Plans for evidence
 O = Dormant; 1 =Emerging; 2 = Developing; 3 = Proficient

Observe:				
___ Watch individual children while scanning the environment	O	1	2	3
___ Intervene when necessary to support, direct, stimulate or stretch	O	1	2	3
___ Use a variety of observation documents to develop assessment portfolios and reports*	O	1	2	3
___ Record family's expectations and views about child's interests, abilities, and needs*	O	1	2	3
___ Use a variety of strategies to communicate observation and assessment to parent/guardian*	O	1	2	3
Support:				
___ Be attentive to children, listen and attune to their actions and initiatives	O	1	2	3
___ Attach words and actions to child's products, actions and feelings	O	1	2	3
___ Co-construct and play with children, supporting without taking over the play	O	1	2	3
___ Nurture children with smiles, physical affection, voice tones and music	O	1	2	3
___ Be sensitive to children's individual styles and sensory preferences	O	1	2	3
Stretch:				
___ Provide materials and ideas that add a challenge or stimulate re-representation	O	1	2	3
___ Ask connect questions that stimulate use of child's prior experiences	O	1	2	3
___ Ask extend questions that encourage the child to think further	O	1	2	3
___ Encourage child's re-representation in a different symbol system	O	1	2	3
___ Suggest that children inquire and play with each other	O	1	2	3
Direct:				
___ Demonstrate and model desired behavior; introduce skills for inquiry	O	1	2	3
___ Create and enforce ground rules that lead children to safe and appropriate behavior	O	1	2	3
___ Focus children's attention; Redirect to alternative experiences or new materials	O	1	2	3
___ Present ideas and situations to help children resolve conflicts; provide opportunities for	O	1	2	3

children to express feelings and/or gain other perspectives

__Require children to take responsibility for their actions, as appropriate

O 1 2 3

Stimulate:

__Provide a variety of settings, techniques, and experiences to encourage participation**

O 1 2 3

__ Organize an aesthetic, self-motivating learning environment

O 1 2 3

__ Engage children in the languages of learning by offering opportunities to explore

O 1 2 3

__ Provide points of references to inspire inquiry **

O 1 2 3

__ Display children's work aesthetically and appropriately

O 1 2 3

Plan:

__ Link developmental abilities and interests to curriculum**

O 1 2 3

__ Identify materials for play explorations; provide a safe, aesthetic learning environment

O 1 2 3

__ Identify teaching strategies to facilitate learning; select and plan appropriate teaching strategies

O 1 2 3

__ Reflect on the inquiry process and evaluate outcomes

O 1 2 3

__ Make children's learning visible, display documentation about the inquiry

O 1 2 3

Professionalism:

__ Practice appropriate communication: confidentiality, appropriate language, courtesy

O 1 2 3

__ Recognize and accept each child and family, greet families

O 1 2 3

__ Present a professional appearance, prepare to participate in the classroom; articulate a professional philosophy

O 1 2 3

__ Practice proper health, safety, and hygiene habits

O 1 2 3

__ Be dependable in attendance and in assistance/consultation with cooperating teacher

O 1 2 3

What do you see as this student's greatest strengths? What might you recommend as next steps in this student's professional development?

Grade Calculation:

A = 105 – 88 90 -- 100% **Total Points:** _____

B = 70 – 87 80 -- 89% **Percentage:** _____

C = 53 -- 69 70 -- 79% **Grade:** _____

D = 35 -- 52 60 -- 69%

F = 0 -- 34 0 -- 59%

Instructor: _____



Northampton Community College

Video/Photo Release Form

The following student, _____, is enrolled in the lab course _____ at Northampton Community College. As part of the requirements to complete this course, the student is required to observe and respond to children in this classroom and to implement learning experiences based on these observations. That experience requires taking photographs to document the observations and the lab work.

As a parent of a child in this classroom, we ask for permission to photograph and/or videotape your child to be used for educational purposes by this NCC student in the above course. The photographs will be used in course assignments in a confidential way with no names attached and will be returned to the student after review by the faculty member.

If you have questions, please call _____ at _____.

Child's Name: _____

Parent's Signature: _____

Date: _____



**Northampton Community College
Early Childhood Education**

Time Sheet for EARL263G Internship Hours*

Interns are responsible for attending:

- 15 weeks, 10 hours at intern site. **Total Hours=150**
- campus based students attend 2 hour weekly seminar
- distance learning interns participate in weekly seminar discussion forums per course syllabus

Intern: _____

Center: _____

Dates: From _____ to _____

Cooperating Teacher: _____

Circle Week: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15

Date					
Day	M	T	W	R	F
Morning In					
Morning Out					
Afternoon In					
Afternoon Out					
Evening In					
Evening Out					
Hours					
Total Hours for Week					

* Early Childhood Science Lab Hours: Date _____ From _____ To _____

Hours Missed this week:

Plan for Make-Up:

Intern's Signature: _____

Cooperating Teacher's Signature: _____

Instructor's Signature: _____

Interns are responsible for submitting an official NCC Internship Time Card Weekly!

