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Welcome to Internship: An Overview

Greetings…Interns, Cooperating Teachers, Family Child Care Providers and Administrators!

Internship is the culminating experience of the Early Childhood Education program at Northampton Community College. You now have the opportunity to use your knowledge and skills in child development and learning in an intensive setting, which includes planning learning experiences and using Teaching Skills and Strategies for each child in the Art as a Way of Learning framework. You will also build reciprocal relationships with families, communities and other professionals as you work with your cooperating teacher to support each child’s growth, development, and learning.

Interns complete weekly labs under the guidance of qualified early childhood educators while expanding and refining their knowledge and skills in providing learning experiences to support development and learning for each child. They complete 150 hours of lab work (10 hrs. each week) at an inclusive program serving children from infants through grade 4. Lab hours must be spread over three mornings and must include one hour of contact with the cooperating mentor teacher.

This manual provides the standards, guidelines and resource materials to all involved in the Internship program. The Roles and Responsibilities Chart gives each participant clear direction in the role they perform in the Internship process. This information applies to all settings and types of internships, campus based, off campus and online students. Please read the manual carefully prior to the beginning of the semester. Should you have any questions or suggestions, please feel free to contact the Early Childhood Department. (See contact information below.)

Appreciation is extended to the administrators, family child care providers and cooperating teachers who partner with NCC faculty and staff 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 as you begin your journey together.

All questions and comments can be directed to:

- Director of Education: Christina Lincoln 610-332-6555 or clincoln@northampton.edu
- Assistant Director of Education: Christine Behm 610-332-6360 or cbehm@northampton.edu
- Secretary: Erin Maciborski 610-861-4561 or emaciborski@northampton.edu
Context for Internship

Interns at NCC use the Mission Statement, Philosophy, and Guiding Principles to drive their teaching of young children.

Mission Statement

We are a community of reflective learners – children, families, students, faculty, staff and community partners – who embrace uniqueness, engage in respectful relationships, and model the highest standards and ethics in early education sparked by the arts.

Philosophy

We believe every child uses the arts as symbol systems to construct and express knowledge and feelings. As a result, arts expression and interpretation is included in the pedagogy of Early Childhood Education (ECE) program as a form of literacy. Engagement in the arts also provides children, students and faculty a process for developing creative and critical thinking skills and gaining the ability to use multiple perspectives to appreciate and value others.

Our program is based on principles of child development and Universal Design for Learning (UDL). We believe that responsive teaching and caring for each child requires thoughtful and continuous planning based on objective observations and assessments of learning in the context of cultural, linguistic and ability diversity. We foster relationships with families, professional colleagues, and community partners in support of, and as advocates for, each child’s learning, well-being, and the arts.

Guiding Principles

The ECE faculty guides students’:
  • ability to recognize and use multiple perspectives
  • artistic awareness and creative abilities
  • reflection on teaching and learning
  • advocacy skills for each child, family, and the arts
  • development of professionalism and ethical practice
  • use of evidence-based practices.
NCC’s program standards are based on the National Association for the Education of Young Children (NAEYC) associate degree standards and are aligned with the Pennsylvania Guidelines for PreK-4 teacher certification. They are also aligned with DEC Standards and PA. Para Professional Standards.

The standards define what you are to know and what you are to be able to do as an effective teacher. What you learn in each class is linked directly to the six standards.

Program Standard 1: Child Development and Learning
Students use evidence based knowledge of child development and learning to understand that each child’s learning and development is unique based on cultural, linguistic, and ability diversity as well as other interacting influences to create safe, healthy, respectful and inclusive learning environments that provide responsive, developmentally appropriate arts integrated learning opportunities

1a. Understand each child’s characteristics and needs for development and learning in all domains.
1b. Understand multiple interacting influences including cultural, linguistic and ability diversity that results in uniqueness of each child’s development and learning.
1c. Apply evidence based knowledge of development and learning to create safe, healthy, respectful, and supportive learning environments that are arts integrated and support the full participation of each child.

Program Standard 2: Families and Communities
Students use evidence based knowledge to understand complex and diverse characteristics of families and communities using multiple perspectives to support each child’s development and learning through collaborative relationships.

2a. Understand how diverse and complex characteristics including cultural, linguistic and ability diversity in families and communities affect each child’s development and learning
2b. Understand strategies to build reciprocal relationships with families, communities, and other professionals to support each child’s development and learning
2c. Apply evidence based knowledge of families, communities, and other professionals to support each child’s development and learning.

Program Standard 3: Observing, Documenting and Assessing to Support Young Children and Families
Students use evidence based knowledge about systematic observation and the goals, benefits, and appropriate uses of assessment in partnership with families and other professionals to understand and make decisions about environments, curriculum, and interactions to support each child’s development and learning

3a. Understand the goals, benefits, and uses of assessment.
3b. Understand ethical methods of observation, documentation, and assessment.
3c. Understand how to partner with families and professionals in each child’s assessment process
3d. Apply and analyze evidence based knowledge of observing, documenting, and assessing to make decisions about environments, curriculum, and interactions to support each child’s learning and development

Program Standard 4: Using Developmentally Effective Approaches
Students use evidence based knowledge to understand and build positive relationships and supportive interactions as the foundation for their work with children and families. Students apply arts integrated and developmentally appropriate approaches and Universal Design for Learning to support each child’s development and learning.
4a. Understand and apply positive relationships and interactions to support each child’s development and learning.
4b. Understand and apply teaching skills and strategies including developmentally appropriate practices and technology to support each child’s development and learning
4c. Understand and apply a broad repertoire of arts integrated, developmentally appropriate teaching / learning approaches, and Universal Design for Learning to support the development and learning of each child.
4d. Reflect on own evidence based practices to support positive outcomes for each child’s development and learning.

Program Standard 5: Using Content to Build Meaningful Curriculum
Students use evidence based knowledge of subject areas, Universal Design for Learning, inquiry tools, and resources to design, implement, and evaluate curriculum and experiences to support each child’s development and learning.

5a. Understand content knowledge and resources in symbol systems / subject areas: language and literacy; the arts – visual arts, music, creative movement, dance, and drama; mathematics; science, physical education, health and safety; and social studies.
5b. Understand the central concepts, inquiry tools, and structures of all symbol systems/subject areas.
5c. Use evidence based knowledge, early learning standards, Universal Design for Learning, and other resources to design, implement, and evaluate curriculum and experiences to support each child’s development and learning.

Program Standard 6: Becoming a Professional
Students use evidence based knowledge of ethical guidelines and professional standards. They engage in continuous, collaborative learning and demonstrate knowledgeable, reflective, and critical perspectives to make informed decisions about advocating for sound practices and policies in early education

6a. Identify and reflect on career goals; identify and involve themselves with the profession
6b. Understand ethical guidelines, professional systems, standards, and regulations in the field of early education.
6c. Explain and analyze personal engagement in continuous and collaborative learning; demonstrate reflective and critical perspectives.
6d. Understand strategies to advocate for each child, family, and the profession
6e. Analyze and synthesize knowledge about becoming a professional who can articulate and practice an individual philosophy which includes evidence based practice and Universal Design for Learning

Supportive Skills and Student Outcomes:
In every course you will take, each standard is divided into student outcomes that define what you are to learn and define how your learning will be assessed. The skills that support these outcomes include:

- Self-assessment and self-advocacy
- Mastering and applying foundational concepts from general education
- Written and verbal communication
- Making connections between prior knowledge/experience and new learning
- Identifying and using professional resources

* All standards are aligned with NAEYC.
* NAEYC Standards 3b and 3c are equivalent to NCC Program Standard 3b. NAEYC Standard 3d is equivalent to NCC Program Standard 3c. NAEYC Standards 6c and 6d are equivalent to NCC Program Standard 6c. NAEYC Standard 6e is equivalent to NCC Program Standard 6d.
* Understand includes analysis and reflection.
* Ability Diversity is defined as an acknowledgement or recognition of the varying skills in the physical, social emotional and cognitive domains.
* Culture is defined as including ethnicity, racial identity, economic level, family structure, language, and religious and political beliefs, which profoundly influence each child’s development and relationship to the world.
* Evidence based practice is defined as a process used by practitioners involving the integration of different sources of evidence to make informed decisions.
* Inclusion includes access, participation and support.
Internship Process

Pre and Co-Requisites/Final Grades:
- Prerequisites for Internship are the completion of all ERL courses with a C or better.
- Interns may take corequisites EARL218 and EARL244 with Internship; you MUST pass all three courses with a C or better in order to graduate.
- The Final Internship grade must be a C or better in order to graduate with an AAS Degree in ECE.
- Interns must earn a B or better in Teaching Skills and Strategies in order to pass the course.

Required Hours:
- 10 Hours per week in the classroom with up to one hour to be used for planning with, and feedback from, the cooperating teacher.
- Internship must be scheduled over 3 mornings. On ground students must attend a 2 hour and 10-minute weekly seminar. Online students participate in online classwork.

NCC Student Interns (not employed by the internship site) will have on file in the NCC Education Office:
- Current Health Form, Criminal Record Check, Child Abuse Clearance, Federal Criminal History Background Check, Mandated and Permissive Reporting in Pennsylvania Training Certificate, and two letters of reference.

**Clearance Statement:** While we understand that you already possess clearances, student interns are REQUIRED to have clearances updated BEFORE the first day of the semester.

Internship at work-sites: Students who plan to do their internship at their work site may do so ONLY if they have worked at the site either part time or full time 6 months prior to beginning internship.

Interns are responsible for:
- Regular attendance
- Submitting Weekly Attendance Form
- Arriving on time
- Maintaining a regular schedule including weekly meetings with cooperating teacher
- Being prepared
- Completing all assignments
- Following the guidelines of their internship site
- Interns are responsible for submitting a weekly NCC Internship Time Sheet signed by their Cooperating Teacher!

Schedule: Interns are responsible for developing a weekly schedule with their cooperating teachers that identifies specific teaching and planning times. This schedule is submitted to and approved by the faculty supervisor. Work-site interns must identify specific times each week that focus on Internship.

**Changes to the schedule must be approved by the faculty supervisor.**

Emergency Closings: Student Interns follow the emergency (weather, disaster) closing procedures of the Internship Site. Please include interns in 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 faculty 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 Site and Cooperating Teacher
Requirements and Expectations

Cooperating Teacher Qualifications:
- B.A. or advanced degree in early childhood education/child development from an accredited college or university.
- One year of experience in a child care setting.

OR
- Associate level (two-year) degree in early childhood education/child development from an accredited college or university.
- Two years of experience in a child care setting.

OR
- Certificate in early childhood education/child development from NCC.
- Three years of experience in a child care setting.

OR
- An active CDA Credential.
- Twelve semester hours of study in early childhood education or child development at an accredited college or university.
- Four years of experience in a child care setting.

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

1. One teacher assigned as the student’s Cooperating Teacher who will be responsible for:
   - Planning an “orientation visit” with student on a mutually agreed upon day and time.
   - Documenting the intern’s teaching skills and strategies using the Lab Student Observation Log.
   - 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 and/or as needed.
   - Completing Lab Student Observation Logs due at the middle and end of Internship.
   - Verifying internship hours weekly.
   - Participating in weekly discussion forum for cooperating teachers (online student interns only).
   - Communicating with college instructor using email and telephone.

2. 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.
   - 3 videos documenting interactions with children as required by the faculty supervisor.

*Online Internship Only:* Interns provide a minimum of three videos depicting their teaching interaction with children. Please refer to the visual documentation policy.
## Internship Overview: Assignments and Projects

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

<table>
<thead>
<tr>
<th>Interns plan and implement using …..</th>
<th>Teacher Preparation Standard</th>
<th>Summative (Final) Assessment Project</th>
<th>Artifacts that Document Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Skills and Strategies: Implementing the Critical and Creative Thinking Cycle</td>
<td>Standard 4: Using Developmentally Effective Approaches</td>
<td>Teaching Skills and Strategies Project</td>
<td>Child-adult Interactions that support, stretch, direct, and stimulate children's learning; Cooperating Teacher Notes; Faculty Observation Feedback; Journals; Internship seminar notes</td>
</tr>
<tr>
<td>Designing, implementing and evaluating learning experiences</td>
<td>Standard 5: Using Content to Build Meaningful Curriculum</td>
<td>Curriculum Assessment Project</td>
<td>Lesson plan based on children’s ability and interests and linked to early learning standards; Universally designed aesthetic learning environment</td>
</tr>
<tr>
<td>Action Research</td>
<td>Standard 6: Becoming a Professional</td>
<td>Action Research Project</td>
<td>Problem Statement Data Collection Findings Analysis</td>
</tr>
<tr>
<td>Ethical Practice and Beliefs</td>
<td></td>
<td>Professional Growth &amp; Philosophy Paper / Program/TAOC Portfolio</td>
<td>Philosophy Narratives across courses</td>
</tr>
</tbody>
</table>
Assignment Details
Teaching Skills and Strategies: Implementing the Critical and Creative Thinking Cycle
Observe and Document, Plan, Interact and Assess

Assignments during internship will help students to develop skills to:
- Observe and document
- Plan and prepare
- Interact with children, family and professionals
- Assess environment and children
- Apply teaching skills and strategies
- Become a professional

Observe and Document: Observing and documenting information about children, families and the environment requires 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 culture and community.

Assignments include:
- Observation Notes using various tools
- Child Portfolio
- Documented conversations with parents, peers and caregivers
- Observation notes on teaching practice of cooperating teacher

Child Portfolio Guidelines

Interns are required to keep individual folders/portfolios for their “observation child.” The information contained in this portfolio is used to assess the child’s development, plan learning experiences, classroom environments, communication with parents and understanding about community.

Completed portfolios are based on daily observation of child’s work and interactions (when possible) with children, adults and any communication with parents.

The intern should:
1. Arrange for a place to keep the folders
2. Discuss procedures for photographs/videos
3. Contact the cooperating teacher for guidance

More detailed guidelines are provided during the semester by your instructor.

Plan:

1. Interns are responsible for planning: individual and group learning experiences. Lesson Plans are based on the knowledge, ability and interests of the children within the context of cultural, linguistic and ability diversity, and the environment; 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 to community, family, culture and ability diversity
   - Build and maintain positive relationships and begin to develop understanding of self

Interns will be required to create an Integrated Lesson Plan which:

Links to:
Standards 1 and 3
Teaching Skill-Observe
Children’s Curriculum
• Is responsive to the cultural, linguistic and ability diversity of each child integrating UDL
• 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. The environment reflects the cultural, linguistic and ability diversity of each child’s family integrating UDL principles. An informal assessment using the ITERS or ECCERS, the AWL Aesthetic Environment Inventory and the CLAD Inventory is required of the prepared area.

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

Assignments include:
• Observing in a variety of Early Childhood Education settings
• Lesson Plans
• Environment Plans (Learning Areas, Materials, Display and Documentation)
• Journals
• Photos and or diagrams of the materials and displays

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
• TSS Reflections

Assess: Assessment is used to identify what children learned and how they learn. It links back to observe and document. Completion of Work Sampling or Ounce Assessment for 1 child is required.

Assignments Include:
• Child Assessment Project
• Observation Notes
• Journal
• Work Sampling and/or Ounce

Apply: Interns apply their application of knowledge and skills during lab hours. They apply their Teaching Skills and Strategies within the context of families and communities to support each child’s development and learning.

Assignments Include:
• Self-Evaluation
Major Projects:

**Child Assessment Project**

*Full details in Internship Syllabus*

The purpose of this project is to gather evidence of one child’s learning by observing and recording his/her actions in written and visual format by collecting samples of his/her work. You will use this evidence to:

- Create a Child Assessment Portfolio
- Write a Child Assessment Paper that documents your knowledge of child development and learning
- Prepare and/or implement a Family Communication conference to partner with the family

**Context:**
This project focuses students’ observations 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 Lesson Plans for next steps based on their observations.

Students gather materials and organize them by the four curriculum goals (represent and express; create and solve problems; connect to family, community, and culture; and build relationships and understanding of self).

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*

The purpose of this assessment is to introduce you to action research which involves planning and conducting your own research to find answers to questions that may arise in your work as teachers. The project will provide you with learning experiences to:

- Practice decision-making grounded in best practice
- Integrate practice and research into a single activity
- Apply information that is useful to program development
- Gain additional information to enhance teaching and learning in the context of cultural, linguistic, and ability diversity (Adam and Warner, 2001)

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 Stringer, 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 (2014)

**Family and Community Partnership Project**

*Full details in Internship Syllabus*

The purpose of this assessment is to interact with family members and explore community resources to develop the skills and knowledge required to build respectful, meaningful relationships. The project will provide you with learning experiences to:

- Create activity packets for your identified Child Assessment Child (CAC)
- Research community resources that will enrich the curriculum
- Research community resources for families
- Prepare and conduct/attend a conference with the CAC’s family

Family and community partnership learning opportunities are woven into all ECE courses. 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 purpose of this assessment is to reflect on your ability to practice the *Art as a Way of Learning® Teaching Skills and Strategies* during participation in labs within the context of cultural, linguistic and ability diversity of children and families. Lab assignments will provide you with opportunities 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. You will use evidence based practice including NAEYC’s *Code of Ethical Conduct* as a guide to practice professionalism.

**Curriculum Assessment Project**

*Full details in Internship Syllabus*

The purpose of this assessment is to demonstrate your ability to plan, implement, and evaluate learning experiences for each child in all symbol systems / subject areas. The project will provide you with learning experiences to:

- Plan experiences based on various processes and elements / concepts of all symbol systems / subject areas
- Implement learning experiences using appropriate teaching skills and strategies to facilitate learning
- Use *Art as a Way of Learning (AWL) Explorations in Teaching* as a framework to meet the following goals in all symbol systems/subject areas to:
  - Represent and express ideas;
  - Inquire and solve problems;
  - Connect family, community, and culture; and
  - Build relationships and understanding of self
- Evaluate own ability to promote learning of elements / concepts of all symbol systems/subject areas

The final grade is the responsibility of the instructor using information from the assessment process.
**TAOC/Program Portfolio**

*Full details in TAOC Guidelines located at the end of this manual.*

Throughout your tenure here at NCC, you have been building a TAOC Portfolio. Some of you will have this through Google, while others will be using Taskstream (also known as Watermark). Now that you have reached Internship, you will also write narratives for the six NAEYC standards. Your Internship instructor will help guide you through the process that appears in the TAOC Guidelines located at the end of this manual. Your instructor, along with the TAOC Guidelines, will provide you with all the information you need to write effective narratives.

Your Internship instructor will review the online and hard binder and give a final grade for the TAOC portfolio. Interns are REQUIRED to earn a passing grade on the portfolio in order to graduate from Northampton Community College’s Early Childhood program.

**Taskstream FAQ’s**

*(Visiting students or students enrolled in SPED Paraeducator degree program do not need a Taskstream account).*

**Q. What is Taskstream?**

**A.** Taskstream is an online e-portfolio management system that students must purchase. This is the system you will use to store your work and document your learning in each class.

**Q. What are the benefits for students?**

**A.** Being a student is demanding. With Taskstream you can stay organized with one centralized place to create, submit, share, and store all of your work online. Get more out your learning experiences with purpose-built tools in an easy-to-use online environment.

**Q. What can I do with my E-Portfolio in Taskstream?**

**A.** With Taskstream, you can:

- Look back on work you’ve done throughout your program and reflect upon your personal growth
- Turn your work into high-impact online portfolios that showcase your experience, skills, and achievements through a variety of media, such as video, mp3, web links, slideshows, and file attachments
- Create multiple, targeted showcases of your work to demonstrate to employers, schools, and others what you know and are able to do
- Maintain your portable record of work samples and accomplishments even after you graduate
- Clearly see what is expected of you during your program and keep track of assignments and due dates online
- Organize work online that can be easily pulled into assessment and showcase portfolios
- Request and receive feedback from others, such as instructors and peers, for improving your work
- Share your portfolios in a variety of ways, including email, password-protected or open access web pages, PDF documents or CD/DVD

**Q. Who else benefits from Taskstream?**

**A.** In addition to the benefits for you as a student, the data your school collects from scoring your work in Taskstream can be used to help them assess their effectiveness as educators. Not only does your program or school want to know whether you have the skills and knowledge you need to be successful when you graduate, but that information is also critical to maintaining accreditation. Accreditation is a way for the public to know whether a school or program delivers on the education they say they will provide which helps students make informed decisions about their futures and improves teaching and learning on a larger scale.

**Q. How do I obtain a Taskstream Account?**

**A.** You can purchase a Taskstream code card from the NCC Bookstore or by going to www.Taskstreaminsights.com and ordering directly from the website. You can obtain a card for one
semester, one year, or two years. If you choose to buy a card each semester, you must remember to renew your account each time, as after the semester ends, your account will go dormant and you will no longer be able to log in.

Q. When do I need to open my account?
A. Ideally, you should open your Taskstream account no later than the first day of the semester. This way if you encounter any problems, you can get them taken care of before you begin uploading work to your portfolio.

Q. What do I do if I need help with Taskstream?
A. The people at Taskstream are very good about helping students with technological problems and pointing them in the right direction. You can access Taskstream in the following ways.

- By Phone: 1-800-311-5656
- Email: info@watermarkinsights.com

Internship Roles and Responsibilities

While the Roles and Responsibilities Chart will clarify your role in the Internship process, you will also be expected to collaborate with your cooperating teacher and your faculty supervisor on a regular basis. A cohesive, coordinated and documented process developed through consistent, planned communication is of the utmost importance in Internship. This allows opportunity for you, as the Intern, to collaborate professionally as you work to refine your teaching skills. Feedback from your cooperating teacher and your faculty supervisor will be invaluable as you move forward in your teaching. Remember to read the Roles and Responsibilities Chart carefully to fully understand what responsibilities are expected on your part and to fully understand the roles and responsibilities of your cooperating teacher and faculty supervisor.

The faculty supervisor is available as a resource for the intern and cooperating teacher (for both on the ground and online students). You and your cooperating teachers should feel free to contact your faculty supervisor with questions or concerns at any time during the Internship process whether you are taking the course on the ground or online.

The faculty supervisor will provide approximately four classroom visits for on the ground students and provide responses to video observations for online students. They will also contact the cooperating teacher 3 times during the semester to support the field experience. These visits must be documented on the Observation Log. We welcome any suggestions you may have. Please feel free to contact us at any time.

It is the responsibility of all students to be aware of the departmental policy as stated below.

* Students MUST earn C or better in Internship AND any ECE course taken in conjunction with Internship in order to graduate from the program.

** Students MUST earn a B or better in Teaching Skills and Strategies in order to pass the course.

*** There is no A+, C-, or D grades in Internship. Any final grade below C means that the course must be repeated.

The following roles and responsibilities are required:

- 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
  o Final TAOC/Program Portfolio as E-Portfolio and Hard Copy: Guidelines are provided in the Course Syllabus

• Cooperating teacher provides:
  o Regular feedback to the intern by describing and responding to the intern’s planning and interactions. Students need this information for writing their journals. Observation log is provided by the student
  o Feedback to instructor 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
  o Weekly feedback to intern during planning sessions

• Faculty supervisor provides:
  o Feedback to Interns from assignments and observations - direct classroom observations and/or video observations
  o ECE Faculty Supervisors will provide feedback to Interns at planned meeting times
  o Progress report and final conferences that includes an ECE Faculty/Supervisor Evaluation of Student Teaching Skills & Strategies report
Roles and Responsibilities Chart: On Ground Internship Weekly Field Experience Objectives

This chart outlines the roles and responsibilities of the Intern and the Cooperating Teacher. Partnership between course instructor and cooperating teachers provide rich learning experiences and support the professional development of pre-service teachers.

<table>
<thead>
<tr>
<th>Week</th>
<th>Intern Role</th>
<th>Cooperating Teacher’s Role</th>
</tr>
</thead>
</table>
| 0    | - Contact and visit the internship site.  
- Set up schedule with Coop  
- Create and email internship schedule to instructor  
- Share BLANK lesson plan form expected to use with Coop teacher  
- Read article on Action Research. Think about what this means and be prepared to discuss in seminar on Tuesday evening  
- Create an introduction letter w/photo to distribute to entire class stating your status as an intern. Letter must be approved by Coop | - Give intern a tour of the classroom and materials  
- Help intern create a 3-morning weekly schedule  
- Discuss classroom expectations  
- Provide feedback on lesson plan form. If expectations are different, please share with instructor  
- Share Curriculum Goals with intern (theme, project-based, interests)  
- Approve letter to go home to all families |
| 1    | - Observe the class culture, TSS of the Coop teachers  
- Write key aspects that you have learned in the classroom  
- Plan/Create 3 small group experience activities (1 section of lesson plan)  
- Send approved introduction letter home to families. If the site has a newsletter, it could be added  
- Begin Environmental/ CLAD Inventory and Materials Checklist | - Aid the intern in becoming acclimated in classroom routines  
- Model/mentor how to handle classroom management  
- Discuss the 3 small groups and the logistics of the groups  
- Approve 3 small group experiences on lesson plan to be implemented Week 2  
- Planning meeting about Action Research and lesson plan writing expectations and Sign Time Sheet |
| 2    | - Observe large group experience (circle time)  
- Prepare and implement the materials for 3 small group activities to occur simultaneously (intern and both Coop and teacher assistant in classroom will have groups) (planned last week)  
- Plan/Create 3 small group activities for - Week 3  
- Conduct a portion of large group (i.e. read a story, sing a song, conduct a portion of morning routine) to implement week 3  
- Plan *transition activities (record on Transition Activity Chart) | - In planning meeting, discuss large group engagement and how intern will ease into the role next week  
- What are the curriculum goals for the following week? (themes, projects, topics)  
- Discuss Action Research ideas  
- Reflection and feedback on implementation of small group activities  
- Intern and Coop should choose 3 children (one child from each small group) for the intern to focus on for assessment  
- Approve and sign lesson plan  
- Sign time sheet |
| 3    | - Conduct portion of large group meeting activity | - Discuss how the Coop assess the children. Share the tools used |
| 4 | **Intern** assumes large group lead for 1 of the 3 days  
**Conduct approved** large group meeting activity  
**Prepare and implement** the materials for **approved** 3 small group activities to occur simultaneously (intern and both Coop and teacher assistant in classroom will have groups) (planned last week)  
Set up three child portfolios  
Collect beginning AR data |  
|   | Scaffold the intern as he/she assumes the lead role in the classroom  
Discuss Community Resources to share with families  
Intern will develop a newsletter with community resources to send home to families  
Approve and sign lesson plan  
Sign time sheet |
| 5 | **Conduct approved** large group meeting activity for 1 of the 3 days  
Send home through a newsletter possible community resources that would help development, challenges, and skills seen in class  
Collect beginning AR data |  
|   | Discuss child-centered Work Sample Display (bulletin board, artistic displays, etc.) using the AWL Display Guidelines  
Approve and sign lesson plan  
Sign time sheet |
| 6 | **Conduct approved** large group meeting activity for 1 of the 3 days  
Create the AWL Work Sample Display  
Collect middle AR data |  
|   | Discuss professional development community events. Brainstorm with intern possible ideas to attend  
Discuss interns Self-Evaluation and give feedback  
Approve and sign lesson plan  
Sign time sheet |
| 7 | **Conduct approved** large group meeting activity  
Set up a community event to attend. Submit the idea and date plan to attend.  
Video 2 record either large group, small group, or interactions |  
|   | Discuss Parent/Teacher Conference and how to conduct them  
Plan when and how the intern could co-conduct a conference for one of the 3 children of focus  
Discuss strengths, challenges, and barriers of skills of intern |
<table>
<thead>
<tr>
<th>Week</th>
<th>Tasks</th>
</tr>
</thead>
</table>
| 8    | - Submit Self-Evaluation to instructor of the course
      - Collect middle AR data
      - Conduct approved large group meeting activity for 2 of the 3 days
      - Intern will complete the entire Lesson Plan form (Large Group mtg, Activities, and Weekly focus)
      - Gather observations and work samples on focus children
      - Collect middle AR data
      - Create a summary of performance for intern. Send to instructor of course via email or through intern
      - Approve and sign lesson plan
      - Sign time sheet |
| 9    | - Conduct approved large group meeting activity for 2 of the 3 days
      - Intern will complete the entire Lesson Plan form (Large Group mtg, Activities, and Weekly focus)
      - Gather observations and work samples on focus children
      - Collect middle AR data
      - Discuss how parents get information about curriculum. Discuss different formats – newsletter, parent logs, and parent information board. Decide on a plan for intern to get information out to all families
      - Approve and sign lesson plan
      - Sign time sheet |
| 10   | - Conduct approved large group meeting activity for 2 of the 3 days
      - Intern will complete the entire Lesson Plan form (Large Group mtg, Activities, and Weekly focus)
      - Gather observations and work samples on focus children
      - Collect intervention (end) AR data
      - Begin to discuss replacing the AWL Work Sample display
      - Approve and sign lesson plan
      - Sign time sheet |
| 11   | - Conduct approved large group meeting activity for all 3 days
      - Intern will complete the entire Lesson Plan form (Large Group mtg, Activities, and Weekly focus)
      - Create /replace AWL Child Display
      - Video 3 record either large group, small group, or interactions
      - Collect intervention (end) AR data
      - Discuss the skill/performance based child portfolio. Ask to see the progress.
      - Approve and sign lesson plan
      - Sign time sheet |
| 12   | - Conduct approved large group meeting activity for all 3 days
      - Intern will complete the entire Lesson Plan form (Large Group mtg, Activities, and Weekly focus)
      - Take Child Portfolios to seminar class
      - Collect intervention (end) AR data
      - Reflective Practices
      - Approve and sign lesson plan
      - Sign time sheet |
| 13   | - Conduct approved large group meeting activity for all 3 days
      - Intern will complete the entire Lesson Plan form (Large Group mtg, Activities, and Weekly focus)
      - Collect intervention (end) AR data
      - Reflective Practices
      - Approve and sign lesson plan
      - Sign time sheet |
<table>
<thead>
<tr>
<th>14</th>
<th>☐ <strong>Conduct approved</strong> large group meeting activity for all 3 days ☐ <strong>Prep</strong>are for farewell activities ☐ <strong>ALL parent conferences</strong> should occur around this time.</th>
<th>☐ Reflective Practices ☐ Intern should have co-conducted a parent/teacher conference ☐ Approve and sign lesson plan ☐ Sign time sheet</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>☐ <strong>Conduct farewell</strong> activity ☐ <strong>Prepare</strong> the centers and small group activities</td>
<td>☐ Sign all internship verification forms</td>
</tr>
<tr>
<td>16</td>
<td>☐ Possible make up hours</td>
<td>☐ Possible make up hours</td>
</tr>
</tbody>
</table>

---

**Interactions expected of Intern and recorded by Cooperating Teachers:**

- Observe
- Direct
- Support
- Plan
- Stretch
- Professionalism
- Stimulate

These interactions are to reflect positive relationships with children, families, and other professionals.

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**Instructor Responsibilities:**

- Support Cooperating Teacher and Interns
- Meet weekly in seminar with interns
- Visit / observe interns 3 times per semester
- Meet with interns individually to review observations
- Guide intern on Key Assignments
- Collaborate with Coop as needed
- Assess each intern
- Provide Technical Assistance and interventions
- Integrate concepts

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**Acronyms:**

- CLAD – CLAD Inventory Packet
- FCP – Family and Community Partnership Project
- TSS – Teaching Skills and Strategies Presentation
- AR – Action Research Project and Research Paper
- Curriculum – Curriculum Assessment Project
- CA – Child Assessment Project
Roles and Responsibilities Chart
ECE Internship for Online Sections

This chart outlines roles and responsibilities of students, cooperating teachers, and course instructors. Partnership between course instructors and cooperating teachers will provide rich learning experiences and support the professional development of pre-service teachers.

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Student's Responsibility</th>
<th>Cooperating Teacher's (CT) Responsibility</th>
<th>Course Instructor's/ECE Department's Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before Week 1</td>
<td>- Fill out Internship Request Form: Fall internship forms must be submitted by November 15th; Spring Internship forms by April 15th. - Complete health and safety requirements - Meet with CT and create lab schedule - Review lab information in ECE Internship Manual</td>
<td>- Return completed U of P to Instructor via email - Review the TSS manual and the Curriculum Framework - Welcome the lab student: Introduce the children Introduce the teachers / staff Introduce the program - Fill in Lab Student Observation Log for the day - Sign Time Sheet - Sign Lab Attendance Verification</td>
<td>- Instructor receives CT information from ECE department - Instructor sends CT via email: Letter from ECE Department Understanding of Participation (U of P) form - Instructor sends the syllabus to students</td>
</tr>
<tr>
<td>Week 1</td>
<td>- Ensure return of U of P to Instructor - Labs begin - Create a Cooperating Teacher Folder (hard copy); store it for easy access by self and the cooperating teacher - Complete assignment for Lab 1: Lab schedule Daily schedule of lab classroom Environment observation Time sheet Lab Attendance Verification Form Journal</td>
<td>- Assist in CAC selection - Approve lesson plan for Lab 3 - Share weekly class schedule with intern - Conduct weekly meeting with intern - Fill in Lab Student Observation Log for the day - Sign Time Sheet - Sign Lab Attendance Verification</td>
<td>- Send CT Folder to CT via email which includes: Initial letter from Instructor Summary of Lab Assignments Roles and Responsibilities Chart Lab Attendance Verification Form Lab Student Observation Log Links for Teaching Skills and Strategies (TSS) Manual and the Curriculum Framework - Send assignments for Labs 1-15 to CT - Give feedback on lab</td>
</tr>
<tr>
<td>Week 2</td>
<td>- Complete assignment for Lab 2: Select Child Assessment Child (CAC) Child Observation Form Documentation of CAC Observe and Respond Form Send Video / Photo Release Form Send Family Interview Curriculum Goals of lab classroom Weekly class schedule Weekly Meeting with CT Time Sheet - Begin Teaching Skills and Strategies log (TSS) - Journal</td>
<td>- Assist as needed with video 1 - Support the intern during the implementation of lesson plan</td>
<td>- Contact CT via phone / email - Give feedback on lab</td>
</tr>
<tr>
<td>Week 3</td>
<td>- Complete assignment for Lab 3: Child Observation Form Documentation of CAC Observe and Respond Form 1 lesson plan</td>
<td></td>
<td>- Give feedback on lab</td>
</tr>
<tr>
<td>Week</td>
<td>Task Details</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td>- Complete assignment for Lab 4: Child Observation Form, Documentation of CAC, Observe and Respond Form 1 lesson plan - Weekly class schedule - Weekly Meeting with CT - Time Sheet - Activity Packet &amp; Letter - Begin Planning Phase Description log (PPD) - Journal - Support the intern during the implementation of lesson plan - Approve lesson plan for Lab 5 - Share weekly class schedule with intern - Conduct weekly meeting with intern - Fill in Lab Student Observation Log for the day - Sign Time Sheet - Sign Lab Attendance Verification</td>
<td>- Give feedback on lab</td>
<td></td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td>- Complete assignment for Lab 5: Child Observation Form, Documentation of CAC, Observe and Respond Form 2 lesson plan - Weekly class schedule - Weekly Meeting with CT - Time Sheet - Community resource - Journal - Support the intern during the implementation of lesson plan - Approve lesson plan for Lab 6 - Share weekly class schedule with intern - Conduct weekly meeting with intern - Fill in Lab Student Observation Log for the day - Sign Time Sheet - Sign Lab Attendance Verification</td>
<td>- Give feedback on lab</td>
<td></td>
</tr>
<tr>
<td><strong>Week 6</strong></td>
<td>- Complete assignment for Lab 6: Child Observation Form, Documentation of CAC, Observe and Respond Form 2 lesson plan - Weekly class schedule - Weekly Meeting with CT - Time Sheet - Create a display - Journal - Support the intern during the implementation of lesson plan - Approve lesson plan for Lab 7 - Share weekly class schedule with intern - Conduct weekly meeting with intern - Fill in Lab Student Observation Log for the day - Sign Time Sheet - Sign Lab Attendance Verification</td>
<td>- Contact CT via phone / email - Give feedback on lab</td>
<td></td>
</tr>
<tr>
<td><strong>Week 7</strong></td>
<td>- Complete assignment for Lab 7: Child Observation Form, Documentation of CAC, Observe and Respond Form 2 integrated lesson plan - Weekly class schedule - Weekly Meeting with CT - Assist as needed with video 2 - Support the intern during the implementation of lesson plan - Approve lesson plan for Lab 8</td>
<td>- Give feedback on lab</td>
<td></td>
</tr>
</tbody>
</table>
| Time Sheet  | -Video 2  
| Community event  | -Complete Feedback on TSS -Student Self Evaluation Form  
| Journal  | -Share weekly class schedule with intern  
|  | -Conduct weekly meeting with intern  
|  | -Fill in Lab Student Observation Log for the day  
|  | -Sign Time Sheet  
|  | -Sign Lab Attendance Verification  
|  | **Send Lab Student Observation Logs for Labs 1-6 and written feedback to Course Instructor via email**  
| Week 8 | -Complete assignment for Lab 8: Child Observation Form  
|  | Documentation of CAC Observe and Respond Form  
|  | 2 integrated lesson plan  
|  | Weekly class schedule  
|  | Weekly Meeting with CT Time Sheet  
|  | -Conference notes  
|  | -Journal  
|  | -Support the intern during the implementation of lesson plan  
|  | -Approve lesson plan for Lab 9  
|  | -Share weekly class schedule with intern  
|  | -Conduct weekly meeting with intern  
|  | -Fill in Lab Student Observation Log for the day  
|  | -Sign Time Sheet  
|  | -Sign Lab Attendance Verification  
|  | -Give feedback on lab  
|  | -Complete Mid-term TSS ECE Faculty / Supervisor Evaluation Form  
| Week 9 | -Complete assignment for Lab 9: Child Observation Form  
|  | Documentation of CAC Observe and Respond Form  
|  | 2 integrated lesson plan  
|  | Weekly class schedule  
|  | Weekly Meeting with CT Time Sheet  
|  | -Home visit notes/reflection  
|  | -Journal  
|  | -Support the intern during the implementation of lesson plan  
|  | -Approve lesson plan for Lab 10  
|  | -Share weekly class schedule with intern  
|  | -Conduct weekly meeting with intern  
|  | -Fill in Lab Student Observation Log for the day  
|  | -Sign Time Sheet  
|  | -Sign Lab Attendance Verification  
|  | -Give feedback on lab  
| Week 10 | -Complete assignment for Lab 10: Child Observation Form  
|  | Documentation of CAC Observe and Respond Form  
|  | 2 integrated lesson plan  
|  | Weekly class schedule  
|  | Weekly Meeting with CT Time Sheet  
|  | -Parent information board  
|  | -Journal  
|  | -Support the intern during the implementation of lesson plan  
|  | -Approve lesson plan for Lab 11  
|  | -Share weekly class schedule with intern  
|  | -Conduct weekly meeting with intern  
|  | -Fill in Lab Student Observation Log for the day  
|  | -Sign Time Sheet  
|  | -Sign Lab Attendance Verification  
|  | -Contact CT via phone / email  
|  | -Give feedback on lab  
| Week 11 | -Complete assignment for Lab 11: Child Observation Form  
|  | Documentation of CAC Observe and Respond Form  
|  | -Support the intern during the implementation of lesson plan  
|  | -Approve lesson plan for Lab 12  
|  | -Give feedback on lab  
|  |  |
| Week 12 | 2 integrated lesson plan  
Weekly class schedule  
Weekly Meeting with CT  
-Time Sheet  
-Video 3  
-Create a display  
-Journal |
|--------|-------------------------------------------------------------|
|        | -Assist as needed with video 3  
-Share weekly class schedule with intern  
-Conduct weekly meeting with intern  
-Fill in Lab Student Observation Log for the day  
-Sign Time Sheet  
-Sign Lab Attendance Verification |
|        | -Give feedback on lab |
| Week 13 | -Complete assignment for Lab 12:  
Child Observation Form  
Documentation of CAC  
Observe and Respond Form  
2 integrated lesson plan  
Weekly class schedule  
Weekly Meeting with CT  
-Time Sheet  
-CAC photo journal  
-Journal |
|        | -Support the intern during the implementation of lesson plan  
-Approve lesson plan for Lab 13  
-Share weekly class schedule with intern  
-Conduct weekly meeting with intern  
-Fill in Lab Student Observation Log for the day  
-Sign Time Sheet  
-Sign Lab Attendance Verification |
|        | -Give feedback on lab |
| Week 14 | -Complete assignment for Lab 13:  
Child Observation Form  
Documentation of CAC  
Observe and Respond Form  
2 integrated lesson plan  
Weekly class schedule  
Weekly Meeting with CT  
-Time Sheet  
-Journal |
|        | -Assist the intern with Weekly Plan for Lab 15  
-Share weekly class schedule with intern  
-Conduct weekly meeting with intern  
-Fill in Lab Student Observation Log for the day  
-Sign Time Sheet  
-Sign Lab Attendance Verification  
-Create Weekly Plan  
-Complete Feedback on TSS - Student Self Evaluation Form  
-Journal |
|        | -Give feedback on lab |
| Week 15 | -Complete assignment for Lab 15:  
Child Observation Form  
Documentation of CAC  
Observe and Respond Form |
|        | -Support the intern during the implementation of Weekly Plan  
-Share weekly class schedule with intern  
-Fill in Lab Student Observation Log for the day  
-Sign Time Sheet  
-Sign Lab Attendance Verification  
-Send Lab Student Observation Logs for Labs 7-14 and written feedback to Course Instructor via email |
|        | -Give feedback on lab |
|        | -Contact CT via phone / email  
-Give feedback on lab |

| Week 15 | -Complete assignment for Lab 15:  
Child Observation Form  
Documentation of CAC  
Observe and Respond Form |
|        | -Support the intern during the implementation of Weekly Plan  
-Share weekly class schedule with intern  
-Fill in Lab Student Observation Log for the day  
-Sign Time Sheet  
-Sign Lab Attendance Verification  
-Send Lab Student Observation Logs for Labs 7-14 and written feedback to Course Instructor via email |
|        | -Give feedback on lab  
-Complete Final TSS ECE Faculty / Supervisor Evaluation Form |
<table>
<thead>
<tr>
<th>Weekly class schedule</th>
<th>- Conduct weekly meeting with intern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Meeting with CT</td>
<td>- Fill in Lab Student Observation Log for the day</td>
</tr>
<tr>
<td>Time Sheet</td>
<td>- Sign Time Sheet</td>
</tr>
<tr>
<td>- Implement Weekly Plan</td>
<td>- Sign Lab Attendance Verification</td>
</tr>
<tr>
<td>- Journal</td>
<td>- Send a thank you email to the cooperating teacher</td>
</tr>
<tr>
<td>- Send a thank you email to the cooperating teacher</td>
<td></td>
</tr>
</tbody>
</table>
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 faculty supervisor as the observation tool in place of classroom observations. They are also assigned to campus-based interns as a supplement to direct observations.

Privacy Statement: The video assignment is designed to support your learning; however, we must respect the confidentiality of each child and their family. These videos can only be shared with your instructor. They may never be posted or shared on public sites including the e-portfolio. When uploading your video to You Tube, you must make sure it is unlisted and should be removed upon completion of your course. This applies to both on the ground and online internship.

All children visible in photographs and videos must have signed parent release forms on file in the program’s office.

Detailed guidelines are provided by course instructors for visual documentations.
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. Resources can be found in Blackboard:

- NCC Early Childhood Teaching Skills and Strategies
- *Art as a Way of Learning*® Children’s Curriculum
- Forms
- CLAD Packet
Center for Early Childhood Education

TAOC Portfolio

Teacher Education Credential

TAOC Portfolio – ECE Specific
INTRODUCTION

This assignment applies to all students in the early childhood program at Northampton Community College. The TAOC portfolio is a culmination of your work during your program of study and will also facilitate seamless transfer to four year Pennsylvania State institutions. You will be directed to save specific assignments/papers to build this portfolio as you go through the early childhood program. Please sign the attached agreement form and return to the ECE Department by the 2nd week of starting EARL106, the first required course for Early Childhood. You may send this by mail, email or fax to:

Education Department
Northampton Community College
Reibman Hall Room 137
3835 Green Pond Road
Bethlehem, PA 18020
Education@northampton.edu
Fax: 610-861-4110

The TAOC portfolio will serve as evidence of your acquired knowledge, developing skills and dispositions within the context of the program standards, and your ability to analyze and synthesize course work. Documents in this portfolio show the range of learning experiences including formative and summative assignments, fieldwork, and papers showing your growth over time. You will be asked to save some of your assignments from each course to help you build this collection. You will write reflection papers discussing your understanding of each of the six standards and the connected learning outcomes through various learning experiences and assignments.

PLEASE NOTE: Reflection papers will be written in your internship course, the last course of the program.

You will make the TAOC portfolio in two formats; a three-ring binder and an e-portfolio (many of you may be using Taskstream or Google e-portfolio). The three-ring binder will serve as a template for your e-portfolio. The attached listed required documents will help you build your selection of artifacts. Listed artifacts for each course are required items in your portfolio. You may include additional artifacts as directed.

The portfolio is divided into three sections. Section I includes demographic information, Section II will document your professional and academic growth, and Section III contains your artifacts and narrative papers relating to all of the six Program Standards. Within Section III, you will create six sub sections for each Program Standard. Each section will have a checklist in front to ensure all required documents are included in the portfolio. The checklist is attached in the back of this document. A comprehensive checklist of all required artifacts from various early childhood courses is also attached.

When you have completed building your portfolio, type a ‘Table of Contents’ page that lists each section and the name of each form of documentation/artifact. Please number pages. This should be done before submitting the portfolio to your internship instructor. Incomplete portfolios will NOT be reviewed.

Use the directions on the next page to begin constructing your TAOC Portfolio.
TAOC Portfolio Directions

Please make sure that you follow the directions carefully and include all the documents in the order listed below.

1. Select a sturdy, high quality binder-3" in width for your hard copy.
2. The spine and front of the binder should read: Early Childhood Education Program/TAOC Portfolio Northampton Community College.
3. Type a cover page with the information:
   - Your Name
   - Address
   - Telephone Number
   - Email Address
   - Semester and year you will be completing the portfolio for final assessment
4. Use dividers to create and label the three sections as follows: Section I- Demographic Information, Section II- Professional Profile Record, and Section III- Program Standards.
6. Subdivide each standard representing each student learning outcome for the standard.

You are now ready to begin adding the contents of your TAOC Portfolio.

Section I: Demographic Information
Type a page with the following information:
1. Name
2. Northampton Community College
3. Permanent Address
4. Home Phone Number
5. Business Name, Address and Phone Number (if applicable)
6. E-mail Address
7. Program of Study or Degree you are seeking (ECE AAS or ECE/ECI AAS)

Section II: Professional Profile Record
Include copies of the following documents in the following sequence:
1. Copy of current transcript information. GPA must be at least 3.0 to transfer (This can be obtained from the Registrar’s Office.)
2. PAPA (Pre service Academic Performance Assessment) must be done before transferring to a four-year college (See additional information in the back of this document.)
3. Current Satisfactory PA criminal history clearance (ACT 34)
4. Current Satisfactory PA child abuse clearance (ACT 151)
5. Current Satisfactory FBI criminal history clearance (ACT 114)
6. Health Appraisal, including evidence of negative TB test
7. Two current letters of recommendation on letter head
8. Resume
9. Professional memberships, honor societies, awards and recognitions (NAEYC, TESA, KDP)
10. Community Involvement/Extracurricular Activities (i.e. Community Theater, Community Organizations, Miracle League, Habitat for Humanity, etc.) Include any reference letters from volunteer work you have done.
11. Certificate of field/lab hours
12. All time sheets from EARL106, 107,126, 128, 208, 216, 218, and 263G signed by your co-operating teachers
13. Evidence of current CPR/First Aid (optional)
14. Copy of TAOC Portfolio/TAOC Contract signed in EARL106
Section III: Program Standards (Align to standards that correlate to your program of study-ECE NAEYC, DEC, PA SEP)

Add copies of artifacts for each standard from your courses in each sub section. The Document/Artifact list on the next page shows you which artifacts and documents are required for each standard. Place the Artifact/Document Checklist sheet in the front of each of standards sub sections. The checklists for each standard are at the back of this document.

1. Program Standard 1: Promoting Child Development and Learning
2. Program Standard 2: Building Family and Community Relationships
3. Program Standard 3: Observing, Documenting and Assessing to Support Young Children and Families
4. Program Standard 4: Using Developmentally Effective Approaches
5. Program Standard 5: Using Content Knowledge to Build Meaningful Curriculum
6. Program Standard 6: Becoming a Professional

Create a cover page for each standard by including the standard statement and student learning outcomes as posted below:

ECE Program Standards

Now that you have created the six subsections, write a reflection paper for each of the six standards. This will demonstrate your understanding of the standard and the connected outcomes. For complete language for all outcomes use the program standards below.

Program Standard 1: Promoting Child Development and Learning
Students use evidence based knowledge of child development and learning to understand that each child’s learning and development is unique based on cultural, linguistic, and ability diversity as well as other interacting influences to create safe, healthy respectful and inclusive learning environments that provide responsive, developmentally appropriate arts integrated learning opportunities.

1a. Understand each child’s characteristics and needs for development and learning in all domains.
1b. Understand multiple interacting influences including cultural, linguistic and ability diversity that result in uniqueness of each child’s development and learning.
1c. Apply evidence based knowledge of development and learning to create safe, healthy, respectful, and supportive learning environments that are arts integrated and support the full participation of each child.

Program Standard 2: Building Family and Community Relationships
Students use evidence based knowledge to understand complex and diverse characteristics of families and communities using multiple perspectives to support each child’s development and learning through collaborative relationships.

2a. Understand how diverse and complex characteristics including cultural, linguistic and ability diversity in families and communities affect each child’s development and learning.
2b. Understand strategies teachers can use to build respectful, reciprocal relationships including other professionals to support each child’s development and learning.
2c. Apply evidence based knowledge of families, communities, and other professionals to support each child’s development and learning.

Program Standard 3: Observing, Documenting and Assessing to Support Young Children and Families
Students use evidence based knowledge about systematic observation and the goals, benefits, and appropriate uses of assessment in partnership with families and other professionals to understand and make decisions about environments, curriculum, and interactions to support each child’s development and learning.

3a. Understand the goals, benefits, and uses of assessment.
3b. Understand ethical methods of observation, documentation, and assessment.
3c. Understand how to partner with families and professionals in each child’s assessment process.
3d. Apply and analyze evidence based knowledge of observing, documenting, and assessing to make decisions about environments, curriculum, and interactions to support each child’s development and learning.

Program Standard 4: Using Developmentally Effective Approaches
Students use evidence based knowledge to understand and build positive relationships and supportive interactions as the foundation for their work with children and families. Students apply arts integrated and developmentally appropriate approaches and Universal Design for Learning to support each child’s development and learning.

4a. Understand and apply positive relationships and interactions to support each child’s development and learning.
4b. Understand and apply teaching skills and strategies including developmentally appropriate practices, and technology to support each child’s development and learning.
4c. Understand and apply a broad repertoire of arts integrated, developmentally appropriate teaching / learning approaches and Universal Design for Learning, to support the development and learning of each child.
4d. Reflect on own evidence based practices to support positive outcomes for each child’s development and learning.

Program Standard 5: Using Content Knowledge to Build Meaningful Curriculum
Students use evidence based knowledge of subject areas, Universal Design for Learning, inquiry tools, and resources to design, implement, and evaluate curriculum and experiences to support each child’s development and learning.

5a. Understand content knowledge and resources in symbol systems / subject areas: language and literacy; the arts – visual arts, music, creative movement, dance, and drama; mathematics; science, physical education, health and safety; and social studies.
5b. Understand the central concepts, inquiry tools, and structures of all symbol systems / subject areas.
5c. Use evidence based knowledge, early learning standards, Universal Design for Learning, and other resources to design, implement, and evaluate curriculum and experiences to support each child’s development and learning.

Program Standard 6: Becoming a Professional
Students use evidence based knowledge of ethical guidelines and professional standards. They engage in continuous, collaborative learning and demonstrate knowledgeable, reflective, and critical perspectives to make informed decisions about advocating for sound practices and policies in early education.

6a. Identify and reflect on career goals; identify and involve themselves with the profession.
6b. Understand ethical guidelines, professional systems, standards and regulations in the field of early education.
6c. Explain and analyze personal engagement in continuous and collaborative learning; demonstrate reflective and critical perspectives.
6d. Understand strategies to advocate for each child, family, and the profession.
6e. Analyze and synthesize knowledge about becoming a professional who can articulate and practice an individual philosophy which includes evidence based practice and Universal Design for Learning.

The reflection paper analyzes your strengths and growth over time as an early childhood professional. Identify your strengths and growth within the context of each standard and include prior knowledge and experiences. To help you write the reflection paper, a suggested outline is included below.
Suggested Outline for Reflection Paper

Introduce the standard by typing the entire standard as a direct quote: Program Standard ___, titled ______________, states that “…”.

State a Student Learning Outcome as a direct quote and list all related artifacts that show your understanding of this concept: Student Learning Outcome ___ states “….”.

Include for each Student Learning Outcome:
- List all related artifacts
- What did you learn through these artifacts that relate to this outcome?
- How did you / will you use this learning in your work with children and families? Give an example from your participation in class / lab.

Continue with the same format for the rest of the Student Learning Outcomes of the Standard.

Close by reflecting on the following:
- Reflect on your professional growth over time in understanding the Standard, using examples from your participation in EEARL263G and prior courses.
- Reflect on your own next steps for future growth and ways to achieve them.
  Remember to:
- Combine your understanding of the Standard from all ECE courses and make relevant connections to other general education courses.

For example:
Program Standard 1, titled Child Development and Learning, states that “Students use evidence based knowledge of child development and learning to understand that each child’s learning and development is unique based on cultural, linguistic, and ability diversity as well as other interacting influences to create inclusive, responsive environments and experiences that are safe, healthy, and arts integrated.”

Student Learning Outcome 1a states “Understand each child’s characteristics and needs in all developmental domains”. I have included the following artifacts to show my understanding of this concept:

- (List artifact)
- …

From these artifacts I learned that …
I applied this learning by …
For example …

(Continue with 1b and 1c following the pattern explained above for 1a)

My growth over time is demonstrated by … (discuss your understanding of Standard 1 in the beginning, middle, and at the end of your journey in our program).
My next step for future growth is … I plan to achieve this by … (include an action step).
Bloom’s Taxonomy
Our ECE program’s grade distribution is based on Bloom’s Taxonomy that explains the 6 levels of cognitive skills. Our program reflects Anderson’s revised taxonomy. Please refer to these levels as you write your reflection paper:

<table>
<thead>
<tr>
<th>Bloom’s Taxonomy</th>
<th>Anderson’s Revised Taxonomy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Remembering</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Understanding</td>
</tr>
<tr>
<td>Application</td>
<td>Applying</td>
</tr>
<tr>
<td>Analysis</td>
<td>Analyzing</td>
</tr>
<tr>
<td>Synthesis</td>
<td>Evaluating</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Creating</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill Category</th>
<th>Definition</th>
<th>Related Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Remembering</td>
<td>Recalling or remembering something without necessarily understanding, using, or changing it.</td>
<td>Define, describe, identify, label, list, match, memorize, point to, recall, select, state</td>
</tr>
<tr>
<td>2 Understanding</td>
<td>Understanding something that has been communicated without necessarily relating it to anything else.</td>
<td>Alter, account for, annotate, calculate, change, convert, group, explain, generalize, give examples, infer, interpret, paraphrase, predict, review, summarize, translate</td>
</tr>
<tr>
<td>3 Applying</td>
<td>Using a general concept to solve problems in a particular situation; using learned material in new and concrete situations.</td>
<td>Apply, adopt, collect, construct, demonstrate, discover, illustrate, infer, outline, point out, select, separate, sort, subdivide</td>
</tr>
<tr>
<td>4 Analyzing</td>
<td>Breaking something down into its parts; may focus on identification of parts or analysis of relationships between parts, or recognition of organization principles.</td>
<td>Analyze, compare, contrast, diagram, differentiate, dissect, distinguish, identify, illustrate, infer, outline, point out, select, separate, sort, subdivide</td>
</tr>
<tr>
<td>5 Evaluating</td>
<td>Judging the value of materials or methods as they might be applied in a particular situation; judging with the use of definite criteria.</td>
<td>Accept, appraise, assess, arbitrate, award, choose, conclude, criticize, defend, evaluate, grade, judge, prioritize, recommend, referee, reject, select, support</td>
</tr>
<tr>
<td>6 Creating</td>
<td>Creating something new by putting parts of different ideas together to make a whole.</td>
<td>Synthesize, blend, build, organize, change, combine, compile, compose, conceive, create, design, formulate, generate, hypothesize, plan, predict, produce, reorder, revise, rewrite</td>
</tr>
</tbody>
</table>
In accordance with the National Association for the Education of Young Children (NAEYC’s) Accreditation Standards for college programs granting degrees in Early Childhood Education.

1. All students must show competency in each of the six NAEYC standards.
2. In each successfully completed ECE course, students will compile required documentation of knowledge and skills linked to each standard.
3. The documentation and work samplings must be compiled in a specific Early Childhood Education TAOC Portfolio binder.
4. All students are required to write a Reflection Paper for each of the six NAEYC standards during Internship.
5. IN ORDER TO GRADUATE FROM NCC, THE TAOC PORTFOLIO MUST BE COMPLETED AND APPROVED BY THE INTERNSHIP INSTRUCTOR.

*Please read the contract below, sign, and retain a copy to be included in your TAOC Portfolio

I __________________________, as a student in the Early Childhood Program at Northampton Community College, understand that it is my responsibility to document my learning by retaining documentation (copies of course work, lab forms, etc. as outlined in the TAOC Portfolio Guide) from EACH course taken in the Early Childhood Program. I will submit the completed TAOC Portfolio and corresponding Reflection Papers at the end of internship. I fully understand that the successful completion of the TAOC Portfolio is required for graduation from the Early Childhood Program of Northampton Community College.

Student Signature: _______________________________________________

Date: __________________________________________________________

This completed form must be returned to the Education Department Via email (Education@northampton.edu) or fax (610-861-4110). Keep a copy for your records to include in your TAOC portfolio.
Northampton Community College  
ECE TAOC Portfolio  
Artifact/Documentation List

The following artifacts/documents are required for each Standard. You may choose other artifacts as indicated for further support.

**Standard 1: Promoting Child Development and Learning**

1. Power point on a theory with reflection (1a) (EARL106)
2. Child Assessment Project (1a) (EARL128)
3. ITERS with reflection (1c) (EARL128)
4. Child Study (1b) (EARL217)
5. Materials for promoting development with analysis (1b) (EARL218)
6. Child Assessment Project (1a) (EARL263G)
7. NAEYC Position Statement on DAP, Principles of Development Chart (1c) (EARL263G)
8. Choose 2 artifacts that reflect your knowledge and skills for this standard:
   1. 
   2.

**Standard 2: Building Family and Community Relationships**

1. Letter to CAC family (2a) (2c) (EARL128)
2. Family Community Project (2c) (EARL208)
3. Family Study: Community resource for family (2c) (EARL217)
4. Family Study: Family Interview with reflection (2a) (2b) (EARL217)
5. Guidance Journal (2a) (EARL217)
6. Guest IFSP/IEP with reflection (2c) (EARL217)
7. Resource File: Family and Community Booklet (2c) (EARL218)
8. Family Community Project (2b) (2c) (EARL263G)
9. Choose 2 artifacts that reflect your knowledge and skills for this standard:
   1. 
   2.

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

1. Journal Reflection: Authentic vs. Standardized Assessment (3a) (EARL107)
2. Article: Impact of standards on curriculum (3d) (EARL107)
3. Use ELS to assess outcomes of Lesson Plan (3b) (Select from EARL126, 128, 208, 216, or 218)
4. Observation of a group (3b) (Select from EARL126,128,208,216, or 208)
5. CAC observation using any form/tool (3b) (Select from EARL126,128,208,216, or 218)
6. Family Communication Plan (3b) (3d) (EARL208)
7. Action Research Project: Research a Tool (3a) (3b) (EARL263G)
8. CAC Conference (3c) (EARL263G)
9. Display (3c) (EARL263G)
10. Child Assessment Project (3b) (EARL263G)
11. UDL Checklist (3b) (EARL263G)

* NCC 3b = NAEYC 3c; NCC 3c = NAEYC 3b
**Standard 4: Using Developmentally Effective Approaches**

1. Lesson Plan with documentation (4b) (4c) (Select from EARL126,128,208,216, or 218)
2. Adapt an Lesson Plan for Ability Diversity (4c) (Select from EARL126,128,208,216, or 218)
3. Teaching Skills and Strategies Project (4a) (4b) (EARL216)
4. Reflect on reading a story to class (4d) (EARL216)
5. Scientific Inquiry Project (4c) (EARL218)
6. Teaching Skills and Strategies Project (4a) (4b) (EARL263G)
7. Reflection on transition(4b) (EARL263G)
8. Choose two artifacts that reflect your knowledge and skills for this standard:

   1. 
   2. 

**Standard 5: Using Content Knowledge to Build Meaningful Curriculum**

1. Observation Packet on play (5b) (Select from packets 1, 2, or 3 from EARL106)
2. Observation Packet on room arrangement (5c) (Select from packets 1,2,3,4, or 5 from EARL106)
3. Movement or dance Lesson Plan (5b) (EARL126)
4. Curriculum Assessment Project (5a) (5b) (5c)(EARL126)
5. Curriculum Assessment Project (5a) (5b) (5c) (EARL208)
6. Prop Box lab (5b) (EARL216)
7. Resource File with websites and reflection (5b) (5c) (EARL216)
8. Web of weekly integrated curriculum plan with reflection (5b) (class 14/15) (EARL263G)
9. Curriculum Assessment Project (5a) (5b) (5c) (EARL263G)

**Standard 6: Becoming a Professional**

1. Professional Growth and Philosophy Paper (6a) (EARL106)
2. Group presentation with peer evaluation (6a) (6b) (6d) (Select from any course)
3. Debate: Process vs. Product; article reflection/prep notes and debate reflection (6e) (EARL126)
4. Attend and reflect on a community event (6c) (Select from EARL216 or EARL218)
5. ELL Reflection Essay (6a) (6c) (Select from EARL216, EARL217, or EARL244)
6. Critical reasoning about theorists (6e) (EARL217)
7. Professional Growth and Philosophy Paper (6a) (6e) (EARL218)
8. NAEYC Code Paper (6b) (EARL244)
9. Education Philosophy (6e) (EARL244)
10. Interpretation of NAECY Position Statement on the Code of Ethical Conduct through Family Workshop (6d) (EARL244)
11. Advocacy Project (topic related to CLAD organization) with Documentation Panel (6d) (EARL244)
12. Reflect on a scenario of adaptive fit (6c) (EARL263G)
13. Action Research Project and PPT (6e) (EARL263G)
14. Lab attendance verification form from all 5 lab courses and internship hours verification form (6b) (EARL126, EARL128, EARL208, EARL216, EARL218, EARL263G)
15. Observation hours verification (6b) (EARL106 and EARL107)
16. AWL Beliefs Inventory (6e) (EARL106, EARL263G)
17. Lab Student Observation Logs from all 5 lab courses and internship (6c)

*NCC 6d = NAEYC 6e; NCC 6e = NAEYC 6d*
Artifact/Document Checklist

NAEYC Standard 1: Promoting Child Development and Learning

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

NAEYC Key Elements of Standard 1

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

Checklist for Required Items in Standard 1

_____ Power Point on a theory with reflection (1a) (EARL106)

_____ Child Assessment Project (1a) (EARL128)

_____ ITERS with reflection (1c) (EARL128)

_____ Child Study (1b) (EARL217)

_____ Materials for promoting development with analysis (1b) (EARL218)

_____ Child Assessment Project (1a) (EARL263G)

_____ NAEYC Position Statement on DAP, Principles of Development Chart (1c) (EARL263G)

Choose 2 artifacts from your course work that reflect your knowledge and skills for this standard:

_____ 

_____
NAEYC Standard 2: Building Family and Community Relationships

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

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

Checklist for Required Items in Standard 2

- Letter to CAC family (2a) (2c) (EARL128)
- Family Community Project (2c) (EARL208)
- Family Study: Community resource for Family (2c) (EARL217)
- Family Study: Family Interview with reflection (2a) (2b) (EARL217)
- Guidance Journal (2a) (EARL217)
- Guest IFSP/IEP with reflection (2c) (EARL217)
- Resource File: Family and Community Booklet (2c) (EARL218)
- Family Community Project (2b) (2c) (EARL263G)

Choose 2 artifacts that reflect your knowledge and skills for this standard:
NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families

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

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

Checklist for Required Items in Standard 3

- _____ Journal Reflection: Authentic vs. Standardized Assessment (3a) (EARL107)
- _____ Article: Impact of standards on curriculum (3d) (EARL107)
- _____ Use ELS to assess outcomes of Lesson Plan (3b) (Select from EARL126, 128, 208, 216, or 218)
- _____ Observation of a group (3b) (Select from EARL126, 128, 208, 216, or 208)
- _____ CAC observation using any form/tool (3b) (Select from EARL126, 128, 208, 216, or 218)
- _____ Family Communication Plan (3b) (3d) (EARL208)
- _____ Action Research Project: Research a Tool (3a) (3b) (EARL263G)
- _____ CAC Conference (3c) (EARL263G)
- _____ Display (3c) (EARL263G)

- _____ Child Assessment Project (3b) (EARL263G)
- _____ UDL Checklist (3b) (EARL263G)
NAEYC Standard 4: Using Developmentally Effective Approaches

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

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

Checklist for Required Items in Standard 4

_____ Lesson Plan with documentation (4b) (4c) (Select from EARL126, 128, 208, 216, or 218)
_____ Adapt a Lesson Plan for Ability Diversity (4c) (Select from EARL126, 128, 208, 216, or 218)
_____ Teaching Skills and Strategies Project (4a) (4b) (EARL216)
_____ Reflect on reading a story to class (4d) (EARL216)
_____ Scientific Inquiry Project (4c) (EARL218)
_____ Teaching Skills and Strategies Project (4a) (4b) (EARL 263G)
_____ Reflection on Transition (4b) (EARL263G)

Choose two artifacts that reflect your knowledge and skills for this standard:

_______
_______
NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum

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

**NAEYC Key elements of Standard 5**

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

**Checklist for Required Items in Standard 5**

- Observation Packet on play (5b) (Select from packets 1, 2, or 3 from EARL106)
- Observation Packet on room arrangement (5c) (Select from packets 1, 2, 3, 4, or 5 from EARL106)
- Movement or dance Lesson Plan (5b) (EARL126)
- Curriculum Assessment Project (5a) (5b) (5c) (EARL126)
- Curriculum Assessment Project (5a) (5b) (5c) (EARL208)
- Prop Box lab (5b) (EARL216)
- Resource File with websites and reflection (5b) (5c) (EARL216)
- Web of weekly integrated curriculum plan with reflection (5b) (class 14/15) (EARL263G)
- Curriculum Assessment Project (5a) (5b) (5c) (EARL263G)
NAEYC Standard 6: Becoming a Professional

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

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

Checklist for Required Items in Standard 6

_____ Professional Growth and Philosophy Paper (6a) (EARL106)
_____ Group presentation with peer evaluation NAEYC (6a) (6b) (6d)
  (Select from any course)
_____ Debate: Process vs. Product; article reflection/prep notes and debate reflection (6e) (EARL126)
_____ Attend and reflect on a community event (6c) (Select from EARL216 or EARL218)
_____ ELL Reflection Essay (6a) (6c) (Select from EARL216, EARL217, or EARL244)
_____ Critical reasoning about theorists (6e) (EARL217)
_____ Professional Growth and Philosophy Paper (6a) (6e) (EARL218)
_____ NAEYC Code Paper (6b) (EARL244)
_____ Education Philosophy (6e) (EARL244)
_____ Interpretation of NAEYC Position Statement on the Code of Ethical Conduct through
  Family workshop (6d) (EARL244)
_____ Advocacy Project (topic related to CLAD organization) with Documentation Panel (6d) (EARL244)
_____ Reflect on a scenario of adaptive fit (6c) (EARL263G)
_____ Action Research Project and Power Point (6e) (EARL263G)
_____ Lab attendance verification form from all 5 lab courses and internship hours verification
  form (6b) (EARL126, EARL 128, EARL 208, EARL 216, EARL 218, EARL 263G)
_____ Observation hours verification (6b) (EARL106 and EARL107)
_____ Lab Student Observation Logs from all 5 lab courses and internship (6c)
_____ AWL Beliefs Inventory (6e) (EARL106, EARL263G)
2010 Standards for Initial Early Childhood Professional Preparation

STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING
Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

Key elements of Standard 1
1a: Knowing and understanding young children’s characteristics and needs, from birth through age 8.
1b: Knowing and understanding the multiple influences on early development and learning
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS
Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.

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

STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES
Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

Key elements of Standard 3
3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children
3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.
3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES
Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning.

Key elements of Standard 4
4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children
4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches
4d: Reflecting on own practice to promote positive outcomes for each child
STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM
Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

Key elements of Standard 5
5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

STANDARD 6. BECOMING A PROFESSIONAL
Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

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

STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES
Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

Key elements of Standard 7
7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)
7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

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PAPA INFORMATION
What is the PAPA?

The Pre-service Academic Performance Assessment (PAPA) must be taken and passed in order to obtain your state-approved Pennsylvania educator preparation certificate.

What tests do I have to take?

There are three sections of the test that assess your Reading, Writing, and Math skills. You must pass this section and pass a test that corresponds to Pre K through 4th Grade.

What score is needed to pass the tests?

You will need a criterion score of 220 per test module. To find out more, visit the following web site: http://www.pa.nesinc.com/PageView.aspx?f=GEN_Tests.html

Where can I go for answers to questions I may have?

The website below will answer any questions you may have. Use the question and answer sheet below to keep track of information as you navigate the site. Website: http://www.pa.nesinc.com

1. Where do I take the test? The test can be taken in the library at NCC Bethlehem Campus. For other locations, check the website.
2. What days/times are available? ______________________
3. How much does it cost? ______________________
4. How do I access reference and preparation materials for the test? ______
5. Do I have to take all of the test modules at once? ___________________
6. How much time will I have to take each test module? _________________
7. How is the test formatted? ______________________________________
8. What are the testing rules and policies? ___________________________
9. When will I get my test scores? ________________________________

Notes
# Transfer Checklist for Statewide Program-to-Program Articulation

## PK-4 Teacher Education

**Student:** __________________________  **ID#** __________________________

**Transfer from:** __________________________  **to:** __________________________

Check off each area as completed.

<table>
<thead>
<tr>
<th><strong>Portfolio Summary Page</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Point Average:</td>
</tr>
<tr>
<td>QPA meets entrance criteria</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Praxis I Scores:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Passing scores PPST reading, math and writing or minimum met with composite, according to current PDE guidelines.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Associate's Degree Complete:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcripts showing associate's degree and required courses successfully completed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Institution Checklist/Program Check Sheet</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English/Math Requirements:</strong></td>
</tr>
<tr>
<td>Successful completion of two English courses (English Composition I and a literature course) and two Math courses with content equivalent to Elementary Math 1 and 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Clearances:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Updated clearances, including FBI PAE#, Act 34, Act 151</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Portfolio Verification:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Certifying signature from two-year institution that Portfolio meets standard in each area.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Field Experiences:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>€ 20 hours observation</td>
</tr>
<tr>
<td>€ 20 hours exploratory</td>
</tr>
<tr>
<td>(Note which was completed in a diverse setting and provide appropriate evidence.)</td>
</tr>
</tbody>
</table>

**Comments:**
Assessed by Instructor: ___
Assessed by Student: ___

Early Childhood Education
EARL263G: Internship
Internship TAOC Portfolio Grading Rubric

Student Name: _______________________________________ Section: _____________ Semester: _____________ Grade: ____________

<table>
<thead>
<tr>
<th>Assessment Area</th>
<th>Grade A/ 4 points</th>
<th>Grade B/ 3 points</th>
<th>Grade C/ 2 points</th>
<th>Source / Artifact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard One: Promoting Child Development and Learning</td>
<td>Child Development and Learning Reflection Paper</td>
<td>Child Development and Learning Reflection Paper</td>
<td>Child Development and Learning Reflection Paper</td>
<td>__1a. Explain and apply each child’s characteristics and needs in all developmental domains.</td>
</tr>
<tr>
<td>Points:</td>
<td>__1a. Analyze and synthesize each child’s characteristics and needs in all developmental domains.</td>
<td>__1b. Apply and analyze multiple interacting influences affecting development and learning, including cultural, linguistic, and ability diversity.</td>
<td>__1c. Apply and analyze evidence based knowledge of development and learning to create safe, healthy, respectful, and supportive learning environments that are arts integrated and support the full participation of each child.</td>
<td>__1a. Explain and apply each child’s characteristics and needs in all developmental domains.</td>
</tr>
<tr>
<td></td>
<td>__1b. Analyze and synthesize multiple interacting influences affecting development and learning, including cultural, linguistic, and ability diversity.</td>
<td></td>
<td></td>
<td>__1b. Explain and apply multiple interacting influences affecting development and learning, including cultural, linguistic, and ability diversity.</td>
</tr>
<tr>
<td></td>
<td>__1c. Analyze and synthesize evidence based knowledge of development and learning to create safe, healthy, respectful, and supportive learning environments that are arts integrated and support the full participation of each child.</td>
<td></td>
<td></td>
<td>__1c. Explain and apply evidence based knowledge of development and learning to create safe, healthy, respectful, and supportive learning environments that are arts integrated and support the full participation of each child.</td>
</tr>
<tr>
<td></td>
<td>__+ ___ + ___ + ___ = ___ / 4 = ___ Artifacts clearly connected to standard (A-B work)</td>
<td></td>
<td></td>
<td>__Some Artifacts connected to standard (student corrects any C)</td>
</tr>
</tbody>
</table>

Students analyze current achievement, growth over time, and future goals using supporting artifacts.
<table>
<thead>
<tr>
<th>Assessment Area</th>
<th>Grade A/4 points</th>
<th>Grade B/3 points</th>
<th>Grade C/2 points</th>
<th>Source / Artifact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard Two:</strong> Building Family and Community Relationships</td>
<td><strong>Family and Community Reflection Paper</strong></td>
<td><strong>Family and Community Reflection Paper</strong></td>
<td><strong>Family and Community Reflection Paper</strong></td>
<td></td>
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<tr>
<td>Points:</td>
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<td>___ + ___+</td>
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<td>___ + ___ =</td>
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<tr>
<td>___ / 4 = ___</td>
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</tr>
<tr>
<td>___2a. Analyze and synthesize cultural, linguistic and ability diverse family and community characteristics.</td>
<td>___2a. Apply and analyze cultural, linguistic and ability diverse family and community characteristics.</td>
<td>___2a. Explain and apply cultural, linguistic and ability diverse family and community characteristics.</td>
<td></td>
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</tr>
<tr>
<td>___2b. Analyze and synthesize strategies for building respectful, reciprocal relationships to support and empower families and communities.</td>
<td>___2b. Apply and analyze strategies for building respectful, reciprocal relationships to support and empower families and communities.</td>
<td>___2b. Explain and apply strategies for building respectful, reciprocal relationships to support and empower families and communities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___2c. Analyze and synthesize evidence based knowledge of family and community relationships to involve them in each child’s development and learning.</td>
<td>___2c. Apply and analyze evidence based knowledge of family and community relationships to involve them in each child’s development and learning.</td>
<td>___2c. Explain and apply evidence based knowledge of family and community relationships to involve them in each child’s development and learning.</td>
<td></td>
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</tr>
<tr>
<td>___Artifacts clearly connected to standard (A-B work)</td>
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<td>Students evaluate current achievement, growth over time, and future goals using supporting artifacts.</td>
<td>Students analyze current achievement, growth over time, and future goals using supporting artifacts.</td>
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</tr>
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<td>Assessment Area</td>
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<td>Grade C/ 2 points</td>
<td>Source / Artifact</td>
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</tr>
<tr>
<td>Standard Three: Observing, Documenting, and Assessing to Support Young Children and Families</td>
<td>Observation and Assessment Reflection Paper</td>
<td>Observation and Assessment Reflection Paper</td>
<td>Observation and Assessment Reflection Paper</td>
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</tr>
<tr>
<td>Points:</td>
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<td>__ / 5 =</td>
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<td></td>
</tr>
<tr>
<td>Artifacts clearly connected to standard (A-B work)</td>
<td></td>
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</tr>
<tr>
<td>Some Artifacts connected to standard (student corrects any C)</td>
<td></td>
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<tr>
<td>Students evaluate current achievement, growth over time, and future goals using supporting artifacts.</td>
<td>Students analyze current achievement, growth over time, and future goals using supporting artifacts.</td>
<td>Students explain current achievement, growth over time, and future goals using supporting artifacts.</td>
<td></td>
<td></td>
</tr>
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<td>Assessment Area</td>
<td>Grade A/ 4 points</td>
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<td>Grade C/ 2 points</td>
<td>Source / Artifact</td>
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</tr>
<tr>
<td><strong>Standard Four: Using Developmentally Effective Approaches</strong></td>
<td>Developmentally Effective Approaches Reflection Paper</td>
<td>Developmentally Effective Approaches Reflection Paper</td>
<td>Developmentally Effective Approaches Reflection Paper</td>
<td><strong>Source / Artifact</strong></td>
</tr>
<tr>
<td>Points:</td>
<td>4a. Analyze and synthesize positive relationships and supportive interactions as the foundation of their work with children.</td>
<td>4b. Apply and analyze positive relationships and supportive interactions as the foundation of their work with children.</td>
<td>4a. Explain and apply positive relationships and supportive interactions as the foundation of their work with children.</td>
<td><strong>Reflection Paper</strong></td>
</tr>
<tr>
<td></td>
<td>4b. Analyze, synthesize, and demonstrate the use of effective instructional strategies for early education, including appropriate uses of technology and the arts to enhance each child’s learning.</td>
<td>4b. Apply, analyze, and demonstrate the use of effective instructional strategies for early education, including appropriate uses of technology and the arts to enhance each child’s learning.</td>
<td>4b. Explain, apply, and demonstrate the use of effective instructional strategies for early education, including appropriate uses of technology and the arts to enhance each child’s learning.</td>
<td><strong>Reflection Paper</strong></td>
</tr>
<tr>
<td></td>
<td>4c. Analyze and synthesize a broad repertoire of arts integrated, developmentally appropriate teaching / learning approaches, Universal Design for Learning (UDL), and inclusive strategies to support the development and learning of each child.</td>
<td>4c. Apply and analyze a broad repertoire of arts integrated, developmentally appropriate teaching / learning approaches, Universal Design for Learning (UDL), and inclusive strategies to support the development and learning of each child.</td>
<td>4c. Explain and apply a broad repertoire of arts integrated, developmentally appropriate teaching / learning approaches, Universal Design for Learning (UDL), and inclusive strategies to support the development and learning of each child.</td>
<td><strong>Reflection Paper</strong></td>
</tr>
<tr>
<td></td>
<td>4d. Reflect on their practice to promote positive outcomes for each child.</td>
<td>4d. Reflect on their practice to promote positive outcomes for each child.</td>
<td>4d. Reflect on their practice to promote positive outcomes for each child.</td>
<td><strong>Reflection Paper</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Artifacts clearly connected to standard (A-B work)</strong></td>
<td><strong>Some Artifacts connected to standard (student corrects any C)</strong></td>
<td><strong>Some Artifacts connected to standard (student corrects any C)</strong></td>
<td><strong>Some Artifacts connected to standard (student corrects any C)</strong></td>
</tr>
</tbody>
</table>

---

**Students evaluate current achievement, growth over time, and future goals using supporting artifacts. (SS 3)**

**Students analyze current achievement, growth over time, and future goals using supporting artifacts.**

**Students explain current achievement, growth over time, and future goals using supporting artifacts.**

---

52
<table>
<thead>
<tr>
<th>Assessment Area</th>
<th>Grade A/4 points</th>
<th>Grade B/3 points</th>
<th>Grade C/2 points</th>
<th>Source / Artifact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard Five: Using Content Knowledge to Build Meaningful Curriculum</strong>&lt;br&gt;<strong>Points:</strong>&lt;br&gt;___ + ___ + ___ = <em><strong>&lt;br&gt;</strong></em> / 4 = ___</td>
<td><em>Teaching and Learning Reflection Paper</em>&lt;br&gt;5a. Analyze and synthesize content knowledge and resources in symbol systems / subject areas: language and literacy; the arts – visual arts, music, creative movement, dance, and drama; mathematics; science, physical education, health and safety; and social studies.&lt;br&gt;5b. Analyze and synthesize central concepts, inquiry tools, and structures of symbol systems / subject areas.&lt;br&gt;5c. Analyze and synthesize evidence based knowledge, early learning standards, Universal Design for Learning, and other resources to design, implement, and evaluate developmentally appropriate and constructivist curriculum for each child.</td>
<td><em>Teaching and Learning Reflection Paper</em>&lt;br&gt;5a. Apply and analyze content knowledge and resources in symbol systems / subject areas: language and literacy; the arts – visual arts, music, creative movement, dance, and drama; mathematics; science, physical education, health and safety; and social studies.&lt;br&gt;5b. Apply and analyze central concepts, inquiry tools, and structures of symbol systems / subject areas.&lt;br&gt;5c. Apply and analyze evidence based knowledge, early learning standards, Universal Design for Learning, and other resources to design, implement, and evaluate developmentally appropriate and constructivist curriculum.</td>
<td><em>Teaching and Learning Reflection Paper</em>&lt;br&gt;5a. Explain and apply content knowledge and resources in symbol systems / subject areas: language and literacy; the arts – visual arts, music, creative movement, dance, and drama; mathematics; science, physical education, health and safety; and social studies.&lt;br&gt;5b. Explain and apply central concepts, inquiry tools, and structures of symbol systems / subject areas.&lt;br&gt;5c. Explain and apply evidence based knowledge, early learning standards, Universal Design for Learning, and other resources to design, implement, and evaluate developmentally appropriate and constructivist curriculum.</td>
<td></td>
</tr>
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<td>Assessment Area</td>
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<td>Grade B/ 3 points</td>
<td>Grade C/ 2 points</td>
<td>Source / Artifact</td>
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</tr>
<tr>
<td><strong>Standard Six:</strong> Becoming a Professional</td>
<td>Becoming a Professional Reflection Paper</td>
<td>Becoming a Professional Reflection Paper</td>
<td>Becoming a Professional Reflection Paper</td>
<td></td>
</tr>
<tr>
<td>Points:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ + ___ +</td>
<td>6a. Analyze and synthesize career goals; identify and involve themselves with the profession</td>
<td>6a. Apply and analyze career goals; identify and involve themselves with the profession</td>
<td>6a. Explain and apply career goals; identify and involve themselves with the profession</td>
<td></td>
</tr>
<tr>
<td>___ + ___ +</td>
<td>6b. Analyze and synthesize ethical standards, national and state regulations, and accreditation systems.</td>
<td>6b. Apply and analyze ethical standards, national and state regulations, and accreditation systems.</td>
<td>6b. Explain and apply ethical standards, national and state regulations, and accreditation systems.</td>
<td></td>
</tr>
<tr>
<td>___ + ___ =</td>
<td>6c. Analyze and synthesize an engagement in continuous, collaborative learning to inform evidence based practice; using technology effectively with young children, with peers, and as a professional resource.</td>
<td>6c. Apply and analyze an engagement in continuous, collaborative learning to inform evidence based practice; using technology effectively with young children, with peers, and as a professional resource.</td>
<td>6c. Explain and apply an engagement in continuous, collaborative learning to inform evidence based practice; using technology effectively with young children, with peers, and as a professional resource.</td>
<td></td>
</tr>
<tr>
<td>___ / 6 = ___</td>
<td>6d. Analyze and synthesize advocacy for the profession and all children and families including those who are culturally, linguistically and ability diverse.</td>
<td>6d. Apply and analyze advocacy for the profession and all children and families including those who are culturally, linguistically and ability diverse.</td>
<td>6d. Explain and apply advocacy for the profession and all children and families including those who are culturally, linguistically and ability diverse.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6e. Analyze and synthesize knowledge about becoming a professional who can articulate and practice an individual philosophy which includes evidence based practice and Universal Design for Learning.</td>
<td>6e. Apply and analyze knowledge about becoming a professional who can articulate and practice an individual philosophy which includes evidence based practice and Universal Design for Learning.</td>
<td>6e. Explain and apply knowledge about becoming a professional who can articulate and practice an individual philosophy which includes evidence based practice and Universal Design for Learning.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>___ Artifacts clearly connected to standard (A-B work)</td>
<td>___ Some Artifacts connected to standard (student corrects any C)</td>
<td>____ artifact(s) need additional support.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students evaluate current achievement, growth over time, and future goals using supporting artifacts. (SS 3)</td>
<td>Students analyze current achievement, growth over time, and future goals using supporting artifacts.</td>
<td>Students explain current achievement, growth over time, and future goals using supporting artifacts.</td>
<td></td>
</tr>
<tr>
<td>Assessment Area</td>
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<td>Grade C/2 points</td>
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</tr>
<tr>
<td>Supportive Skills</td>
<td>Elements and principles of design are used to create an aesthetic, personally unique portfolio (SS1)</td>
<td>Majority of elements and principles of design are used to create an aesthetic, personally unique portfolio</td>
<td>Some elements and principles of design are used to create a portfolio</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clearly links symbol system/content area to knowledge from general education (SS 2)</td>
<td>Links symbol system/content area to knowledge from general education</td>
<td>Limited linkages of symbol system/content area to knowledge from general education</td>
<td></td>
</tr>
<tr>
<td>Points:</td>
<td>Integrates knowledge from prior experiences, general education/ ECE courses (SS 2 &amp; SS 4)</td>
<td>Integrates knowledge from prior experiences, general education/ ECE courses</td>
<td>Integrates knowledge from prior experiences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Verbal communication: Articulate, professional language (SS3)</td>
<td>Verbal communication: Articulate, generic and professional language; making connections to artifacts</td>
<td>Verbal communication: Spoken words unclear, mostly generic language; few props, appears somewhat anxious</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All parts of the project are completed (SS 3)</td>
<td>Majority of the parts of the project are completed</td>
<td>Some parts of the project are completed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accurate use of grammar/spelling and vocabulary (SS 3)</td>
<td></td>
<td>Accurate use of grammar/spelling and vocabulary some of the time</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Uses accurate APA format (SS 5)</td>
<td>Uses mostly accurate APA format</td>
<td>Uses some APA format</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rationale for actions and documentation is connected to professional resources (SS 5)(ILO)</td>
<td></td>
<td>Rationale for actions and documentation is partially connected to professional resources</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professional resources support all rationale for actions and documentation (SS 5)</td>
<td>Professional resources support majority of rationale for actions and documentation</td>
<td>Professional resources support some of rationale for actions and documentation</td>
<td></td>
</tr>
</tbody>
</table>

Standards One ________ + Standard Two ________ + Standard Three ________ + Standard Four ________ + Standard Five ________ + Standard Six ________ + Supportive Skills ________ = Total Points ________ / 7 = ________ Points = ________ % - 1 % point deducted for each week late = ________ = ________ Grade

3.8-4.0/93-100  A  3.1-3.3/87-89  B+  2.1-2.3/77-79  C+  0-1.7/Less than 75  F
3.4-3.7/90-92  A-  2.8-3.0/83-86  B  1.8-2.0/75-76  C
2.4-2.7/80-82  B-  1.8-2.0/75-76  C

Passing grades are A to C