Center for Early Childhood Education

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.
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Updated February 2018
Welcome to your Early Childhood Journey from the NCC Faculty and Staff

The faculty and staff in the Early Childhood Department welcome you to the Early Childhood Teacher Preparation Program. We are excited you are here and happy to support your journey in early childhood at Northampton Community College. You will find that your choice to become a teacher of young children is rewarding in many ways. Teachers play an important role in the lives of children and their families. The early years are a critical time to provide each child with opportunities to be creative, to explore, and to be engaged with other children and adults. These experiences are foundational for future growth, development and success in life. As a teacher, you will affect the lives of many children and their families. Your work will help to build a strong foundation for each child’s future growth, development and success. Much of this success comes from building reciprocal, respectful relationships unique to each child’s family and community. NCC upholds the highest program standards which are aligned with the National Association for the Education of Young Children (NAEYC). *Our program will prepare you to work with all children and families in the context of cultural, linguistic and ability diversity from infant through grade 4. Please feel free to contact us at any time with questions or suggestions using the contact information below. As faculty and staff, we look forward to working with you and being a part of your success, as you begin your educational journey and realize your teaching goals.

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Purpose of This Manual

The Early Childhood Department has developed the Student Manual to inform you about the department and what it has to offer. This manual also contains important resources that you will use in each early childhood course. By reading the Student Manual carefully, you will find answers to questions that you may have and learn more about the ECE department, procedures, and resources that will help you along the way. *The Early Childhood Department Student Manual is a supplement to each course syllabus and can be viewed online at:

http://www.northampton.edu/Early-Childhood-Education/ECE-Student-Resources/ECE-Manuals.htm

* The ECE program reserves the right to make changes to this handbook at any time.
Early Child Education
Department Information
The Early Childhood Department

Organization
Within the Early Childhood Education Department, three components work together to prepare future teachers, support current or practicing teachers and administrators, and provide care and education to children birth through kindergarten. They are listed here as follows.

Academic Program:
- AAS degree: The Associate Degree Program is accredited by the National Association for the Education of Young Children (NAEYC)
- Specialized Diplomas: Child Development Associate, School Age Child Care, and Leadership for Early Childhood Program Directors
- Certificates

Leadership and Professional Development:
Provides courses and workshops for teachers and administrators who want to improve their skills, extend their knowledge and increase the quality of their programs. NCC staff provides mentoring and technical assistance to child care programs engaged in quality improvement and/or accreditation initiative.

Children’s Centers:
NCC Children’s Centers are located on the Main Campus in Reibman Hall and on the Monroe Campus at the Hannig Family Children’s Center. These classrooms serve as campus lab schools and provide early care and education to children ages 6 weeks to kindergarten. This early learning program is available to children of students, staff and community members. NCC Children’s Centers are accredited by the National Association for the Education of Young Children (NAEYC), the Middle States Commission on Elementary and Early Age Education, and are STAR 4 centers. The Children’s Centers use Art As a Way of Learning®, developed in collaboration with Crayola and local teachers. They also serve as demonstration centers for Building Inclusive Child Care (BICC).

Program Locations and Learning Formats
NCC’s Early Childhood teacher training program is offered in different locations and in a variety of formats to meet your learning style and/or make your study more accessible. You may choose campus classes, online learning, and/or on-site classes. Your schedule and/or ability to get to a campus may influence your choice. The same program standards and requirements are used in all program locations and learning formats.

Campus Classes
All early childhood courses are available at the Main and Monroe Campuses. The Early Childhood: Infant to Grade 4 AAS and Certificate programs can be completed with either day or evening classes at these sites. The classes held on campus are referred to as “on ground” classes to help distinguish them from online classes.

On-line Classes
Courses for the following degrees and specialized diplomas are available through online learning:
- ECE AAS and Certificate
- School Age Child Care
- Child Development Associate
- Leadership for Early Childhood Programs (Director’s Credential Specialized Diploma)

For more information about online classes, see the following website:
http://www.northampton.edu/admissions/online-classes.htm
On-Site Classes
These are arranged as contracted courses between an early care and education center and Northampton Community College. Check with your center director to see whether any are available. For information contact our Program Manager Sharon Vietmeier at: svietmeier@northampton.edu

Early Childhood Department Programs

ECE: Infant to Grade 4 AAS Degree
Teaching young children is rewarding and inspiring! This two year degree prepares you to become an effective teacher of all children, ages infant to 9, in context with cultural, linguistic, and ability diversity. As an Early Childhood graduate from NCC, you will be qualified to work as a lead teacher in a child care center, Head Start Program, preschool, and as an assistant teacher in pre-kindergarten classrooms.

After completing 2 years at NCC, you may wish to continue your education by obtaining a baccalaureate degree and transferring to a 4 year institution. You may then obtain your Pre-K to Grade 4 teaching certificate (state required) and teach in a public or private school setting.

Child Development Associate (CDA) and School Age Child Care (SACC)
If you are enrolled in a CDA or SACC program you can transfer your courses (9 credits) into the associate degree program. You will have credit for EARL106, 217 and 244; you can then begin your ECE associate degree with EARL107, Observation and Assessment. Both the CDA and the SACC can be taken online through Online Learning.

Leadership for Early Childhood Program: Director’s Credential
The Director’s Credential Specialized Diploma is offered to students who are interested in a leadership role as a director of a childcare center. It is especially helpful to those who own, or are thinking about owning their own childcare facility. To enroll in this specialized diploma, 15 Early Childhood course credits or departmental approval are required.

Associate Degree Program Requirements

Placement Testing
English and Math Placement Test scores are required before you register for your first course (Specialized Diploma courses exempt).

Educational Materials
In addition to textbooks and regular materials, you are required to have access to these items:

- Computer with printer and internet connection
- Digital Camera with video capability
- Taskstream online account (ECE/AAS students only)
- APA resources available through library website
- Campus lab students will need a lab apron, available for purchase at the NCC Bookstore

NCC College Policy Regarding Children on Campus
Children of students and staff are discouraged from being on campus for extended periods of time unless officially registered in a college program. Children under the age of 16 may not be left unattended on
campus. Children are not permitted in class. The classroom instructor has the authority to make an exception to this policy for an emergency circumstance, using the following criteria: if at all possible, students must contact the instructor prior to the class to seek permission; students may not request this special exception more than twice in one semester; children may not be disruptive (i.e.-noisy, moving around, interfering with the teaching-learning process) or they will be asked to leave immediately with their parent/guardian. Children accompanying parents to learning environments such as the Library or Learning Center may not be disruptive or they will be asked to leave immediately with their parent/guardian.

**Internship**

Students must apply and be approved for internship using the Internship Request Form. Students MUST earn a grade of C or better in ALL other early childhood courses in order to apply for internship. Interns may take co-requisites EARL218 and EARL244 with internship; however, they MUST pass all three courses with a C grade or better in order to graduate. If no Location Placement Request form is filled out, the faculty will assign a placement. In order for students to complete their internship at their worksite they must be employed at that site for at least six months prior to the start of internship. Students who do not meet this requirement will be placed at a program designated by the ECE department. The faculty will review the application forms, placement requests, and check to make sure that you have completed and passed the required course work. Please note that required program clearances must be updated before the beginning of the Internship course, EARL263G.

All Internship forms can be found on the ECE website
http://www.northampton.edu/Early-Childhood-Education/ECE-Student-Resources.htm
The Pennsylvania Department of Education requires that all students participating in field experience must provide the documentation listed below.

Obtaining the following background clearances will require out of pocket expenses.

- **PDE FBI Federal Criminal History Background Check (Act 114):** Details concerning the fingerprinting process are found at (Click the link in the blue box):

- **The Pennsylvania State Police Criminal Record Check (Act 34):** This clearance can be obtained by logging on to: [https://epatch.state.pa.us](https://epatch.state.pa.us) Select “Submit a New Record Check” (do NOT click the link for “volunteers”) and complete the required information. Print the certificate form displaying the Pennsylvania state seal.

- **Pennsylvania Child Abuse History Clearance (Act 151):** Start by creating your “Individual Account” and “Keystone ID” at this website: [https://www.compass.state.pa.us/cwis/public/home](https://www.compass.state.pa.us/cwis/public/home)

  Complete this FREE training and print the certificate of completion.

- **PA Department of Education Arrest/Conviction Report and Certification Form (Act 24).**

- **A TB (Tuberculin) skin test:** Available at the NCC Main Campus Health Center for a nominal fee.

*Two additional requirements for Early Childhood Education Students:*

- Two letters of reference (must be from non-family members) stating your suitability for working with children.

- **NCC ECE Health Form (required every two years).**

NCC requires all students to submit required clearances via the online system MyRecordTracker. After enrolling in education courses you will receive an email notification from [myrecordtracker@verticalscreen.com](mailto:myrecordtracker@verticalscreen.com) with important instructions on how to access and create an account.

Any student who does not have the completed clearances uploaded into their MyRecordTracker account within one week of the start of classes will be withdrawn from the course(s).

**DO NOT send clearances to NCC.**

Students completing field experience outside of Pennsylvania must complete health and background clearance requirements for their state and upload documents into MyRecordTracker.
Framework for Learning

Associate Degree, Certificate and Specialized Diplomas
Conceptual Framework

Mission of NCC Early Childhood Teacher Preparation Program: Infant to Grade 4

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 guide 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.

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.
Ways of Learning

Children interact with objects, each other and adults!
Children play and imagine….they observe, discover, construct, dissect, decide and create!
Children communicate…they draw, sing, dance, sculpt, speak, write!
Children make meaning!
Adults learn in the same way!

Constructing Knowledge

During your time at NCC, you will develop and learn the teaching content, skills, knowledge, and dispositions that inspire, scaffold, and support children’s learning. You will learn to build and express your own knowledge and feelings using multiple symbol systems, especially the arts.

Each course you take will help you understand how to teach using the Art as a Way of Learning® (AWL) curriculum framework. You will learn the same ways as children learn, by observing, doing, reflecting, and communicating. This learning process, constructing knowledge and skills, is at the core of how you will experience learning, and it will be the essence of how you support and stimulate children in teaching skills and strategies.

Your knowledge will grow each semester, and connect from course to course. Your learning will be much like building a block structure, creating a weaving, or putting a puzzle together. Sometimes what you learn may feel like an isolated puzzle piece, a single block, or bit of yarn, but then one day you see how what you know and can do connects to something else you know and can do. At this moment you begin to understand that your learning makes sense. You are constructing your knowledge…and making meaning. This construction and connection of knowledge occurs within each course. NCC’s program is designed so that your knowledge about children and teaching skills expand with each course you take. In essence, your puzzle, block structure, or knitting becomes larger. For example, when you are enrolled in Arts in Early Childhood (EARL126), you learn about children’s development of the abilities to draw, paint, and sing as well as gain skills related to teaching the arts. While you learn about the arts, you will see connections to information and experiences from previous courses. Ideas you learned in Arts in Early Childhood will connect with what you learn in Language and Literacy in Early Childhood (EARL216). Your learning from each course fits together, like puzzle pieces, to help you become the most effective teacher you can be.

Instructors as Learning Partners

You and your instructors become learning partners as you construct your knowledge. First, your course instructor prepares a learning environment. This environment is rich with resources (information and ideas) and lab opportunities for you to interact with children and collaborate with adults. As you interact within this environment, your instructor supports and evaluates your work. You assess your completed work in partnership with other students and the instructor. In other words, you assess your construction of knowledge and ability to be an effective early childhood teacher. Through this process, you become a reflective learner.

The Early Childhood Instructors at NCC understand that sometimes life can be unpredictable, so please make sure they are alerted if an emergency situation arises that may interfere with your progression through the course. They will work with you should you need help. Never hesitate to approach your instructor with questions or concerns.

Your instructor prepares the learning environment by...

- Identifying program standards and student outcomes that outline what you are to learn.
- Providing learning experiences and resources that contain information and ideas that include, but are not limited to reading assignments, observations, lectures, and for online courses, discussion
groups.
• Creating opportunities to interact with children and other adults during lab placements and assignments.

**Your instructor guides your interactions within the learning environment by...**

- Evaluating your knowledge and skills with feedback about your work in labs, quizzes/tests, papers, and other learning activities.
- Assigning journal writing/drawing that allows you to think and reflect on connections made to resources, how what you have learned applies to what you are doing now, as well as how you are meeting program standards and student learning outcomes. From this, you will generate ideas that will help stretch your learning as you plan your next steps.

**Your instructor supports you to complete your assessment portfolios by...**

- Providing guidelines and rubrics for developing your portfolio.
- Sharing rubrics with grading criteria.
- Giving meaningful feedback along with facilitating peer review to assess the quality of your work.

This process of preparing the learning environment, having the opportunity to interact with peers, and then assessing the learning is your learning cycle. When you teach young children, you engage them in a similar cycle.
Labs: Interacting with Children and Adults

Purpose of Lab
Labs are field experiences that provide you with firsthand information about children’s development, how they learn, communicate, and create meaning. This is an opportunity for you to apply course content, evidence based practices, and skills you have learned, as you interact with children and families. Your cooperating teacher and your course instructor will help you build your teaching skills with each lab through observation, documentation and feedback. Reflecting upon and analyzing lab experiences are central to your construction of knowledge and teaching skills.

The following items are required for all labs: Apron (available at the NCC Bookstore); Student ID; Pocket folder with photograph.

Cooperating Teacher Qualifications: AA Degree from an accredited college or university, including 30 credits hours in early childhood education, child development, special education, elementary education or the human services field and 3 years of experience with children.

**Students must earn a C or better on lab assignments and in Teaching Skills and Strategies in order to successfully pass lab courses. (Internship students must earn B or better in Labs and Teaching Skills and Strategies in order to pass Internship.)**

We strongly suggest students not enroll in more than 2 lab classes per semester. Discuss with your advisor.

Early Childhood Courses with Embedded Observations or Labs
- EARL106 Childhood Development and Learning (6 hours of observation)
- EARL107 Observation and Assessment (6 hours of observation)
- EARL126 Arts in Early Childhood (20 hours of lab)
- EARL128 Infant/Toddler Development and Learning (20 hours of lab)
- EARL208 Mathematics in Early Childhood (20 hours of lab)
- EARL216 Language and Literacy in Early Childhood (20 hours of lab)
- EARL218 Science in Early Childhood (20 hours of lab)
- EARL263G ECE Internship (150 hours of lab)

Roles and Responsibilities Chart
A Roles and Responsibilities Chart, (for both on ground and online) included in this manual, will explain in detail what part your instructor, cooperating teacher and you as a student, play in the lab experience. It is important to read this chart carefully to gain a full understanding of the roles and responsibilities of all involved in order to have a meaningful and effective practical experience. The Roles and Responsibilities Chart will be specific to each lab course.

Lab Locations and Settings

Campus Labs:
Campus labs are for students who attend courses on an NCC campus. Online students who live within the area of both Main and Monroe campuses may do their labs at the children’s centers. This is subject to availability, as on ground students will have scheduling priority.

The Early Childhood Department provides demonstration lab schools at Reibman Hall Children’s Center on the main campus in Bethlehem and Hannig Family Children’s Center on the Monroe campus. Both Centers are PA Key Star 4 Centers, and are accredited by the National Association for the Education of Young Children (NAEYC) and the Middle States Commission on Elementary and Early Age Education.
**Worksite Labs (excluding EARL263G):**

Online students may choose to do labs at their worksites. On ground students must be working full time (30 hours or more) in order to utilize the site for labs. The worksite must be a state-licensed or an exempt early childhood program. If a signed Understanding of Participation form is not on file in the ECE office, the course instructor may withdraw you from the course.

The program must provide the student with a cooperating teacher and the opportunity to:

- Observe and document children’s actions and teachers’ interactions.
- 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 arts-integrated experiences that promote each child’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/video of work) to document learning experiences and observations. The center will assign children for photos and videos based on signed clearances.
- Provide supervised interactions with parents and families.
- Video document their interactions with children. This video will be used for educational purposes only and will be viewed only by the student and college instructor on a secured private site (See Privacy Statement in Legal Considerations).

**Online Students:**

Online students are responsible for finding their own site for observations, labs and internship. The site must be licensed or an exempt early childhood program. The cooperating teacher must meet required qualifications for group supervisors in the state where the program is located. If a signed Understanding of Participation is not on file in the ECE office, the course instructor may withdraw you from the course.

The site must agree to sign an Understanding of Participation form to provide the student the opportunities to:

- Observe and document children’s actions and teachers’ interactions. 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 arts-integrated experiences that promote each child’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/video of work) to document learning experiences and observations. The center will assign children for photos and videos based on signed clearances.
- Provide supervised interactions with parents and families.
- Video document their interactions with children. This video will be used for educational purposes only and will be viewed only by the student and college instructor on a secured private site (See Privacy Statement in Legal Considerations).

**Scheduling Your Lab**

**Campus Labs**

Labs for each course are scheduled during your first campus class.
Worksite Labs
Provide course instructor with the name and email address of a cooperating teacher. Your course instructor will give you a packet of information for your worksite cooperating teacher. Included in this packet is an Understanding of Participation form, which must be signed by the cooperating teacher and facility administrator. Return the form to the early childhood office by the end of the second week of class in order to continue in the course. The course instructor may withdraw you if a signed Understanding of Participation is not on file in the ECE office.

Online Labs
Online students are responsible for finding their own site for observations, labs and internship. The site must be licensed or an exempt early childhood program. The cooperating teacher must meet required qualifications for group supervisors in the state where the program is located. The site must sign an Understanding of Participation form to provide student with opportunities listed in “Lab Setting” section. Students are required to submit this by week two of their course. The course instructor may withdraw you if a signed Understanding of Participation form is not on file in the ECE office.

Lab Hours
There are ten, two-hour labs beginning with class 4 and continuing through class 13. During classes 1 to 3 you schedule your lab, identify a cooperating teacher, practice the video process, and be ready for lab one during class 4. Class 14 can be a lab make-up should you need to miss a lab. All students must receive a “C” or better on all assignments/Teaching Skills & Strategies Project in lab courses to receive credit for the course.

Lab Attendance and Withdrawal
Labs count as part of class attendance (campus and online) because the learning in lab reinforces and extends the learning in class and vice versa. Missing labs can lead to withdrawal from the course.

Department Practice
Ten two-hour labs and all assignments must be completed and a grade of C earned to receive credit for the course. The Teaching Skills and Strategies Assessment must receive a C or better to pass the course. Internship Teaching Skills and Strategies Assessment must receive a B or better to pass internship.

Missed campus labs may be rescheduled for class 14. Rescheduling of labs must occur with permission from your course instructor and cooperating teacher. If illness or family emergency interferes with lab attendance, please notify your course instructor and the lab classroom staff prior to the start of the lab by email or phone.

Lab Hours Documentation
All students must submit a lab documentation form verifying 20 hours of lab work. This form must be signed by cooperating teachers and filed in the TAOC portfolio.

Cooperating Teacher
Your cooperating teacher is another one of your learning partners. For the cooperating teacher to be your partner you must keep her/him informed of your assignments and plans on a weekly basis. In particular, all Learning Experience Plans must be presented to cooperating teachers for approval one week before implementation. Once approved, they can then be integrated into the plans of the classroom. If plans are not approved, they must wait until the next lab. Communication is the key to a successful lab experience.

Note for Online Students: Your cooperating teacher must participate in the Cooperating Teacher On-Line Forum. Information is located in the Course Information section of your course on Black Board. You are responsible for helping your co-operating teacher navigate Black Board to participate in the online forum.
**Campus Labs: Cooperating Teachers**
The CCA I and II Children’s Center teachers are your lab cooperating teachers. Their primary responsibility is modeling the *NCC Teaching Skills and Strategies* as they prepare and implement learning experiences for the children. Please observe their teaching, and practice what you see and hear. The classrooms are prepared in collaboration with your course instructor so you can accomplish your lab assignments.

Cooperating teachers support your work in completing your lab assignment and provide feedback about the lab on the observation form. These notes are used by your course instructor to better understand your ability to use the teaching skills and strategies.

**Worksite & Off Campus Labs: Cooperating Teachers**
If you are attending labs at your worksite, you must identify a cooperating teacher. This person must meet qualifications as a Group Supervisor or Lead Teacher at your program. Your cooperating teacher will provide you feedback to support the development of your teaching skills and strategies. Your cooperating teacher is also the contact person for your course instructor. Family Childcare Providers must identify a qualified person to serve as a Cooperating Teacher. This person must meet qualifications as a Group Supervisor or Lead Teacher at your program. This person will provide feedback to the course instructor.

Your course instructor will provide a lab packet to your co-operating teacher. It will be online for you to review. The packet will contain an Understanding of Participation form that outlines the classroom opportunities you need to be provided. The cooperating teacher and/or the administrator need to sign the document committing them to providing you with the opportunity to:

- Observe and document children’s actions and teachers’ interactions.
- Use a wide variety of materials and supplies such as water, pretend play props, instruments, paints, children’s book, blocks, recorded music, etc.
- Interact with children during a significant period of uninterrupted play (one hour or more).
- Provide children with developmentally appropriate, arts integrated experiences that promote each child’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).
- Collect children’s work (or sketches/photos of work) to substantiate lab experiences and observations. The center will assign children based on signed clearances.

Your cooperating teacher also agrees to document your actions/interactions on Lab Student Observation Log forms provided by the NCC course instructor.

**Course Instructor's Role for Labs**
Your course instructor is responsible for providing you with the lab assignments, evaluation/feedback on the implementation of the assignments, and your use of teaching skills and strategies. Information will be gathered by your course instructor in a variety of ways depending on where you do your lab. The various methods include: direct observation; conversations with cooperating teachers either face to face, telephone, or email; Cooperating Teacher Forum; your documentation using the lab forms, photos, and sometimes video. (The Roles and Responsibilities Chart will further clarify the roles each person plays in the lab process.)

**Lab Assignments: What do I do in Lab?**
Lab Assignments require you to use/apply the information you learn in class and from other assigned resources (textbooks, web searches, articles). The focus of lab is to develop your teaching skills and strategies as you interact with the children, classroom staff, and families.

In general, you observe children and adults, prepare learning environments and experiences, interact to support, stretch, direct, stimulate and assess their learning by documenting what you see and hear the children do. The *Early Childhood Art as a Way of Learning® Teaching Skills and Strategies* and CLAD resources guide your lab interactions.
Getting Started: What Procedures and Guidelines must I follow?
The National Association for the Education of Young Children (NAEYC) Professional Code of Ethics and the Department of Early Childhood (DEC) Code of Ethics provide a standard for all our interactions with children, parents, and colleagues. They can be found on the web at: http://www.naeyc.org/positionstatements and http://www.dec-sped.org respectively.

In addition, *Early Childhood Art as a Way of Learning® Teaching Skills and Strategies* defines and describes the criteria which guides and evaluates your work. Please read and be familiar with both of these documents. Be ready for action!

Legal Considerations

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. Make sure that every child you photograph or video tape has a signed release form on file and follow the policies of your lab site. These photographs and videos can only be shared with your instructor. They may never be posted or shared on public sites including the e-portfolio.

Practice confidentiality by using numbers or fictitious names when describing, evaluating and analyzing situations for classroom/web discussions and/or writing observations. Never discuss children outside the college classroom or web Discussion Forums. You may never uses physical force unless a child is in danger or unless the action is required based on an individual educational plan and an appointed teacher is supervising you. Provide positive guidance and redirection to children involved in disruptive behaviors. Have children be responsible for their actions. The goal is to help children learn ways to resolve conflict, and develop healthy relationships with themselves and others.
# Roles and Responsibilities Chart

**ECE Labs for On-Ground 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 Responsibility</th>
</tr>
</thead>
</table>
| Before Week 1 | - Complete health and safety requirements  
- Update clearances required to work with young children if needed | Ensures all students have up to date clearances for offsite labs  
ECE department ensures that clearances are up to date for on campus labs |  
| Week 1 | Sign up for labs:  
- Placement by instructor or  
- Worksite labs if applicable  
- Give name and contact information of your CT to your instructor if doing your labs off campus | - Send to worksite CT: Letter from ECE Department introducing self and thanking for hosting NCC students who are doing labs off campus  
- Give lab packets to students to take to off campus lab site |  
| Week 2 | - Give lab packet to off campus lab site CTs that includes:  
- Letter from ECE Department  
- Understanding of Participation (U of P) form  
- Letter for the CT  
- Brief summary of lab assignments  
- Roles and responsibilities chart  
- Attendance Verification Form  
- Dress code  
- Observation log  
AWL materials, CLAD resource packet  
Link to student manual | - Worksite CT returns completed U of P to Course Instructor  
- Remind students to return the U of P back to the department |  
| Week 3 | - Review lab information in ECE Student Manual  
- Ensure that U of P is returned by lab site  
- Create a Cooperating Teacher Folder (hard copy); store it for easy access by self and CT | - Review the TSS Manual and the Curriculum Framework | - Ensure that U of P is returned for students doing off campus labs  
- Contact CT to ensure that lab information has been received  
- Send assignments for Labs 1-10 to all CT |
| Week 4-Lab 1 | Labs begin  
- Complete assignment for Lab 1:  
Child Running Record  
Sample to document learning  
Teacher Running Record  
Environment observation  
Select a Child Assessment  
Child (CAC)  
Fill in Lab Attendance Verification Form | - Welcome the lab student: Introduce the children  
Introduce the teachers / staff  
Introduce the program  
Assist in CAC selection  
Fill in Lab Student Observation Log for the day  
Sign Lab Attendance Verification | - Observe lab student  
- Contact CT in person or via phone  
- Give feedback on Lab 1 assignment |
<table>
<thead>
<tr>
<th>Week 5-Lab 2</th>
<th>-Complete assignment for Lab 2: Child Running Record (CAC) CAC sample to document learning Teacher Running Record Environment observation Fill in Lab Attendance Verification Form -CAC Family Interview &amp; Photo/Video Release Form</th>
<th>-Review and approve CAC Family Interview and Photo/Video Release Form -Fill in Lab Student Observation Log for the day -Sign Lab Attendance Verification</th>
<th>-Give feedback on Lab 2 assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 6-Lab 3</td>
<td>-Complete assignment for Lab 3: Child Observation Form (CAC) CAC sample to document Learning Environment observation Fill in Lab Attendance Verification Form -Community resource</td>
<td>-Fill in Lab Student Observation Log for the day -Sign Lab Attendance Verification</td>
<td>-Observe lab student -Contact CT in person or via phone -Give feedback on Lab 3 assignment</td>
</tr>
<tr>
<td>Week 7-Lab 4</td>
<td>-Complete assignment for Lab 4: Observe and Respond Form CAC sample to document Learning Environment observation Prepare Learning Experience Plan (LEP) for Lab 5 Fill in Lab Attendance Verification Form</td>
<td>-Share current curriculum topic and children’s interests with the lab student to facilitate planning of LEP 1 -Fill in Lab Student Observation Log for the day -Sign Lab Attendance Verification</td>
<td>-Give feedback on Lab 4 assignment</td>
</tr>
<tr>
<td>Week 8-Lab 5</td>
<td>-Complete assignment for Lab 5: Child Observation Form (CAC) CAC sample to document learning LEP 1 Fill in Lab Attendance Verification Form -Complete TSS Student Self Evaluation Form</td>
<td>-Support the student during the implementation of LEP 1 -Approve LEP 2 -Fill in Lab Student Observation Log for the day -Sign Lab Attendance Verification -Send Lab Student Observation Logs for Labs 1-5 to Course Instructor via email / with student</td>
<td>-Observe lab student -Contact CT in person or via phone -Give feedback on Lab 5 assignment</td>
</tr>
<tr>
<td>Week 9-Lab 6</td>
<td>-Complete assignment for Lab 6: Observe and Respond Form CAC sample to document learning LEP 2 Fill in Lab Attendance Verification Form -Send activity packet for CAC</td>
<td>-Support the student during the implementation of LEP 2 -Approve LEP 3 -Fill in Lab Student Observation Log for the day -Sign Lab Attendance Verification</td>
<td>-Give feedback on Lab 6 assignment</td>
</tr>
<tr>
<td>Week 10-Lab 7</td>
<td>-Complete assignment for Lab 7: Child Observation Form (CAC) CAC sample to document learning LEP 3 – Technology Fill in Lab Attendance Verification Form</td>
<td>-Support the student during the implementation of LEP 3 -Approve LEP 4 -Fill in Lab Student Observation Log for the day -Sign Lab Attendance Verification</td>
<td>-Observe lab student -Contact CT in person or via phone -Give feedback on Lab 7 assignment</td>
</tr>
<tr>
<td>Week 11-Lab 8</td>
<td>Complete assignment for Lab 8: Observe and Respond Form CAC sample to document learning LEP 4 Fill in Lab Attendance Verification Form Planning Phase Descriptions (PPD) for Labs 5-8</td>
<td>Support the student during the implementation of LEP 4 Approve LEP 5 Fill in Lab Student Observation Log for the day Sign Lab Attendance Verification</td>
<td>Give feedback on Lab 8 assignment</td>
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<tr>
<td>Week 12-Lab 9</td>
<td>Complete assignment for Lab 9: Child Observation Form (CAC) CAC sample to document learning LEP 5 – Large Group Fill in Lab Attendance Verification Form Planning Phase Descriptions (PPD) for Labs 5-9</td>
<td>Support the student during the implementation of LEP 5 Approve LEP 6 Fill in Lab Student Observation Log for the day Sign Lab Attendance Verification</td>
<td>Observe lab student Contact CT in person or via phone Give feedback on Lab 9 assignment</td>
</tr>
<tr>
<td>Week 13-Lab 10</td>
<td>Labs end Complete assignment for Lab 10: Observe and Respond Form CAC sample to document learning LEP 6 Fill in Lab Attendance Verification Form Planning Phase Descriptions (PPD) for Labs 5-9 Complete TSS Student Self Evaluation Form</td>
<td>Support the student during the implementation of LEP 6 Fill in Lab Student Observation Log for the day Sign Lab Attendance Verification Send Lab Student Observation Logs for Labs 6-10 to Course Instructor via email / with student</td>
<td>Give feedback on Lab 10 assignment Complete TSS ECE Faculty / Supervisor Evaluation Form</td>
</tr>
<tr>
<td>Week 14</td>
<td>Lab make-up week 1 Have the Coop Teacher fill out the feedback form and return to the instructor</td>
<td>Support the student during make-up lab if relevant Fill out the Coop Teacher feedback form and return to instructor or the student</td>
<td>Gather Coop teacher feedback forms from students and return to Assistant Director</td>
</tr>
<tr>
<td>Week 15</td>
<td>Lab make-up week 2</td>
<td>Support the student during the make-up lab if relevant</td>
<td>Send a Thank you note to CT for supporting NCC student</td>
</tr>
</tbody>
</table>
Roles and Responsibilities Chart
ECE Labs 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>
</table>
| Before Week 1 | - Complete health and safety requirements  
- Update clearances required to work with young children if needed |                                                                                                              | Remind students to locate a lab site  
Prepare Coop Forum in Black Board                                                                                     |
| Week 1        | - Secure a lab site  
- Send CT’s email to course instructor                                                                 | - Give email to student                                                                                      | - Send to CT via email:  
Letter from ECE Department Understanding of Participation (U of P) form                                                   |
| Week 2        | - Give Course Instructor’s email to CT  
- Ensure return of U of P to Instructor                                                                 | - Return completed U of P to Instructor via email                                                            | - Send lab packet to CT via email that includes:  
Letter from ECE department introducing self and thanking for hosting NCC students  
Brief summary of Lab Assignments  
Roles and Responsibilities Chart  
Lab Attendance Verification Form  
Lab Student Observation Log  
Directions for BB login |
| Week 3        | - Review lab information in ECE Student Manual  
- Create a Cooperating Teacher Folder (hard copy); store it for easy access by self and CT  
- Ensure U of P is returned  
- Facilitate BB login for CT | - Review the TSS manual, Curriculum Framework and Clad resource packet                                        | - Send assignments for Labs 1-10 to CT  
- Enroll CTs in Black Board (BB) Coop Forum and inform them.                                                           |
| Week 4-Lab 1 | - Labs begin  
- Complete assignment for Lab 1:  
Child Running Record Sample to document learning  
Teacher Running Record Environment observation  
Select a Child Assessment Child (CAC)  
Fill in Lab Attendance Verification Form  
- Video 1 | - Welcome the lab student:  
Introduce the children  
Introduce the teachers / staff  
Introduce the program  
- Assist in CAC selection  
- Fill in Lab Student Observation Log for the day  
- Sign Lab Attendance Verification  
- Assist as needed with video 1 | - Contact CT via phone / email to ensure all materials have been received  
- Give feedback on Lab 1 assignment  
- Post on CT forum in BB |
<table>
<thead>
<tr>
<th>Week</th>
<th>Lab</th>
<th>Assignment Description</th>
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<tbody>
<tr>
<td>Week 5-Lab 2</td>
<td>-Facilitate entry by CT on BB forum</td>
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<td>-Complete assignment for Lab 2:</td>
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<td></td>
<td>Child Running Record (CAC)</td>
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<td>CAC sample to document learning</td>
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<td>Teacher Running Record</td>
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<td>Environment observation</td>
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<td>Fill in Lab Attendance</td>
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<td>Verification Form</td>
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<td>-CAC Family Interview &amp;</td>
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<td>Photo/Video Release Form</td>
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<td>-Review and approve CAC Family</td>
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<td>Interview and Photo/Video Release</td>
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<td>-Fill in Lab Student Observation</td>
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<td>Log for the day</td>
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<td>-Sign Lab Attendance Verification</td>
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<td>-Give feedback on Lab 2 assignment</td>
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<td>Week 6-Lab 3</td>
<td>-Complete assignment for Lab 3:</td>
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<td>Child Observation Form (CAC)</td>
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<td>CAC sample to document Learning</td>
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<td>Fill in Lab Attendance</td>
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<td>Verification Form</td>
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<td>-Community resource</td>
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<td>-Fill in Lab Student Observation</td>
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<td>Log for the day</td>
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<td>-Sign Lab Attendance Verification</td>
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<td>-Give feedback on Lab 3 assignment</td>
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<td>Week 7-Lab 4</td>
<td>-Complete assignment for Lab 4:</td>
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<td>Observe and Respond Form</td>
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<td>CAC sample to document learning</td>
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<td>Environment observation</td>
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<td>Prepare Learning Experience Plan</td>
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<td>(LEP) for Lab 5</td>
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<td>Fill in Lab Attendance</td>
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<td>Verification Form</td>
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<td>-Share current curriculum topic</td>
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<td>and children’s interests with the</td>
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<td>lab student to facilitate planning</td>
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<td>of LEP 1</td>
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<td>-Fill in Lab Student Observation</td>
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<td>Log for the day</td>
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<td>-Sign Lab Attendance Verification</td>
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<td>-Give feedback on Lab 4 assignment</td>
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<td>-Contact CT via email if no entry</td>
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<td>posted by CT on forum</td>
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<td>Week 8-Lab 5</td>
<td>-Complete assignment for Lab 5:</td>
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<td>Child Observation Form (CAC)</td>
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<td>CAC sample to document learning</td>
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<td>Fill in Lab Attendance</td>
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<td>Verification Form</td>
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<td>-Video 2</td>
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<td>-Complete TSS Student Self</td>
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<td>Evaluation Form</td>
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<td>-Support the student during the</td>
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<td>implementation of LEP 1</td>
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<td>-Record video 2</td>
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<td>-Approve LEP 2</td>
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<td>for Labs 1-5</td>
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<td>to Course Instructor via email</td>
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<td>-Contact CT via phone / email</td>
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<td>-Give feedback on Lab 5 assignment</td>
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<td>Week 9-Lab 6</td>
<td>-Complete assignment for Lab 6:</td>
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<td>Observe and Respond Form</td>
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<td>CAC sample to document learning</td>
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<td>LEP 2</td>
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<td>Fill in Lab Attendance</td>
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<td>Verification Form</td>
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<td>-Send activity packet for CAC</td>
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<td>-Support the student during the</td>
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<td>implementation of LEP 2</td>
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<td>-Approve LEP 3</td>
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<td>-Fill in Lab Student Observation</td>
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<td>-Sign Lab Attendance Verification</td>
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<td></td>
<td>-Give feedback on Lab 6 assignment</td>
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<tr>
<td>Week 10-Lab 7</td>
<td>-Complete assignment for Lab 7:</td>
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<td>Child Observation Form (CAC)</td>
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<td></td>
<td>CAC sample to document learning</td>
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<td>LEP 3 – Technology</td>
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<td>-Support the student during the</td>
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<td>implementation of LEP 3</td>
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<td>-Approve LEP 4</td>
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<td>-Fill in Lab Student Observation</td>
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<td>Log for the day</td>
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<tr>
<td></td>
<td>-Give feedback on Lab 7 assignment</td>
<td></td>
</tr>
</tbody>
</table>
| Week 11-Lab 8 | Fill in Lab Attendance Verification Form  
- Send community resource for CAC | - Sign Lab Attendance Verification  
- Support the student during the implementation of LEP 4  
- Record video 3  
- Approve LEP 5  
- Fill in Lab Student Observation Log for the day  
- Sign Lab Attendance Verification  
- Give feedback on Lab 8 assignment |
|----------------|-----------------------------------------------|---------------------------------------------------|
| Week 12-Lab 9 | - Complete assignment for Lab 9:  
Child Observation Form (CAC)  
CAC sample to document learning  
LEP 5 – Large Group  
Fill in Lab Attendance Verification Form  
PPD for Labs 5-9 | - Support the student during the implementation of LEP 5  
- Approve LEP 6  
- Fill in Lab Student Observation Log for the day  
- Sign Lab Attendance Verification  
- Give feedback on Lab 9 assignment |
| Week 13-Lab 10 | - Labs end  
- Complete assignment for Lab 10:  
Observe and Respond Form  
CAC sample to document learning  
LEP 6  
Fill in Lab Attendance Verification Form  
- Complete TSS Student Self Evaluation Form  
- PPD for Labs 5-10 | - Support the student during the implementation of LEP 6  
- Fill in Lab Student Observation Log for the day  
- Sign Lab Attendance Verification  
- Send Lab Student Observation Logs for Labs 6-10 to Course Instructor via email  
- Contact CT via phone / email  
- Give feedback on Lab 10 assignment  
- Complete TSS ECE Faculty / Supervisor Evaluation Form  
Gather Coop teacher feedback forms from students and return to Assistant Director |
| Week 14 | Lab make-up week 1  
Have the Coop Teacher fill out the feedback form and return to the instructor | - Support the student during make-up lab if relevant  
Fill out the Coop Teacher feedback form and return to instructor or the student  
Send a Thank you note to CT for supporting NCC student |
| Week 15 | Lab make-up week 2 | - Support the student during the make-up lab if relevant |
Assessment

Overview and Guidelines

Assessment informs your learning by helping you recognize what you have learned and can do. It also provides the knowledge of what you still need to learn to be an effective early childhood teacher. Assessment of your learning also aids your instructor to better plan for your success. You will learn how assessment becomes a significant part of the process that supports construction–building–of your knowledge, skills, and dispositions needed to be an effective early childhood teacher.

The Standards and Learning Outcomes for Northampton Community College’s ECE program and each course define what you are to know and be able to do. The ECE curriculum is based on six NAEYC Teacher Preparation Standards for the Associate Degree and guidelines for English Language Learners (ELL). The learning outcomes break the six standards into parts so you can better understand what you are to know and be able to do. All of your class work and assignments in early childhood courses will be connected to these standards and learning outcomes. As you move through your courses, you will become familiar with the standards and understand their importance in preparing you as an effective early childhood teacher.

All written assignments are expected to be completed on time and submitted using APA style writing. Printed forms (e.g. observation forms must be downloaded and typed). If you need guidance using APA, please visit the Learning Center. An APA style writing handout is available from the Learning Center and can be printed or downloaded from the NCC website.

Key Assessments

Every ECE course has 3 Key Assessments that are linked to the program and course outcomes. You MUST earn a grade of C or better on Key Assessments in order to pass each course. Some examples of Key Assessments are Personal Growth and Philosophy Paper, Family Community Project, and Child Study Paper. You will be required to document your Key Assessments for each course with artifacts and resources. Check the syllabus for the course(s) you are taking to understand what Key Assessments are required.

These are the primary parts of the assessment process:

- **Artifacts:** Artifacts are items you use to document and provide evidence of your work. For example, an artifact may be observation notes (ex. Running Records, etc.), pictures of a child interacting with another child, or a child’s work sample. The notes and/or photo will help provide evidence of a child assessment.
- **Resources:** It is expected that you will use resources such as your texts and articles to ensure that you are using evidence based practice in connection with your learning.
- **Course Assessment Portfolio:** Your learning from each course is contained in your Course Assessment Portfolio which will be presented as an e-Portfolio on Taskstream. Directions specific to each course for the artifacts, assessment projects, and Course Assessment Portfolio are in your course syllabus.
- **Rubrics:** Each Key Assessment has a rubric that defines the project’s criteria. This rubric is your guide for doing your project. While there are rubrics for Key Assessments, there are also rubrics for your weekly assignments, reflection journals, discussion board (online) and class participation (on ground). We call these Common Rubrics because they are used on a weekly basis. The Common Rubrics are included below. They can also be found on our website at http://www.northampton.edu/Early-Childhood-Education/ECE-Student-Resources/ECE-Common-Rubrics.htm
- **Written Assignments:** All written assignments are expected to be completed on time and submitted using APA style writing. Printed forms (observation forms, etc.) must be downloaded and typed. If
you need guidance using APA, please visit the Learning Center or the NCC library. An APA style writing handout is available from the Learning Center and can be printed or downloaded from the NCC website.

Common Rubrics

The rubrics included on the following pages are referred to as Common Rubrics. They are rubrics which are used across all courses on a weekly basis. Common Rubrics include Class Participation, Discussion Board (for online), Journal, and Weekly Assignment. The only rubric included here that is not used on a weekly basis is the Course Assessment Rubric. That is used to assess your Course Assessment Portfolio at the end of the semester. The rubrics are here for your convenience and so that you can take time to get familiar with them, as they will be used so frequently. You can also find the rubrics online at the website below:
http://www.northampton.edu/early-childhood-education/ece-student-resources/ece-common-rubrics.htm
### Student Class Participation Rubric for On Ground Courses

Directions: Please fill out the rubric to evaluate your class participation. Write a reflection of your participation including your next steps and submit to the instructor. Note: Your class participation grade is based on both the Student Class Participation Rubric and the class participation rubric used by your instructor.

<table>
<thead>
<tr>
<th>Assessment Levels</th>
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<th>Week 4</th>
<th>Week 7</th>
<th>Week 10</th>
<th>Week 13</th>
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<tbody>
<tr>
<td><strong>Points</strong></td>
<td>4</td>
<td>3</td>
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<td><strong>Attendance</strong></td>
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<td>(Class attendance, demonstrates self-management)</td>
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<tr>
<td>Exemplary</td>
<td>Attends 100% of classes; notifies instructor prior to absence due to extraordinary circumstances</td>
<td>Rarely misses class, notifies instructor prior to absences</td>
<td>Attends class less than required amount of time</td>
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<td>Acceptable</td>
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<td>Punctual Attendance, turns in work on time</td>
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<tr>
<td>Exemplary</td>
<td>Always on time for class; no late work; demonstrates self-responsibility</td>
<td>Is not on time for class or does not turn in work on time 3 or fewer times</td>
<td>Is not on time for class or does not turn in work on time more than 3 times</td>
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<td>Acceptable</td>
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<td><strong>Professionalism</strong></td>
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<td>Behavior, attitude, personal presentation</td>
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<tr>
<td>Exemplary</td>
<td>Always demonstrates positive attitude, self-control, good personal presentation and traits of life-long learning</td>
<td>Consistently positive; embraces life-long learning; and demonstrates</td>
<td>Resists new ideas and skills; rarely positive; demonstrates poor personal presentation</td>
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<td><strong>Communication</strong></td>
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<tr>
<td>Listening; oral and written</td>
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<tr>
<td>Exemplary</td>
<td>Always uses clear, organized language; effectively exchanges ideas and information, responses connect to prior knowledge and extend knowledge</td>
<td>Consistently uses clear/organized language, Builds off of other's ideas</td>
<td>Poor demonstration of communication and listening skills, Listens to others ideas but stays with own ideas, response of off focus</td>
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<tr>
<td>Communication Listening; focused, informed responses and questions</td>
<td>Builds and extends from other’s ideas to create new ideas</td>
<td>Poses questions that keep learning in the same place</td>
<td>Poses questions that are relevant but not focused</td>
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<tr>
<td>Quality of Work Class academic performance</td>
<td>Consistently gives best effort, quality work</td>
<td>Usually gives best effort and consistently completes work</td>
<td>Demonstrates minimal effort, work is sometimes incomplete</td>
<td></td>
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</tr>
<tr>
<td>Participation and Team Work Working with others, class discussion, interdependence</td>
<td>Self-confident, demonstrates self-awareness in accepting responsibility for own choices</td>
<td>Consistently accepts responsibility for own choices, often demonstrates strong independence</td>
<td>Rarely accepts responsibility for own choice: makes poor choices when working with others</td>
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<tr>
<td>Effort Exhibits strong work ethic; preparedness</td>
<td>Consistently comes to class prepared; maximizes class time available</td>
<td>Almost always prepared; frequently uses class time effectively</td>
<td>Frequently does not come to class prepared; poor use of class time</td>
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<tr>
<td>Critical Thinking Strong problem solving skills; adaption to change</td>
<td>Always thinks through problems; selects strategy; finds way to solve</td>
<td>Consistent use of problem solving strategies</td>
<td>Consistently avoids problem solving; rarely seeks assistance</td>
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</tr>
</tbody>
</table>

**Explanation of Self-Assessment**

<table>
<thead>
<tr>
<th>When Assessed?</th>
<th>What are your next steps for improvement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 4</td>
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<tr>
<td>Week 7</td>
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<tr>
<td>Week 10</td>
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<tr>
<td>Week 13</td>
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</tbody>
</table>
# Early Childhood Education Online Courses Discussion Forum Rubric

<table>
<thead>
<tr>
<th>Student ____________________</th>
<th>Course ____________________</th>
<th>Section _________</th>
<th>Class # _________</th>
<th>Points earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 points</td>
<td>3 points</td>
<td>2 points</td>
<td>1 point</td>
<td>0 points</td>
</tr>
<tr>
<td>Entries</td>
<td>Participant 4 or more times during the week and posted outstanding information.</td>
<td>Participant at least 3 times during the week and posted proficient information.</td>
<td>Participant at least 2 times during the week and posted basic information.</td>
<td>Participant at least 1 time during the week and posted information that was below expectations.</td>
</tr>
<tr>
<td>Initial postings are made in time for others to read and respond (by Thurs)</td>
<td>Initial postings are made in time for others to read and respond (by Fri)</td>
<td>Initial postings are not made in time for others to read and respond (by Sat)</td>
<td>Initial postings are not made in time for others to read and respond (by Sun)</td>
<td>No entries</td>
</tr>
<tr>
<td>Direct Response</td>
<td>Response is focused</td>
<td>Response is focused but needs additional information</td>
<td>Response is off focus but relevant</td>
<td>Response is off focus and somewhat relevant</td>
</tr>
<tr>
<td>Stretch and Inspire</td>
<td>Response makes connections to previous or current content or to real-life situations</td>
<td>Response makes connections limited, if any, connections, and those are often cast in the form of vague generalities</td>
<td>Response contributes no new ideas, connections</td>
<td>Response is off focus and not relevant</td>
</tr>
<tr>
<td>Poses relevant inquiry questions that extend learning</td>
<td>Poses questions that promote learning</td>
<td>Poses questions that keep learning in the same place</td>
<td>Poses questions that are not relevant or of interest to the group</td>
<td>Does not pose questions</td>
</tr>
<tr>
<td>Builds from other students ideas to create new ideas</td>
<td>Builds from other students ideas</td>
<td>Stays with own ideas but mentions other student ideas</td>
<td>Stays with own ideas</td>
<td>Does not post own ideas clearly</td>
</tr>
<tr>
<td>Support</td>
<td>Uses new professional vocabulary</td>
<td>Uses mix of professional and lay vocabulary</td>
<td>Uses lay vocabulary with some professional terms</td>
<td>Uses lay vocabulary with few professional terms</td>
</tr>
</tbody>
</table>

Instructor: Enter earned points at the end of each row. Calculate the total points and divide by 7 to get the average points. Convert points to percentage and enter in grade book.

$$\text{Points} = \text{_______} \% = \text{_______} \text{ Grade}$$

*Passing grades are A to C (See Grading Policy).*
# Early Childhood Education
## Weekly Assignment Rubric

Instructor: Enter earned points at the end of each row. Divide subtotal by 6. Convert points to percentage using the table below. Enter percent in grade book.

\[
\text{Points} = \frac{\text{Earned Points}}{6} \times 100 = \text{Grade}
\]

*Passing grades are A to C (See Grading Policy).*

<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>Earned Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Concepts</strong></td>
<td>Responds to all questions (SS3)</td>
<td>Responds to majority of the questions</td>
<td>Responds to some of the questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Describes and explains own understanding of the course concepts (SS1)</td>
<td>Describes own understanding of course concepts</td>
<td>Partially describes own understanding of course concepts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Examples are clearly connected to concepts</td>
<td>Examples are connected to concepts</td>
<td>Examples are somewhat connected to concepts</td>
<td></td>
</tr>
<tr>
<td><strong>Artifacts</strong></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>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><strong>Professional Communication</strong></td>
<td>Accurate use of grammar/spelling and vocabulary (SS3)</td>
<td></td>
<td>Accurate use of grammar/spelling and vocabulary some of the time</td>
<td></td>
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<tr>
<td><strong>TOTAL</strong></td>
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<td>Total / 6=</td>
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</tbody>
</table>
# Early Childhood Education
## Reflection Journal Rubric

Student _____________________ Course _______________ Section __________Grade __________

<table>
<thead>
<tr>
<th>Assessment Area</th>
<th>4 Point</th>
<th>3 Points</th>
<th>2 Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection on Learning</td>
<td>___ Course concepts are clearly connected to other learning experiences (SS4)</td>
<td>___ Course concepts are connected other learning experiences</td>
<td>___ Course concepts somewhat connected are to other learning experiences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>___ Describes and explains own understanding of the course concepts (SS1)</td>
<td>___ Describes own understanding of course concepts</td>
<td>___ Partially describes own understanding of course concepts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>___ Examples are clearly connected to concepts</td>
<td>___ Examples are connected to concepts</td>
<td>___ Examples are somewhat connected to concepts</td>
<td></td>
</tr>
<tr>
<td>Application of Learning</td>
<td>___ Describes and explains own practice with examples (SS1)</td>
<td>___ Describes and explains own practice</td>
<td>___ Describes own practice</td>
<td></td>
</tr>
<tr>
<td>Professional Communication</td>
<td>___ Accurate use of grammar/spelling and vocabulary (SS3)</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>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td>Total / 6</td>
</tr>
</tbody>
</table>

Instructor: Enter earned points at the end of each row. Divide subtotal by 6. Convert points to percentage using the table below.

\[
\text{Points} = \frac{\text{Total Points}}{6} = \text{Grade}
\]

*Passing grades are A to C (See Grading Policy).*
## Early Childhood Education Course Assessment Rubric

**Student _________________________________ Course ___________ Section_______ Grade_____**

<table>
<thead>
<tr>
<th>Assessment Area</th>
<th>4 Points</th>
<th>3 Points</th>
<th>2 Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cover Page</strong></td>
<td>___</td>
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<tr>
<td>Cover page includes all required details</td>
<td>___</td>
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<tr>
<td><strong>Table of Contents</strong></td>
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<tr>
<td>Includes a table of contents</td>
<td>___</td>
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<tr>
<td><strong>Sections with Cover Pages</strong></td>
<td>___</td>
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</tr>
<tr>
<td>Includes 6 standards with section cover pages</td>
<td>___</td>
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</tr>
<tr>
<td><strong>Required Assessments with Rubrics for Standards 1, 2, 3, 4, 5, and 6</strong></td>
<td>___</td>
<td>___</td>
<td>___</td>
<td></td>
</tr>
<tr>
<td>All required assessments included with rubrics and supporting artifacts</td>
<td>___</td>
<td>___</td>
<td>___</td>
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</tr>
<tr>
<td>Majority required assessments included with rubrics and supporting artifacts</td>
<td>___</td>
<td>___</td>
<td>___</td>
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<tr>
<td>Some required assessments included with rubrics and supporting artifacts</td>
<td>___</td>
<td>___</td>
<td>___</td>
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<tr>
<td><strong>Additional student selected artifacts for standards 1, 2, 3, 4, 5, and 6</strong></td>
<td>___</td>
<td>___</td>
<td>___</td>
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<tr>
<td>Student selected artifacts are clearly linked to all student outcomes of Standards</td>
<td>___</td>
<td>___</td>
<td>___</td>
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<tr>
<td>Student selected artifacts are linked to most student outcomes of Standards</td>
<td>___</td>
<td>___</td>
<td>___</td>
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</tr>
<tr>
<td>Student selected artifacts are linked to some student outcomes of Standards</td>
<td>___</td>
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<td>___</td>
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</tr>
<tr>
<td><strong>Presentation</strong></td>
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<tr>
<td>Elements and principles of arts are used to create an aesthetic and personally unique portfolio</td>
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</tr>
<tr>
<td>Majority of elements and principles of arts are used to create an aesthetic, personally unique portfolio</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td></td>
</tr>
<tr>
<td>Some elements and principles of arts are used to create an aesthetic, personally unique portfolio</td>
<td>___</td>
<td>___</td>
<td>___</td>
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<tr>
<td><strong>Supportive Skills</strong></td>
<td>+___</td>
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<td></td>
</tr>
<tr>
<td>Accurate use of grammar/spelling and vocabulary (SS3)</td>
<td>___</td>
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<td>Integrates knowledge from prior experiences, general education and ECE courses</td>
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<td>Integrates knowledge from prior experiences, general education/ ECE courses</td>
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<td>Integrates knowledge from prior experiences</td>
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</tbody>
</table>

Cover Page _______ + TOC _______ + Sections with Cover Pages _______ + Required Assessments _______
+ Additional Artifacts _______ + Presentation _______ + Supportive Skills _______ =

Total Points _______ / 7 = _______ Points = _______ % - 2 % point deducted for each day late =

_______ = _______ Grade

**Passing grades are A to C (See Grading Policy).**
Early Childhood Education Department Grading Policies

Progression Policy for Early Childhood Education:

- A student must maintain a grade of “C” or better in all early childhood courses.
- Students must repeat any early childhood education courses in which they fail to attain the minimum of a “C” grade.
- This policy applies to all programs in the early childhood department: The associate degree, certificate, specialized diplomas, CDA Credential (Infant/Toddler and School Age), and the Leadership for Early Childhood Program Directors Specialized Diploma.

Grades represent the individual student’s mastery of course and field experience objectives. Grades will be assigned both a numerical value and letter grade based on the following scale:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>A</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
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<td>83-86</td>
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<tr>
<td>77-79</td>
<td>C+</td>
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<tr>
<td>75-76</td>
<td>C</td>
</tr>
<tr>
<td>Less than 75</td>
<td>F</td>
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</table>

TAOC Portfolio

TAOC is the Transfer and Articulation Oversight Committee of the Department of Education in PA. According to the TAOC agreement, which goes into effect fall 2012, there is a statewide Program-to-Program articulation in ECE which allows students to transfer their credits from a 2-year-college to a 4-year-college if they submit a standard and outcomes-based TAOC Portfolio. The portfolio will demonstrate your learning using a variety of work from various courses as artifacts in the context of six standards. You will be provided with instructions on how to build this portfolio when you begin the program at Northampton and your instructors will guide you each semester. You will build your TAOC portfolio by organizing required artifacts from each course on an ongoing basis. This portfolio is for all students including those who are not from Pennsylvania. You will create the TAOC portfolio using TaskStream and also in a hard binder. TAOC portfolio will serve as your Internship portfolio and your transfer portfolio. For students taking the course online, you will submit the table of contents and photos as evidence of your hard binder to your instructor. A Guide to TAOC Portfolio can be found at the Early Childhood Education website: http://www.northampton.edu/Early-Childhood-Education/ECE-Student-Resources.htm

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 the Learning Achievement Tools (LAT) by 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.taskstream.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 Press 1 for support
  • Email: help@taskstream.com
  • Hours of Operation
    Monday-Thursday: 8:00 A.M.-11:00 P.M.     Friday: 8:00 A.M.-7:00 P.M
    Saturday: 12:00 P.M.-5:00 P.M.          Sunday: 6:00 P.M.-11:00 P.M.

Class Attendance and Withdrawal
Note that if you do not participate in the class, submit assignments, or contact the professor during a consecutive two-week period, you may be withdrawn from the class on the recommendation of the professor. However, do not assume that this will happen automatically. **Unless you officially withdraw, you may owe money and receive an "F" as your final grade.**

Consequences of late assignments or late quizzes:
  • All Key Assignments will drop two percentage points for each day that they are late.
  • Weekly work (journals, lab work, etc) will NOT be accepted late.
  • Missed quizzes must be made up within 4 days (must schedule make up with instructor).

Violations of Academic Honesty Policy: All forms of cheating and plagiarism are serious violations of NCC’s academic honesty policy. Depending on the severity of the offense, one of the following penalties will apply:
  • A written warning, with the requirement that the assignment be redone within the specified time.
  • An “F” grade for the assignment or test.
  • An “F” grade for the course.
Incomplete Policy
An incomplete grade of “I” is issued only at the student’s request with the permission of the instructor to allow completion of specific course work the student did not complete due to valid, unforeseen circumstances. These circumstances include: serious illness of the student, serious illness or death in the student’s immediate family, etc. The student must request the incomplete grade from the professor before the last class meeting of the semester and the professor may approve or deny the request. If the request is approved, the professor will outline, on the incomplete form, the work the student must complete.

The deadline for completing the course requirements is no more than five months — or sooner as designated by the professor — after the date grades were due in the semester in which the “I” grade was issued. The professor will designate that the incomplete grade become a specific letter grade if the work is not completed. This grade may not be a withdrawal (W). An Incomplete grade in a prerequisite course may make a student ineligible to take the subsequent course.
Children’s Center Information
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.

The Children’s Centers are located on the Bethlehem campus and the Monroe campus of Northampton Community College. Both centers serve children 6 weeks to 5 years, including those with cultural, linguistic and ability diversity and are staffed by qualified teachers employed by the college. All staff report directly to the center coordinators. The Bethlehem and Monroe centers offer full and part time care and education on a semester, academic year or full year basis to children of NCC students, staff and the community.

In Bethlehem, the Children’s Center is located in Reibman Hall and features inclusive mixed age groupings. This includes an Infant/Toddler wing for children 3 months to 3 years, and a Preschool wing for children 3 years through 5 years. In Monroe, the Hannig Children’s Center is located in Tannersville in a newly renovated space for inclusive mixed age groupings of children from 3 months to 5 years. Both centers are open Monday through Friday from 7:30 a.m. to 6:00 p.m. We follow the Northampton Community College calendar and emergency and holiday closings.

The children’s classrooms serve as lab sites for students enrolled in the Early Childhood Education: Infant to Grade 4 Program. Teachers utilize strategies and techniques central to the Art as a Way of Learning® approach to planning and implementing curriculum. Children’s Center and Early Childhood Education staff coordinate curriculums to ensure that classrooms model developmentally appropriate and current best practice.

The Children’s Centers are accredited by The National Association for the Education of Young Children (NAEYC) and Middle States Commission on Elementary Schools (MSCES).

Curriculum
The curriculum emphasizes active exploration of the environment to strengthen the physical, social/emotional, cognitive and creative growth of each child through the implementation of Art as a Way of Learning®. The arts provide children with a unique language through which they can both construct and express their imaginations and knowledge. Children’s artistic literacy affords them the opportunities for critical thinking, problem solving, and reflection. Such opportunities challenge children to communicate to others what they see and know about their worlds and to become more familiar with the artistic expressions of other cultures.

Our college campus programs are used as a rich resource for field trips and research to strengthen the learning of children. In addition, parents are invited to become vital partners in the learning process and in the ongoing functioning of the center. Our Parent/Teacher Committees guide center programs and policies.
Classroom Management
Disciplinary measures are appropriate, positive and encouraging and are never punitive in nature.
Staff is expected to model and use these methods:
- Planning ahead to prevent problems.
- Redirecting children by diverting their attention.
- Establishing clear, consistent rules with the children.
- Encouraging and reinforcing appropriate behaviors by praising, supporting, and coaching.
- Guiding children to resolve conflicts by sharing feelings, using words and developing a plan of action.
- Speaking clearly and firmly in a modulated voice.
- Practicing acceptable behavior and role-playing.
- Modeling self-control and respect.
- Using eye contact, body language and facial expressions to express concern.
- Expecting and enabling acceptable, timely responses.
- Allowing for logical or natural consequences of behaviors.
- Separating a child from the group for a brief time. Time away is used as a last resort.

Parents are asked to use these methods in disciplining their child when present at the center. They have been asked to seek your assistance if they need help.

Campus Labs: Procedures and Guidelines
In addition to implementing the Teaching Skills and Strategies, the following guidelines are to be followed when doing campus labs. Worksite lab students follow the policies and procedures of their employer.

Wear your lab apron and student identification card
Blue ECE lab aprons are available in the college bookstore. The apron is to be worn at all times during lab in order to be identified by parents as an NCC lab student, and to have health, safety and documentation materials immediately available. Please keep tissues, disposable gloves, and pen/pencil and paper for taking observation notes in your lab apron pocket.

Allergies and Aromas
Many of the children enrolled in lab classrooms have allergies and asthma which makes them allergic to perfumes, smoke, and other unnatural aromas. Please refrain from wearing perfumes and ensure that clothing is well-aired if exposed to smoke prior to entering lab. Your cooperation is appreciated.

Groom and Dress Appropriately
All students must follow the Children’s Centers’ Dress and Appearance code when doing labs on and off campus:
- Shorts must fall no more than 6 inches above the knee.
- Tube tops and spaghetti strap shirts are not permitted. A tank top must cover your shoulders with a broad band (2-3”) of fabric and not show bra straps.
- Midriff must be fully covered, shirts must be tucked in or fall below the waist band of your shorts/pants in both the front and back.
- Wear shoes that are clean and safe such as rubber soled oxford, low-heeled, closed-toe shoes or shoes required for orthopedic reasons. (High heels, flip flops and sandals are not in keeping with the guiding principles of NCC Dress Code). Jeans or sneakers are not to be worn during lab.
- For the safety of the children, teacher’s fingernails must be an “active length.”
- Limit jewelry; do not wear dangling earrings, bracelets or necklaces.
- Body glitter is not permitted; perfume should be used very sparingly because of allergies.
- Body piercing must be concealed for your own safety.
- Refer to Children’s’ Center Dress Code.
Keep Personal Items Out of the Classroom
All personal items including purses, coats, textbooks, etc. are to be kept out of the children’s classrooms. In particular, electronic equipment that can interrupt learning such as cell phones are not permitted in classrooms. Please inform staff of any special situations that require your bringing these devices into the classroom. Any equipment required for accommodations in order to function and learn in the classroom are welcome.

Get your lab folder on file in lab classroom
Give to your cooperating teacher. Read feedback comments.

Know fire emergency evacuation procedures and routes
Information is posted in each classroom. Review it and be ready to follow it.

Follow all health and safety requirements
- Wash hands when entering the room.
- Wash hands before and after meals and snacks.
- Wash hands after toileting and nose wiping.
- Wash hands after diaper changing and any time there is contact with body fluids. ECELS hand washing guidelines must be followed. (See signs posted next to sinks.)
- Ensure that children’s hands are washed before meals and snacks, after toileting and nose wiping, and after being diapered.
- Use disposable gloves: when handling food and in diaper changing situations where contact with urine, stool or blood occurs. Keep disposable latex free gloves in your lab apron. (They are available in the classroom).
- Sanitizing all contaminated surface is essential. Use the disinfectant spray provided; wipe with a dry paper towel and dispose of the towel. This includes diaper-changing surfaces. Wash hands.
- Put all toys after being mouthed in the mouthed toy bin. Ask the teacher for its location.
- When you are outdoors, be alert at all times and position yourself in a location where all children can be observed. Be sure that all children on equipment are being spotted. This is not an appropriate time to socialize with friends or other staff members. Most serious injuries with children occur on the playground.
- In case of an injury: Assess the situation, remain calm, and think clearly. Stay with the injured child and alert another adult to go for help.

Model Nutritious Eating
You are welcome to share snack and lunch time with the children. All food is to reflect proper nutrition. Students may not consume sodas and “junk foods”, including gum, during lab. Children’s Center staff and college instructors will remind you of the “No gum chewing” rule.

Survey the room to see if there are any places where you are needed
Remember, observing, recording and reflecting is a powerful way to learn about children and teaching skills. Observation must be focused, intentional and must be balanced with interactions that support, stretch, stimulate and direct children’s learning.

Focus on the Children
Remember you are in lab to be with the children. This means that all adult conversation is to relate to teaching and learning. Personal conversations with other adults, staff and/or students must occur outside the classroom.

Implement Course Lab assignments and use Early Childhood Art as a Way of Learning®
Teaching Skills and Strategies
**Leaving Lab**
Say “good-bye” to children and staff. Always alert children with whom you are interacting that you will be leaving before saying “good-bye.” If not interruptive to the lead teacher, ask if there is anything special that you should plan for the following week. Note time on your attendance form in your lab folder and have cooperating teacher sign.

**Contacting Staff**
Classroom staff members are busy with children, lab students and parents. If you need to contact a classroom staff person, please leave a message with the receptionist. Students are asked to not enter the children’s classrooms beyond lab times for the purpose of visiting children, staff, or friends.

**Contact Numbers:**
Reibman 106: Preschool Room: 610-332-6553
Reibman 117 Infant/Toddler Room: 610-861-5471
Reibman 120 Infant/Toddler Room: 610-332-6083
Reibman 128 Toddler Room: 610-861-5363
Reibman 132 Preschool Room: 610-332-6085
Reibman 135 Preschool Room: 610-861-5470
Reibman 140 Preschool Room: 610-861-5469

**Grants Activities**

**Positive Behavior Support**
Reibman Hall and Hannig Family Children’s Centers implement the use of ‘Positive Behavior Support’ (PBS) to be used in conjunction with *Art as a Way of Learning®*. “Social-emotional development in young children has become accepted as critical to school readiness and children’s long term success in school and life.” Powell. & Dunlap, G. (2009).  Evidence-Based Special Emotional Curricula and Intervention Packages for Children 0-5 years and Their Families (Roadmap to Effective Intervention Practices). Tampa, Florida: University of South Florida, Technical Assistance Center on Social Emotional Intervention for Young Children.

You will see teachers integrating PBS in the classroom during your lab experiences. The use of PBS involves:
- defining and teaching positive social expectations (with all the arts). *Flexibility and frustration tolerance are skills.*
- acknowledging and rewarding positive behavior.
- applying proactive ‘front-end’ interventions vs. reactive, back-end interventions.
- providing a user-friendly school environment in which ALL the adults who interact with the child have a clear understanding of his/her unique difficulties. It requires TEAMWORK.
- collecting data to use in determining appropriate responses. The primary goal of an assessment is to achieve the fullest possible understanding of the child and the school environment in which he functions.
- providing intensive, individual interventions (when necessary) for children in collaboration with parents.
Early Childhood Education
Student Support Services and Information
ECE Student Support Services and Information
Advising Information

Advising
Every full time student is assigned an advisor. It is important that you schedule an appointment with your advisor BEFORE registering for courses to be sure that you are selecting the correct courses. Also it is important to bring the Advising Sheet with you so that you and your advisor can discuss scheduling and make sure you are taking the correct courses to meet your goals. The Advising Sheet is included here for your convenience. **If you do not have an advisor, please contact the Academic Advising Office by calling 610-861-5346.**

The Early Childhood Department has an advisor specifically for full and part time students who are pursuing an Early Childhood degree. Claudia Blake can be reached at: cmlake@northampton.edu Phone: 610-861-5346

**COLS101 College Success is required in the first semester for all students new to college.**

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Course Sequence</th>
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<tr>
<td>Component</td>
<td>Code</td>
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<tr>
<td>EARL106</td>
<td>Early Childhood Development &amp; Learning</td>
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<tr>
<td>EARL107</td>
<td>Arts in Early Childhood</td>
</tr>
<tr>
<td>EARL127</td>
<td>Math in Early Childhood</td>
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<tr>
<td>EARL216</td>
<td>Language &amp; Literacy in Early Childhood</td>
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<tr>
<td>EARL217</td>
<td>Child, Family and Community</td>
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<td>EARL218</td>
<td>Science in Early Childhood</td>
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<tr>
<td>EARL244</td>
<td>Early Childhood Profession</td>
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<tr>
<td>ENGL101</td>
<td>English I</td>
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<td>ENGL151</td>
<td>English II</td>
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<td>CMTH102</td>
<td>Speech Communication</td>
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<td>BIO3105</td>
<td>Contemporary Biology</td>
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<tr>
<td>SOCA103 or SOCA102</td>
<td>Principles of Sociology or Cultural Anthropology</td>
</tr>
<tr>
<td>ARTA100 or CMTH110 or MUSC101 or DANC101</td>
<td>Art &amp; Visual Thinking or Introduction to Theatre or Introduction to Music or Dance History</td>
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<td>MATH116</td>
<td>Foundations of Mathematics I (QL)</td>
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<tr>
<td>MATH119</td>
<td>Foundations of Mathematics II</td>
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<td>GEOG101 or HIST113 or HIST163</td>
<td>World Geography or American History I or American History II</td>
</tr>
<tr>
<td>SPED180</td>
<td>Introduction to Special Education</td>
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</table>

Total Credits: 61

Courses chosen to complete the elective requirements must also satisfy the following general education categories:
- EARL293G Writing Intensive (WI)
- SOCA102 or 103 Diversity (D)

**Advising Notes**
*EDUC105 PAPA Prep is highly recommended for students who are transferring.*

Catalog 2013-14 last updated 06/05/13
CHILD DEVELOPMENT ASSOCIATE
Specialized Diploma

<table>
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<th>COURSE</th>
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SCHOOL-AGE CHILD CARE
Specialized Diploma

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<tr>
<td>EARL102</td>
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<td>EARL103</td>
<td>Society and the School-Age Child</td>
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<td>EARL104</td>
<td>School-Age Child Care Professional</td>
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<td><strong>9</strong></td>
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**Tutoring**
The NCC Learning Center provides free tutoring for all campus and online students. Tutoring is also available for all ECE classes online and on campus. For more information, visit their website at: https://www.northampton.edu/campus-life-and-housing/student-services/learning-center.htm

**Financial Aid: Do you Need Help Paying for Your Tuition and Expenses?**
If you are employed in an early care and education or school age childcare program in Pennsylvania you may be eligible to receive tuition from one of these state-funded programs.

- **PA Keys** sponsors the Rising Stars Tuition Assistance Program. Visit their web site for more information: www.pakeys.org.
- **Loan Forgiveness Program** is available to ECE graduates who work in a childcare program. Visit the web site for more information: http://www.pheaa.org/funding-opportunities/loan-forgiveness/index.shtml
- Contact the NCC Financial Aid Office for other financial aid opportunities: https://www.northampton.edu/admissions/tuition--financial-aid-scholarships/financial-aid.htm

**Transfer Information**
Beginning September 2012, under TAOC agreement, graduates of two year programs from community colleges can seamlessly transfer to four year PA state higher education institutions. All students are required to build TAOC portfolios for seamless transfer. This is required for graduation. NCC is developing a seamless program-to-program transfer articulation agreement with many four year universities. These agreements provide a seamless transfer into a Pre K-Grade-4 Certification Program in Pennsylvania. Qualifications will include a 3.0 or higher GPA at NCC and passing PRAXIS scores in reading, writing, and mathematics.

After you are accepted into a four-year college, you must typically be accepted into the education department. The Pennsylvania Department of Education has established guidelines that all colleges/universities must follow for allowing students to study in, and graduate from, teacher certification programs.

It is crucial that if you expect to transfer you do the following:
- Visit/contact the head of the education department where you will be transferring to ensure that your courses transfer and count toward the BA degree.
• Take the PRAXIS exams during your third semester at NCC. If you need higher scores there is still time to retake the exam.
• Maintain a 3.0 grade point average at NCC.
• Meet with an NCC ECE Advisor and Transfer Counselor.

The Praxis® Tests
The Praxis® tests are taken by individuals entering the teaching profession as part of the certification process required by many states and professional licensing organizations. For more information visit their website:

https://www.ets.org/praxis

Early Childhood Student Association
The Early Childhood Student Association is a college sponsored organization open to all full and part time early childhood students at the Bethlehem and Monroe Campuses. The club establishes meeting dates at the beginning of each year. Information is posted and/or available from full time faculty.

The purpose of the Association is to:

• Build a support system for ECE students.
• Build relationships between students and instructors.
• Support NCC activities and programs involving young children and families.
• Raise the awareness of the college community about issues dealing with young children and the early childhood professional.
• Promote recognition of early childhood students.
• Provide extra-curricular activities that promote the professional development of early childhood students.
• Raise additional funds to support the Association’s activities.
Learning Resources and Forms

Learning Resources
Available at: http://www.northampton.edu/Early-Childhood-Education/ECE-Student-Resources.htm

Your course instructor, as part of preparing the environment for your learning, provides resources that guide your learning. These resources are used consistently across all courses. As you become familiar with the content of these resources, your learning will become easier and make more sense. The primary resources used in all lab courses are:

- **Early Childhood Education Student Manual**
- **Art as a Way of Learning® Early Childhood Teaching Skills and Strategies**
  This resource describes the professional behaviors and teaching skills used for observing, documenting, planning and interacting with children during labs. These are also the skills used for self-assessment/reflection of teaching ability and lab evaluation.
- **Art as a Way of Learning® Early Childhood Curriculum**
  This resource defines the experiences children use to develop skills, and construct knowledge and attitudes. Curriculum guides the planning of learning experiences and the documentation of children’s learning. You will use this curriculum as a guide for planning learning experiences for children during lab.
- **Pennsylvania Early Learning Standards**
  This resource defines what children should know and be able to do when entering kindergarten. It is a companion to the *Art as a Way of Learning® Early Childhood Curriculum.*
  http://www.pakeys.org/pages/get.aspx?page=career_standards
- **NAEYC Professional Code of Ethics**
  http://www.naeyc.org/positionstatements/ethical_conduct
- **DEC Code of Ethics**
  http://www.dec-sp ed.org/position-statements
- **CEC Code of Ethics**
- **Pennsylvania Department of Public Welfare Code for Child Day Care Centers**
- **PA Keystone Stars Standards** or the standards for your state or country: www.pakeys.org

Learning Forms

In order to help you construct your knowledge and skills, the early childhood faculty use consistent learning forms across all courses and formats (classroom or web). These forms are used to gather data, plan learning experiences for children and reflect on your own learning. They are also used as an evaluation tool. The information written on these forms may be used as artifacts in your Key and other course assessments. ECE forms can be found in your online companion courses on Blackboard.

Your ability to use these forms to inform your learning will grow from course to course. First you will learn to use the forms. It is like learning to use a paintbrush. First you learn how to hold it, feel its weight, know which size you need, how much pressure to use, etc. before you can get the paint on the paper the way you like it. Once you can use the paintbrush, the focus is on painting, not the paintbrush. So it is with your use of these forms. It is not about the form, but about the information you gather using the form and how that data guides and informs your learning. All forms are available on the website:
http://northampton.edu/early-childhood-education/ece-student-resources.htm
NAEYC Code of Ethical Conduct


Revised April 2005, Reaffirmed and Updated May 2011 by the National Association for the Education of Young Children
Center for Early Childhood Education
TAOC Portfolio

Teacher Education Credential
TAOC Portfolio – ECE Specific
TAOC Portfolio Guidelines
Northampton Community College

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 Secretary by the 2nd week of starting EARL106, the first required course for Early Childhood. You may send this by mail, email or fax to:

Northampton Community College
Reibman Hall Room 137
3835 Green Pond Road
Bethlehem, PA 18020
Early_Childhood_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 at the end 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 Task Stream 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. PRAXS 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 EARL263G 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>
The Early Childhood Education
TAOC Portfolio Agreement Form

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 INTERSHIP 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 ECE Department
Via email (Early_Childhood_Education@northampton.edu) or fax (610-861-4110).
Keep a copy for your records to include in your TAOC portfolio.
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 LEP (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)

*NAEYC Standard 3b and 3c is equivalent to NCC Program Standard 3b
**NAEYC Standard 3d is equivalent to NCC Program Standard 3c

**Standard 4: Using Developmentally Effective Approaches**
1. LEP with documentation (4b) (4c) (Select from EARL126,128,208,216, or 218)
2. Adapt an LEP 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 Learning Experience Plan (5b) (EARL126)
4. Curriculum Assessment Learning Experience Plan (5a) (5b) (5c) (EARL126)
5. Curriculum Assessment Learning Experience Plan (5a) (5b) (5c) (EARL208)
6. Prop Box lab (5b) (EARL126)
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 NAEYC 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)

*NAEYC 6c and 6d is equivalent to NCC Program Standard 6c
**NAEYC 6e is equivalent to NCC Program Standard 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 LEP (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

_____ LEP with documentation (4b) (4c) (Select from EARL126, 128, 208, 216, or 218)
_____ Adapt an LEP 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) (EARL263G)
_____ Reflection on Transition (4b) (EARL263G)

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

1. ______
2. ______
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 Learning Experience 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, EARL128, EARL208, EARL216, EARL218, EARL263G)
_____ 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)
PRAXIS INFORMATION
What is the PRAXIS?

The Praxis® tests are taken by individuals entering the teaching profession as part of the certification process required by many states and professional licensing organizations. For more information visit their website: https://www.ets.org/praxis

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 website: http://www.portal.state.pa.us/portal/server.pt/community/testing_requirements/8638

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
APPENDIX B: Transfer Checklist for Statewide Program-to-Program
Articulation in PK-4 Teacher Education

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>Portfolio Summary Page*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Point Average:</td>
</tr>
<tr>
<td>QPA __________ meets entrance criteria</td>
</tr>
<tr>
<td>Praxis I Scores:</td>
</tr>
<tr>
<td>Passing scores PPST reading, math and writing or minimum met with composite, according to current PDE guidelines.</td>
</tr>
<tr>
<td>Associate’s Degree Complete:</td>
</tr>
<tr>
<td>Transcripts showing associate’s degree and required courses successfully completed</td>
</tr>
</tbody>
</table>

Institution Checklist/Program Check Sheet

<table>
<thead>
<tr>
<th>English/Math Requirements</th>
</tr>
</thead>
<tbody>
<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>
<tr>
<td>Clearances:</td>
</tr>
<tr>
<td>Updated clearances, including FBI PAE#, Act 34, Act 151</td>
</tr>
<tr>
<td>Portfolio Verification:</td>
</tr>
<tr>
<td>Certifying signature from two-year institution that Portfolio meets standard in each area.</td>
</tr>
<tr>
<td>Field Experiences:</td>
</tr>
<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: ___________________________