

**SOUTHERN WESLEYAN UNIVERSITY
SYLLABUS**

Use Arrow or Tab Keys to Move Cursor

Year 2013 Fall x Spring May Term Summer School _____

Course Number/Name Education 3663 Effective Methods for Early Childhood

Instructor Lavinia B. Anderson

The following check list indicates the information required for each SWU syllabus (*see Faculty Handbook C-130*).

- Instructor’s name, office number (or telephone number), and office hours
- Course name and number (Including meeting room and time is helpful).
- Objectives stated in terms of student learning OUTCOMES
- Texts and other required material (author, title, publisher, year)
- Grading procedures
- Policies governing late work
- Policies on attendance and tardiness
- Assignments for semester, including reading, test dates (where possible)
- Outline of the course/topics to be covered
- One or more learning objectives relating to approaching issues from a Christian perspective
- One or more activities with a research component
- One or more activities giving the opportunity for the student to work with others

Also helpful:

- Prerequisites
- Reading list or bibliography

Signature <u>Lavinia B. Anderson</u>	_____
Instructor	Date

_____	_____
Dean	Date

**Southern Wesleyan University
School of Education**

**“Educators who demonstrate scholarship within a Christian ethic of care”
Fall 2013**

Course Number and Title: Effective Methods for Early Childhood Education/ EDUC 3663
Location: Newby Education Building room -122
Instructor: Lavinia B. Anderson
Class Hours: Monday/Wednesday/Friday 9:00-9:50
School of Education Phone: 864. 644.5359
E-mail Address: landerson@swu.edu
Phone Number: 864-644-5359

Course Description:

Education 3663 is a foundational course designed for the purpose of introducing Teacher Candidates to the fundamentals of classroom teaching practice. The content of the course, including the instructional activities, is based on goals and objectives rooted in the institution’s learning outcomes(SWU LOs), ADEPT, the South Carolina instructional standards, Interstate New Teacher Assessment and Support Consortium(INTASC)Principles, the National Association for the Education of Young Children(NAEYC) and the Association for Childhood Education International(ACEI). This course will serve as a basis for all subsequent methods courses in Early Education. Included in this course will be 30 hours of field placement experience which will count 25% of the final grade. Required of all early childhood education teacher candidates.

Rationale

This course places special emphasis on helping the pre-teacher candidate realize the high calling and important role each teacher plays in the development of the young child through field experience and classroom interaction. Students are introduced to developmentally appropriate teaching models, environments, and materials for students from birth through age 8.

Prerequisites

GPA 2.5; sophomore status.

INTASC Standards:

Interstate New Teacher Assessment and Support Consortium (INTASC)

INTASC Standards, NAEYC Standards, and ADEPT Performance Standards are referenced for each objective.

Principle #1: The teacher understands the *central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.*

Principle #2: The teacher understands *how children learn and develop*, and can provide learning opportunities that support their intellectual, social, and personal development.

Principle #3: The teacher understands how students *differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.*

Principle #4: The teacher understands and uses a *variety of instructional strategies* to encourage students' development of critical thinking, problem solving, and performance skills.

Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that *encourages positive social interaction, active engagement in learning and self-motivation.*

Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to *foster active inquiry, collaboration and supportive interaction in the classroom.*

Principle #7: The teacher *plans instruction based upon knowledge of subject matter, the community, and curriculum goals.*

Principle #8: The teacher understands and uses *formal and informal assessment* strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Principle #9: The teacher is *a reflective* practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle #10: The teacher fosters *relationships with school colleagues, parents, and agencies in the larger community* to support students' learning and well-being.

Principle #11: The teacher demonstrates dispositions that promote *scholarship within a Christian ethic of care.* (Not INTASC) *Note: there are four parts of #11 for your e-portfolio.*

SPA Standards-Specialized Professional Association

ACEI – Association for Childhood Education International

NAEYC- National Association for the Education of Young Children

SPA Standards:

NAEYC Standards:

1. Promoting Child Development and Learning
 - a. Knowing and understanding young children's characteristics and needs
 - b. Knowing and understanding the multiple influences on development and learning

- c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning opportunities
2. Building Family and Community Relationships
 - a. Knowing about and understanding family and community characteristics
 - b. Supporting and empowering families and communities through respectful, reciprocal relationships
 - c. Involving families and communities in their children's development and learning
3. Observing, Documenting, and Assessing to Support Young Children and Families
 - a. Understanding the goals, benefits and uses of assessment
 - b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
 - c. Understanding and practicing responsible assessment
 - d. Knowing about assessment partnerships with families and other professionals
4. Teaching and Learning
 - a. Connecting with children and families
 - b. Using developmentally effective approaches
 - c. Understanding content knowledge in early education
 - d. Building meaningful curriculum
5. Becoming a Professional
 - a. Identifying and involving oneself with the early childhood field
 - b. Knowing about and upholding ethical standards and other professional guidelines
 - c. Engaging in continuous, collaborative learning to inform practice
 - d. Integrating knowledgeable, reflective, and critical perspectives on early education
 - e. Engaging in informed advocacy for children and the profession

NAEYC Supportive Skills:

1. Skills in self-assessment and self-advocacy
2. Skills in mastering and applying foundational concepts from general education
3. Written and verbal communication
4. Skills in making connections between prior knowledge/experience and new learning
5. Skills in identifying and using professional resources

ADEPT Performance Standards -ADEPT (Assisting, Developing, and Evaluating Professional Teaching)

ADEPT Performance Standards: In this course, APS 3, 5, 6, 7, 8, 9, and 10 are emphasized. There are ten ADEPT Performance Standards for classroom-based teachers. For the purposes of ADEPT, the term *classroom-based teacher* refers to certified teachers of core academic subjects, related subjects (e.g., physical education, career and technology education), and special education. The term *classroom-based teacher* does not include special-area personnel (i.e., school guidance counselors, library media specialists, and speech-language therapists). The ten ADEPT Performance Standards (APSS) for classroom-based teachers can be grouped into four broad categories, or domains:

Domain 1: Planning

- APS 1 Long-Range Planning
- APS 2 Short-Range Planning of Instruction
- APS 3 Planning Assessments and Using Data

Domain 2: Instruction

- APS 4 Establishing and Maintaining High Expectations for Learners
- APS 5 Using Instructional Strategies to Facilitate Learning
- APS 6 Providing Content for Learners
- APS 7 Monitoring, Assessing, and Enhancing Learning

Domain 3: Classroom Environment

- APS 8 Maintaining an Environment That Promotes Learning
- APS 9 Managing the Classroom

Domain 4: Professionalism

- APS 10 Fulfilling Professional Responsibilities

Each of these Performance Standards contains a set of *key elements*—the critical components of the standard. Although the key elements are essential to the standards, the examples that follow the key elements in this document are included for illustrative purposes only and are *not* to be considered all-inclusive, universal, or absolute indicator

Southern Wesleyan University Learning Objectives

The learning community at Southern Wesleyan University fosters in participants

- **biblically informed personal wholeness reflected in healthy, growth-enhancing relationships with God, themselves, and others;**
- **the ability to participate articulately in the significant conversations of the human race from a well-informed, reasonable, and distinctively Christian perspective; and**
- **the ability to effect positive change through skillful, values-driven engagement with the world.**

Such that graduates...

1. Bear witness to a deepening relationship with God through Christ reflected in integrity of thought, affection, and action.
2. Have established lifestyle habits that facilitate ongoing growth intellectually, spiritually, physically, socially, and emotionally.
3. Approach issues of both a theoretical and practical nature from a consistently biblical perspective, tempered by awareness of personal biases and divergent views.
4. Lead positive change by seeking justice for, reconciliation with, and service to others in a manner that reflects understanding of social dynamics.
5. Recognize and value truth and beauty in themselves and their surroundings as reflections of the Creator.
6. Critically and creatively construct their own well-reasoned perspectives in discussing current trends, ideas and events, drawing on the understanding of the breadth of human knowledge.

7. Demonstrate skill in listening, reading, scholarship, writing, public speaking and the use of technology.
8. Solve problems effectively using scientific research, critical thinking, and creativity.
9. Work collaboratively in diverse cultural groups to achieve positive results.
10. Master professional or discipline-specific knowledge and skills sufficient to be productive in the field to which they are called.

Response to Dispositions: Courses in the School of Education seek to integrate the following dispositions:

- **The teacher candidate demonstrates an ethic of care towards self** by exhibiting a biblical approach to life that is demonstrated by a passion for learning.
- **The teacher candidate demonstrates an ethic of care towards learners** by displaying an enthusiasm about teaching as demonstrated by compassionate and respectful interactions with learners.
- **The teacher candidate demonstrates an ethic of care towards colleagues** by engaging in collaborative work practices as demonstrated by compassionate and respectful interactions with colleagues.
- **The teacher candidate demonstrates an ethic of care towards the community** by recognizing the community as an integral part of the learning process as demonstrated by valuing its pluralist nature.

Each of these dispositions is given emphasis in EDUC 3663.

OBJECTIVES The student will be able to	NAEYC Standards	ADEPT APS #	INTASC Principles	Student Learning Outcomes (Instructional strategies and activities used to meet objectives)
1. Demonstrate a broad understanding of the diversity of integrated curriculum and program types available today.	5a	10	1	-Research and presentation on curriculum and program types
2. Demonstrate a broad understanding of the early childhood profession, its multiple historical, theoretical, philosophical and social foundations and how these foundations influence current thought and practice.	5a, 5d	10	1	-What do you think? Essay: Research on theories.
3. Select a variety of developmentally appropriate strategies to provide learning experiences for young children, including those in diverse settings and individual differences with consideration to all domains of development in children	1a, 1b, 1c, 2c	5-7	4	-Lesson Plans -Chapter Activities -Child Study Portfolio
4. Plan, design, teach, and assess developmentally appropriate	1a, 1b, 1c, 2c, 3a, 3c,	2,3,5. 6 7	1-8	-Observations -Lesson Plans

teaching/learning experiences in early childhood settings in the areas of Language Arts, Math, Science, and Social Studies.				-Chapter Activities
5. Plan, design, implement, and assess appropriate behavior management systems in diverse settings for young children.	4a, 4b,	7, 8, 9	5	-Observations -Classroom Management Plan -Chapter Activities
6. Design environments and experiences for preschool children that recognize the role of playful learning in promoting the physical, cognitive, and social/emotional development of children.	1a, 1b, 1c, 4b	5, 7, 8	1-8	-Lesson Plans - <i>Learning through Play</i> Activities
7. Understand the professional ethics, which in broad terms define the parameters that governs teaching practice.	5b	10	10, 11	- Ethical Code of Conduct role-plays and individual paper relating code to case study.
8. Understand the importance of parents and the community as partners in promoting the development of a child	2a, 2b, 2c SS 1, 3, and 5	10	10	-Chapter Activities -PCMOP -Child/Study Portfolio
9. Develop and articulate a basic philosophy and mission statement that is inherent in a thorough understanding of early-childhood education and developmentally appropriate practice.	5a, 5d	10	9	-What do you think? Essay: Research on theories.
10. Demonstrates an understanding of the SWU dispositions: an ethic of care towards self, learners, colleagues, and the community.	5b	10	9,11	-Role-Play -Chapter Activities

Students will also learn that:

1. Early childhood research, theories, and the understanding of how children learn and develop are constantly changing and requires teachers who are adaptive and flexible in their approach to children, teaching, and education as a whole.
2. A teacher is expected to be a constructivist who is a lifelong learner and responsible for his/her own professional development.
3. As early childhood teachers, it is crucial to select effective open-ended questions in encouraging student understanding, reflection, creative & critical thinking, curiosity, and learning in the classroom.
4. Effective classroom management in early childhood education depends on:
 - the teacher's attitude and behaviors
 - building positive relationships with students and families
 - strategic planning in developing a supportive classroom environment
 - understanding the unique learning styles of each child, and
 - creating individualized intensive intervention when needed.

Accommodations Statement

If you have a disability that interferes with your learning, test-taking, or completing assignments outlined in the syllabus, please contact Mrs. Carol Sinnamon, Director of Counseling and Health Services. She will help secure the right documentation, know what accommodations are appropriate, and authorize your teachers to accommodate your disability. She will disclose the information you request only to those whom you identify. Neither she nor your teachers can provide accommodations unless you specifically request these each semester. Documentation must meet the guidelines of the Americans with Disabilities Act (ADA). We want you to have equal opportunity to learn and have fair assessment of that learning. Your abilities, skills, and efforts should determine your success or failure, not your disability.

Counseling Services

Free services are available in the counseling center for help related to any issues or problems you experience this semester. Contact the secretary, Renee Sims at 5131 or 5130, or by e-mail rsims@swu.edu to schedule an appointment with either Carol Sinnamon, counselor and director, or Emily Germain, masters counselor intern. The counseling center is on 3rd floor of the Campus Life Center near the elevator. Your contact with a counselor is confidential.

Technology Integration

Teacher candidates will be required to use word processors for all assignments. They will access information from the Internet. Students will use PowerPoint presentations or Promethean Board and they will use presentation software for their model lessons.

Culturally Responsive Teaching

Students will learn how to address issues related to different learning styles, varying abilities, and cultural backgrounds in their own classrooms by developing activities and materials relating to the use of music, art, and drama that will be incorporated into lessons designed for the content areas of early childhood and elementary school program.

Instructional Methods

Instructional methods include modeling effective teaching methods by the instructor, class discussion, research, use of technology, and development of units and lesson materials appropriate for diverse groups of students in the elementary classroom as it pertains to science education.

Class Attendance Policy

All attendance policies as stated in the current SWU handbook will be enforced. Please be on time to every class out of respect for your peers. Three tardies will equal one unexcused absence.

Academic Integrity

The Honor Code is in effect for all assignments, in and out of class. The penalties will be enforced as stated in the handbook.

Late Work

Lesson presentations and all activities will be due according to agreement between the instructor and individual students. Late work will be penalized by a deduction of **15 points**. No work can be accepted after the final day of the course.

Grading Scale

A	4.0
A-	3.7
B+	3.4
B	3.0
B-	2.7
C+	2.4
C	2.0
C-	1.7
D+	1.4
D	1.0
F	0.0
NC	No Credit (does not affect GPA)
P	Pass
S	Satisfactory completion, no credit toward graduation
I	Incomplete
W	Withdrew

Required Textbooks and Materials

Fundamentals of Early Childhood Education (7th edition) by George S. Morrison

Additional Resources:

Christian Teachers in Public Schools, Stronks, J.& Skronks, G. (1999) . Grand Rapids; Baker Books

All I Really Need To Know I Learned in Kindergarten, Robert Fulghum, 1988: Random House
Assertive Discipline by Lee Canter, Canter & Associates, 1992

To Teach; The Journey of a Teacher, By William Ayers-Teachers College Press 1990 (Available for checkout in the SWU library)

NAEYC website ,

ACEI website

www.myschools.com

General Course Objectives Upon the completion of this course, the student will be able to . . .

1. plan and carry out developmentally appropriate teaching/learning experiences in early childhood settings in the areas of Language Arts, Math, Science, and Social Studies.

2. teach lessons using a variety of teaching and grouping strategies that are appropriate for young children.
3. plan for an integrated curriculum for young children, including classroom and materials issues.
4. describe curriculum issues for young children as well as current programs for young children.
5. articulate a basic philosophy that is inherent in a thorough understanding of early childhood education.
6. discuss current trends as they relate to early childhood school practices.
7. understand how to rationalize their faith in classrooms with the Federal and State laws regarding the separation of church and state.
8. understand how individual differences influence learning in the classroom.
9. construct units using various strategies learned in class and during the practicum experiences
10. understanding of what it means to be a reflective practitioner.
11. understand the professional ethics which in broad terms define the parameters which governs teaching practice
12. understand what it means to demonstrate a Christian ethic of care and the means by which care is demonstrated toward self, learners, colleagues, and the community at large.

Coursework Submission Dates

<p>You will be required to maintain a log of hours and reflections within a notebook as part of the field experience that is an important and integral part of this course. The field experience will count for 25% of the course grade.</p> <p>All lesson plans to be presented in the practicum setting must be viewed before implemented in the practicum classroom setting.</p> <p>You will also be required to keep a class notebook.</p>	
	<p><u>Class Topics and Class Schedule</u> (Tentative Course Outline)</p>
<p>August 21</p>	<ul style="list-style-type: none"> • Go over Syllabus • Introduction to the course • Introduction to the textbook

	<ul style="list-style-type: none"> • Requirements for the course & practicum • Course calendar 		
August 26	<p>In Class: Overview of ADEPT, Standards, Support Documents Christian Ethic of Care, Mrs. McJunkin to discuss LOCK Requirements</p> <p>For Next Class: Review ADEPT Standards</p>		
August 28	<p>In Class: Writing Objectives/ Overview of Lock System Christian Ethic of Care</p> <p>For Next Class: Research Madeline Hunter- write a paragraph about how she contributed to education</p>		
September 2	<p>In Class: Writing Objectives/ Lesson Planning Christian Ethic of Care</p> <p>For Next Class: Christian Ethic of Care Speeches Due</p>		
September 4	<p>In Class: Christian Ethic of Care Speeches/ Professor will give feedback Lesson Planning</p> <p>For Next Class: Lesson Plan 1 Due</p>		
September 9	<p>Lesson Plan 1 Due In Class: Chapter 1- You and ECE Lesson Planning/ Christian Ethic of Care</p>		
September 11	<p>Speech on Servant Learner Due In Class: Chapter 2- Early Childhood Education Today Lesson Planning/ Christian Ethic of Care</p> <p>For Next Class: Lesson Plan 2 Due</p>		
September 16	<p>Lesson Plan 2 Due Speech on Learners Due</p> <p>In Class: Chapter 3- History & Theories Lesson Planning/ Christian Ethic of Care</p> <p>Research one of the different types of influencers, philosophies and/or theories presented in early childhood education. Then present your findings in class with a visual. Select from the following:</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p><u>Influencers in ECE:</u> Friedrich Froebel Maria Montessori John Dewey Patty Smith Hill Caroline Pratt Lucy Sprague Mitchell McMillan Sisters</p> </td> <td style="vertical-align: top;"> <p><u>Child Development Theories</u> Erik Erikson (Psychosocial Theory) Abraham Maslow (Self-Actualization Theory) Jean Piaget (Cognitive/Constructivist Learning Theory) Lev Vygotsky (Sociocultural Theory) B. F. Skinner (Behaviorism) Albert Bandura (Social Cognitive Theory) Reggio Emilia Approach (This is an approach, not theory)</p> </td> </tr> </table> <p>For Next Class: Theories/Philosophies Visual Due</p>	<p><u>Influencers in ECE:</u> Friedrich Froebel Maria Montessori John Dewey Patty Smith Hill Caroline Pratt Lucy Sprague Mitchell McMillan Sisters</p>	<p><u>Child Development Theories</u> Erik Erikson (Psychosocial Theory) Abraham Maslow (Self-Actualization Theory) Jean Piaget (Cognitive/Constructivist Learning Theory) Lev Vygotsky (Sociocultural Theory) B. F. Skinner (Behaviorism) Albert Bandura (Social Cognitive Theory) Reggio Emilia Approach (This is an approach, not theory)</p>
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September 18	<p>Theories/Philosophies Visual Due</p> <p>In Class: Chapter 4-Implementing Early Childhood Programs Lesson Planning/ Christian Ethic of Care</p> <p>For Next Class: Work on Management and Organizational Plan</p>
September 23	<p>Speech on Self Due</p> <p>In Class: Chapter 5-Teaching and Standards Lesson Planning/ Christian Ethic of Care</p> <p>For Next Class: Lesson Plan 3 Due</p>
September 25	<p>Speech on Colleagues Due</p> <p>Work on Journal Articles in Class</p>
October 2	Work on Journal Articles- Location of Choice
October 14	<p>Speech on Community Due</p> <p>Lesson Plan 3 Due Journal Articles (3) Due- Share with Class</p> <p>Lesson Planning/ Christian Ethic of Care</p> <p>For Next Class: Work on Management and Organizational Plan</p>
October 16	<p>Chalk & Wire Lesson Due</p> <p>In Class: Chapter 6-Observing & Assessing Young Children Lesson Planning/ Christian Ethic of Care</p> <p>For Next Class: Work on Management and Organizational Plan, Lesson Plan 4 Due</p>
October 21	Work on Lesson to Be Taught in Class
October 23	<p>Lesson Plan 4 Due</p> <p>In Class: Chapter 7-Infants & Toddlers Lesson Planning/ Christian Ethic of Care</p> <p>For Next Class: Lesson Plan 4 Due</p>
October 28	<p>In Class: Chapter 8- The Preschool Years Lesson Planning/ Christian Ethic of Care</p> <p>For Next Class: Work on Management and Organizational Plan</p>
October 30	<p>In Class: Chapter 9-Kindergarten Today Lesson Planning/ Christian Ethic of Care</p> <p>For Next Class: Work on Management and Organizational Plan</p>
November 4	<p>In Class: Chapter 10-Early Elementary Lesson Planning/ Christian Ethic of Care</p> <p>For Next Class: Work on Management and Organizational Plan</p>
November 6	Work on Lesson to Be Taught in Class
November 11	<p>In Class: Chapter 11-Education Children with Diverse Backgrounds & Special Needs Lesson Planning/ Christian Ethic of Care</p>

	For Next Class: Lesson Plan 5 Due
November 13	Lesson Plan 5 Due In Class: Chapter 12-Cuiding Children’s Behavior/ Chapter 13-Parents, Families, and the Community Lesson Planning/ Christian Ethic of Care For Next Class: Work on Management and Organizational Plan
November 18	Work on Lesson to Be Taught in Class
November 19	
Lesson Plan Should be Taught By This Date in Practicum	
November 20	Lesson Presentations
November 25	In Class: Management and Organizational Plan Due- Share with Class
December 2	<ul style="list-style-type: none"> • Class Notebook Due • Course Wrap UP • Practicum notebook due with all materials, make a copy of time sheet for practicum notebook (Field experience will count for 25% of the final grade). Golden time sheet and teacher evaluation due to Ms. Findley.

Special Notes:

- **In October you will have Lock 1 Interviews**
- **You will provide a written lesson to me through Chalk & Wire by October 15 . I will provide feedback on the lesson- you will make changes and teach the SAME lesson for Mrs. Lewis. Once Mrs. Lewis provides feedback on the lesson you can then teach the lesson in your placement.**

Due Date	Assignment & Explanation	Points possible for this assignment
September 9, 16, October 14, 23, & November 13	5 Lesson Plans	10
September 18	Theorist Visual	5
October 14	3 Journal Articles	10
October	Interview, Lesson for Mrs. Lewis, and Chalk and Wire Lesson	10
November 20	Lesson Presentation	5
November 25	Management/Organizational Plan	15
December 2	Class Notebook, Case Studies	5
This will be worked out with your co-operating teacher. It must be completed by November 19	Teach one (1) lesson with a lesson plan in practicum classroom. This lesson must be turned in for review by the professor before being taught.	10
December 2	Field experience notebook with copy of time sheet, teacher evaluation, lesson plan taught in placement, and typed reflections	25
Ongoing	Class Participation/ Group Assignments	5

Explanation of Assignments

Field Experience

The field experience will help to prepare you; to enter learning communities rather than to be isolated in classrooms; for the opportunity to experience a full range of a teacher's responsibility; to teach diverse students and to advance the skills and knowledge of each student in the classroom. You must keep a field experience notebook with a time log and reflections. **You must teach at least one lesson, but you can teach more than one. A typed reflection must be completed after each visit.** Golden time sheet and teacher evaluation must be turned into Ms. Finley (**Make a copy for your field experience notebook**). **A total of 30 hours of field placement experience is required. The field placement will count for 25% of the final grade in the course.**

Theories/Philosophies Visual

Research one of the different types of influencers, philosophies and/or theories presented in early childhood education. Then present your findings in class with a visual. Select from the following:

Influencers in ECE:

Friedrich Froebel
 Maria Montessori
 John Dewey
 Patty Smith Hill
 Caroline Pratt
 Lucy Sprague Mitchell
 McMillan Sisters

Child Development Theories

Erik Erikson (Psychosocial Theory)
 Abraham Maslow (Self-Actualization Theory)
 Jean Piaget (Cognitive/Constructivist Learning Theory)
 Lev Vygotsky (Sociocultural Theory)
 B. F. Skinner (Behaviorism)
 Albert Bandura (Social Cognitive Theory)
 Reggio Emilia Approach (This is an approach, not theory)

Lesson Plans & Lesson Presentation

You will complete five (5) lesson plans on the SWU lesson plan format. Professor will give feedback on each lesson so that changes can be made if necessary. You will present one of the lessons to the class.

Class Notebook

Class handouts, notes, group work, and any other material presented in class must be in the notebook. Each section of the notebook must be tabbed.

Notebook (three hole binder) should include the following information	
1. Title page that includes course information, your name, semester of course, professor, statement "in partial fulfillment of course requirements."	1
2. Syllabus, all scoring guides provided in the course, and Early Learning SC Standards	1
3. Lesson Plans	1
4. Chapter activities done in class Each section is tabbed	2
Notebook contents: (total possible 10 points)	/5

Articles

Read and critique three (3) articles from current issues from Early Childhood journals. Write a one page review of each article, and reflect on its value. Summarize and reflect on the article as it pertains to you when you enter the classroom. The following rubric will be used to grade each article. APA formatting should be used for Articles.

CATEGORY	4	3	2	1
Identifies important information	Student lists all the main points of the article without having the article in front of him/her.	The student lists all the main points, but uses the article for reference.	The student lists all but one of the main points, using the article for reference. S/he does not highlight any unimportant points.	The student cannot identify important information with accuracy.
Identifies details	Student recalls several details for each main point without referring to the article.	Student recalls several details for each main point, but needs to refer to the article, occasionally.	Student is able to locate most of the details when looking at the article.	Student cannot locate details with accuracy.
Summarization	Student uses only 1-3 sentences to describe clearly what the article is about.	Student uses several sentences to accurately describe what the article is about.	Student summarizes most of the article accurately, but has some slight misunderstanding.	Student has great difficulty summarizing the article.
Citation	Student formats all citations correctly.	Most of the citation information is correct.	Some of the citation information is correct.	Student has great difficulty citing the article.

Personal Classroom Management and Organizational Plan

Complete the following assignments to be a part of your Personal Classroom Management and Organizational Plan. Complete all of these components and place in a folder to turn in to the professor.

1. First Week of School

Do some planning for the first week of school

- a) Plan a way of showing students that you welcome their input. (Will you have students verbally share their suggestions and opinions about rules, lessons, assignments, or grouping? write a letter to you? Answer specific questions?)
- b) Plan an introductory activity designed to help students become acquainted.
- c) Plan a creative way on how students will track their assignments, personal behavior, and communication. Will each student have a folder for his or her assignments with a checklist inside to keep record of each assignment? Will there be a class basket for each assignment? Will each student have a folder to track his or her behavior? How will students communicate to you and/or with each other? How will you monitor if children need to use the restroom or leave the room for some reason? Generate record sheets for any or all of these as needed. Explain in detail in narrative form these procedures

2. Class Rules

- a) Develop a set of rules for your classroom. About five rules should be sufficient. For each rule, think of ways to make the rules more meaningful (e.g. modeling expected behaviors, providing examples, discussing hypothetical scenarios, putting it to a song, creating a movie and recording it). Think about which rules are most important to you and why? Write a brief statement on the rules that will guide behavior in your classroom – why did you decide on these specific rules? Will you develop and distribute them yourself? Will you generate rules with students? If so, how will you do this? Describe the specific approach you will take and why you have decided on this approach.
- b) Develop a set of consequences (positive and negative) for the rules you have just made for your classroom. Natural consequences are the most effective and will make the most impact on the students. Plan a creative way students will track their personal behavior and a way to communicate this to parents. (Ties in with 1c above).

3. Communication

- a) In getting ready for the school year, you have decided to send a letter to the family of each student in your class. The point of the letter is to introduce yourself, describe the curriculum, highlight a few upcoming

projects, and provide information about what to expect the first day. Select a grade level and write such a letter. As you write, think about the need to create a warm tone, to be clear and organized, to avoid educational jargon, and to stimulate interest and excitement about school.

b) Demonstrate your capacity to communicate with families by including two or three artifacts (e.g. newsletters, interactive homework, requests for parental help with homework or as class helpers, invitations to class events, student award certificates, check-sheets to be used at parent conference, webpage, parent communication bulletin board).

4. Transitions

Develop a routine or transition activity for each of the following situations. Remember your goal is to use time wisely.

1. Beginning of the school day
2. Snack time
3. Returning from gym
4. Moving from small group time to independent seatwork

Lock I – Admission to Teacher Education Program

Admission Criteria

In order to successfully pass through Lock I, the pre-teacher candidate must meet the following criteria.

Phase I: Requirements at beginning of semester

- The pre-teacher candidate will apply for Lock I in EDUC 3003 Effective Methods for the Elementary and Middle School/Field Experience **or** EDUC 3123 Effective Methods for the Middle and Secondary School/Field Experience **or** EDUC 3663 Effective Methods for Early Childhood Education/Field Experience.
- The pre-teacher candidate must sign a statement of disclosure concerning all prior convictions including felonies and misdemeanors as part of the Lock I application.
- The pre-teacher candidate must sign a statement indicating adherence to a Code of Professional Ethics as part of the requirements of the respective Effective Methods course.
- The pre-teacher candidate will complete and include in the portfolio the Pre-Teacher *Candidate Dispositions Self-Assessment* form. The prompts in this survey are based on dispositions that the faculty of the School of Education has determined are essential to “educators who demonstrate scholarship within a Christian ethic of care” (INTASC/SWU Principle 11). The pre-teacher candidate is requested to provide a self-rating on each of these characteristics at this point in pursuit of a degree in education. The purpose of this assessment is to measure the student’s perceived self growth in these areas over time. This form will be completed during the respective Effective Methods course.
- The pre-teacher candidate must have successfully completed a minimum of 45 semester hours of college course work at the time of admission (conclusion of the semester of application).
- The pre-teacher candidate must have a minimum cumulative grade point average (GPA) of 2.5 the time of admission (conclusion of the semester of application).
- *The pre-teacher candidate must successfully complete the three tests comprising Praxis I, written or computer versions, with the following minimum respective scores:

Praxis I Test	Minimum Score
Reading	175
Writing	173
Math	172

*A minimum score of 1100 on the two-part SAT or 1650 on the new three-part SAT or an ACT score of 24 maybe substituted for the Praxis I tests.

Note: It is imperative that the pre-teacher candidate schedule the completion of the Praxis I examination during the second semester of course work in order to meet this criterion for admission to Lock I.

Phase II: Requirements at the conclusion of the semester

Interview Review Criteria:

The pre-teacher candidate will be interviewed by a committee comprised of professional educators from the community, School of Education faculty, and an education teacher candidate selected by the faculty of the School of Education. The pre-teacher candidate will be notified to schedule an appointment to meet with the committee to respond to questions and make a three- to five-minute presentation on a specified topic. Examples of topics from previous interviews include, “Should Teachers Be Held to Higher Standards than Other Professionals?” and “What Does it Mean to be Ethical?” The purpose of the interview is to assess the student’s communication techniques (INTASC Principle 6); the student’s perception concerning relations among constituents (INTASC Principle 10); and the student’s disposition towards a Christian ethic of care (SWU Disposition).

Field Component Assessment Criteria:

During the respective Effective Methods course the pre-teacher candidate will submit a written lesson plan to the Effective Method’s instructor to be assessed on the Chalk and Wire electronic portfolio system. The pre-teacher candidate will submit the lesson plan to a designated School of Education faculty member on Chalk and Wire and then teach the lesson plan to a group of peers and the faculty member who will assess the oral lesson plan. After which the candidate will submit the lesson plan to the “Public School Partner” on Chalk and Wire and then teach the lesson plan to the learners in the teacher candidate’s field experience classroom. The Public School Partner will assess the oral lesson plan and the scores will be entered in Chalk and Wire.

The teacher candidate must be assessed at the level of “Basic” on four of the following INTASC and Southern Wesleyan University principles, one of which must be the SWU Disposition:

- Principle 1 Content and Methodology
- Principle 4 Instructional Strategies
- Principle 6 Communication Techniques
- Principle 7 Instructional Planning
- Principle 11 Dispositions

Faculty Recommendations

The *Faculty Recommendation for the Pre-Teacher Candidate* form must be completed by the respective Effective Methods faculty member. This form requests the assessor’s rating of the pre-teacher candidate in the areas of scholarship and dispositions related to a Christian ethic of care. The candidate must receive an average rating at the level of “Basic” in each of these areas. Further, the form asks for the assessor’s general recommendation related to the student’s request for admission to the School of Education teacher education program.

The teacher candidate’s name will also be submitted to the department chairperson of the respective major. The respective department chairperson will be requested to indicate the student’s eligibility to be admitted to the teacher education program.

**INTERVIEW SCORING GUIDE
PRE-TEACHER CANDIDATE**



"Educators who demonstrate scholarship within a Christian ethic of care"

- Level 1.0
Below Basic** The teacher candidate shows little evidence of knowledge, skills, and disposition consistent with his/her level of classroom, field, and clinical experiences; there is little or no application of principles; there is little or no impact on student learning.
- Level 2.0
Basic** The teacher candidate shows evidence of an adequate level of knowledge, skills, and dispositions consistent with his/her level of classroom, field, and clinical experiences; there is an acceptable degree of application of principles; there is some positive impact on student learning.
- Level 3.0
Proficient** The teacher candidate shows evidence of an above average level of knowledge, skills, and dispositions consistent with his/her level of classroom, field, and clinical experiences; there is an above average degree of consistent and accurate application of principles; there is frequent positive impact on student learning.
- Level 4.0
Advanced** The teacher candidate shows strong evidence of a very high level of knowledge, skills, and dispositions consistent with his/her level of classroom, field, and clinical experiences; there is a high degree of consistent and accurate application of principles; there is consistent positive impact on student learning.

INTASC Principle 6 – Communication Tech (SPEECH)

1. has recognizable, appropriate thesis
2. uses effective verbal techniques, including good voice quality, pronunciation, and grammar
3. uses effective nonverbal techniques, including eye contact and gestures
4. uses communication techniques that indicates organization of ideas
5. uses communication techniques that develop ideas
6. uses communication techniques to conclude the presentation

INTASC Principle 10 Constituent Relations & SWU Dispositions (QUESTIONS)

7. demonstrates an ethic of care towards self by exhibiting a biblical approach to life that is demonstrated by a passion for learning
8. demonstrates an ethic of care towards learners by being enthusiastic about teaching as demonstrated by compassionate and respectful interactions with learners
9. indicates an understanding of the importance of relationships within a Christian ethic of care towards parents to support student learning and well-being
10. indicates an understanding of the importance of relationships within a Christian ethic of care by collaborating with colleagues to support student learning and well-being

11. indicates an understanding of the importance of relationships within a Christian ethic of care with community agencies, which are integral to supporting student learning and well-being

Lock 1-Why I Want to Be an Educator

You are to write an essay on the topic “Why I Want to Become an Educator.” The essay should include an introductory paragraph with a topic sentence; 3-4 paragraphs with supporting details on why you want to be an educator who demonstrates an Ethic of Care toward self, learners, colleagues and community; and a concluding paragraph. Submit the essay on Chalk and Wire.

Category	4-Advanced	3-Proficient	2-Basic	1-Below Basic
Focus on Topic	The topic of “Why I Want to Be an Educator” is well focused. The topic is introduced in the topic sentence in the first paragraph.	The topic of “Why I Want to Be an Educator” is well focused. The topic is introduced in the topic sentence in the first couple of paragraphs.	The topic of “Why I Want to Be an Educator” is well focused. The topic is introduced as topic sentence somewhere in the essay.	The topic of “Why I Want to Be an Educator” is not well focused. The topic is not addressed adequately.
Main Idea and Understanding of Ethic of Care	Basic concept is clear and reflects a strong Christian ethic of care.	Basic concept is clear and reflects a basic Christian ethic of care.	Basic concept is presented with no specific mention of a Christian ethic of care.	Basic concept is unclear and there is no mention of a Christian ethic of care.
Logical Order and Sequence	Details are placed in a logical order, and the way they are presented effectively keeps the interest of the reader.	Details are placed in a logical order, but the way they are presented sometimes makes the writing less interesting.	Not all details are in a logical or expected order, and this confuses or distracts the reader.	Few details are in a logical or expected order. There is little or no organization to the writing.
Requirements: Introductory paragraph, three-four supporting paragraphs, and conclusion.	All the components are included in a well-written essay of three to four paragraphs	All of the components are included in a well-written essay, but includes only two supporting paragraphs.	Most of the components are briefly described in an adequately written essay.	Two or more of the components are missing and the essay is not written or organized clearly.
Grammar	The essay is free of all grammar and spelling errors.	The essay contains one or two minor grammar and/or spelling errors.	The essay contains three or four grammar and/or spelling errors.	The essay contains five or more grammar and/or spelling errors.

Lock II – Admission to the Clinical Experience

Admission Criteria

In order to successfully pass through Lock II, the teacher candidate must meet the following criteria.

Area I: Requirements at beginning of the semester

Lock II Application Criteria:

The teacher candidate will apply for admission to Lock II as part of the requirements for EDUC 4502, Pre-Clinical Field Experience application.

The teacher candidate must sign a statement indicating adherence to a Code of Professional Ethics.

Clinical Experience Application Materials Criteria:

The teacher candidate must complete the materials necessary to facilitate an application for teacher certification prior to application for admission to Lock II. The teacher candidate who is planning to complete EDUC 4628, Clinical Experience I and EDUC 4638, Clinical Experience II during the fall semester must submit these materials to the Coordinator of Field Studies before December in the year preceding the planned Clinical Experience. Similarly, the teacher candidate who is planning to complete EDUC 4628, Clinical Experience I and EDUC 4638, Clinical Experience II during the spring semester must submit these materials to the Coordinator of Field Studies before May in the year preceding the planned Clinical Experience. This packet of information and materials may be obtained from the Coordinator of Field Studies. Among the requirements for application is the inclusion of:

- the South Carolina Department of Education *Application for Educator Certificate* form;
- a copy of the student's social security card;
- a fingerprint review as mandated by South Carolina state law. An applicant must have a full set of legible fingerprints taken by a sworn law enforcement officer. The fingerprint review is conducted by the State Law Enforcement Division (SLED) to determine any state criminal history and the Federal Bureau of Investigation to determine any other criminal history; and
- \$75.00 initial licensure fee, which includes the cost of the FBI fingerprint review.

Area II: Conclusion of the Semester

Portfolio Review Criteria:

The teacher candidate will present evidences that competency has been established in relation to all INTASC/SWU Principles. The portfolio will be reviewed by the candidate's academic advisor must be assessed at the level of "Basic" on nine of the INTASC Principles and all four areas of the Southern Wesleyan University dispositions.

The teacher candidate will complete and include in the portfolio the *Pre-Clinical Dispositions Self Assessment* form. The statements in this survey are based on dispositions that the faculty of the School of Education has determined are essential to "educators who demonstrate scholarship within a Christian ethic of care." The teacher candidate is

requested to provide a self-rating on each of these characteristics at this point in pursuit of a degree in education. The purpose of this assessment is to measure the student's perceived self growth in these areas over time.

Field Component Assessment Criteria:

The *Pre-Clinical Assessment of the Teacher Candidate* form will be completed by the teacher candidate's Unit Supervisor and Pre-Clinical Field Experience Public School Partner. The teacher candidate must be assessed at the level of "Basic" on nine of the INTASC principles and all of the Southern Wesleyan University dispositions:

Praxis II Tests Criteria:

The teacher candidate must provide evidence that the Praxis II tests have been either registered for or taken. (Before state licensure can be obtained the teacher candidate must pass the Praxis II: Subject Assessments exams. Educational Testing Services states that the "Subject Assessments measure candidates' knowledge of the subjects they will teach, as well as general and subject -specific pedagogical skills and knowledge. The pedagogy assessments, Principles of Learning and Teaching, are included in this group." Further information regarding these exams is given on the website, www.ets.org/praxis.)

Student Life Recommendation:

The teacher candidate must have the recommendation of the Office of Student Life.

GPA Requirement:

The teacher candidate's transcript must indicate that all course work will be completed prior to enrollment in EDUC 4628, Clinical Experience I and EDUC 4638, Clinical Experience II. A teacher candidate for whom an exception has been made must be on schedule as outlined in the approved program completion proposal submitted in Lock I.

The teacher candidate must have the minimum grade point average (GPA) required in all courses with a minimum cumulative GPA of 2.5 prior to the start of the Clinical Experience.

Lock III –Application for Teacher Certification

Admission Criteria

In order to successfully pass through Lock III, the teacher candidate must meet the following criteria.

Area I: Requirements at Beginning of Semester

Lock III Application Criteria:

- The teacher candidate will apply for admission to Lock III during the EDUC 4628, Clinical Experience I and EDUC 4638, Clinical Experience II orientation.
- The teacher candidate must sign a statement indicating adherence to a Code of Professional Ethics.
- The teacher candidate must have a minimum cumulative grade point average (GPA) of 2.5.

Area II: Requirements at Conclusion of Semester

Portfolio Review Criteria:

- The third and final review of the teacher candidate's electronic portfolio will be by the Coordinator of Field Studies. The portfolio will present evidence that the teacher candidate has met competency in all INTASC Principles and SWU Dispositions by achieving a score of "Basic" on the all components of the e-portfolio.
- The teacher candidate must complete and include the *Teacher Candidate Dispositions Self Assessment* form. The statements in this survey are based on dispositions that the faculty of the School of Education has determined are essential to "educators who demonstrate scholarship within a Christian ethic of care." The teacher candidate is requested to provide a self-rating on each of these characteristics at this point in pursuit of a degree in education. The purpose of this assessment is to measure the student's perceived self growth in these areas over time.

Clinical Experience Assessment Criteria:

- The teacher candidate must obtain minimum final grades of 2.5 in EDUC 4628, Clinical Experience I and EDUC 4638, Clinical Experience II.
- The teacher candidate must receive a final overall rating of "Competent" on ADEPT Performance Standards 1-10 by Supervisor I, Supervisor II, and the Cooperating Teacher upon the completion of each Clinical Experience.

Clinical Component Assessment Criteria:

The *Clinical Assessment of the Teacher Candidate* form will be completed by the Cooperating Teacher and Supervisor I. The teacher candidate must be assessed at the level of "Basic" on all of the INTASC principles and Southern Wesleyan University dispositions:

Certification Recommendation Criteria:

The teacher candidate must be recommended by the Coordinator of Field Studies for teacher certification by the South Carolina State Department of Education. Accordingly, the teacher candidate must obtain minimum scores as established by the South Carolina State Board of Education on the appropriate [Praxis II: Subject Assessment Test](#) and the [Praxis II: Principles of Learning and Teaching \(PLT\) Test](#).

Lock 2 and 3-Why I Want to Be a Christian Educator

You are to write an essay on the topic “Why I Want to Be a Christian Educator”. The essay should have at least an introductory paragraph with a topic sentence; 3-4 paragraphs with supporting details using the Christian Ethic of Care toward Self, Learners, Colleagues, and Community; and a concluding paragraph. Submit the essay on Chalk and Wire.

Category	4-Advanced	3-Proficient	2-Basic	1-Below Basic
Focus on Topic	The topic of “Why I Want to Be a Christian Educator” is well focused. The topic is introduced in the topic sentence in the first paragraph.	The topic of “Why I Want to Be a Christian Educator” is well focused. The topic is introduced in the topic sentence in the first couple of paragraphs.	The topic of “Why I Want to Be a Christian Educator” is well focused. The topic is introduced a topic sentence somewhere in the essay.	The topic of “Why I Want to Be a Christian Educator” is not well focused. The topic is not addressed adequately.
Main Idea and Understanding of Christian Ethic of Care	Main idea stands out and is supported by at least four supporting details that deal with Christian Ethic of Care Towards Self, Learners, Colleagues, and Community.	Main idea stands out and is supported by at least three supporting details that deal with Christian Ethic of Care Towards Self, Learners, Colleagues, and Community.	Main idea stands out and is supported by at least two supporting details that deal with Christian Ethic of Care Towards Self, Learners, Colleagues, and Community.	Main idea stands out and is supported by one or no supporting details that deal with Christian Ethic of Care Towards Self, Learners, Colleagues, and Community.
Logical Order and Sequence	Details are placed in a logical order, and the way they are presented effectively keeps the interest of the reader.	Details are placed in a logical order, but the way they are presented sometimes makes the writing less interesting.	Not all details are in a logical or expected order, and this confuses or distracts the reader.	Few details are in a logical or expected order. There is little or no organization to the writing.
Requirements: Introductory paragraph, three-or supporting paragraphs, and conclusion.	All the components are included in a well-written essay of three to four paragraphs	All of the components are included in a well-written essay, but includes only two supporting paragraphs.	Most of the components are briefly described in an adequately written essay.	Two or more of the components are missing and the essay is not written or organized clearly.
Grammar	The essay is free of all grammar and/or	The essay contains only one or two minor	The essay contains only three or grammar and/or	The essay contains five or more grammar and/or

	spelling errors.	grammar and/or spelling errors.	spelling errors.	spelling errors.
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Southern Wesleyan University
School of Education

Lesson Plan Format

Name: _____ Grade: _____

Subject: _____ Date: _____

State Indicator:

Lesson Objective:

Essential Question:

Materials/Equipment:

Technology Integration:

Understanding Your Learners:

Accommodations for Diverse Learners and English Language Learners:

Correlation to the IEP:

Behavioral Expectations:

**The Teaching Model
Procedure**

Attention Getter:

Anticipatory Set:

Yesterday,

Today,

Tomorrow,

Real World:

Content:

- Key Elements of the Lesson
- Questions Pertaining to the Key Elements of the Lesson (One question on each level of Blooms)

Strategies:

Closure:

Assessment:

Pre-Assessment:

Post Assessment:

Early Finishers (on grade level):

Enrichment (above grade level):

Remediation (below grade level):

Citations:

Reflection

Student Learning:

Teacher Reflection:

How did you demonstrate your Christian Ethic of Care (SWU Disposition) during this lesson?