

EDEC 4010/EDEC 4010L
Orientation to Early Childhood Education/
Orientation to Early Childhood Education Laboratory
Spring 2005

Tuesdays 8:00-8:55
116 Aderhold Hall

Instructor

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Office hours: by appointment

The essence of good teaching is in the arena of human relationships. Teaching is good when a class becomes a community of honest, nurturant and mutually respectful people. Experienced teachers treasure the moments and the memories of times when laughter, compassion, and surprise described their day or year. (Christopher M. Clark, *Thoughtful Teaching*, Teachers College Press, 1995)

Course Description

This course examines the issues of understanding children and building meaningful learning environments. We will consider how teacher beliefs, teacher knowledge, and teacher practices support or fail to support student learning and well-being in the classroom. We will examine the relationship between teacher practices and student learning. Throughout this course, we will be stopping to ask ourselves two questions: *Why teach?* and *What does it mean to teach?*

The course topics will be considered within the social and political issues of schooling, with consideration of diversity and learning. You will be challenged to articulate your beliefs about teaching and learning as you consider these issues through readings, discussions, field experiences, and class projects.

Objectives

This course aims to

1. Investigate the beliefs teachers bring into their work with young children, focusing on ideas related to what it means to teach and why one chooses to teach.
2. Explore what it means to be a teacher of young children by relating field experience to class readings and discussions.
3. Formulate an understanding of young children's learning and development by utilizing both field experience and readings/discussions.
4. Develop insight into what and how to teach young children to make their learning meaningful.

Honor Code

“Students at The University of Georgia are responsible for maintaining and adhering to the strictest standards of honesty and integrity in every aspect of their lives. Honesty in academic matters is a large part of this obligation. Specific regulations governing student academic conduct are contained in the Student Handbook and these should avoid misunderstanding.” – Undergraduate Bulletin

Texts

1. Ayers, W. (2001). *To teach: The journey of a teacher* (2nd ed.). New York: Teachers College.
2. Bel-Jean Packet (163 E. Broad St., 706-548-3648)

Requirements for 4010

Non-graded Requirements

- **Attendance and punctuality:**
Considering this class meets only for an hour each week, you are required to attend all sessions. Class begins promptly at 8:00 a.m. and ends at 8:55 a.m. *Late arrival* will constitute an absence. *Please note:* Students who miss 3 classes will receive a grade lower than what is expected from a total point of graded requirements. Students who miss 4 or more classes will receive a failing grade.
- **Establishing a respectful learning community:**
Thoughtful reflections and honest sharing are a critical component of this course. It is important that all members feel respected and valued. I emphasize the significance of respecting all members' personal views, values, experiences, and cultural backgrounds. In addition, please turn off cellular phones or pagers during the class.
- **Electronic Mail and Listserv:**
We will often use electronic methods for communication. Beginning the 3rd week of class, a 4010 listserv will be established. You are responsible for all messages and announcements posted on the listserv so be sure to read the messages that come to you carefully. Also, use the listserv to expand our class discussions or to share your thoughts that you did not have a chance to discuss in class.

Graded Requirements

- **Participation:**
You are expected to actively participate in *all* class discussions and activities. You are required to read the assigned materials *before* class. Please come prepared to participate in discussions by always bringing all necessary materials (textbooks, assignments, etc.). You will be often engaged in short writings about some of the readings during class discussions. Skimming, speed reading, etc. will not help you to be an active participant. (20%)
- **Written Exams:**
There will be two take-home *synthesis papers*. They are intended to not only synthesize the understandings you are developing about what it means to teach young children across the articles you are reading, but also to connect the work you are doing in your field experience with the work you are doing in the university classroom. To prepare for these papers, carefully read each week's assigned materials and take good notes on them. The mid-term paper can be taken

either individually or in small groups (no more than 4 individuals), depending on each person's preference. The final paper is an individual effort. The first synthesis paper will be due on *October 11th* and the second one on *December 13th*. (25% x 2 = 50%)

- **An Artifact and a Written Statement:**

As the final assignment, you are required to create an artifact (craft, drawing, symbol, etc.) and a written statement (e.g., poem, invocation, narrative, etc.) that reflect who you are and who you want to be as a developing teacher. The idea for an artifact and a written statement should be an integration of what you learned from the readings, discussions, and field experience. The artifact and the written statement will be evaluated by four criteria: (a) sources of the inspiration, (b) the connections across and between readings, discussions, and field experiences, (c) ideas for how to use the artifact and the written statement for the future teaching, and (d) explanation and articulation of the meanings of the artifact. I encourage you to think about and work on this assignment from the beginning of the semester. Both the artifact and the written statement should be something that you would like to take with you for your future job interviews and to keep in your future classrooms. During the last two weeks (*November 22 and November 29*), each person will have a chance to share his/her artifact and written statement through a short (roughly 5 minute) presentation. You must attend the two presentation sessions. (30%)

Grading:

Although non-graded requirements are not scored on the point scale below, they *will* be considered when assigning final course grades. Be sure to pay close attention to them.

- A: 90-100 points on graded requirements
- B: 80-89 points on graded requirements
- C: 70-79 points on graded requirements
- D: 60-69 points on graded requirements
- F: less than 59 points on graded requirements or 3 (or more) absences

Requirements for 4010L

Nametags:

You will be expected to wear an official UGA nametag during all field visits. The cost of the nametag is \$8.00 and the money is due during our second class (*August 29*). Please make checks payable to Holly Coder.

Field Experience:

You are required to visit Fowler Drive Elementary School (400 Fowler Drive, ph: (706) 357-5330) each week, beginning September 6 and ending December 9. Each visit should be at least an-hour-and-15-minutes long, and *a minimum of 15 hours* (excluding the orientation meeting on September 6) across the semester should be spent at the school.

You are required to write 4 “formal” reflections on your field experience (see the guidelines below), to keep an “informal” journal of your weekly work, and to keep a log (attached) of your visits. You are responsible for notifying the school and me in case you may be absent. You are also responsible for making up any times you missed your field experience. *Please note:* Being on time is critical for your work with your mentor teacher(s) and children. Late arrival is *not* acceptable.

A completed log sheet is due *December 13*. Your 4010L grade will depend on your attendance in the field and on completed field experience reflections.

Guidelines for the Field Experience Reflections

The purpose of writing reflections is to make deliberate connections between your field experience and the class readings. The “informal reflections” portion requires you to spend 10 minutes writing in a journal (a spiral notebook, a composition book, or the like). I encourage you to take this ten minute writing break *right after* you complete your field experience. Find a place in the school and write down your observations, thoughts, questions, concerns about what happened as well as some connections between what you experienced and what you have been reading. You will turn in this notebook at the end of your field experience with the time log. The “formal reflections” component asks you to focus specifically on four key topics. The topics and due date of each entry (at least 2 pages, typed, double-spaced, 1 inch margins, 12 Times New Roman) are listed below. Write your name in the left-hand corner and the entry number (e.g., reflection 1) in the right-hand corner. Immediately begin typing your thoughts *without repeating and typing the question for each entry*. Each entry should contain 3 sections: the first is a description of an account (or a “story”) from the experience (a “this is what I observed” section), the second is a discussion of how the experience and the readings from the course are connected (a “connections between experience and readings” section), and the third is a sharing of the questions, concerns, issues you still have (a “looking beyond” section). Use pseudonyms for the names of children and teachers. Use the prompts for each entry to guide your responses.

Reflection 1 (Due *September 20*):

Carefully observe the classroom(s) and the children. What did you learn about your mentor teacher(s) and the children through their actions? Did you find any myths about teaching that you realize you had during your observation in the classroom(s) or from your own interaction with the children? What does it mean to teach?

Reflection 2 (Due *October 4*):

Focus on 1-2 children. Carefully observe and listen to them. Describe, first, what the children did and said and, next, write your interpretation about intentions and meanings that the children delivered and created. Did you gain any insight into who each child is, what he/she likes to do, what he/she cares about? What does it mean to teach?

Reflection 3 (Due *October 25*):

What have you learned about the families of children with whom you work? Are there stereotypes that you think you had about some children with particular backgrounds? What do you think will be useful ways of communicating and working with such children’s families? What does it mean to teach?

Reflection 4 (Due *November 8*):

Reflecting on your field experience so far, how do you make sense of the “developmentally appropriate practice”? What kinds of activities or structures would you like to create and emphasize for children’s learning in your future classrooms? What does it mean to teach?

NAME: _____

EDEC 4010/4010L FIELD EXPERIENCE LOG SHEET

Date: _____	Time at school: _____
Date: _____	Time at school: _____
Date: _____	Time at school: _____
Date: _____	Time at school: _____
Date: _____	Time at school: _____
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Date: _____	Time at school: _____
Date: _____	Time at school: _____
Date: _____	Time at school: _____

Mentor Teacher Signature _____

Comments (not required) _____

Week One: August 23

Topic: Introduction
Objective: We talk about the purpose and assignment of this class by reviewing the course syllabus.

Week Two: August 30

Topic: Why teach? What is it like to be a teacher?
Objective: Through reflections on the reading and pre-professional field experience, we explore the myth and challenge of teaching.
Readings: Ayers, W. (2001). *To teach: The journey of a teacher* (2nd ed.). New York: Teachers College Press. (Preface & Chapter 1)
Due: Payment for the nametag (\$8.00)

Week Three: September 6

Topic: **Orientation at Fowler Drive Elementary School**

Week Four: September 13

Topic: Observing children
Objective: We discuss the importance of understanding a child by carefully observing him/her and by seeing through the child's perspective.
Readings: Ayers, W. (2001). *To teach: The journey of a teacher* (2nd ed.). New York: Teachers College Press. (Chapter 2)
Balaban, N. (1995). Seeing the child, knowing the person. In W. Ayers (Ed.), *To become a teacher: Making a difference in children's lives* (pp. 49-57). New York: Teachers College Press.

Week Five: September 20

Topic: Listening to children
Objective: We learn from an experienced teacher how to listen to a child to understand him/her.
Readings: Paley, V. G. (1986). On listening to what the children say. *Harvard Educational Review*, 56(2), 122-131.
Gallas, K. (1994). Sharing time: When children take the chair. In K. Gallas, *The languages of learning: How children talk, write, dance, draw, and sing their understanding of the world* (pp. 17-35). New York: Teachers College Press.
Due: **Field experience reflection 1**

Week Six: September 27

Topic: Children with special needs
Objective: We examine children with special needs from diverse contexts: (a) a family of a child with special needs (b) social and political contexts.
Readings: Metcalf, S. D. (1998, March). Attention deficits. *Lingua Franca*, 60-64.
Berube, M. (1994, December). Life as we know it: A father, a son, and genetic destiny. *Harpers Magazine*, 41-51.

Week Seven: October 4

- Topic:** Children from different cultures
- Objective:** We explore how to increase an understanding of children from diverse cultural backgrounds by working with their families and communities.
- Readings:** Lake, R. (1990, September). An Indian father's plea. *Teacher Magazine*, 48-53.
- Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice*, 31(2), 132-141.
- Due:** **Field experience reflection 2**

Week Eight: October 11

- Topic:** Children in poverty
- Objective:** We gain insight into the life of children from poor families and explore the role of school for their current and future lives.
- Readings:** Kozol, J. (1990, Winter/Spring). The new untouchables. *Newsweek Special Issue*, 48-53.
- Quint, S. (1994). *Schooling homeless children: A working model for America's public schools*. New York: Teachers College Press. (Chapters 1 & 2).
- Due:** **Mid-term Synthesis Paper**

Week Nine: October 18

- Topic:** The children of fast-track families
- Objective:** We examine stresses that the children of fast-track families experience, and what school can do for both children from poor and affluent families.
- Readings:** Brooks, A. A. (1990, April). Educating the children of fast-track parents. *Phi Delta Kappan*, 71, 612-615.
- Elkind, D. (1988). *The hurried child: Growing up too fast too soon*. Reading, MA: Addison Wesley. (Chapter 7)

Week Ten: October 25

- Topic:** Developmentally appropriate practice
- Objective:** We explore the discourse of developmentally appropriate practice in early childhood education.
- Readings:** Walsh, D. J. (1991). Extending the discourse on developmentally appropriate practice. *Early Education and Development*, 2(2). 109-119.
- Bredenkamp, S., & Copple, C. (Eds.). (1997). *Developmentally appropriate practice in early childhood programs* (revised ed.). Washington, DC: NAEYC. (Chapter 1)
- Due:** **Field experience reflection 3**

Week Eleven: November 1

Topic: Designing learning environments
Objective: Reviewing the recent research on human development, we gain insight into what to consider in order to create effective learning environments.
Readings: National Research Council (2000). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press. (Chapter 6)

Week Twelve: November 8

Topic: The teacher's role and pedagogy
Objective: Considering the knowledge that we gained so far, we begin to explore what and how to teach.
Readings: Ayers, W. (2001). *To teach: The journey of a teacher* (2nd ed.). New York: Teachers College Press. (Chapter 4)
Haberman, M. (1991, December). The pedagogy of poverty versus good teaching. *Phi Delta Kappan*, 290-294.
Due: **Field experience reflection 4**

Week Thirteen: November 15

Topic: Revisiting the questions: Why teach? What is it like to be a teacher?
Objective: We look at our original question again and examine both challenges and meanings of becoming a teacher.
Readings: Ayers, W. (2001). *To teach: The journey of a teacher* (2nd ed.). New York: Teachers College Press. (Chapters 7 & 8)
Featherstone, J. (1995). Letter to a young teacher. In W. Ayers (Ed.), *To become a teacher: Making a difference in children's lives* (pp. 11-22). New York: Teachers College Press.

Week Fourteen: November 22

Topic: The artifact and statement presentation
Objective: Each person shares her journey of becoming a teacher by presenting her artifact and written statement.
Due: Personal artifacts and written statements

Week Fifteen: November 29

Topic: The artifact and statement presentation (Cont.)
Objective: Each person continues to share her journey of becoming a teacher by presenting her artifact and written statement.
Due: Personal artifacts and written statements

December 6- Friday Schedule

Final Exam: December 13 (No later than 11:00 am)

Due: Final synthesis paper
A completed field experience log sheet
Spiral note book (field observations)

EDEC 4010
Orientation to Early Childhood Education
Partnership Program

The conceptual framework for educator preparation programs in the College of Education states that the college "prepares exemplary, reflective professionals to serve a diverse global community" (see <http://ncate.coe.uga.edu/framework/>). The early childhood program shares that aspiration and seeks to prepare exemplary and reflective teachers of young children by committing itself to the standards for early childhood education of the Georgia Professional Standards Commission (see 505-3-.17 at <http://www.gapsc.com/TeacherEducation/Rules/Rules.asp>). The early childhood standards addressed in EDEC 4010 include the following:

STANDARD I: Child Development and Learning

The program shall prepare early childhood professionals who:

- (i) Use knowledge of how children develop and learn to provide opportunities that support the physical, social, emotional, language, cognitive, and aesthetic development of all children.
- (ii) Use knowledge of how children differ in their development and approaches to learning to support the development and learning of individual children.
- (iii) Demonstrate understanding of the conditions that affect children's development and learning, including risk factors, developmental variations, and developmental patterns of specific disabilities and special abilities.
- (iv) Create and modify environments and experiences to meet the individual needs of all children, including children with disabilities, developmental delays, and special abilities.
- (v) Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning, and recognize that children are best understood in the contexts of family, culture, and society.
- (vi) Demonstrate understanding of the interrelationships among culture, language, and thought and the function of the home language in the development of children.
- (vii) Affirm and respect culturally and linguistically diverse children, support home language preservation, and promote anti-bias approaches through the creation of learning environments and experiences.

STANDARD II: Curriculum Development and Implementation

The program shall prepare early childhood professionals who:

- (i) Plan and implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the community, and curriculum goals and content.
- (ii) Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help children develop intellectual curiosity, solve problems, and make decisions.
- (iii) Use a variety of strategies to encourage children's physical, social, emotional, aesthetic, and cognitive development.
- (xi) Develop and implement an integrated curriculum that focuses on children's needs and interests and takes into account culturally valued content and children's home experiences.
- (xii) Create, evaluate, and select developmentally appropriate materials, equipment, and environments.
- (xiv) Develop and evaluate topics of study in terms of conceptual soundness, significance, and intellectual integrity.
- (xv) Adapt strategies and environments to meet the specific needs of all children, including those with disabilities, developmental delays, or special abilities.
- (xx) Demonstrate understanding of the developmental consequences of stress and trauma, protective factors and resilience, and the development of mental health, and the importance of supportive relationships.
- (xxiii) Recognize signs of emotional distress, child abuse, and neglect in children and know responsibility and procedures for reporting known or suspected abuse or neglect to appropriate authorities.

STANDARD III: Family and Community Relationships

The program shall prepare early childhood professionals who:

- (i) Establish and maintain positive, collaborative relationships with families.
- (ii) Respect parents' choices and goals for children and communicate effectively with parents about curriculum and children's progress.
- (iii) Involve families in assessing and planning for individual children, including children with disabilities, developmental delays, or special abilities.
- (iv) Support parents in making decisions related to their child's development and parenting.
- (v) Demonstrate sensitivity to differences in family structures and social and cultural backgrounds.
- (vi) Apply family systems theory, knowledge of the dynamics, roles, and relationships within families and communities.

STANDARD IV: Assessment and Evaluation

The program shall prepare early childhood professionals who:

- (i) Use informal and formal assessment strategies to plan and individualize curriculum and teaching practices.
- (ii) Observe, record, and assess children's development and learning and engage children in self-assessment for the purpose of planning appropriate programs, environments, and interactions, and adapting for individual differences.
- (iii) Develop and use authentic, performance-based assessments of children's learning to assist in planning and to communicate with children and parents.
- (iv) Participate and assist other professionals in conducting family-centered assessments.
- (v) Select, evaluate, and interpret formal, standardized assessment instruments and information used in the assessment of children, and integrate authentic classroom assessment data with formal assessment information.

STANDARD V: Professionalism

The program shall prepare early childhood professionals who:

- (i) Reflect on their practices, articulate a philosophy and rationale for decisions, continually self-assess and evaluate the effects of their choices and actions on others (children, parents, and other professionals) as a basis for program planning and modification, and continuing professional development.
- (ii) Demonstrate an understanding of conditions of children, families, and professionals; current issues and trends; legal issues; and legislation and other public policies affecting children, families, and programs for children and the early childhood profession.
- (iii) Demonstrate an understanding of the early childhood profession, its multiple historical, philosophical, and social foundations, and how these foundations influence current thought and practice.
- (iv) Demonstrate awareness of and commitment to the profession's code of ethical conduct.
- (v) Actively seek out opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice.
- (vi) Establish and maintain positive, collaborative relationships with colleagues, other professionals and families, and work effectively as a member of a professional team.
- (vii) Serve as advocates on behalf of children and their families, improved quality of programs and services for young children, and enhanced professional status and working conditions for early childhood educators.

STANDARD VIII: Georgia Special Requirements

*The program shall meet all requirements specified in [Rule 505-2-.020](#), *Special Georgia Requirements*. These requirements are in the areas of:*

- (i) Content knowledge assessments (Praxis II)
- (ii) Standards of conduct
- (iii) Recency of study
- (iv) Special education

EDEC 4010L

Orientation to Early Childhood Education Laboratory Partnership Program

The conceptual framework for educator preparation programs in the College of Education states that the college "prepares exemplary, reflective professionals to serve a diverse global community" (see <http://ncate.coe.uga.edu/framework/>). The early childhood program shares that aspiration and seeks to prepare exemplary and reflective teachers of young children by committing itself to the standards for early childhood education of the Georgia Professional Standards Commission (see 505-3-.17 at <http://www.gapsc.com/TeacherEducation/Rules/Rules.asp>). The early childhood standards addressed in EDEC 4010L include the following:

STANDARD I: Child Development and Learning

The program shall prepare early childhood professionals who:

- (i) Use knowledge of how children develop and learn to provide opportunities that support the physical, social, emotional, language, cognitive, and aesthetic development of all children.
- (ii) Use knowledge of how children differ in their development and approaches to learning to support the development and learning of individual children.
- (iii) Demonstrate understanding of the conditions that affect children's development and learning, including risk factors, developmental variations, and developmental patterns of specific disabilities and special abilities.
- (iv) Create and modify environments and experiences to meet the individual needs of all children, including children with disabilities, developmental delays, and special abilities.
- (v) Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning, and recognize that children are best understood in the contexts of family, culture, and society.
- (vi) Demonstrate understanding of the interrelationships among culture, language, and thought and the function of the home language in the development of children.
- (vii) Affirm and respect culturally and linguistically diverse children, support home language preservation, and promote anti-bias approaches through the creation of learning environments and experiences.

STANDARD II: Curriculum Development and Implementation

The program shall prepare early childhood professionals who:

- (i) Plan and implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the community, and curriculum goals and content.
- (ii) Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help children develop intellectual curiosity, solve problems, and make decisions.
- (iii) Use a variety of strategies to encourage children's physical, social, emotional, aesthetic, and cognitive development.
- (iv) Demonstrate a high level of competence in use of the English language areas and know, understand, and use concepts from reading, language, and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.
- (xi) Develop and implement an integrated curriculum that focuses on children's needs and interests and takes into account culturally valued content and children's home experiences.
- (xii) Create, evaluate, and select developmentally appropriate materials, equipment, and environments.
- (xiii) Evaluate and demonstrate appropriate use of technology with children, including assistive technologies for children with disabilities.
- (xiv) Develop and evaluate topics of study in terms of conceptual soundness, significance, and intellectual integrity.
- (xv) Adapt strategies and environments to meet the specific needs of all children, including those with disabilities, developmental delays, or special abilities.

- (xvi) Use individual and group guidance and problem-solving techniques to develop positive and supportive relationships with children, to encourage positive social interaction among children, to promote positive strategies of conflict resolution, and to develop personal self-control, self-motivation, and self-esteem.
- (xvii) Incorporate knowledge and strategies from multiple disciplines (for example, health, social services) into the design of intervention strategies and integrate goals from IEP's and IFSP's into daily activities and routines.
- (xviii) Establish and maintain physically and psychologically safe and healthy learning environments for children.
- (xix) Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning.
- (xx) Demonstrate understanding of the developmental consequences of stress and trauma, protective factors and resilience, and the development of mental health, and the importance of supportive relationships.
- (xxii) Use appropriate health appraisal procedures and recommend referral to appropriate community health and social services when necessary.
- (xxiii) Recognize signs of emotional distress, child abuse, and neglect in children and know responsibility and procedures for reporting known or suspected abuse or neglect to appropriate authorities.

STANDARD III: Family and Community Relationships

The program shall prepare early childhood professionals who:

- (i) Establish and maintain positive, collaborative relationships with families.
- (ii) Respect parents' choices and goals for children and communicate effectively with parents about curriculum and children's progress.
- (iii) Involve families in assessing and planning for individual children, including children with disabilities, developmental delays, or special abilities.
- (iv) Support parents in making decisions related to their child's development and parenting.
- (v) Demonstrate sensitivity to differences in family structures and social and cultural backgrounds.
- (vi) Apply family systems theory, knowledge of the dynamics, roles, and relationships within families and communities.
- (vii) Link families with a range of family-oriented services based on identified resources, priorities, and concerns.
- (viii) Communicate effectively with other professionals concerned with children and with agencies in the larger community to support children's development, learning, and well-being.

STANDARD IV: Assessment and Evaluation

The program shall prepare early childhood professionals who:

- (i) Use informal and formal assessment strategies to plan and individualize curriculum and teaching practices.
- (ii) Observe, record, and assess children's development and learning and engage children in self-assessment for the purpose of planning appropriate programs, environments, and interactions, and adapting for individual differences.
- (iii) Develop and use authentic, performance-based assessments of children's learning to assist in planning and to communicate with children and parents.
- (iv) Participate and assist other professionals in conducting family-centered assessments.
- (v) Select, evaluate, and interpret formal, standardized assessment instruments and information used in the assessment of children, and integrate authentic classroom assessment data with formal assessment information.
- (vi) Communicate assessment results and integrate assessment results from others as an active participant in the development and implementation of Individual Education Plan (IEP) and Individual Family Service Plan (IFSP) goals for children with special developmental and learning needs.
- (vii) Develop and use formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families, and the community.

STANDARD V: Professionalism

The program shall prepare early childhood professionals who:

- (i) Reflect on their practices, articulate a philosophy and rationale for decisions, continually self-assess and evaluate the effects of their choices and actions on others (children, parents, and other professionals) as a basis for program planning and modification, and continuing professional development.
- (ii) Demonstrate an understanding of conditions of children, families, and professionals; current issues and trends; legal issues; and legislation and other public policies affecting children, families, and programs for children and the early childhood profession.
- (iii) Demonstrate an understanding of the early childhood profession, its multiple historical, philosophical, and social foundations, and how these foundations influence current thought and practice.
- (iv) Demonstrate awareness of and commitment to the profession's code of ethical conduct.
- (v) Actively seek out opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice.
- (vi) Establish and maintain positive, collaborative relationships with colleagues, other professionals and families, and work effectively as a member of a professional team.
- (vii) Serve as advocates on behalf of children and their families, improved quality of programs and services for young children, and enhanced professional status and working conditions for early childhood educators.
- (viii) Demonstrate an understanding of basic principles of administration, organization, and operation of early childhood programs, including supervision of staff and volunteers and program evaluation.

STANDARD VI: Field Experiences

The program shall prepare early childhood professionals who:

- (i) Observe and participate under supervision of qualified professionals in a variety of settings in which children are served (such as public and private; centers, schools, and community agencies).
- (ii) Work effectively over time with children of diverse ages (pre-schoolers, or school-age), with children with diverse abilities, with children reflecting culturally and linguistically diverse family systems.
- (iii) Demonstrate ability to work effectively during full-time (totally at least 300 clock hours) supervised student teaching and/or practica experiences in at least two different settings, serving children of three different age groups (PK-K, 1-3, and 4-5) and with varying abilities.
- (iv) Analyze and evaluate field experience, including supervised experience in working with parents, and supervised experience in working with interdisciplinary teams of professionals.

STANDARD VII: Teaching of Reading

The program shall prepare the Early Childhood classroom teacher to meet the standards for an endorsement for Classroom Teacher of Reading as specified in Rule 505-3-.52. The program shall (i) conform to the IRA Standards for Reading Professionals, Classroom Teacher Candidate, 2003.

http://www.reading.org/resources/issues/reports/professional_standards.html and (ii) prepare candidates to provide instructional practices grounded in scientifically based reading research (SBRR).

<http://www.nationalreadingpanel.org/>

STANDARD VIII: Georgia Special Requirements

The program shall meet all requirements specified in Rule 505-2-.020, Special Georgia Requirements. These requirements are in the areas of:

- (i) Content knowledge assessments (Praxis II)
- (ii) Standards of conduct
- (iii) Recency of study
- (iv) Special education
- (v) Teaching of reading and writing
- (vi) Computer skill competency

