

**EDEC 4010/EDEC 4010L**  
**Orientation to Early Childhood Education/**  
**Orientation to Early Childhood Education Laboratory**  
**Fall 2006**

**Thursday 8:00-10:00**  
**(Room #417) Aderhold Hall**

**Instructor**

Melissa Jersawitz  
427 Aderhold Hall  
Phone: 706 542 4276  
E-mail: [missyj1@uga.edu](mailto:missyj1@uga.edu)  
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 nurturant, honest, 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).

Exemplary professionals have both a deep knowledge of the subject matter they are expected to teach and the pedagogical knowledge, skills, and dispositions that are required to make subject matter developmentally accessible, meaningful, and useful for students. (<http://ncate.coe.uga.edu/programs/earlychildhood/framework/>)

**Overview**

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. Through this course we will reconstruct our vision of teaching by taking an inquiry stance.

The guiding questions we will use in this inquiry are as follows:

- What have our experiences been as learners and teachers?
- Where do we want to be as learners and teachers?

The course topics will be considered within the socio-cultural, psychological, and political issues of schooling, with consideration of diversity and learning. We will work toward articulating our beliefs about teaching and learning as we consider these issues through reading, discussions, field experiences, and class projects.

## Goals

Through this course we will

- consider how the past shapes the present, investigate the beliefs we bring into our work with young children by examining our own stories as learners and teachers.
- formulate understandings of young children's learning and development by examining our past experiences, participating in field experiences this semester, and engaging in class readings.
- learn the importance of students' perspectives and exploring ways in which the students' voices can be included in our thinking about teaching and learning.
- develop a community of learners and teachers by collaborating to expand meaningful understandings of what it means to be a learner and a teacher by supporting each other in order to refine our procedures and products.
- recognize the importance of diversity and work toward developing the knowledge, skills, and dispositions necessary to help all students.

## Required Texts

Nieto, S. (2005). *Why we teach*. New York: Teachers College Press.

Oldfather, P., West, J., White, J., & Wilmarth, J. (1999). *Learning through children's eyes*. Washington, D.C.: American Psychological Association.

Bel-Jean Packet (163 E. Broad St., 706-548-3648)

## Texts for Book Club (Select at least one)

Ashton-Warner, S. (1986). *Teacher*. New York: Simon and Schuster.

Ayers, W. (2001). *To teach: The journey of a teacher* (2<sup>nd</sup> ed.). New York: Teachers College Press.

Codell, E. R. (1999). *Educating Esme: Diary of a teacher's first year*. Chapel Hill, NC: Algonquin Books of Chapel Hill.

Intrator, S. M., Scribner, M., Palmer, P. J., & Ark, T. V. (Ed.) (2003). *Teaching with fire: Poetry that sustains the courage to teach*. Bainbridge Island, WA: Jossey Bass

Ladson-Billings, G. (2001). *Crossing over to Canaan: The journey of new teachers in diverse classrooms*. San Francisco, CA: Jossey Bass

Paley, V. (1989). *White Teacher*. Cambridge, MA: Harvard University Press.

## Honor Code

Be familiar with UGA Academic Honesty Policy and be consistently fair and honest in representing your work to others.

“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

## Course Expectations for 4010

**Attendance and punctuality:** You are required to attend all sessions. Class begins promptly at 8:00 a.m. and ends at 10:00 a.m. Students who have 3 unexcused absences will receive one grade

lower on their final grade. Students who miss 4 or more classes will receive a failing grade. Notify me **BEFORE** class if you cannot attend a class. Be punctual for class.

***Establishing a respectful learning community:*** We are a community of learners where every one is a teacher and a student. A meaningful learning community is built on trust, respect, care, appreciation, and support. Within a caring and an ethical environment, we will engage in a collaborative exchange of ideas and understandings. We will work towards creating a psychologically safe space where members of the learning community can feel free to express their perspectives and at the same time feel safe to be challenged and stretched. Our goal will be to understand the perspectives and to try not to judge others too quickly based on their perspectives. Therefore, remember to be sensitive, appreciative, and respectful as we participate in shared conversations.

*Please Note:* Turn off cell phones or pagers during class. Laptops are permitted for class purposes only. Do not check emails during classtime!

***Web CT:*** We will often use electronic methods for communication. We will use WebCT to post messages, extend conversations outside of class, write reflections, and inform each other of important events in the field of education. Be sure to check Web CT regularly. Beginning Week 5 we will use Web CT for Book Club discussions. Each student will have the opportunity to lead the discussion at least once during the semester. The remaining group members will respond to create a meaningful discussion about the weekly reading.

***Preparation/Participation:*** Participate thoughtfully and constructively in class discussions and activities. Active participation is essential to your learning in the course. Please be sensitive to turn-taking issues.

### **Assignments for 4010**

***(September 21) Learner's Autobiography (15 Points):*** Write a learner's autobiography (5-10 pages, double spaced). Use your map, jotted notes, or time line as the basis for writing a memoir of your meaningful school experiences. Consider your own cultural life history as an important aspect of this. Be sure to include the main "themes" that emerge from your exploration of your learning history and how your learning history influences the kind of teacher you want to be?

***(September 28, October 5) Vision of a future teacher (10 Points):*** Create a work of art that represents you as a future teacher. Examples could be a poem, a drawing, a model made from clay. Write a 2-3 page description of your vision. Connect the description to what we have been reading for class, seeing in our observations and becoming as a teacher.

***(October 12, 19) Vision of a future classroom (10 Points):*** Create a work of art to describe your vision of your future classroom. Write a 2-3 page description of your vision. Connect the description to what we have been reading for class, seeing in our observations and becoming as a teacher.

***(November 9) Book Club (15 Points):*** Select one book from the book list. We will form six groups of five students each who will be reading the same book. We will begin discussing the readings on WebCT by Week 5. In Week 12, we will come together as a class to share our WebCT discussions.

**(November 30—Presentation, December 11—Project) “My Vision” Project (40 Combined Points):** Make sure to include the following

Learner’s autobiography, vision of a future teacher, vision of future classroom, rough drafts with peer reviews, reflection (How has your vision of yourself as a teacher and your classroom grown in this semester? By giving specific examples from the field, readings, and class discussions articulate the growth you have experienced.), and self-assessment (How would you assess the quality of ideas represented in your paper? How would you assess the quality of your writing? Think about style as well as organization and mechanics. What have you learned in the process of writing this project?)

**(September 7, October 12, November 16) Dual Entry Diary (16 Points):** You will bring your diary to class each day and will use to guide your text-based conversations with your peers. Select quotes (a sentence or a short paragraph) from your readings that you feel connected to. Type the quote with page number first and then write your response to it, explaining your connection. What did this quote stir in you? How did it influence your thinking? What memory or experience did it evoke? How can you connect this quote to your past, present and future as a learner and teacher? Dig Deep!

## **Expectations for 4010L**

**Insurance:** You are required to provide evidence of insurance or waive university responsibility for the legal consequences of any of your actions. Membership in SGAE and PAGE includes insurance coverage. Forms are available in 122 Aderhold Hall.

**Field Experience:** You are required to visit Fowler Drive Elementary School (400 Fowler Drive, ph: (706) 357-5330) each week, beginning August 24<sup>th</sup> and ending December 5<sup>th</sup>. Each visit should be at least an-hour-and-15-minutes long, and *a minimum of 15 hours* across the semester should be spent at the school.

You are required to complete 5 assignments on your field experience (see the guidelines below) 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 and spiral note book (field observations) is due *December 7 (no later than 11:00 am)*. Your 4010L grade will depend on your attendance in the field and on completed field experience assignments.

## **Guidelines for the Field Experience Reflections**

During your field experience you will be observing and writing reflections. The purpose of writing reflections is to make deliberate connections between your field experience and the class readings and assignments.

You will buy a spiral notebook and keep a record of your observations. You will turn in this notebook at the end of your field experience with the time log. The purpose of this notebook is to help you to be both observant and reflective. Use the four assignment prompts to guide your observations and later use these observations to write your reflections. The topics and due date of each entry are listed below. Use pseudonyms for the names of children and teachers.

**(September 14) Assignment # 1 Knowing your mentor teacher:** Plan an interview with your mentor teacher to understand her/his vision for teaching. How does she/he create the classroom environment in keeping with their vision? What roles do the students play? What roles does she/he play? What specific teaching strategies does she/he use? Write conclusions and questions for future observations and explaining how what you have learned will affect your teaching in this classroom.

**Guiding Text:** Neito, S. (2005). *Why we teach*.

**(October 5) Assignment # 2: Observing a classroom from a student's perspectives:** Think about the experiences students in your class might be having. Sitting at the desk of the child and asking your self, "how does it feel to be this child?" may help you to engage in perspective taking. Putting yourself physically in the child's place may help.

Guidelines for observing a classroom

- How does the classroom look? Is it a student's world or a teacher's, or a merging of the two? Is it a place I want to be?
- How do things in the classroom sound? How do I characterize or interpret what the teacher says and does, and what my classmates say and do?
- What does it feel like to be a member of this class? Is it safe or scary, friendly or lonely, comfortable or rigid? Can I be myself?
- What are the rules? Who makes them? What does it mean to break them?
- What does it mean to be a good student? Is it following the rules? Knowing the right answer? Thinking carefully for myself and with my friends?
- When do I feel puzzled? Engaged? Bored? What helps me feel interested?
- What counts as knowledge? Who decides?

Write conclusions and questions for future observations and explain how what you have learned will affect your teaching and your future inquiry.

**Guiding Text:** Oldfather, P. & West, J. with White, J. & Wilmarth, J. (1999). *Learning through children's eyes* (Goals 3 & 4).

**(November 2) Assignment # 3: Learning from students' questions:** Make a note of the questions students ask in class. Try to note the questions as verbatim as possible. Further observe the interactions that follow. What kinds of questions are asked in this class (concept building, clarification, evaluative, open-ended, close ended)? Who asks the questions (student initiated, teacher-initiated)? Who answers the questions (students, teachers, the child who posed the question)? What counts as "right" answer? Who decides? Can there be one right answer? Write conclusions and questions for future learning and explaining how what you have learned will affect your teaching.

**Guiding Text:** Commeyras, M. (1995). What can we learn from students' questions?

**(November 9) Assignment # 4: Knowing a student:** Select one child in your class. Using the methods we have discussed in class (like observing, listening, journaling, arts-based activities, or any other method you would like to explore further), take some time to know what this chosen student expects from his/her teacher, his/her peers, and self? What roles does he/she play? What activities does he/she like to do? What are the reasons? Write conclusions and questions for future observations and explain how what you have learned would affect your teaching in this classroom.

**Guiding Text:** Paley, V. (1986). On listening to what the children say.

Balaban, N (1995). Seeing the child, knowing the person.

***(December 11) Assignment # 5: “Story of the Field” Project:***

Be sure to include the following:

Knowing your mentor teacher, observing a classroom from a student’s perspectives, learning from students’ questions, knowing a student and a self assessment (How would you assess the quality of ideas represented in your paper? How would you assess the quality of your writing? Think about style as well as organization and mechanics. What have you learned in the process of writing this project?)

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:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Time at school:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Time at school:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Time at school:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Time at school:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Time at school:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Time at school:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Time at school:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Time at school:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Time at school:** \_\_\_\_\_

**Total Hours in the field** \_\_\_\_\_

**Mentor Teacher Signature** \_\_\_\_\_

**Comments (not required)** \_\_\_\_\_

---

---

---

---

---

## Grade Sheet

Dear \_\_\_\_\_,

* ASSIGNMENTS POINTS	* POSSIBLE POINTS	* ACTUAL
Honoring the learning community, Class participation and attendance	<b>30</b> (2 points per class)	
Dual Entry Diaries	<b>15</b> (5 points per diary set)	
Book Club (Discussion on web CT)	<b>16</b> (2 points per discussion)	
My Vision Project	<b>40</b>	
Learner's Autobiography	15	
Metaphor of a Future Teacher	10	
Vision of a Future Classroom	10	
Reflections and self assessment	5	
<b>TOTALS</b>	<b>101</b>	

COMMENTS:  
YOUR FINAL CLASS GRADE IS \_\_\_\_\_

Best Wishes,

### Grading Scale

101—90	A
89—80	B
79—70	C
69—60	D
59—0	F

- This syllabus contains a proposed agenda. Modifications may be made throughout the semester •

#### **Week One: August 17**

**Topic:** Introductions, syllabus,

#### **Week Two: August 24**

**Topic:** Why we Teach?

**Readings:** Nieto, S. (2005). *Why we teach* (Preface, pp 1-57)

**Due:** Payment for the nametag (\$8.00)

#### **Week Three: August 31**

**Topic:** Why we Teach?

**Readings:** Nieto, S. (2005). *Why we teach* (pp 58-114)

#### **Week Four: September 7**

**Topic:** Why we Teach?

**Readings:** Nieto, S. (2005). *Why we teach* (pp. 115- 200)

**Due:** Dual entry diary

#### **Week Five: September 14**

**Topic:** Social constructivism and classroom culture

**Readings:** Oldfather, P. & West, J. with White, J. & Wilmarth, J. (1999). *Learning through children's eye* (Preface & Goal 1 pp. vii - 23)

Oldfather, P. (2002). Students' experiences when not initially motivated for literacy learning. *Reading and Writing Quarterly* (18), 231-256.  
Visiting our educational histories

**Due:** Field Assignment #1: Mentor teacher's vision and reasons for teaching

#### **Week Six: September 21**

**Topic:** Role of perspective taking and social imagination in creating a classroom culture

**Readings:** Oldfather, P. & West, J. with White, J. & Wilmarth, J. (1999). *Learning through children's eye* (Goals 3 & 4 pp. 57 – 87)

Greene, M. (1995). *Releasing the imagination* (Introduction & ch.3 pp. 1-8, 32-43).

**Due:** Learner's autobiography

#### **Week Seven: September 28**

**Topic:** Children from different cultures

**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:** Bring a completed draft of "Vision of a future teacher" for peer review

**Week Eight: October 5**

- Topic:** Listening to children  
**Readings:** Paley, V. (1986). On listening to what the children say. *Harvard Educational Review*, 56(2), 122- 131  
 Commeyras, M. (1995). What can we learn from students' questions? *Theory into Practice*, 34(2), 101-106.  
**Due:** Final Draft Vision of a future teacher  
 Field Assignment # 2: Observing a classroom from a student's perspectives

**Week Nine: October 12**

- Topic:** Seeing children  
**Readings:** Balaban, N. (1995). Seeing the child, Knowing the person. In W. Ayers (Ed.). *To become a teacher: Making a difference in children's lives*. (Ch. 4, pp. 49 – 57)  
**Due:** Dual Entry Diary 2  
 Bring a completed draft of "Vision of a future classroom" for peer review

**Week Ten: October 19**

- Topic:** Children in poverty and fast track children  
**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)  
 Kozol, J. (1990, Winter/Spring). The new untouchables. *Newsweek Special Issue*, 48-53.  
**Due:** Final Draft Vision of a future classroom

**Week Eleven: October 26 – Fall Break****Week Twelve: November 2**

- Topic:** Caring Teacher  
**Reading:** Haberman, M. (1991, December). The pedagogy of poverty versus good teaching. *Phi Delta Kappan*, 290-294.  
 Nieto, S.(2005). *Why we teach* (Ch. 23, pp. 201-220)  
**Due:** Field Assignment # 3: Learning from student's questions

**Week Thirteen: November 9**

- Topic:** Book club  
**Readings:** Selected book  
**Due:** Field Assignment # 4: Knowing a student

**Week Fourteen: November 16**

- Topic:** Student Presentation (Story of the Field Project)  
**Due:** Dual Entry Diary 3

**Week Fifteen: November 23 -- Thanks Giving Holiday**

**Week Sixteen: November 30**  
**Topic:** Student Presentation (My vision Project)

**Week Seventeen: December 5**  
**Topic:** Gallery Walk, Discuss syllabus and create new syllabus.  
**Due:** Self-Assessment

**December 11 (No later than Noon)**  
**Due:** Final Projects (My vision Project and Story of the Field project)  
A completed field experience log sheet  
Spiral note book (field observations)

# GSTEP Framework

The GSTEP Framework is a replicable statewide induction tool that identifies the knowledge, skills, dispositions, understandings, and other attributes of accomplished teaching. It provides a structure through which novices and their mentors are able to assess and analyze teaching practice.

## GSTEP Framework Guiding Principles

The following principles guided the development of the GSTEP Framework:

- **The Process Principle:** Learning to teach is a career-long process.
- **The Support Principle:** Successful engagement in the process of learning to teach requires support from multiple partners.
- **The Ownership Principle:** Professional teachers have ownership of their careers, which they create and design.
- **The Impact Principle:** Effective teaching yields evidence of student learning.
- **The Equity Principle:** All teachers deserve high expectations and support.
- **The Dispositions Principle:** Productive dispositions affect student learning, teacher growth, and school climate positively.
- **The Technology Principle:** Technology facilitates teaching, learning, community building, and resource acquisition.

### ■ Content & Curriculum

Teachers demonstrate a strong knowledge of content area(s) appropriate for their certification levels.

#### Accomplished teachers:

- demonstrate knowledge of content, major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the subject(s) they teach.
- understand and use subject-specific content and pedagogical content knowledge (how to teach their subjects) that is appropriate for diverse learners they teach.
- stay current in their subject areas as engaged learners and/or performers in their fields.
- relate content area(s) to other subject areas and see connections to everyday life.
- carefully select and use a wide variety of resources, including available technology, to deepen their own knowledge in the content area(s).
- interpret and construct school curriculum that reflects state and national content area standards.

### ■ Knowledge of Students & Their Learning

Teachers support the intellectual, social, physical, and personal development of all students.

### **Accomplished teachers:**

- believe that all children can learn at high levels and hold high expectations for all.
- understand how learning occurs in general and in the content areas (e.g., how diverse learners construct knowledge, acquire skills, and develop habits of mind).
- are sensitive, alert, and responsive to all aspects of a child's well-being.
- understand how factors in environments inside and outside of school may influence students' lives

©2003 The Georgia Systemic Teacher Education Program. All rights reserved. (06/03)

2

and learning.

- are informed about and adapt their work based on students' stages of development, multiple intelligences, learning styles, and areas of exceptionality.
- establish respectful and productive relationships with families and seek to develop cooperative partnerships in support of student learning and well-being.

### **■ Learning Environments**

Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

### **Accomplished teachers:**

- create a learning community in which students assume responsibility, participate in decisionmaking, and work both collaboratively and independently.
- organize, allocate, and manage time, space, activities, technology and other resources to provide active and equitable engagement of diverse students in productive tasks.
- understand and implement effective classroom management.
- recognize the value of and use knowledge about human motivation and behavior to develop strategies for organizing and supporting student learning.
- are sensitive to and use knowledge of students' unique cultures, experiences, and communities to sustain a culturally responsive classroom.
- access school, district, and community resources in order to foster students' learning and wellbeing.
- use effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

### **■ Assessment**

Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

### **Accomplished teachers:**

- understand measurement theory and the characteristics, uses, and issues of different types of assessment.
- use preassessment data to select or design clear, significant, varied and appropriate student learning goals.
- choose, develop, and use classroom-based assessment methods appropriate for instructional decisions.
- involve learners in self-assessment, helping them become aware of their strengths and needs and encouraging them to set personal goals for learning.
- develop and use valid, equitable grading procedures based on student learning.
- use assessment data to communicate student progress knowledgeably and responsibly to students, parents, and other school personnel.
- use resources, including available technology, to keep accurate and up-to-date records of student work, behavior, and accomplishments.
- are committed to using assessment to identify student strengths and needs and promote student growth.

## ■ Planning & Instruction

Teachers design and create instructional experiences based on their knowledge of content and

©2003 The Georgia Systemic Teacher Education Program. All rights reserved. (06/03)

3

curriculum, students, learning environments, and assessment.

### Accomplished teachers:

- articulate clear and defensible rationales for their choices of curriculum materials and instructional strategies.
- plan and carry out instruction based upon knowledge of content standards, curriculum, students, learning environments, and assessment.
- understand and use a variety of instructional strategies appropriately to maintain student engagement and support the learning of all students.
- monitor and adjust strategies in response to learner feedback.
- vary their roles in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.
- use appropriate resources, materials, and technology to enhance instruction for diverse learners.
- value and engage in planning as a collegial activity.

## ■ Professionalism

Teachers recognize, participate in, and contribute to teaching as a profession.

**Accomplished teachers:**

- continually examine and extend their knowledge of the history, ethics, politics, knowledge of the history, ethics, politics, organization, and practices of education.
- understand and implement laws related to rights and responsibilities of students, educators, and families.
- follow established codes of professional conduct, including school and district policies.
- systematically reflect on teaching and learning to improve their own practice.
- seek opportunities to learn based upon reflection, input from others, and career goals.
- advocate for curriculum, instruction, learning environments, and opportunities that support the diverse needs of and high expectations for all students.
- assume leadership and support roles as part of a school team.

**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](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