

NATIONAL COLLEGE OF EDUCATION

EARLY CHILDHOOD EDUCATION

GRADUATE AND UNDERGRADUATE

STUDENT TEACHING HANDBOOK

NATIONAL-LOUIS UNIVERSITY

2009 Edition

**NATIONAL-LOUIS UNIVERSITY
NATIONAL COLLEGE OF EDUCATION**

**EARLY CHILDHOOD EDUCATION
UNDERGRADUATE AND GRADUATE
STUDENT TEACHING HANDBOOK**

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Conceptual Framework

NATIONAL COLLEGE OF EDUCATION: A PROFESSIONAL COMMUNITY ADVOCATING FOR ALL LEARNERS

National College of Education (NCE) is a professional community collaborating with students, teachers, administrators, and others advocating for all learners. Building on the progressive tradition of John Dewey and our founder Elizabeth Harrison, the National College of Education continues its historical commitment to student-centered education. Our research-based, best practice programs fuse theory and practice and engage students in critical reflection and inquiry. The NCE community continues to be a leader of innovative education.

Building on the theme of advocating for all learners, NCE programs place students at the center of the educational process. Students actively construct meaning by integrating knowledge and experience within a community of learners.

The NCE professional community recognizes that the learner and the process of schooling are situated in social, historical, political, and cultural contexts. We value diversity and cultural differences among children, families and communities, and continue our long distinguished tradition of promoting social justice and developing democratic communities.

Reflection and inquiry provide an informed and integrated basis for advocating for all learners. As such, our NCE students will further develop the disposition, knowledge and skills to:

- Understand the contextual nature of learning
- Help students construct their own knowledge
- Integrate theory and practice
- Reflect on and critique their knowledge, practice, school, and society
- Engage in inquiry
- Collaborate with students, teachers, administrators, parents, policy makers and the community at large

Conceptual Framework

EARLY CHILDHOOD EDUCATION

The philosophy of the Early Childhood Teacher Education Program is congruent with National-Louis University's long and distinguished tradition of supporting the development of children and families, and promoting democratic communities and social justice. This philosophy is predicated on the belief that one of the primary purposes of education is to enhance the development of knowledge, skills, attitudes, and dispositions, which will enable all students to become full participants in a democratic society. One vision promoted by the program is a commitment to social change. Another is promotion of equality among individuals from diverse backgrounds, including individuals historically and presently disadvantaged by policies and practices at all levels of society. The program's conceptual framework relies on a view of curriculum, which incorporates the processes of transmission, transaction, and transformation.

The transmission process includes orienting students to the knowledge base, core values, beliefs, attitudes, skills, and dispositions advocated by the community of early childhood professionals. This includes content knowledge about the field, which provides a foundation for reflection and dialogue. One core belief is that caring and teaching are inseparable.

The transaction process reflects the perspective that knowledge is constructed within social, historical, and cultural contexts. Central to this constructivist perspective is the belief that all knowledge is constructed by individuals who have varying and often conflicting perspectives regarding what is important, good and worthwhile in planning programs for children and families, in evaluating pedagogical practices, in creating worthwhile administrative policies, and in advocating for children, families and the profession. We emphasize that the knowledge base in early childhood education is value-laden with assumptions about what children are like, what is important for children to learn, how children can best be taught, and the purposes of education.

Furthermore, we encourage students to question assumptions such as the "truths" of developmental theory and to acknowledge the social, political, and ideological embeddedness of all ways of knowing. Students are encouraged to view themselves and the children with whom they work as creators of meaning that is subjective and contextually bound.

At the transformational level curriculum has as its major goal the transformation of society toward more just and humane ends. In keeping with the tradition of National-Louis University and the beliefs of its founder, Elizabeth Harrison, the Early Childhood Program advocates a progressive agenda rooted in child-centered pedagogy and a commitment to social reform. Therefore, we encourage students to be

- Self reflective in their beliefs and practices
- Critical of theory and pedagogy
- Cognizant of existing social inequalities based on social class, race, gender, ableism and sexual orientation.

Thus the curriculum of our teacher education programs supports the development of advocacy skills to promote social justice and better lives for children and families.

National-Louis University

Dear Student:

Welcome to Student Teaching in the Department of Early Childhood Education, which is part of your studies approved by the National Council for Accreditation of Teacher Education (NCATE). This handbook has been written to serve as a guide for students completing Early Childhood (04) certification as required by the State of Illinois. This certificate means that you will be eligible to teach children from birth through age eight in private or publicly funded programs in Illinois. You will have the opportunity to student teach in a primary classroom with a qualified teacher or in a preprimary classroom in an accredited program.

Please know that we are here to assist and support you, so do call your advisor if you have questions or need help. Best of luck to you in all your work with young children. We hope your student teaching will be a rewarding experience.

Regards,



Kathleen Sheridan, PhD
Associate Professor and Department Chairperson
Early Childhood Education

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Elgin, IL
Lisle, IL

Skokie, IL
Wheeling, IL
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PURPOSE OF STUDENT TEACHING EXPERIENCE

The goal of early childhood student teaching is to provide quality experiences for the student while working under the guidance of qualified teachers of young children in diverse educational settings. Student teaching, as the culminating experience of the professional education program, requires that students be ready **to seriously commit the time and energy this experience requires.**

The student teaching experience is designed to provide students the opportunity to demonstrate the ability to:

1. Apply the knowledge gained in education and pre-service courses to practical teaching experiences, and to begin to acquire the standards of professionalism in the field of early childhood education.
2. Plan and organize developmentally appropriate learning experiences, environments and curricular materials for young children between the ages of birth to eight years old.
3. Gain an understanding of the range of responsibilities of a teacher within the context of the school, the family, and the community.
4. Apply various theories of learning and teaching strategies that are inclusive and are reflective of diverse populations and learning styles, as well as of broader social conditions which impact learning.
5. Practice appropriate classroom management and discipline strategies that are respectful of children as unique individuals and reflective of democratic beliefs and values.
6. Assess, along with the university and school personnel, his or her competence and potential growth as a teacher.
7. Reflect on one's own competence as a teacher and identify avenues of continuing professional development.

STUDENT TEACHING ATTENDANCE POLICIES

It is required that all students adhere to the contractual agreement between the university and cooperating school regarding attendance. In the event of an absence it is mandatory that the student teacher notify the cooperating teacher, the school, and the university supervisor well in advance of the start of daily responsibilities. Arrangements must be made by the student to make up absences. Absences of more than five days may result in termination of the placement.

The student teacher's hours include time before and after school according to the practice of the cooperating teacher. This typically includes one hour before children arrive and one hour after dismissal. Student teachers are expected to be punctual and ready to work. A log will be provided to document time spent in the classroom.

COMPONENTS OF THE STUDENT TEACHING EXPERIENCE

Placement Students may specify the geographic region in which they wish to complete their student teaching. However, the ECE Placement Coordinator makes assignments to school sites within regions. All placements are final and cannot be negotiated. A request for a specific school must be received in writing from an administrator of the school at the same time as the application is submitted. All placements are subject to university supervisor availability.

Students are notified by the ECE Placement Coordinator of their specific assignment within two weeks (varies) of their start date.

Undergraduate student teaching experiences include the equivalent of 10 weeks or more of half days (Preprimary Practicum ECE 460) and the equivalent of 10 weeks or more of full-days (Primary Student Teaching ECE 470).

Graduate student teaching (ECE 590) includes 10 weeks of full days. The choice of pre-primary or primary settings for graduate student teaching is made by the student in consultation with his or her advisor.

Orientation Students are required to attend an orientation session prior to the start of the student teaching experience.

Schedule **Fall-** student teaching begins when teachers return in August or September

Winter- student teaching begins when teachers return in January

Spring- student teaching usually begins in mid to late March or early April

Seminar Student teaching seminar (ECE460/470/590) is an important and **required** aspect of the student teaching experience. Weekly attendance is mandatory. The seminar provides students the opportunity to engage in discourse and discussion about classroom experiences, practices and issues, to participate in self-reflection, creative problem solving, and resource development with fellow student teachers and the seminar leader.

MEETING UNIVERSITY REQUIREMENTS

Grading

Grades are based on the **Student Teaching Competency Appraisal (Appendix A)**, compilation of artifacts from the student teaching placement that are deemed appropriate for LiveText submission, and attendance and participation at the weekly student teaching seminar. The university supervisor is responsible for assessing student progress and recommending the grade the student earns. The seminar leader assigns the final grade.

Student Teaching Difficulties

When students have difficulties during the student teaching experience, it is the joint responsibility of the student teacher, cooperating teacher, and university supervisor to clarify and resolve the problem(s). Most problems can be resolved at the classroom level through open and professional communication. The ECE department reserves the right to remove any student from an assignment, subject to full notice to all parties. Furthermore, the cooperating school has the right to terminate a student's assignment. After conferring with the cooperating teacher and the university supervisor, a student can elect to withdraw from an assignment, given due notice, usually without penalty upon re-entering the student teaching experience.

Termination

Placements may be terminated under the following circumstances:

1. A variety of personal or circumstantial reasons can occur that may require a student teacher's removal from a placement. Such removals can be initiated by any of the parties involved, but must be made after the student teacher, cooperating teacher, university supervisor, and placement coordinator jointly make the decision.
2. If conditions or situations occur that encumber a student teacher from moving ahead, that student may be eligible for an "In-Progress Contract" for the quarter, and thus will be removed from student teaching for that quarter. The student must meet the required conditions as written on the "In-Progress Contract" before re-entering student teaching for a second placement. The remediation, such as additional coursework and/or pre-clinical experiences, must be documented to show attempted personal or professional growth, in readiness for the second placement.
3. With the combined judgment of the student teacher, the cooperating teacher, the university supervisor, and the placement coordinator that the student teacher is unable to assume the roles and responsibilities of a classroom teacher, or has demonstrated limited progress toward developing competence, the student teacher may be given a grade of "F" or "N" and advised to consider other career options. This decision automatically makes the student teacher ineligible for continued student teaching and terminates continuation toward certification.

Certification & Degree Completion

Upon successful completion of the teacher education program, student teaching, passage of the ISBE Assessment of Professional Teaching (APT), and the content test in ECE, students must obtain an application for certification from Student Services.

In addition, students are responsible for obtaining a diploma application from Student Services, and filing it with the appropriate office at the university. Go to www.nl.edu or the Quarterly or Undergraduate course catalog to check deadline dates.

EXPECTATIONS OF THE STUDENT TEACHING EXPERIENCE

The Role of the Student Teacher

As a representative of the Early Childhood Program at NLU, the student teacher develops positive relationships with the students, cooperating teacher, administrative staff, and the school community at the placement site. The student, as a guest of the cooperative school practices the highest ethical standards of the profession.

The student teacher is expected to:

- Introduce herself or himself to the principal or director and cooperating teacher as soon as possible after being informed of the placement. This courtesy indicates respect and professionalism.
- Find out the nature and scope of your responsibilities (classroom instruction, faculty meetings, team meetings, parent conferences, etc.).
- Become knowledgeable about the school's philosophy, administrative policies, facilities, teaching materials, media and library services, and guidance and support services.
- Be prompt and maintain regular attendance. Document attendance on the log.
- Dress in appropriate and professional attire for all school functions.
- Maintain rules of confidentiality of children and their families.
- Maintain an open line of communication with the cooperating teacher and university supervisor.
- Demonstrate a work ethic and the highest level of professionalism

The Role of the Cooperating Teacher

The most effective cooperating teacher

- Supports, encourages and guides the student teacher
- Models professionalism in the classroom and the school
- Helps the student teacher become more reflective
- Provides clear expectations
- Signs the student's attendance log at the end of each week
- Sets aside time each day to share ideas, plan lessons, and provide ongoing assessment
- Provides curriculum materials and suggested strategies for instruction and classroom management
- Collaborates with the student teacher and the university supervisor in preparing (in **electronic format**) and discussing the student's midterm and final evaluations
- In so far as possible, includes the student teacher in professional activities such as parent conferences, faculty meetings, and in-service workshops
- Communicates frequently with the student teacher and university supervisor especially if there are concerns about the student's progress

The Role of the University Supervisor

The university supervisor actively participates in encouraging and promoting the professional growth of the student teacher. The university supervisor will...

- Meet with the student teacher and cooperating teacher during the first week to define expectations and goals
- Visit the student at the school site a minimum of five times, including the initial meeting during the first week, three observations (including midterm evaluation), and a final evaluation session
- Meet with the student after each visit and provide written and verbal feedback (Appendix C)
- In collaboration with the cooperating teacher and the student, assess student performance at both midterm and final periods using the **electronic** Competency Appraisal form, and recommend the student's final grade

- Provide guidance and feedback to the student on creating and compiling artifacts from student teaching that are appropriate for LiveText submission
- Help the student relate theory to practice, serve as a resource person, and encourage student reflection on performance and interactions
- Serve as an advocate for the student teacher within the school setting, and communicate frequently with the placement coordinator, especially if there are concerns about the student's progress

Planning for Learning

The student teacher can plan for learning in a variety of ways. Templates for lesson planning in the pre-primary and primary grades are included in Appendix D. Usually these are completed on a weekly basis, using long-range goals as the basis for objectives stated in the plan. Planning appropriate, active lessons is best for young children.

Sample Schedule

It is important to find a shared planning time with the cooperating teacher each day. Using the following as a guide, decide at the beginning of the term on a time line for the gradual takeover of teaching responsibilities. It is expected that students will assume a leadership role in planning and implementing curriculum and developing classroom management strategies. Each experience should culminate with a two-week takeover time.

Week 1	Observation, work with individuals and groups, assist the teacher, take attendance, share recess duty, read a story, begin an anecdotal log and reflective journal.
Week 2-6	Plan, implement and assess a language arts lesson for a small or large group each day. Teach an integrated math, art, or science lesson twice during the week.
Week 7	Half time teaching
Week 8-9	Full time teaching
Week 10	Gradually reduce teaching responsibilities and return the classroom to the cooperating teacher. Find time to observe in other classrooms in the school.

Student Teaching Competency Appraisal (Appendix A)

Ongoing and continuous assessment during the term is the process by which the student develops and grows. The team of the cooperating teacher, the university supervisor, and the student communicate through the use of authentic assessment to focus on the strengths and identify the needs of the student teacher. Face-to-face, honest, and open communication is essential to this process.

The heart of the student teaching assessment is self-reflection. Every effort should be made to assist the student teacher to critically examine beliefs and practices, which lead to methods and strategies within the classroom. Regular conferences with the cooperating teacher and the university supervisor should focus on the effects of the daily practices of the student teacher. The student teaching competency appraisal is completed and submitted electronically at mid-term and the end of the term by the cooperating teacher and university supervisor and the student teacher. Each member of the team (student teacher, cooperating teacher, and university supervisor) will access and complete the survey electronically at

<http://survey.nl.edu/wsb.dll/45/ECECompetencyAppraisal.htm> The survey should be completed before the midterm evaluation conference and before the final evaluation conference. Each member should print a copy to share at each meeting. Please keep hard copies for your records.

The Reflective Journal

Student teachers maintain a reflective journal during the 10 week experience. The journal is a confidential reflection shared with the university supervisor on a weekly basis. The supervisor provides written feedback on the entries. Typical entries could include reflections on relationships with adults and children, management strategies, lesson planning, and good teaching practices. The student teacher should reflect on strengths, weaknesses, and development as a professional teacher.

Compiling Artifacts from Student Teaching for Inclusion in the LiveText Portfolio

ECE 460, 470, and 590 have been designated as benchmark courses for review and assessment of LiveText portfolios. The student teacher is expected to collect artifacts from each placement and provide summaries and rationales for inclusion in the appropriate standard. These artifacts serve as the student's authentic documentation of each placement.

The final grade will be recommended by the supervisor and submitted by the seminar leader when all seminar requirements have been met (including assessment of the LiveText portfolio). Before graduation, a final version of the LiveText portfolio must be submitted. Students must be able to demonstrate that they have met all the standards required for success in their program, in order to be recommended for state certification.

See Appendix B.

HELPFUL HINTS

- This is a learning experience! Make the most of the time you have in this classroom. Present yourself in a professional manner as a representative of NLU.
- Engage in reflective practice. Analyze lessons and assess your own teaching. Try to make connections with previous, current and future lessons. Remember to note these thoughts in your journal in order to discuss them with your university supervisor and colleagues during seminar sessions.
- Utilize the public or school library and inquire about teacher resource centers available to your school.
- Your cooperating teacher has a great deal of knowledge about teaching strategies. Communicate daily with your cooperating teacher to discuss plans before implementation of lessons.
- Observe and familiarize yourself with the established routines and management strategies of the classroom.
- Connect with the other teachers and faculty members in the school. This is another way to learn about teaching and instruction.
- Learn the students' names as soon as possible. Get to know the students by observing their behaviors in and out of class through conversations.
- Get plenty of rest at night, eat right, and take care of your physical and mental health needs.
- Enjoy yourself. This is the first step into a profession that is challenging, dynamic, and highly rewarding.

Best of Luck!

APPENDIX A

The competency appraisal must be submitted electronically at the midterm and final by the student teacher, cooperating teacher, and university supervisor.

<http://survey.nl.edu/wsb.dll/45/ECECompetencyAppraisal.htm>

NATIONAL-LOUIS UNIVERSITY
NATIONAL COLLEGE OF EDUCATION
Early Childhood Education

STUDENT TEACHING COMPETENCY APPRAISAL

STUDENT TEACHER _____

GRADE/CONTENT AREA _____

MIDTERM DATE ____/____/____ FINAL DATE ____/____/____

PREPARED BY _____

SIGN AT FINAL CONFERENCE _____

STUDENT TEACHER _____

COOPERATING TEACHER _____

UNIVERSITY SUPERVISOR _____

STUDENT EVALUATION PHILOSOPHY

Student teaching is a professional experience designed to begin the transition from the role of student to that of teacher. The primary channel for professional growth is regular and continuing cooperation and evaluation among the student teacher, the cooperating teacher, and the university supervisor.

National College of Education is committed to evaluating student performance on the basis of competence. Evaluation of student teacher is aided by use of this Student Teaching Competency Appraisal, which serves as documentation of those competencies considered important for effective teaching. The appraisal is best supported and clarified through anecdotal comments.

STUDENT TEACHING EVALUATION: GRADING CRITERIA

The Student Teaching Competency Appraisal is one component of the final grade for this experience. The competency appraisals are completed for the student teacher's permanent record at the university. Holistic assessment of the student teaching experience encompasses four elements.

1. Meeting National-Louis University Requirements
2. Competency in the Classroom
3. Attendance and Participation at Student Teaching Seminar
4. Successful completion of required artifacts for LiveText submission

RATING DESCRIPTION

The student teacher has demonstrated a consistently **excellent** performance

The student teacher has demonstrated a **very good or better** than competent performance

The student teacher has demonstrated a **competent** performance

The student teacher has demonstrated a **movement toward competency**

The student teacher has demonstrated that **significant improvement is needed**

USE THE FOLLOWING SCALE TO COMPLETE THE APPRAISAL FORM:

1 = Needs Significant Improvement

4 = Very Good

2 = Approaching Competency

5 = Excellent

3 = Competent

IE = Insufficient Evidence at this time

The appraisals completed by the cooperating teacher and the university supervisor become part of the student teacher's permanent record.

NAEYC STANDARD 1

PROMOTING CHILD DEVELOPMENT AND LEARNING

Strives to build supportive relationships with children 5 4 3 2 1 IE

Creates learning environments that support children's health, and respect their culture and individuality 5 4 3 2 1 IE

Creates developmentally appropriate and effective learning environments 5 4 3 2 1 IE

Creates learning environments that promote positive development and challenge children to gain new competencies 5 4 3 2 1 IE

**NAEYC STANDARD 2
BUILDING FAMILY AND COMMUNITY RELATIONS**

Demonstrates commitment to collaboration with families in order to understand and support the development of the child 5 4 3 2 1 IE

Demonstrates an understanding of the significant characteristics of the families and community of the school 5 4 3 2 1 IE

Uses various strategies to communicate effectively with families 5 4 3 2 1 IE

**NAEYC STANDARD 3
OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG
CHILDREN AND FAMILIES**

Uses assessment data to inform planning and implementation 5 4 3 2 1 IE

Aligns goals, curriculum, teaching strategies, and assessment 5 4 3 2 1 IE

Applies responsible assessment practices when working with diverse children 5 4 3 2 1 IE

Uses a variety of appropriate assessment strategies and tools 5 4 3 2 1 IE

**NAEYC STANDARD 4
TEACHING AND LEARNING**

Element 4A. Positive Relationships and Supportive Interactions

Speaks and writes at a level understandable to children	5	4	3	2	1	IE
Builds a positive classroom community	5	4	3	2	1	IE
Supports and encourages peer learning	5	4	3	2	1	IE
Creates an atmosphere of respect	5	4	3	2	1	IE
Encourages children to express their creativity	5	4	3	2	1	IE

DRAFT

Element 4B. Effective Approaches and Teaching Strategies

Plans and implements an integrated curriculum	5	4	3	2	1	IE
Plans and implements a curriculum that incorporates play	5	4	3	2	1	IE
Plans meaningful routines and transitions	5	4	3	2	1	IE
Uses a variety of appropriate instructional strategies	5	4	3	2	1	IE
Incorporates an understanding of children’s characteristics, needs, and interests into planning and implementation	5	4	3	2	1	IE
Shows consistency of application of management techniques	5	4	3	2	1	IE
Fosters language and communication skills with respect to culture	5	4	3	2	1	IE
Organizes and plans thoroughly	5	4	3	2	1	IE
Utilizes effective questioning techniques	5	4	3	2	1	IE

Element 4C. Content Knowledge

Applies knowledge of theories and research to planning early childhood curriculum 5 4 3 2 1 IE

Demonstrates knowledge of subject matter in all disciplines 5 4 3 2 1 IE

Utilizes appropriate resources to supplement content knowledge 5 4 3 2 1 IE

Plans high quality meaningful experiences across the curriculum 5 4 3 2 1 IE

Identifies realistic and appropriate goals and objectives and professional standards 5 4 3 2 1 IE

Element 4D. Curriculum Design

Designs curriculum to foster children's academic and social competence 5 4 3 2 1 IE

Encourages students to initiate activities and problem solve 5 4 3 2 1 IE

**NAEYC STANDARD 5
BECOMING A PROFESSIONAL**

Projects a professional demeanor	5	4	3	2	1	IE
Exhibits enthusiasm and demonstrates initiative	5	4	3	2	1	IE
Demonstrates dependability, cooperation and understanding of role responsibility	5	4	3	2	1	IE
Demonstrates flexibility and adaptive behavior	5	4	3	2	1	IE
Works cooperatively with classroom teacher and is collegial with school personnel	5	4	3	2	1	IE
Participates in student support team meetings and professional development	5	4	3	2	1	IE
Utilizes research to support professional practice with children	5	4	3	2	1	IE
Demonstrates effective oral and written communication skills	5	4	3	2	1	IE
Accepts and utilizes constructive criticism from cooperating teacher, supervisor and administrators	5	4	3	2	1	IE
Exhibits skills in self evaluation	5	4	3	2	1	IE
Reflects on performance to enhance development as a professional teacher	5	4	3	2	1	IE

**NAEYC STANDARD 6
DIVERSITY**

Demonstrates respect for and affirms culturally and linguistically diverse children and their families 5 4 3 2 1 IE

Creates learning environments and experiences that are free of bias and are culturally responsive 5 4 3 2 1 IE

Adapts curriculum and strategies for the diverse or exceptional learner 5 4 3 2 1 IE

**NAEYC STANDARD 7
TECHNOLOGY**

Designs appropriate learning environments and activities using various technologies 5 4 3 2 1 IE

Adapts curriculum using technology to address the diverse needs of students 5 4 3 2 1 IE

Creates assessment tools using technology 5 4 3 2 1 IE

APPENDIX B

NATIONAL LOUIS UNIVERSITY
Early Childhood Education Program

Compiling Artifacts from Student Teaching for Inclusion in the LiveText Portfolio

ECE 460, 470, and 590 have been designated as benchmark courses for review and assessment of LiveText portfolios. The student teacher is expected to collect artifacts from each placement and provide summaries and rationales for inclusion in the appropriate standards. These artifacts serve as the student's authentic documentation of each placement.

Important Information to Help You Get Organized

- The compilation of artifacts will be explained in detail at the first seminar
- Students will meet with university supervisors during the first week of the quarter to discuss appropriate artifacts
- It is the student teacher's responsibility to collect, organize, and present evidence of good teaching practices throughout the quarter and no later than the last day of the placement
- Students will submit artifacts to university supervisors in electronic format
- University supervisors will not be responsible for assessing LiveText Portfolios, but will assist the student in creating artifacts that are "LiveText ready"
- The final grade will be recommended by the supervisor to the seminar leader when all artifacts from student teaching are deemed appropriate for LiveText submission (along with other student teaching requirements)

Choosing and Organizing Your Artifacts

Please refer to Chapters 3 and 4 in Developing and Presenting a Professional Portfolio in Early Childhood Education (Wiltz, Watson-Thompson, Cawley and Skelley) to help you select and organize your artifacts. Artifacts should demonstrate your knowledge or performance in all the NAEYC standards. You may use an artifact in more than one standard as long as you write a clear summary of the artifact and develop a rationale for inclusion under that particular standard. Since many of the artifacts from student teaching will be "performance-based," it is important to continually ask the question, **"What does each artifact demonstrate about my development as a teacher?"**

Required Artifacts

A. Personal and Professional Growth

1. Resume (ECE 470 and 590 only)
2. Revised philosophy statement
3. Student Teaching Reflection
4. Professional Goals and discussion of personal strengths and weaknesses as a teacher
5. Evidence of communication with administrators, parents, teachers

B. Curriculum Planning and Decision-Making

1. Examples of daily planning and evaluations throughout the placement
2. Example of an integrated project or unit that you have planned, implemented, and evaluated. Within each of the preceding broad categories you will want to include:
 - a. Literacy components such as author studies, thematic-based literature studies, annotated bibliographies
 - b. Projects and lessons that integrate technology
 - c. Projects and lessons that demonstrate your ability to differentiate curriculum for diverse learners (special needs, cultural needs, ELL needs)
 - d. Projects and lessons that demonstrate your ability to build partnerships with families
 - e. Photographs of your work with the children to enhance the explanation of a particular project

C. Management and Organization

*Choose one of the following assignments (or create your own) to demonstrate competence in this area. Include references to technology integration and differentiation of management or organizational strategies based on the needs of individual children.

1. Describe management strategies for transitions and routines. How are rules established in the classroom? How could the transitions and routines be less teacher-directed and more child-centered?
2. Specific examples of your work managing children in small and large groups, as well as individually.
3. A classroom management plan for both preventive management and consequences for inappropriate behavior. Include an evaluation of the implementation of the plan.

D. Assessment and Evaluation

*Choose one of the following assignments (or create your own) to demonstrate your competence in this area.

1. Samples of student work from your classroom, with a written analysis of what you learned from the samples and how you adapted the curriculum to the student's needs to increase student success
2. Anecdotal log of a child with reflective summary
3. A critique of assessment and evaluation instruments you developed (including those that are shared with parents)

Portfolio Checklist for Student Teaching Artifacts

Required Artifacts	Artifact Name	Standard	Summary	Rationale
Revised Philosophy Statement				
Student Teaching Reflection				
Professional Goals and discussion of personal strengths and weaknesses as a teacher				
Evidence of communication with administrators, parents, teachers				
Examples of daily planning and evaluations throughout the placement				
Example of an integrated project or unit that you have planned, implemented, and evaluated				
Literacy components such as author studies, thematic-based literature studies, annotated bibliographies				
Projects and lessons that integrate technology				
Projects and lessons that demonstrate your ability to differentiate curriculum for diverse learners (special needs, cultural needs, ELL needs)				
Projects and lessons that demonstrate your ability to build partnerships with families				
An artifact that demonstrates your competence in the area of Management and Organization				
An artifact that demonstrates your competence in the area of Assessment and Evaluation				

APPENDIX C

NATIONAL COLLEGE OF EDUCATION
National-Louis University
Student Teaching Observation Form

_____ Student Teacher	_____ School		
_____ Cooperating Teacher	_____ Supervisor		
_____ Grade/Content Area	_____ Date	_____ Visit #	_____ Status of Journals

Use the space below, and additional pages if needed, to record observation notes. Please include specific areas of strength as well as areas which need improvement.

Supervisor's Signature

Student's Signature

Please document how the student teacher is developing skills to demonstrate competence in any or all of the following NAEYC standards:

1) Promoting Child Development and Learning

4) Teaching and Learning

2) Building Family and Community Relations

5) Becoming a Professional

3) Observing Documenting & Assessing to Support Young Children & Families

6) Diversity

7) Technology

APPENDIX D

Pre-Primary Planning Form

Teacher: _____ Date: _____ Age Level: _____ Class Size: _____

Group Size for Lesson: _____ Time Frame: _____

Content Areas: _____ Unit/Sequence of Lessons:

Activity/Project/Center Title _____ Cooperating Teacher

Signature/Date _____

Rationale for plan (if not based on children's interests and needs as observed in play, give the reason for teaching this lesson):

Essential Questions and Learning Objectives

Early Learning Standards http://www.isbe.net/earlychi/html/03_standards.htm

Pre-Assessment of Skills (What prior knowledge and skills are needed? How will you determine what children know and what is needed?)

Planning Element	Lesson Description	Materials, Resources & Environment (including technology)
Assessment Strategy		
Procedures		
Differentiation		
Extended Experiences		

Evaluation and Reflection (Be sure consider teacher's role and children's responses to the lesson and the impact on student learning.)		
---	--	--

Primary Grades Lesson Plan Format

Teacher: _____ Grade: _____ Date: _____ Time Frame: _____ Class Size: _____

Group Size for Lesson: _____ Content Areas: _____ Unit/Sequence of Lessons _____

Lesson Title: _____ Cooperating Teacher Signature/Date: _____

Essential Questions/Learning Objectives
Essential (What will every student learn?)
Expected (What will most students learn?)
Enrichment (What will a few students learn?)
Standards
Assessment
Pre-Assessment Strategies (Prior Knowledge & Skills Needed)
Strategies to assess student learning relative to the learning objectives

Lesson Description		
Anticipatory Set or Hook		
Materials/Resources	Steps	Differentiation Strategies
Main Activity		
Materials/Resources	Steps	Differentiation Strategies
Closing		
Materials/Resources	Steps	Differentiation Strategies

Literacy Components: (Check all that apply) Comprehension Word Knowledge Fluency Writing

Home-School Connection		
Materials/Resources	Steps	Differentiation Strategies

Lesson Evaluation & Teacher Reflection (What went well? How do you know? What would you change? Why? Be sure to consider assessment and differentiation and the impact on student learning.)

APPENDIX E

ECE 460, 470, 590
Directions for Rubric

University supervisors will complete items A-E and submit the rubric electronically to the seminar leader at the end of the quarter. Please mark with an 'X' by the appropriate number. If the student earns a score between the notated numbers, type the number in the score row and put an 'X' next to it.

In addition, a checklist will be submitted by the university supervisor for Item E where the student identifies artifacts they are submitting for LiveText.

Items F and G will be completed by the seminar leader.

Grades will not be submitted until all parts of the rubric have been completed.

Student's Name _____ **Course Number** _____

ECE 460, 470, 590 COURSE RUBRIC

A. University Supervisor's Competency Appraisal

0	2	6	10
Insufficient evidence (IE) in more than 3 areas	Insufficient evidence in 3 areas or less OR 1's & 2's in all areas	Insufficient evidence in 1 area or less OR primarily 3's & 4's in all areas	4's & 5's in all categories

Comments:

B. Attendance in Classroom

0	1	3	5
More than 5 absences	Absences are not reported to the school, CT, & supervisor OR student does not stay before & after school according to the practices of the CT	Absences are reported to the school but not always reported to the supervisor AND student usually puts in time before and after school according to the practice of the CT	Absences are reported to school, CT, & supervisor in a timely fashion and in the agreed upon manner AND student puts in time before and after school according to the practice of the CT

Comments:

C. Quality & Timely Submission of Lesson Plans to Cooperating Teacher (CT) & Supervisor

0	2	6	10
Lesson plans are not submitted in advance	Lesson plans are rarely submitted in advance AND are not of professional quality	Lesson plans are sometimes submitted in advance OR are not of professional quality	All lesson plans are submitted to the CT and the supervisor according to the agreed upon schedule AND are of professional quality

Comments:

D. Timely Submission of Reflective Journals to University Supervisor

0	1	3	5
No journals are submitted	Journals are not timely OR journals are not reflective	Journals are usually reflective but not always timely	All journals are reflective & submitted to supervisor in the agreed upon manner

Comments:

E. Student Teaching Artifacts for LiveText Portfolios Submitted to University Supervisor

***All artifacts must be grammatically correct and of professional quality.**

0	1	3	5
No artifacts have been submitted to university supervisor	Portfolio is missing artifacts in some standards OR the artifacts do not represent good teaching practices OR the artifacts are missing summaries and rationales	Artifacts are submitted for each standard and some demonstrate evidence of good teaching practices OR summaries and rationales are missing for some artifacts	Artifacts submitted demonstrate evidence of good teaching practices in all standards AND all have summaries and rationales that connect to the standards

Comments:

F. Attendance & Participation at Seminar

0	1	3	5
Student has more than 3 unexcused absences	Absences are not reported to the seminar leader OR the student teacher does not participate in discussions	Student has no more than 2 excused absences OR student participates minimally in seminar discussions	Student teacher attends all seminars and contributes to discussions in a meaningful and reflective manner

Comments:

G. LiveText Portfolio Final Evaluation

*LiveText Portfolios must be completed at the end of ECE 470 & ECE 590. The final reflection for each standard must be submitted. ***Summaries and rationales must be grammatically correct and of professional quality.**

0	2	6	10
No artifacts are submitted from the current student teaching placement	Few artifacts from the current student teaching placement are submitted, the rationales and summaries do not fit with the standards AND are not well written	Artifacts from the current student teaching placement are submitted for every standard but summaries AND rationales are not well-developed or well written.	Artifacts from the current placement are submitted for every standard, summaries and rationales connect to the standards AND are well written.

Comments:

COMPOSITE SCORE REPORT

Student's Name _____

Course # _____

University Supervisors and LiveText Portfolio Evaluators – Please remember to report the scores for each student you are assessing to the Seminar Leader.

Points for Grade

43 – 50	A
36 – 42	B
28 – 35	C
20 – 27	D

University Supervisor

Name of Supervisor _____

Date _____

A. Competency Appraisal

B. Attendance in Classroom

C. Quality & Timely Submission of Lesson Plans

D. Timely Submission of Reflective Journals

E. Student Teaching Artifacts

Sub-total

Score

Totals

Seminar Leader

Name of Seminar Leader _____

Date _____

F. Attendance & Participation at Seminar

G. Final Evaluation of Student Teaching
Artifacts in LiveText Portfolio

Total

APPENDIX F

Student Teaching Log

Student is responsible for keeping the log.

Cooperating Teacher's signature verifies that the student's log for the week is accurate.

Student Teacher: _____

Starting Date according to contract: _____ Ending Date according to contract: _____

Week 1	Arrival	Departure	Week 2	Arrival	Departure
Student Signature:	Time	Time	Student Signature:	Time	Time
Day1 _____	_____	_____	Day1 _____	_____	_____
Day2 _____	_____	_____	Day2 _____	_____	_____
Day3 _____	_____	_____	Day3 _____	_____	_____
Day4 _____	_____	_____	Day4 _____	_____	_____
Day5 _____	_____	_____	Day5 _____	_____	_____
CT's Signature & Date: _____			CT's Signature & Date: _____		

Week 3	Arrival	Departure	Week 4	Arrival	Departure
Student Signature:	Time	Time	Student Signature:	Time	Time
Day1 _____	_____	_____	Day1 _____	_____	_____
Day2 _____	_____	_____	Day2 _____	_____	_____
Day3 _____	_____	_____	Day3 _____	_____	_____
Day4 _____	_____	_____	Day4 _____	_____	_____
Day5 _____	_____	_____	Day5 _____	_____	_____
CT's Signature & Date: _____			CT's Signature & Date: _____		

Week 5	Arrival	Departure	Week 6	Arrival	Departure
Student Signature:	Time	Time	Student Signature:	Time	Time
Day1 _____	_____	_____	Day1 _____	_____	_____
Day2 _____	_____	_____	Day2 _____	_____	_____
Day3 _____	_____	_____	Day3 _____	_____	_____
Day4 _____	_____	_____	Day4 _____	_____	_____
Day5 _____	_____	_____	Day5 _____	_____	_____
CT's Signature & Date: _____			CT's Signature & Date: _____		

Week 7

Student Signature:	Arrival Time	Departure Time
Day1 _____	_____	_____
Day2 _____	_____	_____
Day3 _____	_____	_____
Day4 _____	_____	_____
Day5 _____	_____	_____
CT's Signature & Date: _____		

Week 8

Student Signature:	Arrival Time	Departure Time
Day1 _____	_____	_____
Day2 _____	_____	_____
Day3 _____	_____	_____
Day4 _____	_____	_____
Day5 _____	_____	_____
CT's Signature & Date: _____		

Week 9

Student Signature:	Arrival Time	Departure Time
Day1 _____	_____	_____
Day2 _____	_____	_____
Day3 _____	_____	_____
Day4 _____	_____	_____
Day5 _____	_____	_____
CT's Signature & Date: _____		

Week 10

Student Signature:	Arrival Time	Departure Time
Day1 _____	_____	_____
Day2 _____	_____	_____
Day3 _____	_____	_____
Day4 _____	_____	_____
Day5 _____	_____	_____
CT's Signature & Date: _____		

Week 11

Student Signature:	Arrival Time	Departure Time
Day1 _____	_____	_____
Day2 _____	_____	_____
Day3 _____	_____	_____
Day4 _____	_____	_____
Day5 _____	_____	_____
CT's Signature & Date: _____		

Week 12

Student Signature:	Arrival Time	Departure Time
Day1 _____	_____	_____
Day2 _____	_____	_____
Day3 _____	_____	_____
Day4 _____	_____	_____
Day5 _____	_____	_____
CT's Signature & Date: _____		

The hours documented here accurately represent the student teacher's time in the classroom.

CT's Signature _____ Date _____

Student Teacher's Signature _____ Date _____

I have received the Early Childhood Student Teaching Handbook and understand that I will be held accountable for all policies, procedures, and assignments stated within.

Student Teacher's Signature

Date

