

Orientation Outline – FCHD 3550 – Fall 2016

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What is Infant Lab?

- Purpose and Objectives (pg. 2)
- Myths to Dispel (pg. 2)
- Daily Schedule (pg. 3)

Responsibilities

- Semester Schedule (pg. 4-6)
- Teaching Responsibilities (pg. 7)
- Planning Responsibilities (pg. 8)
- Lesson Plans (pg. 8)

Assignments

- Article Reflection Prompts (pg. 9)
- Connecting Infancy/Infant Lab (pg. 10)
- Team Worksheet (pg. 11)

Grading

- Grading Breakdown (pg. 12)
- Grading Criteria (pgs. 13-15)

Personal Professionalism

- Limits for Teachers and Children (pg. 16)
- Teaching Strategies to be Successful (pg. 17)
- Additional Notes (pg. 18)

First Aid

PURPOSE AND OBJECTIVES

1. To apply what you are learning in your infancy class to real life experiences with children.
2. To help you develop skills to be successful in working with infants and toddlers.
3. To give you an opportunity to learn what age appropriate activities are for this age group.
4. To foster leadership skills as you head teach and work in groups.

MYTHS TO DISPEL

1. The infant and toddler classroom is boring because a lot of the children don't talk.

TRUTH: Infants and toddlers communicate all the time. The beauty of working with them is reading their communication through what they do instead of just through their language.

2. Planning activities is really easy because infants and toddlers don't care anyway.

TRUTH: Infants and toddlers *do care* what kind of activities are available for them and often request or gravitate towards similar activities of interest. It takes thought to plan well.

3. Teachers should be intimidated when working with infants and toddlers because they are so little.

TRUTH: Although small, infants and toddlers are still people and are able to govern themselves with careful assistance.

4. Because group time for our lab is so short you can just "wing it" and it doesn't matter what you plan.

TRUTH: "Winging it" is the worst thing you can do as a group and as the head teacher. Practicing what you've planned so you have a clear idea of how the five minutes will go will do wonders for you and for the children!

DAILY SCHEDULE

Teachers

1:00-1:15	Set Up/Group Planning
1:15-1:30	Pre-Conference with the Group
1:30-1:40	Greeting Hall
1:30-2:10	Self-Selected Activities
2:10-2:20	Snack
2:20-2:25	Large Group Time
2:25-2:30	Departure
2:30-2:45	Clean Up
2:45-3:00	Post-Conference with the Group

SEMESTER SCHEDULE---TUESDAY

<u>Date</u>	<u>Topics</u>	<u>Due Dates</u>
September 6th	Orientation	
September 13th <i>Welcome</i>	Article #1: "Some Suggestions for 1 st Day"	
September 20th <i>Water</i>	Article #2: "Selecting Appropriate Materials"	Article #1 Reflection Due
September 27th <i>Shapes</i>	Article #3: "Guiding Children in the Child Lab"	Article #2 Reflection Due
October 4th <i>Colors</i>	Article #4: "5 Reasons to Stop Saying Good Job"	Article #3 Reflection Due
October 11th <i>Animals</i>	Article #5: "Beyond. I Like the Way..."	Article #4 Reflection Due
October 18th	NO SCHOOL Fall Break	
October 25th <i>Light & Dark</i>	Article #6: "School Readiness for Infants..."	Article #5 Reflection Due
November 1st <i>Textures</i>		Article #6 Reflection Due
November 8th <i>Music & Sound</i>		Connection Paper Due
November 15th <i>Fast & Slow</i>		
November 22nd	NO SCHOOL Thanksgiving Break	
November 29th <i>Up/Down & High/Low</i>		
December 6th <i>1, 2, 3</i>	LAST DAY OF LAB	

SEMESTER SCHEDULE---WEDNESDAY

<u>Date</u>	<u>Topics</u>	<u>Due Dates</u>
September 7th	Orientation	
September 14th <i>Welcome</i>	Article #1: "Some Suggestions for 1 st Day"	
September 21st <i>Water</i>	Article #2: "Selecting Appropriate Materials"	Article #1 Reflection Due
September 28th <i>Shapes</i>	Article #3: "Guiding Children in the Child Lab"	Article #2 Reflection Due
October 5th <i>Colors</i>	Article #4: "5 Reasons to Stop Saying Good Job"	Article #3 Reflection Due
October 12th <i>Animals</i>	Article #5: "Beyond. I Like the Way..."	Article #4 Reflection Due
October 19th	NO SCHOOL Fall Break	
October 26th <i>Light & Dark</i>	Article #6: "School Readiness for Infants..."	Article #5 Reflection Due
November 2nd <i>Textures</i>		Article #6 Reflection Due
November 9th <i>Music & Sound</i>		Connection Paper Due
November 16th <i>Fast & Slow</i>		
November 23rd	NO SCHOOL Thanksgiving Break	
November 30th <i>Up/Down & High/Low</i>		
December 7th <i>1,2,3</i>	LAST DAY OF LAB	

SEMESTER SCHEDULE—THURSDAY

<u>Date</u>	<u>Topics</u>	<u>Due Dates</u>
September 8th	Orientation	
September 15th <i>Welcome</i>	Article #1: “Some Suggestions for 1 st Day”	
September 22nd <i>Water</i>	Article #2: “Selecting Appropriate Materials”	Article #1 Reflection Due
September 29th <i>Shapes</i>	Article #3: “Guiding Children in the Child Lab”	Article #2 Reflection Due
October 6th <i>Colors</i>	Article #4: “5 Reasons to Stop Saying Good Job”	Article #3 Reflection Due
October 13th <i>Animals</i>	Article #5: “Beyond. I Like the Way...”	Article #4 Reflection Due
October 20th	NO SCHOOL Fall Break	
October 27th <i>Light & Dark</i>	Article #6: “School Readiness for Infants...”	Article #5 Reflection Due
November 3rd <i>Textures</i>		Article #6 Reflection Due
November 10th <i>Music & Sound</i>		Connection Paper Due
November 17th <i>Fast & Slow</i>		
November 24th	NO SCHOOL Thanksgiving Break	
December 1st <i>Up/Down & High/Low</i>		
December 8th <i>1,2,3</i>	LAST DAY OF LAB	

TEACHING RESPONSIBILITIES

Lead Teacher

- Oversee materials, lab set-up preparations (you may need to arrive early)
- Greeting hall welcome—hand out lesson plans to parents
- Follow time schedule
- Direct transitions
- Pre-conference
 - Discuss the activity and group time
 - Talk about what the children can do and learn during the activity
 - Discuss what will happen at Group Time
- Post-conference
 - Choose one of the following questions to discuss (or choose your own):
 - What activities were set up well and which were not?
 - What activities engaged the children and which ones did not?
 - What language development did you notice in the children?
 - What cooperation and sharing did you observe throughout the day?
 - What problem solving did you see exhibited in the children's play?
 - Megan will then lead the discussion about Group Time.

Teachers

- Help set up materials and prepare the room (you may need to arrive early)
- Have a thorough knowledge of the day's plan
- Be responsive to the children throughout the day
- Be aware of ALL children in the room and safety precautions
- Work with your group members as a team
- Plan to be a part of cleaning and putting things away (leaving before 3:00 is not an option)
- Participate in the post conference by discussing your thoughts (everyone gets a chance to give a response)

Everyone!

- Before you come to class make sure you read the assigned article
- Come prepared to apply what you read so you can write article reflection
- Come prepared to share activity ideas for the next week

MISSED DAYS MAY NOT BE MADE UP!!

****Please talk to me about extreme circumstances****

PLANNING RESPONSIBILITIES

All Team Members

- Come prepared each week with:
 - 1 activity idea for the upcoming week
 - 1 idea for the main activity at Group Time as well as attention and backup activities
 - These will need to be written down and turned in to Megan.
- When planning activities consider:
 - The developmental needs of the children
 - The appropriate materials for the children
 - Each step of how things will go and ways to avoid potential problems (sing the songs, practice your large groups)
 - What activities/materials have already been done (recently); **check the plan books!!** Variety and creativity are essential

LESSON PLANS

Why do we do lesson plans?

- Lesson plans give us focus on what we want to accomplish.
- They also allow the parents to see why we do the things that we do and gives them resources to use at home.

Who does the lesson plan?

- The lead teacher for the week will write up the Group Time activity description and objectives. The lead teacher for the week will also write up the self-selected activity description and objectives.
- The descriptions and objectives will need to be sent (through email) to Megan.

Descriptions and Objectives

- The person in charge will email me a rough draft of the description and objectives. I will then make corrections and email it back to you.
- The head teacher will make the needed changes and email the descriptions back to me. I will add the descriptions and objectives into the final lesson plan.

IF DRAFTS ARE NOT TURNED IN BY THE DUE DATE AND TIME YOU WILL LOSE YOUR LESSON PLAN POINTS.

- Draft **due dates and times** are as follows:
 - **Rough draft** email – Friday @ 5pm **Final draft** – Monday @ 9am

ARTICLE REFLECTIONS

REMEMBER TO READ THE ARTICLE BEFORE COMING TO CLASS!

Format: At least 1 full page **typed** (no more than 2 pages), double spaced, 12 point font

****Late article reflections (received—hard copy or emailed—after 3pm on the day they are due) will be accepted up to a week late and only receive half credit.**

Article #1: "Some Suggestions for Your First Day"

Topic: Discuss three things that made the first day successful and why. How did the reading help you to personally be more prepared?

Article #2: "Selecting Appropriate Materials for Very Young Children."

Topic: Planning age appropriate activities is critical with this age group. This article gives specific ideas of what is appropriate. What were three reasons the authors used the materials they did and why is this important? Cite one toy/activity that you could use in your future planning.

Article #3: "Guiding Children in the Child Development Laboratory"

Topic: How did using positive language and the suggestions in the article change the way you talked with the children in lab? Please include two examples.

Article #4: "Five Reasons to Stop Saying 'Good Job'"

Topic: Discuss your reaction to at least one of the five reasons listed in the article and cite areas for personal improvement.

Article #5: "Beyond 'I Like the Way...'"

Topic: What activities do you find to be most successful in infant lab? Please give specific examples. How do self selected activities help teachers to avoid excessive praise?

Article #6: "School Readiness for Infants & Toddlers Really? Yes, Really"

Topic: What are some ways in which you have been able to get the infants in our class ready for school?

CONNECTING INFANCY TO INFANT LAB REFLECTION PAPER

Format: At least 1 full page **typed** (no more than 2 pages),
double spaced, 12 point font

****Late reflections (received—hard copy or emailed—after 3pm on the day they are due)
will be accepted up to a week late and only receive half credit.**

List and discuss three ways that infant lab has helped you to apply the knowledge you've
learned in your infancy class.

***No papers (late journals, final journals, observations or makeup work for sick
days/emergencies) will be accepted after 12:00 noon the Monday of finals week!***

Team Work Sheet

An average of team member scores will be taken with 20 points possible

Team Members Names:

1. Supported the team in terms of coming up with ideas for activities during self-selected time and group time.

1	2	3	4
Never			Always

2. Carried his/her fair share in preparation and clean-up.

1	2	3	4
Never			Always

3. Willingly accepted assignments, followed through on them, and demonstrated responsible behavior.

1	2	3	4
Never			Always

4. Was supportive in daily post-conference.

1	2	3	4
Never			Always

5. Has a positive attitude.

1	2	3	4
Never			Always

GRADING BREAKDOWN

	<u>Points Possible</u>
Team Points – 10 teaching days @ 30 points each	300
Individual Points – 10 individual days @ 32 points each	320
Head Teaching Points – 2 head teaching days @ 25 points each	50
Article Summaries – 6 summaries @ 10 points each	60
Connecting Infant Class with Infant Lab Paper—1 @10 points.	10
Team Work Sheets – 2 @ 20 points each	40
Total points	<u>780</u>

Grades are assigned according to the following rubric:

95-100%	A
90-94.9%	A-
87-89.9%	B+
83-86.9%	B
80-82.9%	B-
77-79.9%	C+

GRADING CRITERIA

Team Points

Activity and Large Group Selection (6 points)

- 3 Activity is planned to meet the needs & interests of specific children and is appropriate for the developmental levels of the children
- 2 Large group is planned to meet the needs & interests of the children and is appropriate for developmental levels of the children
- 1 Creative ties to theme concepts, original, appealing

Preparation (5 points)

- 2 Activity set-up on time and is inviting (set-up by 1:15 at the latest)
- 2 Large group materials are gathered and ready to pull down
- 1 Remember to put nametags on

Team Functioning (15 points)

- 3 Interaction of team members (helping team members, positive attitude, cohesiveness)
- 3 Appropriate communication (passing children off, avoiding extended conversations between teachers)
- 3 Snack routine is followed to establish consistency
- 3 Supervision is complete
- 3 Team members support Head Teacher

Clean-up (4 points)

- 4 Clean up is complete: tables washed, dishes in dishwasher, materials returned to proper place, toys and equipment sterilized

Total Points per day: /30 points

Individual Points

Teacher and Child Interactions (12 points)

- 3 Teachers talk with the children and engage them in conversation, stay on child's level and actively listens
- 3 Language is positive, clear, open-ended, (avoid the use of "no/don't/can't/good job" and let them know what you want them TO do).
- 3 Snack is a positive social experience, consistency established, teachers are engaged in conversation with children
- 3 Attitude/Enthusiasm: positive and warm toward children, body language is open and receptive, actively engages children in play and avoids simply sitting back and watching

Other Interactions (16 points)

- 4 Interaction with team members
 - 2 – Willing to help with assignments
 - 1 – Help with set-up
 - 1 – Help with clean up
- 3 Knowledge of group time, songs and activities
- 4 Promptness and attendance to lab (on time and not leaving early)
- 2 Appropriate dress
- 3 Commitment to program—**NO** cell phone/technology devices

Post-Conference (4 points)

- 4 Comments are pertinent and reflective of child's development

Total Points per day: /32

Head Teaching Points

Management (6 points)

- 4 Transitions smooth
- 2 On time for greeting and departure

Group Time (12 points)

- 5 Leadership evident
- 5 Participation encouraged, engaging
- 2 Creative

Lesson Plan (7 Points)

- 4 Turned in on time
- 3 Grammar/Spelling

Total Points per Head Teaching: /25

Article Reflections

- 5 Cover the assigned topic and show that you read the article
- 2 Handed in on time, proper format, typed
- 3 Grammar, spelling, punctuation

Total for each Article Reflection: /10

Connections Paper

- 5 Cover the assigned topic and show that you read the article
- 2 Handed in on time, proper format, typed
- 3 Grammar, spelling, punctuation

Total for Connections Paper: /10

LIMITS FOR TEACHERS AND CHILDREN

GENERAL:

1. The safety of the children is our first concern. This includes both physical and emotional safety.
2. Children learn most from our conduct. Be a good model and the children will follow you.
3. Teachers should dress appropriate for lab. Make sure that your clothing covers you, especially when you are moving and bending over. If you don't have any clothes that meet these requirements, let me know. A part of your grade depends upon this.

INSIDE:

1. Teachers and children are to sit on the chairs or the floor – never on the tables.
2. Always remember to walk when inside. Running, chasing, or rough-housing should be directed outside.
3. Use a reasonably quiet voice while inside.
4. Puzzles, games and other manipulative toys stay inside. Try to keep the pieces off the floor. Children are responsible for picking up and putting away the toy or toys they have been playing with.
5. Children should build with the blocks away from traffic areas. They may build only as high as their chins.
6. Toys from home are to remain in personal bags and be send home at departure.

OUTSIDE:

1. Climbing is to be done on the climbing equipment and not on the fence.
2. Sticks and other pointed objects found are not to be used in active play.
3. Children may not throw sand.
4. Children are not to crash the trikes into other objects or people. Trikes need to stay on the path and not on the grass

The number of limits has purposely been kept to a minimum.

STRATEGIES TO BE SUCCESSFUL

1. Teachers should be involved with the children while in lab. Please make every effort not to visit among yourselves or to watch only.
2. When speaking or playing with the children, move close to the child and get down to their level. You will have better eye contact and their attention, so they can listen and understand.
3. State explanations and guidance directions in a positive form. Make sure limits are clearly defined and consistently maintained. Encourage children by identifying what they are doing rather than using either excessive praise or excessive discipline. For example say "You are carrying the ball!" instead of "Good job!" or "Put your feet on the floor," instead of "Don't climb!"
4. Avoid making comparisons between children or labeling children. Often this can lead to loss of self-respect and confidence to initiate activities. Keep in mind parents are in the observation booth and acting this way can impact their feelings too.
5. A child has the option not to participate. He or she may need initial encouragement to try new things, but always respect the child's decision.
6. Give choices only when choice is possible. For example: "It's time to clean up," instead of "Do you want to clean up?"
7. At times, it is necessary for a child to do something so another child will not be hurt or they personally will not be hurt. Redirect the child in a way that is similar to what they were interested in doing. Be clear with your expectations. For example: if a child is climbing on the dramatic play dresser, take them outside to climb on the jungle gym.
8. Respect confidentiality. Discussion of children or any information concerning children should not be discussed outside or inside the lab with anyone.

Other tips:

- Put your personal things where the children cannot reach them.
- Wash your hands before lab. It is important to be health conscious while working with young children.
- Bring children into the lab and make sure each child has a nametag on. Put diaper bags into their individual lockers.
- Always be aware of safety around the entire lab. Try and foresee potential problems and plan so as to avoid them ahead of time. Failure to do so can have serious consequences. In an emergency use a soft firm voice. Be prepared to act quickly and efficiently as children may not always interpret directions correctly, especially in a tense situation.

Additional Notes about Personal Professionalism

****NO GUM** during lab! Not only is this unprofessional, but the children are going to notice and want some too!

****NO CELL PHONES** during lab!

- Turn your phone OFF or to SILENT mode (not vibrate...sometimes vibrating phones are as or more distracting than ringing phones!). This will ensure that your phone does not distract you during class time. You may retrieve you phone at 3:00.
- If you are expecting an emergency call, please give the lab kitchen number (435) 797-1525 as the number where you can be reached during lab hours and make me aware of the possibility that you may need to step out if such a call comes in.
- If you are seen with a technology device of any kind you will automatically **lose 50% of your points for that day**; no warnings—consider this your warning. Use of technology devices during lab is not only unprofessional and shows lack of commitment, but can be a hazard if it hinders awareness of children. This simply cannot be tolerated.

****As a matter of professionalism, please talk with me before putting me down as a resume/application reference or asking for a letter of recommendation.**

****PLEASE** come to me with any concerns or questions you have—I cannot help solve a problem unless I am aware of it. I'm happy to help you and want this to be a positive experience for all of us!

Missing Lab

You need to be in lab! Plan on attending ALL of these days. Infant Lab points are based mostly on participation. Aside from the purpose of giving you hands-on experience and interactions, in lab you are part of a team whose members rely on your help, and you must also be present to fulfill staffing numbers.

In the unfortunate case of personal emergency or extreme sickness/being contagious, talk with me **prior to when you will miss** and we can discuss options for making up some points if you wish to do so. Any makeup work must be completed within 3 weeks of the missed day.

If your absence is a chosen situation (not an emergency, e.g. family wedding, vacation, you choose to work that day, attend a child's school performance, etc.), you are responsible to find another infant lab teacher to substitute for you.

Please make me aware if your absence will be university excused.