

Infancy and Early Childhood Lab
FCHD 3550
Fall 2016

Instructor: Shirlene Law, M.S.

Office: Classroom Building B Hall

Home: 725-0049 home; 722-1736 USU Preschool; 722-1722 USU Office, 722-7768 Cell

email: shirlene.law@usu.edu

Office Hours: 11:00-12:00 Mondays, email or call for other times

Three-Year-Old Head Teacher: Joan Cranney

Office: Three-year-old Classroom

Email: joancranney@gmail.com

Phone: 823-4395

Objectives of the Course:

The Early Childhood Laboratory is designed to give you a hands-on opportunity to teach young children. There is an ever increasing demand for this service as more and more parents enter the work force. Because excellent child care is vital to the developmental needs of young children I hope you will gain a greater understanding and appreciation for the impact you can have on the lives of these little ones. These are the formative years and how you care for children of this age will impact them for life. My hope is that you will increase your appreciation for the importance of *quality* child care during the early childhood years. And that as you do you will strive to strengthen the early childhood profession through your knowledge.

Thus, the specific objectives of this lab are to develop your skills in relation to three specific objectives:

- 1. Learning to apply course material (to improve thinking, problem solving and decision making)**
 - a. You will gain an increased understanding of early childhood development as you apply what you learn in FCHD 3510 to this lab experience.
 - b. You will also have the opportunity to write five reading responses which address developmentally appropriate practices for young children.

- 2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.**
 - a. You will accomplish this objective by gaining hands on experience with teaching young children in a laboratory setting. You will apply course material from FCHD 3550 to your understanding of each child's developmental stage.
 - b. You will gain a better understanding of parents' concerns in accessing quality care for their young children.

- 3. Developing creative capacities.**
 - a. You will use your ingenuity and creativity as you gain practical skills in creating lesson plans for the children in the lab. You gain a better understanding of how to identify what activities are developmentally appropriate for children this age and how to implement them.

Requirements:

The Early Childhood Lab will be held from August 29 to December 13. During this time, each student will be responsible for attending and teaching in the classroom for a total of five times. We will make our calendar on Orientation Day. The lab hours run from 8:00 to 4:00. If you need extra preparation time, please arrive earlier. You will be responsible to turn in complete and detailed activity plans for portions of the lesson plans on the assigned dates.

Course Readings:

There will be assigned course readings for each day that you attend lab. Please have your reading done before each session and post a thoughtful response on Canvas. Each response is worth 20 points.

Curriculum Development:

You will be working with Joan in preparing lessons plans for the classes you attend. Each session you will have different responsibilities as you prepare.

Teaching Assignments:

Here is a summary of the teaching assignments you will be in charge of during the semester. Please work closely with Joan as you plan your activities.

- **Session 1: *Learning the Ropes*.** This is the day you will assist and become familiar with what preschool with three-year-old children looks like!
- **Session 2: *Creative Art Activity, Focus on Child Development*.** You will get to plan the art activity for the day. On this, we are looking for an activity that the children can show self-expression. We don't want their projects to be "teacher made." **No preprinted pictures are allowed.** For the **Focus on Child Development** segment, you will find a short article or piece of advice applicable to children this age and put it on the Parent Postcard for parents to read.
- **Session 3: *Self-selected Activities/Outdoor Play*.** You will be setting up the items that the children will play with when they first arrive. You will be setting up the art easel, the sensory table, and other exciting activities to keep the children busy.
- **Session 4: *One Center Activity and Daily Summary Post on Canvas*.** You will get to prepare one center that the children will work on for the last 15 minutes of class. Each activity will have a teacher by it and should be something that the children can work on for an extended period of time. You will also post the Daily Report to Canvas for this session.
- **Session 5: *Large Group Time and Movement and Daily Summary on Canvas*.** By session 5 you are going to be a pro at this preschool stuff. You are ready for the "BIG TIME" being in charge moment. You will get to plan the large group time activities where you will sing songs, read a story and do one or two activities that discuss the theme of the day. You will also post the Daily Report to Canvas for this session.

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Grading:

You will receive a grade for the 5 days you are in the lab. Please see the following rubric for the grading breakdown. There are a total of 500 points possible.

Student Teacher: Daily Assignments	Session 1 Learning the Ropes!	Session 2 Creative Art Activity, Focus on Child Development Post	Session 3 Self-selected Activities	Session 4 One Center Activity, Focus on Child Development Post, Daily Report on Canvas	Session 5 Circle Time and Movement Activities, Daily Report on Canvas
Promptness: Arrives at 8:00 a.m. and stays to end of preschool day. *Please arrive earlier if you need to prep items at the preschool. (10)					
Teacher/Child Interactions: The teacher is positive, happy, actively participates with children and models appropriate behavior. (10)					
Active Participation: Sees needs of the classroom and addresses them. (10)					
Preparedness: The day's activities are carefully thought out and planned for. All necessary items are readily available for when they are needed. (10)					
Teaching Strategies: Fulfills daily assignments with strategies that are developmentally appropriate and inviting for the age level of the children. The learning is fun and meaningful. (30)					
Daily Evaluations: Gives feedback to the group on the children and the happenings of the day. Makes comments and suggestions. (10)					
Course Readings: Thoughtful response given for daily course reading. Personal insight and observations added, and or additional references to materials found on internet to support core ideas. (20)	"Powerful Interactions"	"Art is Not a Receipt for Childcare"	"Why Saying, 'Good Job' is Not Good Practice" "Good Job Alternatives"	"Planning Transitions to Prevent Challenging Behavior"	"But When Will You Teach Them to Read?" "Powerful Interactions: A Bridge Between Teaching and Assessment"
Total Points Earned: Additional Comments and Suggestions					

There are 500 points total for the semester.

Grades will be assigned as follows:

A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	67-69%
D	64-66%
F	below 64%

Preparing for the Preschool Day:

You are required to be at the lab by 8:00 on your assigned days. However, if you need time to prep materials for your teaching assignments, please arrive earlier. Joan will be in the lab by 8:00 a.m. every day. We want to make sure all preparation work is complete by 8:30 so that there is time to go over the lesson plans and activities of the day.

When the children arrive, be ready for an action packed day! Be happy to see them, flexible and have fun. The children will feed off of your emotions. They know when you are enjoying what you are doing!! I encourage all teachers to take notes on the children throughout the day. This way you have something concrete to tell their parents when they arrive. Parents will greatly appreciate this. **When all the children have left, it is the responsibility of all the teachers to make sure the room is completely clean and any items used are put back in their place ready for the next session.** A group evaluation will follow, led by the Head Teacher. Please have constructive comments ready about the day. The Head Teachers will also post a summary of the day on our discussion board on Canvas so that everyone can read about each child and what is happening in the lab.

Professionalism: Please be professional in your conduct in the lab. Please dress professionally and **put your cell phones away. They are not to be on you during class. Joan carries hers because it is the contact phone for the preschool parents.**

Most importantly remember that **relationships matter**. Take the time to build them with the children and you will discover why "teaching and learning together" is such an exciting adventure.

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 shelf, redirect them to climbing on the climbing stairs instead.
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.
- 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

USU Policies

Students are expected to complete all of their assignments and exams as scheduled. In the case where an exam needs to be missed or an assignment needs to be handed in late, only a USU-endorsed exemption (e.g., death in the immediate family, prior approval) may be recognized as a valid excuse, and these still need to be accompanied by adequate documentation and, in some cases, a meeting with the instructor. A medical excuse needs to be a valid written note from a medical professional that explains why you were unable to attend the exam. Students unable to take the exam on the designated date or students who are unable to hand the assignments in on the scheduled date without penalty must notify the instructor in **advance**, and receive permission to take a make-up exam. Unless there is a last-minute emergency situation, make up exams will occur before the date of the scheduled exam. Make up exams will not be administered unless arrangements have been made in advance.

Accommodation for Disabilities: Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. At Uintah Basin, contact Peggy Hollen (435) 722-1774. At other RCDE sites, contact your advisor. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn on Logan Campus, (435) 797-2444, voice, (435) 797-0740, TTY, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice.

Grievance Process: Students who feel they have been unfairly treated...may file a grievance through the channels and procedures described in the Student Code: <http://www.usu.edu/student-services/pdf?StudentCode.pdf#page=3> (Article VII. Grievances, pages 27-36).

Honor Code Policy: As stated in The Student Code, "Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to reinforce the higher level of conduct expected and required of all Utah State University students." Upon admission to the university, you agreed to abide by this Honor Code by signing the Honor Pledge, which reads: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." Complete academic honesty is expected in this course. Cheating on exams or plagiarism on written assignments will result in a failing grade and may result in further action according to University Policy.

Classroom Civility: Each student is expected to be considerate of fellow students and the instructor, and assist in making the classroom a non-threatening experience for all. Rude behavior, vulgar expressions, mocking questions and mannerisms, profanity, **lack of courtesy**, etc. will not be tolerated. Cell phones and beepers or pagers should be turned off during class time except for emergency medical personnel.

Communications via Email: Email is an official form of communication at USU. Any communication to you about this course will be sent to the email address you have listed in ACCESS as your preferred address. YOU are responsible for any information conveyed to you at that email address. **To make sure that the university is using the email account you prefer, do the following:**

- Go to usu.edu
- At the USU website, click on the link "MYUSU" at the top right of the page
- Under "Access" click on the link "Login to Access (Banner)"
- Log in using you're a number and Password
- Click on "Personal Information"
- Click on "Update E-mail Addresses"
- Follow the short instructions to update your preferred email address

It is your responsibility to check your email account regularly.

Diversity Statement: Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact one of the following: at USU Uintah Basin, contact Robert Peterson, 435.722.1775; at other RCDE sites, contact your advisor, or; Moises Diaz, Director of Multicultural Student Services 435.797.1733 moises.diaz@usu.edu; James Morales, Vice President of Student Services 435.797.1712 james.morales@usu.edu; Maure Smith, GLBTA Services, maure.smith@usu.edu; Steven Russell, Student Advocate 435.797.1720 s.r.@aggiemail.usu.edu. You can learn about your student rights by visiting: www.usu.edu/student-services/studentcode.