

UtahStateUniversity

FCHD 3560

Middle Childhood Lab

Fall 2016: Syllabus

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After School Club Daily Schedule

2:35-3:45	Snack, Homework, & Learning Center (We come at 3:30)
3:45-4:00	Announcements; separate into clubs
4:00-4:35	Clubs
4:35-5:00	Recreation time (Either in ASC room, gym, or outside)
5:00	Parents Pick Up Children
5:00-5:30	Post Conference (USU students only)

School Rules

1. Follow directions the first time they are given.
2. Keep hands, feet and objects to yourself.
3. Be there, be ready.
4. Use appropriate voice and language.
5. Be kind to others in speech and actions.
6. Respect others' property
7. If you cause a problem, be prepared to solve it.

Additional After School Rules

1. No running in the halls. If this occurs, the child goes back and tries again.
2. No one should be wandering the halls at any time during after school club.
3. The light switches are off limits to the children.
4. During recreation time and club time, the children are allowed to go only where they can be seen by the teachers.
5. When there are snow piles in the parking lot, the children should stay off them.
6. Children can only use the front doors. All other doors will be locked.
7. Children are not allowed in the elevator or on the stage in the gym.
8. The phone is off limits. It is only used for emergencies.
9. Bathroom breaks are given throughout the day. Children are only allowed to use the bathroom when a teacher walks them there.

Our Role and Responsibility

1. Be consistent with the school and after school rules.
2. When a child chooses something that goes against the rules or limits, you as the teacher need to decide to either:
3. Give the child another chance and talk with them, or
4. Have them go to the library to refocus.
5. Find someone to help you if you cannot control a situation.
6. Don't be afraid to enforce consequences.

School Age Teaching Strategies

1. Students who are working with children become role models for behavior. Children imitate and begin identifying appropriate ways of relating to others and to their world. As teachers, we should model positive, appropriate actions. For example: share a toy or take turns with another teacher or child.
2. Students should be involved with the children while at the site. Please make every effort not to visit among yourselves or to watch only. For example: do not discuss children or other classes, etc. Do not take your cell phones out put them away.
3. 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 may listen and understand. Bend your knees.
4. State explanations and guidance directions in a positive form. Make sure limits are clearly defined and consistently maintained. When enforcing limits, be sure to disapprove of the action, not the child. 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”; “Let’s climb on the mats” not “Don’t climb!”
5. Avoid making comparisons between children or labeling children. Often this can lead to loss of self-respect and confidence to initiate activities.
6. Give choices only when choice is possible. 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: It’s time to clean up now. I will help you put the blocks in the wagon so we can put them on the shelf.
7. Respect confidentiality. Discussion of children or any information concerning children should not be discussed with anyone! This includes texting, blogging, Facebook, and Twitter.

Attendance

Requirements:

- Sign-up and attend 8 times during the semester. Five of these times you will be supporting other head teachers. The other three times you will be in charge of planning for and teaching a club.
- Be on time and plan to stay the entire time (3:30-5:30). On days you teach you may need to come early to set-up.
- If you are unable to attend (due to extenuating circumstances on the day you signed up) it is *your* responsibility to:
 - Call Callie (Wed/Thurs) or Laurin (Tues)
 - Calls must be made as soon as possible and before 12:00 pm on the day of your scheduled day. Failure to call before 12:00 pm will result in a loss of points for that day.
 - If you call before 12:00 pm we will reschedule your visit. If you cannot comply with another time that is available then you will lose your points for that day.

There are no opportunities to make up points for days missed when you are teaching.

Grade Requirements

Assisting (25 points per day; 125 points total):

- During 5 visits you will be involved by helping the other staff members. You will support them during homework time, announcements, clubs, and recreation time.
- Direct involvement with the children is required, both one-on-one and in groups. *You must be actively involved.*
- Observing how the program works will help you to be prepared to lead the club and do announcements for your required days.
- Afterwards we will meet for post-conference to discuss your experience.

Grading of Assisting

Participation (11 points)

- 2 On time, participate the whole time
- 2 Overall Attitude
- 2 Positive interaction with other adults
- 3 Willing to take initiative
- 1 Enthusiasm, desire to be involved
- 1 Wearing Name Tag

Teacher/Child Interaction (14 points)

- 2 Positive role model
- 2 Positive relationships with children
- 2 Willingness to play with children and help with homework
- 8 Responsive to children:
 - 2 Individual attention
 - 2 Attentive to the group
 - 2 Asks open-ended questions
 - 2 Actively listen to children

Activity Plans (40 points each; 120 points total)

- You will be teaching a club for 3 visits.
- You will actually only plan 2 activities but will teach it to the two different age groups (K-2 and 3-5).
- Your activity plans are **due a week before** you teach. You and your group will need to meet with Callie or Laurin (depending on your day) **before your first lesson** to receive feedback on your activity plan.
- Plans should be:
 - Typed in complete sentences.
 - Spell/grammar checked
 - Include thoughtful objectives
- Activities should be age appropriate, fun, and process oriented. There are resource manuals available at the Child Development Lab library (FL 110). There are also hundreds of ideas

online. *Be aware that just because an activity is claimed to be fun or appropriate, doesn't mean it is. Expect to adapt.*

- Things that can be included in your club (but not limited to):
 - Active games
 - Art activity
 - Career exploration
 - Photography project
 - Outdoor adventure
 - Service project
 - Science experiment
 - Treasure hunt
 - Food or cooking experience
 - Drama/Theater
- The ASC will provide any materials (within reason) that you may need for your planned activity. If you need materials you must talk with the coordinators at least a week before you teach.

Grading:

- 5 Completeness - follows sample activity plan
- 5 Activity plan neatly typed, correct grammar and spelling
- 5 Activities support the theme
- 7 Activity plan is ready on time and handed in on time – week in advance
- 8 Activities are appropriate for developmental levels of the children
- 10 Creative, original, appealing

Evaluation of Head Teaching (40 points each; 120 points total)

- 2 On time
- 2 Willingness to play with children and help with homework
- 4 Teacher is prepared (has the needed supplies, setup is complete, inviting and ready on time)
- 4 The original activity plan is followed and the objectives are met through the execution of the planned activity
- 4 Teacher uses extensions of backups when needed – children are engaged whole time
- 8 Children are encouraged to participate and are treated with respect
- 8 Teacher is adaptive to the needs of the children in the group
- 8 Teacher shows leadership and confidence in directing the group

Post-conference Discussion

The purpose of post conference discussion is to *reflect* on what occurred during the day, to *focus* on what was successful and why, and understand what was less successful and why. Success can be defined as children engaged and stimulated, with little or no disruptive behavior. In addition, the purpose of the discussion is to *explain* what you have learned from the days experience and how you are going to *apply* this to your head teaching days.

Possible discussion topics:

- Did disruptive behavior set the tone for the activity?
- How much time in the activity was spent waiting?
- Where were the leaders?
- Were the children engaged, interested and stimulated?
- Were the teachers engaging, interesting, and stimulating?
- Were the activities, guidance procedures, and teacher interactions appropriate for the age/stage of the children?

Student Led Post-conference Discussion (25 points)

- Discussion Article (5 points): Your group will find an article relating to working with school-age children and/or after school programs. This article will be read by you and your peers in preparation for post-conference. The article does not have to be technical but must come from a reliable source such as the NAEYC, Afterschool Alliance, or the National Institute on Out-of-School Time. Please email your instructor your article at least two weeks before you lead the discussion. Articles will be posted on Canvas for all students to read.
- Lead Discussion (10 points): Your group will lead a 5-10 minute discussion based off the article you find. The purpose of the discussion is to help the class improve their knowledge/skills in assisting school-aged children, especially the ones in the ASC.
- Student Discussion (10 points): You will be graded on your involvement in the discussion. You are expected to participate in every discussion.

Journals

Purpose:

- Help you reflect on and learn from the experiences that you are having with the children and the other teachers.
- Give you a chance to consider your thoughts and feelings about the program and your performance in your specific responsibilities.

Formatting:

- 12 point Times New Roman font
- Heading should *only* include:
 - Date of assisting/teaching experience
 - Journal number
- At least one full page, double spaced (no less).
- Before and after paragraph spacing should be set to zero

Requirements:

- With the exception of the required journal topics for your first and last experience at the ASC, there is not a specific requirement of what you have to write as long as you are fulfilling the purpose of the assignment.
- Your journals should not be a complaining session. Instead, focus on:
 - What can you do better?
 - How can you better support the children?
 - How can you better support the other teachers?
- ***Journals are due on Canvas within 48 hours after you assist/teach.***

Required journal topics:

- Journal 1: Explain your first impressions of the children and the program. Do you feel confident in your ability to interact with these children? Is there any age group you are more or less comfortable working with?
- Journal 8: What have you discovered during your time with this program about children and your interactions with them? What is your comfort level after your lab experience? Describe the major learning experiences you will take away from this class and use in the future.

Suggested journal topics:

- Why is it important in the after school program to get to know the children individually? How can knowing the children make a difference for the teachers?
- List some of the most challenging and successful moments in your lab experience thus far.
- How is head teaching different from assisting during club time? What are at least 2 things that you would change in order to be more successful?
- Compare the different age groups that you working with during the ASC. What changes did you have to make to accommodate for the different ages?

Academic Integrity

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 re-enforce 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.

Physical Impairments

If a student has any physical disabilities or other concerns that would require some accommodation on the part of the instructor, these must be made known to the instructor during the FIRST WEEK of the course.

Any request for special concerns must be discussed with and approved by the instructor prior to the completion of the fifth day of class. Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (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 Policy

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the student conduct handbook

Grading Breakdown

	<u>Points Possible</u>
Assisting (5 at 25 points each)	125
Activity Plans (3 at 40 points each)	120
Teaching (3 at 40 points each)	120
Student-led Post-conference Discussion.....	25
Journals: 8 journals @ 15 points each	120

Total Points: 510

Grading Scale

95% - 100%	A	73% - 76.9%	C
90% - 94.9%	A-	70% - 72.9%	C-
87% - 89.9%	B+	67% - 69.9%	D+
83% - 86.9%	B	63% - 66.9%	D
80% - 82.9%	B-	60% - 62.9%	D-
77% - 79.9%	C+	< 59.9%	F