



## Family, Consumer, and Human Development

2905 Old Main Hill, Logan UT 84322-2905  
<http://www.usu.edu/fchd>

### FCHD 2630 Practicum in Early Childhood Education Spring 2017

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**Office Hours:** By Appointment

#### Practicum Schedule:

**First Bloc:** January 17 – March 2 (attend 8:00-12:00 or 12:00-4:00; T,W,R)

**Second Bloc:** March 14 – April 27 (attend 8:00-12:00 or 12:00-4:00; T,W,R)

#### Practicum Objectives:

- To help students make connections between theory and practice in early childhood settings.  
Assignments: practicum, journaling  
IDEA Objective #4: Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course
- To help students more fully understand the role of development as it relates to children in early childhood settings.  
Assignments: practicum, preschool observation, anecdotes  
IDEA Objective #3: Learning to apply course materials (to improve rational thinking, problem solving and decisions)
- To familiarize students with activities and practices appropriate for children in early childhood settings.  
Assignments: practicum, webbing, preschool observation  
IDEA Objective #1: Gaining factual knowledge (terminology, classifications, methods, trends)
- To familiarize students with the importance of parent/family interactions in early childhood settings.  
Assignments: practicum, home visit  
IDEA Objective #4: Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course
- To help students understand the importance of teacher/child interactions on a child's development.  
Assignments: practicum, preschool observation, webbing  
IDEA Objective #4: Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course
- To help students understand the importance of the preschool classroom environment on a child's development.  
Assignments: practicum, webbing, preschool observation, anecdotes, journaling  
IDEA Objective #3: Learning to apply course materials (to improve rational thinking, problem solving and decisions)

## Practicum Requirements

### First Bloc: Assignments and Due Dates

(Practicum Attendance: January 17 – March 2)

Assignment	Due Date	Points
Preschool Observation	February 13	25
Webbing	February 27	10
Anecdotal	February 27	40
Home Visit	February 27	20
Journaling (6 @ 6 points each)	January 23, 30 February 6, 13, 21, 27	36
Overall Performance Points	March 2	100
Total		231

### Second Bloc: Assignments and Due Dates

(Practicum Attendance: March 14 – April 27)

Assignment	Due Date	Points
Preschool Observation	April 3	25
Webbing	April 17	10
Anecdotal	April 17	40
Home Visit	April 17	20
Journaling (6 @ 6 points each)	March 20, 27 April 3, 10, 17, 24	36
Overall Performance Points	April 27	100
Total		231

## Explanation of Assignments

### 1. Preschool Observation (25 points)

Developing the ability to use observation is a valued skill in the early childhood classroom. Each written observation will consist of two parts:

The **objective** portion is exactly that - objective. Write what happened as you observed, when and where it occurred, and who was involved (children's first names only).

The **subjective** part of the observation will include your interpretation of the event. Be accurate, insightful, but honest. Take into consideration what you know about the classroom, interpretation of children's feelings, what you have read, and what we have talked about in class. Include evaluative comments - what you would have done in the situation, suggestions, alternatives, other approaches, and learning outcomes for the children involved.

Use different events for each part of the observation. Remember, you are **doing the observation**; you are **not** the one **initiating or involved in the interaction**. This assignment may be completed while you are in class (on the 'fly' as it were), or in the observation booth. You may arrange with your head teacher for one day as an outside observer to gather necessary information for this assignment. Remember, however, that most classroom teachers make observations as part of their everyday interactions with the children in their classrooms.

A. Guidance/Teacher Interactions

Observe at least two interactions between teacher and child - the intent to help the child feel more secure and confident:

**Objective:**

What was the situation?  
What was said?  
What was the outcome?

**Subjective:**

Your interpretation?

Observe at least two situations in which teacher defined and maintained a limit for the child:

**Objective:**

What was the situation?  
What was limit? How was it defined?  
What was the child's response?  
What was the outcome?

**Subjective:**

Your interpretation?

B. Learning and Play

Observe at least two situations where the child is involved in an open-ended exploratory activity:

**Objective:**

What was the situation?  
What was the child doing (child's role)?  
What was the teacher doing (teacher's role)?  
What was said?

**Subjective:**

Estimate the outcome for the child, for the teacher (what learning did you observe taking place?).

Observe two different children entering different social play encounters involving two or more children:

**Objective:**

Describe the situation.

Describe the child's attempts at entering the situation.

Reactions of other children?

Was the attempt successful or not?

**Subjective:**

What did you learn about these encounters?

Observe three types of play as discussed in class:

**Objective:**

Describe the incidents; identify the play.

**Subjective:**

Add your interpretation and evaluation.

**Due February 13 (First Bloc), April 3 (Second Bloc).****2. Home Visit, Anecdotal Records and Webbing**

After conferring with your Head Teacher, you will choose a child on whom to do a home visit, webbing, and gather developmental anecdotal records. These assignments will allow you to look at the development of a child in more depth, as well as support the importance of understanding the home and school connection in a child's development.

**The Home Visit (20 points)**

By making a home visit, you will get to know the child in greater depth, and thus understand him/her better in the preschool setting. Making a home visit will give you a better chance to talk with parent(s) and give you an insight into the child in the context of his/her family.

**Arrangements:**

Ask the supervising teacher for the child's phone number and parents' names. Try to make an initial contact at school (greeting or departure). It is your responsibility to call the family and set up an appointment to visit. Please be very flexible, and allow the family to set a time that is convenient for them. Plan to spend about an hour and be sensitive to parents' time and schedule. Call well in advance of when you would like to visit. Be responsible for your own transportation. Be sure to keep the appointment...and be prompt.

**Making the Visit:**

Hopefully, you will have time to visit with the parent, and the child. Be flexible...you may find yourself sharing food with the family, visiting with the entire family, or following the child around the neighborhood. When you first arrive, you might help the child feel more comfortable by saying something like, "Would you like to show me your room (bike, pet, toy, etc.)?" This is a time for you to get to know the child and the family better, not to tell the parent about the child. If asked, respond positively, and refer the parent to the child's teacher for a conference about areas of concern. Recognize the hospitality extended you by the parents, and let them know you appreciate their time.

## Report:

In writing the report of your visit, note your impressions of any new information you picked up. Include information about the relationship between child and parent, between siblings; details of the home environment that might give you clues to how the child is viewed and guided; include insight on the child's reaction to you; what you did, and what you learned. Record how the home visit helped you to better understand the child and include information on the family's role in supporting the child's development. Your role is not to evaluate the child's home or family, but to shed light on the child's role within the context of the family. Discuss whether or not you feel the home visit had an impact on your relationship with the child. Plan early to complete this assignment, as scheduling can be a challenge.

### Webbing Activity (10 points)

To help inform and help you with your understanding of the child whom you have chosen to study, you will complete a webbing activity to help identify the strengths, needs, and areas of interest of your chosen child. You will read the following article on Canvas (in IRR #2 Folder):

Buell, M. J. & Sutton, T. M. (2008). Weaving a web with children at the center: A new approach to emergent curriculum planning for young preschoolers. *Young Children*, 63, 100-105.

The webbing will be completed by hand on an 8½" X 11" sheet of printer paper. Details will be presented in class.

### Anecdotal Records of a Preschooler (40 points)

The anecdotal records will be on the same preschool child with whom you visited at home, and on whom you did your webbing. You will be examining the child's physical, cognitive, language, social, emotional, and creative development. This documentation will include direct observations from you, photo examples, and any related verbal comments from the child. You will discuss how this information and your observations of the child's development relate to development typical to that particular age group.

In the classroom, there are many ways to document and record what children are learning. The use of anecdotal records is one way and is part of Assignment #2.

The subject of these records will be the same child you have chosen for the Home Visit and the Webbing. You will focus on gathering information on five developmental domains:

- Cognitive
- Physical
- Social
- Emotional
- Creative

Recording the anecdotal records may take place anytime during the preschool day as the child participates in a variety of activities. You will manually write down conversations and objectively describe actions of the child as the experience is taking place. This narrative needs to be written during lab time as the experience is happening – NOT in a reflective manner after it has occurred or later after lab is over. The anecdotal records will also include photos of the

experience, at least one and perhaps more, to document the learning process. You may also include work samples if that is appropriate.

There will be two parts to this assignment: The first will be the written anecdotal documentation – this is the objective part. The second will be a simple subjective explanation naming the domain(s) involved, including why and how you came to your conclusion.

The written narrative needs to be stated clearly, so that anyone can understand what has occurred with the child. As you are recording the experience make sure you are objective. Simply describe what is going on in a factual manner. Here is an example of the objective part of an anecdotal record:

*“Jose picked up the pencil when asked, and proceeded to make short, uniform in length, vertical lines across the top of his paper. Jose narrates, ‘Look at this note I am writing for you. It says I need cookies at the store.’ He makes more lines, ‘This says LOTS of cookies!’”*

This example states exactly what the child did and was not assumptive or judgmental in any way. A photo will illustrate the activity, and you may include the ‘written’ sample or a photo of the ‘written’ sample.

The subjective part could be something like this:

*“I have chosen this as an example of Jose’s small motor development (but it could also be an example of cognitive/language development). He easily holds the pencil with his right hand in the usual pencil grip. He can control the short marks intended to be ‘letters’ for his writing, and can place them accurately across the top of his paper in a linear manner. It is evident that this is an easy task for him. He is smiling and relaxed, no tension in his face or body. I think he enjoys pencil and paper activities, as he often chooses these materials and has attempted to make ‘real’ letters on paper in the past. He likes to tell you what his notes say.”*

Formatting the anecdotes:

You will be using the classroom iPad to take photographs for your anecdotal records. Give the head teacher the number of your photo on the iPad, and remember to allow enough time for the photos to be processed. You will turn in your photos on Thursday to get them back on the following Tuesday. PLEASE PLAN AHEAD as the weeks go by quickly! The anecdotal records will be turned in on paper no larger than 12X18. Heavy construction paper or cardstock would be best. (Ask Shelley for paper!) Include your name, date recorded, the classroom, and a descriptive title including name of the developmental domain. For example:

I.M. Azing (This is where you put your name!)

March 4, 2020

WAM

Jose, the Master of Pencil and Paper – Small Motor Development

Objective description: *“Jose picked up the pencil when asked, and proceeded to make short, uniform in length, vertical lines across the top of his paper. Jose narrates, ‘Look at this note I am writing for you. It says I need cookies at the store.’ He makes more lines, ‘This says LOTS of cookies!’”*

Subjective notes: *“I have chosen this as an example of Jose’s small motor development (but it could also be an example of cognitive/language development). He easily holds the pencil with his right hand in the usual pencil grip. He can control the short marks intended to be ‘letters’ for his writing, and can place them accurately across the top of his paper in a linear manner. It is evident that this is an easy task for him. He is smiling and relaxed, no tension in his face or body. I think enjoys pencil and paper activities, he often chooses these materials and has attempted to make ‘real’ letters on paper in the past. He likes to tell you what his notes say.”*

(Then include the photo, work sample, and any other documentation that you wish!))

You may design the pages in any manner you wish, fonts, borders, etc., but keep in mind that they will be evaluated on neatness, professionalism, and simplicity. This isn’t about being cute, but about being professional and highlighting the CHILD. You may use one piece of paper for each of the five examples, or you may put more than one on one sheet, whichever works best and gives a sharp and professional presentation. PLEASE, NO gobby, fru-fru, cutesy, cartoony, sticker, scrapbooky, fluffy stuff. Please see instructor for paper.

The five anecdotes will be worth 8 points a piece for a total of 40 points:

### **Cognitive**

Objective description – 3

Clear, complete, concise

Subjective description – 3

Appropriate to domain, insightful

Presentation – 2

Neatness, typing, complete

### **Social**

Objective description – 3

Clear, complete, concise

Subjective description – 3

Appropriate to domain, insightful

Presentation – 2

Neatness, typing, complete

### **Physical**

Objective description – 3

Clear, complete, concise

Subjective description – 3

Appropriate to domain, insightful

Presentation – 2

Neatness, typing, complete

### **Emotional**

Objective description – 3

Clear, complete, concise

Subjective description – 3

Appropriate to domain, insightful

Presentation – 2

Neatness, typing, complete

### **Creative**

Objective description – 3

Clear, complete, concise

Subjective description – 3

Appropriate to domain, insightful,

Presentation – 2

Neatness, typing, complete

### **Home Visit/Webbing/Anecdotal Records Due February 27 (First Bloc), April 17 (Second Bloc)**

#### 3. Journals (36 points – six @ 6 points)

Throughout your preschool practicum, you will complete a short weekly reflection journal. These short journal pages may be handwritten and will be due each Monday in class as indicated:

#### **Week 1 (due January 23 First Bloc; March 20 Second Bloc)**

Reflect upon your first impressions of your assigned preschool classroom. You may include comments on children, staff, classroom set-up, procedures, scheduling, and curriculum. You may also include any questions for me that may come to mind.

#### **Week 2 (due January 30 First Bloc; March 27 Second Bloc)**

Where in the preschool classroom are most children drawn to go? Where do you find yourself most of the time? Explore your interactions with children in these areas. Positive? Negative? Why? Include personal evaluation and insight. You may also include any questions for me that may come to mind.

#### **Week 3 (due February 6 First Bloc; April 3 Second Bloc)**

Where, and doing what are you most comfortable in your classroom? With which curriculum area are you most comfortable? Describe the type of child that you are most drawn to and explore your strengths and weaknesses when working with a variety of children. You may also include any questions for me that may come to mind.

#### **Week 4 (due February 13 First Bloc; April 10 Second Bloc)**

For you, what is the most challenging part of your preschool practicum? Why? Is it getting easier or harder? What are your plans to deal with the challenge. You may also include any questions for me that may come to mind.

#### **Week 5 (due February 21 (Tuesday) First Bloc; April 17 Second Bloc)**

What is your most favorite experience in preschool practicum so far? Why? Be thoughtful and insightful in your response. You may also include any questions for me that may come to mind.

#### **Week 6 (due February 27 First Bloc; April 24 Second Bloc)**

What important tidbit of learning will you take with you when you leave the preschool? Elaborate! Any final questions or comments are welcomed.



#### 4. Overall Performance Points (100 points)

Your practicum experience will be evaluated in the following areas for a total of 100 points. These points will be determined by your head teacher and myself and include discussion with you.

##### A. UNDERSTANDING CHILDREN – 20 points

- Accepting of individuals
- Understanding basic principles of development
- Understanding family background
- Observing significant events to understand behavior

##### B. GUIDANCE – 20 points

- Using positive suggestions
- Using choices appropriately
- Explaining limits and following through
- Supporting, redirecting, interpreting

##### C. RELATIONSHIPS (staff, children, program) – 60 points

- Staff: cooperative, prepared, prompt, professional, inquisitive, positive
- Children: individuals, small groups, larger groups, communication, expressing and reflecting feelings
- Program: familiar, independent, flexible, adapts to child's interests, asks questions

#### Grading:

Grades will be earned based on percentage of points accumulated during the semester.

A	95 - 100%	C+	77 - 79.9%
A-	90 - 94.9%	C	73 - 76.9%
B+	87 - 89.9%	C-	70 - 72.9%
B	83 - 86.9%	D+	68 - 69.9%
B-	80 - 82.9%	D	65 - 67.9%
		F	less than 64.9%

Note: The percentage can also be used to calculate grades on any point total.

#### Helpful Hints for Maximum Credit:

- Neatness - Impeccable...PROOFREAD
- Typing - Superb, 10-12 point, double spaced, 1-inch margins...PROOFREAD
- Grammar - Punctilious...PROOFREAD
- Spelling - Flawless...PROOFREAD
- If I feel papers should be re-written, they will be returned to you, redone, and resubmitted...PROOFREAD.
- Late work will be accepted, however, will be reduced by 20%.
- Plan wisely, stay organized, and prepare judiciously.
- Work **will not** be accepted after **April 27, 2017 (4:00 pm)**, no exceptions.
- Written communication is an essential skill for teachers to master. Therefore, your written

assignments will be evaluated carefully for content and structure. Since part of being an intentional teacher is having the skills to self-assess, think insightfully, and make meaningful connections, assignments should reflect these qualities and will be evaluated as such.

### **Course Policies:**

**Please Remember: NO electronic devices (computers, phones, tablets, etc.) in class or practicum. OFF and AWAY.**

### Disability Accommodation:

In cooperation with the Disability Resource Center, reasonable accommodation will be provided for qualified students with disabilities. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435) 797-2444. ***Please meet with the instructor during the first weeks of class to make arrangements.*** Alternative format print materials (large print, audio, CD, or braille) are available through the Disability Resource Center.

### Respect for Diversity:

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: Michelle Bogdan Holt, Director of the Access and Diversity Center (435) 797-1729 - [michelle.bogdan@usu.edu](mailto:michelle.bogdan@usu.edu); James Morales, Vice President of Student Services (435) 797-1712 - [james.morales@usu.edu](mailto:james.morales@usu.edu); Ann Austin, Director of the Center for Women and Gender (435) 797-1527 - [ann.austin@usu.edu](mailto:ann.austin@usu.edu); or the Affirmative Action and Equal Opportunity Office (435) 797-1266 - [www.usu.edu/aaeo](http://www.usu.edu/aaeo). You can learn about your student rights by visiting: <https://studentconduct.usu.edu/studentcode/article1>

### Sexual Harassment:

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at (435) 797-1266.

### Honor Code:

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.

### Plagiarism:

Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties

for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

#### Communications via email:

Email is an official form of communication at USU. Any communication to you about this course will be 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. **It is your responsibility to check your email account regularly.** To make sure that the university is using the email account you prefer:

- Log in using your A number and Password
- At the USU website, click on the link "MyUSU" at the top right of the page
- Click on "Launchpad" (on the left navigation)
- Click on "Banner"
- Under "Banner" click on the link "View/Edit Personal Information"
- Click on "Personal Information"
- Click on "View/Update Preferred E-mail Address"
- Follow the short instructions to update your preferred email address

#### Classroom Civility:

[https://www.usu.edu/provost/faculty/student\\_conduct/classroom\\_civility.cfm](https://www.usu.edu/provost/faculty/student_conduct/classroom_civility.cfm)

In addition, to ensure a productive learning environment for all class members, please abide by the following guidelines for classroom behavior:

\*The use of cell phones and pagers is prohibited while class is in session and they must be switched to ***silent*** or ***vibrate***.

\*Unsolicited conversations should not take place while class is in session.

**\*Please be courteous to your fellow classmates.**

#### Student Grievances:

Students who feel they have been unfairly treated, may file a grievance through the channels and procedures described in the Student Code: <http://catalog.usu.edu/content.php?catoid=12&navoid=3174>

## **Shelley Lindauer: FCHD 2630 Practicum Responsibilities**

For your practicum, you will be placed at the Adele and Dale Young Child Development Laboratory located in the Family Life Building

We know that your FCHD 2630 practicum will be an enjoyable and enriching experience for you. We would like you to take an active role in participating as a teacher in the classroom in which you are placed. To make this experience as successful as possible, you have some responsibilities:

**To be prompt, and attend on your assigned days.** If for any reason you are ill and cannot attend your practicum, it is your responsibility to make a direct contact with your head teacher prior to the beginning of class. You are allowed to miss one day of practicum for illness. Any missed day that is not a direct result of illness must be made up or you will lose 20 points per day. No more than 2 days may be made up. Head Teachers can be reached by cell or at the lab 797-1525. You are responsible for getting your Head Teacher's phone number. Remember **AM 8:00-12:00 T, W, R; PM 12:00-4:00 T, W, R. BE ON TIME AND BE THERE!**

**To demonstrate ethical behavior.** This includes keeping confidential any and all activities of the children, interactions with your supervising teacher, interactions with parents, and interactions with other teachers.

**To participate with a positive attitude.**

**To accept and act on both constructive criticism and positive feedback.**

**To dress in a neat and professional manner.** Be prepared to interact in "messy" situations, sit on the floor, etc. Jeans are OK as long as they are neat, clean, and not faded, dirty, or torn. Sweats, yoga, or similar workout apparel is not considered professional attire.

**To follow the rules of the setting in which you are placed.** If the children are not allowed to chew gum, neither are you!! The children are not allowed to hurt themselves, hurt others, or hurt the materials they are using in preschool settings. It is your responsibility to support the children in making appropriate decisions.

**To take initiative.** Many teachers are expecting you to express an interest in or a desire to undertake some activities. If you see something that needs to be done, mention it to the teacher, or act upon it yourself. It is OK to be more of an observer the first few times you are in your practicum, but after that you need to take the initiative on your own.

**To complete the assignments given you by your supervising teacher.** These assignments may include setting up activities and cleaning them up each day. They may also include such things as attending parent meetings, etc.

**To ask questions.** If you are confused, curious, or just interested, talk with your head teacher.

**To enjoy yourself.** This experience will be as successful and enjoyable as you make it.

## SOME SUGGESTIONS FOR YOUR FIRST DAY

1. Smile! Have eye contact with the children, and speak with them. A friendly “Hello” will begin to break the ice. You will find the child becomes comfortable when you introduce yourself. “Hello, Pete, my name is Nancy.” Use the child's name in conversation. This will help him/her feel at home.
2. Don't hesitate to hold a child on your lap, or put an arm around him/her – if the child wants it. Some children enjoy this, others don't. We must respect the child's wishes.
3. Be seated as much as possible. This way you are at the child's level. Since a lab is the child's environment as much as possible, we don't want it full of large people! You are much more approachable when you are at the child's level. It is important to position yourself so that you can see in all directions, with your back to a wall. By sitting alone, not with another adult, you are more alert, and, more approachable.
4. Be alert to other adults. If another teacher is called away, your area of responsibility may increase. You may need to move and adjust your supervision to cover for the absent teacher.
5. Watch for safety. The dangers for a child may be very different than for an adult. Be prepared to move very quickly to prevent accidents, and make a point of eliminating dangerous situations before the children become involved in them (i.e., sopping wet, slippery floors).
6. Learn the children's and other teachers' names. The children wear nametags to help you. It is important that we call children by the correct name and spell each child's name properly on their work. It helps them feel very special.
7. Learn the rules. Rules will be discussed in greater detail during orientation. If you have questions, please ask.
8. Learn where things are. The laboratories are here partly for your education. You will have to be nosy and curious if you are to discover all of the many resources available to you. You may find getting to lab a little early, or staying a little late, will help you clarify details.
10. Relax and enjoy!

USU CHILD DEVELOPMENT LABORATORY  
Description of Morning Program\*

8:00-8:30 a.m.: TEACHER SET UP AND PRE-CONFERENCE

Teachers arrive to set up the school (inside and outside) for when the children arrive. Also, this is a time to discuss the plans for the day.

8:30 a.m.: CHILDREN ARRIVE

The head teacher for the week has the main responsibility for greeting each child at the door. After putting things in his or her locker and getting a nametag, the child is then allowed to choose an activity.

8:30-9:15 a.m.: SELF-SELECTED ACTIVITIES

The children are free to choose activities indoors and outdoors. During this time a variety of activities are set up, including painting, clay, manipulative toys, books, science and math activities, dramatic play, sand play, tricycles, etc.

9:15-10:15 a.m.: ROTATING SNACK

The teacher(s) in charge of each snack group will guide their children over to the snack table. After snack, the children may resume their activities.

9:15-10:15 a.m.: CONTINUE WITH ACTIVITIES

10:15-10:25 a.m.: PICK UP

All teachers and children help to pick up equipment indoors and outdoors.

10:25-11:00 a.m.: SMALL GROUP/LARGE GROUP ACTIVITIES

The group will meet as a whole for large group time for 10-20 minutes. Then children will be broken up into four small groups. This is a time for the children and a teacher to get together in small groups for songs, stories, games, etc. After the story, the children may work with quiet manipulative activities in the groups until their parents come to pick them up.

11:00 a.m.: CHILDREN DEPART

Teachers assigned to departure will call for each child as his/her parent arrives.

11:00-11:50 a.m.: FINAL CLEAN-UP, POST-CONFERENCE

All teachers will stay to discuss and evaluate the day's activities.

\*This is a very flexible schedule, which can be changed at any time to fit the needs of the children and the student teaching program.

USU CHILD DEVELOPMENT LABORATORY  
Description of Two-Year-Old Program\*

8:00-8:30 a.m.: TEACHER SET UP AND PRE-CONFERENCE

Teachers arrive to set up the school (inside and outside) for when the children arrive. Also, this is a time to discuss the plans for the day.

8:30 a.m.: CHILDREN ARRIVE

The head teacher for the week has the main responsibility for greeting each child at the door. After putting things in his or her locker and getting a nametag, the child is then allowed to choose an activity.

8:30-10:20 a.m.: SELF-SELECTED ACTIVITIES

The children are free to choose activities indoors and outdoors. During this time a variety of activities are set up, including painting, clay, manipulative toys, books, science and math activities, dramatic play, sand play, tricycles, etc.

9:45-10:15 a.m.: SNACK

The teacher(s) in charge of each snack group will guide their children to the snack table. After snack, the children may resume their activities.

10:20-10:30a.m.: LARGE GROUP ACTIVITIES

The group will meet as a whole for large group time for 10-20 minutes. Then the children will have a large motor experience for 10-20 minutes.

10:30-10:45 a.m.: OUTSIDE TIME

10:45-11:00 a.m.: CHILDREN DEPART

Teachers assigned to departure will call for each child as his/her parent arrives.

11:00-11:50 a.m.: FINAL CLEAN-UP, POST-CONFERENCE

All teachers will stay to discuss and evaluate the day's activities.

\*This is a very flexible schedule, which can be changed at any time to fit the needs of the children and the student teaching program.

USU CHILD DEVELOPMENT LABORATORY  
Description of Afternoon Program\*

12:00-12:30 p.m.: TEACHER SET UP AND PRE-CONFERENCE

Teachers arrive to set up the school (inside and outside) for when the children arrive. Also, this is a time to discuss the plans for the day.

12:30 p.m.: CHILDREN ARRIVE

The head teacher for the week has the main responsibility for greeting each child at the door. After putting things in his or her locker and getting a nametag, the child is then allowed to choose an activity.

12:30-1:15 p.m.: SELF-SELECTED ACTIVITIES

The children are free to choose activities indoors and outdoors. During this time a variety of activities are set up, including painting, clay, manipulative toys, books, science and math activities, dramatic play, sand play, tricycles, etc.

1:15-2:15 p.m.: ROTATING SNACK

The teacher(s) in charge of each snack group will guide their children over to the snack table. After snack, the children may resume their activities.

1:15-2:15 p.m.: CONTINUE WITH ACTIVITIES

2:15-2:25 p.m.: PICK UP

All teachers and children help to pick up equipment indoors and outdoors.

2:25-3:00 p.m.: SMALL GROUP/LARGE GROUP ACTIVITIES

The group will meet as a whole for large group time for 10-20 minutes. Then children will be broken up into four small groups. This is a time for the children and a teacher to get together in small groups for songs, stories, games, etc. After the story, the children may work with quiet manipulative activities in the groups until their parents come to pick them up.

3:00 p.m.: CHILDREN DEPART

Teachers assigned to departure will call for each child as his/her parent arrives.

3:00-3:50 p.m.: FINAL CLEAN-UP, POST-CONFERENCE

All teachers will stay to discuss and evaluate the day's activities.

\*This is a very flexible schedule, which can be changed at any time to fit the needs of the children and the student teaching program.



**LEVEL II - FCHD 2630 Mid-Bloc Conference**

Student:

Date:

Positive qualities of the Level II student as observed by supervising teacher and self-assessed by the student

Comments from **supervising teacher**

Comments from the **Level II student**

Areas in which to work for improvement:

Assessed by the **supervising teacher**

Assessed by the **Level II student**

Specific suggestions:

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Supervising Teacher

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Level II Student

**EVALUATION OF CLASSROOM PARTICIPATION**  
**Final for Bloc Assignment - Level II**

\_\_\_\_\_  
Name of Level II Student

\_\_\_\_\_  
Semester/Year

\_\_\_\_\_  
Date of Evaluation

**TO THE TEACHER:**

- THE NUMBER 3 REPRESENTS AVERAGE PERFORMANCE OR ABILITY, NUMBER 5 REPRESENTS OUTSTANDING ABILITY, AND 1 REPRESENTS A LACK OF ACCEPTABLE PERFORMANCE OR ABILITY.
- CHECK EACH LINE ALONG THE CONTINUUM ACCORDING TO THE POINT YOU BELIEVE IS A FAIR ASSESSMENT OF YOUR LEVEL II STUDENT.
- COMMENTS ARE ENCOURAGED WHERE YOU FEEL FURTHER EXPLANATION IS NECESSARY TO CLARIFY THE EVALUATION.
- THERE IS A SPACE ON THE BACK OF THIS EVALUATION FOR ADDITIONAL COMMENTS.
- REVIEW THE COMPLETED FORM WITH THE LEVEL II STUDENT. BOTH OF YOU NEED TO SIGN IT.
- RETURN THIS FORM TO THE UNIVERSITY SUPERVISOR BY THE STUDENT'S LAST DAY OF PARTICIPATION.

The Student's Attendance and Promptness

1                      3                      5

Comments:

Willingness to Take Initiative

1                      3                      5

Comments:

Professional Conduct

1                      3                      5

Comments:

Attention to Classroom Details

1                      3                      5

Comments:

Working with Classroom Behavior - Guidance and Discipline

1                      3                      5

Comments:

Positive Interpersonal Relationships with Children

1                      3                      5

Comments:

Positive Interpersonal Relationships with Teachers and Adults

1                      3                      5

Comments:

Enthusiasm Toward Classroom Activities

1                      3                      5

Comments:

**COMMENTS**

## PERFORMANCE POINTS AND COMMENTS

### **Understanding Children – 20 Points Total**

- 5 points - Accepting of individuals and understanding of family background
- 5 points - Understanding of basic principles of child development
- 5 points - Maintaining relationships with children in a variety of areas; communicating with children while still understanding the role of an adult in the classroom
- 5 points - Observing significant events to understand behavior

### **Guidance Guidelines – 20 Points Total**

- 5 points - Giving positive suggestions and using choice appropriately
- 5 points - Helping interpret and verbalize children's feelings
- 5 points - Explaining limits and following through
- 5 points - Supporting, redirecting, interpreting; encouraging self-help skills

### **Relationships with Staff, Children Program – 60 Points Total**

- 20 points- Staff: cooperative, prepared, prompt, professional, inquisitive, positive; work as a team member
- 20 points - Children: individuals, small groups, larger groups, communication, express/reflect feelings
- 20 points - Program: familiar, independent, flexible, adapts to child's interests, asks questions

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Cooperating Teacher

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Level II Student

## LEVEL II FINAL EVALUATION

Student's Name \_\_\_\_\_ Date \_\_\_\_\_

Practicum Assignments: First Bloc \_\_\_\_\_

Second Bloc \_\_\_\_\_

1. Self-Evaluation of Performance in Class

2. Self-Evaluation of Performance in Practicum

3. Evaluation by College Supervisor

This student: should ( ) or should not ( ) continue in the early childhood/elementary education program.

\_\_\_\_\_  
College Supervisor

\_\_\_\_\_  
Level II Student