

# CURRICULUM FOR EARLY CHILDHOOD EDUCATION

## ECE 320 - SPRING 2011

**Instructor:** Dr. Tammy Pawloski  
**Office:** RCC 119; 661-1475                      **Home:** 676-0299 (Before 7:30 p.m.)  
**Office Hours:** Mondays and Wednesdays before and after class; other hours by appointment  
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**Prerequisites:** Admitted into Professional Program  
**Corequisites:** ECE 315, ECE 420, EDUC 380, EDUC 391  
**Meeting Times:** Mondays & Wednesdays as scheduled: 11:30 - 2:00  
**Meeting Location:** Richardson Center for Child

### School of Education Conceptual Framework:

**The School of Education prepares competent and caring teachers.**

- I. Competent teachers possess
  - A. Knowledge of content in their area of teaching
  - B. Professional knowledge and skills
    1. Ability to plan instruction
    2. Ability to apply skills and knowledge in a clinical setting
    3. Ability to cause learning in P -12 students
    4. Ability to assess learning and learners
    5. Ability to work with children of poverty
    6. Ability to use technology
  
- II. Caring teachers possess Professional Dispositions
  - A. Exhibits professional attributes
  - B. Respects the Learning Process in demonstrating instructional/assessment flexibility and accommodations to individual differences that reflect the belief that all students can learn regardless of their backgrounds.
  - C. Upholds Ethical and Professional Standards
  - D. Shows respect for families, cultures and communities and demonstrates a sense of fairness and respect to all participants within each group.
  - E. Shows respect for colleagues, P -12 students, faculty and staff

### Course Description

This course analyzes developmentally appropriate practices on the preschool and primary level. It includes extensive information about and application of methods for emergent readers and the value of play situations in which children begin developing logical mathematical understanding. It emphasizes effective instructional assessments, screening devices and daily classroom management techniques for early learners in diverse situations.

### Objectives

Upon completion of the course, the teacher candidate will be able to:

Objective	Standards Alignment*
Plan, implement, and assess developmentally appropriate practices based on knowledge of children's needs, family and community diversity and resources, and content goals for all curricular areas.	<b>TCOP</b> 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4, 5.5 <b>ISTE</b> <b>NCATE</b> 1a, 1b, 1c, 1d <b>ADEPT</b> 1, 2, 3, 4, 5, 6, 7, 8, 9 <b>NAEYC</b> 1, 2, 3, 4 <b>EEDA</b> 4, 6, 7, 8 <b>SC</b> Math, ELA, SCI, SS K-3

Plan, implement and assess a variety of instructional strategies that encourage children's physical, social, emotional, aesthetic, and cognitive growth.	<b>TCOP</b> 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4, 5.5 <b>ISTE</b> 1a, 1g, 1d, 2a, 2d, 3b, 3c, 3e, 4a, 4c, 5c <b>NCATE</b> 1a, 1b, 1c, 1d <b>ADEPT</b> 1, 2, 3, 4, 5, 6, 7, 8, 9 <b>NAEYC</b> 1, 2, 3, 4 <b>EEDA</b> 4, 6, 7, 8
Utilize knowledge of current trends in ECE to develop, implement and assess meaningful learning experiences that develop and integrate all curricula areas within a culturally valued context and while considering children's unique home experiences.	<b>TCOP</b> 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4, .5.5 <b>ISTE</b> <b>NCATE</b> 1a, 1b, 1c, 1d <b>ADEPT</b> 1, 2, 3, 4, 5, 6, 7, 8, 9 <b>NAEYC</b> 1, 2, 3, 4 <b>EEDA</b> 4, 6, 7, 8
Demonstrate the ability to assess young children's development through the use of authentic procedures for the purpose of planning appropriate instruction.	<b>TCOP</b> 5.1, 5.2, 5.3, 5.4, 5.5 <b>ISTE</b> <b>NCATE</b> 1a, 1b, 1c, 1d <b>ADEPT</b> 1, 2, 3, 4, 5, 7 <b>NAEYC</b> 1, 2, 3, 4 <b>EEDA</b>
Demonstrate the ability to guide children to engage in self assessment.	<b>TCOP</b> 5.1, 5.2, 5.3, 5.4, 5.5 <b>ISTE</b> <b>NCATE</b> 1a, 1b, 1c, 1d <b>ADEPT</b> 3, 4 <b>NAEYC</b> 1, 3 <b>EEDA</b>
Demonstrate the ability to use information from mandated formal, standardized assessment instruments and integrate it with authentic procedures;	<b>TCOP</b> 5.1, 5.2, 5.3, 5.4, 5.5 <b>ISTE</b> <b>NCATE</b> 1a, 1b, 1c, 1d <b>ADEPT</b> 3 <b>NAEYC</b> 3 <b>EEDA</b>
Develop and use appropriate assessment procedures for communicating to parents and children.	<b>TCOP</b> 1.1, 1.2, 3.1, 3.2, 3.3, 5.1, 5.2, 5.3, 5.4, 5.5 <b>ISTE</b> <b>NCATE</b> 1a, 1b, 1c, 1d <b>ADEPT</b> 3, 4, 5, 7 <b>NAEYC</b> 2, 3 <b>EEDA</b>
Plan, implement and assess a variety of classroom management strategies that encourage children's physical, social, emotional, aesthetic and cognitive growth.	<b>TCOP</b> 1.1, 1.2, 3.1, 3.2, 3.3, 4.1, 4.2 <b>ISTE</b> 1a, 1g, 1d, 2a, 2d, 3b, 3c, 3e, 4a, 4c, 5c <b>NCATE</b> 1a, 1b, 1c, 1d <b>ADEPT</b> 8, 9 <b>NAEYC</b> 3, 4 <b>EEDA</b>
Fulfill professional responsibilities beyond the classroom.	<b>TCOP</b> 6.1, 6.2, 6.3 <b>ISTE</b> 5d <b>NCATE</b> 1g <b>ADEPT</b> 10 <b>NAEYC</b> 5 <b>EEDA</b>

\*See attachments which include all standards with which FMU School of Education courses are aligned.

## Texts

Bredenkamp, S. & Copple, C., Editors. 2009. *Developmentally Appropriate Practice in Early Childhood Programs, 3<sup>rd</sup> Edition*. Washington, DC: NAEYC. **REQUIRED**

Hemmeter, et. al., 2001. *Assessment of practices in Early Elementary Classrooms*, New York, NY: Teachers College Press. **REQUIRED**

Diffily, D. 2003. *Teachers and families: working together*. Boston: Allyn & Bacon. **RECOMMENDED**

Wortham, S. C. 2005. *Assessment in early childhood education, 5<sup>th</sup> Edition*. Upper Saddle River, NJ: Merrill Prentice Hall. **RECOMMENDED**

## Content Outline

- I. Developmentally Appropriate Practice
  - A. Concepts of Developmentally Appropriate Practice: The learner, the learning process, knowledge, and aims of education
  - B. Application of Developmentally Appropriate Practice
  - C. Developmentally Appropriate Curriculum Content/Design
  - D. Myths Associated with Developmentally Appropriate Practice
- II. Authentic Assessment
  - A. Authentic Assessment: Concepts and issues
  - B. Assessment Strategies
  - C. Reporting and Communicating Assessment Results to Children/Families
  - D. Assessment of the Learning Environment
- III. Family Involvement/Education: The Six Types of Involvement
  - A. Characteristics of Families and Family Life
  - B. Teacher-Parent Partnerships
  - C. Techniques for Developing Partnerships
  - D. Making a Partnership Work
- IV. Working with children and families of poverty
  - A. Understanding the Culture of Poverty
  - B. Developing a Classroom Community
  - C. Families and Communities
  - D. Curriculum Design and Instructional Strategies
  - E. Understanding Tests, Assessments, and Evaluation
  - F. Teacher Leadership and Professional Growth

## Methods of Presentation

Each class will be a combination of demonstration/modeling, discussion, and direct teaching of techniques followed by hands-on practice by students. Teacher candidates will have opportunities to work independently and collaboratively with other teacher candidates. Peer coaching and peer review techniques will be used to facilitate instruction, learning and assessment.

## Description of Teaching Strategies and Course Activities

<u>Strategy</u>	<u>Course Activities</u>
Lecture/presentation.....	related to topics in readings
Demonstration/modeling.....	of techniques for planning, implementation, and assessment of strategies
Readings, question/ answer, discussion.....	related to topics in readings
Hands-on experience.....	use of various teaching strategies and multimedia technologies in the classroom as well as the clinical setting.
Collaboration.....	small/large group activities that require students to think about issues related to the text and class discussion topics
Peer coaching/review.....	of assignments and projects
Reflection.....	on effective applications of teaching strategies

## Course Requirements

1. Attendance and participation in all classes.
2. Completion of textbook readings before class dates indicated on schedule.
3. Successful completion of all assignments/projects.
4. Successful completion of quizzes/demonstrations.

## Course Policies (Attendance, Grading, Professional Behavior)

Professional Behavior: **Dispositions are as important as academic work.** Teacher candidates are expected to conduct themselves in a professional manner at all times. This includes adhering to the FMU

attendance policy [**no more than two absences**]; punctuality for all classes and meetings, because late arrivals to class are a disruption and a diversion from the class session already in progress [**two tardies/early departures equal one absence**]; and the active cultivation of positive peer and teacher relationships. In this course, all teacher candidates have the right to learn in a respectful environment and the instructor has the right to teach in a respectful environment. Engaging in personal conversations, preparing for another class, checking cell phones, emails, or text messages, or otherwise being inattentive **distracts other class participants, including your professor**, and will not be tolerated. It is expected that all teacher candidates participate in class appropriately.

I understand that each week I am required to check the “News and Announcements” page for any upcoming deadlines required for your completion in the education program and for special information regarding my major. I may do this by going to the Francis Marion Website, [www.fmarion.edu](http://www.fmarion.edu), clicking on the drop-down box under “Quick Links”, choosing “School of Education”, and then clicking “News and Announcements” under the column on the left side of the page.

***Any failure to demonstrate appropriate professional dispositions will result in disciplinary actions that comply with FMU SOE policies (attached) that may include withdrawal from the course.***

Collaboration: Teacher candidates are encouraged to take advantage of peers as resources throughout the course, and, when approved in advance by the professor, candidates may collaborate on assignments. If candidates participate in such collaborative efforts, “Collaboration Rubrics” must be submitted by all members of the team.

### **Assignments:**

Due Dates: Assignments and responsibilities are due at the beginning of class on the date specified. Assignments will be considered unacceptable past the due date, unless approved in advance by the professor, and late assignment grades may be dropped one letter grade for each day late even if a late submission is approved by the professor. Teacher candidates must retain all graded assignments throughout the course. These must be presented should any discrepancy occur between grades received and recorded. **Should teacher candidates have questions about an assignment, the professor must be contacted WELL IN ADVANCE of the due date for clarification or other assistance.**

Neatness/Accuracy: All assignments must be prepared with great attention to detail, neatness, and accuracy. Assignments must be typed (single spaced, 10-12 point font) unless otherwise noted by the instructor.

Rubrics: Rubrics for assignments are provided when appropriate and **all rubrics must be completed in full by the teacher candidate and submitted along with the assignment in order for the assignment to be considered complete**. Assignments will not be graded without attached, teacher candidate-completed rubrics, and will be deemed “late.” The professor will determine on a case-by-case basis if the late assignment will be accepted after completed rubrics are attached.

## Course Assessments

**ECE 320 Academic Portfolio:** The ECE 320 student will compile a portfolio comprised of the assignments listed below. **All graded assignments must be retained through the end of the semester.** (General descriptions of each project are included below, and examples, specific oral and written instructions, and scoring rubrics regarding each project are provided separately.)

**1. Readings Reviews:** The teacher candidate will read and review, according to the format provided, **6 journal articles** in specific areas of ECE (2-DAP; 2-Assessment; 2 Family Involvement). Rubrics are provided that detail required readings and assessment categories. **(10 points each; 60 points total)**

**2. Family Partnerships Project:** The teacher candidate will develop a plan for involving and educating the families of children in early childhood educational programs. The portfolio should include the following: **(45 points total).**

A. Newsletter: The teacher candidate will develop a sample newsletter that might be sent to parent/family members of a preschool/primary-aged child. The newsletter must be submitted for grading in its FINISHED FORM. Grammar and spelling, as well as creativity and substance will be carefully assessed. A format and rubric are provided that detail assessment categories. **(10 points)**

B. Home Visit Plan: The teacher candidate will develop a home visit plan. The plan should include objectives for parent, child and teacher. A format and rubric are provided that detail assessment categories. **(6 points)**

C. Parent-Teacher-Child Conference Plan: The teacher candidate will develop a plan for conferencing with a parent and child. The plan should identify how a 30-minute conference will be structured to share information regarding the child's progress with the parent and child. The plan should include objectives for parent, child and teacher. A format and rubric are provided that detail assessment categories. **(6 points)**

D. Family Partnership Plan: The teacher candidate will develop an outline of activities based on "Epstein's Six Types of Involvement" that will be implemented throughout the school year to facilitate family involvement/education in the classroom. A format and rubric are provided that detail assessment categories.

**ASSIGNMENT 2D MUST BE SUBMITTED THROUGH LIVETEXT IN ORDER FOR CREDIT TO BE AWARDED (23 points)**

**3. Assessment Plan:** The teacher candidate will compile a strategic plan for assessing the growth, development, and achievement of students. The plan will serve as a model for use with future students therefore it is not expected that age-specific details will be included. The plan should be based upon knowledge and philosophy of child development, early childhood education, and assessment, and have flexibility for use with children of varying chronological/ developmental ages/abilities. A format and rubric are provided that detail assessment categories. **THIS ASSIGNMENT MUST BE SUBMITTED THROUGH LIVETEXT IN ORDER FOR CREDIT TO BE AWARDED. (60 points)**

**4. Content Observation Reports:** The teacher candidate will **formally observe in the clinical setting for assessment strategies and family partnerships** in an ECE clinical setting. One assessment report and one family partnerships report will be submitted according to the format discussed in class. Format and rubric are provided that detail assessment categories. **(40 points for each report; 80 points total)**

**5. APEEC (DAP) Observation Report:** The teacher candidate will complete a DAP observation record of the clinical setting using the APEEC. A narrative must be attached that fully describes the classroom elements that were observed and used to determine the classroom rating in each area. Format and rubric are provided that detail requirements. **(40 points total)**

**6. Admit/Exit Slips:** Admit/Exit Slips that represent teacher candidate reflections about reading assignments and class discussions will be submitted at the conclusion of each class period. Format and rubric are provided that detail assessment categories. **(10 points each; 40 points total)**

**7. Personal Motivators of Children of Poverty:** The teacher candidate will conduct interviews with children of poverty in local schools and their teachers to determine personal motivators. Teacher candidate groups will brainstorm ways that classrooms, curriculum, and teaching would have to be re-designed in order to provide for meaningful, engaged learning on the part of children of poverty. Individuals or groups of candidates should work together to complete the **Personal Motivators DATA COLLECTION CHART** based on the readings, structured conversations and data collection conducted with local teachers. Formats and rubric are provided that detail assessment categories. **(5 points total)**

**8. Aligned Assessments:** Working in small groups, teacher candidates will select 4 state standards and create assessments that are aligned with the standards and that are appropriate for children of poverty. A format and rubric are provided that detail assessment categories. [www.myschools.org](http://www.myschools.org) **THIS ASSIGNMENT MUST BE SUBMITTED THROUGH LIVETEXT IN ORDER FOR CREDIT TO BE AWARDED** (10 points total)

**9. Classroom Management Plan:** The teacher candidate will compile a strategic plan for managing the classroom. The plan will serve as a model for use with future students, therefore it is not expected that age-specific details will be included. The plan should be based on knowledge and philosophy of child development, early childhood education, classroom management and behavior guidance strategies, and have flexibility for use with children of varying chronological/ developmental ages/abilities. A format and rubric are provided that detail assessment categories. **THIS ASSIGNMENT MUST BE SUBMITTED THROUGH LIVETEXT IN ORDER FOR CREDIT TO BE AWARDED** (50 points)

**10. Class Participation and Dispositions:** The teacher candidate will **participate** in class discussions and related activities in a genuine and informed manner to exemplify the completion of assignments and preparation for class. All materials must be maintained in a neatly organized portfolio. Format and rubric are provided that detail assessment categories. **YOU MUST EARN THESE POINTS!** (20 points)

**11. Professional Growth:** The teacher candidate will participate in a minimum of one Early Childhood/Child Development community, professional organization, etc. event or activity. A one page written report must be submitted. Format and rubric are provided that detail assessment categories (30 points total)

**12. Multimedia Presentation:** The teacher candidate will work as a member of a small group (no more than 5 per group) to develop and present a **multi-media presentation of Developmentally Appropriate Practices**. The presentation must be fully developed, following the format discussed in class and **presented on exam day**. Format and rubric are provided that detail assessment categories. **CONTENT PORTION MUST BE SUBMITTED INTO LIVETEXT IN ORDER FOR CREDIT TO BE AWARDED.** (45 points total)

**13. Background Knowledge Exam:** The teacher candidate will complete an exam that demonstrates knowledge of the theory of Background Knowledge as well as how that theory can be applied in an instructional context. Form and rubric are provided that detail assessment categories. **THIS ASSIGNMENT MUST BE SUBMITTED INTO LIVETEXT IN ORDER FOR CREDIT TO BE AWARDED.** (15 points)

**14. Course Documentation Record:** The teacher candidate will complete a written record at the conclusion of each class meeting that documents attendance, participation, and key topics discussed during the class meeting. The record will be submitted during the class meeting prior to the final exam period. Format and rubric are provided that detail assessment categories. **(Course Credit / No Course Credit)**

ECE 320 ASSIGNMENT	STANDARDS
Reading Reviews	<b>SOE CF</b> IA, IIA, IIC, IIE <b>TCOP</b> 1.1, 3.1, 4.1, 5.1 <b>NAEYC</b> 4c, 5 <b>SC</b> SCI; SS; MATH; ELA <b>NCATE</b> 1a, 1b, 1c <b>ADEPT</b> 10E <b>EEDA</b> <b>ISTE</b>
Family Partnership Project (4 parts, below)	
Newsletter	<b>SOE CF</b> IA, IB1, IB6, IIA, IIC, IID, IIE <b>TCOP</b> 1.1, 3.2, 5.4 <b>NAEYC</b> 2, 4a, 4b, 4c, 4d <b>SC</b> SCI; SS; MATH; ELA <b>NCATE</b> 1a, 1b, 1c <b>ADEPT</b> 5A, 5B, 5C, 10A, 10C <b>EEDA</b> <b>ISTE</b> 1a, 1b, 3a, 3b, 3c, 4b, 6a, 6b, 6c
Home Visit Plan	<b>SOE CF</b> IA, IB1, IB5, IB6, IIA, IIC, IID, IIE <b>TCOP</b> 1.1, 3.1, 3.2, 5.4 <b>NAEYC</b> 2, 4a, 4b, 4c, 4d <b>SC</b> SCI; SS; MATH; ELA <b>NCATE</b> 1a, 1b, 1c <b>ADEPT</b> 5A, 5B, 5C, 10A, 10C

	<b>EEDA</b> <b>ISTE</b>
Conference Plan	<b>SOE CF</b> IA, IB1, IB5, IB6, IIA, IIC, IID, IIE <b>TCOP</b> 1.1, 3.1, 3.2, 5.4 <b>NAEYC</b> 2, 4a, 4b, 4c, 4d <b>SC</b> SCI; SS; MATH; ELA <b>NCATE</b> 1a, 1b, 1c <b>ADEPT</b> 5A, 5B, 5C, 10A, 10C <b>EEDA</b> <b>ISTE</b>
Annual Plan for Partnership	<b>SOE CF</b> IA, IB1, IB5, IB6, IIA, IIC, IID, IIE <b>TCOP</b> 1.1, 3.1, 3.2 <b>NAEYC</b> 2, 4a, 4b, 4c, 4d <b>SC</b> SCI; SS; MATH; ELA <b>NCATE</b> 1a, 1b, 1c <b>ADEPT</b> 5A, 5B, 5C <b>EEDA</b> <b>ISTE</b>
Assessment Plan	<b>SOE CF</b> IA, IB1, IB4, IB5, IIA, IIC, IIE <b>TCOP</b> 1.1, 2.2, 5.2, 5.3, 5.4, 5.5 <b>NAEYC</b> 3, 4b, 4c, 4d <b>SC</b> SCI; SS; MATH; ELA <b>NCATE</b> 1a, 1c, 1d <b>ADEPT</b> 3A, 3B, 3C <b>EEDA</b> <b>ISTE</b>
Content Observation Reports	<b>SOE CF</b> IA, IB2, IB4, IB6, IIA, IIC, IIE <b>TCOP</b> <b>NAEYC</b> 4c <b>SC</b> SCI; SS; MATH; ELA <b>NCATE</b> 1a, 1b <b>ADEPT</b> 3A, 3B, 5A, 5B, 5C, 6A, 6B, 6C <b>EEDA</b> <b>ISTE</b>
APEEC Assessment & Report	<b>SOE CF</b> IA, IB2, IB4, IB5, IIA, IIC, IIE <b>TCOP</b> 5.4 <b>NAEYC</b> 3, 4a, 4b, 4c, 4d <b>SC</b> SCI; SS; MATH; ELA <b>NCATE</b> 1a, 1b, 1c <b>ADEPT</b> 8A, 8B, 8C <b>EEDA</b> <b>ISTE</b>
Admit/Exit Slips	<b>SOE CF</b> IA, IIA, IIC, IIE <b>TCOP</b> <b>NAEYC</b> 4c <b>SC</b> SCI; SS; MATH; ELA <b>NCATE</b> 1a, 1b, 1c <b>ADEPT</b> 10E <b>EEDA</b> <b>ISTE</b>
Personal Motivators	<b>SOE CF</b> IA, IB1, IB5, IIA, IIB, IIC, IIE <b>TCOP</b> 1.1, 4.1, 4.2 <b>NAEYC</b> 1, 4a, 4b, 4d <b>SC</b> SCI; SS; MATH; ELA <b>NCATE</b> 1c, 1d, 4d <b>ADEPT</b> 7A, 7B, 7C, 8A, 8B, 8C <b>EEDA</b> <b>ISTE</b>
Aligned Assessments	<b>SOE CF</b> IA, IB1, IB3, IB4, IIA, IIC, IIE <b>NAEYC</b> 3, 4b, 4c, 4d <b>TCOP</b> 5.2, 5.5 <b>SC</b> SCI K-3; SS K-3; MATH K-3; ELA K-3 <b>NCATE</b> 1a, 1b, 1c, 1d <b>ADEPT</b> 3A, 5A, 5B, 5C, 6A, 6B, 6C, <b>EEDA</b> <b>ISTE</b>
Classroom Management Plan	<b>SOE CF</b> IB1, IB4, IB5, IIA, IIB, IIC, IIE <b>TCOP</b> 1.1, 4.1, 4.2 <b>NAEYC</b> 1, 4a, 4b, 4d <b>SC</b> SCI; SS; MATH; ELA <b>NCATE</b> 1c <b>ADEPT</b> 8A, 8B, 8C, 9A, 9B, 9C

	<b>EEDA</b> <b>ISTE</b>
Class Participation and Dispositions	<b>SOE CF</b> IA, IIA, IIC, IIE <b>TCOP</b> <b>NAEYC</b> 5 <b>SC</b> SCI; SS; MATH; ELA <b>NCATE</b> 1g <b>ADEPT</b> 10C, 10D, 10E <b>EEDA</b> <b>ISTE</b>
Professional Growth	<b>SOE CF</b> IIA, IIC, IIE <b>TCOP</b> 6.2 <b>NAEYC</b> 5 <b>SC</b> SCI; SS; MATH; ELA <b>NCATE</b> 1g <b>ADEPT</b> 10D, 10E <b>EEDA</b> <b>ISTE</b>
Multimedia Presentation – Content (Paper)	<b>SOE CF</b> IA, IB6, IIA, IIC, IIE <b>TCOP</b> 1.2, 3.2, 4.2, 5.1, <b>NAEYC</b> 4c, 5 <b>SC</b> SCI; SS; MATH; ELA <b>NCATE</b> 1a, 1b, 1c, 1g <b>ADEPT</b> 5A, 5B, 5C <b>EEDA</b> <b>ISTE</b>
Multimedia Presentation	<b>SOE CF</b> IA, IB6, IIA, IIC, IIE <b>TCOP</b> 1.2, 3.2, 4.2, 5.1 <b>NAEYC</b> 4c, 5 <b>SC</b> SCI; SS; MATH; ELA <b>NCATE</b> 1a, 1b, 1c, 1g <b>ADEPT</b> 5A, 5B, 5C, 10C,10D <b>EEDA</b> <b>ISTE</b> 1a, 1b, 2a, 2b, 2d, 3a, 3b, 3c, 3d, 4b
Background Knowledge Exam	<b>SOE CF</b> IA, IB5, IIA, IIB, IIC, IIE <b>TCOP</b> 1.1, 3.1, 4.1, 5.1 <b>NAEYC</b> 2, 4a, 4c, 4d <b>SC</b> SCI; SS; MATH; ELA <b>NCATE</b> 1c, 1d, 4d <b>ADEPT</b> 3B <b>EEDA</b> <b>ISTE</b>
Course Documentation Record	<b>SOE CF</b> IIA, IIC, IIE <b>TCOP</b> <b>NAEYC</b> 5 <b>SC</b> SCI; SS; MATH; ELA <b>NCATE</b> 1g <b>ADEPT</b> 10D <b>EEDA</b> <b>ISTE</b>

Assignments highlighted in pink are LiveText Assignments.

**The student's grade is determined as follows:**

<i>Grade</i>	<i>Description</i>	<i>Qty Pts per Sem. Hr.</i>	<i>Grading Scale</i>
A	Indicates achievement of distinction	4.0	93-100
B+	Indicates achievement somewhat below distinction	3.5	89-92
B	Indicates above average achievement	3.0	85-88
C+	Indicates achievement somewhat above average	2.5	82-84
C	Indicates average achievement	2.0	77-81
D+ - F	Indicates unacceptable achievement	0	Below 77



# ECE 320 Projects Total / My Scores

<b>1. Readings Reviews</b>		60 _____
#1 DAP Stuber, G. M.	10 _____	
#2 DAP Burke, C. J. F. & Burke, W. M.	10 _____	
#3 Partnerships – Your choice	10 _____	
#4 Partnerships – Your choice	10 _____	
#5 Assessment – Harris, M. E.	10 _____	
#6 Assessment – Your choice	10 _____	
<b>2. Family Partnerships Project</b>		45 _____
Newsletter	10 _____	
Home Visit Plan	6 _____	
Conference Plan	6 _____	
Annual Classroom Plan (LiveText)	23 _____	
<b>3. Assessment Plan (LiveText)</b>		60 _____
<b>4. Content Observation Reports</b>		80 _____
Assessment	40 _____	
Family Involvement	40 _____	
<b>5. APEEC (DAP) Report</b>		40 _____
<b>6. Admit/Exit Slips</b>		40 _____
(1) _____	(2) _____	(3) _____
(4) _____	(10 points each)	
<b>7. Personal Motivators of Children of Poverty</b>		5 _____
<b>8. Aligned Assessments (LiveText)</b>		10 _____
<b>9. Classroom Management Plan</b>		50 _____
<b>10. Class Participation and Dispositions</b>		20 _____
Mid – Term	9 _____	
End of Semester	11 _____	
<b>11. Professional Growth</b>		30 _____
<b>12. Multimedia Presentation</b>		45 _____
Content (LiveText)	15 _____	
Presentation	30 _____	
<b>13. Background Knowledge Exam (LiveText)</b>		15 _____
<b>14. Course Documentation Record</b>	Course Credit	No Course Credit

**Total Possible 500**

**My Total \_\_\_\_\_**

## Grading Scale:

A = 93-100% (465-500)	B+ = 89-92% (445-464)	B = 85-88% (425-444)
C+ = 82- 84% (410-424)	C = 77-81% (385-409)	NC = 0-77% (000-384)

**Part II:**

**ECE 320**

**Individual Assignments**

# Readings Review Format

## I. Complete MLA or APA Citation

Example:

Barclay, K., Benelli, C, & Curtis, A. 1995. Literacy begins at birth: What Caregivers can learn from parents of children who read early. *Young Children*, 50(4): 24-28.

## II. Summary

List here the key concepts (about 10) presented by the author(s). Make certain that you are specific enough for the summary to be useful to you later or for the reader to know “what the article was about.”

## III. Analysis

This is the most important part of your assignment because it requires you to analyze and apply what you have learned from the article. Fully answer the following questions and include any other information you deem relevant:

*Is this article relevant or useful? Why?*

*For whom is this most relevant or useful?*

*What surprised you most?*

*How can you connect this to your own previous experience?*

*How might you use this information in the future?*

*How might this be relevant to a teacher of children of poverty?*

You may present this information in a list format with accompanying explanations that are responses to the questions above.

## IV. Final Thoughts

Include here any personal thoughts or connections that are not more appropriately included in either of the sections above. This section is optional, and you may express subjective comments here.

\*\*\*\*\*

### **IMPORTANT NOTES!!**

3. Select articles in which you have an interest and which address the curricular area under investigation as required by the course assignment.
4. Be certain that each journal article is at least two pages in length and that they are taken from an Early Childhood Education journal or magazine published within the last five years.
5. Attach a self-scored, small rubric sheet to each article prior to submitting for grading.

### **ECE 320 Topics:**

#### **2 - Developmentally Appropriate Practice:**

***These two required:***

Stuber, G. M. (2007) Centering your classroom: Setting the stage for engaged learners. *Young Children*, 62(4), 58-59.

Burke, C. J. F. & Burke, W. M. (2005). Student-ready schools. *Childhood Education*, 81(5), 281-285.

#### **2 - Parent Partnerships:**

***Two of your selection***

#### **2 - Appropriate Assessment in Early Childhood Education:**

***This one required plus one of your selection:***

Harris, M. E. (2009). Implementing portfolio assessment. *Young Children*, 64(3), 82-85.

**IMPORTANT: Do NOT attach this rubric to readings reviews. Instead, attach one of the smaller, abbreviated checklist-style forms provided on the next page of your syllabus. This page is for information only!**

## READINGS REVIEW RUBRIC

Article Source (Satisfactory or Resubmit)	Yes	No
Appropriate ECE magazine/journal		RESUBMIT
Publication Date (Satisfactory or Resubmit)	Yes	No
Published within last 5 years		RESUBMIT
Annotation		SCORE
Complete		1
One element missing or incomplete		½
More than one element missing or incomplete		0
Article Subject		SCORE
Required subject the primary focus		1
Required subject a secondary focus		½
Required subject not a focus		RESUBMIT
Summary Detail and Clarity		SCORE
Excellent		4
Above Average		3
Acceptable		2
Marginal		1
Unacceptable		0
Analysis of Content and Link to Theory & Practice		SCORE
Excellent		4
Above Average		3
Acceptable		2
Marginal		1
Unacceptable		0

**TOTAL POINTS POSSIBLE: 10**

**Activity 1****READINGS REVIEW****Source**

Acceptable  
 Re-Submit

**Date**

Acceptable  
 Resubmit

**Annotation**

1  .5  0

**Subject**

1  .5  0

**Summary**

4  3  2  1  0

**Analysis**

4  3  2  1  0

**TOTAL POINTS (10)**

**READINGS REVIEW****Source**

Acceptable  
 Re-Submit

**Date**

Acceptable  
 Resubmit

**Annotation**

1  .5  0

**Subject**

1  .5  0

**Summary**

4  3  2  1  0

**Analysis**

4  3  2  1  0

**TOTAL POINTS (10)**

**READINGS REVIEW****Source**

Acceptable  
 Re-Submit

**Date**

Acceptable  
 Resubmit

**Annotation**

1  .5  0

**Subject**

1  .5  0

**Summary**

4  3  2  1  0

**Analysis**

4  3  2  1  0

**TOTAL POINTS (10)**

**READINGS REVIEW****Source**

Acceptable  
 Re-Submit

**Date**

Acceptable  
 Resubmit

**Annotation**

1  .5  0

**Subject**

1  .5  0

**Summary**

4  3  2  1  0

**Analysis**

4  3  2  1  0

**TOTAL POINTS (10)**

**READINGS REVIEW****Source**

Acceptable  
 Re-Submit

**Date**

Acceptable  
 Resubmit

**Annotation**

1  .5  0

**Subject**

1  .5  0

**Summary**

4  3  2  1  0

**Analysis**

4  3  2  1  0

**TOTAL POINTS (10)**

**READINGS REVIEW****Source**

Acceptable  
 Re-Submit

**Date**

Acceptable  
 Resubmit

**Annotation**

1  .5  0

**Subject**

1  .5  0

**Summary**

4  3  2  1  0

**Analysis**

4  3  2  1  0

**TOTAL POINTS (10)**

**Activity 2A**

Attach this **completed** form to assignment when submitted for grading.

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**Newsletter (10 points)** **Score** \_\_\_\_\_

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<b>Mechanics</b>	<b>1 error -5 points</b>	<b>2 errors -no credit</b>
(spelling, grammar, etc.)		

---

<b>Layout</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
(overall creative design; effective use of masthead, borders, illustrations, clip art, fonts; reader-friendly)					

---

<b>Substance</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
(newsletter content conveys information in a realistic, useful, appropriate, and effectively manner)					

----- detach here -----

**Activity 2B**

Attach this **completed** form to assignment when submitted for grading.

---

**Home Visit Plan (6 points)** **Score** \_\_\_\_\_

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Appropriate Objectives (for child, parent, and teacher)	2	1	
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Appropriate Procedures Planned	2	1	
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Appropriate Materials Planned	Credit	or	No Credit
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Appropriate Assessment Planned	2	1	
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**Activity 2C**

Attach this **completed** form to assignment when submitted for grading.

<b>Conference Plan (6 points)</b>	<b>Score _____</b>	
Appropriate Objectives (for child, parent, and teacher)	2	1
Appropriate Procedures Planned	2	1
Appropriate Materials Planned	Credit	or No Credit
Appropriate Assessment Planned	2	1





## ECE 320 Family Partnership Plan Rubric – TCOP 3.1; 3.2

Attach this <b>completed</b> form to Partnership Plan when submitted for grading.					
<b>Partnership Plan (23 points)</b>	<b>Score</b> _____				
Minimum of 10 on-going activities	Credit	or	No Credit		
Minimum of 2 activities from each of Epstein’s Types	Credit	or	No Credit		
Minimum of 2 activities each month	Credit	or	No Credit		
Introduction					
Importance of Partnerships	3	2	1		
Impact of Family Structures on Partnerships			2	1	
Impact of SES on Family Structures			2	1	
Varied target audiences for activities	3	2	1		
Balanced coverage of each of <u>Epstein’s Types</u> of Activities	3	2	1		
Creative and effective development of activities within types	5	4	3	2	1
Overall plan reflects understanding of partnership theory	5	4	3	2	1
<b>TOTAL (23)</b>	<b>Teacher Candidate</b> _____		<b>Professor</b> _____		

## ECE 320 – ASSESSMENT PLAN FORMAT and RUBRIC

Use the following outline and rubric to develop your strategic plan for assessing the growth, development, and achievement of your students. COPY and PASTE this chart, answering each section by typing directly into the box after each question. Remember that this is a plan that will serve as a model when you have your own classroom, however it is not expected that age-specific details will be included. Keep in mind that you will need to develop a plan that is based upon your knowledge of the theories of child development and of assessment. Your plan must have flexibility for use with children of varying chronological/developmental ages/abilities. You may use either bullet-point or narrative formatting systems within each category as you deem appropriate.

Your grade for your strategic plan for assessment will be determined by the content of each section (objective presentation, detail and clarity, connection of theory and practice, sample documents, and adequate and appropriate resources and references) and by the general presentation of the information (neatness, organization, and ease of use.) The attached rubric outlines assessment categories.

### ANSWER EACH PROMPT!

**THIS ASSIGNMENT MUST BE SUBMITTED THROUGH LIVETEXT IN ORDER FOR CREDIT TO BE AWARDED.  
(60 points).**

	Excellent 6-5 points	Good 4-3 point	Adequate 2-1 points	Failing 0 points
<b>A. Authentic and Professional Assessment: Why Assess?</b> This portion should serve as an introduction to the specific plan. Here you will provide justification for the assessment plan that you will present in detail in the sections to follow.				
1. a. What is the purpose of your assessment plan? b. How will you use your assessment plan to guide the instruction you plan? c. Why is this especially important for children of poverty?				
<b>B. Legal, Ethical, and Professional Responsibilities</b> This portion should address the laws that mandate assessment, the rights of children and families, the individual differences that influence assessment—especially related to children of poverty—and the appropriate ways in which assessment results should be used.	Excellent 3 points	Good 2 point	Adequate 1 points	Failing 0 points
1. a. How do laws that mandate assessment and the rights of children impact your in-class instruction and assessment? (General terms; no specifics required)				
2. a. Name at least 3 laws that either mandate assessment or address the rights of children and families. b. Tell why each law is important.				
<b>C. What and When to Assess &amp; How to Document and Record Information</b> This section should address how you will determine what to assess and when to assess, including how to align assessments with instruction, methods for collecting information, contexts (settings) for assessments and issues within contexts that influence those assessments, and uses of specific types of assessment procedures.	Excellent 3 points	Good 2 point	Adequate 1 points	Failing 0 points
1. a. What will you use to help you determine appropriate specific assessment categories or areas? (How will you decide what should be assessed?)				
2. a. What categories or areas for assessment might you use? (What are possible areas of the curriculum to assess?) b. What specific types of procedures/methods might be used for each category? (What would you use to assess in each?) (You may decide to use a chart to show this information.)				
3. a. In what contexts (environments) will you conduct various assessments throughout the school year? (Where and when would you conduct assessments?) b. What issues will influence when or why those assessments are used in each specific context? (Why?)				
4. a. How will you align in class instruction and assessment with standards?				
<b>D. Compiling and Summarizing Information</b> This section should address how you will use portfolios and how you will organize group profiles and summaries.	Excellent 3 points	Good 2 point	Adequate 1 points	Failing 0 points
1. a. How will you use portfolios in your classroom?				

<b>SAMPLE PORTFOLIO ATTACHMENT REQUIRED!</b>	Excellent 3 points	Good 2 point	Adequate 1 points	Failing 0 points
<b>b.</b> Include a sample student portfolio that illustrates how you will use portfolios to manage student work.				
<b>ELECTRONIC EXCEL ATTACHMENT REQUIRED!</b>	Excellent 6 points	Good 5 points	Adequate 4-3 points	Failing 2-0 points
<b>2.</b> <b>a.</b> Include as an attachment an electronic form that illustrates how you will document the alignment of in-class activities with mandated standards for at least one grade level.				
<b>E. Interpreting Assessment Information</b>	Excellent 3 points	Good 2 point	Adequate 1 points	Failing 0 points
This section should address the ways in which you will accurately interpret assessment information in order to accurately analyze performance, and to compare performance to developmental or curriculum expectations.				
<b>1.</b> <b>a.</b> What strategies will you use for ensuring the authenticity and trustworthiness of data?				
<b>2.</b> <b>a.</b> What are the issues that influence how you will interpret assessment findings? <b>b.</b> Why is each issue important?				
<b>F. Using Assessment Information for Planning</b>	Excellent 3 points	Good 2 point	Adequate 1 points	Failing 0 points
This section should address the ways that you will use assessment information to guide planning for individuals and groups of children, classroom design, and, in general, to modify your curriculum or classroom strategies.				
<b>1.</b> <b>a.</b> How will you use assessment information to develop curriculum and content strategies?				
<b>2.</b> <b>a.</b> How will you use assessment information to develop strategies for individual children and for small and large groups?				
<b>G. Organizing for Assessment</b>	Excellent 3 points	Good 2 point	Adequate 1 points	Failing 0 points
This section should address the ways in which you will organize your files and forms for ease in use.				
<b>1.</b> What strategies will you use for organizing files and forms? (Explain why for each strategy.)				
<b>2.</b> What strategies will you use for on-going evaluation of the assessment system? (Explain why for each strategy.)				
<b>H. Standardized Tests</b>	Excellent 3 points	Good 2 point	Adequate 1 points	Failing 0 points
This section should address how standardized testing should be used and the limitations and inadequacies of standardized tests.				
<b>1.</b> What are the appropriate uses of standardized tests?				
<b>2.</b> What are the limitations of standardized tests?				
<b>CONTENT: Total Points Earned _____</b>				
<b>K. General Presentation of Information throughout Project</b>	OK	-5	-10	-15
Written assessment plan is neat and organized.				
Detail and clarity in descriptions/explanations are provided. Statements go beyond "agree" and "disagree".				
The plan is written for future ease of use.				
Details of the plan are presented objectively.				
Connections between theory and developmentally appropriate practice evident. Use of developmental and educational scientific knowledge base evident.				
Adequate and appropriate resources and references are included.				
<b>SAMPLE DOCUMENTS PROVIDED</b> How many submitted? _____				
Adequate sample documents are provided. <b>A minimum of 15 sample documents are expected. 1 point will be subtracted for each missing or inappropriate sample document.</b>	How many missing? _____			
<b>GENERAL PRESENTATION: Total Points Subtracted _____</b>				

## ECE 320 - Content Observation Report Format & Rubric

### Assessment

### Parent Partnerships

(Circle One)

**Heading (Credit or No Credit)**

Provide the following information about the observed setting:

Name	Course	Assignment
Observation Site	Grade Level	Class Size
Ethnic, Gender Distribution	Date/Time of Observation	Subject of Observation

General Information (Satisfactory or Resubmit)	Yes	No
Heading Information Complete		RESUBMIT
Appropriate ECE setting.		RESUBMIT
Minimum of 8 activities included below.		RESUBMIT
Overall objectivity expressed.		RESUBMIT
Required content area the primary focus.		RESUBMIT

**Description of Setting (4 points)**

Insert here 1-3 paragraphs that provide a physical description of the setting, **especially in terms of the subject area...what do you see in the room that represents the content area under observation?** A sketch of the floor plan or digital photograph may also be useful.

Setting	Excellent 2	Marginal 1	No 0
Detail and clarity in descriptions/explanations.			
Demonstrates an understanding of developmentally appropriate practice as it applies to this setting			

**Activities and Evaluation Table (32 points)**

Complete the following table for at least 4 observed and/or recommended activities in the subject area under investigation. *Please note that the space provided in the table should not suggest the amount of space required to complete the table with your information.*

<p><b>Activities Observed</b> List and/or describe what you see taking place during your observation(s) that reflects the subject area under investigation. This area will be assessed for content (as described in rubric that follows).</p> <p style="text-align: center;">OR</p> <p><b>Activities Recommended</b> List and/or describe content-specific activities you would recommend for use in the observed classroom. You may include as many as you like, however the total number of "Activities" listed in both the "Observed" and "Recommended" categories must be at least 4. This area will be assessed for content (as described in rubric to the right). Select the 4 activities very carefully, since they will determine how you will complete the next sections!</p>	<p><b>Evaluation of Activities Observed</b> Use what you know about developmentally appropriate practice and the content area to provide an objective assessment of the activity you observed. The evaluation may be comprised of a series of bullets that list the strengths or recommendations for the activity. This field will be assessed for analysis, implications and link to theory (as described in the column to the right).</p> <p style="text-align: center;">OR</p> <p><b>Justification of Activities Recommended</b> If you recommended activities in the "Activities Recommended" field, then here you must explain why each would be an effective instructional strategy for use in the observed setting. This field will be assessed for analysis, implications and link to theory (as described in rubric that follows).</p>	<p><b>Assessment Criteria</b></p> <p><b>Activity (2 points)</b> Data collection complete, with detail, clarity, and objectivity in descriptions/ explanations.</p> <p><b>Analysis &amp; Implications (3 points)</b> Objective reasoning and critical analysis of content evident. Thoughtful and thorough discussion of classroom observed and conclusions drawn. Implications of practices and effects on children (including children of poverty).</p> <p><b>Link to Theory (3 points)</b> Application of specific named child development and/or DAP theories and concepts from readings, practice, lectures and discussions are referenced. <u>You must include the specific theoretical link to earn any credit.</u></p>
<p><b>Activity 1 (Observed or Recommended?)</b></p>	<p><b>Analysis &amp; Implications</b></p>	<p><b>Activity Content</b></p> <p style="text-align: center;">2      1      0</p>
<p><b>Link to Theory</b></p>	<p><b>Link to Theory</b></p>	<p><b>Analysis &amp; Implications</b></p> <p style="text-align: center;">3      2      1      0</p> <p><b>Link to Theory</b></p> <p style="text-align: center;">3      2      1      0</p>
<p><b>Activity 2 (Observed or Recommended?)</b></p>	<p><b>Analysis &amp; Implications</b></p>	<p><b>Activity Content</b></p> <p style="text-align: center;">2      1      0</p>
<p><b>Link to Theory</b></p>	<p><b>Link to Theory</b></p>	<p><b>Analysis &amp; Implications</b></p> <p style="text-align: center;">3      2      1      0</p> <p><b>Link to Theory</b></p> <p style="text-align: center;">3      2      1      0</p>

**Activity 4**

Activity 3 (Observed or Recommended?)	Analysis & Implications	Activity Content	2	1	0	
		Analysis & Implications	3	2	1	0
	Link to Theory	Link to Theory	3	2	1	0
Activity 4 (Observed or Recommended?)	Analysis & Implications	Activity Content	2	1	0	
		Analysis & Implications	3	2	1	0
	Link to Theory	Link to Theory	3	2	1	0

**Reflection**

**Section 1: Conclusion (4 points)**

Write and insert here an objective narrative conclusion/reflection (2-4 paragraphs) based on the data entered in the “Activities and Evaluation Table.”

Conclusion (4 points)	Yes
Overall objectivity expressed.	1 0
Evidence of teacher candidate thoughtful reflection on content-area observations. Conclusions are grounded in accepted Child Development and ECE theories. Demonstrates an understanding of developmentally appropriate practice as it applies to this setting.	3 2 1 0

**Section 2: Personal Thoughts (optional)**

Describe any feelings you wish about this specific content observation as it relates to the clinical experience or your professional development.

## ECE 320 APEEC Observation Report Rubric

<b>Score Sheet (8 points)</b>	Excellent 4 points	Accomplished 3 points	Developing 2 points	Marginal 1 point	Not Yet 0 points
Instructions for score sheet and profile are followed. Scale is completed and scored correctly.					
Appropriate, detailed evidence is provided for each subscale. Explanations are provided when scores are absent.					

**Total Points Score Sheet (8):** Teacher Candidate \_\_\_\_\_ Professor \_\_\_\_\_

### NARRATIVE

<b>Content (8 points)</b>	Excellent 8 points	Accomplished 7-6 points	Developing 5-4 points	Marginal 3-2 point	Not Yet 1-0 points
<b>Content</b> Data collection complete. Detail and clarity in descriptions/ explanations. Objective descriptions are provided.					
<b>Analysis &amp; Implications (16 points)</b>	Excellent 16-15 points	Accomplished 14-11 points	Developing 10-7 points	Marginal 6-3 point	Not Yet 2-0 points
<b>Analysis</b> <ul style="list-style-type: none"> <li>• Reasoning expressed. Critical analysis of content included.</li> <li>• Thoughtful and thorough discussion of classroom observed and conclusions drawn.</li> <li>• Objective analyses included.</li> </ul> <b>Implications:</b> <ul style="list-style-type: none"> <li>• Implications of the practice observed are included; effects on children are clearly discussed, especially effects on those that live in poverty.</li> </ul>					
<b>Link to Theory (8 points)</b>	Excellent 8 points	Accomplished 7-6 points	Developing 5-4 points	Marginal 3-2 point	Not Yet 1-0 points
<b>Link to Theory</b> <ul style="list-style-type: none"> <li>• Synthesis &amp; integration of theories and concepts from readings, practice, lectures, discussions evident.</li> <li>• Connection between theory and practice evident.</li> <li>• Developmentally appropriate practice theory applied to this setting.</li> </ul>					

**Total Points Narrative (32):** Teacher Candidate \_\_\_\_\_ Professor \_\_\_\_\_

**Total Points (40):** Teacher Candidate \_\_\_\_\_ Professor \_\_\_\_\_

## Reading and Admit/Exit Slips INSTRUCTIONS

### Activity 6

Reading and reflecting in this course is CRITICAL to your success in this course. You must commit significant time to this portion of your study this semester. Please come to class well prepared to discuss each week's readings. There are many ideas that cannot be presented within the context of the class time period so it is ESSENTIAL that you devote yourself to careful reading. If you aren't already in the habit of engaging in professional reading each week, this is a good time to start. Take some time to think about a time each day and/or a chunk of time when nothing can intrude on your time to read as a professional educator.

As you engage in the required reading for each class session, please respond in ways that best support your interactions with the text: jot down notes in margins, underline and highlight, tab favorite pages, keep notes in a journal or whatever works for you. Each week translate your reflections by recording them on an **Admit/Exit Slip** that will be turned in at the end of class. Your weekly **Admit/Exit Slip** responses should be no more than one or two pages in length or just enough to briefly record

The slips will be returned to you the week after you turn them in. Please keep a folder or a section in a notebook in which you file your Admit/Exit Slips chronologically. You will be asked to turn them all in again at the end of the semester.

### **ADMIT:**

Bring your Admit/Exit Slip to each class session with the "Admit" part of **already completed**. The Admit/Exit Slip should be the first thing that you place on your work space before class time begins. It should include your reflections on that week's readings in the following areas:

- A bulleted list of key learnings from the reading that week – theoretical and practical: Think of this as key concepts that the author is trying to communicate.
- Questions and confusions prompted by any part of the reading; stuff that needs clarification; questions you have about ideas you want to try.

### **EXIT:**

At the conclusion of class, you will record your responses to that class session. You may record those thoughts and questions as they come up throughout the class session but you will also have 5 minutes at the end of each class session to reflect in this way. Your responses should be organized to include the following areas:

- A bulleted list of key learnings from class that week – theoretical and practical: Think of this as key concepts that help you better understand how children learn language and literacy.
- Classroom Implications (stuff you want to try).
- Questions that come up in the course of each class meeting.



# Reading and Admit/Exit Slips **FORMAT**

**Activity 6**

*(Download and print one for each of 4 reading assignments.)*

Due Date	Name
<b>ADMIT (possible 5/10 points total)</b> <span style="float: right;"><b>POINTS EARNED:</b> _____</span>	
Key Learnings  &  Page Numbers	
Questions/ Confusions  &  Page Numbers	

**Activity 6**

<b>EXIT (possible 5/10 points total)</b>		<b>POINTS EARNED:</b> _____
Key Learnings		
Classroom Implications		
Questions/ Confusions		

**TOTAL POINTS:** \_\_\_\_\_ **DATE** \_\_\_\_\_

**ECE 320 - PERSONAL MOTIVATORS FORMAT**

**Activity 7**

**Personal Motivators of Children of Poverty:** The teacher candidate will conduct interviews with children of poverty in local schools and their teachers to determine personal motivators. Teacher candidate groups will brainstorm ways that classrooms, curriculum, and teaching would have to be re-designed in order to provide for meaningful, engaged learning on the part of children of poverty. Individuals or groups of candidates should work together to complete the **Personal Motivators DATA COLLECTION CHART** based on the readings, structured conversations and data collection conducted with local teachers. Formats and rubric are provided that detail assessment categories. **(5 points total)**

**PERSONAL MOTIVATORS DATA COLLECTION and ANALYSIS CHART**

Personal Motivator <i>(What motivates students to work hard in school?)</i> Include descriptions and explanations as necessary for clarity to record interview data.)	Source: Teacher (T) Student (S) Candidate (C)	Grade	Analysis: Effective or Ineffective? WHY?	Implications: Appropriate or Inappropriate? WHY?	Theoretical Link
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

# ECE 320 - PERSONAL MOTIVATORS DATA COLLECTION and ANALYSIS CHART

**Activity 7**

## Rubric

<b>PERSONAL MOTIVATORS DATA COLLECTION and ANALYSIS CHART</b>	<b>Excellent 5</b>	<b>Accomplished 4</b>	<b>Developing 3</b>	<b>Marginal 2</b>	<b>Not Yet 1-0</b>
<b>Content</b> • Data collection complete. Detail and clarity in descriptions/explanations. Objective descriptions.					
<b>Analysis</b> • Reasoning expressed. Critical analysis of content included. • Thoughtful and thorough discussion of classroom observed and conclusions drawn. • Objective analyses included.					
<b>Implications:</b> • Implications of the practice observed are included; effects on children are clearly discussed, especially effects on those that live in poverty. Objective analyses included.					
<b>Link to Theory</b> • Synthesis & integration of theories and concepts from readings, practice, lectures, discussions evident. • Connection between theory and practice evident. • Developmentally appropriate practice theory applied to this setting.					
<b>Collaboration</b>					
<b>Collaboration with Group</b> • Meaningfully contributed to group planning, research, and project development. Functioned as a professional, cooperative and critical member of the cohort. Submitted Collaboration rubric.	<b>CREDIT</b>		<b>NO CREDIT</b>		

Total divided by 4 = \_\_\_\_ (5 total possible)      \_\_\_\_ (Teacher Candidate)      \_\_\_\_ (Professor)

## ECE 320 - Aligned Assessments - TCOP 5.2

**Activity 8**

**Format:** Working in small groups, teacher candidates will select 4 state standards, including one from each of the 4 major content areas. Groups will create assessments that are aligned with the standards and that are appropriate for children of poverty. Groups should complete the table below that outlines the assessments and attach each example to the table as appropriate. Include a rubric for all assessments. **THIS ASSIGNMENT MUST BE SUBMITTED ON LIVETEXT. (10 points)**

Standard (write out standard, not just number; Align each with appropriate Revised Bloom's Taxonomy Tag)	Assessment Strategy Description	Appropriate Rubric Attached?
		<i>(Required)</i>

---

### ECE 320 - Aligned Assessments Rubric

**Activity 8**

Aligned Assessments	#1	#2	#3	#4
Assessment strategies provide sufficient information for modifying instruction and grading students.	1 0	1 0	1 0	1 0
Types of assessment (e.g., tests, projects, papers) appropriate for instructional strategies and activities.	1 0	1 0	1 0	1 0
Open-ended assessments have appropriate rubrics; all assessments inform students of their progress/status	1 0	1 0	1 0	1 0
Formative or summative assessments are used as appropriate.	1 0	1 0	1 0	1 0
Strong alignment of assessments and instructional activities with stated standard(s)/objective(s).	1 0	1 0	1 0	1 0
<b>COLLABORATION</b>				
Meaningfully contributed to group planning, research, and project development. Functioned as a professional, cooperative and critical member of the cohort.	<b>CREDIT</b>		<b>NO CREDIT</b>	

\_\_\_\_\_ Total divided by 2 = \_\_\_\_\_ (10 total possible)

**(Teacher Candidate)**

\_\_\_\_\_ Total divided by 2 = \_\_\_\_\_ (10 total possible)

**(Professor)**

**Activity 9**

## ECE 320 - Classroom Management Strategic Plan Format – TCOP 4.2

The teacher candidate will compile a strategic plan for managing the classroom. The plan will serve as a model for use with future students, therefore it is not expected that age-specific details will be included. The plan should be based on knowledge and philosophy of child development, early childhood education, classroom management and behavior guidance strategies, and have flexibility for use with children of varying chronological/ developmental ages/abilities.

**THIS ASSIGNMENT MUST BE SUBMITTED ON LIVETEXT. (50 points)**

<b>NEEDS</b> (add other categories if required)	<b>Strategies</b> (list as many strategies as possible for each NEED category; a minimum of 10 per NEED category is expected.)
Begin a new school year.	
Build positive <u>relationships</u> .	
Increase positive <u>behaviors</u> .	
Decrease negative <u>behaviors</u> .	
Manage ongoing <u>routines and activities</u> .	

**Activity 9**

## ECE 320 - Classroom Management Strategic Plan Rubric

	Excellent 20 19 18	Good 17 16 15 14 13 12	Average 11 10 9 8 7 6	Marginal 5 4 3	Unacceptable 3 2 1 0
Strategies are specific enough to provide sufficient information for modifying instruction or the curriculum.					
	Excellent 10 9	Good 8 7	Average 6 5 4	Marginal 3 2	Unacceptable 1 0
Strategies are developmentally appropriate for classrooms for young children.					
Strategies recognize and accommodate differences in student learning styles and background knowledge.					
	Excellent 5	Good 4	Average 3	Marginal 2	Unacceptable 1 0
Strategies respect and value students and their families.					
Strategies can reasonably be implemented in the average public school classroom.					

**Teacher Candidate \_\_\_\_\_ Professor \_\_\_\_\_ (50 points total possible)**

**Important:** Complete this rubric and attach it to your assignment before you submit it for grading.

## CLASS PARTICIPATION and DISPOSITIONS RUBRIC MID-POINT ASSESSMENT

Use the scale below to rate class participation/professionalism throughout the semester in each dimension. Circle the statement rating that best applies and provide a thorough and specific justification for your assessment. Compute a final total. ***This form must be completed by the teacher candidate and turned in as assigned.***

### Dimensions:

**Contributions in Class:** The teacher candidate demonstrates authentic attempts to comprehend and apply theories and concepts from reading materials, early childhood classroom practice, lectures, and discussions through **regular, meaningful, and appropriate contributions** to classroom discussions and assignments, including group work.

<b>Always</b> 3 points	<b>Usually</b> 2 points	<b>Regularly</b> 1 points	<b>Sometimes</b> NO COURSE CREDIT – WITHDRAWAL FROM COURSE	<b>Rarely</b>	<b>Never</b>
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Justification:

**Dispositions:** General professionalism is demonstrated in class, as well as while representing FMU during observations, etc. This includes, but is not limited to appropriate dress, considerate behavior, maintenance of confidential information, and making necessary arrangements for activities/requirements. Respect and courtesy displayed toward the cohort both within and outside of the class environment. **Expected professional dispositions are demonstrated.**

<b>Always</b> 3 points	<b>Usually</b> 2 points	<b>Regularly</b> 1 points	<b>Sometimes</b> NO COURSE CREDIT – WITHDRAWAL FROM COURSE	<b>Rarely</b>	<b>Never</b>
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Justification:

**Attendance:** Appropriate class attendance, both physical and mental, is maintained. All required meetings are attended, including making necessary contacts with the professor outside of class.

<b>Always</b> 3 points (0 absences)	<b>Usually</b> 2 points (1 absence)	<b>Regularly</b> 1 points (2 absences)	<b>Sometimes</b> NO COURSE CREDIT – WITHDRAWAL FROM COURSE (More than 2 absences)	<b>Rarely</b>	<b>Never</b>
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Justification:

**Total Points (9 Possible)**

**ECE 320:** \_\_\_\_\_ (Teacher Candidate) \_\_\_\_\_ (Professor)

## CLASS PARTICIPATION and DISPOSITIONS RUBRIC SEMESTER-END ASSESSMENT

Use the scale below to rate class participation/professionalism throughout the semester in each dimension. Circle the statement rating that best applies and provide a thorough and specific justification for your assessment. Compute a final total. ***This form must be completed by the teacher candidate and turned in as assigned.***

### Dimensions:

**Contributions in Class:** The teacher candidate demonstrates authentic attempts to comprehend and apply theories and concepts from reading materials, early childhood classroom practice, lectures, and discussions through **regular, meaningful, and appropriate contributions** to classroom discussions and assignments, including group work.

<b>Always</b> 3 points	<b>Usually</b> 2 points	<b>Regularly</b> 1 points	<b>Sometimes</b> NO COURSE CREDIT – WITHDRAWAL FROM COURSE	<b>Rarely</b>	<b>Never</b>
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Justification:

**Dispositions:** General professionalism is demonstrated in class, as well as while representing FMU during observations, etc. This includes, but is not limited to appropriate dress, considerate behavior, maintenance of confidential information, and making necessary arrangements for activities/requirements. Respect and courtesy displayed toward the cohort both within and outside of the class environment. **Expected professional dispositions are demonstrated.**

<b>Always</b> 3 points	<b>Usually</b> 2 points	<b>Regularly</b> 1 points	<b>Sometimes</b> NO COURSE CREDIT – WITHDRAWAL FROM COURSE	<b>Rarely</b>	<b>Never</b>
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Justification:

**Attendance:** Appropriate class attendance, both physical and mental, is maintained. All required meetings are attended, including making necessary contacts with the professor outside of class.

Number of absences reported on Mid-Term Assessment: \_\_\_\_\_. These absences will be combined with any incurred during the 2<sup>nd</sup> half of the semester. No more than 2 total absences are allowed during the semester.

<b>Always</b> 3 points (0 absences)	<b>Usually</b> 2 points (1 absence)	<b>Regularly</b> 1 points (2 absences)	<b>Sometimes</b> NO COURSE CREDIT – WITHDRAWAL FROM COURSE	<b>Rarely</b> (More than 2 absences)	<b>Never</b>
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Justification:

Overall attitude throughout semester.

<b>Excellent</b> 2 points	<b>Acceptable</b> 1 point	<b>Unacceptable</b> NO COURSE CREDIT – WITHDRAWAL FROM COURSE
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Justification:

**Total Points (11 Possible) ECE 320: \_\_\_\_\_ (Teacher Candidate) \_\_\_\_\_ (Professor)**



# Professional Growth Format

## Activity 11

You must demonstrate your attention to your own Professional Growth. There are a number of ways that you can meet this requirement. If you are enrolled in more than one class that has a Professional Growth requirement, then you must meet that requirement in each class in different ways. In other words, you may not count the same Professional Growth activity in ECE 315, ECE 320 and/or ECE 319.

You must submit a typewritten paper, no more than one page in length, that describes how the activity you have selected has contributed (or will contribute) to your professional growth. You must also submit some form of written evidence that substantiates your participation in the professional growth activity. The evidence must be approved by the professor. Please see Dr. Pawloski if you have any questions about what types of evidence are acceptable.

Possibilities include:

- Join a professional organization (NAEYC, SCAEYC, ACEI, SECA, SCECA, etc.)
- Attend a local, state or national professional meeting of an ECE organization
- Subscribe to a professional journal
- Attend a Center of Excellence Colloquium or Conference
- Other appropriate activity approved in advance

## RUBRIC

_____	Credit-No Credit	-	Appropriate Activity
_____	Credit-No Credit	-	Appropriate Written Evidence
_____	30 points	-	Insightful Written Report
			<ul style="list-style-type: none"><li>• How did you select this activity?</li><li>• What did you gain or what do you hope to gain from this activity?</li></ul>

\_\_\_\_\_ (Teacher Candidate)

\_\_\_\_\_ (Professor)

**Activity 12**

**Teacher Candidates complete and submit this form before leaving class on the day of presentation.**

**DAP Multimedia Presentation Rubric (Part 1 of this assignment must be submitted on LiveText)**

Total Points Earned \_\_\_\_ (45 points)

The presentation demonstrates the student's skills in each of the following areas:

I. **DAP Content (15 points)**

Teacher Candidate \_\_\_\_ Professor \_\_\_\_ (15 points on LiveText)

II. **Verbal Presentation & Use of Visual/Media/Technology (30 points)**

Teacher Candidate \_\_\_\_ Professor \_\_\_\_

Total on LiveText (45 points): Teacher Candidate \_\_\_\_ Professor \_\_\_\_

<b>DAP Content (15 points) Submitted into LiveText</b>	<b>Comprehensive</b>	<b>Broad</b>	<b>Satisfactory</b>	<b>Marginal</b>	<b>Unacceptable</b>
Knowledge and understanding of the subject matter, including theoretical accuracy; Synthesis and integration of theories and concepts from reading material, early childhood classroom practice, lectures, and discussions.	5	4	3	2	1 0
Examples followed by an explanation of how they illustrate theory or how theory may help you gain a better understanding of the examples or events.	5	4	3	2	1 0
Demonstrated consideration beyond the information presented by addressing educational implications and questions for future study, new insights or perceptions	5	4	3	2	1 0
<b>Presentation (30 points)</b>	<b>Excellent</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Marginal</b>	<b>Unacceptable</b>
Use of personal and verbal skills to relate the subject matter to audience	10 9	8 7	6 5	4 3	2 1 0
Use of media, technology to relate the subject matter to audience	5	4	3	2	1 0
Handout	5	4	3	2	1 0
Content Delivered in Presentation	10 9	8 7	6 5	4 3	2 1 0

**Group Members:**

\_\_\_\_\_

\_\_\_\_\_

**Activity 12**

**ECE 320 - DAP Presentation Content Documentation Format - MUST SUBMIT INTO LIVETEXT - TCOP 5.4**

Complete the chart below, including a minimum of 15 concepts addressed in the DAP Final Presentation.

**THIS PORTION OF THE ASSIGNMENT MUST BE SUBMITTED INTO LIVETEXT. (15 points)**

<b>Concept</b>	<b>Theoretical Basis</b>	<b>Example</b>

**ECE 320 – Academic Background Knowledge - FORMAT - TCOP 5.1**  
**THIS ASSIGNMENT MUST BE SUBMITTED INTO LIVETEXT. (15 points)**

**Activity 13**

**Part 1: (5 points)**

In general terms describe how background knowledge can impact learning.

**Part 2: (10 points)**

*(Expand chart as needed.)*

- Name 5 specific ways that missing academic background knowledge may hinder school success. (What does it look like in your classroom?)
- Name 5 instructional strategies that teachers must keep in mind when supporting students who may have limited academic background knowledge that is needed for success

Ways that missing academic background knowledge may hinder school success	Supportive Instructional Strategy

**Activity 13**

**ECE 320 – Academic Background Knowledge - RUBRIC - TCOP 5.1**

**THIS ASSIGNMENT MUST BE SUBMITTED INTO LIVETEXT. (15 points) (Also transfer these points to EXAM rubric)**

**I. Background Knowledge Concept (5 points)**

Teacher Candidate \_\_\_\_\_ Professor \_\_\_\_\_ (5 points)

**II. Instructional Strategies (10 points)**

Teacher Candidate \_\_\_\_\_ Professor \_\_\_\_\_ (10 points)

**Total on LiveText (15 points): Teacher Candidate \_\_\_\_\_ Professor \_\_\_\_\_**

<b>BK Content (5 points)</b>	<b>Comprehensive</b>	<b>Broad</b>	<b>Satisfactory</b>	<b>Unacceptable</b>
Knowledge and understanding of the subject matter, including theoretical accuracy; Synthesis and integration of theories and concepts from reading material, early childhood classroom practice, lectures, and discussions.	5	4	3	2 - 0
<b>BK Instructional Strategies (10 points)</b>	<b>Excellent</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Unacceptable</b>
Examples followed by an explanation of how they illustrate theory or how theory may help you gain a better understanding of the examples or events.	10-9	8-7	6-5	4 - 0



## Collaboration Rubric

*(Duplicate and use for all collaborative activities.)*

	Not Yet 0	Emerging 1 - 2	Developing 3-4	Accomplish ed 4-5	RATING (Team member & score.)
Research & Information Gathering	Does not collect any useful information	Collects very little useful information	Collects some information related to topic	Collects a great deal of useful information	1. _____ 2. _____ 3. _____ 4. _____ 5. _____
Attendance & Punctuality	Does not attend meetings or have work ready as promised	Sometimes attends meetings and has work ready as promised	Usually attends meetings and has work ready when promised	Always attends meetings and has work ready as promised.	1. _____ 2. _____ 3. _____ 4. _____ 5. _____
Sharing Tasks	Relies on others to do the work	Rarely does his/her share	Makes some useful contributions	Always does his/her share	1. _____ 2. _____ 3. _____ 4. _____ 5. _____
Participates in preparing final project	Does not help with final project	Makes some contributions to the final project	Makes many useful contributions	Has been a very productive team member	1. _____ 2. _____ 3. _____ 4. _____ 5. _____
Communicating	Dominates OR does not participate in the conversation and decision making	Often dominates discussion & decision making OR makes few contributions	Makes some useful contributions based on group conversations	Listens carefully, makes useful comments, facilitates decision making	1. _____ 2. _____ 3. _____ 4. _____ 5. _____
Cooperation	Consistently hard to get along with	Sometimes makes getting along difficult	Is good team player—follows others' leads	Helps the team work together for success	1. _____ 2. _____ 3. _____ 4. _____ 5. _____

# ECE 320 Teacher Candidate Contract

I have received the course syllabus for ECE 320 and understand that I am responsible for all items discussed in it. Further, I understand that I am also responsible for the detailed information and instructions related to class assignments that will be delivered during the initial class meetings in the course, as well as all other class meetings. Should my absence be necessary, I understand that I am responsible for obtaining all class materials, assignments, notes, and information from my class buddy. I understand that my absence does not excuse me from any assignments, due dates, or class requirements.

I understand that I am required to complete all rubrics for all assignments PRIOR to submitting the assignment for assessment. I understand that assignments will NOT be accepted without accompanying, self-completed rubrics.

I understand that I may re-submit a maximum of three assignments throughout the semester regardless of the number of courses with Dr. Pawloski in which I am enrolled, and that I may re-submit an assignment type (i.e. journal article, observation report, project plan, etc.) only one time. In order to re-submit an assignment, I must attach my re-submit form that I received along with this contract, that the changes must be highlighted and the original submission must be included. I understand that the corrected assignment must be submitted for a second assessment within one week of my receipt of the originally graded assignment, and that highest possible score that may be earned on a re-submit is 80% of the total possible points.

I understand that Dr. Pawloski will communicate with me throughout the semester via the e-mail address that I have provided. I understand that I am responsible for checking my e-mail for course updates, class information, etc. at least three times each week throughout the semester.

I understand that each week I am required to check the "News and Announcements" page for any upcoming deadlines required for your completion in the education program and for special information regarding my major. I may do this by going to the Francis Marion Website, [www.fmarion.edu](http://www.fmarion.edu), clicking on the drop-down box under "Quick Links", choosing "School of Education", and then clicking "News and Announcements" under the column on the left side of the page.

I understand that, in order to receive a final grade for ECE 315, I am responsible for submitting a written narrative journal at the conclusion of the semester that justifies my professional behavior and my class participation in the course. The journal must include each class meeting date, a record of my attendance, and the key topics discussed.

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Signature of Teacher Candidate

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Date



# ECE 320 Teacher Candidate Contract

I have received the course syllabus for ECE 320 and understand that I am responsible for all items discussed in it. Further, I understand that I am also responsible for the detailed information and instructions related to class assignments that will be delivered during the initial class meetings in the course, as well as all other class meetings. Should my absence be necessary, I understand that I am responsible for obtaining all class materials, assignments, notes, and information from my class buddy. I understand that my absence does not excuse me from any assignments, due dates, or class requirements.

I understand that I am required to complete all rubrics for all assignments PRIOR to submitting the assignment for assessment. I understand that assignments will NOT be accepted without accompanying, self-completed rubrics.

I understand that I may re-submit a maximum of three assignments throughout the semester regardless of the number of courses with Dr. Pawloski in which I am enrolled, and that I may re-submit an assignment type (i.e. journal article, observation report, project plan, etc.) only one time. In order to re-submit an assignment, I must attach my re-submit form that I received along with this contract, that the changes must be highlighted and the original submission must be included. I understand that the corrected assignment must be submitted for a second assessment within one week of my receipt of the originally graded assignment, and that highest possible score that may be earned on a re-submit is 80% of the total possible points.

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I understand that, in order to receive a final grade for ECE 315, I am responsible for submitting a written narrative journal at the conclusion of the semester that justifies my professional behavior and my class participation in the course. The journal must include each class meeting date, a record of my attendance, and the key topics discussed.

---

Signature of Teacher Candidate

Date

**Submit 1 form with any re-submissions. A maximum of 3 re-submissions are allowed for 315 & 320 combined. Highest possible resubmit grade is 80% of total possible score.**

### Resubmit #1

Teacher Candidate	
Name of Assignment	
Original Submission Date	Re-Submit Date
Reason for Re-Submit	

### Resubmit #2

Teacher Candidate	
Name of Assignment	
Original Submission Date	Re-Submit Date
Reason for Re-Submit	

### Resubmit #3

Teacher Candidate	
Name of Assignment	
Original Submission Date	Re-Submit Date
Reason for Re-Submit	

Name \_\_\_\_\_ Phone Numbers \_\_\_\_\_  
 E-Mail \_\_\_\_\_ SS# \_\_\_\_\_

Other Information \_\_\_\_\_

<b>1. Readings Reviews</b>		60 _____
#1 DAP Stuber, G. M.	10 _____	
#2 DAP Burke, C. J. F. & Burke, W. M.	10 _____	
#3 Partnerships – Your choice	10 _____	
#4 Partnerships – Your choice	10 _____	
#5 Assessment – Harris, M. E.	10 _____	
#6 Assessment – Your choice	10 _____	
<b>2. Family Partnerships Project</b>		45 _____
Newsletter	10 _____	
Home Visit Plan	6 _____	
Conference Plan	6 _____	
Annual Classroom Plan (LiveText)	23 _____	
<b>3. Assessment Plan (LiveText)</b>		60 _____
<b>4. Content Observation Reports</b>		80 _____
Assessment	40 _____	
Family Involvement	40 _____	
<b>5. APEEC (DAP) Report</b>		40 _____
<b>6. Admit/Exit Slips</b>		40 _____
(1) _____ (2) _____ (3) _____ (4) _____ (10 points each)		
<b>7. Personal Motivators of Children of Poverty</b>		5 _____
<b>8. Aligned Assessments (LiveText)</b>		10 _____
<b>9. Classroom Management Plan</b>		50 _____
<b>10. Class Participation and Dispositions</b>		20 _____
Mid – Term	9 _____	
End of Semester	11 _____	
<b>11. Professional Growth</b>		30 _____
<b>12. Multimedia Presentation</b>		45 _____
Content (LiveText)	15 _____	
Presentation	30 _____	
<b>13. Background Knowledge Exam (LiveText)</b>		15 _____
<b>14. Course Documentation Record</b>	Course Credit	No Course Credit

**Total Possible 500**

**My Total \_\_\_\_\_**

**Grading Scale:**

A = 93-100% (465-500)	B+ = 89-92% (445-464)	B = 85-88% (425-444)
C+ = 82-84% (410-424)	C = 77-81% (385-409)	NC = 0-77% (000-384)