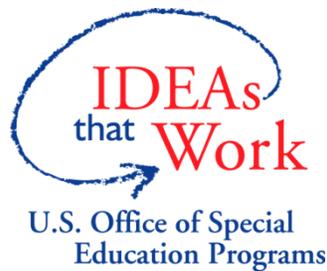# PROJECT P²ECE: PREPARING PARAPROFESSIONALS FOR EARLY CHILHDOOD EDUCATION

ECE 102: Introduction to Early Childhood Education Lab Techniques

Bank of Resources

ECE 102: Bank of Resources

IDEAs that Work
U.S. Office of Special Education Programs

The PAR²A Center

School of Education & Human Development
UNIVERSITY OF COLORADO DENVER

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Acknowledgements

The **Preparing Paraprofessionals for Early Childhood Education** project **(Project P^2 ECE)** is funded by the Office of Special Education, Department of Education. Project P^2 ECE is a partnership between the Paraprofessional Resource and Research (PAR^{2}A) Center at the University of Colorado Denver, University of Northern Colorado, and the ECE Statewide Community College Faculty Coalition. The project addresses the critical need for well-prepared professionals who are equipped with knowledge and skills to provide instructional support to children in a variety of preschool settings, including local school districts, Head Start, and community-based preschool programs for 3- to 5-year-olds.

An expert panel reviewed and adapted course competencies addressed in existing ECE-related certificate coursework and Associates of Arts programs in various community colleges in Colorado, by incorporating standard-based and evidence-based special education content and practices. After extensive review, the expert panel provided their recommendations for the **ECE 102: Introduction to Early Childhood Education Lab Techniques** course syllabus, course outline and resources, which were later collated as the **ECE 102: Recommended Syllabus & Bank of Resources** booklet. This booklet addresses all of the course competencies by providing relevant resources for ice breakers, readings, assignments/assessments, websites, and video clips.

We would like to acknowledge the ECE professionals who supported the development of this booklet through their input and guidance. We appreciate their invaluable assistance in reviewing the recommended syllabus for the ECE 102 course and ensuring its alignment to Division for Early Childhood's Recommended Practices, and contributing invaluable resources to address each competency. We express our gratitude to the following members of the expert panel and community college faculty members:
- Richard Wagner, Front Range Community College
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ECE 102: Introduction to Early Childhood Education Lab Techniques

Recommended Syllabus & Bank of Resources

Recommended Syllabus

Course Title (short): Intro to ECE Lab Techniques
Course Title (long): Introduction to Early Childhood Education Lab Techniques

Minimum Credit: 3	Section:
Maximum Credit:	Location:
Status Notes: Prefix change	Day/Time:
Course Notes: Previously entitled	Instructor:
"Introduction to Child Education Lab	Office:
Experience"	Phone:
Origin Notes: ACC	E-mail:
Notes: Visions entered 11/20/2010 LK	Office Hours

COURSE DESCRIPTION

Focuses on a classroom seminar and placement in a child care setting. The supervised placement provides the student with the opportunity to observe children, to practice appropriate interactions, and to develop effective guidance and management techniques. Addresses ages birth through age 8.

COURSE COMPETENCIES & OBJECTIVES

A. Apply knowledge of growth and development of young children birth through age 8.
B. Use methods for observing, documenting and assessing all children's development and behavior.
C. Plan and use developmentally and culturally appropriate educational activities for all children.
D. Identify appropriate methods for interacting with and guiding all children.
E. Demonstrate knowledge of family systems and methods for establishing relationships with all families.
F. Demonstrate ability to work collaboratively with other early childhood professionals.
G. Apply ethical practices appropriate for early childhood professionals.
H. Compare and contrast early childhood education models in an educational setting.
I. Demonstrate compliance with Colorado Rules and Regulations in Early Care and Education.
J. Utilize technology for documentation and communication.

TOPICAL OUTLINE

1. **Recognizing developmental progress:**
   a. Physical
   b. Communication
   c. Cognitive
   d. Social/Emotional
   e. Adaptive

2. **Observing, documenting, and assessing**
   a. Children's behavior and development
      i. Anecdotal records
      ii. Running records
      iii. Case studies
      iv. Checklists
         - Outcomes based individual assessments
         - Environmental assessments
      v. Time sampling
      vi. Event sampling
      vii. Charts
      viii. Children's portfolios
   b. Early childhood teacher practices

3. **Reflective journaling**

4. **Self-evaluation**

5. **Planning developmentally appropriate activities for all children**
   a. Individual, large, and small group
   b. Routines and transitions

6. **Interacting and guiding**
   a. Positive adult to child interactions
   b. Direct guidance strategies

7. **Indirect guidance strategies**
   a. Positive child to child interactions

8. **Understanding family relationships**
   a. Strategies for communication with families

9. **Demonstrating positive working relationships**
   a. Teamwork
   b. Confidentiality

10. **Using National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct to reflect on practices**

11. **Understanding educational models, birth to age 8**
    a. Variety of settings such as Head Start, public school, private setting, for-profit, non-profit, faith-based, Montessori, Waldorf, etc.
    b. Inclusive setting

12. **Knowledge**
    a. Compliance

13. **Using technology**
    a. Documentation
    b. Communication

PARAPROFESSIONAL STANDARDS ADDRESSED

1. ECP1S2: Implement activities associated with family-centered, routines-based interventions within early childhood settings.
2. ECP3S1: Implement and document learning experiences and strategies that respect the diversity of young children and their families.
3. ECP4S1: Demonstrate proficiency in supporting skills in all domains.
4. ECP4S3: Adapt instructional strategies and materials.
5. ECP4S4: Use strategies to facilitate, maintain, and generalize skills across environments.
6. ECP4S5: Promote a young child's positive sense of self and self-regulation.
7. ECP4S7: Implement and reinforce a wide variety of effective, developmentally appropriate, instructional and facilitation strategies that are responsive to the child and family's learning style.
8. ECP4S9: Use social and emotional supports, determined by the early childhood team, to enhance young children meaningful, positive, and active engagement.
9. ECP4S10: Collect data under the guidance of the supervisor for the purposes of evaluating developmental growth and providing ongoing feedback under the guidance of the supervisor.
10. ECP4S11: Use a continuum of intervention strategies to support engagement in daily routines and activities.
11. ECP4S12: Implement appropriate strategies to address behavior concerns.
12. ECP5S5: Establish and maintain positive relationships with young children and their families.
13. ECP5S11: Structure social environments, using peer models and proximity, and responsive adults, to promote interactions among peers, parents, and caregivers.
14. ECP6K2: Impact of language on early learning and development.
15. ECP6S2: Support and reinforce the development of communication of young children.
16. ECP7S2: Prepare and organize activities to support learning of young children in the natural environment.
17. ECP7S5: Use developmentally and ability appropriate strategies, technology, activities and materials for young children.
18. ECP7S6: Make culturally responsive adaptations for the unique developmental and learning needs of all children.
19. EIP8K1: Purposes and function of assessments.
20. EIP8K2: Link between assessment and intervention.
21. EIP8S1: Record information in various formats.
22. EIP8S2: Assist in collecting and providing objective, accurate information.
23. ECP9K1: Principles that guide ethical practice.
24. ECP9S1: Conduct activities in compliance with applicable laws and policies.
25. ECP9S2: Maintain the dignity, privacy and confidentiality of all young children with exceptional needs, families, and agency employees.
26. ECP9S3: Protect the welfare and safety of young children at all times.
27. ECP9S12: Reflect on one's performance for continuous improvement.

28. ECP9S13: Maintain relationships and communication with families within their professional scope of responsibility.
29. ECP10S1: Use federal, state and local policies for confidential communication about early childhood team practices.
30. ECP10S2: Forge respectful relationships with family members, service professionals and other early childhood team members.
31. ECP10S4: Participate as a team member to enhance early childhood team roles, communication and problem-solving.

ASSIGNMENTS & ASSESSEMENT OF ASSIGNMENTS

Faculty will list the required assignments for this course and include rubrics, grading sheets, checklist, etc., that accompany each assignment. See **Bank of Resources** for suggestions.
1.
2.

GRADING

In order to receive a course grade as indicated relative to the point distribution, all required activities and projects must be completed.

94% to 100% – A
90% to 93% – A-
87% to 89% – B+
83% to 86% – B
80% to 82% – B-
75% to 79% – C
74% and below

COURSE OUTLINE

Faculty will list the schedule of topics/requirements in this area. See **Bank of Resources** for suggestions.

Week	Dates	Topics	Activities/Reading	Graded Assignment Due
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				

14				
15				

LOCATIONS OFFERED	
Institution Name	**Acronym**
Arapahoe Community College	ACC
Community College of Aurora	CCA
Colorado Community College System	CCCS
Community College of Denver	CCD
Colorado Northwestern CC	CNCC
Front Range Community College	FRCC
Lamar Community College	LCC
Morgan Community College	MCC
Northeastern Junior College	NJC
Otero Junior College	OJC
Pueblo Community College	PCC
Pikes Peak Community College	PPCC
Red Rocks Community College	RRCC
Trinidad State Junior College	TSJC

STUDENT ETHICS & POLICY INFORMATION

Each community college must include policies regarding incomplete process, academic honesty, access, disability, communication, etc.

Bank of Resources

The following table outlines possible readings, ice breakers and assignments, websites, and video clips that can be used for each competency in the course.
Note: Some longer and more detailed assignments are hyperlinked and available in the Appendices.

Competency A: Knowledge of growth and development of young children birth through age 8.			
Readings	**Ice Breakers and Assignments**	**Websites**	**Video Clips**
Lehrer, J. (2011). Every Child is a Scientist available at: http://www.wired.com/2011/09/little-kids-are-natural-scientists/ The Forgotten Human Right (Louv, 2012) available at: http://richardlouv.com/blog/the-forgotten-human-right/	**Assignment A1:** Know-What-Learned Chart **Assignment A2: Lesson Plan** **Assignment A3:** Read a story to a small group of children. Write a 1-page reflection paper that addresses how you kept the attention of the children. **Assignment A4:** Complete the table of developmental milestones, and how you would support the development of each stage.	Center on the Developing Child at Harvard University http://developingchild.harvard.edu Center on the Social and Emotional Foundations for Early Learning http://csefel.vanderbilt.edu/	Christian Cooking & Serving Mama-Part 1 https://www.youtube.com/watch?v=VtGJ022zUeI Child Development https://www.youtube.com/watch?list=PLA59722E4DD1F48F1&feature=player_detailpage&v=NLDqjgkZ5ts
Competency B: Methods for observing, documenting, and assessing all children's development and behavior.			
Readings	**Ice Breakers and Assignments**	**Websites**	**Video Clips**
Observing Behavior	**Icebreaker B1:** Small group	Ongoing Assessment and Child	Results Matter Video

Using A-B-C Data http://www.iidc.indiana.edu/?pageId=444IE.AssocFile.HTM\Shell\Open\Command DEC Recommended Practices http://dec.membershipsoftware.org/files/Recommended%20Practices/DEC%202014%20Recommended%20Practices.pdf NAEYC's Developmentally Appropriate Practices http://www.naeyc.org/dap Supporting Learning and Development through Assessment http://www.ncca.biz/Aistear/pdfs/Guidelines_ENG/Assessment_ENG.pdf	discussion on authentic assessment and observation practices **Assignment B2: Child Observation** **Assignment B3:** Complete an authentic observation on a child in their natural environment. (Instructors may give extra points if they observe a child with a difference or a disability and provide a reflection on what they learned from this assignment.) **Assignment B4:** Examination/evaluation of different observation tools (Include ABC Analysis tool for behavior issues- check here for more information: http://www.iidc.indiana.edu/?pageId=444	Documentation of Preschool Children http://www.doe.in.gov/sites/default/files/specialed/11-ongoassmtchilddoc-presenation-slides.pdf Teach. Learn. Grow. https://www.nwea.org/blog/2013/early-childhood-assessment-9-keys-to-effective-practice/	Library http://www.cde.state.co.us/resultsmatter/rmvideoseries Authentic Assessment in Early Intervention http://www2.cde.state.co.us/media/ResultsMatter/RMSeries/AuthenticAssessInEI_SA.asp
Competency C: Developmentally and culturally appropriate educational activities for all children.			
Readings	**Ice Breakers and Assignments**	**Websites**	**Video Clips**
NAEYC's Developmentally	**Assignment C1:** Designing Educational Activities.	Colorado Standards and Instruction http://www.cde.state.co.us/standards	Literacy Development http://www.youtube.com/watc

Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8 https://www.naeyc.org/files/naeyc/file/positions/PSDAP.pdf An Environment that Positively Impacts Young Children. http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=334%20 Creating Indoor Environments for Young Children http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=294%20		andinstruction/index.asp Read the Common Core Standards http://www.corestandards.org/the-standards NAEYC Developmentally Appropriate Practice http://www.naeyc.org/DAP	h?v=c8A38PdipDc&feature=related Resources for Early Learning http://www.resourcesforearlylearning.org/educators/module/20/10/40/
Competency D: Appropriate methods for interacting with and guiding all children.			
Readings	**Ice Breakers and Assignments**	**Websites**	**Video Clips**
Toys that Teach: Making Age-Appropriate Choices http://www.earlychildhoodnews.com/earlychildhood/	**Assignment D1: Learning Through Toys** **Assignment D2:** What Does	Center on the Social and Emotional Foundations for Early Learning (CSEFEL) http://csefel.vanderbilt.edu/index.ht	Social and Emotional Competence: http://csefel.vanderbilt.edu/resources/social_emotional_comp

article_view.aspx?ArticleID=678 Guiding Young Children: 21 Strategies http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=578	Play Teach? **Cooperative learning formative assessments:** Design effective teacher facilitation for early literacy, math, sensorial materials, manipulates, blocks, art, dramatic play, outside areas, music. -consider children with specific disabilities when giving this assignment. E.g. how would the play materials and space for play be designed differently for children who are deaf? Or blind? Or if they use a wheelchair?	ml Center for Early Literacy Learning (CELL) http://www.earlyliteracylearning.org/index.php The 10 NAEYC Program Standards http://families.naeyc.org/accredited-article/10-naeyc-program-standards	etence.html Get in Step with Responsive Teaching http://www.earlyliteracylearning.org/get_in_step_with_resp_teach.php

Competency E: Knowledge of family systems and methods for establishing relationships with all families.

Readings	Ice Breakers and Assignments	Websites	Video Clips
NAEYC – Code of Ethical Conduct and Statement of Commitment http://www.naeyc.org/files/naeyc/file/positions/PSETH05.pdf Parent/Professional Collaboration http://www.php.com/professionals/story6	**Assignment E1:** Creating a family newsletter about block play-small groups, include a take-home family activity, such as making a scrapbook type page about the child's life together to put in a class book or do letter collages. **Cooperative learning formative assessments:**	NAEYC: Working with Families http://www.naeyc.org/tyc/links/families Child Find, Colorado's Child Identification System http://www.cde.state.co.us/early/childfind	Working with Families http://community.fpg.unc.edu/connectmodules/resources/videos/video-4-1 Sharing Video Documentation with Families http://www2.cde.state.co.us/media/resultsmatter/RMSeries/SharingVideoDocumentationWithFamilies_SA.asp

Supporting Families: Children are the Winners http://www.earlychildhood news.com/earlychildhood/ article_view.aspx?ArticleI d=644	Designing a space for families in your program- consider cultural and individual differences when considering spaces for families. Example, in some cultures men and women may not use the same space. Or what if a family member has a disability. How might the physical and social environment be different for different groups? Designing outreach plans for families Design response to ethical dilemmas for working with families **Individual formative assessment:** Write to learn on family outreach Referrals to Child Find. How is this done?		

Competency F: Ability to work collaboratively with other early childhood professionals.

Readings	Ice Breakers and Assignments	Websites	Video Clips
Inter-Professional Collaboration: Early Childhood Educators and Medical Therapists	**Assignment F1:** Final Artifact project Designing a space for educators	The Power of Teacher Collaboration https://www.teachingchannel.org/blo g/2014/07/18/power-of-teacher-collaboration-nea/	Win-Win: Inclusive Preschool Settings http://www.draccess.org/videol ibrary/

Working within a Collaboration http://eric.ed.gov/?q=source%3a%22Journal+of+Education+and+Training+Studies%22&id=EJ1054910 Conceptualizing and Measuring Collaboration in the Context of Early Childhood Care and Education http://www.acf.hhs.gov/programs/opre/resource/conceptualizing-and-measuring-collaboration-in-the-context-of-early	in your program Design response to ethical dilemmas for working with educators **Individual formative assessment:** Write on teacher burnout Conception/misconception writing on professionalism		

Competency G: Ethical practices appropriate for early childhood professionals.			
Readings	**Ice Breakers and Assignments**	**Websites**	**Video Clips**
NAEYC Code of Ethical Conduct and Statement of Commitment http://www.naeyc.org/files/naeyc/file/positions/PSETH05.pdf DEC Member Code of Ethics http://dec.membershipsoft	**Ice Breaker G1:** Ethical Quandary Game **Assignment G2:** Design response to ethical dilemmas for working with other educators and families	NAEYC: Ethics http://www.naeyc.org/ethics	Code of Ethical Conduct: Conversations with Stephanie Feeney and Peter Pizzolongo http://www.naeyc.org/ecp/resources/ethics

ware.org/files/Position%20 Statement%20and%20Pap ers/Member%20Code%20 of%20Ethics.pdf			

Competency H: Early Childhood education models in an educational setting.			
Readings	**Ice Breakers and Assignments**	**Websites**	**Video Clips**
American Montessori Society journal articles available at: http://amshq.org/Publicatio ns-and-Research/Research-Library/Journal-Articles/ What Stands Behind a Waldorf School? http://www.waldorflibrary. org/images/stories/articles/ RB16_2mitchell.pdf	**Assignment H1:** Compare and contrast experiences in site school placements with peers (done throughout semesters) Compare and contrast kindergarten programs in the USA and abroad and their educational results **Assignment H2:** Program Visit	American Montessori Society: Introduction to Montessori Method http://amshq.org/Montessori-Education/Introduction-to-Montessori/ Why Waldorf Works http://www.whywaldorfworks.org/01_ WhyWaldorf/index.asp	A Peek Inside a Montessori Classroom http://www.youtube.com/watc h?v=S0HlI7dmOzU Maruntabo – The Forest Garden http://www.youtube.com/watc h?v=LNl5p1M96xE Denver Waldorf School Early Childhood Curriculum http://www.youtube.com/watc h?v=iwrw0zZCWrk&list=PL9 ZChNZQhwFP3dAr-dE3IsY4kAEuDFu72

Competency I: Compliance with Colorado Rules and Regulations in Early Care and Education.			
Readings	**Ice Breakers and Assignments**	**Websites**	**Video Clips**
Rules Regulating Child Care Centers http://www.coloradooffic	**Assignment I1:** Evaluate a program to see its compliance with the Colorado rules and	Colorado Office of Early Childhood http://www.coloradoofficeofearlychi ldhood.com/	Early Childhood Environment Rating Scale http://vimeo.com/20883172

eofearlychildhood.com/#!rules-and-regulations/c86y	regulations for child care centers.	Colorado Department of Education https://www.cde.state.co.us/cpp/qualitystandards	

Competency J: Technology for documentation and communication			
Readings	**Ice Breakers and Assignments**	**Websites**	**Video Clips**
The Power of Documentation in the Early Childhood Classroom http://www.naeyc.org/files/tyc/file/Seitz.pdf	**Assignment J1:** Show how programs use technology such as photos and videos in their classroom.	NAEYC: Technology and Young Children http://www.naeyc.org/content/technology-and-young-children	Using Technology to Enhance Instruction and Family Engagement http://www2.cde.state.co.us/media/resultsmatter/RMSeries/UsingTech-InstructionAndFamilyEngagement.asp

Selected Examplesof Assignments

Competency A: Knowledge of growth and development in young children.

Assignment A1: Know-Want-Learned Chart

Name:_____

Date:_____

Select a topic you want to research. In the first column, write what you already <u>know</u> about the topic. In the second column, write what you <u>want</u> to know about the topic. After you have completed your research, write what you <u>learned</u> in the third column. This assignment that will help with reflections on knowledge.

What I **K**now	What I **W**ant to Know	What I **L**earned

Competency A: Knowledge of growth and development of young children.
Assignment A2: Lesson Plan

Plan a lesson about any topic you wish. In your lesson plan, state how you address the following areas of growth and development.

<u>Language and Literacy</u>

<u>Fine Motor</u>

<u>Gross Motor</u>

<u>Social-Emotional</u>

<u>Math</u>

<u>Science</u>

Competency B: Methods for observing, documenting, and assessing all children's development and behavior.
Assignment B2: Child Observation

Observe child and jot down notes of what you notice.

What environment are you observing the child in? Does the child look comfortable?

What activities is the child engaging in? Is there a part of the coutine that is difficult for the child to follow?

Who is the child interacting with? Describe the interactions.

Competency C: Developmentally and culturally appropriate educational activities for all children.
Assignment C1: Designing Educational Activities

Design an activity to address each of the following areas. Try to integrate multiple learning domains into one activity. Make sure that the learning developmentally and culturally appropriate.

1. What activity would promote early literacy?

3. Design an activity to promote math skills.

4. Critique of quality picture book and design learning experience for it (with observable objectives) Add video on storybook journey

5. Evaluation of sensorial materials and manipulates-consider children with specific disabilities when giving this assignment. E.g. how would the play materials and space for play be designed differently for children who are deaf? Or blind? Or if they use a wheelchair?

6. Develop activities for the following learning centers.
    a. Art

    b. Dramatic play

    c. Outside areas

    d. Music

Competency D: Appropriate methods for interacting with and guiding all children.
Assignment D1: Learning Through Toys

Select three toys and define how these toys can be used to support learning in the classroom.

Toy:
Learning Outcomes:

Toy:
Learning Outcomes:

Toy:
Learning Outcomes:

Competency H: Early Childhood education models in an educational setting.
Assignment H2: Program Visit

Visit a Waldorf, Montessori, or Reggio-inspired program. During or after your visit, answer the following questions:

What did the curriculum entail? What are some strengths of the curriculum?

What materials are used in the classroom? How is the program/room set up?

Are all children able to participate in the learning experiences?

Does the learning environment and curriculum accommodate children with different abilities?

Activity Plan

You will be required to complete two activity plans during the semester in ECE 102. The first activity plan will be conducted by you. The second activity plan will be observed by your college instructor.

The activity plan is a two page format. The first page is your planning page and should be completed before you implement the activity plan.

The second page is a reflection of what happened during the activity plan. It should be written in well written paragraphs, demonstrating your observations and interpretation of what occurred during the activity plan.

The first activity plan is due on _____.

The second activity plan is due when I conduct my second observation. You will have a hard copy of the first page done for me as I observe you. At the next 102 class, you will have completed the second page of the activity plan.

The student intern is responsible for explaining the process and the due dates to the supervisor.

ECE 102 Activity Plan Form

Name _____

Date of Activity _____

Name of Activity _____

Age of Children: _____   Group Size: Large or Small

Objective of Activity:
- Must be written with verbs that can be observable and measurable
- List in bullet form
- Focus should be on student learning
- Begin objective with "The student will be………………….."
- Use verbs from Bloom's Taxonomy that are observable and measurable

Curriculum/Standards Used:
- What was the basis for you choosing this activity to teach?

Materials and Equipment:
a) List the main items you will need for the activity

Activating Prior Knowledge:
- How will you activate prior knowledge?

Introduction:
- What you will say or do with the children to begin the activity?

Procedure:
- Clearly outline your step-by-step procedures

Summary/Closure:
- How will you end your activity?

How will you determine that the student accomplished the learning? How will you assess their learning?
- (This should be a well written statement, giving the reader additional information about what type of learning the students will accomplish. This information should relate to the objectives or curriculum stated at the beginning of the activity plan.)

ECE 102 Activity Plan Reflections

Complete the reflection form after the activity, including information about the following:

- How did the children respond to the activity? (one or two well written paragraphs)

- What went well? What did not go well? (one or two well written paragraphs)

- Were the learning objectives met? (one or two well written paragraphs)

- What changes would you make the next time? (one or two well written paragraphs)

The pages that follow are intended to be given to the Supervising/Mentor Teacher by the student intern in ECE 102.

Observation Form for ECE 102 Internship

Site Supervisor

Student: Observer:

Date: Time:

Location:

Rate each item with the number for the word that most accurately describes student's behavior.

| 1=Never | 2=Rarely | 3=Sometimes | 4=Frequently | 5=Consistently |

Not Observed = Left Blank

	1	2	3	4	5
Is relaxed and nurturing with the children.					
Shows acceptance, respect, and sensitivity to each child's feeling.					
Talks and listens attentively to children.					
Sits and eats with the children at meals/snacks.					
Stays on children's eye level.					
Maintains a high level of involvement with children.					
Treats each child's work with respect and interest.					
Uses appropriate voice level and a kind voice.					
Goes to child or children to talk, without calling across the room.					
Shows enjoyment of being with the children.					
Looks around the environment frequently.					
Helps children understand the feeling of others.					
Addresses inappropriate behavior situations with the children in a positive manner.					
Uses simple and clear sentences.					
Uses encouragement and positive reinforcement.					
Asks the children open-ended questions.					
Activities/materials representing diversity are incorporated.					

When activity is planned:	1	2	3	4	5
Activity planned was appropriate to type of curriculum activity assigned.					
Objectives were observable.					
Objectives were appropriate for age level.					
Objectives were appropriate for activity.					
Evaluation was done well showing insights and learning.					
The activity was written in details so that it could be understood and presented from written instructions.					

Site Supervisor

Student: Observer:

Date: Time:

Goals (s) being worked on:

Activities observed:

Suggestions:

Student's Comment:

Observer's Signature

Date

1. The mid-term conference is to be completed by both the student and the supervising teacher. The ECE 102 student should provide written comments about the observation and conference in the space provided.

2. This form will also be completed a second time by the supervising teacher at the end of the semester as a method for giving overall information about student performance to the college supervisor.