Kennesaw State University
Birth through Kindergarten Traditional Concentration
Methods Block Handbook
for Teacher Candidates, Collaborating Teachers, and Supervisors

Spring Semester 2013

Written and developed by
Faculty of KSU B-K Program (Traditional Concentration)
Contents

Definition of the Methods Block ................................................................. 3
Requirements Needed before Methods Block Experience .................................. 4
Course Requirement for Methods Block Experience ........................................ 4
Calendar for Methods Block Experience Spring Semester 2013 ................................. 6
Methods Block Seminars ............................................................................. 7
Methods Block Assignments and Grading Procedures ....................................... 7
Responsibilities of Teacher Candidates .......................................................... 10
Responsibilities and Duties for the Collaborating Teachers ................................. 12
Responsibilities for KSU University Methods Block Supervisors ....................... 12
What Happens if There are Concerns with a KSU Student? ............................... 13
Who do I Contact for Concerns? ................................................................... 13
Appendices: Sample Forms and Rubrics .......................................................... 15
  Integrated Unit Plan Rubric ......................................................................... 16
  Unit Plan Main Lesson/Activity Template ................................................... 23
  Unit Plan Supplemental/Extension Lesson/Activity Template .......................... 25
  Impact on Student Learning Assignment (ISLA) and Rubric ........................... 26
  Professionalism Rubric ............................................................................... 26
  Field Experience Professionalism Evaluation .............................................. 27
  CPI Observation Summary Form .................................................................. 31
  Areas of Concern Form: To be completed by Collaborating Teacher or Site Administrator/Director if needed ................................................................. 42
  Field Experience Log Sheet ......................................................................... 45
  Sample Letter to Introduce KSU Student to Families .................................... 52
Definition of the Methods Block

Prior to student teaching, teacher candidates in the birth through kindergarten (B-K) teacher education program (traditional concentration) will participate in a semester long block of courses and field work. The courses and field work will be an extensive experience in order to prepare them to teach and work with children in the infant through pre-k learning environment. The Methods Block experience is aligned with Kennesaw State University and the Bagwell College of Education’s philosophy of teacher candidates receiving full time teaching experience throughout their senior year. Other undergraduate teacher education programs (P-16 certification) utilize TOSS or Teaching of Specific Subjects. Due to the philosophy and understanding of how young children B-K learn best, the B-K certification teacher candidates will participate in a methods block of teaching the whole child with integrated domains or subject areas.

How does the Methods Block differ from TOSS?

TOSS students are required to teach specific subjects in their field placement areas (P-16). Researchers have demonstrated that young children develop and grow in a holistic manner Kostelnik, Soderman, and Whiren (2011). Teachers of very young children must address the developmental domains (aesthetic, affective, cognitive, language, physical, and social) in their teaching. These domains are interrelated and influence the development of the child. When teaching and preparing lessons to work with young children, early childhood educators must look at the total aspect of the child’s development in his or her class. This is referred to teaching the “whole child”. Therefore, B-K teacher candidates should not teach to one specific subject area or domain at one time but integrate the information learned about each domain or subject area to best reach and teach the children he or she is instructing.
Requirements Needed before Methods Block Experience

KSU students should meet the following criteria prior to taking methods block courses:

- Admitted in the B-K teacher education program at KSU
- Maintain a 2.75 GPA
- Received at least a “C” as a final grade for upper level courses
- Clean and clear criminal background check (Field placements may ask you to provide a copy of your background check for their files)
- Updated and approved infant/toddler child first aid and CPR (You should have received in the ECE 3540 course)
- Met with your advisor and developed an advisement plan to ensure that all coursework is completed prior to student teaching.
- Applied to take the Methods Block Courses a semester prior to taking the Methods Block Courses
- Valid and up to date Tort liability Insurance

If the KSU student has not met any of the above requirements, he or she should contact his or her advisor as soon as possible.

Course Requirement for Methods Block Experience

When KSU B-K candidates have met all the above requirements prior to the methods block experience and have been approved, they may register for the methods block courses for the semester that they plan to take the methods block experience. The following are the required courses to take for method block:

- ECE 3530 (Methods of Movement)
- ECE 3560 (Methods of Art and Music)
- ECE 4515 (Methods of Teaching Language)
- ECE 4545 (Methods of Teaching Math and Science)
Unless otherwise noted, students should register for all four courses and take them concurrently during the methods block semester. Instructors who teach these courses work together so that the B-K teacher candidates understand the importance of the interrelatedness of the information shared in the four courses.

Field Experience Requirements

As a part of the four courses that should be taken, the teacher candidates must complete 160 hours of field experience in a preschool/child development center. Teacher candidates will be placed in approved field experience sites. Most teacher candidates will be placed through the Center for Educational Placements and Partnerships (CEPP). Teacher candidates may conduct their field hours at their work site. However, because of NCATE purposes, the candidate should not count those hours as a part of their paid work hours. The teacher candidate should also inform and discuss the placement recommendation with the B-K program coordinator, the Methods Block supervisor and CEPP prior to beginning field hours. Teacher candidates should be keeping track of their hours using the attached log sheet. (see appendix).

Methods Block Experience Structure

Teacher candidates will be required to attend the four methods block classes at KSU for 10 weeks. During the 10 weeks, the candidates will learn about theory, planning, scheduling, transitions, child guidance, effective teaching practices, current research and other information that is important when working with children birth through age five. Candidates are also required to attend their field experience placement site at least one day a week for the first 10 weeks. After the completion of the first 10 weeks, candidates will be required to participate in additional days of teaching at their field site. The teacher candidate and the collaborating teacher should work out a schedule of the completion of hours for the full 15 weeks. The schedule should also be shared with the Methods Block Supervisor. Teacher candidates must spread out their 160 hours of field work for the entire 15 weeks.

During the last five weeks of teaching, the teacher candidates should implement four required lessons. Each of the two of the lessons will be observed and evaluated by the collaborating teacher using the Candidate Performance Observation Summary Form( See appendix). The other two lessons will be observed and evaluated by the Methods Block supervisor also utilizing the Observation Summary Form. All four teacher candidates observations will be recorded and submitted by the Methods Block Supervisor on the Candidate Performance Instrument (CPI) (See appendix).
Calendar for Methods Block Experience Spring Semester 2013

- January 9, 2013- First Day of Classes at KSU
- January 21, 2013- MLK Holiday- No classes
- January 30, 2013- Student Teaching Application Due (You must meet with your advisor prior to this date)
- Weeks of January 9, 2013– March 22, 2013- Methods Block class meetings at KSU
  - Week of January 22, 2013 Contact field placement site to arrange schedule and begin field work
  - 2 face to face Days – Methods Classes at KSU
    - Fridays and Saturdays
      - January 21, 2013 MLK Holiday – No classes
      - February 8, 2013 registration deadline for the March 23, 2013 Birth through Five GACE exam (Tests 005 and 006)
      - March 2-8, 2013 KSU Spring Break- No class meetings
      - March 13, 2013 Last day to withdrawal from classes without academic penalty

- March 25, 2013- First Official Day for Full-Time Field Experience
  - Subsequent days to be determined by B-K Candidate and Collaborating Teacher
- Weeks of March 25, 2013 –May 1, 2013- Full Time in Field- No class meetings for methods block courses unless otherwise noted
  - July 1, 2013 Last Day to petition to graduate for Fall 2013
  - April 12, 2013 Midterm Methods Block Meeting- Education Ethics Seminar Due
- All field hours, assignments and evaluations should be completed by May 1, 2013
Methods Block Seminars, Lectures and Assignments

During the Spring Semester of 2013, students will be required to review and take the Education Ethnics Seminar via online. Students must review and pass the seminar in order to pass the Methods Block experience. Information regarding the online seminar will be provided in the ECE 3530 course.

Methods Block Assignments and Grading Procedures

Assignments for the Methods block courses are in two parts. Part 1 is the required assignments for the specific course which equal 500 points. These assignments are at the discretion of the instructor for the methods course. Part 2 includes the assignments required for the field experience. These assignments are consistent among the methods courses and will be worth 500 points for each course. These assignments will be graded by the Methods Block Supervisor.

Field Experience Assignments
There are four assignments that must be completed successfully for the methods block courses. The following are the assignments and a brief description of each. The Methods Block supervisor assigned to the student will review and grade the following assignments and give the grade to the assigned course instructor. The students may submit all of the following materials in a Methods Block Notebook or online document to the Methods Block supervisor. The notebook should also include the log of field hours.

A. Unit Plan
Students will develop a 5 day unit plan that will address a developmentally appropriate topic for early childhood infancy through pre-kindergarten. The student will develop the unit plan based on the children he or she is working and teaching. This unit plan should be based on the age, stage and culture of the children in the assigned field experience class. The unit plan should have a developmentally appropriate topic, integrated across domains or subject areas and address the whole child. The unit plan should be implemented during the 5 week full time teaching experience. The unit plan should include at least the following:
1. Lesson Plan for 5 Days
2. Schedule or Daily Chart
3. Parent Activity of Method of Working with Families (to be discussed further in class)
4. The ISLA. This assignment will occur in the Language and Literacy Methods Block and graded by Dr. Douglas Bell

See appendix for the Rubric and additional information. Additional information may also be discussed in class. The unit plan will be graded by your Methods Block supervisor.
B. CPI and Lesson Plan Implementation:
At least two of the lesson plans developed in the unit plan must be taught in the field practicum site. Two lesson plans from the unit must be evaluated using CPI: One lesson plan will be evaluated by an assigned college supervisor and the other will be evaluated by the cooperating classroom teacher. The unit plan may be implemented during the 5 weeks of the full-time teaching period. Candidates are required to inform the college supervisor about their schedule of the unit plan implementation. Therefore, one lesson plan can be assessed by the supervisor who will do an unannounced visit during the unit implementation period.

In addition to the evaluation of the two lesson plans from the unit, candidate’s teaching of 2 lesson plans will be evaluated using CPI Observation Summary Form during the 10 weeks of the part-time teaching period: One lesson plan will be evaluated by the assigned The Methods Block supervisor and the other will be evaluated by the cooperating classroom teacher. Candidates must use the format and rubrics for lesson plans provided in the Method Handbook (see appendix). Candidates are required to inform their schedule of the lesson plan implementation to the Methods Block supervisor, and thus the teaching of a lesson plan can be evaluated.

C. Professionalism

During the full-time teaching period, candidate’s professionalism will be evaluated by the cooperating classroom teacher. The rubric for professionalism is included in the Methods Handbook. Students may submit the candidate’s professionalism evaluation as a part of the Methods Notebook.

D. Reflective Journal
Candidates are required to do a reflective journal once a week during the 15 weeks of practicum period. Whenever the Methods Block supervisor is on the practicum site, completed reflective journals up to the previous week should be ready for his or her evaluation. Students may also submit the journal entry online. Each journal will be evaluated using the three rating scales but the ratings will be converted to points for a final grade.

Please remember that the earned points based on a 500-points scale will be applied to each Methods class. Because candidates are required to take four Methods courses during the practicum period, the power of the total points can be as equal as up to 2,000 points. Requirements are summarized in the following table.

Assignments Summary

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Frequency</th>
<th>Points</th>
<th>Format &amp; Rubric</th>
<th>Supervision*</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Unit Plan</th>
<th>1</th>
<th>100</th>
<th>Method Handbook</th>
<th>Methods Block Supervisor Cooperating Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPI (Based on Observation Forms)</td>
<td>2 Lesson Plans from Unit</td>
<td>200 (50 pts per form × 4)</td>
<td>Method Handbook</td>
<td>Methods Block Supervisor Cooperating Teacher</td>
</tr>
<tr>
<td></td>
<td>2 Lesson Plans</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professionalism</td>
<td>1</td>
<td>100</td>
<td>Method Handbook</td>
<td>Cooperating Teacher</td>
</tr>
<tr>
<td>15 Reflective Journals</td>
<td>Based on Topic Handout and Due Date</td>
<td>100 Each journal 3rating=5pts 2rating=3pts 1rating=1pts</td>
<td>Method Handbook</td>
<td>Methods Block Supervisor</td>
</tr>
<tr>
<td>Total Points</td>
<td></td>
<td>500**</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* The Methods Block supervisor will assess the required practicum assignments. The results of the candidates’ practicum assignments will be shared with and honored by other instructors from the Methods classes.

**Please remember that the earned points based on a 500-points scale will be applied to each Methods class. Because candidates are required to take 4 Methods courses during the practicum period, the power of the total points can be as equal as up to 2,000 points.

**EVALUATION AND GRADING:**
Grades will be assigned as follows:
- 90%-100% A
- 81%-90% B
- 71%-80% C
- 70%-61% D
E. Attendance
Teacher candidates are expected to attend all classes and participate fully in the methods block field experience. Each methods block instructor may have his or her own attendance policy for the 10 weeks of methods course work in which candidates are expected to follow. In addition, teacher candidates should spend at least one day a week at the field site during the first 10 weeks of the methods block semester. Teacher candidates are responsible for arranging the field site meeting dates with their collaborating teachers. The 160 hour field experience requirement should be spread out for the full 15 weeks of the semester. Teacher candidates are responsible for notifying the collaborating teacher, center administrator/director and their University Methods Block Supervisor if an absence occurs. It is strongly recommended that this notification be done in writing via e-mail. Teacher candidates are also responsible for making up any absences. Failure to attend and complete the 160 hours of field work may result in failure of the method blocks courses. Please communicate with your collaborating teacher and school administrator regarding emergencies and absences. Please read and comply with the attendance policy of your methods course instructor.

Responsibilities of Teacher Candidates

- Teacher candidates are responsible for the following:
  - Register for methods courses
  - Attend all classes and seminars and complete all assignments successfully and in timely manner
  - Make sure that collaborating teacher and school administrators have copies of syllabi and all methods block forms
  - Contact assigned field placement site upon approval from instructor and make arrangements to complete field hours and assignments (provide criminal background check if needed)

Provide copy of tentative schedule of field work to KSU Methods Block Supervisor

In addition, teacher candidates must:

- Inform KSU instructor, KSU Methods Block Supervisor, collaborating teacher and school administrator regarding changes in contact information, absences, emergencies, field placement concerns and assignment completion

- Be professional at all times; dress professionally; maintain confidentiality
If teacher candidates are unsure if what they are wearing is unprofessional, please check with your school administrator or collaborating teacher prior to wearing it. Please remember that every time you enter the school or field site, you are interviewing for a job. Demonstrating your professional dress is best.

Maintaining confidentiality is a must. Teacher candidates should not share personal information regarding teachers, school, families and children with others. Teacher candidates should respect the children, collaborating teacher, school administrator, staff, parents, and field placement site. Remember that you are a guest at this school or classroom even if it is your place of employment. Please notify your collaborating teacher, and University Methods Block Supervisor immediately of any concerns or issues that may arise.

Teacher candidates are also responsible for teaching at least 4 lessons in the field site. These lessons will be evaluated by the collaborating teacher and the university Methods Block supervisor. Teacher candidates are also expected to evaluate and reflect his or her lessons and field experience.

In addition to teaching four lessons, teacher candidates can assist with lesson planning, conducting and supervising large and small groups. Teacher candidates can also assist with individualized instruction and participate in field trips and planning meetings. Teacher candidates are encouraged to appropriately interact and instruct children under the guidance and supervision of their collaborating teacher as much as possible.

Teacher candidates are required to develop and complete a methods notebook that contains the methods assignments and reflective journal. Teacher candidates should maintain confidentiality in this journal and complete assignments.

Teacher candidates must complete the Impact on Student Learning Assignment (ISLA). Please see attached appendix for details regarding the assignments.

Teacher Candidates Are not Allowed to Conduct the Following

During the completion of the 160 field hours, teacher candidates are not allowed to do the following:

- Be alone with children at the center unsupervised
- Change diapers
- Discuss with families concerns and issues regarding children
- Supervise other staff members
- Purchase materials for teachers with their own funds
- Run errands for teachers/staff such as get lunch, or buy supplies during field hours

Responsibilities and Duties for the Collaborating Teachers

Collaborating teachers are essential to the success of the methods block field experience. Collaborating teachers provide guidance and mentoring for the teacher candidates. It is requested that collaborating teachers assist the teacher candidate in the following manner:

- Assist KSU B-K students with understanding the policies, procedures and routines of learning environment and school.
- Assist KSU B-K students with lesson plan development, assessment, routines and curriculum implementation.
- Be a mentor/role model for the KSU B-K student in working with children, families, staff and others.
- Assist KSU B-K students with communicating and handling issues regarding children and families.
- Evaluate KSU B-K student regarding lesson plan performance, and overall performance.
  (KSU student should provide the forms to teachers; see appendix for forms)
- Contact KSU instructor regarding questions or concerns.

Responsibilities for KSU University Methods Block Supervisors

- Provide syllabus and information regarding methods block assignments to B-K students.
- Teach and assist in the preparation of students for B-K methods block experience.
- Teach lesson plan development, assessment and developmentally appropriate best practices for infants through five years of age.

- Assist in the supervision of B-K students in field placement site during methods block.

- Evaluate and grade assignments and field experience for methods block

- Intervene or remove students from field experience if concerns justify these actions. (School administrators may be contacted prior to this action)

- Assist and communicate with the KSU student, collaborating teacher, and/or school administrator regarding issues, questions and concerns as appropriate.

What Happens if There are Concerns with a KSU Student?

It is hoped that the methods block field experience is a positive one for all persons involved. However, if an issue arises with a KSU student at a field site, please contact the University Methods Block Supervisor immediately. He or she may be reached at 770-423-6121 if other contact information is not provided. When needed, collaborating teachers and/or administrators/directors may complete the Areas of Concern form located in this Methods Handbook (see appendix). The University Methods Block Supervisor or his or her designee should contact the field site and discuss appropriate action regarding the concern. When necessary, a KSU student may be removed from the field site placement by the University Methods Block Supervisor.

Who do I Contact for Concerns?
1. If there are concerns about your Methods block classes, assignments, or grades, first discuss with your class professor or University Methods Block Supervisor.
2. If the issue is still unresolved then you should contact Dr. Jim Cope, the ECE dept. chair at jcope@kennesaw.edu
3. If any concerns arise regarding your field experience classroom or the children you teach, they should be communicated to your collaborating teacher and/or school administrator.
4. If you have additional concerns or questions about the field placement during the Methods block contact Dr. Raynice Jean-Sigur, B-K program coordinator at rjeansig@kennesaw.edu. Also contact your methods course instructor, the collaborative teacher, and the school if you will be absent at any time throughout the semester.
Appendices

Sample Forms and Rubrics
Each teacher candidate will write and implement a developmentally appropriate integrated unit in their field experience site for their methods block. The unit will integrate all areas of development and academic subjects. The unit will make use of appropriate state standards, learning objectives, and assessments. The written unit will contain a unit overview and rationale, suggested schedule, suggested classroom layout, in-depth main lesson/activity descriptions, support/extension activities, transitions, assessments, and family involvement & communication. Please note that your best effort should go into the developing and implementation of this unit. Poor effort will result in the unit being returned ungraded.

### I) Unit Overview (10 Points)

<table>
<thead>
<tr>
<th>Element</th>
<th>Needs Improvement</th>
<th>Acceptable</th>
<th>Excellent</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanics (grade or not grade)</td>
<td>Little criteria present or correct (will not grade)</td>
<td>Most criteria present and correct (may grade but 10 points will be deducted from final grade)</td>
<td>All criteria present and correct: complete list of references and all references included and in APA format; all spelling and grammar are correct and accurate; organization/format is easy to follow, neat and attractive. All components of the unit are present. (will grade – this is expected)</td>
<td>NA</td>
</tr>
<tr>
<td>Overview/ Rationale (0-2 points)</td>
<td>1 of three criteria met. (0 points)</td>
<td>All elements of the criteria present but not in great detail. OR 2 out of three elements criteria met. (1 point)</td>
<td>Detailed rationale of why the unit is needed and appropriate. Discusses connection of the standards and cultural context of the school and families. (2 points)</td>
<td></td>
</tr>
<tr>
<td>Integration/Interdisciplinary</td>
<td>Not integrated or</td>
<td>Integrated but not connected to</td>
<td>All lessons/activities are integrated across</td>
<td></td>
</tr>
<tr>
<td>Category</td>
<td>Description</td>
<td>Score</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>-------------</td>
<td>-------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary or theme</td>
<td>interdisciplinary or it is very weak (0 points)</td>
<td>(0-2 points)</td>
<td>Sufficient list of measurable unit objective (cognitive, psychomotor, and affective) is provided. (2 points)</td>
<td></td>
</tr>
<tr>
<td>Unit or theme</td>
<td>unit or theme (1 point)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schedule, Class Design &amp; Bulletin Board or Display</td>
<td>No suggested schedule provided OR No suggested class design provided or No suggested bulletin board or display provided (0 points)</td>
<td>(0-2 points)</td>
<td>Suggested schedule is provided but not obvious as to how the unit works within it OR suggested schedule weak and too vague OR Suggested class design vague and does not match unit OR Suggested bulletin board or display doesn’t match theme or is not detailed enough (1 point)</td>
<td></td>
</tr>
<tr>
<td>Classroom Management Plan &amp; Context</td>
<td>No classroom management plan or context is provided (0 points)</td>
<td>(0-2 points)</td>
<td>Classroom management plan is provided and based on the candidate’s philosophy. Plan contains context and description of the classroom (numbers of children, ages, information about the children) structure of how the class operates, and detailed plan and philosophy for interaction, guiding behavior, and managing routines &amp; transitions. A detailed list of at least three transitional activities related to the theme are included. (2 points)</td>
<td></td>
</tr>
<tr>
<td>Family Communication &amp; Involvement</td>
<td>No family communication or involvement activities are provided (0 points)</td>
<td>(0-2 points)</td>
<td>Family communication and involvement activity is included. The communication is a copy of the newsletter sent home to the families that either introduces or reviews the unit for the family. The family involvement activity may be included in the newsletter as</td>
<td></td>
</tr>
</tbody>
</table>

17
a way that the family can support the learning of the concepts at home OR an event that happens involving the family at the school. *(2 points)*

<table>
<thead>
<tr>
<th>II) Main Lessons/Activities (60 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Element</strong></td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td>Language Arts / Literacy (0-10 Points)</td>
</tr>
<tr>
<td>Math (0-10 Points)</td>
</tr>
<tr>
<td>Science (0-10 Points)</td>
</tr>
<tr>
<td>Course</td>
</tr>
<tr>
<td>----------------------</td>
</tr>
<tr>
<td>Social Studies</td>
</tr>
<tr>
<td>Movement</td>
</tr>
<tr>
<td>Creative Expression</td>
</tr>
</tbody>
</table>

All criteria present and correct: developmentally appropriate, makes use of active learning, has title, has setting (area or routine it will be carried out in as well as grouping), has specific learning objectives, has appropriate standards, detailed list or materials, detailed procedures and scaffolding suggestions, appropriate assessment of the objectives (8-10 points).
### III) Supplemental & Extension Lessons/Activities (these will be materials or activities that would be used in centers or small group activities) (30 Points)

<table>
<thead>
<tr>
<th>Element</th>
<th>Needs Improvement</th>
<th>Acceptable</th>
<th>Excellent</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Story Books <em>(0-3 Points)</em></td>
<td>Little criteria present or correct <em>(0-1Points)</em></td>
<td>Most criteria present and correct <em>(2 points)</em></td>
<td>All criteria present and correct: A minimum of five developmentally appropriate story books with complete reference and summary of story. Appropriate scaffolding strategies and questions provided for each. <em>(8-10 points)</em></td>
<td></td>
</tr>
<tr>
<td>Language &amp; Literacy <em>(0-3 Points)</em></td>
<td>Little criteria present or correct <em>(0-1Points)</em></td>
<td>Most criteria present and correct <em>(2 points)</em></td>
<td>All criteria present and correct: A minimum of 3 activities/materials with suggested developmentally appropriate scaffolding techniques that match the unit and the unit objectives. Appropriate integrated standards are present for each. <em>(3 points)</em></td>
<td></td>
</tr>
<tr>
<td>Science <em>(0-3 Points)</em></td>
<td>Little criteria present or correct <em>(0-1Points)</em></td>
<td>Most criteria present and correct <em>(2 points)</em></td>
<td>All criteria present and correct: A minimum of 3 activities/materials with suggested developmentally appropriate scaffolding techniques that match the unit and the unit objectives. Appropriate integrated standards are present for each. <em>(3 points)</em></td>
<td></td>
</tr>
<tr>
<td>Social Studies <em>(0-3 Points)</em></td>
<td>Little criteria present or correct <em>(0-1Points)</em></td>
<td>Most criteria present and correct <em>(2 points)</em></td>
<td>All criteria present and correct: A minimum of 3 activities/materials with suggested developmentally appropriate scaffolding techniques that match the unit and the unit objectives. Appropriate integrated standards are present for each. <em>(3 points)</em></td>
<td></td>
</tr>
<tr>
<td>Movement or Outdoor <em>(0-3 Points)</em></td>
<td>Little criteria present or correct <em>(0-1Points)</em></td>
<td>Most criteria present and correct <em>(2 points)</em></td>
<td>All criteria present and correct: A minimum of 3 activities/materials with suggested developmentally appropriate scaffolding</td>
<td></td>
</tr>
<tr>
<td>Creative Expression - Art (0-3 Points)</td>
<td>Little criteria present or correct (0-1 Points)</td>
<td>Most criteria present and correct (2 points)</td>
<td>All criteria present and correct: A minimum of 3 activities/materials with suggested developmentally appropriate scaffolding techniques that match the unit and the unit objectives. Appropriate integrated standards are present for each. (3 points)</td>
<td></td>
</tr>
<tr>
<td>------------------------------------</td>
<td>----------------------------------------------</td>
<td>------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Creative Expression – Music (0-3 Points)</td>
<td>Little criteria present or correct (0-1 Points)</td>
<td>Most criteria present and correct (2 points)</td>
<td>All criteria present and correct: A minimum of 3 activities/materials with suggested developmentally appropriate scaffolding techniques that match the unit and the unit objectives. Appropriate integrated standards are present for each. (3 points)</td>
<td></td>
</tr>
<tr>
<td>Blocks &amp; Structured Construction Play (0-3 Points)</td>
<td>Little criteria present or correct (0-1 Points)</td>
<td>Most criteria present and correct (2 points)</td>
<td>All criteria present and correct: A minimum of 3 activities/materials with suggested developmentally appropriate scaffolding techniques that match the unit and the unit objectives. Appropriate integrated standards are present for each. (3 points)</td>
<td></td>
</tr>
<tr>
<td>Dramatic Play (0-3 Points)</td>
<td>Little criteria present or correct (0-1 Points)</td>
<td>Most criteria present and correct (2 points)</td>
<td>All criteria present and correct: A minimum of 3 activities/materials with suggested developmentally appropriate scaffolding techniques that match the unit and the unit objectives. Appropriate integrated standards are present for each. (3 points)</td>
<td></td>
</tr>
<tr>
<td>Fluid Construction Play</td>
<td>Little criteria present or correct</td>
<td>Most criteria present and correct (2 points)</td>
<td>All criteria present and correct: A minimum of 3 activities/materials with suggested</td>
<td></td>
</tr>
</tbody>
</table>
developmentally appropriate scaffolding techniques that match the unit and the unit objectives. Appropriate integrated standards are present for each. *(3 points)*

Total Points Earned for Written Unit Plan (100 total possible points): ________
Birth Through Kindergarten Methods Block
Unit Plan Main Lesson/Activity Template

**Lesson/Activity Title:** give the activity or lesson an easily identifiable name that gives the main idea of the lesson

**Domain/Academic Area:** this will be the major focus of the lesson (though the actual content of the lesson is to be integrated across several domains or academic subjects, choose the one which was your major focus)

**Age Group:** tell the major age group you are working with and the lesson or activity was designed for

**Setting:** describe where the lesson or activity is to take place, what the routine is, and what the grouping is (example: circle time lesson, on the literacy rug, whole group instruction – for infants whole group instruction is inappropriate so you might have play time, language center, individual instruction)

**Standards:** appropriate Georgia Early Learning Standards for birth – 3 years or Georgia Pre-K Content Standards for 4 year olds. Select only the major focus standards and include the standard number and write out the indicator. (example: P2G1: Controls Body Movements). Again, the point here is not to list every single standard the lesson would support but only the major ones that the focus of the lesson was designed for.

**Specific Lesson Objective:** write out at least one specific objective the lesson is targeting (though you probably will have a few). Remember the listed objective must be assessed for. The objective should be written in behavioral and measurable terms. (ex: the two year old child will match colored blocks)

**Materials Needed:** a complete list of all materials is provided (everything the teacher will use and everything the child will use). If any homemade materials are used, instructions for making the materials must be given.

**Procedures:** This portion tells who does what during the lesson. Carefully describe what the teacher and children will do. All scaffolding strategies should be explained here. Suggested questions should be listed (think about Bloom’s Taxonomy). Also if there is a specific curriculum format or strategy utilized by your program your procedures can be written in a fashion that utilizes that format. This should be explained in a way that the supervisor can play an imaginary video of the lesson or activity in his/her mind while reading the plan.
**Assessment:** This will describe how you will implement a specific assessment to determine if the children attained the specific lesson objectives. Remember each objective written in the lesson should be assessed. If there is a specific assessment tool used it should be attached or described in detail. Also, re-teaching or remediation guidelines should be mentioned here (what will you use as determination/criteria of the objective not being met and what will you do for those children that did not meet the objective).

**Accommodations / Differentiation:** How will you/did you support differentiation and accommodation for children with learning differences present. If you do not have any notable differences in your group you must select one strategy for a specific difference. Examples might be delay, advanced, language difference, or specific special need.
Birth Through Kindergarten Methods Block
Unit Plan Supplemental/Extension Lesson/Activity Template

This unit plan requires a minimum of three activities in identified domains/areas designed for individual or small group instruction with center time or small group time (depending on the age group). The activities should be connected to the theme. They will usually revolve around a material or game for use in center time or play time. It is important to consider independence of use in planning your week as you will not be able to teach 3 small groups at once.

Domain/Subject Area: list the targeted domain or subject area the activity is for

Appropriate Integrated Standards: list at least three appropriate standards (GELS or GA Pre-K Content Standards). List the number and write out the indicators. They should be from different domains to support the integrative nature of the unit.

Materials: list all materials needed (tell how to make any homemade materials - or take a picture of it.)

Scaffolding Suggestions: give suggestions for how to scaffold the use of the materials to support the attainment of the specified standards and the unit objectives listed at the beginning of the unit.
Impact on Student Learning Assignment (ISLA) and Rubric

See rubric in Georgia View Vista
Professionalism Rubric
Helping the KSU student to become a professional in the field of early childhood education is important. Please evaluate the KSU student in this area and provide some feedback to him/her so that he/she can improve if needed before student teaching. It is our hope that you will discuss it with your candidate, further emphasizing the importance of professionalism and teaching.

Please write comments regarding any behavior marked as “needs improvement” with the KSU student. When needed, please discuss the areas of strengths and weaknesses with the student so that he or she may work on his or her skills and become the best early childhood educator he or she can be. Thank you in advance for completing this form.

<table>
<thead>
<tr>
<th>Area</th>
<th>Needs Improvement</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Not Observed</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being prompt in attendance/punctuality</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is well organized/prepared</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates effective written and oral communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets deadlines</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Works well with others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has a positive attitude</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accepts responsibility</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Takes initiative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is flexible</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dresses/ Groomed Appropriately</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Displays tact and self-control</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Values and respects</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>learning for all children</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Respects families</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respects other professionals/staff members</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participates in appropriate relationships with children, families, &amp; professionals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintains confidentiality</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates commitment/dedication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accepts constructive criticism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflects on professional growth</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CPI Observation Form
(To be used to evaluate KSU student’s lesson in the field)
Observation SUMMARY FORM
KENNESAW STATE UNIVERSITY
Bagwell College of Education

Instructions: Use this form to document observations of candidates during field experience at least twice before the by collaborating teachers and university supervisors. In the Methods Block, collaborating teachers complete the summary form at least twice and university supervisors at least once. The instrument allows users to make comments for each proficiency.

Student’s Name: _________________________________ Date: __________________

Class Observed: __________________ KSU Course: _______________________

Start Time: __________ End Time: __________ Observer: ____________________

Level –U (L1): **UNSATISFACTORY Knowledge, Skills, Dispositions of a First Year Teacher.** Teacher candidate has difficulty with the concept; cannot apply this knowledge (or skill) easily or does not demonstrate the disposition; may be confused; fails to see the connection to P-12 students. Evidence shows that the candidate has little or no understanding of the concept or of the relationship between the concept and P-12 learning. Acquisition of the proficiency will require substantial preparation to advance beyond this level. An action/remediation plan or additional coursework is advised to ameliorate readiness for content, content pedagogy knowledge/skills, and professional knowledge, skills and dispositions.

Level –B (L2): **BASIC/LIMITED Knowledge, Skills, Dispositions of a First Year Teacher.** Teacher candidate is going in right direction but requires much more experience; needs additional opportunities to acquire the concept at a deeper level and with consistency. Demonstrates awareness and importance of the concept but needs development/improvement. Application to the P-12 setting is lacking or is superficial, inconsistent or constrained. An action/remediation plan or additional coursework is advised to ameliorate readiness for content, content pedagogy knowledge/skills, and professional knowledge, skills and dispositions.

Level –A (L3): **APPROACHING Knowledge, Skills, Dispositions of a First Year Teacher.** Teacher candidate is motivated to seek improvement; understands concept, and more often than not makes application with positive results; still needs experience but is progressing toward autonomy. Candidate teacher is motivated to seek improvement; understands concept, and more often than not makes application with positive results; still needs experience but is progressing toward autonomy. Shows a developing knowledge base of the concept and exhibits the disposition to expand that knowledge base. Further development requires targeted time, opportunities, or special assignments. Ability to apply the concept with consistency and to the degree expected needs prompting (assistance) and practice. Potential for development is evident.

Level –T (L4): **TARGET Knowledge, Skills, Dispositions of a First Year Teacher.** Teacher candidate demonstrates that knowledge, skills, and dispositions (KSDs) inherent in this concept are sufficient and consistent enough to be successful independently. Additional experiences or mentoring may be recommended for further development but additional university supervision or structured field experiences are not warranted. Demonstrates the ability to work effectively toward creating meaningful learning experiences; P-12 students truly benefit from instruction; few, if any, situations are negative; is able to implement (without hesitation or question) the concept into instruction or practice; shows autonomy in the classroom.

Level –E (L5): **EXCEEDING Knowledge, Skills, Dispositions of a First Year Teacher.** Teacher candidate shows autonomy of thinking and responsibility for this proficiency. Exceeds the proficiency at target level by drawing upon a rich knowledge base of understanding incorporated into innovative teaching or professional practice. Intentionally seeks ways to enrich understanding or minimize noted gaps. Teacher candidate perceived as well-informed and proficient enough to lead/collaborate in developing learning opportunities for peers.
**Directions:**
When completing this summary form, please indicate strengths and areas for improvement. **IF YOU DO NOT OBSERVE A PROFICIENCY, LEAVE IT BLANK.**

**Description of Situation:** Brief description of environment, subject area or topics addressed, type of activity, description and number of learners, etc.

---

**Proficiency 1.1:** Candidate demonstrates broad, in-depth, and current knowledge of discipline content.

**PSC Standard - 1.0100 Promoting Child Development & Learning**

**NAEYC:** Candidates understand the importance of each content area in young children’s learning. They know the essential concepts, inquiry tools, and structure of content areas including academic subjects and can identify resources to deepen their understanding. (NAEYC substandard-4c)

**What this might look like when candidates are working with…**

**Infants/Toddlers:** materials and activities support cognitive concepts in an integrated manner

**Preschoolers:** candidates use activities that are integrated in nature, activities and songs include concepts that support math, literacy, science, social studies, and or the arts

**Kindergarten:** when candidate discusses concepts related to disciplines, the information presented is descriptive, and sufficient in detail, activities are appropriate to support the attainment of the concepts, concepts presented are sequences logically and make sense

<table>
<thead>
<tr>
<th>CIRCLE:</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Approaching</th>
<th>Target</th>
<th>Exceeding</th>
</tr>
</thead>
</table>

---

33
**Proficiency 1.2:** Candidate represents content accurately.

**PSC Standard** - 1.0400 Teaching & Learning

**NAEYC:** Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children. (NAEYC substandard 4d)

**What this might look like when candidates are working with…**
**Infants/Toddlers:** materials selected to teach concepts are true and realistic as appropriate, language used to interact while exploring materials language used by candidates is appropriate
**Preschoolers:** information presented in play activities is true and appropriate, verbal scaffolding is accurate, when visuals are made they are written neatly and spelled correctly
**Kindergarten:** concepts presented are done so accurately, discussions with students are clear and grammatically correct, concepts related to the academic disciplines are error free in presentations or very rare and the errors when they occur are explained

<table>
<thead>
<tr>
<th>CIRCLE:</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Approaching</th>
<th>Target</th>
<th>Exceeding</th>
</tr>
</thead>
</table>

**Proficiency 1.3:** Candidate connects content to other disciplines and applies it to common life experiences.

**PSC Standard** - 2.0100 Foundations

**NAEYC:** Candidates know, understand, and use positive relationships and supportive interactions as the foundation for their work with young children. (NAEYC 4 substandard 4a)

**What this might look like when candidates are working with…**
**Infants/Toddlers:** materials, conversations, songs, and talks revolve around meaningful things in the infant/toddler’s lives
**Preschoolers:** topics or units of study are meaningful and related to the lives of the preschoolers, units allow the interconnection of academic areas, during play multiple academic concepts are verbally scaffolded
**Kindergarten:** large and small group activities and lessons cover multiple interrelated concepts, the topics are of interest to the students and maximize what is going on in the lives of the kindergarten children

<table>
<thead>
<tr>
<th>CIRCLE:</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Approaching</th>
<th>Target</th>
<th>Exceeding</th>
</tr>
</thead>
</table>

**Proficiency 1.4:** Candidate uses pedagogical content knowledge effectively.

**PSC Standard** - 1.0400 Teaching & Learning

**NAEYC:** Candidates know, understand, and use a wide array of effective approaches, strategies, and tools to positively influence children’s development and learning.(NAEYC substandard 4b)

**What this might look like when candidates are working with…**
**Infants/Toddlers:** activities, materials, and explorations match the needs of the infants/toddlers, when infants/toddlers seem to be losing momentum, the candidate is sensitive to their cues and change material for exploration that support
concepts and GELS

**Preschoolers:** strategies and activities support the content and concepts they are meant to teach, play is used to explore various cognitive concepts, authentic materials and activities are used to teach concepts and strategies like flashcards, worksheets, and drill & practice are avoided

**Kindergarten:** multiple strategies and activities are used to teach concepts, scaffolding content area knowledge utilizes various grouping dynamics, student centered activities are utilized

<table>
<thead>
<tr>
<th>CIRCLE:</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Approaching</th>
<th>Target</th>
<th>Exceeding</th>
</tr>
</thead>
</table>

**FACILITATOR OF LEARNING**

**Proficiency 2.1:** Candidate demonstrates knowledge of how learners develop, learn and think.

**PSC Standard-** 2.0200 Development & Characteristics of Learners

**NAEYC:** Candidates know, understand, and use a wide array of effective approaches, strategies, and tools to positively influence children’s development and learning.(NAEYC substandard 4b)

**What this might look like when candidates are working with…**

**Infant/Toddler & Preschool & Kindergarten:** Candidate utilizes previous observations, child development knowledge, culture and experiences to develop learning opportunities. Candidates know theories of typical and atypical early childhood development and apply current research with emphasis on cognitive, motor, social-emotional, communication, adaptive, and aesthetic development in learning situations, family and community contexts.; Candidates know the effect of biological and environmental factors on pre-, peri-, and post-natal development.; Candidates understand the influence of stress and trauma, protective factors and resilience, and supportive relationships on the social and emotional development of young children.; Candidates know the significance of sociocultural and political contexts for the development and learning of young children who are culturally and linguistically diverse.

<table>
<thead>
<tr>
<th>CIRCLE:</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Approaching</th>
<th>Target</th>
<th>Exceeding</th>
</tr>
</thead>
</table>

**Proficiency 2.2:** Candidate successfully motivates students to learn.

**PSC Standard-** 2.0800 Instructional Planning

**NAEYC:** Candidates use their own knowledge and other resources to design, implement, and evaluated, meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children.(NAEYC substandard 4d)

**What this might look like when candidates are working with…**

**Infant/Toddler:** Candidate perceives what an infant signals or cues, understands what they mean and responds to the child promptly,
and appropriately; develops positive relationships between child and caregiver; utilizes caregiver routines as opportunities for exploration and learning; provides assistance without taking over the learning and provides appropriate and meaningful comments when needed and necessary; implement, monitor, and evaluates individual family service plans

**Preschool:** utilizes interests of the children to create learning experiences, play is used to scaffold learning opportunities, candidate interacts with the children during play using questioning and verbal scaffolding

**Kindergarten:** using hooks or attention getters in activities and group lessons, poses interesting questions, uses a variety of materials in lessons and activities

<table>
<thead>
<tr>
<th>CIRCLE:</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Approaching</th>
<th>Target</th>
<th>Exceeding</th>
</tr>
</thead>
</table>

**Proficiency 2.3:** Candidate creates and implements instruction that embodies multiple cultures and gives all students fair access to high quality education in a rich, diverse curriculum.

**PSC Standard** - 2.0300 Individual Learning Differences

**NAEYC:** Candidates know, understand, and use a wide array of effective approaches, strategies, and tools to positively influence children’s development and learning. (NAEYC substandard 4b)

**What this might look like when candidates are working with…**

**Infant/Toddler & Preschool & Kindergarten:** Candidates demonstrates an awareness of the child’s culture through respect and awareness of home language and routines, utilization of materials from the home culture, development of positive relationships with families, uses some simple phrases in the child’s native language during interactions

<table>
<thead>
<tr>
<th>CIRCLE:</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Approaching</th>
<th>Target</th>
<th>Exceeding</th>
</tr>
</thead>
</table>

**Proficiency 2.4** Candidate creates effective, well-managed and active learning environments.

**PSC Standard** - 2.0500 Learning Environments & Social Interactions

**NAEYC:** Candidates uses their understanding of young children’s characteristics and needs, and of multiple interacting influences on children development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children. (NAEYC Standard 1)

**What this might look like when candidates are working with…**

**Infant/Toddler:** Candidate has the ability to plan the environment to promote play and self-exploration (2) usage of space (3) variety of safe and developmentally appropriate materials, appropriate guidance is used/punishment avoided

**Preschooler:** use of the environment includes centers; candidate uses transitional activities to smoothly move children from one activity to another; age appropriate guidance used; candidate maximizes use of visuals and cues to help children understand expectations

**Kindergarten:** candidate makes safety a priority in activities and interactions; candidate uses classroom management strategies that are active and match the needs and development of the students; expectations are made clear prior to activities and throughout

<table>
<thead>
<tr>
<th>CIRCLE:</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Approaching</th>
<th>Target</th>
<th>Exceeding</th>
</tr>
</thead>
</table>
**Proficiency 2.5:** Proficiency 2.5: Candidate creates a contextually-appropriate supportive environment where all students have an equitable opportunity for high achievement.

**PSC Standard - 2.0500 Learning Environments & Social Interactions**

**NAEYC:** Candidates use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children. (NAEYC Standard 1)

**What this might look like when candidates are working with…**

**Infant/Toddler:** Candidate is aware of infant/toddler development and provides a variety of materials that focus on the whole child. Arranges learning environment in a manner that permits freedom of movement and exploration.

**Preschoolers:** Candidate uses play to promote learning and exploration of a variety of materials that support the exploration of concepts, scaffolds children in learning centers.

**Kindergarten:** Provides instruction through small group, individual activities, and center based learning activities. Arranges the learning environment to best accommodate lesson being taught.

<table>
<thead>
<tr>
<th>CIRCLE:</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Approaching</th>
<th>Target</th>
<th>Exceeding</th>
</tr>
</thead>
</table>

**Proficiency 2.6:** Candidate designs effective instruction that reflects high expectations for all students and the belief that all students can learn.

**PSC Standard - 2.0800 Instructional Planning**

**NAEYC:** Candidates use their own knowledge and other resources to design, implement, and evaluated, meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children.(NAEYC substandard 4d)

**What this might look like when candidates are working with…**

**Infant/Toddler:** Purposeful and thoughtful plans are actually written by the candidate; plans and activities are integrated in nature and facilitated exploratory and sensorimotor play; plans include the use of appropriate GELS (Georgia Early Learning Standards); candidate participated in the planning regularly.

**Preschoolers:** Use of the Georgia Prek content standards are stated in the plans and appropriately match the activity; the activities support the major types of play and developmental needs of preschoolers; plans maximize the interests of the children; candidate participated in the planning regularly.

**Kindergarten:** Plans state supporting appropriate Georgia Performance Standards for Kindergarten; planning seems to consider diverse learning styles and interests; plans are detailed enough to know what to do; scope and sequence of the plans is logical and builds content knowledge; candidate participated in the planning regularly.

<table>
<thead>
<tr>
<th>CIRCLE:</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Approaching</th>
<th>Target</th>
<th>Exceeding</th>
</tr>
</thead>
</table>

**Proficiency 2.7:** Candidate varies instructional strategies in response to individual needs of students.

**PSC Standard - 2.0400 Instructional Strategies**

**NAEYC:** Candidates know, understand, and use a wide array of effective approaches, strategies, and tools to positively influence children’s development and learning.(NAEYC substandard 4b)
What this might look like when candidates are working with…

**Infant/Toddler:** individualized family service plans are reflected upon by the candidate when appropriate and permitted; individual planning is made obvious; plans include the use of appropriate GELS (Georgia Early Learning Standards) that match growing areas indicated by observations prior to the experience; candidate participated in planning on a regular basis.

**Preschoolers:** observations and assessments are reflected on by the candidate when planning; Georgia Prek content standards selected are based on needs of growth exhibited by specific children; the activities support the major types of play and developmental needs of individual preschoolers; plans maximize the interests of the children; reflection of the IEP is utilized when appropriate and permitted; multicultural activities, materials, and visuals are planned.

**Kindergarten:** the children’s cultures are considered by the candidate in the planning; planning seems to consider diverse learning styles and interests; candidate bases plans on reflections from outcomes of prior assessments; reflection of the IEP is utilized when appropriate and permitted; multicultural activities, materials, and visuals are planned.

<table>
<thead>
<tr>
<th>CIRCLE:</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Approaching</th>
<th>Target</th>
<th>Exceeding</th>
</tr>
</thead>
</table>

**Proficiency 2.8:** Candidate uses a variety of methods, materials, and technologies.

**PSC Standard** - 2.0800 Instructional Planning

**NAEYC:** Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children. (NAEYC substandard 4d)

What this might look like when candidates are working with…

**Infant/Toddler:** materials for free exploration are carefully thought about and changed out by the candidate; candidate provides a variety of textures and visuals for exploration by the infant/toddler; interactions and scaffolding include questioning, descriptive language, and play.

**Preschoolers:** candidate maximizes on children’s play as an opportunity to teach; technology use with preschoolers is developmentally appropriate; materials used support concepts being taught and appeal to a variety of learning styles and interests.

**Kindergarten:** the children’s cultures are considered by the candidate in the activities and lessons; small group and individual activities are used by the candidate to support and reinforce large group teaching; visuals and props are relevant and appropriate; materials in centers are changed regularly; technology used with children is appropriate.

<table>
<thead>
<tr>
<th>CIRCLE:</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Approaching</th>
<th>Target</th>
<th>Exceeding</th>
</tr>
</thead>
</table>

**Proficiency 2.9:** Candidate utilizes a variety of strategies to assess student learning.

**PSC Standard** - 1.0300 Observing, Documenting, & Assessing to Support Young Children and Families

**NAEYC:** Observing, Documenting, and Assessing to Support Young Children and Families Candidates know about and
understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children’s development and learning. (NAEYC Standard 3)

What this might look like when candidates are working with…

Infant/Toddler: observations are conducted and documented by the candidate to obtain developmental accomplishments by the infant/toddler; developmental checklists are also utilized in a developmentally appropriate manner; observation tools support and are inclusive of diverse cultural and linguistic backgrounds

Preschoolers: observations are documented by the candidate to contribute to the child’s portfolio; work samples are collected on the children’s play and free art and free writing on a regular basis

Kindergarten: observation and assessment match the developmental abilities and needs of the kindergarten child; assessment is utilized frequently.

<table>
<thead>
<tr>
<th>CIRCLE:</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Approaching</th>
<th>Target</th>
<th>Exceeding</th>
</tr>
</thead>
</table>

Proficiency 2.10: Candidate uses the results of assessments to improve the quality of instruction.

PSC Standard - 1.0300 Observing, Documenting, & Assessing to Support Young Children and Families

NAEYC: Observing, Documenting, and Assessing to Support Young Children and Families Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children’s development and learning. (NAEYC Standard 3)

What this might look like when candidates are working with…

Infant/Toddlers, Preschoolers, & Kindergarten: candidates revisit Family Support Plans, Individual Education Plans, or observations and assessments on a regular basis to inform planning and instruction; candidates work and collaborate with families, teachers, and other professionals about the children’s strengths and needs prior and during planning.

<table>
<thead>
<tr>
<th>CIRCLE:</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Approaching</th>
<th>Target</th>
<th>Exceeding</th>
</tr>
</thead>
</table>

NARRATIVE:

COLLABORATIVE PROFESSIONAL

Proficiency 3.1: Candidate communicates effectively orally and in writing.

PSC Standard - 1.0500 Becoming a Professional

NAEYC: Candidates identify and conduct themselves as members of the early childhood profession. They know and use
ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative, learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies. (NAEYC Standard 5)

What this might look like when candidates are working with…

Infants/toddlers, Preschoolers, kindergarten: candidates use correct spelling in communications to children and families, communications with children and families are grammatically correct, candidates speak using vernacular that is appropriate for a formal learning environment, visual aids with writing are correct in spelling and grammar.

<table>
<thead>
<tr>
<th>CIRCLE:</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Approaching</th>
<th>Target</th>
<th>Exceeding</th>
</tr>
</thead>
</table>

Proficiency 3.2: Candidate reflects upon and improves professional performance.
PSC Standard- 3.1000 Professional & Ethical Practices

NAEYC: Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative, learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies. (NAEYC Standard 5)

What this might look like when candidates are working with…

Infants/toddlers, Preschoolers, Kindergarten: candidate seeks feedback from the collaborating teacher regularly, candidate reflection on activities, explorations, and lessons with the children regularly, candidate attends outside trainings on topics that help them improve in working with their assigned age group or setting; candidate seeks outside resources and additional resources to implement appropriate and current opportunities with the children; candidate seeks ideas from others.

<table>
<thead>
<tr>
<th>CIRCLE:</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Approaching</th>
<th>Target</th>
<th>Exceeding</th>
</tr>
</thead>
</table>

Proficiency 3.3: Candidate builds collaborative and respectful relationships with colleagues, supervisors, students, parents and community members.
PSC Standard- 2.1100 Collaboration

NAEYC: Candidates know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning. (NAEYC Standard 2)

What this might look like when candidates are working with…

Infants/toddlers, preschoolers, kindergarten: candidate communicates regularly with collaborating teacher and other program staff about issues pertaining to the current required tasks and about the field in general, discussion with the
collaborating teacher about appropriately providing programming for specific children happens on a regular basis, interactions by the candidate with families of the children are sensitive and respectful and frequent as appropriate and permitted

<table>
<thead>
<tr>
<th>CIRCLE:</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Approaching</th>
<th>Target</th>
<th>Exceeding</th>
</tr>
</thead>
</table>

**Proficiency 3.4:** Candidate displays professional and ethical behavior.

**PSC Standard - 2.1200 Field Experiences**

**NAEYC:** Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative, learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies. (NAEYC Standard 5)

**What this might look like when candidates are working with…**

**Infant/toddler, preschool, and Kindergarten:** candidate does not demonstrate or participate in any behaviors that goes against the NAEYC code of ethical conduct; candidate may discuss ethical concerns with collaborating teacher in a respectful and sensitive way; candidate works diligently on behalf of the children in the program rather than taking the easy way out (follows best practice even when there is an easier way)

<table>
<thead>
<tr>
<th>CIRCLE:</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Approaching</th>
<th>Target</th>
<th>Exceeding</th>
</tr>
</thead>
</table>

**NARRATIVE:**


Student’s Signature_____________________________  Date____________________

Collaborating Teacher’s Signature _____________  Date____________________

Supervisor’s Signature___________________________  Date____________________
Areas of Concern Form

To be completed by Collaborating Teacher or Site Administrator/Director if needed
Assessment of Areas of Concern

Department of Elementary and Early Childhood Education
Candidate____________________________Course________________Semester____________
Instructor____________________________________

Please indicate the area(s) of concern by checking the appropriate item(s) and providing specific, relevant comments as well as suggestions for positive improvement.

There is/are concern(s) with the candidate’s:
• Completing responsibilities in a timely manner and maintaining punctuality as a professional standard.
• (This includes avoiding tardiness, absences, early leaving taking, and the late completion or failure to complete all assignments.)
• Modeling of high standards and expectations.
• Making and maintaining a commitment to becoming a teacher and to the profession of helping students learn.
• Demonstrating enjoyment of learning and enthusiasm toward working with students to Facilitate their learning.
• Reflecting on and assessing performance and effectiveness for self-improvement.
• Learning from experiences and showing improvement over time.
• Managing interpersonal relationships in a mature and professional manner.
• Respecting and interacting with others with courtesy and civility.
• Working collaboratively and professionally with professional colleagues and faculty.
• Accepting responsibility for actions and non-actions, placing the locus of control upon self rather than
• Shifting blame or claiming inability to control outside factors.
• Dressing and appearing appropriately for the professional context of teaching and learning.
• Promoting and modeling standards of academic honesty and integrity.
• Other
Comments:
Suggestions for positive improvement(s):

______________________________ ____________________
Instructor Date Candidate Date
Field Experience Log Sheet

(To record hours of field experience)
Birth through Kindergarten Methods Block Field Experience Log Sheet

I. CANDIDATE’S NAME: ________________________________
   Home Phone: __________________ Cell Phone: __________________
   Email Address: ____________________________________________

II. SCHOOL NAME: _________________________________________
    Address: ________________________________________________
    Phone: ____________________ FAX: ________________________

III. SUPERVISOR/DIRECTOR’S NAME: _________________________
     Phone: ____________________ Email: ______________________

IV. COLLABORATING TEACHER’S NAME: _______________________
    Phone: ____________________ Email: ______________________

To the Collaborating Teacher:
Please complete a tentative schedule with the KSU student to reflect a minimum 160 hours of field learning experience with your school. The student should also sign in and out on this sheet with your initials for approval of field hours.

<table>
<thead>
<tr>
<th>Tentative Dates and Times</th>
<th>Actual Date</th>
<th>Documented Classroom Time</th>
<th>Comments (if needed)</th>
<th>Collaborating Teacher’s Initials (after each day)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>TIME IN       TIME OUT</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

46
<table>
<thead>
<tr>
<th>Tentative Dates and Times</th>
<th>Actual Date</th>
<th>Documented Classroom Time</th>
<th>Comments (if needed)</th>
<th>Supervising Staff Member’s Initials (after each day)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>TIME IN</td>
<td>TIME OUT</td>
<td></td>
</tr>
</tbody>
</table>

Notes/additional Information:
<table>
<thead>
<tr>
<th>Tentative Dates and Times</th>
<th>Actual Date</th>
<th>Documented Classroom Time</th>
<th>Comments (if needed)</th>
<th>Supervising Staff Member’s Initials (after each day)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>TIME IN TIME OUT</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes/additional Information:
<table>
<thead>
<tr>
<th>Tentative Dates and Times</th>
<th>Actual Date</th>
<th>Documented Classroom Time</th>
<th>Comments (if needed)</th>
<th>Supervising Staff Member’s Initials (after each day)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes/additional Information:
<table>
<thead>
<tr>
<th>Tentative Dates and Times</th>
<th>Actual Date</th>
<th>Documented Classroom Time</th>
<th>Comments (if needed)</th>
<th>Supervising Staff Member’s Initials (after each day)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>TIME IN</td>
<td>TIME OUT</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please list a tentative dates and times to conduct your 4 lessons to be observed
______________________________

Your KSU Supervisor is ________________________________

His or Her Contact information is ___________________________________________________________(email)
We approve this schedule and we understand that these hours and days are to remain constant and unchanged except in the case of an emergency.

| Signature of Candidate: ______________________________ | Date: ______ |
| Signature of Collaborating Teacher: ________________ | Date: ______ |
Sample Letter to Introduce KSU Students
(This is a draft sample letter that programs may use to introduced KSU students to families.) (This letter is not required and maybe modified to fit the needs of the program)

Dear Families:

Mr./Ms. _______ is a teacher candidate in Early Childhood Education Birth through Five program at Kennesaw State University. As a part of his/ her coursework, he/ she will be spending time in our class for approximately 15 weeks learning on how to become a teacher.

In the next few weeks, you may see him/her, under the guidance of the your child’s teacher, working with small and large groups, helping the lead teacher with activities, and learning classroom management skills. This experience will assist him/her to learn more about developmentally appropriate activities and instruction for young children.

The purpose of this field experience is to better assist future teachers in becoming well-qualified teachers of young children and to assist in providing high quality early childhood education programs for the future.

Thank You,

ABC Child Development Center