Northampton Community College  
EARL 263G: Internship  
Syllabus Spring 2015/Section 01

Semester: Spring 2015  
Email: clincoln@northampton.edu  
Instructor: Chris Lincoln  
Phone: 610-861-4162/610-533-6685  
Course: EARL 263G  
Office Hours: Tuesdays 12:00-2:00, Thursdays 11:00-1:00, Fridays 12:00-2:00

Catalog Description:
Students apply, analyze, and synthesize their knowledge of children's development and learning within the context of cultural, linguistic, and ability diversity. They create and implement standards-based learning experiences and aesthetic environments that integrate all curricular areas within the Art as a Way of Learning (AWL) framework. Students use evidence based practices emphasizing Universal Design for Learning (UDL). Students assess children's learning and build reciprocal partnerships with families and professionals; they use community resources to support children's growth and development.

This course requires 10 hour weekly seminar class for 15 weeks and 150 hours (10 hrs/wk) of field experiences (lab) in programs serving children Pre-K to Grade 4; hours must be spread over three mornings. Early childhood program must be a licensed family group, center, Head Start, faith-based, pre-k or nursery school setting. The course is designated as a writing intensive course. Students are required to do action research and develop a Program Assessment Portfolio.

Additional course fees: $10.00. Child Abuse Registry, Criminal Background Check, and FBI clearances are required. While we understand that you already possess clearances, student interns are REQUIRED to have clearances updated BEFORE the first day of the semester. Also available through Online Learning. Video/DVD documentation of student teaching required (online students).
Prereq. - EARL 106,107,126,128, 208, 216, 217 all with a grade of C or better and ENGL 101C.
Coreq.- EARL 218, EARL 244.

This course is designed to promote student learning in relation to the standards and supportive skills outlined by the National Association for the Education of Young Children (NAEYC). The program standards define what you will know and be able to do when you graduate from the program. What you learn in each class and the assessment of your learning is linked directly to the six standards.

Program Standards and Student Learning Outcomes

Program Standard 1: Promoting Child Development and Learning
Students use evidence based knowledge of child development and learning to understand that each child’s learning and development is unique based on cultural, linguistic, and ability diversity as well as other interacting influences to create safe, healthy respectful and inclusive learning environments that provide responsive, developmentally appropriate arts integrated learning opportunities.

1a. Understand each child’s characteristics and needs for development and learning in all domains.
1b. Understand multiple interacting influences including cultural, linguistic and ability diversity that result in uniqueness of each child’s development and learning.
1c. Apply evidence based knowledge of development and learning to create safe, healthy, respectful, and supportive learning environments that are arts integrated and support the full participation of each child.
Program Standard 2: Building Family and Community Relationships
Students use evidence based knowledge to understand complex and diverse characteristics of families and communities using multiple perspectives to support each child’s development and learning through collaborative relationships.

2a. Understand how diverse and complex characteristics including cultural, linguistic and ability diversity in families and communities affect each child’s development and learning.
2b. Understand strategies teachers can use to build respectful, reciprocal relationships including other professionals to support each child’s development and learning.
2c. Apply evidence based knowledge of families, communities, and other professionals to support each child’s development and learning.

Program Standard 3: Observing, Documenting and Assessing to Support Young Children and Families
Students use evidence based knowledge about systematic observation and the goals, benefits, and appropriate uses of assessment in partnership with families and other professionals to understand and make decisions about environments, curriculum, and interactions to support each child’s development and learning.

3a. Understand the goals, benefits, and uses of assessment.
3b. Understand ethical methods of observation, documentation, and assessment.
3c. Understand how to partner with families and professionals in each child’s assessment process.
3d. Apply and analyze evidence based knowledge of observing, documenting, and assessing to make decisions about environments, curriculum, and interactions to support each child’s development and learning.

Program Standard 4: Using Developmentally Effective Approaches
Students use evidence based knowledge to understand and build positive relationships and supportive interactions as the foundation for their work with children and families. Students apply arts integrated and developmentally appropriate approaches and Universal Design for Learning to support each child’s development and learning.

4a. Understand and apply positive relationships and interactions to support each child’s development and learning.
4b. Understand and apply teaching skills and strategies including developmentally appropriate practices and technology to support each child’s development and learning.
4c. Understand and apply a broad repertoire of arts integrated, developmentally appropriate teaching / learning approaches and Universal Design for Learning, to support the development and learning of each child.
4d. Reflect on own evidence based practices to support positive outcomes for each child’s development and learning.

Program Standard 5: Using Content to Build Meaningful Curriculum
Students use evidence based knowledge of subject areas, Universal Design for Learning, inquiry tools, and resources to design, implement, and evaluate curriculum and experiences to support each child’s development and learning.

5a. Understand content knowledge and resources in symbol systems / subject areas: language and literacy; the arts – visual arts, music, creative movement, dance, and drama; mathematics; science, physical education, health and safety; and social studies.
5b. Understand the central concepts, inquiry tools, and structures of all symbol systems / subject areas.
5c. Use evidence based knowledge, early learning standards, Universal Design for Learning, and other resources to design, implement, and evaluate curriculum and experiences to support each child’s development and learning.
Program Standard 6: Becoming a Professional
Students use evidence based knowledge of ethical guidelines and professional standards. They engage in continuous, collaborative learning and demonstrate knowledgeable, reflective, and critical perspectives to make informed decisions about advocating for sound practices and policies in early education.

Student Learning Outcomes:
6a. Identify and reflect on career goals; identify and involve themselves with the profession.
6b. Understand ethical guidelines, professional systems, standards and regulations in the field of early education.
6c. Explain and analyze personal engagement in continuous and collaborative learning; demonstrate reflective and critical perspectives.
6d. Understand strategies to advocate for each child, family, and the profession.
6e. Analyze and synthesize knowledge about becoming a professional who can articulate and practice an individual philosophy which includes evidence based practice and Universal Design for Learning.

The following Supportive Skills are to be integrated in assessment as appropriate:
2. Skills in mastering and applying foundational concepts from general education.
3. Written and verbal communication skills.
4. Skills in making connections between prior knowledge/experience and new learning.
5. Skills in identifying and using professional resources.

Textbooks and Resources

Textbooks:

E-Portfolio:
2. Students purchase Task stream card from the book store to create an e-portfolio.

Required Resources:


   Scoring Sheets for Environment Rating Scales available at:  

5. PA Dept. of Education. (Current edition). *PA Learning Standards Early Childhood for Infant Toddler, Early Childhood, Kindergarten*. Harrisburg, PA: PA Department of Education. (referred to as "PA-ELS" in Course Calendar)  
   Also available online at:  

6. PA Dept. of Education. (Current edition). *PA Learning Standards Early Childhood for 1st Grade, & 2nd Grade*. Harrisburg, PA: PA Department of Education. (referred to as "PA-ELS" in Course Calendar)  
   Also available online at:  

   Also available online at:
http://www.northampton.edu/Early-Childhood-Education/Student-Resources-and-Presentations.htm
Click on ECE Manuals – Student

8. PA Department of Public Welfare. (Current edition). The Pennsylvania Code: Child Day Care Center; Group Homes; Family Child Care Homes. Harrisburg, PA: DPW. (Referred to as “PA Code” in Course Calendar)
   Available online at: http://www.dpw.state.pa.us/provider/earlylearning/index.htm

   Available online at: http://www.naeyc.org/positionstatements/ethical_conduct

    Also available online at: http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf

    Available online at: http://www.dpw.state.pa.us/fordisabilityservices/earlyinterventionservices/earlyinterventionforms/index.htm Click on Individualized Family Service Plan (IFSP)

    Also available online at: http://www.dec-sped.org/uploads/docs/about_dec/position_concept_papers/Code%20of%20Ethics_updated_Aug2009.pdf


    Also available online at: http://www.northampton.edu/Early-Childhood-Education/Student-Resources-and-Presentations.htm

15. Binders: Course Assessment Portfolio (1" size); TAOC Portfolio (3" size)

16. In addition to the required textbooks and resources, you will also need access to:
    • Computer
    • Digital Camera
    • Digital Video
    • Lab Apron

Course Policies

Class Attendance and Withdrawal:
Attendance and participation are required during each class and lab. Most classes will include lecture, hands-on experiences, group activity, and discussions. In case of absence, it is your responsibility to make up missed work.
Note that if you do not attend class during a consecutive two-week period, you may be withdrawn from the class on the recommendation of the professor. However, do not assume that this will happen automatically. Unless you officially withdraw, you may owe money and receive an "F" as your final grade.
Assignments:
All assignments must be handed in person during class, on due dates. Printed forms (observation assignments) must be downloaded from the ECE web site and typed; all other assignments must be typed (12-point size, double-spaced). Staple/bind your papers and include a cover page with the necessary information. Note that e-mailed work will only be accepted in case of absence; it must be sent before class start time in order to count as “on time”; submit hard copies when you return to class. General information regarding the assignments is included with this syllabus. All assessments will follow the APA format:
- All assessments (including Journals) will have a cover page
- Cover pages for all assignments will include: (in this order)
  - Name
  - Assignment Title
  - Course Section and Semester
  - Professor’s Name
  - Date Submitted
- Running Head and page numbers will be used
- Reference page citations will be correctly formatted
- In-text citations will be correctly formatted and must match the reference page
- 12-point font, double space, and page numbers will be used
- Paragraphs will be indented

Consequences of Late Work or Missed Exams:
Assignment details and due dates can be found in the Course Calendar. Late assignments will result in points deducted as follows:
- All weekly assessments (e.g. journals) are due on time. Late submissions will not be accepted.
- All major papers, projects, and quizzes will drop two percentage points for each day that they are late. Refer to rubrics for further information.
- All missed assignments and quizzes will get “0” points.

In case of unexpected emergencies that result in lateness, email your course instructor as soon as possible.
Academic Honesty Policy: Northampton Community College considers honesty to be essential to the learning experience. Academic honesty is one of the values that we expect members of the NCC community will apply in their work on this campus and take into their lives beyond NCC. Violations of academic honesty harm the learning experience and violate the expectations and values that we hope the NCC community embraces. We expect all members of the NCC academic community to conduct themselves and their work ethically and honestly.

Student Responsibilities
- Students are solely responsible for their work and for making sure that their work represents their own honest efforts to meet the goals of the course.
- They are responsible for learning and following the policies and expectations of the college and for understanding the consequences of actions that violate the policy on academic honesty.
- They are responsible for showing that the work they present is theirs in whatever ways are deemed appropriate by the faculty for the course.

Faculty responsibilities
- Faculty members are responsible for demonstrating academic honesty in their work.
They are responsible for making their expectations related to academic honesty clear to their classes including which activities and resources are allowed and the consequences for violations in their courses.

They are responsible for communicating about violations of the academic honesty policy to students and their division Dean and to the Vice president for Student Affairs.

**Academic Honesty Violations:** Violations of the academic honesty policy include any actions that attempt to gain academic credit for work that does not represent the student's own efforts and knowledge. They include, but are not limited to the following situations and examples:

- **Cheating on examinations and quizzes --**
  - Using notes, materials, and/or mechanical, electronic or technological devices not authorized by the instructor during examinations or quizzes.
  - Providing or receiving help on an examination or test in a manner not authorized by the instructor.
  - Buying, selling, improperly obtaining, or using any tests or examinations.
  - Posing as another student or allowing another student to pose as you when taking an exam or quiz.
  - Altering or adding answers on exercises, exams, or quizzes after the work has been graded.

- **Plagiarizing --**
  - Using the ideas or words of others without appropriate quotation and documentation that acknowledges the source or sources -- in other words, presenting someone else's work as one's own.
  - Copying, exact words, phrases or sentences without quoting and giving credit to the source.
  - Using a paraphrased version of the opinions, work, or ideas of others without giving credit.
  - The wrongful appropriation of all or part of someone else's literary, artistic, musical, mechanical, or computer-based work.

- Copying all or part of an assignment, (a research paper, lab report, or workbook) from another person or resource and presenting it as your own work.

- Purchasing an assignment and submitting it as your own work.

- Falsifying or inventing information, data or research material. Altering or forging records or submitting false records as part of course work or making false statements, excuses, or claims to gain academic credit or influence grading.

- Listing sources that you never consulted.

- Gaining unauthorized access to another person's or the College's computer system or tampering with or copying programs, files, data or access codes associated with coursework.

- Tampering with or damaging the work of others or preventing others from completing their own assignments.

**Consequences of Violations:** When a faculty member believes that a student has committed acts that violate the academic honesty policy, he or she will advise the student of the offense and the penalty imposed. A faculty member may apply one of the following penalties:

- A written warning, with the requirement that the assignment be redone within the instructor's specified time.

- A failing grade for the assignment or test.
• An “F” grade for the course.

Commitment to Diversity: Northampton Community College is committed to creating and fostering a learning and working environment based on open communication and mutual respect. This is an integral part of the College’s academic mission to enrich our students’ educational experiences and prepare them to live in and contribute to a global society. If you encounter sexual harassment, sexual misconduct, sexual assault, or discrimination based on race, color, religion, age, national origin, ancestry, sex, sexual orientation, gender identity, or disability please contact the Equal Opportunity Office at 610-861-5496 or hwhitaker@northampton.edu

If you see it, report it
northampton.edu/reportit

Electronic Communication: I will be using NCC e-mail account through Blackboard to communicate with the group or individuals as needed. You are expected to check your NCC e-mail regularly. If you have any questions or concerns, contact me through my NCC e-mail, by writing the course number in the “subject line”. I will not open any mail sent through a personal account.

Important NCC Services and Policies

Disability Services: Northampton Community College encourages academically qualified students with disabilities to take advantage of its educational programs. Services and accommodations are offered to students with disabilities at no additional cost to facilitate accessibility to College programs and facilities.

Attention Students!
This course has been constructed utilizing Principles of Universal Instructional Design. If you are requesting reasonable accommodations, please contact the Office of Disability Services at 610-861-5342 or disabilityservices@northampton.edu. Additional information for students with disabilities may also be found at http://www.northampton.edu/Student-Resources/Disability-Services.htm

Tutoring Services: The Learning Center at NCC provides free tutoring services, including real-time online tutoring. Refer to the following website for the most up-to-date online tutoring schedule and information: http://www.northampton.edu/Student-Resources/Learning-Center/Tutoring-Services/Online-Tutoring.htm

Access the online tutor for ECE courses at the following email address: ecetutor@northampton.edu

Incomplete Policy: An Incomplete grade of “I” is issued only at the student’s request with the permission of the instructor, to allow completion of specific course work the student did not complete due to valid, unforeseen circumstances. The deadline for completing the course requirements is no more than 5 months after the date grades were due in the semester in which the "I" grade was issued. The professor will designate that the incomplete grade becomes a specific letter grade if the work is not completed.

For further information regarding any NCC procedures or policies refer to the current Student Handbook at the following link: http://www.northampton.edu/Documents/Academics/Student%20Handbook.pdf

Instructional Plan

Assignments Required and Weight of Each in Determining Final Grade:
1. Child Assessment Project – 10% **
2. Family and Community Partnership Project – 10% **
3. Teaching Skills and Strategies Project – 10% **
4. Teaching Skills and Strategies Evaluation – 5%
5. Curriculum Assessment Project – 10% **
6. Action Research Project – 10% **
7. Lab Assignments – 10%
8. Class Presentation – 5%
9. Reflection Journals – 10%
10. Class Participation – 10%
11. Program / TAOC e-Portfolio – 10% **

Students must complete the following assessments in order to pass this course:
- All Key Assessments of the Course **
- Lab Attendance and Assignments; Video Assignment
- Program / TAOC Portfolio Binder
- Program / TAOC e-Portfolio

Students must earn B or better in each of the following assessments in order to pass this course:
- Lab Assignments
- Teaching Skills and Strategies Evaluation by Faculty

** Description of Assignments **

There are 6 Key Assessments in this course: Child Assessment Project, Family and Community Project, Teaching Skills and Strategies Project, Curriculum Assessment Project, Action Research Project, and Program / TAOC e-Portfolio. Besides these Key Assessments, Lab hours must be completed in order to pass this course.

Content related to Cultural, Linguistic, and Ability Diversity will be reflected within the assignments and in the course calendar.

** Child Assessment Project: **
The purpose of this project is to give you an opportunity to gather evidence of one child’s learning by observing and recording his/her actions in written and visual format by collecting samples of his/her work. You will use this evidence to:
- Create a Child Assessment Portfolio
- Write a Child Assessment Paper that documents your knowledge of child development and learning
- Prepare and/or implement a conference to partner with CAC’s family

** Family & Community Project: **
The purpose of this assessment is to interact with family members and explore community resources to develop the skills and knowledge required to build respectful, meaningful relationships. The project will provide you with learning experiences to:
- Work with families and community on an ongoing basis to build partnerships
- Research community resources that will enrich the curriculum
- Research community resources for families
- Plan and implement a family and community event

** Teaching Skills & Strategies Project: **
The purpose of this assessment is to reflect on your ability to practice the Art as a Way of Learning® Teaching Skills and Strategies during participation in labs within the context of cultural, linguistic and ability diversity of children and families. Lab assignments will provide you with opportunities to:
- Observe children and adults
- Interact with children to support, stretch, direct, and stimulate their learning
• Assess their learning by using authentic assessment methods
• Use evidence based practice including NAEYC’s Code of Ethical Conduct as a guide to practice professionalism

Curriculum Assessment Project:
The purpose of this assessment is to demonstrate your ability to plan, implement, and evaluate learning experiences for each child in all symbol systems / subject areas. The project will provide you with learning experiences to:
• Plan experiences based on various processes and elements / concepts of all symbol systems / subject areas
• Implement learning experiences using appropriate teaching skills and strategies to facilitate learning
• Use Art as a Way of Learning (AWL) Explorations in Teaching as a framework to integrate the arts into all symbol systems to:
  • Represent and express ideas;
  • Inquire and solve problems;
  • Connect family, community, and culture; and
  • Build relationships and understanding of self
• Evaluate own ability to promote learning of elements / concepts of all subject areas for each child

Action Research:
• The purpose of this assessment is to introduce you to action research which involves planning and conducting your own research to find answers to questions that may arise in your work as teachers. The project will provide you with learning experiences to:
  • Practice decision-making grounded in best practice
  • Integrate practice and research into a single activity
  • Apply information that is useful to program development
  • Gain additional information to enhance teaching and learning in the context of cultural, linguistic, and ability diversity
(Adam and Warner, 2001)

Lab Assignments:
One hundred and Fifty (150) hours of documented lab work is required for this course. You will have fifteen 10-hour labs beginning with week 1 and continuing through week 15. You must secure a lab site and a cooperating teacher by Nov. 15th / Apr. 15th. You may choose to do your labs at your worksite. An Understanding of Participation form must be submitted by the lab site before week 1 of the semester.

If the Understanding of Participation form comes back from the student's lab site checked "No" for providing services to children at-risk and families in lower economic settings, that student must watch a video and write a reflection. Students placed in off campus / worksite labs will complete the CLAD Inventory (CI) and reflection with the first lab course and then update and submit it with each subsequent lab course.

You will work under a cooperating teacher, completing weekly lab assignments. Lab requirements are as follows:
• Health and safety requirement: You are to verify that all requirements for your state or country are met. Please confirm with your lab site.
• Procedures and Guidelines: Follow the Code of Ethical Conduct by The National Association for the Education of Young Children (NAEYC) for all interactions with children, parents, and colleagues.
• Legal Considerations: Make sure that all children captured in photo / video have a signed release on file at the site (refer to Student Manual for a copy) and follow the policies of your lab site. Practice confidentiality by using numbers or fictitious names when describing situations for discussions and/or writing observations. Never discuss children outside of Discussion Forums.
These photographs and videos can only be shared with your instructor. They may never be posted or shared on public sites including the e-portfolio.

- Attendance form must be signed by the cooperating teacher in order to get credit for each lab. If an emergency prevents you from attending a lab, notify your course instructor and your lab site and plan to make up the missed hours. Refer to Internship Manual for additional information.

**Reflection Journals:**
You will complete weekly journals, reflecting on your own learning of the course concepts. Weekly themes will include culture, language and ability diversity topics.

**Class Participation**
This is an important aspect of the course where you will have an opportunity to share your thoughts as well as clarify your concepts. Evidence based practice and children with diversity will be included in class discussions.

**Program / TAOC e-Portfolio and Binder:**
TAOC is the Transfer and Articulation Oversight Committee of the Department of Education in PA. According to the TAOC agreement, there is a statewide Program-to-Program articulation in ECE which allows students to transfer their credits from a 2-year-college to a 4-year-college if they submit a standard and outcomes-based TAOC Portfolio. You will build your TAOC portfolio by organizing required artifacts from each course on an ongoing basis, completing the reflections in Internship. As a result of completing the portfolio, you will demonstrate your understanding of the six program standards. You will create TAOC portfolio using your e-Portfolio system and also in a binder.

**Note:** Students taking this course for professional development or visiting students will be given an alternate assignment in place of the TAOC portfolio. Students entering a course after taking CDA will not have Task Stream/TAOC Portfolio. They must begin their Task Stream e-Portfolio and TAOC Portfolio with their first ECE course.

Complete descriptions of assignments and rubrics will be provided in class.

**Due Dates for Assignments:** All assessments are due on dates as indicated in the course calendar.

**Assessment Criteria:**
The general criteria for grading work are as follows:
A = Students demonstrate ability to describe, explain, analyze, and apply information, reasoning, context, knowledge, and judgment.
B+ = Students demonstrate ability to describe and explain information, reasoning, and knowledge.
B = Students demonstrate ability to describe information.
C+ = Students demonstrate ability to describe and explain information, reasoning, and knowledge.
C = Students demonstrate ability to describe information.

**Grade Scale:**
The following grades are used in the Early Childhood department:
A = 93 – 100 %
A- = 90 – 92 %
B+ = 87 – 89 %
B = 83 – 86 %
B- = 80 – 82 %
C+ = 77 – 79 %
C = 73 – 76 %
F = 0 – 72 %

Please note: There are no A+, C-, D+, or D grades. Any final grade below C means that the course must be repeated.
Rubrics are provided for each graded assignment. Use your rubric as a guide for completing your assignment, to ensure that you are describing, explaining, and analyzing the course concepts by using your knowledge of related concepts from other courses. Grades are directly related to the quality of your analysis and critical thinking about the assigned questions. Use your own words to explain your thoughts rather than using phrases directly from textbooks and other resources. It is important for you to clearly reflect your understanding of the weekly topics.

You will have access to a companion Blackboard course. The following sections will be populated in Blackboard:

- Assignment Page: This will contain the weekly class folders with class content, lab information, and information about projects. You will also get reminders about ongoing projects and due dates here.
- External Links: This will contain reading assignments and web links to articles and videos.
- Labs: This button will contain assignments and supporting materials for all fifteen labs.
- Google e-Portfolio: This button will contain the e-Portfolio assignment, rubric, and additional support documents for Google e-Portfolio.
- Task Stream: This button will contain information about creating an account and will provide links to helpful information about uploading your work on Task Stream system.
- TAOC Portfolio: This button will contain information about creating TAOC e-Portfolio and TAOC Binder.
- Grade Center: You will submit hard copies of all work in class and in grade book on Blackboard. Graded work will be returned to you during class and your grades will also be posted on Blackboard. The online grade book will calculate your total points and weighted percentages. Your final weighted percentage will be used to determine your final grade.
- In case of class cancellation, I will open the Discussion Forum to turn our on-ground class into an online class for the week, with follow up during the subsequent class meeting.

**Students must get C as their final grade in order to pass Internship.**

**Save all your work!**

You are expected to save all your assignments and rubrics on disks/thumb drives as back up data to safe guard against loss of your hard copy or problems with your hard drive. You will need artifacts from this and other courses to develop your TAOC Portfolio.
Course Calendar

I reserve the right to change topics or assignments when necessary to make classes more relevant to current events or required student outcomes. Review of the items listed in the "Reading / Print Materials" column is to be completed before class in order to prepare for class participation. **All assignments are due by dates listed below.**

<table>
<thead>
<tr>
<th>Wk</th>
<th>Topic</th>
<th>Reading Print Materials</th>
<th>Learning Experiences</th>
<th>Lab Assignment</th>
<th>Other Assignments</th>
<th>Assignments Due 1/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/12-1/16/15</td>
<td>Introduction to Course / Lab; Internship KW(L)</td>
<td>-Website: ECE Infant to Grade 4 Program Internship Manual -Website: ECE Student Resources and Presentations -Website: PA Health and Safety Requirements -Website: CLAD Packet</td>
<td>- What cultural, linguistic, and ability diversity is represented in this classroom? -Watch TED Talk: Rita Pierson “Every kid needs a champion”. Discuss personal philosophy of teaching. -Explore websites of Bloom’s Taxonomy. Use a KWL chart.</td>
<td>Lab : Due 1/18</td>
<td>Journal: Reflect on the Guiding Principles of our Program</td>
</tr>
<tr>
<td>Wk</td>
<td>Topic</td>
<td>Reading Print Materials</td>
<td>Learning Experiences</td>
<td>Lab Assignment</td>
<td>Other Assignments</td>
<td>Assignments Due 2/1</td>
</tr>
<tr>
<td>------</td>
<td>-------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------</td>
<td>-------------------</td>
<td>---------------------</td>
</tr>
</tbody>
</table>
| 3    | DAP; Principles of Development | -TS: RTI (Chapter 2)  
-Website: DAP Position Statement  
-Website: Principles of Development  
-Website: DEC/NAEYC/NHSA Joint Position Statement on Response To Intervention (RTI)  
-Website: CONNECT Module 7: Tiered Instructions Handouts 7.1, 7.4 | -CONNECT: Complete Handouts 7.3, 7.5  
-BICC Video - How do teachers use Tiered Instructions in the video?  
-ARP: How will you document your problem?  
-Anti-bias Environment  
-Checklist for AB environment: How does your lab classroom rate on the ADL Checklist?  
-Watch UDL Center Implementation Videos  
-Complete CONNECT – Activity 1.3a  
-Watch TED Talk: Alison Gopnik on Brain Development: What new information did you gain from this video? How will this influence your practice? | -Lab 3: Due 2/1  
-Begin Using CAC Log | Journal: Class Topic – Reflect on your ability to practice RTI | -Lab 3:  
-Journal: Reflect on your ability to practice RTI  
-Begin Using CAC Log  
-Begin Using Transition Activities Chart (TAC)  
-ARP Plan Due |
| 4    | Responsive, Inclusive Environments | -Anti-Bias Education (Derman-Sparks and Richards)  
-Anti-bias education in a family childcare home (BJ Edwards)  
-Website: Reggio Emilia  
-Website: Zero to Three Brain Dev.  
-Website: CONNECT Module 1: Embedded Interventions  
-Website: UDL National Center  
-Website: UDL Research Evidence  
-Website: Center on the Developing Child at | -ARP: How will you document your problem?  
-Anti-bias Environment  
-Checklist for AB environment: How does your lab classroom rate on the ADL Checklist?  
-Watch UDL Center Implementation Videos  
-Complete CONNECT – Activity 1.3a  
-Watch TED Talk: Alison Gopnik on Brain Development: What new information did you gain from this video? How will this influence your practice? | -Lab 4: Due 2/8  
-Begin Planning Phase Descriptions (PPD Log) | Journal: Class Topic – Use the UDL checklist in your lab classroom and reflect on strategies for improvement. | -Lab 4:  
- Begin Planning Phase Descriptions (PPD Log)  
-ARP Documentation of the Problem Due |
<table>
<thead>
<tr>
<th>Wk</th>
<th>Topic</th>
<th>Reading Print Materials</th>
<th>Learning Experiences</th>
<th>Lab Assignment</th>
<th>Other Assignments</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| 5   | Collaboration with Families and Other Professionals | -TS: Parents, Families, and Children (Chapter 18)  
-Website: CONNECT Module 4: Family Professional Partnerships  
-Website: CONNECT Handout 4.1, 4.4, 4.5 on Partnership-Oriented Practices  
-Website: PaTTAN  
-Website: Early Intervention  
-Website: EITA  
-Website: NICHCY A to Z  
-Website: Pacer Center | -Complete CONNECT Handouts 4.2, 4.3 on Partnership-Oriented Practices  
-Watch the Video "Diversity and Communication". | Lab 5: Due 2/15 | Journal: Class Topic – Reflect on Early Intervention (EI) / EI process.               | Lab 5           |
| 6   | Tools for Gathering Information                   | -TS: Assessment in ECE (Chapter 2)  
-Website: CDC - Track your Child’s Developmental Milestones | -ARP: How did you decide what tools to use for your ARP?  
-Review CSEFEL website  
-Resources for Teachers Tools for Developing | Lab 6: Due 2/22 | Journal: Class Topic – Reflect on your ability to use AT in classroom, using Activities 5.1a and 5.4a from CONNECT | Lab 6           |
- Website: CDC - Milestone Moments  
  - Website: Temperament  
  - TS: Temperament (Chapter 9)  
  - Website: PA Keys for ELS  
  - Website: PDE for SAS System  
  - Website: CONNECT Module 5: Assistive Technology  
  - Website: CONNECT Activity 5.1a  
  - AT Handouts from Pacer  
  - AT for Infants, Toddlers, and Young Children with Disabilities  
  Behavior Support Plans  
  - Watch the Video: Early Recognition of Child Development Problems  
  - Review CONNECT Handouts 5.2 and 5.3  
  - Complete CONNECT Activity 5.4a  
  - Review the website of Assistive Technology Resources for B-3  
  - Review the website of Assistive Technology Resources for 3-8

<table>
<thead>
<tr>
<th>Wk</th>
<th>Topic</th>
<th>Reading Print Materials</th>
<th>Learning Experiences</th>
<th>Lab Assignment</th>
<th>Other Assignments</th>
<th>Assignments Due 3/1</th>
</tr>
</thead>
</table>
| 7  | Play  | - TS: Sociodramatic Play (Chapter 12)  
      - Website: PBS Teachers – The Importance of Dramatic Play  
      - OHCHR Committee on the Rights of the Child  
      - Convention on the Rights of the Child  
      - Play = Learning  
      - Use Grave’s Plan in labs to support children’s play.  
      - Reflect on Smilansky’s Elements of Sociodramatic Play observed during labs.  
      - Traditional Children's Games from Around the World  
      - Games from Around the World  | Lab 7: Due 3/1 | Journal: Class Topic – Reflect on the global perspectives on Play | Lab 7:  
      - Journal: Class Topic  
      - Reflect on the global perspectives on Play |
<p>| 2/23-2/27/15 | | | | | | |</p>
<table>
<thead>
<tr>
<th>Wk</th>
<th>Topic</th>
<th>Reading Print Materials</th>
<th>Learning Experiences</th>
<th>Lab Assignment</th>
<th>Other Assignments</th>
<th>Assignments Due 3/8</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>3/2-3/6/15</td>
<td>- Article: “Misbehavior or Mistaken Behavior?” by Gartrell</td>
<td>- Watch videos and describe the Dilemma</td>
<td>Lab 8: Due 3/8</td>
<td>- Journal: Class Topic – Reflect on Transition using examples from (a) this week’s CONNECT videos and (b) TAC</td>
<td>Lab 8: 3/22</td>
</tr>
<tr>
<td></td>
<td>Guidance; Transition</td>
<td>- Website: Transitions: CONNECT Module 2: Transitions</td>
<td>- Discuss the connections between the IEP, Transition Profile, and classroom arrangements suggested for Tamiya</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Research Summary on Transition Practices</td>
<td>- Tamiya's IEP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Website: A Family's Introduction to Early Intervention in Pennsylvania</td>
<td>- Child Transition Profile Sample</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Website: An Early Education Provider’s Guide to Early Intervention Services in Pennsylvania</td>
<td>- Examples of Classroom Arrangements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Website: CSEFEL</td>
<td>- Review CSEFEL website</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Resources for Teachers Scripted Stories for Social Situations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Review the website of The Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- How to Help Your Child to Learn to Share</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- How to Help Your Child Manage Time and Understand Expectations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- How to Help Your Child Learn to Trade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SPRING BREAK: 3/9-3/13: Make Up Internship Hours as Needed**
<table>
<thead>
<tr>
<th>Wk</th>
<th>Topic</th>
<th>Reading Print Materials</th>
<th>Learning Experiences</th>
<th>Lab Assignment</th>
<th>Other Assignments</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>3/23-3/27/15</td>
<td>NAEYC Code; Accreditation</td>
<td>- Website: NAEYC Code - Website: DEC Code of Ethics - Website: NAEYC</td>
<td>-Review the concept of &quot;From either/or to both/and Thinking&quot; to</td>
<td>Lab 10: Due 3/29</td>
<td>-Journal: Class Topic – Reflect on Active Listening</td>
</tr>
</tbody>
</table>

- ARP Draft Due
<table>
<thead>
<tr>
<th>Wk</th>
<th>Topic</th>
<th>Reading Print Materials</th>
<th>Learning Experiences</th>
<th>Lab Assignment</th>
<th>Other Assignments</th>
<th>Assignments Due 4/5</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Advocacy</td>
<td>- Website: CDF: Marian Wright Edelman's Commencement Address at NCC&lt;br&gt;- Website: NAEYC Public Policy&lt;br&gt;- Center on the Developing Child at Harvard University</td>
<td>resolve an ethical dilemma of daily practice at lab site using capture notes&lt;br&gt;-Watch the Diversity Video: Contrast Perspectives&lt;br&gt;-Discuss RERUN Communication Strategy&lt;br&gt;-Complete CONNECT: Activity 3.3a&lt;br&gt;-Explore the Multicultural Principles for Head Start Programs&lt;br&gt;-Review the website of The Changing Face of the United States: The Influence of Culture on Early Child Development&lt;br&gt;-Explore the website of Colorin Colorado For Educators&lt;br&gt;- Explore the website of Colorin Colorado&lt;br&gt;Differentiated Instructions for ELL</td>
<td>Lab 11: Due 4/5&lt;br&gt;Seminar Discussion: Reflect on Edelman’s speech related to the field of ECE</td>
<td>Lab 11</td>
<td>-Due: Curriculum Assessment</td>
</tr>
</tbody>
</table>

**Assignments Due 4/5**

- Accreditation of Programs for YC
  - Website: NAFCC Accreditation
  - Website: Cultural and Linguistic Diversity
  - NAEYC Position Statement
  - Website: Colorin Colorado for Educators
  - Handouts: Four Levels of Listening Both/And Thinking Capture Notes
  - Website: CONNECT Module 3: Communication for Collaboration

-ARP: Group discussion of presentation of ARP
-Review the website of CDF - Take Action
-CDF - Policy Priorities
-CDF - Early Childhood Education and Care
-Review the website of NAEYC – Take Action
-Website: Center on the Developing Child at Harvard University
<table>
<thead>
<tr>
<th>Wk</th>
<th>Topic</th>
<th>Reading Print Materials</th>
<th>Learning Experiences</th>
<th>Lab Assignment</th>
<th>Other Assignments</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| 12 | Collaboration; Global Connections | - Website: Center on the Developing Child at Harvard University  
- Website: Global Child Development  
- Website: UNICEF Early Childhood Development  
- UNICEF in Cambodia - UNICEF in East and South Africa  
- UNICEF in India  
- Video: Education in Finland  
- Website: Why are Finland's Schools Successful?  
- Website: Pre-primary Education in Finland  
- Website: UN Cyber School Bus  
- Website: Cyber School Bus Art Gallery |  
- Watch the EED Video: Children being in the World (India). What learning do you see taking place in the video? What learning do you see taking place in the video? How is it alike / different as compared to how “Friends” are learning?  
- Compare photos of schools from India, Zambia, and Cambodia  
- Watch the Video: "National Plan for Early Childhood" by The National Alliance for Early Childhood in Brazil Click on the closed captioning link (cc) for subtitles in English.  
- Guest: Professor of ECE from India  
- Website: Redbricks Education Foundation | Lab 12: Due 4/12 | Seminar Discussion: Reflect on global connections in ECE. | Lab 12          |

**-Due: Teaching Skills**
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading Print Materials</th>
<th>Learning Experiences</th>
<th>Lab Assignment</th>
<th>Other Assignments</th>
</tr>
</thead>
</table>
| 13   | Action Research Presentation | - Website: VOP at NAEYC for Action Research  
-Website: Action Research Revisited: Five Field Examples  
-Website: Action Research in Education  
-Website: Teachnology  
-Website: PA Keys for ELS  
-Website: PDE for SAS System | -ARP: Work in pairs with a member of your group to give feedback on each other's Action Research Presentations.  
-ARP: Give feedback on Presentations  
-ARP: Write reflection on Presentations | Lab 13: Due 4/19 | 4/19 - Due: Action Research Presentations and Papers |
| AWk  | Topic       | Reading Print Materials                                                                 | Learning Experiences                                                      | Lab Assignment   | Other Assignments                                                                 |
| 14   | Portfolio Review | - Website: Bloom’s Taxonomy  
-Website: Images of Bloom’s Taxonomy  
Website: Early Childhood Education Internship Manual | -Peer Review of Portfolio using the checklist. | Lab 14: Due 4/26 | -Journal: Principles of Development with own examples of practice |
<p>| Wk   | Topic       | Reading Print Materials                                                                 | Learning Experiences                                                      | Lab Assignment   | Other Assignments                                                                 |
| 15   | Reflections | -Portfolio Assignment | Lab 15: Due 5/3 | Journal: | Lab 15: |</p>
<table>
<thead>
<tr>
<th>4/27-5/1/15</th>
<th>-Reflect on experience of taking the lead role during labs.</th>
<th>Graduate of the Future</th>
<th>-Journal: Graduate of the Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/4</td>
<td>Classes End / Internship Labs End</td>
<td>Lab Hours</td>
<td></td>
</tr>
<tr>
<td>5/6</td>
<td>NCC Project Submission Day</td>
<td></td>
<td>Due: TAOC Portfolios – Binder and Electronic</td>
</tr>
</tbody>
</table>