

Beginning Practicum Classes Outcome & Behavior Comparison using both the CDA Competency Goal Model and the NAEYC Standards (January 2006).

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SOCC-ECE 209 & 102	CDA Competency Goals	NAEYC Standard	PCC - Practicum I	Linn Benton - ED 101	Lane- Beginning Level- preschool & preK
<p>Supporting a child's physical/ mental health: _Communicates to children and their parents the importance of outdoor play and physical activity for healthy growth and development _Helps children develop basic health habits</p> <p>Problem solving with children: _Responds quickly and calmly to prevent children from hurting each other _Encourages children to ask for, accept, and give help to one another. _Encourages children to make friends _Encourages and assists children to express their feelings and assert rights in socially acceptable ways. _Encourages children to comfort and help one another. _Encourages children's attempts to use words to resolve conflicts. _Anticipates confrontations between children and defuses provocative behavior. _Knows and <i>demonstrates</i> a variety of positive guidance methods – such as listening, reinforcement, and redirection – and uses each appropriately. _Lets children solve their own problems whenever possible. _Uses firm and friendly techniques, such as reminding and persuading, when rules are forgotten or disobeyed _Uses positive language with children: for example, “walk” rather than “don’t run” _Uses the language in which each child understands expectations, limits, and guidance _Avoids negative methods, such as spanking, threatening, shouting, isolating, or shaming children.</p>	<p>II. To advance physical and intellectual competence.</p> <p>Functional Areas: *Physical *Cognitive *Communication *Creative</p>	<p>Standard 1. Promoting Child Development and Learning</p>	<p>1. Observes individual children in their development and relates these observations to child development theory (i.e. Erikson, Piaget, Vygotsky, etc.) 2. Articulates a growing awareness of multiple influences on children's development and learning (i.e. social, family, economic, language, health factors). 3. Describes how mentor teachers create and modify the environment to promote health and safety for children. 4. Observes how mentor teachers create respectful, supportive, and challenging learning environments for children. 5. Identifies how mentor teachers use the environment as a guidance and management tool.</p>	<ul style="list-style-type: none"> • Demonstrates understanding of proper positioning when supervising children: gets down on child's level, anticipates areas where an adult is needed and moves toward that area, sits or stands so that the entire area of supervision can be monitored. • Is aware of classroom behavior expectations for children. Helps when children need additional assistance to follow rules and routines, and intervenes to keep children safe. • Demonstrates knowledge of the classroom schedules by helping children and adults prepare for transitions. Helps prepare the classroom environment for children's activities. 	<ul style="list-style-type: none"> • Avoids favoritism and treats children as individuals. Works with a variety of children. • Helps to provide a classroom atmosphere of positive reinforcement and constructive guidance. • Is beginning to use every day interactions with children to enrich and expand their experience and language. • Is beginning to encourage social interaction and development by avoiding becoming the center of play. (4b, 5) • Is beginning to demonstrate developmentally appropriate practices consistent with program philosophy. • Monitors safety limits and helps children understand the reasons for each limit. • Is beginning to use meal/snack tables as a learning time for children, for example modeling manners, encouraging children to try a variety of food and applying appropriate health practices. (4d) • Completes sanitizing jobs weekly or as assigned in a timely manner. • Completes assigned jobs on the responsibility chart in a timely and efficient manner.
<p>Supporting a child's social development: _Supports child's developing awareness of him/herself as a member of a family and of an ethnic or social group by talking about families _Uses books, pictures, stories, and discussion to help children identify positively with the events and experiences of their lives; for example, single parent families, extended families, divorce, moving, or birth of siblings _Helps children and parents deal with such typical issues as separation anxiety, negative behavior, shyness, sexual identity, and making friends _Encourages cooperation rather than competition _Helps all children feel valued as members of the group _Emphasizes cooperation in games and activities so that each child experiences success _Helps children recognize their own and others' feelings, similarities, and differences and helps them empathize with others.</p>	<p>IV. To establish positive and productive relationships with families.</p> <p>Functional Areas: *Families</p>	<p>Standard 2. Building Family and Community Relationships</p>	<p>6. Articulates the importance of families as children's primary teachers. 7. Begins the process of learning about families, mentoring team, classroom community, and cultures in the classroom. 8. Recognizes and acknowledges personal biases that interfere with the ability to develop relationships with children, families, and the mentoring team. 9. Observes how mentor teachers are creating a classroom environment that is welcoming and respectful of all families.</p>	<p>(addressed in later Practicum classes)</p>	<p>(addressed in later Practicum classes)</p>
<p>Supporting emotional growth: _Helps children through periods of stress, separation, transition, and other crises _Gives one-to-one attention to each child as much as possible _Delights in each child's success, expresses kindness and support when a child is having trouble, and helps him/her learn from mistakes _Responds immediately and sympathetically to a child's injury or fear of injury and encourages the same response by the children. _Provides affection for all children. _Treats each child as an individual with his or her own strengths and needs and unique characteristics _Comments directly, sincerely, and positively to children about their performance and ideas</p>	<p>III. To support social and emotional development and to provide positive guidance.</p> <p>Functional Areas: *Self *Social *Guidance</p>	<p>Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families</p> <p>Standard 4a. Teaching and Learning: Connecting with children and families</p>	<p>10. Begins to gain knowledge about the assessment tools and strategies used in the classroom by the mentor teachers. 11. Describes how mentor teachers use information from assessments, observations, and documentation to contribute to the curriculum and positively influence children's development and learning. 12. Collects and documents observations of an individual child over time in each of the following domains: aesthetic, cognitive, emotional, language, physical, and social. 13. Recognizes the uniqueness, culture, language, and learning styles of individual children. 14. Demonstrates awareness of children's cues as they communicate needs, distress, desires, etc., and responds to such cues. 15. Begins to develop relationships with children. 16. Observes how mentor teachers work together with parents towards meeting the needs of children.</p>	<ul style="list-style-type: none"> • Assists classroom teachers with writing anecdotal observations. • Greets and initiates interactions with the children. Communicates with children frequently, encouraging curiosity and reinforcing language development. Engages children to enhance participation in activities. 	<ul style="list-style-type: none"> • Gets involved with children or spends time observing. • Effectively observes and records children's behavior and the teaching and guiding methods of staff. Turns observations in weekly. • Is beginning to select most appropriate areas for observing and supervising children. • Is beginning to communicate effectively with children: • Gives short, clear directions. Offers choice only when choice is intended.

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<p>Classroom Environment: _Supervises all children’s activities indoors and outdoors. _Helps preschoolers stop dangerous actions toward themselves and others. _Teaches children simple safety rules and enforces rules consistently. _Enjoys and demonstrates a positive attitude in her/his role of working with young children in a group setting _Students provides a safe environment to prevent and reduce injuries _Recognizes and works to meet the special needs of children with disabilities, taking into account the importance of physical development to self-concept and social development _Adapts the indoor and outdoor environments so that children with special needs can maximize their independence.</p>	<p>I. To establish and maintain safe, healthy learning environments.</p> <p>Functional Areas: *Safe *Healthy *Learning *Environment</p>	<p>Standard 4b. <i>Teaching and Learning: Using developmentally effective approaches</i></p>	<p>17. Develops awareness of where one is physically in the classroom, in relation to both children and adults. 18. Describes how the daily schedule and routines are predictable, yet flexible in response to individual needs of children. 19. Provides examples of how transitions occur in the classroom, and how children respond to those transitions. 20. Observes how mentor teachers use direct and indirect guidance to support development and learning. (i.e. exploring a wide range of feelings; using narration during interactions to identify pro-social behavior or during problem solving; making modifications in the environment</p>	<ul style="list-style-type: none"> Utilizes positive guidance techniques, such as redirection, offering choices, and proactively engaging children in activities. Follows through on guidance interventions, and demonstrates reasonable expectations of the age group 	<ul style="list-style-type: none"> Is beginning to communicate effectively with children: Encourages language by modeling appropriate language and by listening and communicating effectively. Is beginning to be consistent, firm and follows through when setting limits with children. Is beginning to offer a choice when appropriate and accepts child’s decision. Attempts to avoid power conflicts with children Avoids labeling children. Addresses the problem behavior or situation instead. Is beginning to encourage and assist children’s attempts to use words to solve problems. Encourages children to appropriately put away materials and equipment when finished; helps children when necessary but doesn’t clean up alone or ignore disorder. Avoids making models for children to copy. (4c, d) Is beginning to encourage social interaction and development by encouraging and mediating group play Appears approachable to children (body language, facial expression, tone of voice). Gets down to children’s level. Is beginning to effectively supervise outdoors--activities, free play and walks
<p>A students work in creating/supporting an inclusive/empowering classroom: _Uses materials that demonstrate acceptance of each child’s sex, family, race, language, and culture. _Adapts the daily schedule to accommodate children with special needs rather than requiring them to fit the schedule _Uses objects, music activities, and celebrations that are meaningful to young children to encourage development of both languages and cultures. _Recognizes differences and supports individual learning styles and finds ways to work effectively with each child _Helps children recognize and appreciate racial, ethnic, and ability differences and similarities _Provides many opportunities for all children, including this with disabling conditions, to feel effective, experience success, and gain the positive recognition of others _Encourages play and relationships among all children across racial, language, ethnic, age, and gender groupings, including children with disabilities _Is able to modify play when it becomes over-stimulating for any of the children, including children with disabilities _Encourages children to share stories and activities from their families and cultures _Has realistic expectations about children’s attention spans, interests, social abilities, and physical needs, including children with disabilities. _Respects each family’s cultural background, religious belief, and childrearing practices.</p>	<p>V. To ensure a well-run, purposeful program responsive to participant needs.</p> <p>Functional Areas: *Program *Management</p>	<p>Standard 4c. <i>Teaching and Learning: Understanding content knowledge in early education</i></p>	<p>21. Observes how mentor teachers implement a curriculum that is consistent with goals for children and promotes learning and development in each of the following domains: aesthetic, cognitive, emotional, language, physical, and social.</p>	<ul style="list-style-type: none"> Plans and implements an activity appropriate for the classroom children. 	
<p>(Integrated in the other items above)</p>	<p>VI. To maintain a commitment to professionalism.</p> <p>Functional Areas: *Professionalism</p>	<p>Standard 4d. <i>Teaching and Learning: Building meaningful curriculum</i></p>	<p>22. Observes and documents the levels, types, and variations of children’s play. 23. Explains how mentor teachers have used additional resources (books, standards documents, Web resources, colleagues) to plan curriculum for children that is developmentally, culturally, and linguistically relevant to the classroom population. 24. Observes how mentor teachers implement planned curriculum from lesson plans, as well as how they incorporate spontaneous and emergent curriculum, based on children’s expressed interests.</p>	<ul style="list-style-type: none"> Demonstrates reliable attendance. Arrives on time, completes scheduled hours, calls teachers when absent. Arranges make-up hours in a timely manner. Gets lesson plans approved by classroom teacher one week in advance. Appears enthusiastic and interested in learning about the program and in participating in the classroom. Performs duties willingly, accepts suggestions, cooperates, and asks for feedback. 	<ul style="list-style-type: none"> Is beginning to encourage interest in language by making stories interesting and stimulating. Participates actively in large and small group circles. Monitors safety limits and helps children understand the reasons for each limit.
		<p>Standard 5. <i>Becoming a Professional</i></p>	<p>25. Shows positive outlook and enthusiasm for children and teaching. 26. Demonstrates good work habits (arrives on time ready to work, focused on children) and maintains confidentiality. 27. Reflects on one’s own developing practice and philosophy of teaching and begins to view self as a professional and as an active learner (solicits feedback, opportunities to grow, challenges self). 28. Describes ways that advocacy for children and families occurs in the classroom. 29. Researches and collects information on resources available at the P.C.C. campus and in the community. 30. Communicates effectively, both written and orally, with the mentoring team.</p>		