

**CD57 FRAMEWORK and EXPERIENCES**

**Framework:** This course will be divided into 5 modules. Each module will give students the opportunity to **know, see, do, and reflect**. We see these as the core components of effective and intentional teaching. This course is intended to help you grow in your ability to do each of these things, and thereby improve your classroom interactions and practice.

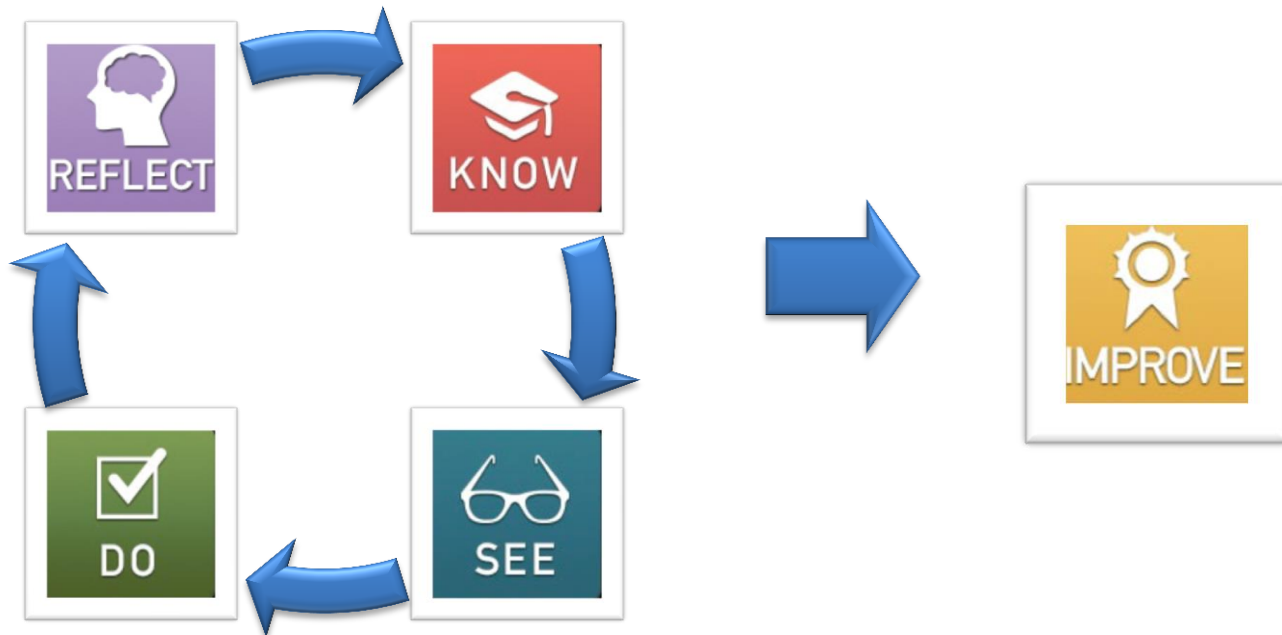
*Module 1:* Introduction to Engaging Interactions and Environments (3 Sessions)

*Module 2:* Social and Emotional Support (3 Sessions)

*Module 3:* Well-Organized Classrooms (3 Sessions)

*Module 4:* Instructional Interactions (4 Sessions)

*Module 5:* Bringing it All Together (2 Session)



**Know** = Gain knowledge of child development and specific teaching practices

**See** = Objectively describe what is happening in video clips of your own and others classrooms, using specific behavioral language

**Do** = Set goals, Plan, Implement strategies (**Do** can also involve enacting knowledge within the context of “in class” activities)

**Reflect** = Observe your practice, Assess, Analyze, Plan for change

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Assignments/Experiences

Journals (40 points): You will be required to complete 8 journal assignments (1 page). 5 points per journal

JOURNAL #1: Describe the classroom setting in which you are doing your lab placement. Include a brief description of the environment, the type of program, ages of children and the staffing. Briefly describe the program philosophy. Please write your name and journal entry number.

JOURNAL #2: Child Observation- describes children’s skills in one of the areas cognitive, emotionally, physically and socially. Give complete descriptions by describing the quality of the child’s behavior or actions (what did they do, how did children use their bodies, what did they say) Running record.

JOURNAL #3: Talk about your experiences in the field experience/lab placement.

JOURNAL #4: Complete one observation on Responsiveness on a teacher in your classroom. Then describe your own behavior on Responsiveness. This is an observation so be descriptive and objective in recording only what you see and not what you think.

JOURNAL #5: Reflect on the 4 journals completed. The purpose is to guide you in using reflection as a professional tool.

JOURNAL # 6: Choose one curriculum activity to plan and present during your lab hours. Complete the activity plans for the activity that you choose to do. You can pick any curriculum area but I encourage you to pick an area where you can further develop your skills.

JOURNAL #7: Use good observation techniques to gather examples of children’s individual and group problem solving skills. Tell the story.

JOURNAL #8: Write a short poem on the value of the field experience.

Classroom Tour and Environmental sketch of the current classroom: Use the form provided (20 points)

- 1. Choose a time of day when the children are not in the classroom to conduct your tour.
2. Walk through the classroom, stopping to pause and explain some of the “things” and “decisions” that you have made in your classroom to promote an engaging environment. Be sure to pause and explain in at least 3 different areas of the room. Make notes in the chart below about the highlights of your tour.

Table with 2 main columns: Things and Decisions. Rows include Display, Furniture, Materials and Room arrangement, Scheduling, Supervision.

- 3. Reflecting on your tour, what is one area where you feel you have been especially effective in creating an engaging environment? Please be specific and explain how you feel this might engage children.

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4. Reflecting on your tour, what is one area where you feel you can improve on the environment to make it more engaging? Drawing on information from our course session, please explain how you could make improvements.
5. Draw the floor plan/layout of your classroom with the form provided (also posted on the class website- Assessing Your Physical Space. Then discuss with your teaching team the questions in the first column. Based on your discussion, what changes can be made to increase children participation in learning activities? Brainstorm a list of possible changes and record results in the last column.

Submit your notes of the tour, the classroom floor plan and form provided.

Videotaping/Facebook Reflecting on Our Practice (Self-evaluation, instructor review and Peer Review)\* (100 points)

- Each class session has assigned homework related to course content. Assignments vary, and may include reflections, website investigations, videotaping, or use of strategies in your classroom.

Final Project (40 points):

- The final project for the course is a multi-week videotaping assignment which will require you to review tapes of your teaching practice, create a short plan for implementing new strategies, and evaluate and reflect on your classroom interactions.

Lab Hours (100 points): Students are to complete 110 hours of field work in a setting. It must be within a setting that serves children of any of the ages from infant-5 years. This does not include kindergarten or school age programs. There are limited field placements at the DeAnza Child Development Center and through mentor sites with prior approval from DeAnza Mentor Coordinator and Instructor. The instructor has partnered with San Juan Bautista Child Development Center to offer placement options for those not working in the field. Students working in a licensed early childhood program will be able to complete the hours in their sites.. You need to have the **Student Laboratory Cooperation Agreement** signed and turned in by the second week of the quarter. This form should be signed by the person who will be supervising your laboratory hours. Use the CD57 Attendance Log to record your weekly hours. You will turn this in at the end of the quarter. The instructor will be reviewing the log weekly for completion and accuracy. Bring it every Monday.

### **\*Videotaping and Editing for this course**

As part of some homework assignments you will be asked to videotape your classroom interactions, review footage you've taped, and edit several small clips for the instructor and your peers to view. We will include guidance with this process by providing training and a detailed guide on videotaping and editing video clips. **The videos will be uploaded to a class closed Facebook page for student's reflection, instructor and peer review and reflection. Videotaping must meet program confidentiality requirements.**

Resources:

ECE Compsat <http://ececompsat.org/>

Epstein, A. (2007). The intentional teacher: Using the best strategies for young children's learning. National Association for the Education of Young Children: Washington, DC.

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## Schedule/ Readings/Assignments

### Week 1 September 26, 2016

Introduction to Course Review of Syllabus and Course Assignments. Writing individual goals/objectives for the course. Conocimiento. TB Test/Finger Prints (when applicable); Field Experience Site Placement; Site Agreements/Permission Slips, Coaching ;

#### Supporting School Readiness (KNOW)

- Importance of early childhood education, particularly for children from low-income families
- Importance of quality in early childhood education Framework for effective practice (KNOW)

Engaging interactions and environments

- All about Engaging Environments (KNOW):
  - What do classrooms need to be engaging? What do engaging environments look like?
  - Things in the classroom: Display, Furniture, Materials
  - Decisions teachers make: Room arrangement, Scheduling, Supervision

Seeing it in Action (SEE)- Identify aspects of engaging environments in video clips and pictures.

Applying What You Know (DO): Use the floor plans and "materials" provided to create an engaging classroom environment

**READINGS:** Friedman, S. (May, 2005). Environments that inspire. Young Children on the Web, 1-9.

<https://www.naeyc.org/files/yc/file/200505/04Friedman.pdf> Read NAEYC information and 2010 Standards for Initial & Advance Early Childhood Professional Preparation Programs

[https://www.naeyc.org/files/naeyc/140527\\_2010%20standards%20for%20initial%20EC%20preperation%20%281%29\\_0.pdf](https://www.naeyc.org/files/naeyc/140527_2010%20standards%20for%20initial%20EC%20preperation%20%281%29_0.pdf) and the CA ECE Competencies <http://www.cde.ca.gov/sp/cd/re/documents/ececompetencies2011.pdf>

**ASSIGNMENT/EXPERIENCE:** Classroom Tour and Environmental Sketch of the current classroom - Tour and draw a sketch of your current classroom. See form on the course website-Assessing Your physical Space. Note areas for change or improvement. Create a new sketch showing the changes.

**JOURNAL #1:** Describe the classroom setting in which you are doing your lab placement. Include a brief description of the environment, the type of program, ages of children and the staffing. Briefly describe the program philosophy. Please write your name and journal entry number.

### Week 2 October 3, 2016

Introduction to Using Your Video Camera ; Intro to CLASS Tool ; Camera Check Out/Use Agreements; Permission Slips

All about Engaging Interactions (KNOW):

Why are early relationships important?

What do engaging interactions look like?

Back-and-forth exchanges among teachers and children; Types of Interactions, Social and Emotional Support; Well Organized Classrooms; Instructional Support

Seeing it in Action (SEE): What teacher and child behaviors do we see in the video clips of each type of interaction?

**READINGS:** Ostrosky, M. M., & Jung, E. Y. (2005). Building positive teacher-child relationships, What Works Briefs Series 12. Urbana, IL: Center on the Social Emotional Foundations for Early Learning.

<http://csefel.vanderbilt.edu/briefs/wwb12.pdf>

Dombro, A., Jablon, J., & Stetson C. (2010). Powerful interactions begin with you. Teaching Young Children, 4(1), 12 – 14. [https://www.naeyc.org/files/tyc/file/TYC\\_V4N1\\_Powerful\\_Interactions.pdf](https://www.naeyc.org/files/tyc/file/TYC_V4N1_Powerful_Interactions.pdf)

**ASSIGNMENT/EXPERIENCE:** Return Signed Permissions-keep a copy for your records

**VIDEOTAPING:** Introduce us to Your Classroom (DO) – VIDEOTAPING (1) of\_ your classroom. Give us a walking tour and identify places where you have created an engaging classroom environment (based on what you learned in last weeks' session).

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**Upload** your video to the Facebook group page. Observe your Practice (SEE and REFLECT) and post reflection on Facebook. Use these prompts.

1. Comment on what you observed related to your classroom environment in each of the relevant areas
2. Looking at your self-assessment, which area is your strongest? Which could use some improvement?
3. What could you do to improve your classroom environment?

JOURNAL #2: Child Observation- describes children's skills in one of the areas cognitive, emotionally, physically and socially. Give complete descriptions by describing the quality of the child's behavior or actions (what did they do, how did children use their bodies, what did they say) Running record.

### Week 3 October 10, 2016

All about Socially and Emotionally Supportive Interactions (KNOW):

- ✚ What is social-emotional support and why is it important for children's outcomes?
- ✚ What are the types of socially and emotionally supportive interactions?

Getting more Specific – A Focus on Fostering Connections (KNOW): Introduce Fostering Connections strategies:

- ✓ Establish an emotional connection with children
- ✓ Show children you enjoy being their teacher
- ✓ Be respectful

Seeing it in Action (SEE):

- ✚ What teacher and child behaviors do we see in the video clips of each strategy?
- ✚ Which learning domain is supported in the video clips?

Applying what you Know (DO/REFLECT):

- ✚ Video scavenger hunt

A Focus on Difficult Moments (KNOW): Introduce idea of Difficult Moments:

- Not all classrooms are positive all the time.
- Even the best teachers can have difficult moments in their classrooms.
- Although rare, even low levels of negativity can have an impact on children.

Seeing it in Action (SEE/DO):

- Compare and contrast two interactions with the same teacher and child.
- What differences do you notice in the teachers' interactions with this child and how the child responds?

**READINGS:** Hyson, M., & Taylor, J. L. Caring about caring: What adults can do to promote young children's prosocial skills. *Young Children*, 66(4), 74 – 83.

[http://www.naeyc.org/files/yc/file/201107/CaringAboutCaring\\_Hyson\\_OnlineJuly2011.pdf](http://www.naeyc.org/files/yc/file/201107/CaringAboutCaring_Hyson_OnlineJuly2011.pdf)

**ASSIGNMENT/EXPERIENCE:** VIDEOTAPING (2) interactions with children. Applying What You Know (DO/REFLECT):

1. Create a lesson/activity plan
2. Videotape yourself conducting a lesson/activity
3. Upload the video onto the Facebook page
4. View your video and reflect
5. Prompt: Reflect by describing successful and not as successful interactions

JOURNAL #3: Talk about your experiences in the field experience/lab placement.

### Week 4 October 17, 2016

Getting more specific – A Focus on Being Sensitive to Children's Needs (KNOW):

Introduce Being Sensitive to Children's Needs strategies

- Display an awareness of children's needs

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- Acknowledge emotions and provide individualized support
- Help resolve problems

Seeing it in Action (SEE):

- What teacher and child behaviors do we see in the video clips of each strategy?
- Which learning domain is supported in video clips?

**READINGS:** Hamre, B.K., Hadden, D.S. (in press). Teaching Through Interactions: Becoming an Effective, Intentional Early Childhood Teacher. Chapter 6 – Being Sensitive to Children’s Academic and Social Needs (posted on the class website)

**ASSIGNMENT/EXPERIENCE:** Applying what you Know (DO/REFLECT) Use the three strategies you learned this week in a “teachable moment” in your classroom.

Applying what you Know (DO/REFLECT):

1. Reflect on your interactions with a child in your classroom with whom you find it difficult to connect.
2. What are some things that you might do to foster connections with this child?
3. Write your reflection and plan and turn it in next week (1 page).

**JOURNAL #4:** Complete one observation on Responsiveness on a teacher in your classroom. Then describe your own behavior on Responsiveness. This is an observation so be descriptive and objective in recording only what you see and not what you think.

### Week 5 October 24, 2016

Getting more specific – A Focus on Following Children’s Lead (KNOW): Introduce Following Children’s Lead strategies

1. Encourage children to express their ideas
2. Build on children’s interests
3. Provide choices

Seeing it in Action (SEE):

- What teacher and child behaviors do we see in the video **clips of each strategy**
- Which learning domain is supported in video clips?

**READING:** Matthews, K. (2012). Unplanned explorations and lively minds. Teaching Young Children, 5(3), 1 –

4. [http://www.naeyc.org/tyc/files/tyc/file/V5N3/TYC%20V5N3%2031R\(1\).pdf](http://www.naeyc.org/tyc/files/tyc/file/V5N3/TYC%20V5N3%2031R(1).pdf)

**ASSIGNMENT/EXPERIENCE:** VIDEOTAPING (3)

Applying what you Know (DO/REFLECT):

1. Create a lesson/activity plan
2. Videotape yourself conducting a lesson/activity
3. Upload the video onto the Facebook page
4. View your video and reflect
5. Prompt: View your video and describe successful and not as successful interactions

**JOURNAL #5:** Reflect on the 4 journals completed. The purpose is to guide you in using reflection as a professional tool.

### Week 6 October 31, 2016

All about Well Organized Classrooms (KNOW):

- What are well-organized classroom interactions and why are they important for children’s outcomes?
- What are the types of well-organized classroom interactions?

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Getting more Specific – A Focus on Fostering Positive Classroom Behavior (KNOW): Introduce Fostering Positive Classroom Behavior strategies:

1. Provide clear behavioral expectations
2. Use proactive management
3. Redirect student misbehavior

Seeing it in Action (SEE):

- What teacher and child behaviors do we see in the video clips of each strategy
- Which learning domain is supported in video clips

Getting more Specific – A Focus on Providing Schedules and Routines (KNOW): Introduce Providing Supports and Routines strategies:

1. Maximize learning time
2. Have consistent routines
3. Facilitate effective transitions

Seeing it in Action (SEE):

- What teacher and child behaviors do we see in the video clips of each strategy
- Which learning domain is supported in video clips

### REQUIRED READINGS:

Alter, P. J. & Conroy, M. A. (n.d.). Preventing challenging behavior in young children: Effective practices. Technical Assistance Center on Social Emotional Intervention for Young Children.

[http://www.challengingbehavior.org/do/resources/documents/rph\\_preventing\\_challenging\\_behavior.pdf](http://www.challengingbehavior.org/do/resources/documents/rph_preventing_challenging_behavior.pdf)

Gartrell, D. (January, 2012). From rules to guidelines: moving to the positive. *Young Children*, 67, 56-58.

[https://www.naeyc.org/files/yc/file/201201/Gartell\\_Guidance\\_Matters\\_Jan2012.pdf](https://www.naeyc.org/files/yc/file/201201/Gartell_Guidance_Matters_Jan2012.pdf)

Ostrosky, M. M., Jung, E. Y., Hemmeter, M. L., & Thomas, D. (2003). Helping children understand routines and schedules, What Works Briefs Series 3. Urbana, IL: Center on the Social Emotional Foundations for Early Learning. <http://csefel.vanderbilt.edu/briefs/wwb3.pdf>

Suggested Reading:

Santos, R. M., & Ostrosky, M. M. (n.d.). Understanding the impact of language differences on classroom behavior, What Works Briefs Series 2. Urbana, IL: Center on the Social Emotional Foundations for Early Learning. <http://csefel.vanderbilt.edu/briefs/wwb2.pdf>

Ostrosky, M. M., Jung, E. Y., Hemmeter, M. L., & Thomas, D. (2003). Helping children make transitions between activities, What Works Briefs Series 4. Urbana, IL: Center on the Social Emotional Foundations for Early Learning. <http://csefel.vanderbilt.edu/briefs/wwb4.pdf>

Sigler, E.A., & Aamidor, S. (2005). From positive reinforcement to positive behaviors. *Early Childhood Education Journal*, 32 (4), 249-253.

Ratcliff, N. (2001). Use the environment to prevent discipline problems and support learning. *Young Children*, 56(5), 84-87.

### ASSIGNMENT/EXPERIENCE:

Applying what you Know (DO/REFLECT)

1. Explore the Center on the Social and Emotional Foundations (<http://csefel.vanderbilt.edu/>) for Early Learning websites
2. Choose a resource that will help to implement the strategy; provide clear behavioral expectations.
3. **Develop a plan** to use the resource in your classroom

Applying what you Know (DO/REFLECT)

Developing Routines activity: Develop a mini schedule for a routine in your classroom

Planning for Transitions activity: Generate ideas that can be used to help foster smooth transitions in your classroom

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**JOURNAL # 6:** Choose one curriculum activity to plan and present during your lab hours. Complete the activity plans for the activity that you choose to do. You can pick any curriculum area but I encourage you to pick an area where you can further develop your skills.

### Week 7 November 7, 2016

Getting more Specific – A Focus on Facilitating Interest in Learning (KNOW):

- Introduce Facilitating Interest in Learning strategies:
- 1. Expand children's involvement
- 2. Provide a variety of materials and activities
- 3. Use explicit learning goals

Seeing it in Action (SEE):

- What teacher and child behaviors do we see in the video clips of each strategy
- Which learning domain is supported in video clips

All about Instructional Interactions (KNOW):

- What are instructional interactions and why are they important for children's outcomes?
- What are the types of instructional interactions?

Getting more specific – A Focus on Supporting Problem Solving and Reasoning (KNOW): Introduce supporting problem solving and reasoning strategies:

1. Help children to compare and categorize
2. Teach children to observe and predict
3. Provide opportunities to test predictions

Seeing it in Action (SEE):

- What teacher and child behaviors do we see in the video clips of each strategy
- Which learning domain is supported in video clips

Getting more specific – A Focus on Encouraging Children to Create and Link (KNOW): Introduce Encouraging Children to Create and Link strategies:

1. Provide opportunities to brainstorm
2. Connect learning to children's own lives
3. Link learning with previous knowledge

Seeing it in Action (SEE):

- What teacher and child behaviors do we see in the video clips of each strategy
- Which learning domain is supported in video clips

Applying what you Know (DO/REFLECT):

- Implement prompts for 3 strategies in centers
- Implement lesson plan linking learning with previous knowledge

**READINGS:** Salmon, A. (2010). Tools to enhance children's thinking. *Young Children*, 65 (5). 26-31.

<https://www.naeyc.org/tyc/files/tyc/file/V4N5/Tools%20to%20Enhance%20Young%20Children's%20Thinking.pdf>

Duborsarsky, M., Murphy, B., Roehrig, G., Frost, L.C., Jones, J., & Carosloin, S.P. (2011)., Incorporating cultural themes to promote preschoolers' critical thinking in American Indian Head Start classrooms. *Young Children*, 66 (5), 20-29.

[http://experts.umn.edu/en/publications/incorporating-cultural-themes-to-promote-preschoolers-critical-thinking-in-american-indian-head-start-classrooms\(f516d861-430f-404a-ba69-5646cdbcdb0b32\).html](http://experts.umn.edu/en/publications/incorporating-cultural-themes-to-promote-preschoolers-critical-thinking-in-american-indian-head-start-classrooms(f516d861-430f-404a-ba69-5646cdbcdb0b32).html)

Jablon, J., & Stetson, C. (2007). Tips for Talking with Children. *Teaching Young Children*, 1(1).8-9.

<http://www.naeyc.org/files/tyc/file/nov07.pdf>



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### **ASSIGNMENT/EXPERIENCE:** VIDEOTAPING (4)

Applying what you Know (DO/REFLECT):

1. Create a lesson/activity plan
2. Videotape yourself conducting a lesson/activity. Schedule to work with a classmate to view each other's video and provide feedback.
3. Upload the video onto the Facebook page
4. View your video and reflect
5. Prompt: View your video and describe successful and not as successful interactions

**JOURNAL #7:** Use good observation techniques to gather examples of children's individual and group problem solving skills. Tell the story.

### **Week 8 November 14, 2016**

Getting more Specific – A Focus on Supporting Language Development (KNOW): Introduce Supporting Language Development strategies:

1. Engage in and extend conversations
2. Introduce novel words
3. Ask open-ended questions

Seeing it in Action (SEE):

- What teacher and child behaviors do we see in the video clips of each strategy
- Which learning domain is supported in video clips

Applying what you Know (DO/REFLECT):

- Open-ended question and novel words book-reading activity

Reviewing baseline video and self

**READINGS:** posted on the course website

### **ASSIGNMENT/EXPERIENCE:** Applying what you Know (DO/REFLECT):

- Open-ended question and novel words book-reading activity
- Reviewing baseline video and self-assessing

**JOURNAL #8:** Write a short poem on the value of the field experience

### **Week 9 November 21, 2016**

Getting more Specific – A Focus on Providing Feedback (KNOW): Introduce Providing Feedback strategies:

1. Use back-and-forth exchanges
2. Ask children to explain thinking
3. Scaffold children's learning
4. Encourage efforts

Seeing it in Action (SEE):

- What teacher and child behaviors do we see in the video clips of each strategy
- Which learning domain is supported in video clips

**READINGS:** posted on the class website

### **ASSIGNMENT/EXPERIENCE:** VIDEOTAPING (5) Applying what you Know (DO/REFLECT):

1. Create a lesson/activity plan

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2. Videotape yourself conducting a lesson/activity. Schedule to work with a classmate to view each other's video and provide feedback.
3. Upload the video onto the Facebook page
4. View your video and reflect
5. Prompt: View your video and describe successful and not as successful interactions

### **Week 10 November 28, 2016**

Assess and analyze your practice (REFLECT):

- Set the stage: What strategy did you focus on during the lesson?
- Planning: Describe how you planned to implement the strategy
- Improvement: What changes did you see in the strategies that you implemented when you compared your baseline tape to this tape?

**ASSIGNMENT/EXPERIENCE:** Plan for change (REFLECT):

- Looking forward: What is one adjustment you would like to make to implement this strategy in a more intentional way?

### **Week 11 December 5, 2016**

Bringing it All Together - What does it mean to be an intentional teacher?

(KNOW/REFLECT) - Making purposeful decisions (DO)

Class Reflection and review of course requirements completion.

### **Week 12: December 12, 2016 Final Exam**

Submit the final project. The final project for the course is a multi-week videotaping assignment which will require you to review tapes of your teaching practice, **create a short plan** for implementing new strategies, and evaluate and reflect on your classroom interactions.

Submit the log of hours. Keep a copy for your records.

Write a thank you card to your Mentor/Lead teacher.

Group reflection and course evaluation