

ECE Advisory Committee
Performance-based Assignments and Teacher Standards
June 1, 2001

NAEYC (new) Teaching and Learning: Supporting Learning

INTASC Instructional Strategies

- Create activities that apply age appropriately (w/o children)
- Create activities that apply age appropriately with children and describe how activity gave the result (successful? Not successful? Why?)
- Show enthusiasm through body language, personality
- Develop class schedule with explanations of transitions, expectations, and how to respond to situations that arise
- List of how to involve families in the classroom
- List of how school and community will be able to work together
- Show your experience of things already accomplished through involvement with families and/or communities (see log records in Danielson's book)
- Show your assessment/evaluation work with a variety of assessment tools
- Assessment/evaluation with child and family
- Videotape of instruction
 - From scratch to end of paperwork: why you picked the them, how you start to collect information, organize, presentation (instruction) and reflection

NAEYC (new) Teaching and Learning: Integrating Meaningful Curriculum

INTASC Planning: Content and Pedagogy

- KEY ASSIGNMENT:
- Choose an ECE Curriculum Model and create a unit/theme/project for a specific age group.
 - Include goals, objectives, timeline, some lesson plans, evaluation (using the format of that specific curriculum)
 - e.g., Creative Curriculum
 - Emergent Curriculum
 - Montessori
 - High Scope
 - Bank Street
- Teach/Facilitate an activity with the unit plan with a group of children. If possible, videotape.
- Demonstrate to university classmates the unit, and report back on one activity

NAEYC (new) Teaching and Learning: Supporting Relationships with Children

INTASC Motivation and Management

- Through play-based activities with several children demonstrate:
 - Ability to expand on children's play
 - Ability to follow child's lead
 - Ability to monitor transitions between different activities
 - Ability to meet children's needs
 - Ability to draw interests from children
 - Ability to expand children's learning experiences by introducing a variety of activities
 - Ability to provide positive reinforcement rather than negative discipline
 - Ability to provide exciting and stimulating activities that are age-appropriate
 - Ability to feel the pulse of children's behavior, reactions and the environment
 - Ability to document observations, evaluate the meaning of the observations, and then plan for follow-up
 - Ability to identify children's behavior and emotions
 - Ability to problem-solve
 - Ability to improvise whenever necessary
 - Ability to know when to jump in or sit back and observe children's conversations or actions
 - Time management
 - Classroom management
 - Flexibility

NAEYC (new) Promoting Child Development and Learning

INTASC Instructional Strategies and others

- Explain and demonstrate the use of various toys and materials and describe how they relate to the development of language, cognition, motor skills, and social development
- Student will demonstrate awareness of child's developmental stages by completing an observation of a given child in a classroom which explains the specific developmental stage
- Student will also demonstrate knowledge of child development by taking a test that evaluates knowledge of various stages of development
- Evaluations during clinical experiences
- Develop an age-appropriate activity for students through which children can develop their creativity and cognitive skills
- Demonstrate knowledge and understanding of child development through a class presentation of how a skill, such as handwriting, would progress through typical developmental stages, from pre-writing to cursive (could be done with anything, not just handwriting)
- In written format candidate will develop individual education plans for five different children with various learning challenges
- Using a short essay or performance format, demonstrate an understanding of uniform educational terminology

NAEYC (new) Observing and Assessing to Support Children and Families

INTASC Several

- Portfolio
- Students reflections
- Role play with “parents”
- Write an incident report to parents
- Home visit: Develop a guideline, then write a summary (2X)
- Observe kids, then be able to develop written report or share with classmate as if sharing with parent what they've learned; describe the child well
- Develop home links
- Participant case study
- Observe, follow a child for 2-4 years (from the time candidate is a sophomore to senior year)

NAEYC (new) Building Relationships With Family and Community

INTASC Relationships

- Facilitate a meeting with parents
 - Role play
 - Deaf/hearing
 - Do? Do?
- Develop a newsletter
- Conduct a mock meeting
- Lead a panel
- Invite guest speakers, plan special events
- Participate in student activities (field trip, special classes)
- School carnival
- Attend KHSO/PTA meeting and describe what they learned and how that might impact classroom practice
- Participate in community service hours