

MINUTES

Undergraduate Early Childhood Task Force

Friday, May 5, 2000 - 8:30 to 1:00

Attending: Cindy Bailes, Barbara Bodner-Johnson, Debra Cushner, Sara Gillespie, Jan Hafer, Pat Hulsebosch, Carina Hed-Edington, Tom Jones, Julie Longson, Richard Lytle, David Martin, Gail Solit, Helen Sweetney, Nancy Topolsky, Kellie Valdez, Samuel Weber, Andrea Wellnitz, Debbie White

CC: Phyllis Ballenger, Phil Bogdan, Steven Benson, Marcia Freeman, Ellie Lash, Melvia Nomeland-Miller, Brenda Perrodin, Jim Reilly, Virginia Singer, Geneva Ware,

Pat welcomed everyone to the meeting and briefly described the purpose. The UG ECE program is for UG's at Gallaudet, most of whom are planning to continue on to their graduate degree in Deaf Education. Since the BA degree is in "regular" education, the UG's do their final student teaching in classrooms with hearing students.

For the past 9 months she's worked with other ECE and UG people at Gallaudet to revise the program to make it responsive to current ideas and needs in ECE. One major change is from 0 to 5 years to birth to 8 years, with an emphasis on 2 to 8 years. The other major change will be more application experience in school/educational settings with children.

At this point there is an outline of possible courses, approved by the UG program team. The purpose of this meeting is to discuss content for the program. It's especially important to have input and feedback from ECE teachers and administrators. The major questions to address:

- 1) What do you believe are the most important knowledge, attitudes, understandings for new teachers to have at the end of their BA?
- 2) What experiences and content is important to learn those things?
- 3) How and where might we work together (partner) in teacher development?

The group broke into three small groups to discuss these questions, then organize them into categories. The results of those discussions and the final discussion on partnership are outlined in the attachments (these notes also include feedback from teachers at Sidwell Friends Lower School).

The group suggested meeting again in August to review the Course development that occurs over the summer. The group adjourned for lunch at 12:00.

Respectfully submitted,

Pat Hulsebosch

Personal Characteristics Needed for Early Childhood Educators

Criteria for review before acceptance into program:

- ✓ Flexibility
- ✓ Professional responsibility
- ✓ Willingness to learn
- ✓ Willingness to reflect on own needs to better meet needs of children
- ✓ Ability to set aside "self" for the good child and their family
- ✓ Be creative
- ✓ Experience with young children
- ✓ Need to encourage male students to major in ECE

Characteristics/skills to develop in program:

- ❖ Readiness with activities and backup activities
- ❖ Body language/visual expression
- ❖ Recognize the uniqueness of each child
- ❖ Team philosophy; recognize strengths each member brings to the team
- ❖ Personal and professional confidence and integrity
- ❖ Organizational skills
- ❖ Willingness and ability to "take charge;" be on time, self-motivated, join in (whether diaper changing, bug investigating, or getting dirty)
- ❖ Ability to be a "role model"
- ❖ Flexibility in thinking and planning ("go with the flow")
- ❖ Teacher as researcher; reflection on learning; inquiry with young children

School-Based Experiences

Basic principles:

- ✓ **Must have experiences with young children and parents BEFORE entering the program**
- ✓ **Must have a variety of supervised experiences with young children each year of the undergraduate program; each semester; a full-time summer experience**
- ✓ **Theme throughout program: theory to applications**
- ✓ **Teachers and students need time to meet in schools (\$ for subs)**
- ✓ **Need to coordinate between UG and Grad programs**

Things best learned in schools :

- ❖ **Teaming with other teachers, staff members, team members, professionals**
- ❖ **Facilitating community building**
- ❖ **Ability to work with families**
- ❖ **Professional attitude in working with a variety of people and systems**
- ❖ **Computer skills**
- ❖ **Observational skills and the ability to reflect on observations**
- ❖ **Ability to foster higher thinking skills in young children**

Partnership Ideas (Schools and Dept. of Education)

- ◆ In depth experience with diverse children and schools
- ◆ Involve students with Family Math Program (MSSD Math teacher)
- ◆ Case studies of real children (at the beginning of the UG program)
- ◆ Mentoring programs with partner schools; with teachers who are skilled at and comfortable with math teaching
- ◆ Involvement, not just observation
- ◆ Appreciate and value family involvement; ability to meet a child/family at their level
- ◆ Teachers could use info on courses (syllabi)
- ◆ Course activities done by Instructor in teacher's classrooms benefitted teacher and students

Course-Based Experiences

- Child development linked to developmentally appropriate practices and authentic assessment (Developmental Learning); incorporating hands-on
- Theoretical base: Vygotsky, Piaget, Bronfenbrenner)
- Foundation in general studies
- Importance of play in learning
- Community building; social skills/emotional intelligence; classroom management
- How to set extraordinarily high standards....with humor and understanding
- Cooperative learning; how to turn the classroom over to students' learning
- The emotional growth of children
- Emergent literacy and language development/language acquisition ; Math Readiness; Environmental learning (science); Self-help; Arts/Creativity/Drama; Motor Movement; technology; nutrition; cooking
- Children's literature; the importance of "real" books in teaching; narrative and informative books
- Ability to read-sign aloud
- To print well
- Important to have opportunity to work through their own discomfort with math; to understand "what's a '1" about"

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- Planning in a variety of forms and levels (yearly, monthly, daily, hourly); mini-lessons geared to each child's attention and interest; Recognizing the "teachable moment"
- That you're never finished teaching any one lesson; there are many lessons in one lesson; to teach it over and over
- How to integrate curriculum
- Diversity:
 - Both with families and children
 - Incl children's differing needs, learning styles, emotional intelligence
 - Multiple intelligences
 - That every child has great potential, and the teacher needs to come at teaching in 80 different ways; to ask questions so child can answer them
 - Strengths and needs of the children
 - Differing methods of communication (incl. sensitivity to)
 - Differing language backgrounds
 - Different disabilities (esp. ADHD, emotional disturbances)
 - Planning for children with special needs (strategies and techniques)
- Some basic counseling techniques and social interactions, esp. related to working with families; knowledge and experience in providing behavioral support
- What can you gain from parents, and how to gain that? What you lose if you don't involve parents. How to involve parents
- How to work with parents you don't like, whose values you don't agree with
- Attitude towards and ability to collaborate with diverse team members (differing training, years of experience, philosophies)

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- How school systems work (administratively) and teachers' role in systems
- How to welcome all children, all parents at every level
- Conflict resolution
- Understanding of legal issues/policies (esp. IEP/I FSP; public laws, etc.)
- Understanding different educational philosophies and curriculum models in order to apply to each student's needs: Montessori, Reggio Emilio, etc.
- Foundations of ECE
- Development of a portfolio of own experiences and coursework; educational philosophy
- Knowledge of where to find/get resources/info, including professional organizations
- Understand that you're never finished as a professional; importance of journals, conferences, etc.