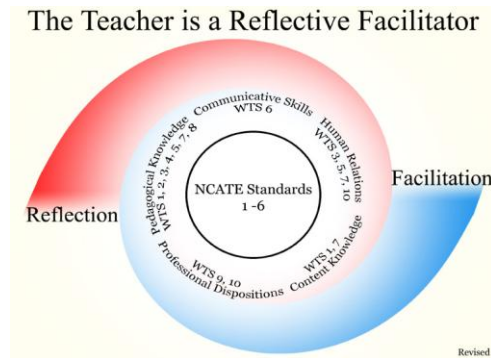


University of Wisconsin-Whitewater
Early Childhood Education
Directed Teaching A: Infants and Toddlers EDUINDP 331



EDUINDP 331 Directed Teaching A: Infant Toddler Directed Teaching (6 credits)

Our conceptual framework, The Teacher is a Reflective Facilitator, is the underlying structure in our teacher preparation program at UW-Whitewater that gives conceptual meanings through an articulated rationale to our operation. It also provides direction for our licensure programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability. In short, our teacher education program is committed to reflection upon practice; to facilitation of creative learning experiences for pupils; to constructivism in that all learners must take an active role in their own learning; to information and technology literacy; to diversity; and to inquiry (research/scholarship) and assessment. Therefore, all syllabi pertaining to courses required for licensure reflect commitment to these underlying principles.

Prerequisite: Admission to Professional Ed and Early Childhood Education Program

Format: 300 hours student teaching with infants and toddlers providing early intervention services (usually full time during the summer). Special focus is on serving infants/toddlers, who receive IFSP services in natural environments; the time frame is 300 hours for the summer. Students will arrange a weekly schedule with their cooperating teacher and inform the university supervisor of the schedule by the first week of classes.

Text: The University supervisor reserves the right to have students access all previous textbooks related to the knowledge and skills in early childhood special education.

Additional Resources

Wisconsin Department of Public Instruction: <http://www.dpi.state.wi.us/dpi/dlsea/een/eligild.html>

Reauthorization of the Individuals with Disabilities Education Act, H.R. 1350: <http://thomas.loc.gov/cgi-bin/query/z?c108:H.R.1350:<<update-043003.doc>

Wisconsin Model Early Learning Standards:
http://www.collaboratingpartners.com/docs/NMN_EL_Standards.pdf

Contact Information of University Supervisors:

Listed on the following pages are the **minimum** requirements for Directed Teaching A in Infant/Toddler. The student teacher must demonstrate competencies in knowledge, skills, and dispositions according to the relevant professional standards:

Wisconsin Standards for [Teacher Development and Licensure](#)

Council for Exceptional Children [Special Education Teachers of Early Childhood Students CEC/EC Standards](#)

National Association for the Education of Young Children [NAEYC Standards at the Initial Licensure Level](#)

The cooperating teacher, university supervisor, and the student teacher use the Evaluation of Student Teaching to assess the level of proficiency the candidate demonstrates in each area at the mid-point and again at the end of each student teaching assignment. The evaluation form is available on D2L. The student teacher engages in activities and products as outlined below to satisfactorily complete this student teaching placement. The student teacher and cooperating teacher must discuss any adaptations with the university supervisor at the beginning of the semester and familiarize themselves with the syllabus and requirements for student teaching. Thank you very much for your commitment to excellence in teacher preparation.

The University of Wisconsin-Whitewater is dedicated to a safe, supportive, and non-discriminatory learning environment. It is the responsibility of all students to familiarize themselves with University policies. Please refer to the [Undergraduate Catalog](#) for legal issues listed in the most recent catalog. Refer to the [Student Handbook](#) for University policies.

Responsibilities of the Student Teacher: Professionalism (See Professionalism pledge in ECE Handbook)

1. Be an active and responsive team member by supporting program personnel, contributing to the goals of the program, and participating in program activities.
2. Demonstrate consideration and professionalism with learners, peers, other professionals, and families.
3. Develop and collect materials to use in instructional activities using a variety of resources.
4. Seek and incorporate feedback from the cooperating teacher and university supervisor.
5. Complete assignments as outlined below (or discuss adaptations as appropriate).
6. Inform the cooperating teacher and university supervisor in case of an absence.
7. Share the syllabus and evaluation form with the cooperating teacher.
8. Review the ECE handbook [Early Childhood Education Program Handbook](#) and go to General Expectations of Directed Teaching Experiences to become familiar with all other generally expected requirements.

Responsibilities of the Cooperating Teacher:

1. Provide an orientation to the program and classroom and meet with the student teacher prior to beginning the placement.
2. Review the evaluation form early on and set goals for development.
3. Include the student teacher as part of the teaching team.
4. Provide feedback to the student teacher on a daily and weekly basis, including both positive comments and areas to be improved (things to think about).
5. Acknowledge the student teacher's ideas and perspectives.
6. Act as a resource person to the student teacher.
7. Enable the student teacher to act as a lead teacher.
8. Complete the evaluation form half-way and at the end of student teaching.
9. Write a letter of reference at the end of the experience.

10. For additional information about student teaching responsibilities, please review the ECE handbook [Early Childhood Education Program Handbook](#) and go to General Expectations of Directed Teaching Experiences.

Responsibilities of the University Supervisor:

1. Schedule two observations with adequate notice to the student teacher.
2. Act as a sounding board for the student with respect to ideas and concerns.
3. Serve as a resource person.
4. Assist the student teacher to place into perspective the circumstances and events, which are observed in the center or school.
5. Mediate discussion between the student teacher and cooperating teacher if conflict arises.
6. Track the progress of the student teacher, providing written and verbal feedback.
7. Score the student teacher’s artifact components completed during student teaching to be included in the phase 4 portfolio.
8. Write a letter of reference upon the student teacher’s completion of the placement and provide the letter after FERPA requirements have been met.

Grading: The Infant Toddler Directed Teaching is graded. Criteria for grades are as follows. Your Cooperating Teacher will collaborate regarding the grade, and your University Supervisor will be responsible for awarding the grade.

It is your responsibility to make sure the final evaluation is in your university supervisor’s possession no later than the first day of final’s week so a final grade can be submitted.

A	All required components completed in a timely manner, and to criteria as judged by University Supervisor and Cooperating Teacher A score of 3 or better on at least 75% of the scored items on the Clinical Experiences Evaluation Form (final evaluation). High level of professional performance as described in this syllabus and the ECE Professionalism Pledge. Few, if any reminders needed, and responses to reminders are quick and positive.
B	All required components completed and to criteria as judged by University Supervisor and Cooperating Teacher. Some revisions needed. A score of 3 or better on at least 50% of the scored items on the Clinical Experiences Evaluation Form (final evaluation). Some reminders needed regarding professional performance. Responses to feedback generally good.
C	Some required components late, and/or of a quality less than expected. A score of 3 or better on less than 50% of the scored items on the Clinical Experiences Evaluation Form (final evaluation). Several reminders regarding Professionalism. Responses to feedback defensive, and/or inadequate.
D	No D scores will be given
F	Student is asked to withdraw from the placement at the request of the Cooperating Teacher or University Supervisor (see Early Childhood Education Program handbook for policy on withdrawal from student teaching).

Your Phase 4 artifact for the Teaching and Learning: Infants & Toddlers will be comprised of several assignments from this directed teaching experience. You will include an assessment, an IFSP, an individual routine matrix, and lesson plans. The strongest artifact will be one in which each of the components are linked, i.e. they address the needs of the same child and family. For example, the assessment results have been used to develop the IFSP, and the IFSP outcomes have been used to develop lessons including a routine matrix. If you cannot follow the same child through this process, discuss the issue with your university supervisor and cooperating teacher (may result in developing a substitute plan.)

It is each student's responsibility to complete each assignment that is listed on the following pages of this syllabus and submit it to her/his university supervisor upon completion. It is not the university supervisor's responsibility to request the assignments from the student and in fact, the supervisors will not do so. It is also not the cooperating teacher's responsibility to request assignments from the student teacher or to make sure the student teacher has completed all assignments. In this course students are treated as professionals and it is expected that each student will act accordingly.

Guidelines for completing individual activities:

Assignment: Me Book or "Poster"

Standard Addressed: 10 - The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Rationale: To provide information about yourself to the children and families you will be working with.

Description: The "Me Book" or poster with information that would be of interest to the children you will be working with. The "Me Book" should be professionally done (not hand written) and available for children to look at on the first day of your placement. You must take into consideration the age of the children you will be working with when developing this book or poster.

Performance Criteria: The "Me Book" or poster is visually appealing and designed to be attractive to infants and toddlers. The materials are sturdy enough to be handled multiple times by a number of children.

Assignment: Letter to Families

Standards Addressed: 6, 10

6 - The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

10 - The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Rationale: To introduce yourself to the families with whom you will be working.

Description: Write a letter during your first week to be given to each of the families that you will be working with. Include professional information about yourself, including experience that you have had with young children. Some people also include something about how excited they are to be working with the families, and what they hope to take from the experience.

Performance Criteria: The letter should be written in family-friendly language. There should be no grammatical or spelling errors.

Assignment: Assessments

Standard Addressed: 8

Rationale: Developing skills in assessment is one of the most difficult and most important skills needed by teachers of young children.

Conduct two educational assessments. Use the **Ounce Scale** for at least one of the assessments. Written permission from the family is required for both assessments and all results of the assessment should be shared with family along with an explanation that you are still in the process of learning how to assess young children. Your supervisor will discuss with you how she/he wants you to write up the assessment results. You may use formal or informal instruments, but you must use a published assessment instrument. **Discuss with your university supervisor and cooperating teacher the possibility of having the results of at least one of your assessments being used as part of an IFSP.**

Performance Criteria: The assessment instruments selected are appropriate for the specific infant or toddler. The report is written in family friendly terms and shared with all members of the team, including family members.

Assignment: IFSP

Standards Addressed: 1, 2, 3 (Note: This assignment will likely address additional standards. These are the standards you should use for your Phase 4 portfolio artifact)

Rationale: The IFSP is the heart of the services provided through Birth to Three. It is critical that you understand both the process and how to complete the document as a part of a collaborative team.

Description: Participate fully as a member of an IFSP team, including writing outcomes for the family and child. Use the same child that you assessed. By using the same child, you will practice the skill of linking assessment results to the IFSP, and linking the IFSP goals to activities and routines. If you are unable to use the same child for an assessment and IFSP, discuss the issue with both your university supervisor and cooperating teacher as soon as possible. You should submit a copy of the IFSP to your university supervisor with the names of the child and family disguised. Include a reflection of how you contributed to the IFSP development and how completing this activity contributed to your professional growth.

Performance Criteria: Entire IFSP submitted to university supervisor accompanied with complete and detailed reflection described above.

Assignment: Lesson Plans

Standards Addressed: 2, 3, 4, 5, 10 (Note: You will likely address additional standards in your lessons, but you should use these standards when you submit your Infant-Toddler Artifact to your Phase 4 portfolio)

Rationale: These lesson/activity plans are helpful in demonstrating

- Your thinking process as you design lessons.
- How you plan appropriate activities
- How you collaborate with families and community members to incorporate their resources into your teaching,
- What instructional strategies and approaches you use that provide children with many opportunities to practice developmentally appropriate skills and content knowledge
- **How you consult with family members, listen to their ideas, concerns, insights about their children, and satisfaction with routines.**

Lesson Plan Format:

- Title of activity/lesson/project and brief description
- Expected overall outcomes for children (linked to Wisconsin Early Learning Standards - health and physical development, social and emotional development, language development and communication, approaches to learning, and cognition and general knowledge)
- Individual children's learning objectives (based on students' IFSP) that the lesson/activity is targeting, including behavioral criteria (to measure child progress)
- Environmental preparations
- Needed materials. Must include 3 to 5 integrated books (can be self-made)
- Embedded routine matrix
- How you introduce the activity (including family and community resources used)
- The activity process/script (how do you transition into the activity? What do you expect the family collaborators to do and say? What do you do, say? What do you expect the child(ren) to do? How do you expect to respond?, how do you transition to the next activity? How will you collaborate with family members?)
- How activity/lesson will conclude and how you help children transition to the next routine
- Any curriculum modifications (CM), embedded learning opportunities (ELO), and child-focused instructional strategies (CFIS) that are incorporated to help children participate more fully in this activity/lesson.
- Description of materials and/or written instructions you leave with the family.
- Evaluations of how well the activity/lesson met the expected group and individual students' outcomes
- Reflection on what you learned from the activity, including what you could do differently in the future. What positive things did you learn from this activity? What happened that was different from what you expected? How did you adapt the lesson if needed?

Performance Criteria: The lesson includes all of the components, with sufficient detail that another professional could implement the lesson. The lesson is clearly family-centered, and addresses the child's IFSP goals. The reflection is detailed and shows deep thinking about the process of teaching and evidence of professional growth.

Guidelines for ongoing activities:

Maintain a sequenced description of the routines, weekly schedules, activities, and themes (if used). Highlight those activities for which you have primary responsibility (i.e. a sequenced composite of all lesson plans.). This should be available for your University Supervisor to view on scheduled visits. Many students keep these lessons in a three-ring binder. Expect that there will be some repetition from week to week. You may use the lesson planning format used by your cooperating teacher.

Coaching and consultation with primary care providers are increasingly common practices in birth-to-three settings. Please, talk to your cooperating teacher and university supervisor about how to adapt lesson plans so that they reflect the consultations occurring with children's primary caregivers. A consultation or coaching plan can include a routines-based interview report, descriptions of routines-based functional goals based on the RBI, functional strategies that were developed in consultation with the caregiver(s), and reflections about the process of building trusting relationships with children's primary caregivers throughout the student teaching placement.

Send your University Supervisor initial, detailed lesson plans for feedback. Use the format described in this syllabus and posted on D2L (The ECE Handbook may have an earlier version). Your university supervisor will give you feedback. When in her judgment, your plans meet criteria, you may use the format used by the professionals at your placement site. Also, send your University supervisor detailed lesson plans at least 24 hours before a scheduled visit.

Submit sample lesson plans electronically to your University Supervisor for feedback. Additionally, send your lesson plans to your university supervisor one day (24 hours) prior to a scheduled visit. You may be asked to submit these plans either by email directly to your University Supervisor, or via the D2L drop box. Check with your University Supervisor for preferences.

Your lesson plans should include the following:

A dramatic play experience for children over the age of one. If you are working with children over the age of one, develop a dramatic play experience that is developmentally appropriate. The experience should be something that is familiar to the children. Should be items that can be easily washed (in between home visits if necessary) and can be easily transported.

Two activity boxes, which address a specific concept. Gather developmentally appropriate materials for two activity boxes that children can explore (examples: things in the kitchen, shoes, containers, etc.). Again, these items should be easy to wash and easy to transport.

At least five activities, which extend a story. On at least five separate occasions, bring in story telling or story extending activities (examples: flannel board, magnet board, use of pictures, songs, etc.). Be sure to make the materials available for the children to manipulate on their own.

Attend IFSP meeting(s). Take advantage of any opportunities to attend IFSP meetings, observe assessments, or visits from early interventionists.

Complete an Appropriate Group Activities Matrix. For infants: after observing the children develop activities for each child – embed objectives into the child's routine through an activities matrix.

For toddlers: after observing and consultation with the cooperating teacher develop activities for the group with special care for differentiating curriculum as necessary. Work with your Cooperating

Teaching and University Supervisor to determine the appropriate age group for your matrix and if appropriate develop a group matrix.

Participate in home visits. On each home visit write a reflection of the home visit. Be sure to write in a manner that is professional and non-judgmental. Write about what you observed – rather than what you felt. **No toy bags on two visits.** On at least two visits, you may not take any toys with you into the home. We challenge you to do this more than twice. Learn to rely on what is available in the child and family's environment (empower the families rather than leading them to believe you have magic in your toy bags).

Function fully as a lead teacher for at least two weeks (Birth to Three programs, take on a selected case load of children and families -work with your Cooperating Teacher and University Supervisor for an appropriate number of families). This will include:

- developing and writing all lesson plans (in collaboration with the team)
- selecting or developing appropriate materials and curriculum
- facilitating the allocation of duties to various team members
- providing team leadership as needed
- evaluating the effectiveness of your performance and demonstrating the ability to make changes as needed

Use effective, appropriate, and positive child guidance strategies. Demonstrate your ability to manage a group of young children, using strategies that are age-appropriate and individually appropriate.

Remember that “caregiving is the curriculum” and assist/lead the caregiving activities that need to be completed (i.e., feeding, diapering, rocking, etc.). Everything that you do with an infant or a toddler is “teaching”. Caregiving routines are critical opportunities for learning.

Attend professional development opportunities available. Take advantage of any workshops, in-service training opportunities attended by others at your placement

Meet with the cooperating teacher at least weekly to receive feedback. You and your Cooperating Teacher will be very busy. Schedule a time to meet every week to solicit feedback regarding your performance. Be open to honest feedback, and think about how you can continuously improve your teaching.

Send a reflective journal entry to your university supervisor each week in which you respond to questions your university supervisor wants you to address. Initially, the following prompts will guide your writing:

- What was the best part about this week? Highlight important accomplishments and growth opportunities.
- Review what you did this week and what you plan on doing next week.
- Needed Changes: What would you change if you were to do certain weekly instructional sessions again?
- Interactions and Collaboration: How did you feel about your interactions with the child(ren)? Why? How did you feel about your interactions with other professionals, family members and/or care givers? Why? How did you work as a partner with your cooperating teacher? Why?
- Professional Goals: What areas or practices do you target for professional development and improvement?
- Resources: What resources can you identify that will help you improve the targeted areas? What resources can your cooperating teacher or university supervisor assist you with?