

Early Childhood/Preschool, Unit 4 – Other Teaching Duties

Desired Results	
<p>Established Goals:</p> <ul style="list-style-type: none"> -Understand other early childhood/preschool teaching duties -Create materials to be used in a preschool setting for teachers and families -Understand how to guide children with special needs -Use information learned and apply it to observations to identify characteristics <p>Common Core:</p> <p>-CC.11-12.R.I.2 Key Ideas and Details: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>-CC.11-12.R.I.7 Integration of Knowledge and Ideas: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>-CC.11-12.W.1.c Text Types and Purposes: Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>-CC.11-12.W.1.d Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>-CC.11-12.W.2.c Text Types and Purposes: Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>-CC.11-12.W.3.d Text Types and Purposes: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>-CC.11-12.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>-CC.11-12.W.5 Production and Distribution of Writing: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>-CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>-CC.11-12.SL.3 Comprehension and Collaboration: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>-CC.11-12.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.</p> <p>-CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Unit Objectives/Learning Targets:</p> <ul style="list-style-type: none"> -To understand other teaching duties (bulletin boards, informational sheets) -To understand how to involve parents/families in the classroom (newsletter) -To explore developmentally appropriate toys -To understand how to work with children with special needs -To create developmentally appropriate lessons with inclusion -To analyze preschoolers through observations <p><i>Is this language sufficiently student friendly?</i></p> <p>Yes</p> <p>Other –Habits of Mind? Transfers? Content Standards?</p> <p><i>What kind of long-term independent accomplishments are desired?</i></p> <ul style="list-style-type: none"> -To create resources to engage children, parents, and families -To evaluate developmentally appropriate toys -To understand and create developmentally appropriate lessons for preschoolers with inclusion of special needs children -To prepare for future careers
<p>Essential Questions:</p> <p><i>What thought provoking questions could students consider to foster inquiry, meaning making or transfer?</i></p> <ul style="list-style-type: none"> -How can I involve parents in the classroom? -What toys and materials are developmentally appropriate? -What can I do to guide children with special needs? 	<p>Key Understandings:</p> <p><i>What specifically do we want students to understand?</i></p> <p><i>What inferences should they make or realize?</i></p> <ul style="list-style-type: none"> -For students to understand inclusion of special needs children -For students do understand other teaching duties -Their conclusions will be fostered through observations of a preschool center

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<p>Students will know: <i>What basic facts or concepts should students be able to recall?</i> -Preschool curriculum -Identifying developmentally appropriate materials -How to observe correctly</p>	<p>Students will be skilled at: -Reflection, writing, communicating, analyzing, understanding <i>What discrete skills and processes should students be able to use?</i> -Identifying developmentally appropriate strategies to write a newsletter, find toys/materials, and make a bulletin board -Writing and critiquing preschool lessons with inclusion of special needs children -Observing preschoolers and their lessons</p>
<p>Key Vocabulary: Common Language: Illustrating, manipulative, direct learning, indirect learning, teachable moments, process-centered curriculum, objective, inquiry, content, ADHD/ADD, autism, down syndrome, hearing impairment, speech impairment, visual impairment</p>	
<p>Evidence</p>	
<p>Formative Assessments: -Exit slips, critique, bulletin board, newsletter, first aid/safety brochure <i>What qualities does this assessment exhibit?</i> -Checks the understanding of material -Allows for self-reflection on material</p>	
<p>Summative Assessments: -Observations in the preschool and students complete observation sheets -Creating lesson plan with inclusion of a special needs student <i>How does this assess allow students to demonstrate understanding or meaning making through complex performance?</i> -These observation sheets are graded and allows for an application of material on preschooler development/curriculum -Lesson plans entail material learned related to preschool curriculum; students will perform critiques on their lesson plans as well</p>	
<p>Other Evidence: <i>What other evidence can we collect to determine if these goals are met?</i> -Progress on in-class assignments – daily checks with teacher to monitor progress on lesson plan</p>	
<p>Learning Plan</p>	
<p>Pre Assessment? Interventions? Progress Monitoring? -Monitor progress through weekly assignments (students receive points each day) Does the learning plan set out activities for acquisition, meaning and transfer of learning? -Students will apply information learned to preschool observations -Students will apply information learned in their lesson plan How will teachers monitor progress towards acquisition? What are potential rough spots? How will students get feedback? -Provide verbal and written feedback on observations -Potential rough spots include students not going to observe during their observation slot; being absent during the planning process (will be difficult to make up work outside of class)</p>	