Xavier University Montessori Teacher Education Program
Spring 2015

Title of Course: EDME 359/559 Full Day Child Care Methods
(Community and Advocacy in Education)

Instructor: Donna Hutchinson-Smyth, M. Ed., Montessori Education & Curriculum and Instruction
Course Time: Thursdays 5:30 – 8:00 pm (January 15 – May 7)
Classroom: Joseph Hall, rm. 111
Hours: 3 credit hours
Office Hours: By appointment
Contact Information: 513.745.3486 (work) or 513.233.8319 (cell)
Email: smythd@xavier.edu

COLLEGE OF SOCIAL SCIENCE, HEALTH, AND EDUCATION
Department of Childhood Education and Literacy Mission Statement

Xavier University’s Department of Childhood Education and Literacy is dedicated to the pursuit of knowledge and to the orderly discussion of critical issues confronting educators in a free, inquiry-based environment committed to current and relevant scholarship and research related to our profession. Xavier University seeks to create awareness of social justice in all disciplines through its emphasis on living the Jesuit tradition of intellectual moral and spiritual preparation. The candidates in the Early Childhood, Middle Childhood, Montessori, and Literacy programs, through their academic and professional training, are prepared to value the lives of children regardless of racial, linguistic, socio-economic, religious, or ethnic background and to work with and value family and school structures in both urban, rural, and suburban settings. Special attention is given to developmental effective practices and advocacy for all children, with ethical issues and values as expressed through the Jesuit tradition. Thus, the Childhood Education and Literacy preparation at Xavier University strives to send out into the education community candidates who are morally sensitive to the academic and social needs of our time, foster an appreciation for human diversity, reason critically, and think creatively. Candidates in the Childhood Education and Literacy Department are encouraged to develop and maintain a disposition toward lifelong learning in the profession of education and to the service of their students and their students’ families and communities.

How Course Content connects to the Mission Statement for the Department of Childhood Education and Literacy

The assignments and activities in this course support the mission statement of the Department of Childhood Education & Literacy by including class discussions, visiting members from the community, and assignments about current critical issues in early childhood education including insights about children from diverse backgrounds and from different school structures whether urban, rural, and suburban. An emphasis on diversity is woven throughout the course to help support the candidates as they learn about the academic, moral, and social development of today’s students including the importance of families and communities.
Objectives and Competencies to be achieved:

General Statement of Purpose
This course introduces the candidate to the methods and essentials of childcare and early learning in America, as well as the rules and regulations at both the state and local levels. Candidates explore advocacy in Education, the role of a caregiver in speaking for children and their families.

Skill Objectives
- To examine practices in care giving based on a thorough understanding of the stages of development of children from birth to six years.
- To develop a method of self-evaluation in order to improve skills as a caregiver.
- To demonstrate knowledge in how to set up a quality childcare environment.
- To develop a working knowledge of available community services.
- To communicate effectively in order to develop professional relationships advocate for children and their families.

Attitudes/Values:
- Caregivers have a lasting influence on the emotional development of children.
- Children should not be expected to do what is beyond their normal stages of development.
- Environment has an effect on the physical, emotional, and intellectual growth of children.
- Parental involvement is very important.
- Professionals in other fields provide services to child caregivers.

Methodology
- Lectures
- Visits to Montessori schools and classrooms
- Guest Speakers
- Presentations, debates, interviews and discussion
- Films

Competencies are included in this syllabus to support your teaching skills through knowledge of specific skills or learning required by the American Montessori Society and/or the Montessori Accreditation Council for Teacher Education and the National Association for the Education of Young Children, and the University’s Oral Communication Student Learning Outcomes.

MACTE Competencies

1. Montessori Philosophy & Human Development
   a. Comprehends and utilizes an understanding of the stages of human growth and development and educational theories with an emphasis from two and one-half through six years of age.

   Assessment: Students will study, discuss, and review a variety of early childhood education theorists, including Piaget, Vygotsky, & Montessori. Assignments include: developmental characteristics power point presentation, Vygotsky newsletter, as well as three field experiences.

2. Classroom Leadership
   a. Demonstrates observation, documentation, and analytical skills necessary for planning and recording the progress of children.

   Assessment: Students will observe and document three field experiences, including infant/toddler, pre-school, and after school care (elementary age).

3. Community Involvement & Partnership with Families
   a. Demonstrates an awareness of community resources for additional support of children and families.

   Assessment: Students will research and prepare a written report and oral presentation about two community agencies that support families and children.
**NAEYC Standards**

1. Promoting Child development and Learning  
   a. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

   **Assessment** – Through field experience observations, class discussions, and reading assignments, students will learn the characteristics of an ideal early childhood learning environment. These characteristics will be documented in a written report.

2. Building Family and Community Relationships  
   a. Knowing about and understanding diverse family and community characteristics.

   **Assessment** – Students will discuss the importance of family relationships and role-play parent conversations to understand and experience a variety of situations.

   b. Supporting and empowering families and communities through respectful, reciprocal relationships.

   **Assessment** – Students will read and discuss from textbook the Ten Essentials for Teacher-Family Collaboration.

   c. Involving families and communities in their children’s development and learning.

   **Assessment** – Students will research and prepare a written report and oral presentation about two community agencies that support families and children.

3. Using Developmentally Effective Approaches to Connect with Children and Families  
   a. Understanding positive relationships and supportive interactions as the foundation of their work with young children.

   **Assessment** – Through reading, role-play, discussion, and written reports, students will learn how to relate and communicate with both students and parents.

4. Become a professional  
   a. Identifying and involving oneself with the early childhood field

   **Assessment** – Students will visit and observe during three field experiences where they will present themselves in a professional manner.

   b. Engaging in informed advocacy for young children and the early childhood profession

   **Assessment** – Guest Speaker regarding Child Abuse and Ohio State Requirements

**AMS Competencies**

6.2.5.1 Child Development/Psychology  
   (1) Theories of Development

   **Assessment** – Students will read and discuss a variety of different early childhood Education theorists. They will complete a report and describe the key elements of each Theory.

6.2.5.2 Montessori Philosophy  
   (2) Philosophy specific to the method

   **Assessment** – Students will read and discuss their thoughts about the method. They will complete an observation and report in a Montessori environment.

6.2.5.13 Administration  
   (1) Review of Licensing Requirements

   **Assessment** – Students will read and review the Ohio state licensing requirements.
University Oral Communications Flag (OCF) Student Learning Outcomes (SLO)

By the end of this course you will have a better understanding of the importance of specific communication skills and knowledge to effectively build professional relationships, give lessons and advocate for children and their families.

OCF SLO 1: “Adapt messages in a variety of communication contexts”

As educators, candidates need to be well versed in many forms of oral communication in order to meet the many groups that work with and serve; students, parents, colleagues, administrators and legislators.

- Candidates will prepare for and present individually or in a group. (Assignment: Education Theorist – Group Presentation)
- Candidate will prepare to and facilitate in large group class discussions, as well as actively participate as an audience member. (Assignment: Article & Chapter Discussions)
- Candidate will prepare for and facilitate small group class presentations, as well as actively participate as an audience member. (Assignment: Article & Chapter Discussions)
- Candidate will prepare for and facilitate a one on one interview of a professional in the field. (Assignment: Community Agency Interview & Presentation)
- Candidate will prepare for and engage in a debate with peers. (Assignment: Radio Show Debate & Discussion)

OCF SLO 2: “Organize information effectively”

In order to produce effective, presentations, debates and interviews our candidates will need to analyze and synthesize information from a variety of sources. The message developed will then be developed into a professional format that shows their ability to develop information into a creative and organized arrangement that the intended audience will easily be able to follow and engage with. (Assignment: Educational Theorist – Group Presentation)

OCF SLO 3: “Advocate a supported opinion of a complex topic.”

Through speakers, literature, and current debate candidates are exposed to current issues in Early Childhood education and learn to develop opinions and advocate with and on behalf of others. Candidates listen, analyze and research key voices in the national debate of current educational issues. In addition to understanding the compelling arguments of multiple sides of an issue, candidates work to develop their own opinion and express and support their ideas with relevant research. (Assignment: Radio Show Debate and Discussion)

OCF SLO 4: “Critique challenging messages with respect.”

Our students are required to actively participate in all discussion and presentations. All must be able to listen actively, synthesize and analyze the information presented and ask relevant questions or add to the topic presented. Candidates will provide respectful and helpful feedback.

(Assignments: Radio Show Debate and Discussion & Article & Chapter Discussions)

OCF SLO 5: “Present messages through a variety of modalities”

In order to show efficacy in presenting, candidates show their ability to engage others through verbal and non-verbal messages, vocal messages and visual images. Various communication tools are highlighted to enhance presentations such as video, social media, Prezi, Power Point and other engaging hands-on educational materials. (Assignments: Educational Theorist – Group Presentation & Community Agency Interview & Presentation)

Required Textbook:

Mind in the Making, Ellen Galinsky
Articles:

1. “Letters to a Young Teacher” by Jonathon Kozol
2. “How Babies Think” by Alison Gopnik
3. “Education in a Multicultural Society: Our Future's Greatest Challenge” by Lisa Delpit
4. “The Poverty Clinic, Can a Stressful Childhood make you a sick adult?” by Doctor Nadine Burke Harris
5. “Unconditional Teaching” by Alphie Kohn

Expectations & Professionalism

Attendance and Punctuality
- Effective use of class, including participation in group experiences;
- Individual and original work on all assignments (unless designated as a collaborative assignment);
- Completion of assignment on time; failure to submit on due date will result in a grade of “incomplete” until all work is submitted; late papers or albums will receive a deduction of 5 points for each class until submitted; late lesson plans will result in a deduction from the album grade of 1 point for each class until they are submitted;

Professionalism (integrity)
- Professionalism: Professional behavior is that which is expected of all teachers and is what you have come to expect of your teachers. This course is part of a teacher preparation program that leads to professional licensure and American Montessori Society credentials. Students are required to demonstrate behavior consistent with a professional career. In particular, students are expected to:
- Attend all class meetings and be on time. The professor should be notified of any absences in advance. More than two absences may result in the candidate’s need to withdraw from the class. Extended Medical or Family Emergency absences should be approved through the Dean of Social Science, Health and Education’s office. “Reasonable attendance at all class meetings of courses for which a student has registered is expected of students as a condition for granting of academic credit. Lack of reasonable attendance as determined by the individual faculty member is reason for denial of credit for a course and possible course failure.” (Xavier University Catalogue)
- Be responsible for your learning, prepare carefully and completely for class. Students should read the text and handout assignments as indicated on the course calendar and prepared to discuss the assigned readings during class. Correct grammar, mechanics, and spelling must be evident in all work that is submitted. All assignments must be typed. The standards for quality of written assignments are high.
- Interact professionally with professor, classmates, and cooperating teachers. Professional behavior includes cooperation with other students, faculty and school personnel. Be on time and be prepared! (See the Professional Disposition paper)
- Be Honest! The Childhood Education and Literacy Department values academic honesty. It is expected that each student will submit original work. Where others’ works and ideas are used, citations must be included. Please refer to the Xavier University student catalog for the official statement.
- Assignments are due on the date noted on the syllabus. Grades for assignments submitted past the due date will follow the class absence and grade form, see attached.
- Accommodations: Xavier University’s Learning Assistance Center can be reached by calling 745-3280 and is located in room 514 of the Learning Commons. The Writing Center is located in the Learning Commons room 400 and can be reached at 745-2875. Please discuss necessary accommodations with the professor.

Participation
- All students are expected to participate in the class experience. Participation is also required as part of your grade. As a professional, you are expected to be on time and attend each class. You are expected to participate in reading reflections, discussions, and activities during class, as well as to come to class prepared.
- Full participation: asking questions, listening respectfully to all others’ questions and comments, supportive and constructive colleague to all class members. Students are expected to create conversation and share information during class time. Each interaction will be noted by the instructor in each class. Qualitative data will be taken in anecdotal form and compiled at the end of the semester.
• **To learn, one must be present.** If you choose to use a computer for note taking you must be present and engaged in the learning process around you. You will be asked on occasions to share your notes. Please refrain from texting or taking phone calls during class. Students who engage in texting during class will be considered absent.

**Academic Honesty**

The pursuit of truth demands high standards of person honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record including letters of recommendation. All work submitted for academic evacuation must be the student’s own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another’s efforts is prohibited as is the use of any work untruthfully submitted as one’s own. Penalties for violations of this policy may include one or more of the following: a zero for that assignment or test, an “F” in the course, and expulsion from the University. The dean of the college in which the student is enrolled is to be informed in writing of all such incidents, though the teacher has full authority to assign the grade for the assignment, test, or course. If disputes of interpretation arise, the student, faculty member, and chair should attempt to resolve the difficulty. If this is unsatisfactory, the dean will rue in the matter. As a final appeal, the academic vice president will call a committee of tenured faculty for the purpose of making a final determination.

*Undergraduate Academic Policies and Procedures*


**Evaluation Components**

- **25 pts.** Participation (on-going participation in dialogue and activities)
- **35 pts.** Mind in the Making, Reading reflections (5 pts. each)
- **10 pts.** Facilitation of Chapter & Article Group Discussions
  - **30 pts.** Reflective Journals – 3 (10 pts. each)
  - **30 pts.** Observation Papers – 3 (10 pts. each)
- **45 pts.** Family & Community Assignments:
  - **15 pts.** Classroom Newsletter
  - **15 pts.** “How to Build Community”
• **15** Community Agency Interview

40 pts. Education & Society Assignments
- **10** Montessori article review
- **15** Radio Show Debate & Discussion
- **15** Educational Theorist – Group Presentation

20 pts. Advocacy Assignment: This I Believe (5 – 1st draft, 15 – final draft)

20 pts. Graduate Project & Presentations (Graduate Students Only)

5 pts. Resource Binder

20 pts. Final Exam

**Total Points: 280 Undergraduate / 300 Graduate**

*Assignment in bold type are assessed as part of your Oral Communication Competency Grade (85 pts. - 30% of overall grade)*

**Assignments and Grading**
If you turn in an assignment late, you will lose a letter grade on the assignment.

**Written Assignments:**
- Must be typed in a readable font.
- Must contain correct grammar and spelling.
- Assignments will be graded on mechanics, grammar, content, and presentation of material (if applicable).
- Bibliography and references must be included, using APA format.

**Grading Scale for Course**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100 – 97</td>
<td>A</td>
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<tr>
<td>96 – 93</td>
<td>A-</td>
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<tr>
<td>92-90</td>
<td>B+</td>
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<tr>
<td>89-87</td>
<td>B</td>
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<tr>
<td>86-84</td>
<td>B-</td>
</tr>
<tr>
<td>83-81</td>
<td>C+</td>
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</tbody>
</table>

**Schedule of Classes and Assignments – Assignment Descriptions and Rubrics on Canvas**

**Jan 15**
Introduction
Community Building Experience
Syllabus & Course expectations

**Jan 22**
Teachers, Children, and the Making of the Mind
Assignment Due:
- Mind in the Making: Introduction (chapter reflection)
- Read Article: “Letters to a young teacher” by Jonathan Kozol
- Education & Society Assignment: Montessori Article & Reflection (Selected and Submitted by Montessori Majors)

Discussion: The teacher / child relationship, Montessori & Planes of Development

**Jan 29**
The Mental Landscape of Young Children
Assignment Due:
• Mind in the Making: Chapter 1 – Focus and Self Control (chapter reflection)
• Read Article: “How Babies Think” by Alison Gopnik
• Education & Society Assignment: Montessori Article & Reflection (Early Childhood Majors)

Discussion: Infants & Toddler Education

Feb 5  Families & Cultural Diversity in Early Childhood Education
       Guest Speakers: Danae Riggs & Jeff Hutchinson-Smyth
Assignment Due:
• Read Article: “Education in a Multicultural Society: Our Future's Greatest Challenge” by Lisa Delpit

Discussion: Creating just and caring communities for people from all beliefs, backgrounds, and experiences.

Feb 12  The Early Childhood Debate
Assignment Due:
• Mind in the Making: Chapter 2 – Perspective Taking (chapter reflection)
• Education & Society Assignment: Radio Shows
• Educational Theorist – Group 1 presentation

Discussion: What is “High Quality Pre-K”? Where does it exist? Who has it?

Feb 19  Child Abuse - Prevention and Detection Training – 3 hours
       Guest Speaker: Beth Koenig, Medical Fun Facts
Assignments Due:
• Reflective Journal #1
• Observation Paper #1: Infants & Toddlers

Feb 26  Building Family and Community Relationships & Managing Children in Environments
Assignment Due:
• Mind in the Making: Chapter 3 – Communicating (chapter reflection)
• Family & Community Assignment: School Newsletter
• Educational Theorist – Group 2 presentation

Discussion: Raising Cain – Protecting the Emotional Life of Boys

Mar 5  NO CLASS – SPRING BREAK!

Mar 12  ON LINE CLASS - AMS CONFERENCE
On Line Assignment and Discussion Due:
• Family & Community Assignment: “How to Build Community”

Mar 19  Agency and Community Partners
Assignment Due:
• Mind in the Making: Chapter 4 – Making Connections (chapter reflection)
• Read Article: “The Poverty Clinic, Can a Stressful Childhood make you a sick adult?” by Doctor Nadine Burke Harris
• Family & Community Assignment: Community Agency Interviews & Presentation

Mar 26  ON-LINE CLASS – PARENT/TEACHER CONFERENCES
On-line Assignment: Half the Sky Documentary – Advocacy Discussion Board
Assignment Due:
• Observation Paper #2 (submit on Canvas)

Apr 2  EASTER BREAK – NO CLASS

Apr 9  Children and the Natural Learning Environment
Class off-site @ Cincinnati Nature Center 5:00 – 6:30
Discussion: The importance of nature and the outdoor environment for children.

Apr 16
Current Issues in Early Childhood Education
Assignment Due:
• Mind in the Making: Chapter 5 – Critical Thinking (chapter reflection)
• Read Article: “Unconditional Teaching” by Alphie Kohn
• Reflective Journal #2
• This I Believe (1st draft)
• Educational Theorist – Group 3 presentation
Discussion: The importance of nature and the outdoor environment for children

Apr 23
Advocacy & Licensing
Assignment Due:
• Mind in the Making: Chapter 6 – Taking on Challenges (chapter reflection)
• Observation Paper #3: School Age After School Program
• Educational Theorist – Group 4 presentation
• Reflective Journal #3
Discussion: Consumer Kids - Media Culture, Violence, and Gender Roles in the lives of children

Apr 30
Graduate Presentations
Assignment Due:
• Graduate Presentations
• Trivia Night

May 7
Final Exam & This I Believe Presentations
Assignment Due:
• Resource Binders
• Final Exam
• Read Final Draft of “This I believe”

FORM 1 – INFANT/TODDLER OBSERVATION

Observer’s Name: ____________________________________________

Date: __________

Name of Center: ____________________________________________

Arrival Time: __________ Departure Time: __________

Age of Students: ____________________________________________

1. Environment – Please describe the environment. What did you see, hear, and feel.

2. Classroom Teachers – How do the teachers interact with the children?

3. Key Elements –
• Lessons, activities, and work observed
• Large group activities
• Small group activities
• Social interactions
• Independence/Initiative
• Drama, Music, Art
• Outside Activities

4. Other Observations and Thoughts

Signature of Teacher or Director of Center: _______________________________________

This observation should last 120 minutes.

Attach a 2 – 3 page reflection to this form and a 1 page narrative record.
FORM 2 – PRE-SCHOOL OBSERVATION

Observer’s Name: __________________________________________

Date: __________

Name of Center: __________________________________________

Arrival Time: __________ Departure Time: ________

Age of Students: __________________________________________

1. Environment – Please describe the environment. What did you see, hear, and feel.

2. Classroom Teachers – How do the teachers interact with the children?

3. Key Elements –
   • Lessons, activities, and work observed
   • Large group activities
   • Small group activities
   • Social interactions
   • Independence/Initiative
   • Drama, Music, Art
   • Outside Activities (also describe outdoor environment)
   • Cooperative Learning
   • Other Observations and Thoughts

Signature of Teacher or Director of Center: ____________________________

This observation should last 120 minutes.

Attach a 2 – 3 page report to this form and narrative record.
FORM 3 – SCHOOL AGE OBSERVATION (After School Care Program)

Observer’s Name: ________________________________

Date: __________

Name of Center: ________________________________

Arrival Time: __________ Departure Time: ________

Age of Students: ________________________________

1. Environment – Please describe the environment. What did you see, hear, and feel.

2. Classroom Teachers – How do the teachers interact with the children?

3. Key Elements –
   • Lessons, activities, and work observed
   • Large group activities
   • Small group activities
   • Social interactions
   • Independence/Initiative
   • Drama, Music, Art
   • Outside Activities (also describe outdoor environment)
   • Cooperative Learning
   • Technology
   • Other Observations and Thoughts
   • Signature of Teacher or Director of Center: ________________________________

This observation should last 60 minutes.

Attach a 2 – 3 page report to this form and narrative record.
XAVIER UNIVERSITY EARLY CHILDHOOD TEACHER EDUCATION PROGRAM
ASSESSMENT OF ORAL PRESENTATIONS – (self assessment)

Community Organization Presentations – Candidates conduct interviews at community organizations that support the needs of family and children, including children with special needs. Candidates present an overview of their organization to their peers in order to educate and practice clear delivery in a concise and compelling manner.

Public speaking is a key experience for candidates. Our goal is to lead candidates to a leadership role in the school, community, and professional organizations. We begin by having students give oral reports in classes, presenting information at parent meetings, and eventually presenting at a professional conference. The candidate’s ability to clearly express the information and to use correct grammar is a model for students. One of the keys of Early Literacy is auditory discrimination: students need to have excellent models in their environment.

Upon filming, posting, and reviewing your 4-minute presentation, please complete the following self-evaluation form and submit on the week prior to your presentation to the class.

Candidate’s Name: ______________________________ Date: ______________________________

<table>
<thead>
<tr>
<th>Presentation Skills</th>
<th>Does Not Meet Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>You begin with confidence, make eye contact and use appropriate body gestures</td>
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<tr>
<td>You use correct grammar, project your voice, and speak without verbal space fillers or tics (uhh, uhm, etc.)</td>
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<table>
<thead>
<tr>
<th>Knowledge of Content</th>
<th>Does Not Meet Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
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</thead>
<tbody>
<tr>
<td>You demonstrate knowledge of the organization and are able to convey its mission and clear understanding of programs offered.</td>
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<td>Your presentation is organized and you use technology or other appropriate visual material as part of your presentation</td>
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<td>You make a connection between services offered and the needs of children and families in Greater Cincinnati</td>
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Having watched yourself on video and reflected on your presentation, what new realizations did you have about your public speaking presence? What aspects would you like to change or improve for your final presentation?
### Community Organization Presentations
Candidates conduct interviews at community organizations that support the needs of family and children, including children with special needs. Candidates present an overview of their organization to their peers in order to educate and practice clear delivery in a concise and compelling manner.

**Candidates Name:** ____________________________ **Date:** __________ **Course:** ____________________________

Public speaking is a key experience for candidates. Our goal is to lead candidates to a leadership role in the school, community, and professional organizations. We begin by having students give oral reports in classes, presenting information at parent meetings, and eventually presenting at a professional conference. The candidate’s ability to clearly express the information and to use correct grammar is a model for students. One of the keys of Early Literacy is auditory discrimination: students need to have excellent models in their environment.

<table>
<thead>
<tr>
<th>Presentation Skills</th>
<th>Does Not Meet Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Does Not Apply to this Assignment</th>
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<tbody>
<tr>
<td>Candidate presents a clear and organized speech.</td>
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<tr>
<td>Candidate uses correct grammar and projects his/her voice for people to hear the</td>
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<tr>
<td>information.</td>
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<tr>
<td>Candidate shows respect toward other presenters during this class.</td>
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<tr>
<td>Uses technology as part of presentation or other appropriate visual material.</td>
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<td>Candidate can answer questions about the presentation.</td>
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<table>
<thead>
<tr>
<th>Knowledge of Content</th>
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<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Does Not Apply to this Assignment</th>
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<tbody>
<tr>
<td>The content indicates that the candidate understands the information being presented.</td>
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<td>Citations are carefully and correctly documented and assignment is original work.</td>
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<td>Candidate is able to demonstrate knowledge of organizations that provide support to the needs of children, including children with special needs.</td>
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<td>Candidate’s presentation is appropriate for this situation and incorporates creative elements.</td>
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<tr>
<td>The paper is organized in both content and sequence.</td>
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<tr>
<td>The paper is well written, using proper grammar and spelling and following the idea of the writer.</td>
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**Overall Points:** ____________/15 points

Signature of person filling out this form ____________________________
Public speaking is a key experience for candidates. Our goal is to lead candidates to a leadership role in the school, community, and professional organizations. We begin by having students give oral reports in classes, presenting information at parent meetings, and eventually presenting at a professional conference. The candidate’s ability to clearly express the information and to use correct grammar is a model for students. One of the keys of Early Literacy is auditory discrimination: students need to have excellent models in their environment.

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<th>Exceeds Expectations</th>
<th>Does Not Apply to this Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate presents a clear and organized speech.</td>
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<td>Candidate uses correct grammar and projects his/her voice for people to hear the information.</td>
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<td>Candidate shows collaborate effort with other group members in presentation.</td>
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<td>Uses technology as part of presentation or other appropriate visual material.</td>
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<td>Candidate can answer questions about the presentation.</td>
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<tr>
<th>Knowledge of Content</th>
<th>Does Not Meet Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Does Not Apply to this Assignment</th>
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<tr>
<td>The content indicates that the candidate understands the information being presented.</td>
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<td>Citations are carefully and correctly documented and assignment is original work.</td>
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<td>Candidate is able to demonstrate knowledge of organizations that provide support to the needs of children, including children with special needs.</td>
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<td>Candidate’s presentation is appropriate for this situation and incorporates creative elements.</td>
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<td>The paper is organized in both content and sequence.</td>
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<td>The paper is well written, using proper grammar and spelling and following the idea of the writer</td>
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<td>Collaboration is apparent in the presentation of written content.</td>
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Overall Points: / 15 points

Peer Feedback:

Signature of person filling out this form  

______________________________
**Sample of a Narrative Record**

Matthew stacks five blocks into a tower. The tower falls. He places a big block on two small ones. The block falls off. Matthew lines up two small blocks then puts a big block on top of a longer one.

Matthew makes a tower of five blocks, a large one at the bottom, two small ones side by side next, then two larger ones on top. The tower is solidly built and stays put. Matthew takes the two top blocks off and arranges the remaining three in a tower. He makes another tower of four blocks of different sizes. He makes till another tower of four blocks, rearranging the positions of the blocks (he seems to be trying out consciously different designs).

Mother comes in: “What have you made?” Matthew looks at Mother and starts another one for her to see. Matthew: “Mommy.” Mother: “What? What are you making?” Matthew builds a tower. Mother moves off.

Matthew calls to his mother and goes to find her in the hall. Mother: “What is it?” and accompanies Matthew back to his playroom. Mother looks on as Matthew builds a shaky tower of six blocks, two little ones at the bottom and the larger ones on top.

- Excerpt from Observing Intelligence in Young Children, Jean V. Carew, Itty Chan & Christine Halfar, Prentice-Hall, Inc. 1976