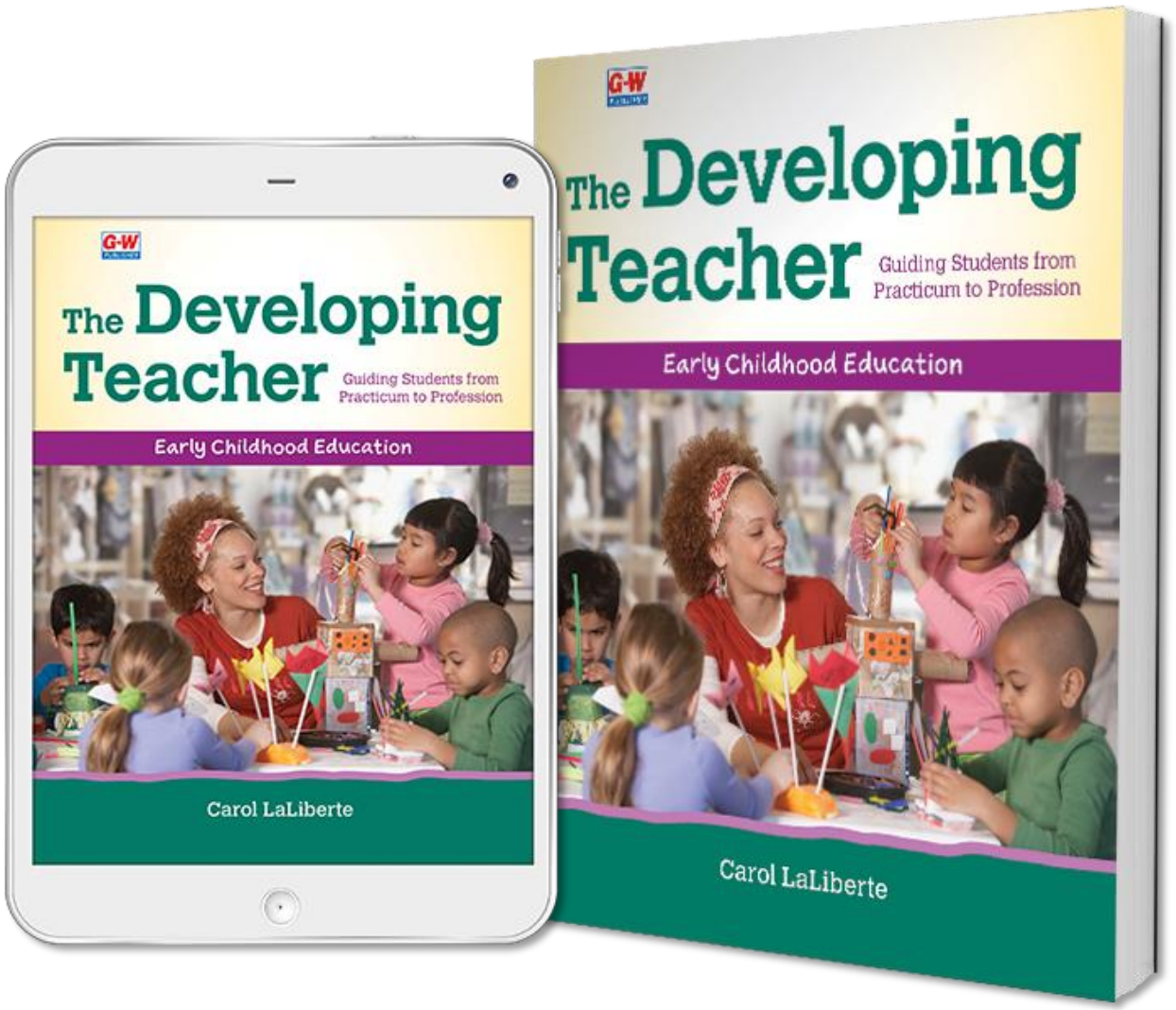

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by Carol LaLiberte

Together, We Build Careers®

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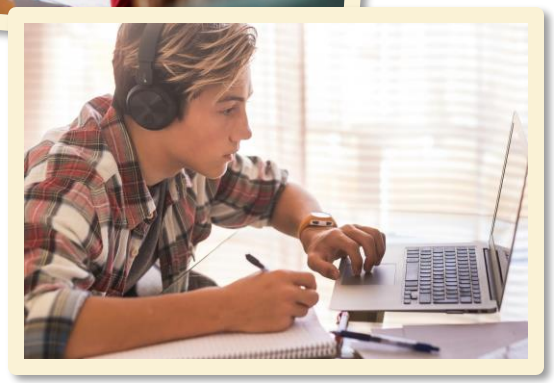

Instructor Support

Time-Saving Resources

Professional Development

Digital Experience

Assessment and Reporting

Personalized Service

Student Success

Powerful Content
Applied Practice
Standards Alignment
Authentic Learning

Student Success Is At the Heart of What We Do

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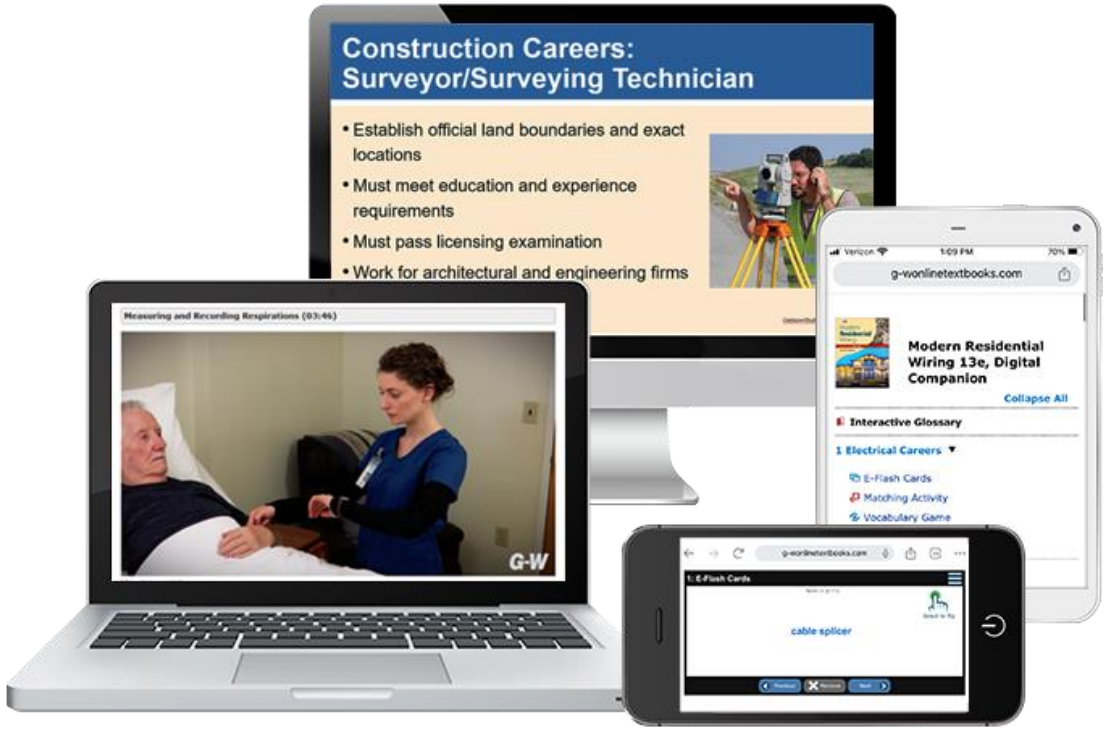

*Shown are examples across various titles

- ✓ Prepare for class
- ✓ Reinforce new concepts
- ✓ Assess learning

Ready-to-Implement Online Instructor Resources

The Developing Teacher: Chapter 3 Reflection

Name:
Date:
Period:

Chapter 3: Being Part of a Professional Teaching Team

Instructions: *Answer the following questions using what you learned in this chapter.*

3.1 Who Else Is on Your Team?

1. Other than playing on a sports team, what teams or groups have you been a part of? What was that like? What role did you play? Who did you depend on for your team's success?
   Answer:

2. Are there positions listed in Figure 3.2 that might
   Answer:

3.3 Stages of Team Development

1. How might newly enrolled children an families
   few weeks in your class or center? Wha re s
   you know they are trying to figure things ou
   Answer:

2. Have you ever agreed with something that you di
   would be best for all? Discuss what that was like.
   Answer:

3. What are the components of successful team enga
   Answer:

4. What might you contribute, if anything, to help n
   be stuck? What strategies might be effective?
   Answer:

Rubric: Evaluation of Individual Report

Name:
Date:
Period:
Report Title:

Rubric: Evaluation of Individual Report

The following rating scale shows an evaluation of your oral or written report. It indicates what levels you have passed and what levels you can try to reach on future reports.

Criteria

1. Choice of Topic

1	2	3	4	5
Slow to choose topic.	Chooses topic with indifference.	Chooses topic as assigned, seeks suggestions.	Chooses relevant topic without assistance.	Chooses creative topic.

2. Use of Resources

1	2	3	4	5
Unable to find resources.	Needs direction to find resources.	Uses fewer than assigned number of resources.	Uses assigned number of resources from typical sources.	Uses additional resources from a variety of sources.

Rubrics, Reflection Questions, and Answer Keys

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Print • Digital • Bundle Options Available

Blackboard

D2L BRIGHTSPACE

canvas

moodle

schoology

Additional LTI-Compliant Platforms

Clever

ClassLink

1EDTECH CERTIFIED

Google Classroom

LMS and CMS Integration Easy Navigation

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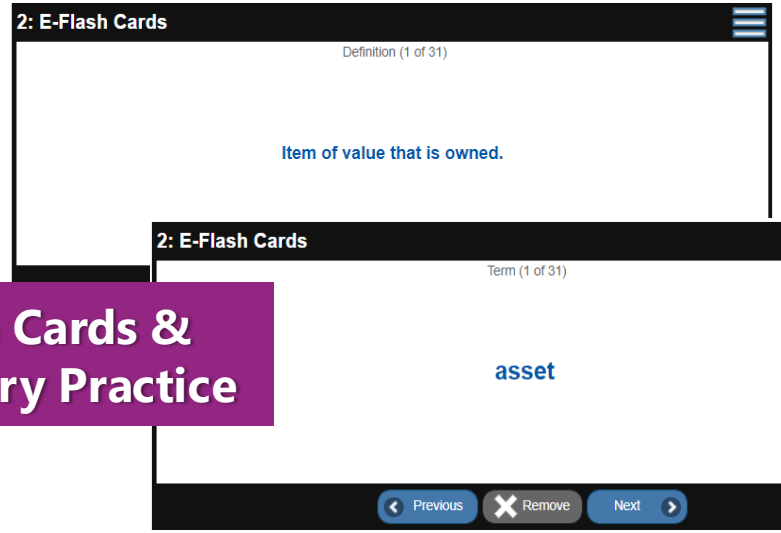
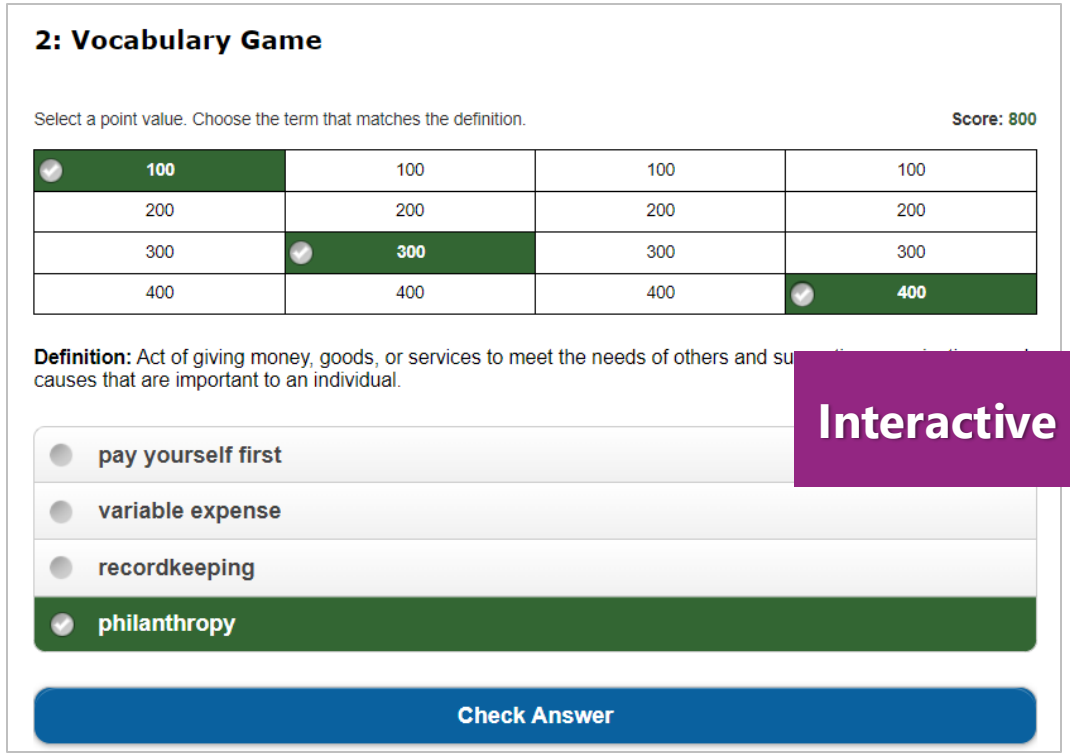
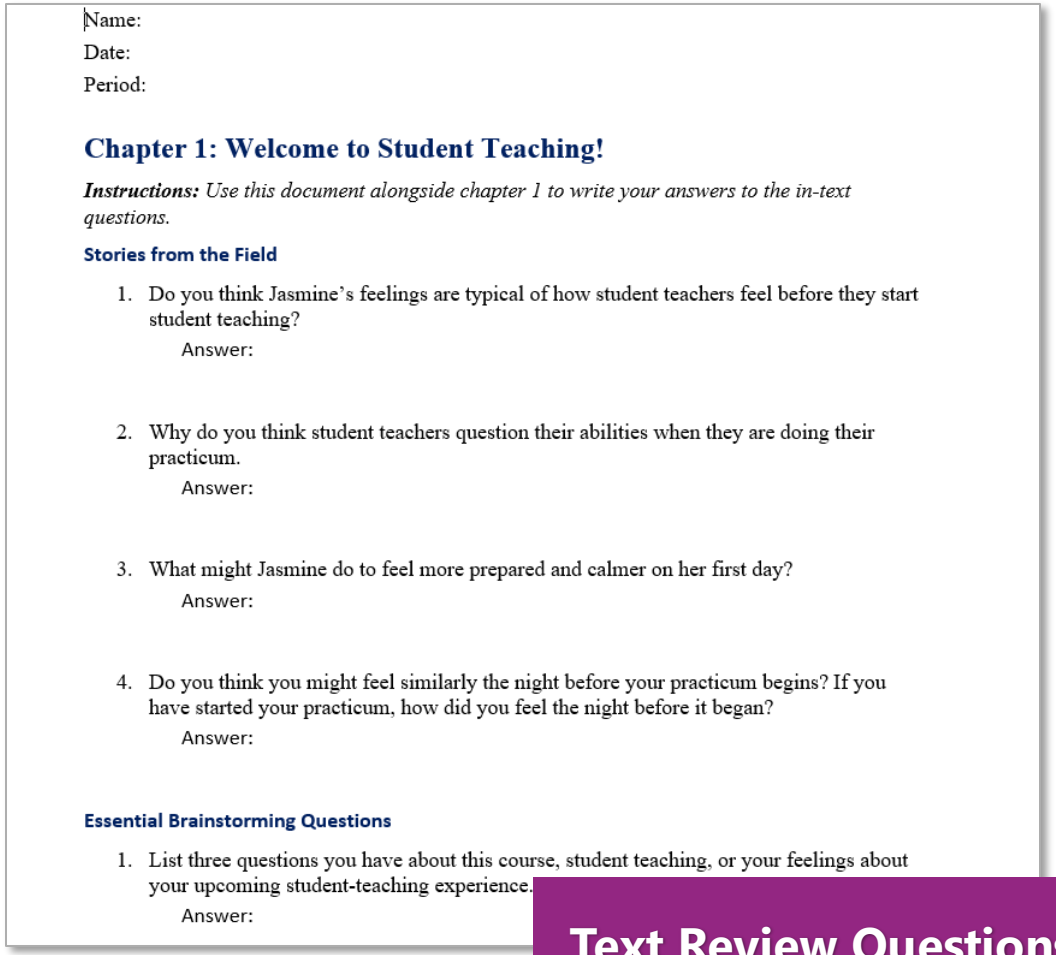


E-Flash Cards & Vocabulary Practice



Interactive Activities



Name:
Date:
Period:

Chapter 1: Welcome to Student Teaching!

Instructions: *Use this document alongside chapter 1 to write your answers to the in-text questions.*

Stories from the Field

1. Do you think Jasmine's feelings are typical of how student teachers feel before they start student teaching?
   Answer:

2. Why do you think student teachers question their abilities when they are doing their practicum.
   Answer:

3. What might Jasmine do to feel more prepared and calmer on her first day?
   Answer:

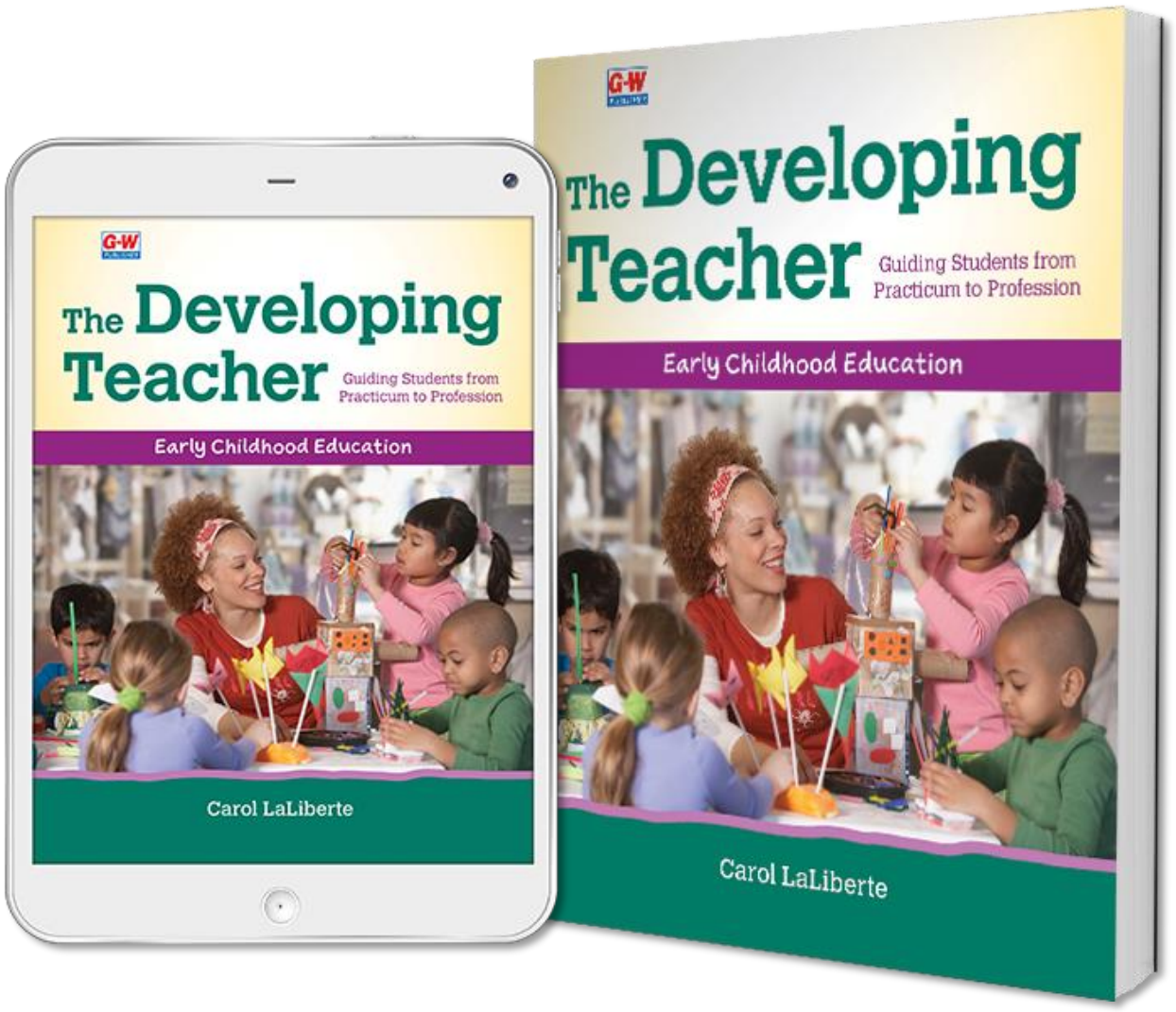
4. Do you think you might feel similarly the night before your practicum begins? If you have started your practicum, how did you feel the night before it began?
   Answer:

Essential Brainstorming Questions

1. List three questions you have about this course, student teaching, or your feelings about your upcoming student-teaching experience.
   Answer:

Text Review Questions

Integrate G-W Digital Resources



Includes opportunities for self-reflection and case studies that provide real-world examples from the field

Brief Contents

CHAPTER 1	Welcome to Student Teaching!
CHAPTER 2	Applying Child Development Theories to Student Teaching
CHAPTER 3	Being Part of a Professional Teaching Team
CHAPTER 4	The Classroom Environment: A Holistic View
CHAPTER 5	Intentional Teaching Is Responsive Teaching
CHAPTER 6	Intentional Instructional Planning
CHAPTER 7	Being Observed: An Integral Part of Teaching
CHAPTER 8	The Home-School Community
CHAPTER 9	Your Beliefs About Teaching
CHAPTER 10	Beyond Student Teaching

Student Textbook

CHAPTER

6

Intentional Instructional Planning

Learning Outcomes

6.1 Define instructional planning and recognize the value of intentional planning.

6.2 Integrate multiple strategies for intentional instructional planning.

6.3 Demonstrate ways to intentionally construct a developmentally appropriate learning experience plan (LEP) using the Universal Design for Learning (UDL) approach.

6.4 Compare benefits and drawbacks to thematic teaching.

6.5 Evaluate measures of success in instructional planning and teaching.

Standards Covered in This Chapter

NAEYC

1d, 4c, 5c

DAP

Guidelines 3, 4, 5, 6

Key Terms

intentional instructional planning
sensory mode
pacing
social context
learning experience plan (LEP)
multiple intelligences
developmentally appropriate learning experience plan
accommodations
Universal Design for Learning (UDL)
thematic teaching
constructivist approach
social refereencing

Chapter-Opening Materials

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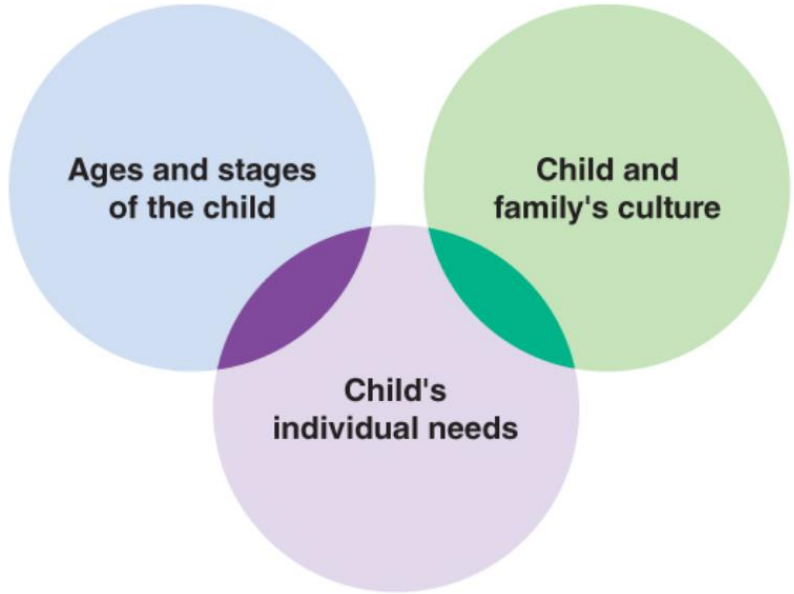
ETHICS

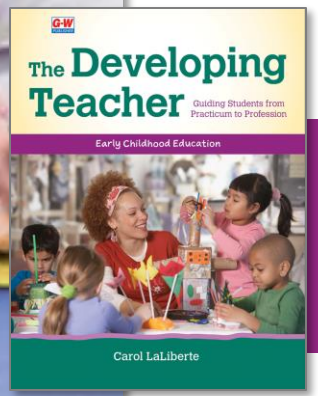
STATEMENT OF COMMITMENT

As an individual who works with young children, I commit myself to furthering the values of early childhood education as they are reflected in the ideals and principles of the NAEYC Code of Ethical Conduct. To the best of my ability I will

- Never harm children.
- Ensure that programs for y based on current knowledg of child development and e education.
- Respect and support famili nurturing children.
- Respect colleagues in early care and education and su maintaining the NAEYC Co
- Serve as an advocate for ch community and society.

Components of Developmentally Appropriate Practices





NAEYC and DAP Standards

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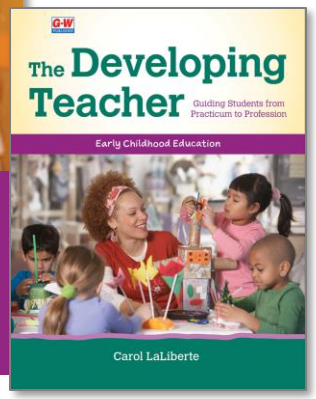
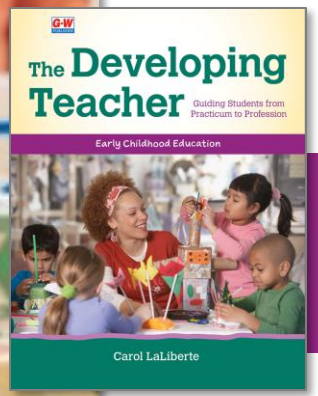


Images and Illustrations



STORIES FROM THE FIELD

Jasmine lay awake in the dark. This is it, she thought. The night before I start student teaching! Tomorrow I will meet my toddler class for the first time—a class I will be with the entire semester. I am excited. I am nervous. I have had a lot of courses about young children, planning learning experience plans, and working with parents. I should be prepared, but I am not sure if I am ready. What if I forget stuff that I learned in my early childhood education classes? Maybe I should have read the chapters a little more. I am setting my alarm for 6:15 so I will have plenty of time to get ready for my first day; although I doubt that I will sleep at all. I picked out an outfit that I really like—one that makes me look professional, but one in which I can easily get on the floor with children since that is where toddlers spend much of their time. Will the kids like me? Do the parents know I will be working with their kids? Who will my cooperating teacher be? Will they be nice? Will it be weird to teach and have them watching me? How about when my college instructor comes to observe? What if I am so nervous that I screw up my lesson entirely? Should I even be a toddler teacher? Two-year-olds don't pay attention for long. What will I be teaching them? This feels like a lot.

1. Do you think Jasmine's feelings are typical of how student teachers feel before they start student teaching?

2. Why do you think student teachers question their abilities when they are doing their practicum?

3. What might Jasmine do to feel more prepared and calmer on her first day?

4. Do you think you might feel similarly the night before your practicum begins? If you have started your practicum, how did you feel the night before it began?

Essential Brainstorming Questions

List three questions that you have about this course, student teaching, or your feelings about your upcoming student-teaching experience.

1.
2.
3.

Special Features

Chapter 4 Review

Mini-Glossary

holistically. All that a child experiences including, but not limited to the physical setting.
milieu. The social environment or climate.
emergent curriculum. A curriculum that takes the children's lead in learning and lets them be in charge of finding out what they want to know.
trauma. An emotional response to a terrible event.
sensory loads. A situation in which one or more of the child's senses becomes overwhelmed. The brain receives too much of the sensory stimuli to be able to process it correctly.
prepared environment. One of six Montessori principles. The classroom setting is carefully organized and filled with specific materials that reflect the children's development.

Summary

4.1 Apply a holistic understanding of environments for young children.

- Environments for young children include more

4.3 Demonstrate the connection between environmental factors and trauma responses and how to create a trauma -informed classroom setting.

- A trauma-informed class is one which considers the varying effects of trauma, plans for possible triggers, and creates a sense of calm for all children.

4.4 Distinguish characteristics of environmental approaches in Reggio Emilia, Montessori, and Waldorf schools.

- Unique environmental approaches include familiar models: Reggio Emilia, Montessori, and Waldorf. All three prioritize the environment as a key part of the curriculum. Many of these approaches can be incorporated into other settings as well.

Let's Apply This!

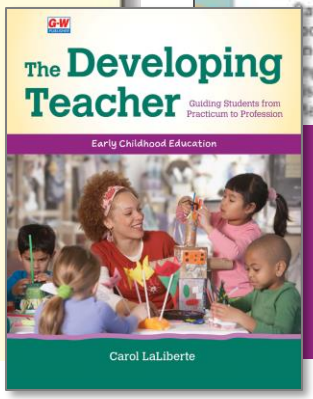
1. Divide the class into teams. Half of the teams can come up with descriptors of a fictitious class by choosing the level (infancy, toddler, preschool, or school age). These teams will describe the unique needs of the children in the class (one child likes to play alone but the staff are

2. Find your nearest outdoor school if possible and plan a visit there to observe how they operate. Write about your impressions and share them in class.

3. Visit other environments such as a playroom in a children's wing in a hospital, a library, a local farmer's market, a community park, or a children's museum. Do the environments you visit reflect the population that is likely to use them? Are they inclusive and if so, in what ways? What ideas did you gather that you could incorporate in an early childhood education classroom setting?

Taking a Deeper Dive

- Read the article "Place Matters: The Environment We Create Shapes the Foundations of Healthy Development" by the Center on the Developing Child on the Harvard University website.
- Read the article "Our Proud Heritage: Outdoor Play Is Essential to Whole Child Development" on the NAEYC website.
- Head Start Body Start (HSBS) National Center for Physical Development and Outdoor Play developed a survey, the Play Space Assessment to guide early childhood programs in assessing and creating a high-quality outdoor play space that promotes movement opportunities for children of all abilities. It reflects best practices for outdoor spaces in ECE. The survey can be downloaded at Head Start's Early Childhood Knowledge and Learning Center (ECKLC) website.
- Research the Infant/Toddler Environment Rating Scale (ITERS) and learn about how it focuses on the full range of needs of infants and toddlers and provides a framework for improving program quality.
- Listen to Kristen RB Peterson's podcast "The Play Based Learning Podcast." Episode 5 will kindergarten measures both environment and teacher-child interactions that affect development.
- Research the School-Age Care Environment Rating Scale (SACERS) to learn about environments serving children ages 5 to 12 years old in both public and private programs during out of school time.
- To order any of the above Environment Rating Scales, go to the Teachers College Press website.
- Read the book *What Happened to You?* By Dr. Bruce Perry and Oprah Winfrey.
- Read the book *Reaching and Teaching Children Exposed to Trauma* by Barbara Sorrels, Ed.D.
- Watch the video "A Child's Perspective of a Traumatic Experience" on the Sesame Workshop website. This is a four-minute video and guide on trauma as seen through two children of different ages.
- Watch "The Brain Game" on the Raising Devon website. It is a 20-minute video designed to teach children about how trauma may have impacted their brain and what they can do about it.
- Look up and watch the video "The Environment as the Third Teacher: A Central Aspect of the Reggio Emilia Philosophy" by Catherina Schmidt-Jones.



End-of-Chapter Content

loping Teacher: Chapter 1 Textbook Questions

Period:

Chapter 1: Welcome to Student Teaching!

Instructions: *Use this document alongside chapter 1 to write your answers to the in-text questions.*

Stories from the Field

1. Do you think Jasmine's feelings are typical of how student teachers feel before they start student teaching?
   Answer:

2. Why do you think student teachers question their abilities when they are doing their practicum.
   Answer:

3. What might Jasmine do to feel more prepared and calmer on her first day?
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   Answer:

Essential Brainstorming Questions

1. List three questions you have about this course, student teaching, or your feel
   your upcoming student-teaching experience.
   Answer:

The Developing Teacher: Chapter 1 Let's Apply This!

Name:

Date:

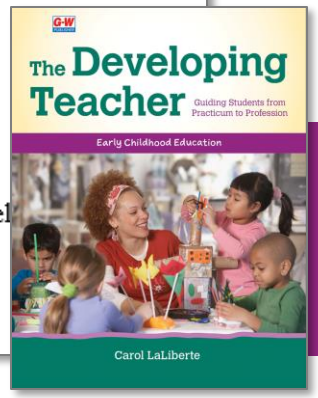
Period:

Chapter 1: Welcome to Student Teaching!

Instructions: *Answer or complete the following questions and activities using what you learned in this chapter.*

Let's Apply This!

1. **Wait and See:** Just as we never see a flower blooming, we often do not recognize our own growth in the moment. In our busy, noisy, distracting lives, we may fail to notice our own becoming. Use this chapter to chart your growth in the many opportunities you have to write your responses to the prompts provided. Consider revisiting your answers to the many reflective questions asked throughout this chapter at a later date such as at the end of your student teaching, a year after graduating, at the end of your first year in either a bachelor's program or teaching in your own classroom. Ask yourself how you have changed and grown as an early childhood educator. What contributed to this change? What support do you need now?



Worksheets

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- Authors
- Subject Matter Experts
- Advisory Boards
- Focus Groups

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Activities, Posters, and Professional Development Videos

From Here to Career: IT

Type: Infographic / Poster
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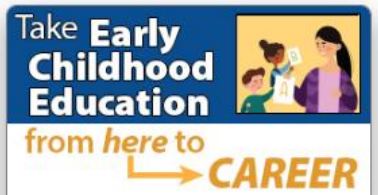

From Here to Career: Early Childhood Education

Type: Infographic / Poster
Grade: 9-14
Subject: FCS-Education and Training

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Type: Infographic / Poster
Grade: 13-14
Subject: Transportation, Distribution, and Logistics

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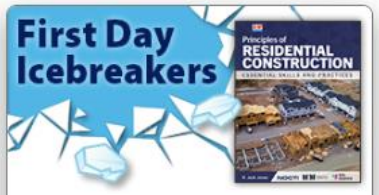

Snap, Clap, Pop: Construction

Type: Downloadable Activities
Grade: 9-12
Subject: Architecture and Construction

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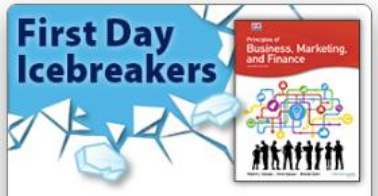

Snap, Clap, Pop: Business, Marketing, Finance

Type: Downloadable Activities
Grade: 9-12
Subject: Business, Marketing, and Finance

Snap, Clap, Pop: Health Science

Type: Downloadable Activities
Grade: 9-12
Subject: Health and Physical Education

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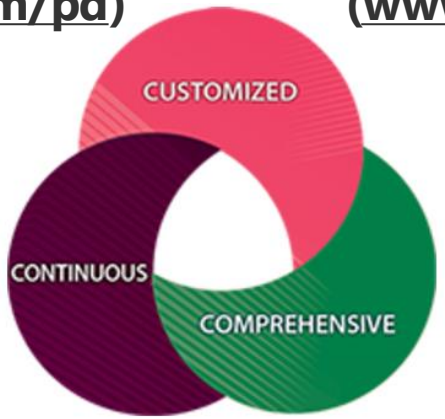

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