

**BILLINGS PUBLIC SCHOOLS
FAMILY CONSUMER SCIENCE
EARLY CHILDHOOD EDUCATION
Adopted April 11, 2005**

MISSION STATEMENT

The mission of the Early Childhood Education curriculum is to prepare students to have the leadership capacity and knowledge base to develop positive and nurturing learning environments that are diverse and inclusive for the young child. The students will acquire the capacity to understand and use the knowledge based of teaching, develop a portfolio of best practice, develop the ability to reflect and sue critical judgment on their own teaching processes and nurture the ability to contribute their leadership to efforts to improve the care and education of young children.

PHILOSOPHY

The early Childhood Education curriculum provides an in-depth study of early childhood education and child development. This experience-based program has an emphasis on understanding children and their development and the application of that knowledge. IT provided the opportunity to develop the knowledge, abilities, attitudes and behaviors needed for becoming proficient in planning a developmentally appropriate program for the young child, incorporating classroom management, effective parent-community relationships, observation and teaching in one of the five preschools at the Career Center locations. Advance students have the opportunity to work with the elementary age child through the internship opportunity.

LEARNING DOMAINS

- I. The learner will develop an understanding of early childhood growth and development.**
- II. The learner will apply knowledge of the growth and development of children when planning and implementing age appropriate lessons for children.**
- III. The learner will observe preschool age children to gain an understanding of behavior in relation to facts and theories of child development.**
- IV. The learner will understand the needs and development of exceptional children and assist in developing their competencies.**
- V. The learner will identify employment possibilities in child related occupations.**
- VI. The learner will implement early childhood education principles.**
- VII. The learner will demonstrate professionalism as related to early childhood education careers and roles as applied in any private and/or public education setting.**

**BILLINGS PUBLIC SCHOOLS
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Learner Objectives**

Elementary Child Internship

Elementary Fundamentals

Elementary Teaching Techniques

I. The learner will develop an understanding of the areas of early childhood growth and development of the primary age child.

1. Student will identify and explain the areas of physical, cognitive, social and emotional development as they interrelate and relate to the elementary age child. (I)
2. **Student will investigate physical growth and development of primary age children by: (E)**
 - a. **applying knowledge by organizing and administering a Motor Skills assessment to and assigned primary age child and by analyzing the results.**
3. **Student will evaluate the cognitive development of primary age children by: (E)**
 - a. **investigating Piaget's Theories of cognitive development of children.**
 - b. **designing, administering and evaluating a cognitive assessment for an assigned primary child.**
4. **Student will investigate emotional growth and development of primary age children by: (E)**
 - a. **analyzing demonstrated feelings of primary age children by observing and recording behaviors.**
 - b. **interpreting observations based on knowledge of primary age children.**
5. **Student will investigate social growth and development of primary children by: (E)**
 - a. **examining theories of personality development.**
 - b. **comparing the theories of stages of play with observed play of primary children.**
6. **Student will investigate social, emotional, cognitive and physical development of primary children. (E)**

II. The learner will apply knowledge of the growth and development of children when planning and implementing age appropriate lessons for children.

7. Student will emphasize developmentally appropriate methods that include play, open ended questioning, group discussion, problem solving, cooperative learning and inquiry experiences. (R)
8. **Student will plan child appropriate lessons that are age appropriate by: (E)**
 - a. **developing and providing learning opportunities that support their intellectual, social, emotional, physical, and language development of children.**
 - b. **using a variety of instructional strategies to encourage students development of critical thinking, problem solving, and skills.**
 - c. **creating a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.**

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II. The learner will apply knowledge of the growth and development of children when planning and implementing age appropriate lessons for children. (cont.)

- 8. Student will plan child appropriate lessons that are age appropriate by: (E)
(cont.)**
 - d. recognizing physical development as part of the instruction curriculum and will include opportunities to strengthen and refine fine and gross motor skills including physical experiences that develop the child's body coordination, balance, agility and spatial awareness.**
 - e. providing activities and experiences that encourage creative expression and representation that are developmentally appropriate in the areas of music, art, movement, imaginative play, and construction.**
 - f. including fundamental mathematical concepts, logical thinking, and problem solving, and the concepts taught through work with manipulatives including one to one correspondence, patterning, counting, sorting, graphing, comparing, shape recognition, combining sets and separating sets.**
 - g. creating an opportunity for observing, classification, measuring, communicating, predicting and experimenting as part of the instruction that encourages children to discover the science of how things grow and change.**
 - h. providing experiences in deductive and inductive reasoning, divergent thinking, problem solving, exploration, classification, seriation, spatial and time relationships and cause and effect relationships at the appropriate developmental level of each child.**
 - i. emphasizing health, safety, and good nutrition and serving healthful snacks including teacher modeling personal hygiene, playground and classroom safety.**
 - j. providing a variety of experiences and interacting with children in ways that encourage vocabulary development, listening and speaking skills, and exposure to the written word.**
- 9. Student will teach lessons to the primary age children with adult supervision. (E)**
- 10. Student will evaluate the lesson plan after it is taught by: (E)**
 - a. appraising the lessons strengths and weaknesses giving suggestions for improvement.**
- 11. Student will note arrangement of the physical space in the classroom evaluating it in concordance with lessons and to the objective to maximize the learning experience of the primary age children. (E)**

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12. Student will provide experiences and activities and interact with children in ways that allow children to construct their own knowledge. (R)
13. Student will create situations and provide support for children to initiate the development of new skills, to build on existing knowledge and skills and to practice newly acquired skills. (R)
14. Student will use knowledge of effective verbal, nonverbal, communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (R)
15. Student will teach using the language arts including an understanding of expressive and receptive language, reading readiness as well as writing, using literature and conversation to enable children to progress from the acquisition of language to the use of oral and written language to express original ideas. (R)
16. Student will support children as they learn to make choices, assume responsibility, become independent, express feelings, and learn rules established for behavior in the classroom environment, which are part of developing a child's self-confidence. (R)

III. The learner will observe primary age children to gain an understanding of behavior in relation to facts and theories of child development.

17. Student will observe assigned primary age children and assemble a running record on the child's development and interaction with other children and adults. (I)
- 18. Student will use a wide range of assessment strategies in natural settings, for example observation, anecdotal records, running records, and checklists. (E)**
19. Student will interpret and use assessment information for curriculum planning and designing the environment. (R)
20. Student will maintain information regarding children and families in a confidential manner. (R)
21. Student will utilize a variety of observations, including running record, checklists, and anecdotal records.
22. Student will assess children's development based on behavior observation. (R)
23. Student will interpret and use observation information for aiding in a child's individual learning. (R)
- 24. Student will summarize observations in an oral and written presentation to a child's parents. (E)**
- 25. Student will create a journal of their teaching experience in the elementary school. (E)**
- 26. Student will prepare and conduct a parent conference by: (E)**
 - a. creating a well-edited, informational letter to the parents of an assigned preschool child outlining the child's observed progress during the semester.**

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III. The learner will observe primary age children to gain an understanding of behavior in relation to facts and theories of child development. (cont.)

- b. presenting and explaining a portfolio of the child's work during the semester to the parent of the child and conduct the conference in a professional manner.**

IV. The learner will demonstrate an understanding of the needs and development of exceptional children and assist in developing their competencies.

- 27. Student will appraise lesson plans and make adaptations and accommodations in instruction for special needs children. (E)**
- 28. Student will differentiate the needs of the children enrolled in the preschool with IEP's and assist the special needs staff when needed. (R)

V. The learner will assess employment qualifications in child related occupations.

- 29. Student will understand the qualifications of a variety of child care giving occupations. (E)**
- 30. Student will examine child-related careers by participating in field trips and/or job shadowing. (R)
- 31. Student will interview professionals in Early Childhood and Primary Education and assess qualifications for employment in different settings. (E)**

VI. The learner will establish a foundation of understanding of Primary Education principles.

- 32. Student will provide an appropriate learning environment by: (R)
 - a. examining primary education program philosophies.
 - b. gaining an understanding of the learning centers appropriate for a primary education classroom.
 - c. evaluating the physical environments in two different grade levels.
 - d. organizing space into identifiable areas which encourage active involvement, initiative, responsibility, creativity, and a growing sense of autonomy.
 - e. using the outdoor environment and natural settings as an integral part of a child's active and quiet learning.
 - f. adapting the environment to accommodate children with special needs by selecting and using materials that are stimulating to each child and suitable to individual learning styles, varying development levels, special needs of the children in the group.
 - g. balancing active and quiet, free and unstructured, individual and group, indoor and outdoor activities.

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VI. The learner will establish a foundation of understanding of Primary Education principles. (cont.)

- 36. Student will be aware of the elementary classroom to maximize the learning experience for the primary education classroom children by: (E)**
 - a. maintaining the preschool area to keep it clean, orderly and safe**
- 37. Student will create wall visuals for the primary education classroom that will foster learning by: (I)**
 - a. assessing different medium for use in creating wall visuals and bulletin boards.**
- 38. Student will practice D' Nealian style printing. (E)**
- 39. Student will employ group and individual guidance techniques appropriate for primary age children. (E)**
- 40. Student will participate in training workshops by: (E)**
 - a. creating a card file of preschool activities for use in lesson planning.**
 - b. creating a teaching folder with samples activities used in lesson planning.**

VII. The learner will demonstrate professionalism as related to Primary Education.

- 41. Student will demonstrate personal attributes and characteristics of a professional educator by: (E)**
 - a. exhibiting stable and responsible work habits.**
 - b. reflecting upon challenging situations, the diagnosis of them and processes how to improve them.**
 - c. recognizing adult and child roles, relationships and responsibilities.**
 - d. exhibiting effective verbal, nonverbal, and written communication skills with children and adults, including adjusting to different communication styles and situations.**
 - e. practicing respectful, caring communication in interpersonal interactions with children and adults.**
 - f. articulating own feelings and needs; asks for and gives appropriate support in challenging situations.**
 - g. employing a sense of humor.**
 - h. displaying imagination and creativity.**