



Course Syllabus

ECED 5461	Preprimary Practicum	Fall 2008
University City Children's Center	Dr. Cheryl Breig-Allen 236 Webster Hall (314) 246-7652 allencb@webster.edu	1 credit hour

1. **COURSE DESCRIPTION:** Concurrent registration in ECED 5460 Curriculum Design is required. The focus of this 1-credit-hour practicum is observation and participation in classrooms servicing children in pre-primary classrooms, and supports an understanding of developmentally appropriate curriculum. Prerequisites: ECED 5430 Perceptual Motor Development and Language Acquisition in Young Children, ECED 5431 Infant Toddler Practicum.

LEARNING OUTCOMES

Course Outcomes	Webster University SOE Goals and Dispositions	NAEYC Standards for Early Childhood Professional Preparation Missouri Standards for Teacher Education Programs (MoSTEP) NCATE Candidate Proficiencies
Students will: 1. Develop the skills of listening to children, observing and documenting their ideas, actions, words, and work.	Goals 2.4 The informed instructor employs a variety of formal and informal assessments to monitor learning and modify instruction. Dispositions 2.4 listens respectfully to other points of view	NAEYC Standard 3. Observing, documenting and assessing to support young children and families 3b Knowing about and using observation, documentation, and other appropriate assessment tools and approaches MoSTEP 8.3 Evaluates the effect of class activities on both individual and class as a whole, collecting information through observation of classroom activities, questioning, and analysis of student work NCATE Ability to Respond to Diversity Pedagogical Knowledge

		Professional Knowledge and Skills Impact on PreK-3 Learners
<p>2. Draw upon knowledge of developmental theory, multicultural perspectives, and ongoing study of particular children when preparing the learning environment and learning experiences.</p>	<p>Goals 1.3 The knowledgeable learner identifies developmental factors in student learning; and 1.4 understands theoretical principles of effective instruction to plan learning experiences. 4.2 The responsive educator acknowledges social and cultural contexts to create effective teaching and learning environments.</p> <p>Dispositions 2.1 understands, respects and responds appropriately to diversity in a variety of settings</p>	<p>NAEYC Standard 1. Promoting child development and learning 1a. Knowing and understanding young children’s characteristics and needs 1b. Knowing and understanding multiple influences on development and learning 1c. Using developmental knowledge to create healthy, respectful, and challenging learning environments</p> <p>MoSTEP 2.1 Knows and identifies child development 3.4 Connects instruction to student’s prior experiences, family, culture and community</p> <p>NCATE Ability to Respond to Diversity Pedagogical Knowledge Professional Knowledge and Skills</p>
<p>3. Learn how to support children’s learning in regard to the content areas of language arts, science, social studies, art, music, drama and movement through integrated learning experiences, project studies, and daily living experiences.</p>	<p>Goals 1.1 The knowledgeable learner knows content that supports conceptual understanding; and 1.2 applies tools of inquiry to construct meaningful learning experiences. 2.1 The informed instructor designs curriculum based on students’ prior knowledge, learning styles, strengths and needs; and 2.2 uses a variety of communication modes, media, and technology to support student learning.</p> <p>Dispositions 1.2 embraces an openness to change (adaptability, flexibility)</p>	<p>NAEYC Standard 4. Teaching and Learning 4b. Using developmentally effective approaches 4c. Understanding content knowledge in early education 4d. Building meaningful curriculum</p> <p>MoSTEP 1.5 Creates interdisciplinary learning 2.4 Knows theories of learning 4.1 Selects, creates and plans learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction. 7.3 Supports and expands learner expression in speaking, writing, listening and other media</p> <p>NCATE Content Knowledge Pedagogical Knowledge Professional Knowledge and Skills</p>

		Impact on PreK-3 Learners
<p>4. Learn how to support autonomy and reciprocity among children.</p>	<p>4.3 The responsive educator adapts instruction to the learner’s knowledge, ability, and background experience; and</p> <p>4.4 identifies resources for specialized services when needed.</p> <p>Dispositions 2.2 exhibits empathy 3.5 affects change with courage and confidence</p>	<p>NAEYC Standard 4. Teaching and Learning 4a. Knowing understanding and using positive relationships and supportive interactions</p> <p>MoSTEP 2.3 Encourages student responsibility 6.2 Manages time, space, transitions and activities effectively 9.1 Applies a variety of problem-solving strategies reflecting on practice, influences on student’s growth and learning and the complex interactions between them 10.2 Talks with and listens to students, is sensitive and responsive to signs of distress, and seeks appropriate help as needed to solve students’ problems</p> <p>NCATE Ability to Respond to Diversity Pedagogical Knowledge Professional Knowledge and Skills Impact on PreK-3 Learners Evidence of Dispositions</p>
<p>5. Act as mentors and co-learners who provoke curiosity, creative thinking, consideration of multiple perspectives and research among children and adults.</p>	<p>4.1 the responsive educator understands and responds appropriately to issues of diversity;</p> <p>4.2 acknowledges social and cultural contexts to create effective tea</p> <p>Dispositions 1.3 exhibits curiosity 3.3 communicates and collaborates in university and school cultures 3.4 accepts academic rigor (willingness to work/high expectations)</p>	<p>NAEYC Standard 1. Promoting Child Development and Learning 1a, 1b, 1c (see above) Standard 5. Becoming a Professional 5d. Integrating knowledgeable, reflective and critical perspectives on early education</p> <p>MoSTEP 5.2 Engages students in active learning that promotes the development of critical thinking, problem-solving, and performance capabilities</p> <p>NCATE Ability to Respond to Diversity</p>

		<p>Content Knowledge Pedagogical Knowledge Professional Knowledge and Skills Impact on PreK-3 Learners</p>
<p>6. Develop skills of observation, documentation and research in order to continuously inform curriculum decisions and teaching responses.</p>	<p>3.1 The reflective collaborator values and integrates reflection to grow as a professional; Dispositions 1.4 engages in reflection 3.2 practices informed decision-making in university and school cultures</p>	<p>NAEYC Standard 5. Becoming a Professional 5c. Engaging in continuous, collaborative learning to inform practice</p> <p>MoSTEP 8.1 Employs a variety of formal and informal assessment techniques (e.g., observations, authentic assessments) 11.2 Applies current research on teaching and learning with technology to plan and deliver developmentally appropriate learning opportunities that integrate a variety of software, applications and learning tools to support the diverse needs of learners 11.4 Uses technology resources in assessing student learning of subject matter using a variety of assessment techniques to collect and analyze data, to interpret results, and to communicate findings to improve instructional practice and maximize student learning</p> <p>NCATE Ability of Utilize Technology Pedagogical Knowledge Professional Knowledge and Skills Impact on PreK-3 Learners</p>
<p>7. Learn how to collaborate with parents as partners in the development, analysis, and implementation of curriculum.</p>	<p>3.2 The reflective collaborator promotes communication and collaboration with colleagues, families and community leaders;</p>	<p>NAEYC Standard 2. Building Family and Community Relationships 2c. Involving families and communities in their children's</p>

	<p>3.3 seeks relationships with families and students to support student learning; and</p> <p>3.4 initiates change that benefits students and their families.</p>	<p>development and learning</p> <p>NCATE</p> <p>Ability to Respond to Diversity</p> <p>Pedagogical Knowledge</p> <p>Professional Knowledge and Skills</p> <p>Evidence of Dispositions</p>
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2. COURSE REQUIRMENTS

1. Students are expected to track their time spent in class and keep a practicum log documenting their 45 contact hours
2. Students are to write and conduct two activity plans with the children (small or whole group format) following the activity plan format). They are to submit their first draft to cooperating teacher for feedback, make any adjustments recommended and facilitate the activity during university supervisor visit. After feedback, the student will submit a final plan with reflection.
3. Students will examine their knowledge and skills and develop a professional development plan.
4. Students will submit two reflective journal entries describing, analyzing and reflecting upon significant activities in the classroom .
5. Students will submit a written summary synthesizing their practicum experiences using the NAEYC Standards as a framework .
6. Cooperating teachers are asked to observe the student facilitating two learning experiences in the classroom using the form .
7. Cooperating teachers complete the practicum evaluation form using the rubric provided. At a final university supervisor visit, student, cooperating teacher and university supervisor dialogue and complete practicum evaluation.

3. TEXT

Billman, Jean & Sherman, Janice (2003). Observation and Participation in Early Childhood Settings: A Practicum Guide (2nd Edition). Boston: Allyn and Bacon.

PREPRIMARY ACTIVITY PLAN FORMAT

Name _____ Date _____ Time _____

Grade Level _____ School _____ Coop Teacher _____

Focus Area _____

Context and Description of Activity

- Context of Learning Experience (What is the context for this activity? Why have you decided to work in this particular area? How are you connecting this activity to ongoing classroom experiences and the children's interests?)
- Objectives and Goals of Learning Experience (In what way does this lesson address what you are trying to accomplish with these children?) Consider all the developmental domains (Social-Emotional, Cognitive and Physical).

Pre-Instructional Decisions

- Group Participation (Who will participate? One-on-one, small group, whole group?)
- Learning Groups (What criteria will be used to determine group participation: Self-selected, common interests, teacher assigned, invited, skill development, or other reasons)
- Room Arrangement
- Learning Materials
- Assigned Responsibilities
- Anticipated Time Allotted

Learning Experience Strategies and Sequence

- Adaptations for students with special needs
- Procedures for smooth transitions into experience
- Agreements concerning expectations (How will expectations be clearly shared with children?)

Closure (How will you conclude the activity and transition to next?)

Assessment

- Individual, group and activity assessment (How will you document each of these aspects of the learning experience?)

Standard Integration (Which NAEYC Standards are addressed? Missouri Pre-K Standards?)

Possible Implications for Future Work with These Children

Reflection (To be added after work with children has been conducted) What have I learned from this experience? Reflect on what worked and on what you would do differently. Describe how you adjusted the activity to meet the needs of the learners. Reflect on what you have learned about the children by conducting this activity. Talk about what comes next, for the children and for you. *The purpose of this reflection is not to defend your teaching but to demonstrate that you have learned from it.*

PREPRIMARY REFLECTIVE JOURNAL

Practicum students are expected to keep a journal of all their practicum activities. Select two entries from this journal to reflect upon in detail. Journal entries should be typed in the following format:

Reflective Journal Entry

Name _____

Date _____

Age/Grade of Children _____

School _____

Cooperating Teacher _____

Description

Describe in detail the context of the learning experience and procedures followed.

Analysis

Examine the learning experience in detail in order to understand it and draw conclusions and make interpretations. Assess, describe and explain what happened based on careful consideration and investigation. Analytic writing shows the thought process used to arrive at the conclusions made about the teaching-learning experience.

Reflection

Carefully think about the teaching learning experience. Make decisions about how to approach a similar situation in the future (e.g., the same way, differently, or not at all). The reflective writing process allows pre-service teachers to make connections with concepts learned from coursework and how this experience relates to understanding of self, other and professional identity. Consider ways to use this knowledge to inform and improve practice in the future.

PREPRIMARY REFLECTIVE SUMMARY

Write a summary synthesizing your infant/toddler experiences. The written reflection should articulate and document competencies. The following outline should be used to organize the reflective summary.

Context

Give a brief description of an infant/toddler setting (e.g., type of school, its environment, teachers and supporting specialists with whom you worked, age of children, and any other unique aspects of placement that impacted your work). Include a schedule to indicate the times and dates that you were at the school. Indicate types of activities that were occurring when you were there.

NAEYC Competency Areas

Child Development and Learning
Family and Community Relationships
Observing, Documenting and Assessing Young Children
Teaching and Learning
Becoming a Professional

PREPRIMARY PROFESSIONAL DEVELOPMENT PLAN

Having carefully thought about your knowledge and skills using the NAEYC Standards, consider at least two areas in which you want to grow and improve your practice. For each area, state in clear language a reasonable **goal** to accomplish before apprentice teaching. Explain why you have chosen these goals (**rationale**) and list **possible activities** that you might pursue to help you achieve them.

NAEYC Competency Areas

- Child Development and Learning
- Family and Community Relationships
- Observing, Documenting and Assessing Young Children
- Teaching and Learning
- Becoming a Professional

PROFESSIONAL DEVELOPMENT PLAN SCORING GUIDE

	Advanced	Proficient	Nearing Proficiency	Unsatisfactory
	Plan objective is (1) observable and measurable, (2) gives the conditions under which the behavior will occur and, (3) indicates the criteria needed for mastery; objective is written with an emphasis on how the teacher will apply the skill in situations that have direct impact on students.	Plan objective is (1) observable and measurable, (2) gives the conditions under which the behavior will occur and, (3) indicates the criteria needed for mastery.	Plan objective (1) indicates a behavior that is difficult to observe or measure, (2) does not clearly specify the conditions under which the behavior will occur or, (3) inadequately describes the criteria needed for mastery.	Plan objective lacks one or more of the specified components.
	A specific rationale that draws upon past professional experiences and input from other professionals and provides detailed examples of each is provided.	A specific rationale that draws upon past professional experiences and input from other professionals is provided.	A limited rationale is provided as to why the particular objective was chosen.	No rationale is provided as to why the particular objective was chosen.
	Activities needed to address objective and subsequent timeline in which activities will be implemented are specific and detailed with examples provided as needed.	Activities needed to address objective and subsequent timeline in which activities will be implemented are general.	Activities needed to address objective and/or subsequent timeline in which activities will be implemented are limited such as not to allow a thorough and meaningful focus on the objective.	Activities needed to address the objective and/or a subsequent timeline in which the activities will be implemented are not provided.
	Data collection procedures are detailed and specific; data collection sheets are streamlined and clear with student data provided by which to adequately judge progress toward meeting the objective.	Data collection procedures are detailed and specific; data sheets are streamlined and clear, but contain too little performance data by which to adequately judge progress toward meeting the objective.	Data collection procedures are overly general leading to inconsistency in scoring; data sheets are included, but do not contain performance data or are formatted in such a way that data collection is cumbersome or confusion.	Data collection procedures are unclear and lack reliability and/or validity; data sheets are not included.
	Results and reflection on implementation is detailed and specific and includes discussion regarding successes of the plan, difficulties of the plan, what was learned by the teacher during implementation, and what would be done differently in the future	Results and reflection on implementation is general	Results and/or reflection on implementation are limited	Results and/or reflection on plan implementation are absent
	Mechanics-assignment is written in a clear, concise, professional manner with attention given to proper grammar, spelling, and punctuation.	Mechanics-assignment is written in a clear, concise, professional manner with minimal grammar, spelling, and punctuation errors.	Mechanics-assignment is written in a nonspecific or unprofessional manner with grammar, spelling, and punctuation errors.	Mechanics-assignment is written in a nonspecific, disconnected, or unprofessional manner with multiple grammar, spelling, and punctuation errors.

NAEYC Standards for Early Childhood Professional Preparation

Initial Licensure Standards

Approved by NAEYC Governing Board, July 2001

Approved by NCATE, October 2001

Standard 1. Promoting Child Development and Learning

Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.

Key Elements

- 1a. Knowing and understanding young children's characteristics and needs
- 1b. Knowing and understanding the multiple influences on development and learning
- 1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

Standard 2. Building Family and Community Relationships

Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

Key Elements

- 2a. Knowing about and understanding family and community characteristics
- 2b. Supporting and empowering families and communities through respectful, reciprocal relationships
- 2c. Involving families and communities in their children's development and learning

Standard 3. Observing, Documenting and Assessing to Support Young Children and Families

Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals.

Key Elements

- 3a. Understanding the goals, benefits, and uses of assessment
- 3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
- 3c. Understanding and practicing responsible assessment
- 3d. Knowing about assessment partnerships with families and other professionals

Standard 4. Teaching and Learning

Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all young children.

Sub-Standards

4a. Connecting with Children and Families

Candidates know, understand, and use positive relationships and supportive interaction as the foundation for their work with young children.

- Providing continuity between caregiving practices of family members and those used by professionals in the early childhood setting
- Adapting culturally sensitive practices

4b. Using Developmentally Effective Approaches

Candidates know, understand, and use a wide array of effective approaches, strategies, and tools to positively influence young children's development and learning.

- Fostering oral language and communication
- Drawing a flexible, research based continuum of teaching strategies
- Making the most of the environment and routines
- Capitalizing on incidental learning by engaging in conversations, asking thought-provoking questions, providing relevant materials and extending spontaneous activities
- Focusing on children's characteristics, needs, and interests
- Linking children's language and culture to the early childhood program
- Teaching through social interactions
- Addressing children's challenging behaviors
- Supporting learning through technology
- Using integrative approaches to curriculum

4c. Understanding Content Knowledge in Early Education

Candidates understand the importance of each content area in young children's learning. They know the essential concepts, inquiry tools, and structure of content areas including academic subjects and can identify resources to deepen their understanding.

- Understanding the importance of each content area in children's development and learning and how children's cognitive, language, physical, social and emotional development influence their ability to understand and benefit from curriculum in each content area
- Focusing on the "big ideas," methods of investigation and expression, and organization of the major academic disciplines
- Demonstrating competencies that cut across content areas and academic disciplines
- Building the foundations for literacy through early experiences
- Articulating priorities for high-quality, meaningful experiences in music, creative movement, dance, drama, and art in early childhood, across a developmental continuum
- Supporting children to learn with understanding and build new mathematical knowledge from experience and prior knowledge
- Provide safe, varied, and repeated experiences with functional movement, manipulation, and physical activity

- Providing many hands-on experiences to difficult yet essential concepts (e.g., Geography: Make and use maps to locate themselves in space; History: Record and discuss the changes that occur in their lives, recalling their immediate past; Economics: Develop awareness of the differences between wants and needs; Social Relations/Civics: Becoming a participating member of the group, giving up some individuality for the greater good)

4d. **Building Meaningful Curriculum**

Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children.

- Planning curriculum by starting with clear appropriate goals and desired outcomes for children
- Providing effective curriculum that creates security and helps children become better able to manage and regulate their expression and emotions, cope with frustrations, and manage impulses effectively
- Supporting young children's ability and motivation to solve problems and think well
- Supporting the growth of academic and social skills

Key Elements

- 4a. Knowing, understanding, and using positive relationships and supportive interactions
- 4b. Knowing, understanding, and using effective approaches, strategies, and tools for early education
- 4c. Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines
- 4d. Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes

Standard 5. Becoming a Professional

Candidates identify and conduct themselves as members of the early childhood profession. They know and use the ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Key Elements

- 5a. Identifying and involving oneself with the early childhood field
- 5b. Knowing about and upholding ethical standards and other professional guidelines
- 5c. Engaging in continuous, collaborative learning to inform practice
- 5d. Integrating knowledgeable, reflective, and critical perspectives on early education
- 5e. Engaging in

Cooperating Teacher's Practicum Evaluation Form Preprimary

Student Name _____ School _____ District _____

Cooperating Teacher _____ Grade _____ Date _____

Thank you for taking the responsibility of improving the professional competencies of a Webster University pre-service teacher and sharing your excellence in the art and science of teaching. Please fill out the evaluation form with the pre-service teacher (written comments are appreciated). Please select the descriptor that fits performance.

NAEYC Standards for Initial Early Childhood Professional Preparation	Proficient	Nearing Proficiency	Unsatisfactory	Comments
Standard 1. Promoting Child Development and Learning 1a. Knowing and understanding young children's characteristics and needs 1b. Knowing and understanding the multiple influences on children's development and learning 1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments				
Standard 2. Building Family and Community Relationships 2a. Knowing about and understanding family and community characteristics 2b. Supporting and empowering families and communities through respectful, reciprocal relationships 2c. Involving families and communities in their children's development and learning				
Standard 3. Observing, documenting and Assessing to Support Young Children and Families 3a. Understanding the goals, benefits, and uses of assessment 3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches 3c. Understanding and practicing responsible assessment 3d. Knowing about assessment partnerships with families and other professionals				

<p>Standard 4. Teaching and Learning</p> <p>4a. Knowing, understanding, and using positive relationships and supportive interactions</p> <p>4b. Knowing understanding, and using appropriate, effective approaches and strategies for early education</p> <p>4c. Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines</p> <p>4d. Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes</p>				
<p>Standard 5. Becoming a Professional</p> <p>5a. Identifying and involving oneself with the early childhood field</p> <p>5b. Knowing about and upholding ethical standards and other professional guidelines</p> <p>5c. Engaging in continuous, collaborative learning to inform practice</p> <p>5d. Integrating knowledgeable, reflective, and critical perspectives on early education</p> <p>5e. Engaging in informed advocacy for children and the profession</p>				
<p>Webster School of Education Dispositions</p>				
<p>1. Understands and respects self; Respects differences; open to change; curious; reflective</p>				
<p>2. Understands and respects others; responds appropriately to diversity; exhibits empathy; commits to fairness and honesty; listens respectfully to other points of view</p>				
<p>3. Understands and respects professional communities; commits to professional behavior in school cultures; practices informed decision-making; communicates and collaborates; willing to work; affects change with courage and confidence</p>				

Hours completed _____ Cooperating Teacher's Signature _____

Student's Signature _____ Date _____ Course EDUC _____

Submit Original to: Peggy Peel, Webster University, 470 E. Lockwood, St. Louis, MO 63119

1 copy for student, 1 copy for teacher, 1 copy for supervisor

University Supervisor's Practicum Evaluation Form Preprimary

Student Name _____ School _____ District _____

Cooperating Teacher _____ Grade _____ Date _____

Thank you for taking the responsibility of improving the professional competencies of a Webster University pre-service teacher and sharing your excellence in the art and science of teaching. Please fill out the evaluation form with the pre-service teacher (written comments are appreciated). Please select the descriptor that fits performance.

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<p>Standard 4. Teaching and Learning</p> <p>4a. Knowing, understanding, and using positive relationships and supportive interactions</p> <p>4b. Knowing understanding, and using appropriate, effective approaches and strategies for early education</p> <p>4c. Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines</p> <p>4d. Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes</p>				
<p>Standard 5. Becoming a Professional</p> <p>5a. Identifying and involving oneself with the early childhood field</p> <p>5b. Knowing about and upholding ethical standards and other professional guidelines</p> <p>5c. Engaging in continuous, collaborative learning to inform practice</p> <p>5d. Integrating knowledgeable, reflective, and critical perspectives on early education</p> <p>5e. Engaging in informed advocacy for children and the profession</p>				
<p>Webster School of Education Dispositions</p>				
<p>1. Understands and respects self; Respects differences; open to change; curious; reflective</p>				
<p>2. Understands and respects others; responds appropriately to diversity; exhibits empathy; commits to fairness and honesty; listens respectfully to other points of view</p>				
<p>3. Understands and respects professional communities; commits to professional behavior in school cultures; practices informed decision-making; communicates and collaborates; willing to work; affects change with courage and confidence</p>				

Hours completed _____ University Supervisor's Signature _____

Student's Signature _____ Date _____ Course EDUC _____

Submit Original to: Peggy Peel, Webster University, 470 E. Lockwood, St. Louis, MO 63119

1 copy for student, 1 copy for teacher, 1 copy for supervisor

