**TRIAL COURSE OR NEW COURSE PROPOSAL**

**SUBMITTED BY:**

<table>
<thead>
<tr>
<th>Department</th>
<th>Early Childhood Education</th>
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<tbody>
<tr>
<td>Prepared by</td>
<td>Sharon Vaska, Assistant Professor, ECE</td>
</tr>
<tr>
<td>Email Contact</td>
<td><a href="mailto:lfsrv@uaf.edu">lfsrv@uaf.edu</a></td>
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**College/School**

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<th>CRCD</th>
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<th>Phone</th>
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<td>907-543-4555</td>
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**College Contact**

| Same as above       |

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**1. ACTION DESIRED (check one):**

- Trial Course
- New Course

**2. COURSE IDENTIFICATION:**

<table>
<thead>
<tr>
<th>Dept</th>
<th>ECE</th>
<th>Course #</th>
<th>115</th>
<th>No. of Credits</th>
<th>3</th>
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**3. PROPOSED COURSE TITLE:**

Responsive and Reflective Teaching

**4. CROSS LISTED?**

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<th>YES/NO</th>
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(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

**5. STACKED?**

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<th>YES/NO</th>
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**6. FREQUENCY OF OFFERING:**

- Every Fall

(Every or Alternate) Fall, Spring, Summer — or As Demand Warrants

**7. SEMESTER & YEAR OF FIRST OFFERING (if approved):**

- Fall, 2009

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**8. COURSE FORMAT:**

- Course combines existing required courses ECE 171(1), ECE 172 (1) and ECE 173 (1) and is comparable to ECE 170, currently offered at TVC.

**NOTE:** Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

<table>
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<th>COURSE FORMAT (check one)</th>
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**OTHER FORMAT (specify):**

Lecture and lab.

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**9. CONTACT HOURS PER WEEK:**

- Lecture hours/weeks: 2
- Lab hours/week: 2
- Practicum hours/week: 0

**OTHER HOURS (specify type):**

**10. COMPLETE CATALOG DESCRIPTION including dept., number, title and credits (50 words or less, if possible):**

Becoming ethical, responsive, productive, and well-informed practitioners in the field of early childhood. Emphasis on using traditional and local knowledge and values to inform
practice, manage personnel and programs, and provide appropriate services and support to young children and their families. Includes the NAEYC Code of Ethics and NAEYC Standards. Teaches the use of observation to transform teaching and management practices. Lab required. Offered Fall.

11. **COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

   - H = Humanities
   - N = Natural Science
   - S = Social Sciences

   Will this course be used to fulfill a requirement for the baccalaureate core? [ ] YES [X] NO

   IF YES, check which core requirements it could be used to fulfill:
   - O = Oral Intensive, Format 6
   - W = Writing Intensive, Format 7
   - Natural Science, Format 8

12. **COURSE REPEATABILITY:**

   Is this course repeatable for credit? [ ] YES [X] NO

   Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

   How many times may the course be repeated for credit? TIMES

   If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course? CREDITS

13. **GRADING SYSTEM:**

   LETTER: [X] PASS/FAIL:

14. **PREREQUISITES**

   ECE 101, or permission of instructor; qualification for or successful completion of ENGL111X

   These will be required before the student is allowed to enroll in the course.

   **RECOMMENDED**

   Computer with adequate and appropriate software, access to printer, audio conference and internet, and fax machine as needed.

15. **SPECIAL RESTRICTIONS, CONDITIONS**

16. **PROPOSED COURSE FEES**

   Has a memo been submitted through your dean to the Provost & VCAS for $0

17. **PREVIOUS HISTORY**

   Has the course been offered as special topics or trial course previously? Yes/No

   If yes, give semester, year, course #, etc.: No
18. **ESTIMATED IMPACT**

**WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.**

None

19. **LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (ffk1j@uaf.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

20. **IMPACTS ON PROGRAMS/DEPTS**

What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)

This is a proposed combination course to the required one-credit courses ECE 171, ECE 172 and ECE 173 for the Distance Certificate and AAS Program. This change will impact the BA in Child Development and Family Studies. The TVC ECE Program will continue to require ECE 115, not ECE 115.

21. **POSITIVE AND NEGATIVE IMPACTS**

Please specify *positive and negative* impacts on other courses, programs and departments resulting from the proposed action.

Positive: ECE 115 will have prerequisite courses that build a child development foundation, and will provide a reflective foundation for further coursework.

Possible Negative: Students needing individual courses ECE 171, ECE 172, or ECE 173 will require that these courses be offered, offered independent study, or take this three credit course.

**JUSTIFICATION FOR ACTION REQUESTED**

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

This course combines three one credit courses that all have a strong emphasis on professionalism, the managing of early childhood programs, and reflective practice. Repackaging these one credit courses will bring our program into greater congruence with our partner UAS with whom we deliver the AAS course of study. This course will be required for many of the AAS courses (ECE 127, 128, 140, 210, 240, 242, 270 and 271) to ensure students have a strong foundation in child development prior to application classes.
**APPROVALS: SIGNATURES ON FILE AT THE GOVERNANCE OFFICE**

<table>
<thead>
<tr>
<th>Signature, Chair,</th>
<th>Program/Department of: Early Childhood Education</th>
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<tbody>
<tr>
<td>Veronica Plumb</td>
<td>Date 9/30/08</td>
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<tr>
<th>Signature, Chair, College/School Curriculum Council for:</th>
<th>Date</th>
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<th>Signature, Dean, College/School of:</th>
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<tr>
<th>Signature of Provost (if applicable)</th>
<th>Date</th>
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Offerings above the level of approved programs must be approved in advance by the Provost.

**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE**

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<tr>
<th>Signature, Chair, UAF Faculty Senate Curriculum Review Committee</th>
<th>Date</th>
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**ADDITIONAL SIGNATURES: (If required)**

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<th>Signature, Chair, Program/Department of:</th>
<th>Date</th>
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<tr>
<th>Signature, Dean, College/School of:</th>
<th>Date</th>
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ATTACH COMPLETE SYLLABUS (as part of this application).
Note: syllabus must follow the guidelines discussed in the Faculty Senate Guide http://www.uaf.edu/uafgov/faculty/cd/syllabus.html.

The department and campus wide curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course change will be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES
During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:
   - Title, number, credits, prerequisites, location, meeting time (make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:
   - Name, office location, office hours, telephone, email address.

3. Course readings/materials:
   - Course textbook title, author, edition/publisher.
   - Supplementary readings (indicate whether required or recommended) and any supplies required.

4. Course description:
   - Content of the course and how it fits into the broader curriculum;
   - Expected proficiencies required to undertake the course, if applicable.
   - Inclusion of catalog description is strongly recommended, and Description in syllabus must be consistent with catalog course description.

5. Course Goals (general) and Student Learning Outcomes (more specific)

6. Instructional methods:
   - Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

7. Course calendar:
   - A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say “lab”. Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

8. Course policies:
   - Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

9. Evaluation:
   - Specify how students will be evaluated, what factors will be included, their relative value, and how they will be tabulated into grades (on a curve, absolute scores, etc.).

10. Support Services:
    - Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

11. Disabilities Services:
    - The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials.
    - State that you will work with the Office of Disabilities Services (203 WHIT, 474-7043) to provide reasonable accommodation to students with disabilities.”
UNIVERSITY OF ALASKA FAIRBANKS
College of Rural and Community Development
Course Syllabus

ECE F115 Responsive and Reflective Teaching (3)(2 + 2)

Instructor:
Sharon Vaska
UAF/CRCD/Kuskokwim Campus
P. O. Box 368, Bethel, AK 99559
lfsrv@uaf.edu
Phone: (907) 543-4555 or 800-478-5822 ext. 555
Fax: (907) 543-4522 or 4527
Office Hours: Evenings after class and by appointment.

Class Meeting Times and Dates and Audio-Conference Information:

Class meetings/lecture time will be 2 hours per week
Class lab time will be 3.5 hours per week

Day, time, dates:
Audio-Conference Bridge Number: 1-800-570-3591, PIN:
Audio Help Desk: 1-800-290-5900
The Encounter Audio Conference System has the following commands:
Mute: *6; Unmute: #6; During a call, if you need help, dial O
To listen to a recorded class: Dial 1-800-230-8546, enter the PIN for the class and then the date
of the call (six digits as 09/22/08).

Course Description
Becoming ethical, responsive, productive, and well-informed practitioners in the field of early
childhood. Emphasis on using traditional and local knowledge and values to inform practice,
manage personnel and programs, and provide appropriate services and support to young children
and their families. Includes the NAEYC Code of Ethics and NAEYC Standards. Teaches the use
of observation to transform teaching and management practices. Required labs include
observation, case study, interviews and research. Offered Fall. This course encompasses ECE
171 Program Management (1), ECE 172 Professional Issues (1), and ECE 173 Reflective
Teaching (1).

Texts
Required:
Children. MN: Redleaf Press.

Recommended:
NAEYC.
AudioVisual
“Children at the Center: Reflective Teachers at Work” Carter & Curtis

Course Objectives/Student Outcomes

1. Students will demonstrate the ability to use observation and documentation effectively, in their work with young children.

2. Students will develop an understanding of the broad nature of and critical need for leadership skill development in themselves and others.

3. Students will understand the essential need in ECE programs for a team approach including the elements of collaboration, coordination and communication.

4. Students will demonstrate the ability to develop a professional philosophy and values statement, and to begin to apply it to the work s/he does with young children and families.

5. Students will demonstrate the ability to apply problem-solving methodologies to their own professional/personal situations, and to other student-identified problems in class.

6. Students will develop an understanding of what “Professionalism” means to them in the ECE field, and how to support and guide their own professional growth and development.

7. Students will demonstrate the ability to be self-reflective teachers, examining their own filters, environments, child development, issues of cultural sensitivity and inclusiveness, and teacher roles and strategies.

8. Students will demonstrate the ability to observe, plan, develop, implement and evaluate appropriate activities for young children.

Methods of Instruction
This course is taught through an audio-conference format and will include in-class discussion of material and concepts. Each student’s experience, ideas and beliefs are considered to be part of the course instruction. Each student is a critical component of the “learning community.” Reading the texts, formulating questions and comments about the reading, observations of young children, and the assignments are all considered “methods of instruction.”

Course Policies
1. Attendance: As part of the “Learning Community” all students are expected to attend and participate in all classes.
2. Absences and Make-ups: If necessary, excused absences must be arranged ahead of time with the Instructor.
3. Tardiness: Students are expected to arrive in class prior to the start of each class. If a student does arrive late, they are expected to do so quietly and inform the instructor without disturbing the class.
4. Participation and Preparation: Students are expected to come to class with assigned reading and other assignments completed as noted in the Syllabus.
5. Assignments: All assignments must be received by the Instructor no later than 12 p.m. on the due date as noted in the Schedule unless otherwise prior-arranged with the Instructor. Each assignment must have the following to ensure it is able to be graded: Your Name; Course Number; Semester/Year; Instructor’s Name; Assignment Title; Date. Second pages of faxed assignments must also have student name and course number on each page.
6. **Extra credit assignments**: Extra credit assignments will only be considered under extenuating circumstances. If a student feels that these conditions apply, they may request extra credit assignments and make arrangements individually with the Instructor.

7. **Graded Assignments**: It is the instructor’s intention to grade and respond to student assignments within seven days of their receipt. At any time you may call and ask what you received on a specific assignment if you haven’t yet received it back.

8. **Reporting Grades**: All student grades, transcripts and tuition information are available on line at [http://ww.uaonline.alaska.edu](http://ww.uaonline.alaska.edu). If you have difficulty accessing this web site, contact the registrar at your local campus.

9. **Written paper assignments**: All papers are expected to be typed and double spaced, with no misspelled words. Sentences should be grammatical and the paper easy to read. The burden is always on the writer to communicate with the reader. UAF has a writing lab and other tutoring services available to students (474-5314). It is also recommended that you have another person review your draft before final submission for a grade. Written assignments may be emailed or faxed to the instructor.

10. **Plagiarism**: Plagiarism is using what another person has written, and using it as your own words and thoughts. Plagiarism is never acceptable. According to the University, plagiarism is preventable by students “not representing the work of others as their own. A student will attribute the source of information not original with himself or herself (direct quotes or paraphrases) in compositions, theses and other reports.”

11. **All UA student academics and regulations are adhered to in this course. You may find these in UAF/UAS Catalogs.**

12. **Confidentiality**: An important part of this course is the sharing of insights and experiences with other students. To benefit from this discussion, it is essential that we all maintain the confidentiality of children, families, programs and staff. We do not use names. We talk and write about children, families and staff in respectful ways.

13. **Incompletes, Withdrawal and No Basis Grading**: A student may request an Incomplete grade if there are factors beyond his/her control that effect the completion of the course AND the student has a C grade or higher at the end of the semester/course. A Faculty-Initiated Withdrawal is done by the instructor when the student has not met the criteria for passing the class, and is within the University-allowed drop period. A No Basis (NB) grade is provided if the student has not met attendance/assignment criteria, in lieu of a failing grade, provided it is after the University-allowed drop period. All are at the discretion of the Instructor.

14. **Ethical Behavior**: It is expected that, while on the audioconference, you are present and paying attention. If you must “step out of the room” and not be present, it is your responsibility to inform the instructor or the class. Behavior such as not answering when called upon, not being prepared when called upon, etc. will result in grade reduction for participation.

**Student Support Services**
You may contact the Office of Student Support Services if you are in need of additional support. Their phone number is 474-6844 (UAF) and 796-6000 (UAS, Juneau).

**Disabilities Services**
The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UA students have equal access to the campus and course materials. State that you will work with the Office of Disabilities Services (UAF: 474-7043; UAS: 796-6000) to provide reasonable accommodation to students with disabilities.

**Writing Center**
[http://www.alaska.edu/english/studentresources/writing/](http://www.alaska.edu/english/studentresources/writing/)
The Writing Center is a student-staffed, student-oriented service of the English Department.

801 Gruening Bldg., P.O. Box 755720
Fairbanks, Alaska 99775-5720
Phone: (907) 474-5314  
Fax: 1-800-478-5246  

* The UAF Writing Center and Computer Lab offers free writing tutoring to any student in any subject via telephone and fax or over the Internet. Students can call 907-474-5314 for information on how to fax a paper and have it tutored over the telephone, or engage in an interactive Internet session. Both services are free.

**Library Services for off campus students**  
Off-Campus Library Services is a unit set up to serve rural UAF students and faculty who do not have access to appropriate information resources in their town or village. We work in support of The College of Rural & Community Development and The Center for Distance Education and Independent Learning.  
Contact us at  
http://library.uaf.edu/offcampus  
Off-Campus Services, Elmer E. Rasmuson Library  
310 Tanana Loop, PO Box 756800  
Fairbanks, Alaska USA 99775-6800  
Phone: 1-800-478-5348 Email: fyddl@uaf.edu  
For more off campus help go to:  
http://www.uaf.edu/library/instruction/ls101/other/Distance_Resources.html

**Computer, Internet, and software Problems:**

**You cannot get your email:** Make sure your Internet connection is working; to test it, you can try to go to a new web page and see if it loads. If you are having problems with a UAF account, you will need to contact the **UAF help desk 1.800.478.4667**. If it is another company’s account, you will need to contact their customer support. There is very little we can do to assist you as we have no control or access to the computers that serve the email. Also check with your email program’s Help.

**You forgot your password:** Only the organization that issued your password can do anything to change it. You will need to contact them. For UAF email and Blackboard it is the UAF help desk 1.800.478.4667. For most web services there is a link you can click if you forgot your password. I also recommend writing them down somewhere for back up.

**You are having problems with Blackboard:** You will need to contact the Blackboard administrator, at: http://classes.uaf.edu/ Office of Information Technology Help Desk 474.6564 or 1.800.478.4667

**Evaluation:**

(NOTE that you must achieve a C or higher for this course to count towards your ECE Degree)  
**Grading is based on**  
10% attendance  
10% class presentations and sharing  
30% Observations and analysis  
50% Assignments, Reflections and Portfolio  

Letter grades for the course will be determined as follows and will reflect the **Grading System and Grade Point Average Computation** policy stated in the current UAF Catalog.  
A+ .................... 100–97%  
A........................... 96–93%  
A-..........................92–90%
### Course Assignments and Calendar:

#### Class Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Assignment</th>
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| **Week 1** | **In class today**  
- Introductions including what you hope to get out of the course;  
- Review course expectations and assignments  
**Preparation for next class:**  
- Review the class calendar and assignments  
- Read Chapter 1 & 2 The Art of Awareness  
- Observation 1: Running Record and Objectivity |
| **Week 2** | **In class today.**  
- Go over any student questions regarding the class calendar and assignments.  
- Group discussion on the reading  
- Lecture topic: The value of observation in making decisions, changing programs, planning for children’s care and development, supervise staff and programs, and as a means of sharing and collaboration with co-workers and families; case study.  
- Class activity: Observation facts and interpretations  
**Preparation for next class:**  
- Read Chapter 3 Art of Awareness  
- Observation 2: Complete and detailed observation  
- Prepare assigned chapter from Art of Awareness for presentation in class (Chapters 4-9) |
| **Week 3** | **In class today:**  
- Group discussion on the reading and observations  
- Lecture topics: Using observation to understand how children think, learn and grow  
- Presentations from Art of Awareness (Chapters 4-9)  
**Preparation for next class:**  
- Read Chapter 11 and 13 Art of Awareness  
- Read Chapter 1 Reflecting Children’s Lives  
- Observation 3: Anecdotal Record |
| **Week 4** | **In class today:**  
- Group discussion on the reading and observations  
- Lecture topic: Learning how to document what is seen and heard to create and promote discussion, reflection, understanding of children's play, use of materials and social interactions.  
**Preparation for next class:**  
- Read Chapters 2 & 3 Reflecting Children’s Lives  
- Observation 4: Using observation for planning |
| Week 5 | In class today:  
|---|---|
| • Group discussion on the reading  
| • Lecture topics: Planning for individual children: use of webbing, active learning, observation and following children’s lead and interests; Case Study.  
| Preparation for next class:  
| • Read Chapters 4 and 6 Reflecting Children’s Lives  
| • Web development for a curriculum area of choice  
| • Reflection #1 on Culture and Language in a Learning Environment  
| Week 6 | In class today:  
| • Group discussion on the reading  
| • Lecture topic: Webbing and planning: Incorporating local knowledge and wisdom to develop appropriate programs and services for young children  
| Preparation for next class:  
| • Read handout on Teacher Action Research  
| Week 7 | In class today:  
| • Group discussion on the reading  
| • Lecture topic: Introduction to research, and teacher action research; Introduce “ethical conflict” concept  
| Preparation for next class:  
| • Reflection #2 Action Research Idea, share on Blackboard  
| • Read Chapters 1-3 Ethics and the Early Childhood Educator  
| • Ethical Code Assignment Part 1  
| Week 8 | In class today:  
| • Group discussion on the reading  
| • Lecture topic: Ethics, values and practice: use of the NAEYC Code of Ethics to address issues related to children, parents, co-workers and the community  
| Preparation for next class:  
| • Read Chapter 4-7 Ethics and the Early Childhood Educator  
| • Ethical Code Assignment Part 2  
| Week 9 | In class today:  
| • Group discussion on the reading  
| • Lecture topic: The practical side of using the Ethical Code; Resolving ethical conflicts  
| • In small groups: Planning for resolution of ethical issues  
| Preparation for next class:  
| • Read Chapters 1, 2 and 4 Learning to Lead  
| • Reflection #3 on Leadership  
| Week 10 | In class today:  
| • Group discussion on the reading:  
| • Lecture topic: Leadership and early childhood; Collaborative relationships on behalf of children and families: forming, growing and maintaining relationships  
| Preparation for next class: |
| Week 11 | In class today:  
- Group discussion on the reading  
- Lecture topic: Advocacy and leadership: involving parents as advocates for their child  

Preparation for next class:  
- Read Chapter 7 Reflecting Children’s Lives  
- Reflection #4 from Reflecting Children’s Lives Chapter 7  
- Write your Philosophy Statement for your Portfolio and submit |
| Week 12 | In class today:  
- Group discussion on the reading  
- Lecture topic: Development of self and professional growth plans  

Preparation for next class:  
- Develop or revise your Resume  
- Put together your Resources for Professionalism (list) |
| Week 13 | In class today:  
- Lecture Topic: Professional development plans; defining professionalism; developing own portfolio.  

Preparation for next class:  
- Finish and bring Portfolio to last class |
| Week 14 | In class today:  
- Share sections of your Portfolio with classmates  
- Reflection and Evaluation  

All tasks completed and class is done!! 😊 |

**Directions for Specific Assignments**

**1. Observations and Analysis**  
You will be making four observations to develop your observation skills in the running record and anecdotal methods, to develop your abilities to analyze the observations, and to begin to utilize the observations as forms of documentation, assessment, planning, “voice” and advocacy.  

**Note about observations:** You will need to inform other staff and the program director (if she/he is not you) that you will be observing children for 15-20 minutes each week. You will need to be free to do this, and another adult will need to cover for you during that time. THIS IS PARTICULARLY RELEVANT TO THE RUNNING RECORDS. YOU CAN’T SUPERVISE OR DO OTHER THINGS WHILE DOING A RUNNING RECORD.  

**Running Record:** A Running record is like a video tape. The directions for the running record are in The Art of Awareness Chapter 2: Learning to See. Make sure to cover the elements of Objectivity, Specificity, Directness, Mood and Completeness. You can use the form, or divide a sheet of paper in half lengthwise.  
1. On the left side record **factual description:** *what you see and hear.*
2. On the right side record your **subjective opinions or interpretations** about what is happening.
3. At the bottom record your **conclusion, inferences, or interpretation** of the observation.

**Anecdotal Observation:** Anecdotal (means a brief story) records are the most common forms of observation. If a running record is like a video tape, an anecdotal observation is like a snapshot. They are like photographs. Like the running record they are open-ended detailed narratives describing incidents. It is brief and describes single incidents. The details are usually written after the behavior is observed. **THINK:** Why am I writing down what I have written. Ask yourself: what is the meaning of this for me? What will I do with this information? These recordings can include behavior or interactions that seem typical for the child, achievements of developmental milestones, incidents that convey social relationships and emotional reactions. You can use the form provided or make your own. Also note the examples in the Sample Documentation Displays section at the end of The Art of Awareness.

**Observation 1: Running Record and Objectivity**
Do a running record observation of a child for 15-20 minutes. Remember that a “running record” is like a video tape, recording what you see and hear. After completing the observation, analyze your running record for the five components described on page 15-16 of The Art of Awareness. Also note (you can do this by underlining or highlighting) which items in your running record were descriptive and which were interpretations (see #2 on page 17). Write a summary of your findings: What specifically will **you** need to do to write complete and objective observations of young children?

**Observation 2: Complete and Detailed Running Record**
For this observation, do a running record using the five components identified in the text and in class. Try to be as complete and detailed as possible. Identify some developmental skills of the child based on the observation. Develop a set of questions based on the observation about the child, other children, the environment and the adults in the setting.

**Observation 3: Anecdotal Record**
Practice Anecdotal Observation. After reading or having presentations on The Art of Awareness Chapters 4-9 observe children and try to write anecdotal observations in all three areas, if possible (a minimum total of 6 anecdotal observations). Analyze and write about how you could use these observations as a means of documentation of the child’s interests, development and learning.

**Observation 4: Using Observation for Planning**
After reading The Art of Awareness Chapters 11 and 13, make a 20-30 minute observation of at least one child (at a time) involved in play. Write anecdotal observation notes about each of the children. Afterwards, write how each observation could be used for assessment of the child’s abilities and skills, planning for curriculum and learning activities/environment, and sharing with parents and colleagues.

2. **Web Development**
Develop a curriculum web (see Reflecting Children’s Lives p. 139-142) based on something you observed in one of the observations or some other observed interest from a child or children. Submit the web along with some ideas for how you could provision the environment, sustain and enrich play, and represent the experience (Using the ideas from Reflecting Children’s Lives, p. 131-134).

3. **Reflection #1: Culture and Language in a Learning Environment**
Review the “Ten Keys to Culturally Sensitive Child Care” (see below). Are there any “keys” that you feel your/observed program needs to focus on more? Tell why and how you plan to address these. (From Essential Connections: “Ten Keys to Culturally Sensitive Child Care” - From Video produced by Far West Laboratories, Center for Child & Family Studies, 1993)

- Provide cultural consistency
- Work towards representative staffing
- Create small groups
- Use the home language
- Make environments relevant
- Uncover your cultural beliefs
- Be open to the perspectives of others
- Seek out cultural and family information
- Clarify values
- Negotiate cultural conflicts.

Also consider:
- The Program Model and cultural appropriateness: Analyze and objectively look at the program model; does it meet the cultural needs of the children and families? What works, what doesn’t work related to cultural teachings?
- When might it not be appropriate to “use the home language” – What are the language issues in the community, and how can the program address the current and future needs of the children and families?

4. Reflection #2: Teacher action research project idea
Reflect on an idea you have from your work with children and families that could be an action research project. What is the question you have for which you want to do research to find the answer? How could you actually do the research – what idea do you have and how could you involve the children, other adults, families? Share your ideas on Blackboard.

5. Ethical Code Assignments:
Part 1: Description of Two Ethical Dilemmas: 15 points Based on the Ethics text, particularly Chapter 3, p. 21-26, identify two situations that you have had or are facing that are considered “ethical dilemmas” (see pgs. 23-26 to determine if they are ethical dilemmas). Describe them enough to be able to apply the problem-solving process as outlined in pgs. 27-34. You will be working on one situation in the class time with other students, and addressing the other dilemma in Part 2 of this assignment.

Part 2: Resolution Plan for Ethical Dilemmas: 20 points
Using the problem-solving process in the Ethics text, p. 27-32, and the specific areas of your identified dilemmas (see Chapters 4, 5, 6 and 7), write about your plans to address each dilemma. If possible, work through one of these dilemmas with your colleagues, or with the family, as appropriate.

6. Reflection #3: On Leadership
After reading Chapters 1, 2 and 4 in Learning to Lead, reflect on leadership you now practice regularly, and what challenges you experience in your own leadership. Reflect on a leader that you respect and look up to, whether at work, in your personal life, in your community or other.

7. Reflection #4: from Reflecting Children’s Lives Chapter 7
1. After thinking about some of the roles you play in your work with children and families (see p. 167) including skills and responsibilities, write about one of the roles that is new for you, or one that you struggle with.

2. Write about your status in the seven dispositions (p. 171, p. 172-76).

3. Write about the Watercolor experience including your emotions, as well as your physiological and mental response to the activity. How can you further cultivate your own sense of aesthetics, wonder and joy in the world?

4. In “Look for Rikki Tikki…” (p. 183-190) the author identifies her basic guidelines for teaching. Do you agree with her guidelines? Why or why not? What would you add, or delete?

7. **Professional Development: Portfolio**

You will be developing a Portfolio that will be added to as you proceed with your ECE courses, with a final Portfolio completed in your Practicum II class.

For ECE 115 you will complete a Philosophy statement, develop your Resume, and gather information on resources that you find valuable (see below for specifics). Additionally you will collect other information to put into your Portfolio that will include:

- Observation example (choose your best one or two)
- Child Care Guides from other ECE classes (Health, Safety and Nutrition Guide from ECE 118; Traditional Child Care Guides from ECE 104 and 107)

**Philosophy Statement**

Write about each of the following subjects for your Portfolio, to develop your personal philosophy statement (from *The Good Preschool Teacher* by William Ayers):

1. **My Work with Children and Families:**
   
   Answer some of the following questions: What I like most about teaching/working with children and families. I feel best as a teacher/home visitor (etc.) when… My favorite moments are… What I find to be the most difficult about teaching/working with children... What I really like about working with parents and families….What is most challenging in working with parents and families.

2. **My classroom and work environments:**

   Answer some of the following questions: My space is arranged the way it is based on….describe your workspace. I have established routines in my program based on…and tell how it works for the children and your teaching staff. If I could, I would change the following in my work….

3. **My roles with children, families and in the community:**

   Answer some of the following questions: The people or person I respect who has helped me understand my role in working with children and families are/is….I believe that children need, or are….I believe that families are….I believe my role in preparing children for the future is….

4. **How I address problems and issues in my work with children and families:**

   I look to the following people, problem-solving methods, etc. to help me in dealing with problems and issues at work…

5. **Development, changes and the future:**

   I have changed as a teacher/home visitor (etc.) over the years….Some of the best courses I’ve taken and things I’ve learned include….. My goals for my education and development are… I think I can help positively impact the future by….

**Resume**

Part of being a professional is presenting yourself and your “credentials”. A resume is a written summary of your education, experience and background. This is an opportunity for you to develop your resume, or to update what you have already done. Follow the format suggested.
Resources for Professionalism (Library and Resources List)
Having a resource library is important to increasing your knowledge and skills, and for sharing with others. A library in this case is not just books, but other kinds of resources, including people and their wisdom and knowledge. For this assignment, follow the format suggested and identify books, materials, people and groups that can/do support your professional growth and development.