

2018

CYAF374: Purposeful Planning—Reflection and Practice in Enriching Students' Lesson Design

Kelley Buchheister

University of Nebraska-Lincoln, kbuchheister2@unl.edu

Follow this and additional works at: <http://digitalcommons.unl.edu/prtunl>

 Part of the [Higher Education Commons](#), and the [Higher Education and Teaching Commons](#)

Buchheister, Kelley, "CYAF374: Purposeful Planning—Reflection and Practice in Enriching Students' Lesson Design" (2018). *UNL Faculty Course Portfolios*. 116.

<http://digitalcommons.unl.edu/prtunl/116>

This Portfolio is brought to you for free and open access by the Peer Review of Teaching Project at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in UNL Faculty Course Portfolios by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.

Kelley Buchheister

Child, Youth, and Family Studies

CYAF374: Curriculum Planning in Early Childhood Education

University of Nebraska-Lincoln

kbuchheister2@unl.edu**PROJECT TITLE:**

CYAF374: Purposeful Planning—Reflection and Practice in Enriching Students' Lesson Design

Abstract:

This portfolio documents my process of embracing, modeling, and implementing reflective teaching practices to enhance the lesson designs of my prospective early childhood professionals in CYAF374: Curriculum Planning in Early Childhood. Throughout this project I attended to and applied five critical components emphasized in the peer review of teaching project and integrated these ideas within the foundational elements of Japanese lesson study in order to implement instructional practices that would benefit my students. These five elements are extensively discussed throughout the portfolio on multiple levels: (a) understanding the role of reflective practice, (b) identifying goals through backward design, (c) outlining practices that provide opportunities to achieve the goals, (d) planning and implementing tasks and activities, and (e) R³—review, reflect, and revise on the implemented activities. Analysis of the data generated from this project provides additional insight into the benefits of explicitly teaching and integrating these strategies for reflective practice into teacher education programs as well as revealing implications for enriching instruction at the college level. Continued systematic investigations of this process is critical in future semesters as well as explorations into applying these features within the context of higher education.

Keywords: Lesson planning, lesson study, teacher education, early childhood, curriculum

TABLE OF CONTENTS

I.	Objectives of Peer Review Portfolio	2
II.	Course Description	2
	a. Course in the broader curriculum	3
	b. Student learning objectives	3
	c. Enrollment	5
III.	Course Design	5
IV.	Illustrative Changes	6
V.	Analysis of Student Learning	9
	a. Written Plans	9
	b. Student Feedback	12
VI.	Planned Changes	13
VII.	Summary	13
VIII.	Appendix	14
	a. Appendix A—Syllabus	14
	b. Appendix B—Activity Plan Template	34
	c. Appendix C—Activity Plan Self-check	36
	d. Appendix D—Sample Activity Plan	37
	e. Appendix E—Course Evaluation	39

Objectives of Peer Review Course Portfolio

My decision to apply for the Peer Review of Teaching Project was initially rooted in the context of integrating an increased attention to equitable practices in early education. However, after reviewing two semesters of my curriculum planning course and recognizing the needs of my students, I recognized that not only did I need to introduce more conscious planning with respect to equitable practices, but my students also needed more explicit instruction in designing developmentally appropriate activities for young children. The curriculum course became a logical choice for my focus in the project as it is a course I regularly teach, but, more importantly, it was apparent that these two foci would weave together in an intricate design process that I could facilitate through modeling, practice, and discussion. Through this project, I intend to gather evidence of progress related to the following goals:

1. Encourage prospective early childhood professionals (PECPs) to view themselves as reflective practitioners,
2. Develop alignment of PECPs' planned activities through backward design,
3. Enrich activity plan procedures by explicitly highlighting effective teaching practices in early childhood, and
4. Explicitly integrate actions corresponding to the four dimensions of equity (Gutierrez, 2013) in the context of lesson design and reflection to emphasize equitable practices.

To measure progress related to these goals I will use both qualitative and quantitative measures, recognizing that the quantitative measures are limited by a low sample size. Thus, qualitative measures will document variations in how PECPs view themselves as reflective practitioners at different points in the semester (Goal 1) and code PECPs' planned actions explicitly attending to the third tenet of developmentally appropriate practice, cultural appropriateness (Goal 4). Descriptive statistics collected in the study will be used to compare ECs' evaluation scores on their four activity plan designs in the focus semester with the scores from the previous semester, without the reflective practice approach (Goals 2 and 3).

Course Description

CYAF374: Curriculum Planning in Early Childhood is a once a week, 3-credit hour course, required for all inclusive early childhood education majors, undergraduate elementary education majors seeking an early childhood endorsement, and child development or early childhood M.Ed. students who lack extensive experience in the early childhood classroom. The initial CYAF374 course was designed by Drs. Marjorie Kostelnik, Anne Soderman, Alice Whiren, and Michelle Rupiper, who also wrote the curriculum textbook used in the course. Although the course is well-established with an existing set of expectations and assignments, it was apparent that PECPs needed additional support explicitly designed to address cultural appropriateness in the context of curriculum activities, and create aligned activities that embody effective teaching practices appropriate for young learners.

Through the peer review of teaching project, I restructured to focus of the course to provide more extensive opportunities where PECPs could engage in reflection, practice, and analysis of early childhood curriculum activities through written, video, and live observational analyses to better reflect the expected learning outcomes of the course. I removed several individual assignments and redesigned them as class activities that would be extensively analyzed and discussed as a group. In addition, I documented exemplars of practice embodying

the key ideas I wanted my students to demonstrate in order to facilitate their knowledge and understanding of the areas in which students had previously struggled.

The course and the broader curriculum

CYAF 374 is a 3-credit lecture course that offers a developmental, child-centered approach to designing educational activities for young children, including children with disabilities and various exceptionalities. This is a course aimed at those who are interested in positively contributing to the growth and development of young children in some professional capacity such as in schools, childcare programs, or social service agencies. The curriculum planning course (CYAF 374) provides the foundation for applying tenets of developmentally appropriate practice through instruction and documentation of children's learning, while also providing opportunities for PECPs to develop, implement, and reflect upon activities both created for them and created by them in a well-supported learning environment. In this course, students will (1) plan and evaluate developmentally appropriate activities, (2) examine and use assessments and documentation to inform curriculum, and (3) learn about effective ways to share curriculum information with families. This course addresses all areas of developmental domains and content areas, as well as issues related to diversity in family composition, culture, and individual abilities. A concurrent practicum experience with young children in an early childhood setting (374L) provides a means for applying what is taught in the lecture. The course addresses four critical questions early childhood professionals must be prepared to answer:

1. *What constitutes appropriate educational **planning** for young children?*
2. *How do early childhood professionals **organize and implement** developmentally appropriate instruction on a daily basis indoors & outdoors?*
3. *How do early childhood professionals **document** children's learning and educational experiences?*
4. *In what ways can instruction, instructional strategies, and the learning climate be **evaluated** and the results used to create optimal learning experiences/environments for your children?*

The principles and practices developed in the course are continually refined in several other connected CYAF courses in the early childhood and inclusive education programs. The course is connected with a lab practicum (CYAF 374L) at the Ruth Staples' Child Development Laboratory, which provides the students first hand experiences implementing their planned activities with children along with focused coaching in the teaching process. The course also connects content and practices to other required courses in the inclusive education program including mathematics methods in early childhood, inclusive literacy block, social emotional development of the preschool child, and the preschool student teaching internship at Ruth Staples' Child Development Lab.

Student Learning Objectives

While the expected learning outcomes for CYAF374 have not changed focus, the language of the expected outcomes and the course activities, lectures, discussions, and readings have been revised to provide more time and opportunities for students to engage in supportive mentoring explicitly focused on incorporating strategies emphasizing reflective practice. Thus, while the course looks very similar on paper, the implementation has been substantially altered into more of a workshop model rather than a lecture and discussion series. To guide this process,

I aligned specific professional standards from the 2010 National Association of the Education of Young Children (NAEYC) document, and developed workshops and activities that would exemplify these criteria:

CYAF374 Expected Learning Outcome	NAEYC Professional Standard (2010)	Workshop Activities	Individual Application(s)
Articulate developmentally appropriate learning goals for children in inclusive early childhood education programs and other early childhood intervention programs.	STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They 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 each child.	<ul style="list-style-type: none"> • DAC—Developmentally Appropriate Curriculum text • PA—Project Approach text Week 1—Developmentally appropriate practice; How children learn DAC text Chapters 1 and 2; PA Chapter 1 (readdressed throughout reflective practice cycle—introduced week 1)	<ul style="list-style-type: none"> • Developmentally appropriate materials
Describe how children learn and what educational practices best support their learning and in the context of relationships.	NAEYC Standard 1a: Knowing and understanding young children’s characteristics and needs, from birth through age 8.	Week 1—Developmentally appropriate practice; How children learn DAC text Chapters 1 and 2; PA Chapter 1 (readdressed throughout reflective practice cycle—introduced week 1)	<ul style="list-style-type: none"> • Orientation & Connecting with Kids
Demonstrate an understanding of developmental and cultural differences among children and how to respect those differences throughout the instructional process.	NAEYC Standard 1b: Knowing and understanding the multiple influences on early development and learning.	Week 1—Developmentally appropriate practice; How children learn DAC text Chapters 1 and 2; PA Chapter 1 (readdressed throughout reflective practice cycle—introduced week 1)	<ul style="list-style-type: none"> • Orientation & connecting with kids • Family Resource • Project Approach
Demonstrate a variety of instructional strategies relevant to early childhood education.	NAEYC Standard 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.	Week 4—Teaching strategies; small group planning; writing objectives (readdressed throughout reflective practice cycle—introduced week 4)	<ul style="list-style-type: none"> • Teaching Strategies • Follow a Plan • Family Resource
Write developmentally appropriate instructional plans that address young children’s aesthetic, affective, cognitive, language, social and physical development and learning, considering age, culture and abilities.	NAEYC Standards 4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children (and) 4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches (and) 5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.	Conducted through analyses of exemplar activities and creation of activity plan implementations weeks 2 - 13	<ul style="list-style-type: none"> • 4 Written Activity Plans (aesthetic, math, science, literacy) • Project Approach
Carry out developmentally appropriate learning activities with young children.	NAEYC Standard 5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.	Lab practicum, but analyses of exemplar activities and reviews of in-class practice implementations weeks 2 - 13	<ul style="list-style-type: none"> • 4 Written Activity Plans (aesthetic, math, science, literacy)
Document children’s learning experiences through a variety of child-centered means.	STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES Candidates prepared in early childhood degree	Week 5—Documentation and Assessment (readdressed throughout reflective practice cycle—introduced week 5)	<ul style="list-style-type: none"> • 4 Written Activity Plans (aesthetic, math, science, literacy) • Documentation pages

	programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They 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, to positively influence the development of every child.		<ul style="list-style-type: none"> • Project Approach
Evaluate learning activities and revise plans to enhance children's learning.	NAEYC Standards 6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource. (and) 6d: Integrating knowledgeable, reflective, and critical perspectives on early education	Analyses of exemplar activities and reviews of in-class practice implementations weeks 2 – 13; Final reflection of implementation based on feedback from execution	<ul style="list-style-type: none"> • 4 Written Activity Plans (aesthetic, math, science, literacy)
Reflect on what you are learning in relation to your personal and professional goals.	NAEYC Standard 4d: Reflecting on own practice to promote positive outcomes for each child.	Analyses of exemplar activities and reviews of in-class practice implementations weeks 2 – 13; Final reflection of implementation based on feedback from execution	<ul style="list-style-type: none"> • 4 Written Activity Plans (aesthetic, math, science, literacy)

Table 1. Activity alignment to professional standards and outcomes.

Enrollment

CYAF374 is offered in both the fall and spring semesters and has a capacity of 25 students (usually enrolling approximately 15 per semester). Enrolled students are typically sophomore or junior level undergraduates who are either preparing to enter their professional teaching program or are in the first stages of their professional program. In the 2017 semester I taught 10 students, whereas in the 2018 semester I taught 12 students (three dropped the course in the first six weeks of the semester). In the 2018 semester, I also had one student completing an incomplete from my 2017 class as well as a student who did not pass the 2017 class. The student with the incomplete again did not finish the course; thus, she failed the class. However, the student who struggled in the 2017 course and retook the class with me (and the revised design) in 2018 successfully completed the course.

Course Design

Instructional Methods

Because CYAF374 is a course aimed at those who are interested in positively contributing to the growth and development of young children in some professional capacity such as in schools, childcare programs, or social service agencies, I joined with the Ruth Staples Child Development Lab team (who direct the lab component) to closely examine the instructional methods and student activities in the lecture course. We worked collaboratively to develop a more cohesive structure that aligned the lab and lecture course, and provided several opportunities to demonstrate, model, analyze, practice, and reflect upon appropriate curriculum activities for young children. Moreover, with the design of the new course, I incorporated several teaching strategies that not only allowed PECPs to explore personal beliefs and expand their knowledge for teaching young children in developmentally appropriate ways by providing several modes of presentation, expression, and engagement to:

- analyze research-based information about early childhood curriculum,
- discuss issues and develop informed opinions based on readings,
- engage in thoughtful reflection with the instructor and peers regarding observations/interactions with children,
- practice and apply skills from the lecture portion within an early childhood setting,
- and receive direct feedback concerning progress toward course objectives

The emphasis of the course is learning through a socio-cultural lens where students learn through the guidance of a more knowledgeable other as they negotiate meaning through active, and authentic, experiences. The lecture format is used infrequently to demonstrate more appropriate and effective practices that benefit the learning experience at all levels, but in particular to promote exploration and investigation methods that mimic effective practices at the early childhood level. As overviewed in the syllabus (Appendix A), the course includes a variety of assignments intended to both assess student learning and develop deeper understanding. Table 1 displayed the alignment of these assignments with the expected learning outcomes of the course, as well as chapters and class sessions that offer specific opportunities to learn those ideas.

The activity plan assignments are of particular relevance in this course, and consequently this project, because they address each of the expected learning outcomes and were the focus of revision in the peer review of teaching project. Throughout the semester, PECPs individually plan, implement, and reflect upon four activities—one from each of the major curriculum domains (i.e., aesthetics, math, science, and literacy). Although PECPs can find activities online or from existing curriculum resources, each of the activity plan assignments require detailed consideration of embedding effective teaching strategies that challenge children’s thinking while promoting content connections, problem solving, reasoning, communication, and representation. for facilitating math talk, responding to student reasoning, and incorporating technology. Students also respond to four reflection questions after implementing each activity that highlight the three tenets of developmentally appropriate practice and how these elements are incorporated into the planning and implementation of the activities. Lesson plans are spaced in approximately bi-weekly cycles throughout the semester. Because this is the first formal curriculum course for the PECPs and provides the foundation for activity planning in early childhood, the course includes planning templates to scaffold the learning experience (Appendix B) and checklists of critical elements for plan design used for peer and self-review (Appendix C), as well as models of exemplar lessons that are practiced and analyzed in the course workshop (Appendix D).

Illustration of changes—Reflective Practice Cycle

In the process of enriching the course design, it was important to reflect upon the impact of particular assignments on students’ learning. Two of the assignments from 2017, Curriculum Connection and Whole Group Plan, added additional lesson planning opportunities, but these were not implemented and did not provide any additional opportunities for the PECPs to reflect upon how to consider lesson planning through multiple curriculum modules. Moreover, these activities did not include a particular focus on family engagement and interactions with families. Therefore, I designed two additional projects—Project Approach Design (group project) and the Family Resource Box (individual project). Each of these activities provided opportunities for the PECPs to not only engage in developmentally appropriate activity design, but through the lens of communicating developmentally appropriate activities to families the PECPs had to further

develop their abilities to create effective activities for young children, but also translate their significance to families which is a critical skill that was overlooked in the previous semesters (ELO 1, 2, 3, 7) and aligns to NAEYC standard 2—building family and community relations.

The most substantial revision of the lecture course was reformatting the three-hour meeting time into a workshop model that included an explicit and intentional focus on enriching PECPs' lesson design (ELO 2, 3, 4, 5). Each class period was structured as a “workshop” session, rather than a lecture format. In implementing these changes, I facilitated activities that provided opportunities for students to explore course content through field experiences, site visits, observations, demonstration activities, video analyses, media presentations, student work examples, and group discussions of course readings and new material. In addition, to promote the application of the three tenets of developmentally appropriate practice I included a reflective practice cycle modified from Japanese lesson study that provided opportunities to 'practice' new skills and test concepts related to effective instructional methods before PECPs implemented their activity plans in CYAF 374-L. The reflective practice cycle occurred five times within the 16-week course. I have provided an overview of one of the reflection cycles in order to demonstrate an example of how the various teaching methods are implemented within the course and how the changes provide a more supportive and in-depth process for enriching PECPs' lesson design.

Course Topic	2017 Course Activities	2018 Reflective Practice Design
Cognitive Development—STEM (Science, Technology, Engineering, and Mathematics) Learning	STEM Readings Discussion Week 6—Math Week 7—Science and integration of all STEM disciplines	Visit Morrill Hall on UNL campus. Connect informal learning opportunity to STEM Reading Discussion and highlight opportunities to explore content from NE Early Learning Guidelines: Week 6—Math Week 7—Technology & Engineering Week 8—Science & Integration
		Reflect upon videos of classroom STEM activities. Identify how teacher emphasized content and used modifications. Practice documentation of children's learning. Discuss suggestions to enhance the activity.
	“Station Excitation” Students rotate through different stations participating in STEM activities for toddlers, preschoolers, grades K – 1, and grades 2 – 3. Discuss pros/cons of each.	Participate in and analyze suggested activities from various sources (e.g., Pinterest, Scholastic, Professional Organizations' websites like NAEYC or NCTM) for STEM content explorations—identify effective teaching practices and potential modifications. (Updated “Station Excitation”)
		Discuss how to integrate connections to children's cultures, communities, and funds of knowledge
	Develop and implement plan. Review feedback from Ruth Staples faculty (CYAF374-L). Reflect on experience, revise activity, and submit final plan with written reflection and implementation evaluation.	Develop individual activity plans and use “Activity Self-Check” to provide feedback to partner. Instructor monitors work and provides guiding questions to emphasize developmental trajectories, high-quality learning experiences, and cultural connections (DAP 3).
		Submit plan for feedback from instructor. Instructor provides feedback to review. Make revisions to activity in next class period and finalize plan. Submit plan to lab and implement activity. After implementation, reflect on experience and lab evaluation and submit final plan.

Based on the lesson plan assignments and implementations of students in the 2017 semester, it was apparent that the lecture course, even with the modeled activities during “station excitement”, did not provide sufficient background and experiences translating research, theory, and content knowledge into developmentally appropriate practices with children. Thus, allowing additional time in the semester to focus on discussing (and experiencing) applications of content and analyzing exemplar classroom videos that demonstrate how research and theory are integrated into practice was necessary. Furthermore, the students in 2017 expressed the need for more time to develop their plans. In the 2018 course, I incorporated the reflective practice cycle that encouraged in-class collaborative planning and feedback in order to enrich PECPs’ design. In addition, the lab instructors and I decided that there would be no options for lab times on Mondays so that the content could be explored and developed in the CYAF374 workshop, and then implemented in the lab course during the PECP’s assigned day (one 3-hour block Tuesday – Friday). Below is an example of how each of the five lesson cycles were implemented:

- Week 4—Class time (Monday)
 - Identify goals for the unit of study (aesthetic development—visual arts). Explore Nebraska Early Learning Guidelines (ELGs) and relate content of standards to: (a) children’s learning trajectories in this developmental domain, (b) potential areas of difficulty or accelerated learning, and (c) children’s funds of knowledge to make cultural connections.
 - Analyze exemplar activities reviewing and reflecting upon the teaching strategies implemented. Identify strategies used to facilitate content engagement, alignment, modifications, responding to children’s needs for simplification or extension, and documentation of learning. Use the course “Activity Self-Check” and “Lesson Template” document to focus on these specific areas, provide suggestions for enhancing the activity, and connect to their potential activity plan designs in aesthetic domain
 - Individuals create outline of aesthetic plan and receive peer feedback.
- Week 4—Outside of class (Tuesday – Friday)
 - PECPs complete their activity plan draft and submit to the instructor for feedback in Canvas. Instructor provides feedback and PECP makes changes, resubmitting the aesthetic plan on Canvas. Plan is approved and submitted to the lab instructors for implementation.
- Week 5—Class time (Monday)
 - Reflection cycle begins with next domain (aesthetic development—dance, music, architecture, nature connections) identifying goals, analyzing exemplar activities, and creating plan outlines.
- Week 5—Lab Time (Tuesday – Friday)
 - PECPs implement aesthetic activity plan with young children during lab practicum. Lab instructors observe and provide feedback. PECP completes written reflection based on feedback.
 - PECPs complete their cognitive plan draft and submit to the instructor for feedback in Canvas. Instructor provides feedback and PECP makes changes, resubmitting the aesthetic plan on Canvas. Plan is approved and submitted to the lab instructors for implementation.

- Week 6—Class time (Monday)
 - Reflection cycle begins with next domain (cognitive—math) identifying goals, analyzing exemplar activities, and creating plan outlines.
 - PECPs discuss outcomes of activities with table partners and share reflections and documented findings from their implementations.
 - Instructor has reviewed lab feedback and evaluations from PECPs' implementations to identify key areas of difficulty. These key areas are used as focal points in the analysis in the exemplar activities.

Japanese lesson study is a lengthy professional development process that is designed to bridge connections between research and practice and promote collaborative planning focused on students' learning. Because the structure of CYAF374 is an initial, introductory course in curriculum planning, it is not possible to implement lesson study as intended. However, in the reflective cycles described above it is apparent how each of the expected learning outcomes was addressed—and readdressed—in the modified lesson study process. Several key principles from Japanese lesson study were incorporated into the design with an explicit focus on developing a culture of collaborative planning and reflective analysis of developmentally appropriate practices. Because these ideas are a substantial component of teacher education, my intention with the redesign was not merely to improve teaching evaluations (although that was an element-ha!). Restructuring the course through this lens of reflective practice provided our PECPs with experiences that enriched their knowledge and application of developmentally appropriate practices in curriculum design, and also supported them by modeling reflective practices they can seamlessly integrate into the context of their planning both now and in the future.

Analysis of Student Learning

In reviewing the impact of the reflective cycle on PECPs' activity designs it was apparent that the restructuring not only made a substantial impact on the effectiveness of their plan design and implementation, but also the supported structure provided a greater sense of well-being in the formal and informal course evaluations. In this section, I provide comparative analyses between the 2017 and 2018 course in the following areas: (a) PECPs' final scores on their written activity plans, and (b) and base questions from the written course evaluations.

Written Activity Plans

A major focus for the redesign of the CYAF374 course was to enrich PECPs' proficiency with expected learning outcome 5: *Write developmentally appropriate instructional plans that address young children's aesthetic, affective, cognitive, language, social and physical development and learning, considering age, culture and abilities.* These findings were hypothesized based on the positive impact of Japanese lesson study and the methods employed in the 374 course that provided several supported opportunities to learn and apply tenets of developmentally appropriate practice. The course offered several opportunities to critically examine and discussion of curriculum and curriculum materials in the context of developmentally appropriate practice and then apply these ideas in the context of the PECPs' planning. Discussions and learning activities across multiple class periods focused on these three tenets and the ideas spanned the reflective cycle across four activity plan assignments, as well as connections to the cumulative course projects: Family Resource Box and Project Approach.

In this course, the four activity plan assignments are opportunities for students to apply all expected learning outcomes in coherent lesson plans that are enacted in the lab practicum. The lessons are intentionally scaffolded to support PECPs in creating increasingly detailed, robust activity plans throughout the semester that align to the tenets of developmentally appropriate practice. The first activity plan is most likely the first plan PECPs have ever created and taught and the sequence of four plans throughout the semester is intended to give students an opportunity to grow and demonstrate that growth. However, it is evident that even with the reflective cycle students' scores drop in the fourth written plan. A closer examination of this in the 2018 semester revealed that it was not lack of content knowledge, but more so in lack of completing the required elements of the plan. This is most likely due to fatigue in students (as noted in their course evaluations) and is a future consideration for course revision, particularly as the PECPs' scores (even in the 2017 course without the reflective cycle) increase through the first three activity plans (+1.5 in 2018 and +1.4 in 2017) before dropping in the last written activity plan (-.25 in 2018 and -.16 in 2017). Thus, while it was initially concerning that there was a decrease in scores, when looking at individual work, the decreasing scores were not necessarily indicative of the quality of the lesson plans' content because entire components of the assignments were sometimes missing.

Aesthetic Lesson Plan Out of 20	Math Lesson Plan Out of 20	Science Plan Out of 20	Literacy Plan Out of 20
15	17	15	18.5
15	15	16	15
11.5	10.5	14	17.5
17.5	17	19	19
13	14	17	19
19	19	18	19
18.5	18	16.5	17
14	16.5	19	17
18.5	18.5	20	14
-	-	-	-

Figure 1. 2017 scores on written activity plans

Activity Plan 1--AESTHETIC LESS... Out of 20	Activity Plan 2--MATH LESSON Out of 20	Activity Plan 3--SCIENCE LESSON Out of 20	Activity Plan 4--LITERACY LESSON Out of 20
20	20	20	15
17	18	19	18
20	20	20	20
18	20	20	20
20	20	19.5	19
16	17	18	18
18.5	18	20	20
19	20	19	20
13.5	18	18	19
16	17.5	19.5	19
14	16	17	18.5
0	0	0	0
16	18	17	19
19	20	20	17
18	19.5	20	20

Figure 2. 2018 scores on written activity plans

The descriptive statistics from the 2017 and 2018 document an overall increase of 2 points on the overall average of scores on written plan design, increasing from an average of 16.5/20 points to an average of 18.5/20 points on the written plans. Although the increase in the 2018 is not statistically significant, nor does it initially feel as though the reflective cycle made a substantial impact on PECPs' outcomes, the impact of the reflective cycle is critical—particularly for education programs. The reflective cycle, discussed further in the student feedback section, seemed to have important implications for developing a safe learning environment that was responsive to the needs of the students and modeling this process is invaluable for PECPs.

While the whole class results are telling, what is most reflective of the impact of the reflective cycle process is indicated in the scores of a student who had to retake the 2017 course with me in 2018. She experienced the same class twice, but in the 2018 semester she has the opportunity to go through the reflective cycle process and her scores on the written activity plans demonstrate evidence of impact. In the 2017 semester she earned 13/20, 14/20, 17/20, and 16/20 on her four written plans. However, in the 2018 semester when she retook the course, she earned 13.5/20, 18/20, 18/20, and 19/20. Not only was her average score 2.125 points higher in 2018 but her written plan scores demonstrate a steady increase of 5.5 points in the 2018 semester as opposed to a 4-point increase (followed by a 1 point decrease in the last plan) in the 2017 semester.

Student Feedback

As previously mentioned, while the impact of the reflective cycle is not statistically significant in the PECPs' written plan scores, there are obvious benefits and powerful impacts of the course redesign, which were documented through the individual course evaluations (Appendix E).

Base Question	2017	2018
Item 5	4.23	4.85
Item 7	4.28	4.81
Item 9	4.35	4.88
Item 10— <i>recommend course</i>	3.56	4.88

Table 2. Course evaluation comparisons 2017 to 2018

These increases were also evident in the open-ended responses students gave. While in both semesters PECPs commented that they enjoyed the class activities:

- 2017—“[I liked] the in-class activities she had planned whether it was a worksheet with a group or something she brought in. I liked how it wasn't just lecture for the full class time, but also activities that started the day different”;
- 2018—“I felt Kelley offered so much information to us in the course. I feel very confident in my lesson planning abilities now. She was always prepared with activities, strategies, and fun information. She is laid back, understanding, and compassionate in all she does”

The greatest impact seemed to be in the PECPs appreciating the focus on supporting them through the activity design process. While several commented in 2017 that they felt behind, overwhelmed, and confused by the assignments in the course, the PECPs in 2018 made several comments related to the scaffolds and cycle put into place:

- “I enjoyed being able to practice creating and implementing my own lessons.”
- “The gourd [sic] discussion and how each class had some sort of activity.”
- “Kelley was also willing to go the extra mile to help us out. She spent time every week going over our lesson plans making sure they were just right for practicum. She was also quick to answer emails and was very helpful in the feedback she gave.”
- “Kelley was challenging and supported each individual.”

Moreover, these comments seem to address key areas noted in the 2017 evaluations where PECPs commented:

- “The lesson plans all kind of ran into each other and assignments overlapped a lot which was confusing at times”
- I felt like I wasn't able to complete my lesson plans to the fullest being that these were the first lesson plans I had written”

Planned changes

Despite the positive impacts of the course changes, there were still several areas that need reflection and revision, however, that is part of the reflective cycle that I model for my students. In both semesters, students expressed concerns about the heavy workload. In turn, each semester I look for ways to streamline the workload without sacrificing opportunities to learn important course content. Thus, I have thoroughly reflected on the next steps I will take to continually enhance the course design to better correspond to the needs of my students, but also provide

several supported learning opportunities that I know (as a professional in the field) will benefit their content and pedagogical knowledge.

First and foremost, it is integral that communication continue on a regular basis with the lab instructors. Not only do we need to align expectations, but we also need to consider reducing the amount of lesson plan implementations. The scores indicate that the fourth plan does not seem to benefit the learning. The greatest increases occur in the first three plans. Moreover, the curriculum course emphasizes the role of integrated learning experiences for young children, thus creating an integrated STEM plan that addresses both math and science rather than having two separate plans to implement in this area could not only reduce the students' workload, but also provide an opportunity to more deeply explore and apply the tenets of developmentally appropriate practice through integrated activities. Furthermore, I would like to discuss the option of including a co-teaching element with the "follow a plan" activity conducted at the start of the semester so that the PECPs have an opportunity to have a more scaffolded experience.

Students continued to comment on the busy work of the class, and finally I think I figured out what they are referring to—the golden quotes. I had gleaned this strategy for reading responses from my graduate professors, however, in reflection, I am not utilizing them well. Thus, in my upcoming courses I will be eliminating the golden quotes activity where students select a section of the reading to respond to and I will take time to more explicitly and extensively discuss the readings in class in the context of the activities and include reading quizzes to identify key content. While this will take additional planning time for me, I think it will better benefit the students and reduce a busy workload for them because they will see the readings in the context of their activities rather than something separate and "meaningless". Furthermore, I will include not only textbook readings, but also practical articles intended for practitioners. These can provide additional applications for students and allow them to "see" how classroom teachers implement similar activities. These readings can also be done in class as the articles are short, and a "drop everything and read time" with guiding reflection questions and a comfortable environment can provide opportunities for students to collaborate, connect, and critically think in a relaxing—yet integrated—setting more reflective of professional learning communities.

Finally, I would like to consider what content can be excluded from the course in order to spend more time with the focus on reflective practice cycles in activity design. For instance, the early childhood program has a semester long course related to social and emotional development where they also create a lesson plan. Thus, eliminating this focus from the curriculum course would allow for additional time in the design cycle. This decision is an agenda item for the undergraduate curriculum committee to explore in the fall of 2018.

Summary and Overall Assessment of Portfolio Process

Supporting prospective early childhood professionals' knowledge and practice related to developmentally appropriate curriculum is an essential goal for CYAF374. While findings indicated growth in this area as reflected in their written plan scores and course evaluations, there is always room for growth. Teaching is an iterative reflective process, and one that I intend to practice as much as I preach in my courses. The findings from the peer review of teaching project portfolio provided an opportunity for me to reflect on my own growth as well as identify areas to improve. Therefore, this portfolio format would also be something beneficial for my students to complete as a cumulative assignment.

Appendix A

CYAF374: CURRICULUM PLANNING IN EARLY CHILDHOOD EDUCATION

Instructor: Kelley Buchheister, Ph.D.
 Best Contact: kbuchheister2@unl.edu
 Course Time: Mondays 1:00PM – 3:40 PM
 Course Location: HECO 121, East Campus
 Office Hours: Tuesdays 10:00 – 11:00, Wednesdays 1:30 – 2:30, or by appt.
 Office Location: 130 Mabel Lee Hall, City Campus

COURSE DESCRIPTION AND RATIONALE

CYAF 374 is a 3-credit lecture course that offers a developmental, child-centered approach to designing educational activities for young children, including children with disabilities and various exceptionalities. This is a course aimed at those who are interested in positively contributing to the growth and development of young children in some professional capacity such as in schools, childcare programs, or social service agencies. In this course, students will (1) plan and evaluate developmentally appropriate activities, (2) examine and use assessments and documentation to inform curriculum, and (3) learn about effective ways to share curriculum information with families. This course addresses all areas of developmental domains and content areas, as well as issues related to diversity in family composition, culture, and individual abilities. A concurrent practicum experience with young children in an early childhood setting (374L) provides a means for applying what is taught in CYAF 374 lecture.

The course will address four critical questions early childhood professionals must be prepared to answer:

5. What constitutes appropriate educational **planning** for young children?
6. How do early childhood professionals **organize and implement** developmentally appropriate instruction on a daily basis indoors & outdoors?
7. How do early childhood professionals **document** children's learning and educational experiences?
8. In what ways can instruction, instructional strategies, and the learning climate be **evaluated** and the results used to create optimal learning experiences/environments for your children?

This course is required for all pursuing an early childhood major, minor, or endorsement.

PREREQUISITES

- Students must have completed CYAF 170 and CYAF 270 to enroll in this course.
- Students must enroll in CYAF 374L concurrently.

REQUIRED TEXTS

Kostelnik, M. J., Soderman, A. K. & Whiren, A. P. (2014). *Developmentally Appropriate Curriculum: Best Practices in Early Childhood Education (DAECE) 6th Edition*. Upper Saddle River, NJ: Merrill.

Helm, J. H., & Katz, L. G. (2016). *Young Investigators: The Project Approach in the Early Years, 3rd Edition*. New York: Teachers College Press

EXPECTED LEARNING OUTCOMES (ELOs)

By the end of the semester you will be better able to:

1. Articulate **developmentally appropriate learning goals** for children in inclusive early childhood education programs and other early childhood intervention programs.
2. Describe how children learn and what **educational practices best support their learning** and in the context of relationships.
3. Demonstrate an understanding of **developmental and cultural differences** among children and how to respect those differences throughout the instructional process.
4. Demonstrate a **variety of instructional strategies** relevant to early childhood education.
5. Write **developmentally appropriate instructional plans** that address young children's aesthetic, affective, cognitive, language, social and physical development and learning, considering age, culture and abilities.
6. **Carry out developmentally appropriate learning** activities with young children.
7. **Document children's learning experiences** through a variety of child-centered means.
8. **Evaluate learning activities** and revise plans to enhance children's learning.
9. **Reflect on what you are learning** in relation to your personal and professional goals.

METHODS OF INSTRUCTION

To achieve the aforementioned objectives, instructors for CYAF374 and the lab component, CYAF374L, have designed opportunities that allow you to explore your own beliefs and expand your knowledge for teaching young children by providing opportunities to:

- analyze research-based information about early childhood curriculum,
- discuss issues and develop informed opinions based on readings,
- engage in thoughtful reflection with the instructor and peers regarding observations/interactions with children,
- practice and apply skills from the lecture portion within an early childhood setting,
- and receive direct feedback concerning progress toward course objectives

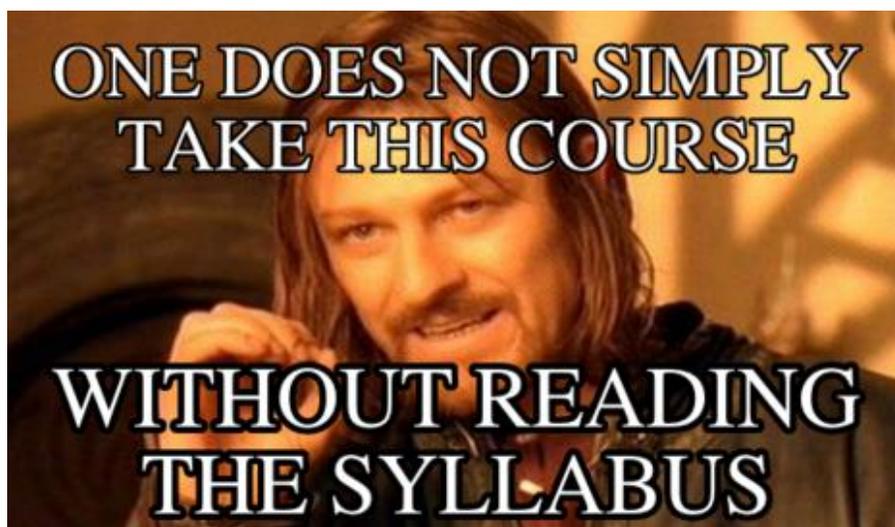
During each class session, we will explore course content through model activities, video analyses, media presentations, lectures, student work examples and group discussions of new material. You are encouraged to ask questions and discuss ways to adapt the course content to your academic needs. Lesson study and rehearsal exercises within the class provide opportunities to 'practice' new skills and try concepts before implementing strategies and activities in CYAF 374-L. Field assignments are also included to help you generalize skills from the academic classroom to your practicum experience.

You will have a variety of modes in which to learn and demonstrate what you have learned. These include individual work and group work; in-class exercises and community-based assignments; as well as verbal, written and experiential assignments.

THE RELATIONSHIP BETWEEN CYAF 374 AND CYAF 374-L

CYAF 374 and CYAF 374-L combine to create a 4-credit course package. Undergraduate students must take the two parts concurrently. CYAF 374 is the lecture portion of the course, CYAF 374-L is the practicum portion.

STUDENT REQUIREMENTS IN CYAF 374: LECTURE



Academic Course Requirements and Assessments for CYAF374:

Course Expectations of Professionalism

Teaching is an incredible, intrinsically rewarding profession, however, with this comes great responsibility. As learner in my class—particularly on your journey to become a professional educator—you will be held to high expectations. Your proficiency in your written assignments is only part of your role, as is your demeanor with children, peers, and colleagues. In addition to developing your knowledge for teaching through developmentally appropriate practice, you are also expected to demonstrate your commitment to the profession through your disposition. As you enter our class please keep the following in mind as reflections of professional behavior:

Active listening

Teaching is a collaborative effort and requires effective communication skills. You are expected to respectfully interact with your peers in small and large group settings, discussing key ideas related to teaching and learning. Thoughtfully consider the perspectives of others in the group—including variations in cultural experiences—and reflect upon how these orientations can contribute to one's philosophy of child development, health, and well-being.

The judicious use of technology is encouraged. However, inappropriate uses of technology (e.g., texting about social events, engaging in instant messenger conversations) during instructional time or work periods demonstrate unprofessional behavior. If you are not physically AND mentally present for class (your body in a seat does not count) you are not in full attendance.

Communication

My goals are similar to yours—to help you become the best early childhood professional you can be. My intention is to make you feel comfortable talking with me about issues that arise. I understand “things” happen, however, I uphold the expectation that you contact me before class begins if you will be absent or tardy. If unexpected or serious events occur, please contact me as soon as possible to discuss the situation, so that together we can devise a plan for your success.

*Effectively communicating in class requires you to **complete your course readings and homework**. The class meetings are based in discussion, hands-on activities, applications of content, group projects, and working with or analyzing the development of young children. Come to class prepared by completing your readings and assignments. Bring questions or concerns to discuss as a group, particularly with regard to lesson activities. Be sure to completely review and PRACTICE activities and tasks you will implement your lab activities.*

Due dates

*Because you are responsible for preparing and implementing learning activities for young children, I only allow for extensions when the situation is discussed prior to the due date, **and also approved by your lab teaching staff/master teachers**. Do not email me or your lab teachers the day before an assignment is due and ask for an extension unless an extenuating circumstance has occurred. All late work will lose 10% of the total points. **No late work will be accepted for a grade after one week.***

Promptness

You are expected to be on-time to class each week. After the first tardy, each subsequent tardy will count as a “half-absence”, reducing your participation/classwork grade. Promptness also includes remaining in class for the duration of the class period.

Absences

*Because we meet only once each week and the lab portion of the course is directly tied to the lecture component, **you are allowed one absence, excused or unexcused, without penalty**. After one absence, you will lose half of a letter grade, for each class that you miss. Because of the hands-on, workshop nature of the course, “make up” work is not as effective. However, for the second absence only, you may ask to complete a make-up assignment to earn back your missing participation/classwork points. As with tardiness, and as discussed in the previous sections, I understand extenuating circumstances. You must demonstrate professional behaviors by notifying me of your situation prior to class, or as soon as possible (within one day). Together we will discuss the situation and find the best solution.*

Refer to the Administrative Course Requirements in this syllabus and review the UNL academic regulations for attendance policies: <http://www.unl.edu/facultysenate/class-attendance-policy>).

EVALUATION CRITERIA:

Professionalism, Participation, and Classwork (100 points)

- a. This course is designed to allow opportunities to ask questions, contribute to class discussions, and share relevant experiences. Therefore, participation and professionalism are extremely important, particularly because our class is housed in an elementary school setting.
 - i. *Requirements for acceptable participation include prompt, timely, and consistent attendance; attentiveness; verbal contributions to small group and whole class discussions; reflection of a positive attitude about learning and class participation; and respecting and supporting the needs of others, including the professor. Please review professionalism discussion.*
 - ii. *Participation includes responsibilities such as completing all assignments, which contribute to the learning experience including displaying materials, sharing teaching ideas or examples of classroom incidents, and contributing to classroom discussions with thoughtful questions and responses that reflect your preparation. Please review professionalism discussion.*

ASSIGNMENTS

You will complete assignments connected to your laboratory experiences to emphasize and apply lecture content. The assignment descriptions can be found linked to the assignment on Canvas.

Titles and points of each general assignment: (80 points total)

1	Orientation & Connecting with Kids	10 points
2	Developmentally Appropriate Materials & Practices	10 points
3	Teaching Strategies	10 points
4	Following an Activity Plan [Wire, Clay, Collage]	10 points
5	Golden Quotes	40 points

Four activity plans that you will implement at Ruth Staples CDL (80 points total):

1	Aesthetic Plan with Reflection	20 points
2	Math Plan with Reflection	20 points
3	Science Plan with Reflection	20 points
4	Literacy Plan with Reflection	20 points

Major projects/exams: (180 points total)

1	Whole Group Plan	20 points
2	Family Resource Box Project	20 points
3	Documentation Pages (2 @10)	20 points
4	Quizzes (10 @ 5 pts. each)	50 points
5	Project Approach Design Project	70 points

TOTAL POINTS (including participation)	440 points
---	-------------------

ACTIVITY PLANS

When writing an activity plan, use the lesson plan template provided as a guide (included in this syllabus). Also, review samples discussed in class and refer to the appendices of the textbook for examples. All activity plans should be typewritten and proofread.

You will implement the aesthetic plan twice. The purpose is to help you learn how to reflect on your teaching and gain insight from the children as they participate in the planned activity. The written plan will be evaluated only once, but each implementation will be graded separately in the laboratory portion of the course. All other written plans (i.e., math, science, literacy) will be implemented once. *You will not have the opportunity to implement your whole group plan,* but should write the plan as though you were to carry it out with children in the laboratory.

Refer to the Course Outline to determine when to schedule assignments with laboratory teachers. Please do not wait until the last minute to schedule activities. For each lab visit, be sure to sign in on the attendance sheet in your laboratory classroom. Additionally, when scheduling your activities provide advanced written notice on the schedule for dates and times when you will be carrying out your lesson plans. Please note: (1) before writing any activity plan, you must first submit a notecard outlining the activity and receive approval for the idea, and (2) before implementing any activity, the written plan must be approved and address noted feedback. All assignments will be graded for content accuracy, completeness, developmental appropriateness, organization, and alignment. See self-check and point breakdown for detail.

DOCUMENTATION PAGES

You will choose **two activities to document** (math, science, aesthetic or language) and complete a documentation page around the activity you planned and implemented. The documentation page should include information regarding the *goal for the activity, what children learned/gained from the activity, and how the activity was based on children's interests.*

The page should help parents understand why the activity was important & *what* children learned by completing the activity. The page should provide *evidence* of children's learning. Parents are the audience for these pages so proofread carefully and keep focused on what the children learned from the activity. Be sure to include enough information that parents will understand what you did and what you planned for the children to gain from the activity.

Each page should also contain digital photos AND child quotes which help to illustrate the experience for children. Photographs and quotes should support the evidence of learning. Pages must be aesthetically pleasing, but not cutesy. This assignment is limited to one page—front and back. **Each documentation page is worth 10 points for a total of 20 points.**

WHOLE GROUP PLAN

You will develop a large group activity **integrating literacy and another content area.** This plan will not be implemented in the lab setting; however, you will demonstrate the activity in the lecture course. Your plan may not duplicate another plan (this would constitute plagiarism and result in automatic failure in the course). **This assignment is worth 20 points.**

FAMILY RESOURCE BOX PROJECT

The goal of this assignment is to **develop a family “tool kit”** identifying key resources families can use to positively **contribute to young children’s growth and development in all domains**. The resource box will also *include a guide detailing each item and describing guiding questions and ideas for how and when to use each item*. **This assignment is worth 20 points.**

QUIZZES

Ten exit slips will be randomly collected during the semester. Each quiz will consist of true/false, multiple choice, or short answer questions based on the big ideas in class and in the readings. These quizzes are designed to help you keep up with the readings and to assess how well you understand the lecture material. **The quizzes will be worth 50 points altogether.**

FINAL PROJECT—PROJECT APPROACH DESIGN

The culminating project for the course will be to **develop a project for your laboratory classroom**. This project will include various provocations, whole group lessons, small group activities, center designs, field site visits, walking explorations, and classroom guests. Because the project will be completed in a collaborative setting with peers in the same laboratory classroom, the project also involves a **self-evaluation and peer evaluation** of *professionalism, contributions, and role(s)* on the project. **The final project is worth 70 points.**

CANVAS

Please check CANVAS regularly for **announcements**. CANVAS will be my primary avenue of communication. Grades will also be available via CANVAS and **all assignments (except classwork and golden quotes) will be submitted via CANVAS**. PDFs of class PowerPoints, reading materials, class activities and templates, and additional resources will be available through CANVAS in the folders for the weekly modules. Be sure you registered a Gmail account with CANVAS to access google docs to participate in group work assignments.

GRADING SCALE

CYAF 374 is graded as a criterion-referenced course. Students work to achieve points for each assignment in relation to the rubric criteria. This course is not graded on a curve.

Students **must receive the grade of a C or better** in order for the credits earned in this class to apply to a degree:

98 - 100%	A+	431 points	77-79%	C+	338 points
94-97%	A	413 points	73-76%	C	321 points
90-93%	A-	396 points	70-72%	C-	308 points
87-89%	B+	382 points	60-69%	D	262 points
83-86%	B	365 points	Below 60%	F	< 262 points
80-82%	B-	352 points			

ACADEMIC HONESTY

Academic honesty is essential to the existence and integrity of an academic institution. The responsibility for maintaining that integrity is shared by all members of the academic community. To further serve this end, the University supports a Student Code of Conduct (<http://stuafs.unl.edu/DeanofStudents/Student%20Code%20of%20Conduct%20May%20Rev%202014%20a.pdf>), which addresses issues of academic dishonesty. Cheating includes but is not limited to the following: using aids during exams unless instructed to do so by the instructor; copying another person's work, talking or trading signals during an exam; copying or paraphrasing from another source (such as the web) without proper citation. The instructor will abide by this code and expects students to do the same.

DIVERSITY STATEMENT

Your instructor and the University of Nebraska are committed to a pluralistic campus community (http://stuafs.unl.edu/sa_policies_diversity.shtml). Reasonable accommodation is assured through the Americans with Disabilities Act. Please contact the instructor early in the semester to make appropriate special arrangements and contact the Services for Students with Disabilities Office to request a letter outlining testing accommodation needs.

Family Friendly Course Policies

The policy described here is a reflection of my own beliefs and commitment to student, staff, and faculty parents. I ask that all students, particularly those committed to the education and development of children and families, work with me to create a welcoming environment that is respectful of all forms of diversity—including parenting status:

1. Breastfed babies are welcome in class as often as is necessary to support this relationship. Because not all women can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.
2. For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable. Please notify me of the situation so we can create a smooth transition.
3. When babies and children come to class, please sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.
4. Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have *finally* gone to sleep. The struggles of balancing school, childcare and often another job are exhausting! I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all students in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance.

Adapted from Dr. Melissa Cheyney (Oregon State University). Thank you for your commitment to families.

STUDENTS WITH DISABILITIES

Students with disabilities are encouraged to contact the instructor for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska-Lincoln to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or to

meet course requirements (<http://www.unl.edu/ssd/content/accommodations>). **To receive accommodation services, students must be registered with the Services for Students with Disabilities (SSD) office, 132 Canfield Administration, 472-3787 voice or TTY.**

CYAF 374—LABORATORY

Older Classroom	Younger Classroom
<p>Eric Unrau, Head Teacher 472-0864 eunrau2@unl.edu</p>	<p>Anissa Milburn, Head Teacher 472-0864 amilburn2@unl.edu</p>
<p>Erin Keller Curriculum Specialist mchatterton2@unl.edu</p>	<p>Molly von Kampen Coach mvonkampen2@unl.edu</p>

Graduate Assistants: 472-9461 (office)

Office Manager: Lainey Bomberger

lbomberger2@unl.edu

Director: Jenny Leeper Miller

jleeper2@unl.edu

COURSE DESCRIPTION AND RATIONALE

CYAF 374-L is a one-credit laboratory course designed in conjunction with CYAF 374. The focus of the course is on planning, implementing, and evaluating developmentally appropriate activities for young children in a supervised early childhood laboratory setting. The course emphasizes a whole child approach to curriculum development and addresses the needs of children whose abilities vary widely.

PREREQUISITES

- Students must have completed CYAF 160 or 160H to enroll in this course.
- Students must have completed CYAF 170 and CYAF 270/270L to enroll in this course.
- Students are expected to take this course concurrently with CYAF 374.

ATTENDANCE POLICY FOR LAB

Objective:

To promote a professional attitude toward attendance in the lab. Professional attendance means **PROMPT** (i.e., ready to walk into the classroom with materials prepared) and **RELIABLE** (i.e., at scheduled shifts unless an illness or personal emergency occurs).

Procedures:

Sign in on the sign-in sheet in the classroom each day. Put the exact time that you arrived in the classroom. You will also fill out the time as you leave the classroom.

IN CASE OF ABSENCE

Notify your **instructor and applicable Lab staff member** regarding your absence, as soon as possible. Call the main office number (472-1675) before opening, or the classroom phone (Older: 472-0082; Younger: 472-1666) after opening. **Failure to provide such notification will result in a lowered grade in CYAF 374-L.**

Make up sessions must be approved by the staff in your classroom, most likely the Graduate Assistant. Make-ups will be scheduled to fit the convenience of the classroom. **It is expected that a make-up session will be made up within 1 week of the absence.** You will need to initiate the process of making up a lab session (e.g., e-mailing the Graduate Assistant). **Failure to make up a session may result in your inability to complete an assignment and forfeiture of the assignment points.** When time is made up, indicate the date and hours and have the staff member on duty initial the attendance sign-in sheet.

UPON YOUR SECOND ABSENCE FROM LAB YOUR LAB GRADE WILL BE LOWERED BY ONE LETTER GRADE. ANY SUBSEQUENT ABSENCES WILL ALSO RESULT IN THE LOWERING OF ONE LETTER GRADE.

In Case of Tardy or Early Dismissal:

You are expected to be on time and stay through your entire shift. However, in the event you are late, time will need to be **made up within two weeks**. In the event you need to leave early from your shift, this must be approved by the supervisor on shift and the time will need to be made up.

PREPARATION

Coming to class prepared is a sign of professional behavior. It is your responsibility to know your specific assignment before you arrive at Ruth Staples Child Development Laboratory. **Review the assignment details and expectations before you arrive** to lab so you are fully prepared to conduct the assignment. Check the course calendar to see when assignments are due in lab and lecture; plan accordingly so that your assignments are completed promptly.

With respect to your lesson implementations be sure that your notecards are approved by the lab staff and your lesson plan has been reviewed and all feedback addressed prior to the implementation date. **You will not be permitted to implement a lesson without your plan being approved and reviewed.** On days when you will be implementing your own lesson plans, know what materials you need in advance and whether it is available in the lab or if you will have to supply the materials yourself. **In either case, gather your materials well in advance of your required arrival time. Head teachers are not responsible for gathering materials for you.** Arrive early to allow extra time for materials preparation and set-up. Plan time for clean-up and the return of materials to their proper places in your plan. Both set-up and clean-up procedures are to be completed outside your instructional time with children.

PARTICIPATION

You will be an **important member of the teaching team** in your classroom. **Participate fully** in all routines of the day. Assist with classroom set-up and clean up. Support other adults in group times and during transitions. Maintain a global view of the classroom throughout the day,

including when you are implementing your activities. **It is expected that you will be actively engaged with children throughout your lab time.**

Take initiative in finding out what your classroom responsibilities are for the day. Speak to the Head teacher about where you are most needed. Attend to classroom needs as you see them. Follow the directions provided by the head teacher and the student teachers. Carry out your assigned duties in a cooperative manner.

Ask questions if you are unsure about anything. Ask when and where you will be carrying out any 374 activities. Remember that written assignments are completed OUTSIDE of your time in the classroom.

Keep in mind the safety and best interests of the children at all times. It is an expectation that you will become familiar with the 374 Student Handbook, which discusses child safety regulations, expectations, and practices. The 374 lecture quizzes may include questions related to the handbook.

CARRYING OUT ASSIGNMENTS IN THE LABORATORY CLASSROOM

Carefully read the assignment directions that are provided to you. Some assignments will be completed in one day. Some may take several days to finish. **Before writing your activity plans you will need to complete a notecard and discuss your activity idea with the Head Teacher to obtain his/her approval of the idea.** Initiate discussion about these assignments either before or after your officially scheduled class time.

To facilitate this discussion, bring with you an index card on which you have written the goal for your tentative lesson plan and a brief paragraph telling how you will carry it out.

You will leave this card with the Head Teacher so that he/she may plan classroom routines with your activity in mind. It may be necessary to make adjustments to your idea after your discussion with the Head Teacher. **It is your responsibility to get the idea approved, please do not call or email the Head Teacher for approval; this requires discussion & needs to be done in person.** Follow exactly the time lines identified in your CYAF 374 course outline for implementing each assignment. Pay attention to the due date for turning in completed written assignments to the CYAF 374 instructor and your laboratory teacher.



EVALUATION IN CYAF 374-L

1. **Attendance/ Classroom Performance:** A checklist addressing attitude, flexibility, promptness, participation, initiative, ethical conduct, sensitivity to children's needs, and overall awareness of classroom needs will be completed by the laboratory instructors on lab days when you are not implementing an activity plan. **Each checklist is worth 10 points for a total of 50 points.**
2. **Individual Activity Performance:** Laboratory teachers will use the **Learning Activities Rating Scale** to evaluate how well you implement each activity you develop. There are 4 plans developed by the student & 1 instructor written plan (i.e., follow a plan activity). **Each evaluation is worth 48 points for a total of 240 points.**
3. **Mid-term Evaluation:** You will receive a mid-term evaluation at approximately half way in to the semester to on your overall performance. You are to use this information to guide future planning and implementation. **Laboratory teachers will use the Curriculum Skills Inventory to make this assessment for a total of 37 points.**
4. **Overall Classroom Performance:** In addition to the skills you demonstrate in each activity you implement, you also will be evaluated on your overall classroom performance during the semester. **Laboratory teachers will use the Curriculum Skills Inventory to make this assessment for a total of 37 points.**

CURRICULUM SKILLS INVENTORY:

- *cooperative attitude*
- *flexibility*
- *promptness*
- *full participation in the classroom*
- *initiative in finding out responsibilities and performing them*
- *sensitivity to children's needs*
- *awareness of the children's well-being and safety at all times*

- *ethical conduct and,*
- *effective use of varied teaching strategies*

MEETING DEADLINES

All assignments are due on the dates listed on the 374 Course Calendar. Late assignments will be penalized. Assignments will **not** be accepted more than one class period (one week) beyond when they are due. Contact your instructor **and** your laboratory teacher if you have to miss a scheduled laboratory day due to illness or another excusable emergency.

CELL PHONES

Cell phones should be left off and stored in a student locker while in the laboratory. Students are expected to give their full attention to the needs of the children and classroom while attending laboratory sessions.

Academic Integrity

The University of Nebraska has clearly articulated its policies governing academic integrity and students are encouraged to carefully review the policy on the Code of Conduct. Any deviation from these expectations will result in academic penalties as well as disciplinary action. The area of greatest potential risk for inadvertent academic dishonesty is plagiarism. Plagiarism includes, but is not limited to, paraphrasing or direct quotation of the published or unpublished work of another person without full and clear acknowledgement. <http://www.unl.edu/gradstudies/current/integrity#plagiarism>



POINT DISTRIBUTION FOR CYAF 374-L

Attendance/Classroom Performance	50 points
Activity Performance	240 points
Mid-term Evaluation	37 points
Overall Classroom Performance	37 points

GRAND TOTAL **364 points**

GRADING SCALE for CYAF 374-L

CYAF 374-L is graded as a criterion-referenced course. Students earn points in relation to the criteria designated in the assignment description. Although final grades are awarded on a PASS/NO PASS basis, points will be calculated to determine the PASS/NO PASS status.

90-100%	A—PASS	(327 points)
80-89%	B—PASS	(291 points)
72-79%	C—PASS	(262 points)
70-72%	C- NO PASS	
60- 69%	D NO PASS	
Below 60%	F NO PASS	

ACTIVITY PLAN SCHEDULE: *May be subject to change*

Domain	Notecard Approval	Plan Due for Feedback	Implementation	Final Submission w/reflect
FOLLOW A PLAN	Assigned—1/22/18	N/A	1/29/18	2/5/18
AESTHETIC	1/29/18	2/5/18	2/12/18 2/19/18 (repeat)	2/26/18
MATH	2/12/18	2/19/18	2/26/18	3/5/18
MIDTERMS MIDTERMS MIDTERMS MIDTERMS MIDTERMS MIDTERMS MIDTERMS				
SCIENCE	2/26/18	3/5/18	3/12/18	3/26/18
LANGUAGE	3/12/18	3/26/18	4/2/18	4/9/18

COURSE CALENDAR: *May be subject to change*

- DAC—Developmentally Appropriate Curriculum Text
- PA—Project Approach Text

Week of:	Major Topics	Activities to Complete or Submit
January 8	<ul style="list-style-type: none"> • Developmentally Appropriate Practice—How children learn • Lab orientation 	<i>Read: Chapters 1 and 2—DAC; Chapter 1—PA</i>
January 15	<ul style="list-style-type: none"> • NO LECTURE COURSE • Dr. Martin Luther King Day 	First day at Ruth Staples Complete Orientation/Connect with Kids Activity
January 22	<ul style="list-style-type: none"> • PHYSICAL DOMAIN • 3rd Teacher—Learning Environment 	<i>Read: Chapters 5 and 13—DAC</i> Assigned Follow a Plan Activity Complete DAP Materials Activity
January 29	<ul style="list-style-type: none"> • AESTHETIC DOMAIN • Teaching Strategies • Small Group Planning • Writing Objectives 	<i>Read: Chapters 3 and 9—DAC</i> Complete Teaching Strategies Activity Implement Follow a Plan Activity Approve Aesthetic Idea—notecard
February 5	<ul style="list-style-type: none"> • AESTHETIC DOMAIN • Documentation and Assessment 	Aesthetic Plan Due for Feedback Reflection—Follow a Plan Due <i>Read: Chapter 2—PA; Chapters 7—DAC</i>
February 12	<ul style="list-style-type: none"> • COGNITIVE STEM—MATH • Analyzing and Developing Plans • Documenting learning 	Implement Aesthetic Plan 1 Approve Math Idea—notecard <i>Read: Chapter 11—DAC</i>
February 19	<ul style="list-style-type: none"> • COGNITIVE STEM—T & E • Analyzing and Developing Plans • Documenting learning 	Implement Aesthetic Plan 2 Math Plan Due for Feedback <i>Read Chapters 3 and 4—PA</i>
February 26	<ul style="list-style-type: none"> • COGNITIVE STEM—SCIENCE • Analyzing and Developing Plans • Documenting learning 	Approve Science Plan Idea—notecard Implement Math Plan Aesthetic Reflection Due <i>Read: Logs, Rocks, & Pods; Science Interview</i>
March 5	<ul style="list-style-type: none"> • PROVOCATIONS—Loose parts • Nature & Outdoor Learning 	Science Plan Due for Feedback Math Reflection Due <i>Read: Chapters 5 and 6—PA</i>
March 12	<ul style="list-style-type: none"> • COGNITIVE—LITERACY • Analyzing and Developing Plans 	Approve Literacy Plan Idea—notecard Implement Science Plan

	<ul style="list-style-type: none"> • Documenting learning 	<i>Read: Chapter 12—DAC</i>
March 19	NO CLASS SPRING BREAK	Relax, have fun, be safe!
March 26	<ul style="list-style-type: none"> • COGNITIVE—LITERACY • Whole Group Plan—integrating literacy • Documenting learning 	Literacy Plan Due for Feedback Science Reflection Due <i>Read: Chapters 4 & 15—DAC</i>
April 2	<ul style="list-style-type: none"> • SOCIAL DOMAIN • Transition to Kindergarten 	Implement Literacy Plan <i>Read: Chapters 6 & 14—DAC</i>
April 9	<ul style="list-style-type: none"> • AFFECTIVE DOMAIN • Family Engagement • Design Project Approach 	Literacy Reflection Due <i>Read: Chapters 8 & 10—DAC</i>
April 16	<ul style="list-style-type: none"> • Develop Project Approach 	Documentation Pages Due <i>Read: Chapters 7 & 8—PA</i>
April 23	<ul style="list-style-type: none"> • Box Project—Gallery Walk • Develop Project Approach 	Family Resource—box project due
April 30	FINALS WEEK	Project Approach Design Due (May 2)

Activity Plan Template

Name:

Date to be Implemented:

Domain:

Age Group/Grade Level:

Activity Name:

Goal: (Identify from Chapter, State Standards, or State Early Learning Guidelines).

Objectives: (Specific and measurable—built from goal and demonstrate developmental direction)

- 1.
- 2.
- 3.

Content:

1. Terms/Vocabulary (*include definition used with children*)
 - a.
2. Key Facts to Emphasize
 - a.

Materials:

1. Advanced Preparation
2. Materials for Activity
3. Clean up supplies

Procedure:

1. Transition to activity
 - a. Emphasize teaching strategies and align to objective
2. Introduction/Launch of Activity
 - a. Emphasize teaching strategies and align to objective
3. Child Exploration
 - a. Emphasize teaching strategies and align to objective
4. Summary/Discussion
 - a. Emphasize teaching strategies and align to objective

Simplification:

Extension:

Assessment:

Documentation of Child's progress (*include specific evidence*) toward each objective

Child's Name	EVIDENCE: Objective 1	EVIDENCE: Objective 2	EVIDENCE: Objective 3	Simplification used?	Extension used?

Self-Evaluation (incorporate feedback from observer):

How did I address all three tenets of DAP in this lesson?

If I was to implement the activity again, what would I repeat and what would I change? Why?

To what extent were the children interested in the activity? How do I know?

What would be the next step I would use to extend children's learning in this area?

What questions emerged as I observed children participating in the activity?

I, _____, have read the course syllabus and 347L handbook and understand the expectations of this class and the lab component. Below, I noted questions to be discussed during the week of January 22, 2018 and understand that I can direct future questions or concerns to my professor at any time.

Signed _____

Date _____

QUESTIONS OR CONCERNS:

Appendix B

Activity Plan Template

Name:

Date to be Implemented:

Domain:

Age Group/Grade Level:

Activity Name:

Goal: (Identify from Chapter, State Standards, or State Early Learning Guidelines).

Objectives: (Specific and measurable—built from goal and demonstrate developmental direction)

- 4.
- 5.
- 6.

Content:

3. Terms/Vocabulary (*include definition used with children*)
 - a.
4. Key Facts to Emphasize
 - a.

Materials:

1. Advanced Preparation
2. Materials for Activity
3. Clean up supplies

Procedure:

5. Transition to activity
 - a. Emphasize teaching strategies and align to objective
6. Introduction/Launch of Activity
 - a. Emphasize teaching strategies and align to objective
7. Child Exploration
 - a. Emphasize teaching strategies and align to objective
8. Summary/Discussion
 - a. Emphasize teaching strategies and align to objective

Simplification:

Extension:

Assessment:

Documentation of Child's progress (*include specific evidence*) toward each objective

Child's Name	EVIDENCE: Objective 1	EVIDENCE: Objective 2	EVIDENCE: Objective 3	Simplification used?	Extension used?

Self-Evaluation (incorporate feedback from observer):

How did I address all three tenets of DAP in this lesson?

If I was to implement the activity again, what would I repeat and what would I change? Why?

To what extent were the children interested in the activity? How do I know?

What would be the next step I would use to extend children's learning in this area?

What questions emerged as I observed children participating in the activity?

Appendix C

THIS PLAN IS DEVELOPMENTALLY APPROPRIATE

The plan is appropriate for the age and experiences of the children it will be taught to _____

The activity idea is suitable for children based on at least one of the following criteria: _____

- The head teacher/instructor has approved my idea _____
- My idea builds on the children’s interests. _____
- My idea relates to the early learning standards and/or the content standards. _____

The materials and teaching strategies are sensitive to the language, culture and experiences of all or some of the children and families in the class. _____

The objectives are arranged in a logical order using the concept of developmental direction _____

THIS PLAN IS COMPLETE

All parts of an effective activity plan are represented in my plan. _____

All materials needed in the activity are specified (including any materials needed for set-up or clean up). _____

The procedure includes examples of appropriate teaching strategies for the activity type, including scripts such as those associated with behavior reflections, open-ended questions, challenges, or do-it signals. _____

The evaluation section of the plan includes questions related to the children’s experience in the activity as well as at least one question related to self-elevation and reflection. _____

THE PLAN IS RELEVANT

The plan uses hands-on materials that are of high interest of the children (they are meaningful and worthy of the children’s attention). _____

The teaching strategies outlined in the plan clearly support the goal. _____

The strategy for assessing the learning of the children is appropriate for the activity and the children’s development (checklist, work sample, child observations, etc.) _____

THE PLAN IS ACCURATE

The planned activity clearly supports the goal. _____

There is a clear link between the goal and the objectives. _____

The objectives specify what the children will do in relation to the content. _____

Each of the objectives is addressed within the procedure. _____

The procedure specifies what the teacher will do and say. _____

The specified content is accurate (I have looked up or verified the information). _____

The content is reflected in the procedures section of the plan with the terms and facts made clear. _____

The simplifications and the extensions are related to the goal and remain within the chosen developmental domain. _____

The evaluation of the child component of the plan assesses the degree to which children are successful in addressing the goal and the objectives. _____

Appendix D

Sample Activity Plan

Domain: Aesthetic

Activity Name: Exploring with Clay

Goal: Use various materials, tools, techniques, and processes in the arts (Chapter 9; The Aesthetic Domain, Objective 4).

Objectives:

The child will be able to do the following:

1. Work with/knead the clay to make it easy to bend.
2. Pinch, pull or pound the clay in order to reshape it.
3. Moisten the clay in order to join two pieces of clay together.

Content:

1. Sculpture refers to a three-dimensional work of art.
2. Sculpt refers to the process of carving or manipulating the clay to form a sculpture.
3. Pliable refers to the ability to bend without breaking.
4. Moisten means to make wet or damp.
5. Clay can be manipulated into many shapes.
6. There are techniques for shaping clay.
7. Clay may be shaped with hands and with tools.

Materials: Clay (that is not yet readily pliable), bowls of water, sponges. Clay tools (for extension).

Procedures:

Objective 1: The child will notice how working with the clay makes it easy to bend. Invite the children to touch and handle the clay. Ask the children how the clay is different from play dough. (paraphrase & behavior reflections) Encourage them to roll the clay between their hands. (modeling) Encourage the children to pull and or twist the clay. Use paraphrase & behavior reflections to focus the children on what they have noticed about the clay.

Objective 2: The child will pinch, pull or pound the clay in order to reshape it. Encourage the children to describe their actions and the effect the actions have on the clay. Use behavior reflections to provide children vocabulary for their actions and effects.

Objective 3: The child will join two pieces of clay together. Encourage the child to take two pieces of clay and try to join them together. Explain that we can wet the clay to make “glue”. Demonstrate wetting the clay with your finger and attaching a small piece to a larger piece of clay.

Simplification: Moisten and manipulate clay in advance to make it pliable prior to providing it to child.

Extension: Provide tools such as wooden or plastic knives to carve the clay or clay hammers to create textures and patterns. Encourage the children to experiment with the tools and their effect. Use behavior reflections as children experiment.

Evaluation: If I was to implement the activity again, what would I repeat and what would I change? Why?

To what extent were the children interested in the activity? How do I know?

What techniques did the children use to manipulate the clay?

Assessment: complete the following chart by listing each child participating in the activity and marking which objective was accomplished. Indicate if simplification or extension was used.

Child's Name	Objective 1	Obj. 2	Obj. 3	Simplification	Extension

Appendix E

Individual Course Report - CYAF374 Sec. 001

CYAF374 Section 001: CURR: EARLY CHILD ED

Semester:'17-'18: Spring Semester

Survey Trigger: Spring 2018

Instructor: Kelley E. Buchheister

Students: 12

Respondents: 8



[Download raw response data \(CSV/Excel\)](#)

CEHS Course Evaluations

Base Questions item 3

	Never (1)	Rarely (2)	Sometimes (3)	Usually (4)	Always (5)	N/A (0)	mean	mode	Std. Dev.
1. I was an active participant in class.	0	0	0	3	5	0	4.63	5	0.52
2. I completed course assignments thoughtfully and thoroughly.	0	0	0	1	7	0	4.88	5	0.35
Question Set Statistics							4.75	5	0.45

Base Questions item 5

	Never (1)	Rarely (2)	Sometimes (3)	Usually (4)	Always (5)	N/A (0)	mean	mode	Std. Dev.
3. The course was intellectually challenging.	0	0	0	2	6	0	4.75	5	0.46
4. The course content was meaningful to my personal or professional goals.	0	0	0	1	7	0	4.88	5	0.35
5. The course content was attentive to issues of diversity.	0	0	0	1	7	0	4.88	5	0.35
6. The course content was up-to-date and relevant.	0	0	0	1	7	0	4.88	5	0.35
7. The course materials (e.g., texts, readings, websites) were appropriate and useful.	0	0	0	1	7	0	4.88	5	0.35
Question Set Statistics							4.85	5	0.36

Base Questions item 7

	Never (1)	Rarely (2)	Sometimes (3)	Usually (4)	Always (5)	N/A (0)	mean	mode	Std. Dev.
8. The instructor communicates well.	0	0	1	0	7	0	4.75	5	0.71
9. The instructor motivated me to think for myself and work in this class.	0	0	0	1	7	0	4.88	5	0.35
10. The instructor was well-prepared.	0	0	0	1	7	0	4.88	5	0.35
11. The instructor's evaluation procedures were fair and reasonable.	0	0	0	1	7	0	4.88	5	0.35
12. The instructor was willing and available to help me.	0	0	0	0	8	0	5.00	5	0.00
13. The instructor provided clear and useful feedback to improve learning.	0	0	1	0	7	0	4.75	5	0.71

14. The instructor treated students fairly regardless of race, gender, national origin, religion, sexual orientation, or disability.	0	0	0	1	7	0	4.88	5	0.35
15. The instructor's assignments were clear and were part of an appropriate work load.	0	0	2	1	5	0	4.38	5	0.92
16. The instructor acknowledged opposing views and permitted open discussion on controversial topics related to this course.	0	0	0	1	7	0	4.88	5	0.35
Question Set Statistics							4.81	5	0.52

Base Questions item 9

	Never (1)	Rarely (2)	Sometimes (3)	Usually (4)	Always (5)	N/A (0)	mean	mode	Std. Dev.
17. I learned something	0	0	0	1	7	0	4.88	5	0.35

worthwhile in this course.									
18. The course made me think.	0	0	0	1	7	0	4.88	5	0.35
19. I would recommend this course to others.	0	0	0	1	7	0	4.88	5	0.35
Question Set Statistics							4.88	5	0.34

Base Questions item 10

	Poor (1)	Fair (2)	Good (3)	Very Good (4)	Excellent (5)	mean	mode	Std. Dev.
20. My overall rating of this course is	0	0	0	1	7	4.88	5	0.35

Base Questions item 12

	freshman (0-26 credits)	sophomore (26-52 credits)	junior (53-88 credits)	senior (89+ credits)	graduate student	other
21. I am a	0	4	3	1	0	0

Base Questions item 13

	Yes	No
22. I am majoring in the department through which the course is being taught.	7	1

Base Questions item 14

	A	B	C	D	F	Pass	Don't know
23. I expect to receive the following grade in this course:	4	4	0	0	0	0	0

Base Questions item 16

24. What did you like most about this course?

- I enjoyed being able to practice creating and implementing my own lessons.
- I felt Kelley offered so much information to us in the course. I feel very confident in my lesson planning abilities now. She was always prepared with activities, strategies and fun information. She is laid back, understanding, and compassionate in all she does.
- The gourd discussion and how each class had some sort of activity
- Kelley was also willing to go the extra mile to help us out. She spent time every week going over our lesson plans making sure they were just right for practicum. She was also quick to answer emails and was very helpful in the feedback she gave
- I liked learning DAP because it's going to be helpful in my major. Creating lesson plans in all domains has taught me to consider all of the children in the classroom. I learned that I have to make the lesson individually, age, and culturally appropriate.
- Kelley was challenging and supported each individual.
- I enjoyed creating the project approach and the documentation pages.

Base Questions item 17

25. What did you like least about this course?

- The work load was more than I am used to, but I quickly got used to it.
- I was really nervous about the assignments and i was very confused on all the projects and implementing so often. This was very overwhelming and it took me a little to have a better understanding of what her expectations were for these more subjective projects.
- How long it was meaning lecture classes were long
- There was a lot of busy work that I believe could've been reduced

- High workload at the very end of the course
- Some of the instructions were not provided clearly enough, it was hard to always know what was being expected.
- I don't think the golden quotes were beneficial towards learning. I enjoyed the readings and those were beneficial towards learning, but not the golden quotes.

Base Questions item 18

26. What other comments do you have about this course?

- None
- I love Kelley. She is an awesome professor and I want to have her in the future. She has offered me so much information and I felt I have learned the most in this class, relating to my major, in my college career.
- N/A
- I would have appreciated beginning the project approach sooner to lessen the load at the end of the semester.