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Program Handbook

*The MUEEC is a Service Program of the Marshall University
College of Education and Human Services*



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Accredited by the National Association for the Education of Young Children's
National Academy of Early Childhood Programs

Marshall University Early Education Center Program Handbook

Marshall University is an Equal Opportunity Employer.

Licensed by West Virginia Department of Health and Human Resources
(WVDHHR)

Compliance with Liability Insurance in accordance with WVDHHR and State
Regulation Guidelines

Facility and kitchen inspected by the Cabell County Department of Health and
WV State Fire Marshal.

Accredited by the National Academy of Early Childhood Programs—the accreditation
department of National Association for the Education of Young Children

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Philosophy

The Marshall University Early Education Center prides itself on offering model, high-quality early education experiences to all involved in the early education program from children and families to undergraduate pre-service teachers. The program's philosophy is based on the following premises:

The program exists to promote a child-initiated, teacher-supported, negotiated curriculum where children's curiosities about the environment are supported and encouraged.

The program is based on a co-constructivist theory that promotes a dual relationship between teacher and child in which both explore, experiment and problem solve issues and questions that make up the daily life of a child growing up in Appalachia.

The program strives to meet individual development, regardless of special needs. Each child is an individual with specific needs in all developmental levels.

The environment promotes a nurturing experience in which children have the opportunity to explore, manipulate, and investigate within the limits of the class and/or teachers.

The Center exists not to prepare children for school but to focus on this time in human development as a unique and opportune stage worthy of its own distinctive approach to environmental, inquiry-based, hands-on, concrete learning. Though the children who progress through the program are more than adequately prepared for school, they are even more prepared for the life-long experience of learning and living in today's society.

Goals

The goals of the Center are to provide children with opportunities:

To develop problem solving skills as a basis for appropriate social interaction.

To develop social and emotional skills through complex interaction, social competency and intellectual development are facilitated within the context of relationships.

To develop creativity and self expression by concentrating on the learning process as opposed to the product.

To develop effective self-help skills and positive health attitudes and habits through activities including meal times, dressing, toileting, and language acquisition.

To develop pre-literacy skills through authentic experiences meaningful to the individual child.
To develop math and science skills through counting, sorting, measuring, sequencing, mixing, experimenting, exploring, investigating, and sensing.

To develop coordinated motor skills through ample physical activity within both indoor and outdoor environments.

Mission Statement

Early Education Center Students

The Center's mission is to make available an effective, high-quality early education program with the intent of fostering every child's growth and development.

The Center provides a safe and healthy environment wherein a common trust between the provider and child ensues.

The Center believes that children are best understood within the context of their unique family and culture.

Teachers at the Center strive to enhance sincere communication between home and school environments as children ultimately benefit from respectful parent-teacher collaboration. Since parents possess an intimate knowledge of their child, their goals are always respected.

Teachers at the Center cultivate a positive self-image and confidence in children by exercising independence in intellectual, physical and social problem solving experiences.

The Center helps develop a respect for diversity in children as a reflection of the society in which they live.

The Center accomplishes objectives in a comfortable, challenging, well-supervised environment.

The Center conducts guidance in a spirit of kindness, upholding the dignity and self esteem of each child while ensuring limits are clearly and consistently maintained.

Marshall University Teacher Candidates

The Early Education Center provides an opportunity for early education teacher candidates to work directly with young children in a practicum experience. Experiences are provided in management, child development, supervision, curriculum, documentation and assessment.

Teacher Candidates learn from hands-on experiences with the support and supervision of certified Lead Teachers and a Faculty Advisor.

Teacher Candidates perform within the context of an authentic environment and meet professional requirements through exhaustive performance evaluations.

Teacher Candidates create valuable relationships with families and respect parents' goals for their children.

Teacher Candidates develop portfolio assessments on individual children by documenting development during the child's time at the Center and communicate assessments to parents/guardians by articulating unique strengths and goals for the upcoming year.

Teacher Candidates implement an Inquiry-Based Holistic Curriculum as outlined by the Lead Teachers and a Faculty Advisor.

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Parent Section



Inquiry-Based Holistic Curriculum

Project-Based Learning

The Early Education Center's foundation of learning is a child-centered curriculum where the children actively participate in constructing their learning through a play-based, negotiated environment rooted in problem solving.

At the heart of this curriculum is the investigation of child-initiated topics. These topics emerge from children in the class who begin to question elements in their Appalachian environment. Young children, along with their teachers, investigate, explore and experiment with these topics through cooperative research. The projects are not pre-planned units but rather authentic learning experiences. Resources from the community which may include experts, field-site visits, libraries and Internet are utilized on a daily basis. Student learning is displayed through daily communication, writings, representations and teacher observations.

As the projects progress, teachers reflect, re-evaluate and plan for the upcoming week. The planned environment not only promotes the ongoing project work, but is also adapted and evaluated to meet the needs of each child. A rich, intentionally planned environment is tracked on a prepared possibility form, which functions similarly to a teacher's weekly lesson plan, and enriched and impoverished as needed.

By offering an intense, hands-on, inquiry-based experience, children are engaged in curriculum vital to the development of social competency, communication abilities, thinking processes, feelings of self-worth, aesthetic appreciation, independence and place awareness. A critical factor in the program and curriculum's success lies in the teacher-child bond where children are viewed as competent and capable of independence and self-regulation.

Literacy, Math, Science and the Social Sciences

Because the curriculum is directly related to the children's surrounding environment, that being an Appalachian region, much of the project work is related to the questions children generate about their surrounding world. With the use of a print-rich environment and a partnership in learning with their teachers, the children actively explore questions using campus and community resources as needed. Their semester begins with a pre-set room and a blank canvas for the walls. As learning progresses, the walls fill with the children's thoughts, ideas, stories, questions, findings, artwork, photographs, documented and displayed cooperatively with their teachers. The environment and plans are supplemented with teacher and parent selected literature pieces, baking experiences, sensory and exploratory centers and occasional classroom pets.

On a daily basis, teachers write and incorporate a variety of literature, both fiction and nonfiction, with the children. Science, social studies, geography, and a general holistic academic approach give children the skills and attitudes to guide learning.



Cabell County Collaborative Pre-K

Beginning in the fall of 2008, Marshall University Early Education Center will serve as a model Pre-K classroom for Cabell County Schools. This is an exciting adventure that makes what the Center does even more important. The MUEEC aims to deliver the highest quality program in the most realistic setting possible. As a WV Pre-K site, the MUEEC we will be operating from 7:45a.m.-2:30 p.m. Monday-Thursday. Children will participate in morning snack, lunch, and an afternoon snack. Children will also have a rest period in addition to the multiple opportunities for quality experiences throughout the day. The MUEEC offers a rich Pre-K experience to all children, regardless of income or ability.

Creative Curriculum

One assessment of the Cabell County Pre-K collaboration is an integration of elements of the Creative Curriculum framework into the classroom. Creative Curriculum is a research-based, developmentally appropriate curricular approach. Teachers and students in the MUEEC will use Creative Curriculum approaches to enhance project-based, child-centered learning. Blending these two approaches will prove to be a model for Pre-K programs across the state and provide children with opportunities to demonstrate higher level critical thinking and 21st century skills.

Play

Young children have an innate need to be active.

Before a child can hold a pencil and make the correct marks on paper, he/she must first have fine motor control. Children need to practice grasping scissors, holding a paintbrush, pinching tweezers and clothespins, manipulating clay, and have opportunities to participate in activities that increase fine motor control.

It is very important to develop a positive attitude toward learning at an early age. For this reason, the Early Education Center strives to provide a joyful, comfortable and safe learning environment for each child. Children learn best through active exploration and interaction in the environment. They are given the opportunity to choose their experiences and follow their own ideas and interests through their play. The role of the teacher is to facilitate this process.

Inquiry-Based Holistic Curriculum

Guidance Techniques

Daily life, especially that of a child, includes conflict. Therefore, problem solving is a vital part of our curriculum. Misbehavior occurs when children do not know alternative ways of solving a problem or when children have very strong feelings that they do not yet know how to manage.

It is the role of the teacher to work with both the family and the child in seeking alternative behaviors and techniques for coping with feelings so they may develop the skill and ability to solve their own conflicts. The Early Education Center finds that setting clear limits reduces the need for many rules. To accomplish this, teachers:

- maintain consistent routines,
- design the environment so it encourages constructive activity and eliminates danger,
- plan a program that capitalizes on children's interests and is appropriate for the age and abilities of children,
- model appropriate behaviors, and
- coach children in successful interactions with other people and with the environment.

Should a child lose control, they are assisted in several ways. Sometimes children need a quiet space in the classroom where they can regain composure. Sometimes they need comfort from an adult such as a lap to sit on and an arm around them.

The problem solving approach to guidance utilized in the Center entails six main areas based on Eleanor Reynolds's Guiding Young Children:

- The environment
- Negotiation
- Teacher-child relationships
- Setting limits
- Active listening
- Affirmations

Teachers at the Early Education Center DO NOT:

- hit, spank, beat, shake, pinch, or otherwise physically hurt a child,
- refuse to give a child food, drinks, or bathroom opportunities,
- use abusive, profane, or humiliating language or threats, or
- isolate, reject, or frighten a child.

Should an occasion arise that a child is not responding to these methods, a meeting with the parents is held to plan strategies that are more appropriate for the child. Teamwork with parents is very important in solving problems children may experience. Other professionals can be consulted and additional resources identified that may be beneficial for a child when needed. Parents are encouraged to discuss any concerns or questions regarding guidance procedures with the Lead Teacher.

Inquiry-Based Holistic Curriculum

Assessment

As a part of the program, Teacher Candidates studying in the field of early childhood education, along with the Lead Teacher, actively observe and document each child during his/her daily experiences in play, project involvement, daily routines, and experiences. These observations serve as a basis for the assessment of children's overall development and record achievements, progress, and goals in the following areas:

- Cognitive
- Social
- Emotional
- Physical
- Language/Linguistics

The resulting portfolios, also referred to as authentic assessments, are reviewed and updated four to six times per year. Toward the end of each semester, the portfolios are summarized and presented to each parent in a formal parent-teacher conference. Portfolios are also used to assess program strengths and goals through curriculum development and individualized teaching. Teaching teams meet often to interpret, summarize, and align practices to the interests and needs of the children.

Although the authentic assessments are a very powerful tool to support children's learning, environments and individual needs, the Early Education Center also makes use of observations, checklists, rating scales, and individually administered tests by Master's level Preschool Special Needs teachers.

At times, developmental screenings and referrals for diagnostic assessment are needed. If a child needs to be referred for additional services, a meeting is called immediately with the parents to obtain written permission and discuss the referral process. During referral, University services as well as public school services and community agencies are utilized.

Creative Curriculum Assessment: [cc.net](#)

Creative Curriculum is paired with an online assessment, [cc.net](#). This assessment will allow teachers at the MUEEC to enter anecdotal notes and information for each child. This will provide evidence of skills the students demonstrate and build a progressive document that will show the student's learning over the course of the school year. Teachers at the MUEEC will communicate progress through [cc.net](#) assessment tools with parents three times during the school year. Only those who qualify as Pre-K children (4 years old by Sept. 1 of school term and a WV resident) will be assessed through the [cc.net](#) resources.

Program Description

Website

A key element to the success of the Early Education Center is its ongoing communication with parents, professionals and students. Keeping in mind the mentioned audiences, the Early Education Center utilizes and maintains a website that is available at all times with current information about the classroom experiences and projects, Outreach highlights and current early education research. Parents may also find valuable information such as yearly calendars, tuition scales, registration information, and daily routines. Parents should check our website frequently for updates at www.marshall.edu/coehs/mueec .

Licensing & Accreditation

The Early Education Center is accredited by the National Association for the Education of Young Children (NAEYC). The accreditation seal indicates that a program is offering high-quality experiences to children. The accreditation process requires a center to self-evaluate strengths and weaknesses of the program. Following the self-evaluation, the program undergoes a rigorous validation inspection to authenticate the quality of the Center. The Early Education Center is also licensed by the West Virginia Department of Health and Human Resources Child Care Licensing, and the facility is inspected on a regular basis by the Cabell County Health Department. The Early Education Center is also an active member of the National Coalition for Campus Children's Centers. The NCCCC is designed to advocate for children enrolled in child care facilities on university campuses.

Staff Qualifications

The Center is staffed by a Lead Teacher, Graduate Assistants, and support staff in the form of undergraduate and graduate assistants currently seeking their degrees at Marshall University.

- The Lead Teacher holds a minimum of a Bachelors and a Masters Degree in and educated related field.

. The Lead Teacher is a certified West Virginia educator.

- Assistants, acting as support staff, hold a Bachelor's Degree in an educated related field

All staff members are screened by the State for previous records of child abuse and criminal records and undergo annual physical examinations and testing for tuberculosis. The Lead Teacher and staff are trained in First Aid and CPR.

Grievance Procedure

Parents of the Early Education Center have the right to stress and voice concerns to the Lead Teacher; however, there may be times when parents feel they have a legitimate grievance with the Early Education Center. For these cases, parents may submit their grievance in writing to the Faculty Advisor of the Early Education Center. Parents may contact the Faculty Advisor at 304-696-3102.

Lab School

Observation

The Early Education Center serves Marshall University as a laboratory in which individuals involved in the study and education of young children can observe and/or participate in a variety of ways. The classroom provides an observation room for parents and research purposes where observation can occur without interrupting the natural activities of children. Allowing students and faculty members to observe, participate, interact, conduct research, and complete practicum experiences are some of the ways the Early Education Center is a part of the educational goals of the University. Visiting individuals are always supervised by the Lead Teacher. Permission must be granted before these individuals enter the classroom.

Documentation

It is a primary concern of the Early Education Center to accurately reflect and represent children's learning. The Early Education Center's service as a laboratory school gives teachers the unique responsibility to communicate the growth and development of children to both parents and the world of academia. Undergraduate practicum students and graduate Co-teachers record the children's experiences in all curriculum and skill areas. A variety of media is utilized in the documentation process, including handwritten notes, My Days, journals, portfolios, art work, pictures, and videos.

Photograph Policy

Because researching the education and development of young children is an important goal of the Early Education Center, information obtained is shared on a daily basis with other researchers and professionals. A valuable instrument used in the research process is photographs. Photographs are taken on a daily basis and utilized for portfolios (to record development), for documentation in the classroom, for presentations given regarding research and on the website (as a means of communication and updates). If parents object to the use of photographs of their child for research purposes, a form is provided in the orientation packet to validate concerns.

Eligibility

Children who are four years of age by September 1 and are residents of West Virginia are eligible for enrollment (per Cabell County policy). Enrollment is conducted on a yearly basis. Children who are eligible the following year are given the first opportunity to re-enroll. As space allows, children who are three years old will be permitted to enroll. Children who have been placed on the Center's waiting list will also be given an opportunity to enroll.

Registration Process

A waiting list is maintained for interested families. Families place their child on the waiting list by completing an enrollment form. Because the Early Education Center is a laboratory Center and research based, a balanced child population is maintained, including children from varied social, cultural and economic backgrounds, as well as a balance among genders and ages. When enrolling children for the program, these factors are considered in addition to the child's age and date of application. Once the decision to enroll is made, families must complete an enrollment packet and provide a state birth certificate, physical and immunization records, and social security card prior to attendance. This packet includes:

- A general child information sheet, including emergency information and pick-up,
- An updated physical and immunization record, social security card and state birth certificate,
- A tuition worksheet with a recent W-2 (if necessary)

Additional paperwork is required yearly by WV Pre-K and Cabell County Schools.

A non-refundable registration fee of \$25.00 must accompany the application/registration packet (made payable to MUEEC). A complete description of the registration process can be obtained at www.marshall.edu/coehs/mueec. Also included on this site is the tuition scale.

Hours of Operation

The Center operates during Marshall University's fall (August-December) and spring semesters (January-June). The Center is open Monday through Thursday from 7:45 a.m. to 2:30 p.m. The Center is closed during University holiday closings each semester. During severe weather, the Center is closed when classes at the University are cancelled, and when the University is on a two-hour delay, the Center will open at 10:30 and lunch will be served on schedule.

Withdrawal Policy

Parents are required to notify the Early Education Center of withdrawal within 30 days. Failure to notify the Early Education Center within the allotted time results in required payment of the tuition for the same 30 day period.

Daily Routines

Arrival and Departure

Parents may drop off children beginning at 7:45 a.m. Parents may pick up children between 2:20 and 2:30 p.m. Parents are asked to use the temporary parking permit to park in the rear of Corbly Hall during the drop-off/pick-up time. **This permit is only good for 5 minutes, and vehicles will be ticketed if left unattended outside of the time mentioned. If parents need additional time in the Center, please park in visitor parking next to or across from Corbly Hall.**

Because the Early Education Center is a teacher training facility, teachers and teacher candidates have daily responsibilities before and after pick-up. Children dropped off early or picked up late hinder these responsibilities. Parents must remain with children until five minutes before the start of school. Children left beyond the required pick up time tend to become anxious and sometimes fearful. Parents are encouraged to be on time to ensure a positive classroom experience.

Parents are to enter and exit the Center through the playground gate. The main Corbly Hall entrance is often crowded with students and should remain quiet during classes. The children often feel inclined to run in the hallways and disrupt classes. Also, the main door of the Center remains locked from 7:45 a.m. to 2:30 p.m. for safety reasons. Parents are still encouraged to use the observation room and are welcome in the Center at any time. Simply arrange "subtle" entrances for observation purposes with the Lead Teacher or Graduate Assistants.

All children must be signed in and out each day. A sign in/out sheet is located in the Center for parents/guardians. Children are released only to persons authorized in writing by parents on the child's emergency form. Picture identification is necessary for individuals unknown to the Center staff.

Late Fee Policy

All children are to be picked-up no later than 2:30 p.m. Parents are required to contact the office (696-3498) if they are going to be late. Parents are given a warning on the first offense. The fees are \$10.00 for the first five minutes (up to 2:35 p.m.) and \$2.00 for each minute beyond 2:35 p.m. Emergencies are understandable, and "true" emergencies are excused. However, traffic, trains, etc. do not constitute emergencies. This policy is to eliminate habitual late pick-ups that force teachers and undergraduate students to remain at the Center waiting on parents and missing their own University classes and/or responsibilities. The late fee is billed to parents from the Early Education Center account. All money collected for late pick-up goes to the children's project fund.

Daily Routines

What to Bring

A tote bag is provided at orientation for each child. The tote bag should be used to transport items used for rest time from home to school. The tote bag should be sent to school on Monday of each week and will be returned on Thursday of each week for laundering or switching out over the weekend. All items should fit inside the tote bag and will be hung on a hook in the classroom. Rest time items may include:

- small blanket
- small pillow
- soft/quiet comfort item (items that make noise or light up will be permitted)

Your child also needs a complete change of clothes (top, bottom, underwear, socks and shoes). This change of clothes will be kept at school and sent home to be changed out seasonally. If your child uses any part of this change of clothes, a replacement should be sent to school. Your child may also bring toileting necessities, if needed and sunscreen if necessary.

Rest Time

Rest time is a part of the daily routine. After lunch each day, children brush their teeth and lay down on their rest mats for about an hour. The Lead Teacher and Co-teachers will assist each child in settling down and becoming comfortable on their mat. The lights in the classroom are turned off and soothing music is played. Teachers are in the classroom throughout rest time to monitor and assist children. Children are not required to sleep, but are asked to remain quietly on their mats so they do not disturb others who may want to sleep. After 30 minutes, teachers assist children in choosing quiet activities to participate in while others rest (book reading, puzzles, writing). Rest time is an important part of the daily routine and aids children in developing self-regulation. A full school day is tiring for young children and resting during the school day is important for each child so they can participate at their best ability. Families may want to discuss rest time with their child prior to their first day of school. Sleeping away from home is sometimes an uneasy experience for children. Teachers will do their best to make it a pleasant experience for each child.

Food from Home

Although families are encouraged to share their unique cultures, and it is important for children to have the opportunity to be exposed to a variety of tastes, textures, and food ingredients, the Center prohibits food from home. Because the Center is licensed through the State and monitored by the Cabell County Health Department, food cannot be brought from home. This includes drop off and pick-up times. Children with severe food allergies may be permitted to bring food from home if a physician's order is written and kept on file at the Center. Parents should contact the Center with any questions.

Daily Routines

Toys from Home

Transitional objects such as stuffed animals, blankets, or special toys should be brought to the Center as long as the child needs them to feel secure and comfortable. Children usually stop using transitional objects when they develop confidence in their new setting. These objects are the personal property of the child and are not required to be shared with others.

Children are not encouraged to bring other toys from home. Toys are easily lost or broken in groups of children. If a child does bring a toy, he/she is expected to put it away in his/her backpack. Toy weapons, projectile toys, or very small objects are not permitted.

Holiday and Birthday Celebrations

Holidays are important to families and are a valuable part of culture. It is very important to help children learn about the world around them and include them in these celebrations. Because of the diversity in the classroom, it is important for teachers to address some of these holidays in a developmentally appropriate way. Much of the commercialization of holidays is not easily understood by young children and is typically inappropriate. Therefore, the staff provides authentic information to children about holidays and discusses them when children inquire or bring information into the classroom. However, commercialized or religious holidays as celebrations are not acknowledged in the classroom because of the diversity of the children.

Birthdays are especially important to young children and should be treated equally for each child enrolled in the Early Education Center. As baking is incorporated into our daily routines, cupcakes (or snack a of the child's choice) is provided during birthday celebrations. These children are also acknowledged during a special group time. Parents are asked not to send food or other birthday items during this special day. It is important that all children are treated equally in the classroom.

Daily Experiences

Curriculum at the Early Education Center originates from observations of the children's interests, expressions, and developmental needs. The school day follows a regular routine that includes indoor project/center times, outdoor center time, group activities, lunch, snacks, and walking field trips.

Each day children read, sing, create, build, discuss, run, jump, climb, discover, negotiate, problem solve, role-play, count, and sort. They learn how to learn and how to feel competent and in control.

Daily Routines

Lunch and Snack

A hot lunch is provided each day. The lunches are prepared by Sodexo food service, located in the Marshall Student Center. The lunches include foods from three or more food groups and will be planned at least a month in advance. The children and teachers in the Center will prepare for meals together, setting the table with dishes, napkins, cups, serving spoons and utensils. Children and teachers are offered 2% white milk with lunch and water is also available. Lunch and snacks are served “family style” where independence in serving and passing food is encouraged to develop motor and social skills.

The children are also provided a morning and afternoon snack each day. Morning snacks include nutritional foods from 3 food groups and afternoon snacks include foods from at least two different food groups. Milk, juice, or water is provided to drink during snack. In addition, fresh water is available to all children all times of the day. Whenever possible, the children are encouraged to help prepare the snack.

Parents should inform the Lead Teacher of any food allergies or special dietary needs or beliefs. Children are provided with the necessary dietary adaptations, if possible. In accordance with NAEYC recommendations and food and nutrition guidelines for choking hazards, the Center prohibits whole grapes, nuts, raw peas, hard round pretzels, spoonfuls of peanut butter or large chunks of raw carrots during snack. The Center also excludes meats during snack, instead focusing on whole grains, dairy foods, fruits and vegetables. Food is cut into small pieces according to chewing and swallowing capabilities. The lunch and snack menus are provided to parents one month in advance to assist with dietary planning and are posted in the Center at all times.

The Early Education Center kitchen is monitored and maintained by the WVDHHR and Cabell County Health Department.

After lunch each day, children are provided with the opportunity to brush their teeth to remove food and plaque. (Tooth paste is not required.) New toothbrushes are provided by the Center at the beginning of each semester and are labeled with each child’s first name.

Field Trips

The Center’s curriculum is based on a holistic inquiry approach to learning. Successful experiences must be relevant to the child’s environment. Teachers at the Center want to help children learn about their world. The Center is uniquely located on a University campus and provides access to a variety of resources such as professors, buildings, libraries, and fields. Teachers take advantage of the resources through walking trips on and around campus. Children should always be prepared for walks when they come to the Center and be dressed in weather appropriate clothing. Each field trip off campus will require a second permission form.

Safety

Babysitting

The Early Education Center does not permit staff nor Teacher Candidates to baby-sit for parents of the program. Teacher Candidates enrolled in the Early Education Center practicum are beginning their professional career and are looked upon as practicing teachers. The Early Education Center staff and administration find it a conflict of interest for Teacher Candidates to baby-sit for families involved at the Early Education Center for reasons such as liability, confidentiality and the development of professional ethics.

Parents are not permitted to approach staff or Teacher Candidates for babysitting positions at any time while they are working at the Early Education Center.

Safety Policies

Many parents who leave their children in the hands of others are frequently concerned about potential abuse and maltreatment. The Early Education Center has certain procedures and policies in place to protect children and reassure parents:

- Parents are welcome to visit at any time. Although the door remains locked for safety, parents may enter the observation room or come directly into the classroom by making arrangements with the Lead Teacher.
- Children are not permitted in the storage room, adult bathroom, or observation room without the presence of a teacher.
- Children are not permitted to be taken away from the Center by anyone without signed parental permission.
- Adults are never alone with children. The Lead Teacher and Faculty Advisor supervise Teacher Candidates at all times.
- All staff and Teacher Candidates who participate with the children are required to attend an orientation on the following topics: child guidance, health and safety, program policies and procedures, health department guidelines, licensing requirements, and NAEYC Accreditation standards. If these methods are not followed, Teacher Candidates are removed from the classroom. All staff, teacher candidates, and individuals working with children are required to submit to a criminal background check, fingerprinting process, and Child Protective Services background check.
- Children choose when they want to be touched unless a safety problem exists. If children indicate they want to sit on lap, hold a hand or have an arm around them, teachers respond. The only time a child would be held against his/her will would be to prevent injury. If a situation like this arises the child will be held using a firm grasp around arms or legs until the child regains control. (As per WV Policy 2525)
- If children need assistance in using the bathroom or with soiled clothes, teachers encourage the children to assist themselves as much as possible. Teachers do only what is necessary to make the children comfortable and maintain a sanitary environment. Doors are always open.

Safety

Accident Reports

The Early Education Center staff works hard to provide a safe environment and to supervise carefully. However, part of growing up includes bumps and bruises. If a child has an accident, the area is washed, ice is applied, and the child is given a Band-Aid if necessary. Teachers contact parents immediately if the child is distressed.

The Early Education Center staff reports issues to parents through accident reports, as well as verbal communication. All accidents or incidents are reported through descriptive accident reports. Accident reports are to be given to the parents on the day of the accident, and parent are to sign and return the form immediately. If medical attention is needed the Early Education Center staff will contact the parent immediately. In the case of emergencies, teachers call the campus emergency services for assistance.

Medications

The following policies are in place regarding medicine in the classroom:

- Qualified Center staff will administer medications only if: The parent or legal guardian:
 - Has provided written consent
 - The medication is in the original prescription or over the counter container properly Labeled, and
 - The Center has on file the written instructions of a health care provider for administration of the specific medication

- For prescription medications, parents or legal guardians must provide the Lead Teacher with the medication in the original, child-resistant container that is labeled by a pharmacist with the child's first name and last name; the name of the medication; the date the prescription was filled; the name of the health care provider who wrote the prescription; the medication's expiration date; and the administration, storage and disposal instructions.

- For over the counter medications, parents or legal guardians must provide the medication in the original container, labeled with the child's first name; specific, legible instructions for administration and storage; and the name and signature of the health care provider who ordered the medication.

- Instructions for the dose, frequency, method to be used, and duration of administration must be provided to the child care staff in writing by a signed note or a prescription label. This requirement applies both to prescription and over the counter medications.

Safety

- Children with recurring or ongoing health needs must have a health care plan with instructions from the prescribing physician for administration of specific medications based on need. The instructions must include the child's first and last name; the name of the medication; the dose; the method of administration; how often the medication may be given; the conditions for use; and any precautions to follow. Where required, staff must have additional, specific training and authorization to administer emergency or other special medications.
- Medications and medication supplies must be stored in a clean, secure locked area in a cool, dry place. This may be a locked strong box or cabinet that is not within reach of children. Medications requiring refrigeration must be kept in a secure, leak-proof container in a designated area of the refrigerator, if a separate refrigerator is not available.
- Controlled substances such as Ritalin shall be counted with the parent when received and then daily and documented on a log for that purpose, as per Center policy and Management of Controlled Medications.
- Medications shall not be used beyond the date of expiration noted on the container or beyond any expiration of the instructions supplied by the prescribing health care provider. Expired medications will be returned to the parents or, if not collected within one week of expiration, flushed down the toilet. All disposed medications will be documented per Center policy on Disposal of Medications.
- A medication log for each child will be maintained by the Lead Teacher to record the instructions for giving medications; consent from the parent or guardian; amount, time, and method of administration; the signature of the staff administering the medication; and any observations or comments related to administration of the medication. Spills, reactions, and refusal to take medication will be noted on the log.
- Medication errors will be handled and documented as per Center policy and Medication Errors, Injuries, and Significant Incidents.

American Academy of Pediatrics, Model Child Care Policies, "Medication Policies" 4th Edition, September 2007 pg. 7-8:

- Sunscreen is considered medication and must have written permission from the parent and be labeled with the child's name. (As per NAEYC.)
- Staff members and all other adults in the Center are not to carry any medications, whether prescription or over the counter, on their person at any time. If a teacher or staff member is required to have medication, it is stored in the Center office or kitchen, away from the classroom. This includes aspirin, Tylenol, nasal spray, etc.

Safety

Health Policies

Young children should visit a physician at least once a year and be up to date on immunizations. When parents visit the doctor, they should be sure to mention that the child attends an early childhood education program. **The Center must be provided with a current immunization certificate, current physical examination signed by a physician, state issued birth certificate, social security card, emergency contact information, instructions for special health needs (including allergies and medications), preferred physician and hospital and insurance coverage within 30 days of the child enrolling in the program.**

Children who display symptoms that indicate possible communicable diseases should stay home. Parents in consultation with their health care provider are the best judge of when this is appropriate. A teacher will call parents if a child exhibits the following symptoms:

- unusual lethargy, irritability, persistent crying or difficult breathing,
- unrelenting cough,
- vomiting or diarrhea,
- unexplained rash, or
- fever.

When a child develops these symptoms while attending the Center, the child is accommodated in a comfortable location and supervised by a familiar adult until the child can be picked up by his or her family. This precaution is in place so that we may contain the spread of communicable illnesses as much as possible.

The Early Education Center has a list of childhood illnesses and infectious diseases that exclude a child from group participation. Parents should ask the office for a copy if needed.

In general, all infections and infestations that are communicable must be under treatment a full twenty-four hours before returning to the classroom. Children must be fever-free for twenty-four hours without medication for fever reduction prior to returning to the classroom.

Parents should not rush a child's return to the Center following illness. Children need time to regain their energy in order to benefit from the program. If the child is diagnosed with a communicable disease, parents should immediately notify the Early Education Center. It is important for the Center to be aware of what other children may have been exposed to so that staff can communicate this to parents.

The Early Education Center utilizes the West Virginia Department of Health and Human Resources and campus resources as ongoing health consultants for the program. These services and departments include Dietetics, University Pediatrics, Psychology Department and public school services for children with additional needs.

Safety

Toileting

Some children enrolled in the Center may not yet be potty trained. The Center does not exclude these children from the program; however, to promote self-help skills and independence, staff give minimal assistance to children who have consistent accidents. Children are assisted in the regular children's bathroom in a standing position. Parents are required to provide items necessary for the child's potty training process. Staff ensure that children are clean and sanitary before returning to the classroom.

Hand Washing

Proper hand washing is required for all staff in the Early Education Center. Children are also taught proper hand washing and are expected to wash their hands, along with adults, at the following times of the day:

Upon arrival,

After toileting,

After handling bodily fluids (including blowing or wiping noses, coughing, or touching mucus, blood or vomit),

Before meals and snacks and before preparing or serving food,

After playing in water or other sensory materials, and

After handling pets, animals, or insects.

Pet Policy

The Early Education Center will allow only pets approved by the West Virginia Department of Health and Human Resources and West Virginia Policy 2525. However, the study of animals will not be compromised due to this policy. The responsibility of care and safety will be taken on by classroom staff and children.

Hot and Cold Weather

Hot and cold weather are common during the school year but in no way compromise outside activities at the Center. Teachers and children do go outside and attend campus field trips in all kinds of weather, including cold and hot temperatures. Children should be provided with appropriate clothing such as sweaters, jackets, gloves, hats, and sunscreen. Each child must bring his or her own sunscreen; this is considered a medication and cannot be shared with other children.

If a child is not healthy enough to participate, is he/she healthy enough to be at school?

Safety

Fire Drills & Evacuations

During any fire alarms or emergencies in which evacuation must occur in Corbly Hall, the children and staff of the Early Education Center vacate the classroom and outside play area. In the event of a fire drill, fire or other building emergency, an escape route is designated. The children take several steps to evacuate, which they practice at least twice a month. During these steps a teacher guides the children outside to a central location where they wait until we are clearance is given to re-enter the building.

The procedure for classroom evacuation is posted near every exit.

The classroom is subject to routine inspections by the West Virginia State Fire Marshal.

Medical Emergencies

All children have an emergency contact file which contains all personal information that enables the staff to properly treat and handle an emergency situation. If a child has become seriously ill or an accident has occurred, the parents/guardians are contacted immediately. If the parents/guardians cannot be reached, the Lead Teacher contacts the doctor noted in the Emergency Medical Release. Each child must have emergency information on file with the Early Education Center before enrolling in the program. If the doctor cannot be reached, the Director then contacts the Emergency Medical Services of Cabell County. The child is transported to Cabell-Huntington Hospital. The Lead Teacher and Faculty Advisor accompany the child and remain with him or her until the parents/guardians arrive.

Dental Policies and Emergencies

The Early Education Center will provide every child with a toothbrush and children are encouraged to utilize this toothbrush after lunch each day. Dental hygiene will be addressed on a daily basis not only through daily brushing, but through open communication and active participation. Dental emergencies are addressed as medical emergencies, meaning they are handled in the same manner.

Child Protective Services

As certified educators, it is the responsibility and lawful duty of Center staff to report any signs of child abuse. Staff and Teacher Candidates at the Early Education Center are trained in child abuse recognition and prevention. When a teacher sees symptoms that would lead a reasonable person to suspect that a child is being abused, he or she immediately documents the child's injuries with both pictorial and written records. The Lead Teacher is responsible for calling Child Protective Services and communicating concerns and documentation to Child Protective Services personnel.

Parental Involvement

Visiting Your Child

Parents are welcome to visit the Early Education Center whenever they wish. Parents may observe the classroom interactions through the observation booth, or spend time in the classroom. Parents are encouraged to observe their child!

If parents have questions, concerns, or just want to know how their child is doing, they should feel free to discuss the matter with the teacher during non class time. However, during an active session feel free to contact the Center to schedule an appointment with the Lead Teacher or Faculty Advisor if necessary.

Families can also inquire about their child's day is through the utilization of the Center's email system. This e-mail is checked periodically throughout the day and will be responded to when children are not present.

Means of Communication

My Day reports are emailed to families daily. These reports inform parents of what children have experienced during that school day and include several pictures of children during indoor and outdoor activities, group times, lunch, snack and ongoing projects. The report will also give some examples of questions for parents to pose with their child during conversations at home. When possible, the children work with the teachers to construct the content of the My Day reports by including information that they wish to share with their families. Phone calls and emails will be answered as soon as possible by the Lead Teacher; please keep in mind that all teachers are very busy when the children are present. Morning/afternoon snack and lunch menu is sent out the beginning of each month. Parents should visit the website often for updates and Lead Teachers's announcements at www.marshall.edu/coehs/mueec.

Conferences

Conferences are held twice a year with parents/guardians to discuss their children's achievements, progress, and goals. The meetings are led by teachers responsible for documenting the child's development. All teacher candidates are required to hold a meeting to aid in their personal professional growth.

Parent Involvement

The Early Education Center maintains a Program Advisory Board. This group is a volunteer group that helps make decisions concerning parents and children of the Center. The Parent Advisory Board is involved with many aspects of the program such as tuition rates, special interest projects and fund raising. Besides the Program Advisory Council, parents are provided many other opportunities to for involvement, such as: parent-child activity nights, open houses, and art shows.

MARSHALL



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Staff and Teacher Candidate
Section

Introduction

The purpose of the Early Childhood Practicum is to provide Marshall University Teacher Candidates observation and participation experiences with young children. As with all programs for young children, the needs of the children are considered first and foremost. The Early Education Center's goal is to provide children with quality experiences that positively enhance their individual growth, development and family life. Those Teacher Candidates who observe and participate can use this opportunity to grow in their understanding of child development and expand upon their techniques for working with young children.

Teacher Candidates are entering a professional place of business and a professional demeanor is required. The Early Education Center is licensed by the West Virginia Department of Health and Human Resources, is inspected and licensed for food preparation and serving through the Cabell County Health Department and is nationally accredited through the National Association for the Education of Young Children. While participating at the Early Education Center, Teacher Candidates are expected to adhere to all requirements and policies of the above mentioned agencies as well as those of the Early Education Center, which are outlined during orientation. To assist Teacher Candidates in a successful experience, the following guidelines are provided. Participants should read them carefully and remember they are supplemental to class syllabi, orientation and lecture material.

Undergraduate and Graduate Requirements and Expectations for Participation

Staff/Student Participation:

- Attendance of required orientation held prior to each semester. Orientation includes information about:
 - MUEEC policy and procedures
 - NAEYC accreditation standards
 - Licensing regulations
 - West Virginia Department of Health and Human Resources regulations
 - Curriculum and guidance
- Complete personnel packet must be on file, which includes: CIB finger print, statement of criminal record, CPS record, updated TB and physical, resume with two references, NCATE consent and release, confidentiality form, and Program Handbook agreement
- Attendance to weekly planning and reflection sessions which include: NAEYC accreditation information, Child Guidance, Projects, and Technology topics, as well as strategic planning, program planning, assessment, and individual concerns
- Daily Preparation and Clean-up as per MUEEC and NAEYC requirements
- Teacher candidates are expected to perform in a professional setting and meet professional requirements such as evaluations and performance goals.
- Teacher candidates are expected to create valuable relationships with families and accept and respect parents' /guardians' goals for their children.

Introduction

Portfolios:

Teacher candidates are expected to collaborate with the Lead Teachers in the authentic assessment process. Each participant assist with a minimum of:

- 3 children: authentic assessment, WVLSFS, goal setting
- 2 entries per week per child
- Total of 25 - 30 entries per semester per child
- Students will organize digital pictures used in portfolios and authentic documentation through electronic files, which requires them to transfer, rename, and manipulate digital pictures
- Power Point is utilized as an overall assessment tool to document development through digital pictures, anecdotes, and WVLSFs
- Minimum of one thirty minute parent conference; students are required to utilize Power Point in order to assist in executing the parent-teacher conference, as well as burn a digital picture CDs for parents

Project:

Each Teacher Candidate at the MUEEC collaborate with the Lead Teachers in the project development, implementation, and assessment. This includes:

- Developing projects:
- Planning: research using internet and databases
- Documentation: digital camera, Word, internet, picture slideshows
- Digital My Days: Word, digital camera/picture, electronic files
- 3 part assessment: Includes prepared possibilities, digital documentation, and assessment synopsis
- Project Notebook/CD: Use Power Point to create pictorial diary and project synopsis, Word, create electronic files to organize digital pictures and documentation, as well as burn CDs of documentation and digital pictures acquired during project work
- Also see Open House and Newsletter requirements, which are pertinent to project work

Group Times:

The Teacher Candidates will:

- One group time per week (which will result in 14 - 15 various group times per term, of these 2-3 will be musical focuses)
- Assist in developing a literacy and music guide for parents which requires students to utilize Word and then send via email to the Lead Teacher (due on Thursday the week before)

Introduction

Beyond the Classroom

The following are experiences which tie together classroom, family and community involvement. It is important for Teacher Candidates to experience these elements.

Parent Child Activity Nights

- Assist in planning for the event, which includes development of a parent-child hands on activity based on projects and experiences from the classroom;
- Develop an accompanying handout utilizing digital pictures, Power Point, or Word; and
- Guide parents and children through the activity

Open House

- Assist staff with organizing and preparing project areas and classroom for an Open House Event, which requires:
- Develop media from semester long archive of digital pictures, Power Points, and authentic assessment (Multimedia includes slideshows and handouts);
- Create a handout based on project work (synopsis), using digital pictures and Power Point; and
- Create slide shows for parents and community to view while at the Open House event

Students are expected to be knowledgeable of and able to implement:

- Curriculum and guidance skills as per MUEEC's inquiry-based approach which includes Eleanor Reynolds' Problem Solving Approach and the Holistic Inquiry Approach supported by the MUEEC;
- NAEYC Accreditation Requirements;
- West Virginia Early Learning Standards Framework (WVELSFs)
- WV Policy 2520.14, 21st Century Learning Skills and Technology Tools Content Standards and Objectives for West Virginia Schools

Practicum Requirements & Confidentiality

Practicum Requirements

The personnel file for FCS 431 must be completed prior to participation in the practicum. The following must be completed and turned in by orientation:

- Professional resume,
- Two written references,
- Completed physical form and
- Updated TB test.

The following must be completed and turned in by the first day of the current semester:

- Completed statement of criminal record and disclosure and
- Completed CIB fingerprint card.

The Confidentiality Agreement form is filled out during orientation.

If Teacher Candidates have any questions about the required information and materials they should feel free to contact:

- College of Education and Human Services, Early Education Center Faculty Advisor (304) 696-3102 or
- Early Education Center (304) 696-3498.

Confidentiality

Participation and class discussions involve real children and families. Teacher Candidates become aware of sensitive information about children and families, and this information is protected. Professional ethics are of primary importance. Ethical behavior requires that confidentiality be maintained at all times. The Lead Teacher and Faculty Advisor will provide instructions on how and what Teacher Candidates can report during classes. Confidentiality policies are as follows:

- If, in another course, Teacher Candidates want to provide an example of something they observed, they must not identify the child, family, staff or Center, or provide any information that would result in the identity of these individuals.
- Teacher Candidates are breaching confidentiality if they discuss or share writings about children, families, staff or others outside the Center.
- Teacher Candidates may not make recordings of class discussions.
- Teacher Candidates must use first names of children in their notes.
- Teacher Candidates must use the word "teacher" to describe staff.

Teacher Candidates are required to sign a confidentiality statement before they may enter the Center stating that they understand they can be removed from the Center and from their program of study if they breach confidentiality. Failure to maintain confidentiality results in removal from the Center and from the class.

General Participation Guidelines

1. Early Education Center staff, and all persons working with the children in the classroom, must dress appropriately with a well-covered body that is neatly clothed and clean. Jeans, Capri's, fingertip length shorts and long full skirts are acceptable if the body is well covered when standing, sitting and bending with young children. The staff may not wear spaghetti straps, muscle shirts, crop tops that expose midriffs, low cut pants or any form of clothing that exposes underwear. Open-heel/open-toed shoes are not acceptable. The staff must wear shoes in which they can run.
2. Staff members that are outside with the children, must dress to set an example. If the teachers require the children to wear hats, gloves or coats, they need to wear them too.
3. Teachers must avoid perfume. Strong odors can fuel asthma attacks in some children.
4. If days are missed, Teacher Candidates must schedule make-up time with the Lead Teacher or the Faculty Advisor. Failure to schedule make-up time results in a lowered grade for the course.
5. Staff must not bring any weapons, medications or other dangerous or toxic substances into the Center. This includes items such as pepper spray on key chains or aspirin in purses. If a teacher must have a medication on his/her person, the Lead Teacher must be informed.
6. Personal food or drinks are not permitted in the Center.
7. An identification badge must be displayed at all times. The Lead Teacher can give directions on obtaining the proper I.D.
8. When the staff enters the room, they must wash their hands. Hands must be washed often, including before eating or serving food, after assisting children in the bathroom, after wiping noses, and at other times when germs can be spread. Hair should be tied back and hands kept away from the face and mouth. Children should be encouraged to wash their hands often as well.
9. When leaving the Early Education Center, Teacher Candidates must sign out accurately. The Lead Teacher is required to keep records of who is in the Center and at what times.
10. If a Teacher Candidate sees something that concerns him/her and he/she believes the safety of a child is compromised, the Lead Teacher must be informed of what has been seen.
11. It is against the law to hit, kick, bite, pinch, curse, isolate, restrain, force apologies, withhold food, drink or bathroom privileges, or use other forms of physical or verbally demeaning discipline. A Teacher Candidate who engages in such activities is removed from the Early Education Center immediately and may not return, thus affecting the course grade and ability to complete the program of study. In addition, reports to parents, protective services, and licensing can result from such acts. Teacher Candidates are never to be alone with children.
12. The Early Education Center is not required to permit a Teacher Candidate in the classroom that does not follow directions and give a good faith effort at following the expectations and policies of the EEC. It is a privilege to do a field experience in an early childhood classroom.

General Participation Guidelines

13. Teacher Candidates are prohibited from babysitting for parents of the EEC while participating in the practicum experience. (Please refer to the parents' section on babysitting for more information.)

14. Children must be supervised at all times. Children are not permitted to leave an area without an adult. If a child is using the bathroom, an adult must be close enough to see when assistance is needed but far enough that a child feels a sense of privacy. If a child requires individual assistance (such as help changing or toileting), Teacher Candidates must be accompanied by a full-time employee of the Early Education Center.

15. All staff members must be aware of the activities of the other children when dealing with smaller groups. Adults should move around the classroom and not isolate themselves in one area. They should sit with their backs to a wall facing into the room where children are located. Adults must respond immediately if a dangerous situation is imminent. While in the classroom, Teacher Candidates are responsible for the safety of all the children all the time. The presence of other adults does not reduce responsibility.

16. Children of both sexes are given equal opportunities to take part in all activities. Activities are not boy or girl oriented. Children of both sexes enjoy all activities.

17. When a child needs direction, adults go to the child, get on the child's level, gain eye contact and give very clear, simple, one step directions to the child in a soft-spoken manner. Teachers should always follow through.

18. Teachers must not talk with other adults as if children are not present. If there is a conversation with another adult, children are to be included who are nearby. Discussions should only concern the business of the classroom. All other conversations can be saved for outside the EEC.

19. Adults must discuss children and families away from the children on a "need to know" basis with the Lead Teacher or Faculty Advisor only. These are the people who can give accurate information and help understand the children in the Early Education Center. It is not appropriate to complain about the misbehavior of a child; these conversations do not develop understanding.

20. Parents often ask how their child is doing. Teacher Candidates are not to discuss children with parents or interpret the program for parents or visitors. Teacher Candidates are to explain that they do not have all the information to discuss the child with them. The Lead Teacher and Faculty Advisor are the only ones who discuss children or interpret the program. Teacher Candidates do not have the complete picture because they are not in the Early Education Center full time. A child is a parent's most precious investment and a remark made with the best of intentions can cause a parent considerable worry. Teacher Candidates are to observe the Lead Teachers' interactions with the parents; it is an opportunity to learn some techniques of parent communication. Parents or visitors may be politely referred to the Lead Teacher or Early Education Center Faculty Advisor with questions.

21. Meal times and snacks are pleasant, social experiences for the children. Adults must sit with the children and engage in pleasant conversation. Negative comments and body language about the food should be avoided. Adults should eat everything the children are expected to eat and comment positively, allowing as much independence in eating as possible.

Interactions Between Teacher Candidates and Children

Some interactions with the children are successful; at other times interactions can be very frustrating and unproductive. Teacher Candidates should remember that this is a learning experience, and, as with all new skills, coaching is necessary. The Lead Teacher, Co-Teachers, and Faculty Advisor give advice as needed. If the Lead Teachers, Co-Teachers, or Faculty Advisor ask for something to be done differently, Teacher Candidates should heed the advice and learn.

The following teacher interaction and relationship guidelines have been set forth by the National Association for the Education of Young Children in their 2007 accreditation standards. They form the foundation for quality early childhood care and education. All Early Education Center teachers and staff should become familiar with these guidelines and utilize them on a daily basis in the classroom. A full set of relationship criteria can be found at: http://www.naeyc.org/accreditation/performance_criteria/relationships_criteria.asp

1. Teachers work in partnership with families, establishing and maintaining regular, ongoing two-way communication.
2. Teachers gain information about the ways families define their own race, religion, home language, culture, and family structure.
3. Teachers communicate with family members on an ongoing basis to learn about children's individual needs and to assure a smooth transition between home and program.
4. Teachers foster children's emotional well-being by demonstrating respect for children and creating a positive emotional climate as reflected in behaviors such as frequent social conversations, joint laughter, and affection.
5. Teachers express warmth through behaviors such as physical affection, eye contact, tone of voice, and smiles.
6. Teachers are consistent and predictable in their physical and emotional care of all children.
7. Teachers encourage children's appropriate expression of emotions, both positive (joy, pleasure, excitement) and negative (anger, frustration, sadness).
8. Teachers evaluate and change their responses based on individual needs. Teachers vary their interactions to be sensitive and responsive to differing abilities, temperaments, activity levels, and cognitive and social development.
9. Teachers support children's competent and self-reliant explorations and use of classroom materials.
10. Teachers support children's development of friendships and provide opportunities for children to play with and learn from each other.
11. Teachers help children practice social skills and build friendships by helping them enter into, sustain, and enhance play.

Interactions Between Teacher Candidates and Children

12. Teachers intervene quickly when children are physically aggressive with one another and help them develop more positive strategies for resolving conflict.
13. Teachers help children resolve conflicts by helping them identify feelings, describe problems, and try alternative solution.
14. Teachers provide children with opportunities to develop the classroom community through participation in decision making about classroom rules, plans, and activities.
15. When children's behavior exceeds group limits, teachers respond by keeping all children safe, and then provide feedback that builds children's competence.
16. Teachers promote pro-social behavior by: interacting in a respectful manner with all staff and children; modeling turn taking, sharing, and caring behaviors; helping children negotiate their interactions with one another and with shared materials; engaging children in the care of their classroom; ensuring that each child has an opportunity to contribute to the group; encouraging children to listen to one another; encouraging and helping children to provide comfort when others are sad or distressed; and using narration and description of ongoing interactions to identify pro-social behaviors.
17. Teachers counter potential bias and discrimination by: treating all children with respect and consideration; initiating activities and discussions that build positive self-identity and teach the valuing of differences; intervening when children tease or reject others; countering stereotypical limitations by providing models and visual images of differing adult roles, abilities, and ethnic/cultural backgrounds; and avoiding stereotypes in language usage.
18. For children with persistent, serious, challenging behavior, teachers, families, and other professionals work as a team to develop and implement an individualized plan that supports the child's inclusion and success.
19. Teachers observe children who have challenging behavior. They identify events, activities, interactions, and other contextual factors that predict challenging behavior and may contribute to the child's use of challenging behavior.
20. Teachers identify the purpose of the child's behavior and how the child's needs are met through their use of challenging behavior. They then teach social, communication, and emotional regulation skills the child can use in place of challenging behaviors.
21. Teachers focus on teaching the child new skills and providing supports for the child's appropriate behavior rather than focusing solely on reducing the challenging behavior.
22. Teachers use environmental modifications, activity modifications, adult or peer support, and other teaching strategies to support the child's appropriate behavior and prevent the child's use of challenging behavior.

Resources

Marshall University Early Education Center Website

A key element to the success of the Early Education Center is its ongoing communication with parents, professionals, and students. Keeping in mind the mentioned audiences, the Early Education Center utilizes and maintains a website that is available at all times with current information about the classroom experiences and projects, as well as current early education research. Teacher Candidates should visit this website on a weekly basis for updates on the Lead Teacher's page, early education resources and project updates. There are wonderful examples of project notebooks and proper documentation that are informative. Teacher Candidates should be familiar with our website at www.marshall.edu/coehs/mueec.

Suggested Readings

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- Mooney, C.G. (2000). *Theories of Childhood: An introduction to Dewey, Montessori, Erickson, Piaget, and Vygotsky*. St. Paul, MN: Redleaf Press.

