

Date	ECE 1B Objectives (SG = study guide notes)	Teach Birth - 2	Teach 2 year olds	Teach 4 year olds	Lesson Plan Review and Prep	Observe and Class Work	Class Work assigned	What is Due Today?
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Day 13 12/10	SG: II objective 1 #1-4 & objective 2 #1-2 Communication and employment skills	5	6	7	8, 9, 10	*13, 14, 1 Observe 2, 3, 4, 11, 12 work	Unit 3 #1-6 & 7	
Day 14 12/16	SG: I objective 1 #1-2 Child care types and categories	8	9	10	11, 12, 13	*2, 3, 4 Observe 5, 6, 7, 1, 14 work	Unit 3 #1-7 & 8	Unit #3 DUE NEXT TIME

Name: _____

Period: _____

Due: _____



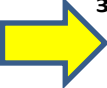
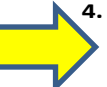
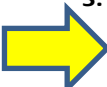
Unit #3 Guide

1. You will have **FOUR class periods** to complete each task on the unit list
2. You will approve and sign off your own tasks as you complete them.
3. This unit may need extra effort beyond class time!!!!

ASSIGNMENTS:

YOUR INITIALS OF COMPLETION:

UNIT POINTS POSSIBLE:

- | ASSIGNMENTS: | YOUR INITIALS OF COMPLETION: | UNIT POINTS POSSIBLE: |
|--|--------------------------------|-----------------------|
|  1. Daily Participation: 30 points per day
Sign in and out for your daily participation, attendance, and wise use of time. These points will only be given on the day of your attendance. | _____ | (separate) |
|  2. Study Guide Notes in portfolio <ul style="list-style-type: none">• Environment• Positive Discipline• Communication and Employment skills• Childcare types and categories | _____ | 0 1 2 3 (initials) |
|  3. Lesson #1 Teach and document
a. Teach lesson #1
It is a good idea to document this lesson with samples of the activities and/or pictures of the children doing your activities. These pictures and samples will be compiled with your lesson and the teaching evaluations and turned in all together.
b. Lesson #1 Observer and Personal Evaluations
During your lesson, an evaluation will be done by an ECE student or an adult teacher. After your lesson, get this evaluation back and complete the individual evaluation portion on how you think the lesson went. Attach these to your anthology page.
c. Compile all parts of lesson #1 together
This will include your <u>lesson plan, optional samples and/or pictures</u> of the children doing your activities, and the <u>2 teaching evaluations</u> . The <u>front side</u> will have your lesson plan and samples. The <u>back side</u> will show your evaluations. It does not have to be fancy or even cutesy, just a professional display of your successful teaching of lesson #1 .
d. Once returned back to you, place your graded and returned lesson plan behind the RC I-3 section . | _____ (I did it!) | 0 1 2 3 (initials) |
|  4. Preparation and Planning for Lesson #2
Prepare and gather all materials necessary for your lesson. Be ready to teach as if your lesson were today. <u>Document</u> , through pictures and/or samples, your lesson for the RC 1-3 weekly lesson plan section. | _____ (I could teach it today) | 0 1 2 3 (initials) |
|  5. Child Observations #4 (anecdotal #3) <ul style="list-style-type: none">- Review the entire observation assignment and reference sheets before you begin.- On your own paper, complete An Anecdotal Report with all areas of development and a narrative summary according to the reference sheets in unit 2. | _____ | 0 1 2 3 (attach) |

Assignment #6 CS II

6. Workbook: Reflective Statements of Competence (CS) II

a. In 250-500 word write CS II _____ **0 1 2 3 (attach)**

- Begin with an **opening statement** that gives an **overall introduction and concise summary** of how you **feel** about this competency and its functional areas; explain **the importance** of it to you, the children, and their parents. Provide **general ideas** on how you plan to meet it. This section alone should be about 50-100 words.
- Next, using bullet points, discuss each **functional area** in **detail** as it **relates to your opening statement**. Provide at least three realistic and exact **examples** of actions that you will take to meet this functional area and competency for those within your care. This section will be about 100 – 150 words.

b. _____ **0 1 2 3 (attach)**

CS II-a Prepare at least 1 paragraph that describes how a learning experience supports a young child's *physical* development.

CS II-b Prepare at least 1 paragraph that describes how a learning experience supports a young child's *cognitive* development.

CS II-c Prepare at least 1 paragraph that describes how a learning experience supports a young child's *creative* development.

CS II-d Prepare at least 1 paragraph that describes ways to promote the communication / language development among all children, including dual language learners.

7. Workbook: Resource Collection (RC) _____ **0 1 2 3 (attach)**

RESOURCE COLLECTION TO BE COMPLETED THIS UNIT

See the workbook RC section for individual assignment instructions.

RC II (RC II.1 - II.10)

10 Learning experiences

(Use your ECE 1 theme book and resources. You can also use your ECE 1 and Child Development lesson plans that you taught.)

8. Professional Philosophy Statement _____ **0 1 2 3 (attach)**

See the Professional Philosophy Statement divider for the format and exact instructions.

Attach the **written or typed** (if serious about getting your CDA, then type it) statement to this unit packet.

Day 13

Communication and Employment skills

SGQ : Standard II objective 1 and 2
(pg 8)

1. QUALITIES EMPLOYERS ARE LOOKING FOR IN AN EMPLOYEE:

- 1- Communication Skills (written & verbal)
- 2- Honesty and Integrity
- 3- Teamwork Skills - getting along with others
- 4- Interpersonal Skills
- 5- Strong work ethic
- 6- Motivation / Initiative
- 7- Flexibility
- 8- Analytical Skills (Problem Solving)
- 9- Computer Skills
- 10-Organizational Skills

2. Characteristics of a quality child care worker

- Fondness for children
- **Shows patience**
- **Shows kindness and compassion**
- Has self confidence
- Maintain self-control
- Be committed to the job and children
- **Flexible**
- Willing to create a variety of DAP lessons and activities for young children
- Outgoing
- Communication skills
- **Follows confidentiality**
- Trained in child development, experience with children.
- Accepting
- Good health
- Respect for children at all times
- **Has a child's perspective**
- **Sense of humor**
- **Emotionally warm**
- **Responsive to children's needs**
- **Follows routines and consistency**
- Professional
- People person

3. JOB APPLICATION

Fill out the application form
HONESTLY and COMPLETELY.

Use a **black** ink pen and write neatly.

- Birth Certificate
- Social Security Card
- Driver's License
- Resume
- Portfolio
- Cover letter



YOUR RESUME IS YOUR MARKETING TOOL

- Attach an effective resume to your application:
 - Shows your strengths and abilities
 - TYPED and printed on 8 1/2" X 11" paper
 - Only 1 page long
 - Professionally written and in appearance
 - Include COMPLETE and CORRECT INFORMATION in the following areas:

a. PERSONAL INFORMATION

- NAME
 - Full Name (first, middle, and last)
- ADDRESS
 - A permanent address where you can be reached
- TELEPHONE NUMBER
 - Include Area Code
- E-MAIL
 - if available and appropriate
- FAX NUMBER (if available)

b. CAREER GOALS & OBJECTIVES

- Briefly state your **current and future** career goals and the type of job you would like to be considered for.
- This may need to be changed for different types of jobs.

c. EDUCATION

- Present EDUCATIONAL EXPERIENCES in reverse chronological order.
 - List the last school attended first and then go backwards.
- Include NAME and location of SCHOOLS.
- List CURRICULUM studied (College or University).
- Include DATES of attendance (2000-2003).
- List DIPLOMA or DEGREE earned.
- List the Relevant COURSES.
- Include the Grade Point Average (only if it is about 3.5).

d. WORK EXPERIENCE

- Use reverse chronological order and begin with the most current work experiences first.
- Include all PAID work.
- Include VOLUNTEER work that may relate to your objective or shows responsibility.
- Include DATES of employment, the NAMES and LOCATIONS of the companies or organizations, and job titles.

e. Awards, Honors, & Achievements

- List any type of HONORS or ACHIEVEMENTS in School - Community – Church:
 - School Newspapers, Yearbook, National Honor Society, Honor Roll, Eagle Scout, City/County Youth Council, Volunteer Hospital work, Youth groups, etc...

f. WORK SKILLS

- Computer programs that you know
 - Microsoft Office, PowerPoint Presentations, Photo Shop, etc...
- Equipment you can work
 - Cash Register, Copy Machine, etc...
- Personal work ethics you have
 - Dependability, Punctuality, Honesty, Creativity, Organization etc....

g. EXTRA CURRICULAR ACTIVITIES, INTERESTS, & HOBBIES

- Activities outside of school classes:
 - Sports, music, clubs, service projects, scouting, community service, etc...
- Personal activities you participate in:
 - Running, Gardening, Reading, Computers, Carpentry, Skiing/Snow Boarding, Boating, Water Skiing/Wake Boarding, Photography, Sewing, Carpentry, Crafts, Scrapbooking, etc...

h. REFERENCES

- **“References available upon request.”**
 - References are usually included on the JOB APPLICATION.
- Ask people who know your strengths to be references:
 - Former Employer, Teacher, Religious Leader, Close Friend/Neighbor (adult)
- Contact these people and ask if you can use their names as references – BEFORE you write their name down on your application.
- Include their NAME, POSITION (Business Title), PHONE NUMBER, and E-Mail Address

A Quality Resume (CDA) – 1 pg long

- **PERSONAL CONTACT INFORMATION**

NAME, ADDRESS, TELEPHONE NUMBER - Include Area Code, E-MAIL (if available and appropriate) , FAX NUMBER (if available)

- **Briefly state your GOALS and the type of job you would like to be considered for.**

- **Present EDUCATIONAL EXPERIENCES** in reverse chronological order. (from current to past) -.

List the last school attended first and then go backwards include NAME and location of SCHOOLS. Include DATES of attendance (2000-2003).

List CURRICULUM studied (College or University), List the Relevant COURSES., Include the Grade Point Average (only if it is about 3.5).

List DIPLOMA or DEGREE earned.

- **WORK EXPERIENCE** - Use reverse chronological order

Include all PAID work and Include VOLUNTEER work that may relate to your objective or shows responsibility.

Include DATES of employment, the NAMES and LOCATIONS of the companies or organizations and job titles.

- List any type of **HONORS or ACHIEVEMENTS in School - Community – Church:**

School Newspapers, National Honor Society, Honor Roll, Eagle Scout, City/County Youth Council, Volunteer Hospital work, etc.

- **SKILLS AND EXPERIENCE**

Computer programs - Microsoft Office, PowerPoint Presentations, etc.; Equipment - Cash Register, Copying Machines, etc.

Personal work ethics - Dependability, Punctuality, Honesty, Creativity, Organization etc.

- **EXTRA-CURRICULAR, HOBBIES AND INTERESTS, OR ACTIVITIES OUTSIDE OF SCHOOL CLASSES:**

Sports, music, clubs, service projects, scouting, community service, etc., Personal activities: Running, Gardening, Reading, Computers, Carpentry, Skiing/Snow Boarding, Boating, Water Skiing/Wake Boarding, Photography, Sewing, Carpentry, Crafts, Scrapbooking, etc.

i. (optional) Cover Letter

Your Name
Your Street
Your City, State, Zip Code

The Person to whom you are writing
His/Her Title
Street
City, State Zip Code

Dear _____:

OPENING PARAGRAPH: State why you are writing. Name the position or type of work for which you are applying. If possible, identify how you heard of the job opening, if you know that there is one.

MIDDLE PARAGRAPH: Explain why you are interested in working for this employer. Use personal references such as your educational background, former jobs you have had, and your knowledge of the business for which you want to work. A resume should always be sent with a letter of application. Ask for application forms and information about the organization if you do not already have these materials.

CLOSING PARAGRAPH: Suggest a time period when you are available for an interview. For example, you might indicate that you will contact them to make a specific appointment, or that they can request further information from you. Let them know you are interested in an immediate reply to your letter.

Sincerely,
Your Signature

Your Name
Enclosure

4. Potential Hire Preparation

Dress, appearance, and actions

all really do matter but,

How you ***LOOK***

makes a statement

before you even reach out your hand
and open your mouth!

First Impression = Appearance

a. Your DRESS and APPEARANCE

Clothing should be:

- Appropriate for the job being sought and then just a little better.
- Clean and pressed
- Conservative
- Shoe style and upkeep tell a lot about a person

Personal Grooming:

- Hair, Beards, Nails
- Breath - Body Odor

Avoid:

- excessive make up
- perfume
- jewelry
- GUM
- extreme styles

b. **Prepare** for the interview questions you might be asked

- Tell me about yourself?
- Why should I hire you over others?
- Tell me about a time you had a problem and how you solved it?
- What are your strengths ... weaknesses?
- How would you handle a difficult situation or person?

c. The INTERVIEW Day!

- Take a double look at your dress and appearance
- Do not chew Gum, but do brush your teeth.
- Be PROMPT
 - Find the location of the interview BEFORE the day of the interview.
 - Arrive about 10 minutes early.
- INTRODUCE yourself in a courteous manner by standing, offering a **firm** handshake, and making **eye contact**.
- Be pleasant and professional
 - In both VERBAL and NONVERBAL language and actions.
 - Keep legs and arms uncrossed, sit up straight, hand in your lap, eyes
 - Be attentive, alert and interested –
 - **Listen** don't just hear them.

Interview your partner

- Use the provided question cards and interview your partner by asking them at least 3 – 5 questions.
- Switch roles.

- Yeah!

You got the job
so now what?

1. Methods of working with **adults, employers, employees, co-workers & children's family members**

- Active communication skills vs. passive skills
- Willing to talk with parents about different concerns in a positive and constructive way.
- Always have open communication with parents even if there aren't problems. The parents have the right to know what their child is doing each day.
- Willing to help
- Empathy for them
- Being a team player with them
- Willing to problem solve
- Trust and confidentiality - Make sure that issues that are confidential are kept that way.

2. Methods of working with **children**

Active vs. passive listening skills

Positive

Consistency

Direct instructions and questions

Fair but firm

Patient verbal and non-verbal actions

Considerate

Empathy

Get down on their eye level to talk with them.

Get down on there thinking and play level.