UMBC Early Childhood Education Program Handbook

Welcome to the UMBC School of Education's Early Childhood Education Program. The Early Childhood Education (ECE) program is a nationally accredited educator preparation program that leads to Maryland certification in Early Childhood Education (Birth-Grade 3). In this initial certification program, undergraduate and graduate teacher candidates take courses for four semesters and participate in multiple field experiences in various diverse child care centers and public schools. Teacher candidates, with the guidance of faculty, mentor teachers, supervisors, and others will have the opportunity to work with culturally, linguistically, and exceptionally diverse students and their families through multiple experiences in classrooms and schools. We thank you all for your service to children and to this noble profession and look forward to working and learning with you.

Faculty and Staff

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Review Early Childhood Education Program Code of Conduct: **NAEYC Statement of Ethical Commitment & Code of Ethical Conduct** (From NAEYC's Code of Ethical Conduct (2011

Early Childhood Education Program Requirements

Internship Application Process

Early childhood students will apply to their internship the semester before their anticipated Phase 1 internship (see https://education.umbc.edu/internship/internship-application/ for application deadlines). Before the Phase 1 and 2 internships, you will complete an application for the internship, which will be submitted via Student Learning & Licensure (SL&L).

Student Learning & Licensure (SL&L)

For the duration of the program, students will be required to have a Student Learning & Licensure (SL&L) account that they will use to upload key assignments that are completed in each course, complete internship assessments, and submit their edTPA. Students will also apply for their internship by completing an application using their SL&L account. There is no cost to students for SL&L. When students first access their account, they will need to reset their password on SL&L by going to the login page (sll.watermarkinsights.com), clicking "Forgot Password", and following the instructions to reset their password. After the initial login, students continue to use the password they set for subsequent logins. Additional information about SL&L can be found on the School of Education SL&L Resources page or by contacting Deborah Fashole-Lukei at education@umbc.edu.

Praxis I (Core)

As of September 2019, Praxis I (Core) is no longer required to enter the early childhood program or certification as long as teacher candidates maintain a 3.0 GPA in their certification program or, if a graduate student, have a 3.0 from their most recently obtained degree. More information can be found on the Maryland State Department page.

Praxis II and Praxis TRE (Teaching of Reading in Elementary School)
All teacher candidates must pass Praxis II and Praxis TRE to obtain early childhood teaching certification in Maryland. Teacher candidates typically take these exams during their final semester. More information on the required Praxis exams can be found on the ETS Praxis page. Suppose you are offered a conditional position during Phase 2 and you did not/are not able to take and pass the Praxis II and TRE exams. In that case, MSDE has an emergency certification option. See 13A.12.01.14 Waiver and Special Certification Provisions for more information.

Below are the requirements for early childhood certification in Maryland.

Early Childhood Education PreK-3	Early Childhood Education (Content)	5025	156
	Principles of Learning and Teaching: Early Childhood (Pedagogy)*	5621	157
	Teaching Reading: Elementary Education	5205	159

Please note that EdTPA is now required, and the PLT will not be accepted after June 30, 2025
**Image taken from ETS Praxis

Key Assignments in SL&L
Key assignments include work from field experiences each semester in Early Field, Phase 1, and Phase 2. These key assignments are based on the Specialized Professional Association (SPA) standards of the National Association for the Education of Young Children (NAEYC). Key assignments, which make up your ECE *TeachingFolio,* include the following:

TeachingFolio Section

I.Introduction	Introduction, Context (Class Profiles), Philosophy, Tracking Sheets, Resume, Dispositions Assessment, and Professional Development Plan.
II. NAEYC Standard 1	Equity Pedagogy Lesson Plan and Reflection
III. NAEYC Standard 2	Culturally Responsive Home/School Resources
IV. NAEYC Standard 3	Literacy Case Family Report AND Family Plan
V. NAEYC Standard 4	SLOPE/Classroom Inquiry Project and Poster
VI. NAEYC Standard 5	Instructional Block Plan
VII. NAEYC Standard 6	*Teaching Folio* with Lesson Plan and Instructional Video Analysis

Early Childhood Coursework and Internship Experiences

Early Field
During the **first fall** and **spring** of the early childhood program, teacher candidates participate in a 72-hour early field experience (EDUC 440/791E). Students employed in an early childhood

setting may complete their early field placement in their place of employment (e.g., a child care center). Hours are tracked using the form provided by the program. Students will self-assess at the semester midpoint using this form. Supervisors will evaluate students (if applicable) using this form.

The following EDUC courses contain assignments that you will complete in your **early field experiences:**

Semester 1:
439/679: Observation and Assessment in ECE (3 credits)
440/791E: Field Experience in ECE (Level I) (Children 5 and under) (2 credits - 72 hours)
442/665: Process Seminar in ECE - Creative Media (1 credit)
441/653: Children's Literature and Other Materials for Early Literacy (3 credits)
Semester 2:
446/654: Language, Literacy and Intellectual Development of Young Children (3 credits)
445/791E: Field Experience in ECE (Level II) (Pre-K or Kindergarten) (1 credit - 36 hours)
434/662: Science Processes in ECE (4 credits with 36-hour Practicum)
432/660: Accommodating Special Needs in ECE (3 credits)

Note: You may transfer in some of these courses from a community college.

Phase 1
Phase 1 occurs during your third semester in the early childhood education program. Interns will be placed in either a PK, K, OR grade level for Phase 1. If you are placed in PK or K for Phase 1, you will be placed in a grade level for Phase 2. We no longer do split rotations.

During Phase 1, interns coordinate with their mentor teacher to be present for a **minimum of thirty (30) full days across the semester.** Interns should spend at least **two (2) full days every week** to become an integral part of the classroom**. Note: A full day means a teacher's workday**. Additional time can be done in half-day increments. A half-day is defined as at least three and one half (3½) consecutive hours at a school. If you are sick or need to be excused from an expected day of attendance, you must inform your mentor teacher and your supervisor prior to the absence. You will be expected to make up the day.

Phase 1 is known as the "methods" semester. Teacher candidates take literacy methods and assessment, as well as math methods and assessment, and will be expected to implement lessons and projects associated with these courses. The following EDUC courses are associated with the Phase 1 semester:

Semester 3:
433/661: Math Processes in ECE (4 credits)
448/791E: Phase I Internship (1st, 2nd, or 3rd grade);
419/669: Assessment for Reading Instruction (3 credits)
447/656: Teaching Reading and Writing in ECE (3 credits)

Phase 2

During Phase 2, interns must attend school full-time for a **minimum of seventy-five (75) full days**. Interns must continue attending their placements as defined by the UMBC Academic Calendar until the date posted by the Office of Field Experiences and Clinical Practice, even if they have already completed 75 days. Interns assume progressive responsibility for planning, instruction, and assessment and should take full responsibility for four to six weeks during Phase 2. As in Phase 1, if you are sick or have an emergency, you must inform your mentor teacher and your supervisor prior to the absence. You will be expected to make up the day and may need to extend the internship to do so.

Please refer to the Common Handbook for Traditional Internship or On-the-Job.

The following EDUC courses are associated with the Phase 2 semester:

Semester 4:
451/782: Internship Seminar in ECE (3 credits)
450/792E: Internship in Student Teaching (10 credits)

Phase 2 Internship Seminar
All Early Childhood Phase 2 Interns must enroll in EDUC 451/782, the Early Childhood Education Internship Seminar. Attendance is **mandatory.**

Lesson Plans
Please refer to the Common Handbook (traditional or OTJ). Interns are encouraged to become familiar with and utilize the lesson plans used in the school or school system in which they are interning. However**, the UMBC ECE Lesson Plan Template may be used instead.**
Interns are expected to have fully developed lesson plans whenever they are responsible for instruction. Interns must submit lesson plans to the mentor teacher **at least two (2) full school days before implementing them and have them approved by the mentor teacher before** implementation. **If the intern fails to have the mentor approve the lesson plan two days in advance**, **he or she will not be permitted to teach the lesson**. The mentor-approved lesson plan should be submitted to the University supervisor **at least one (1) full school day** before a scheduled observation by the supervisor.

Action Plans or Provisional Agreements
An Action Plan or Provisional Agreement is a goal-setting process whereby faculty, supervisors, and mentor teachers can address any problems in courses, field experiences, or in any other area. Action Plans serve as a way to document areas of concern, goals, means to support teacher candidates in meeting goals, and strategies for measuring whether or not the goals have been met. Action Plans are intended to provide support for interns. Please refer to this section in the Common Handbook for more information on support for concerns that may arise as a mentor, supervisor, or intern.

Early Childhood Suggested Timeline and Checklist

Phase 1

Attendance requirement: Early Childhood interns must complete two full days each week. It is suggested that they attend the first day of school for students if at all possible.

Guidelines or Activities	**Strategies to Consider**	
	INTERN	MENTOR
Help Set up classroom Get to know school & staff Learn class schedule Learn the classroom Attend PD offered to staff to include multi-hazard procedures.	● Find out where to park. ● Learn daily check-in procedures. ● Ask for a map and tour the school building(s) with your mentor. You might take notes of staff you meet on the map. Make an effort to meet the front office, custodial staff, specialists and support staff. ● Learn the layout of the classroom and location of materials by helping the mentor set up the classroom. Ask questions. ● Set up a personal workstation area. ● Ask for how to access online materials and, if appropriate, ask for a set of classroom books, curriculum guides, and relevant materials. ● Set up a plan book with mentor/team. Look ahead to the year's calendar (e.g., staff meetings, team meetings, parent nights, holidays, standardized test dates, field trips). ● Learn school and classroom safety procedures (e.g., fire drill). ● Discuss daily procedures such as attendance and lunch count. ● Ask your mentor to help you construct and send home a letter to the students' parents describing your role in the class. Do not do this without mentor's (and principal's if necessary) permission. ● Exchange contact information ● Fill out emergency paperwork from school if applicable.	● Tell/show intern where to park. ● Provide a map of the school, highlight key places. Take intern on a tour of the building, introduce staff and share staff roster. ● Ask intern to help set up classroom, intern may need specific directions. Show intern location of materials. Encourage questions. Explain or show a timeline of what needs to be set up (furniture, bulletin boards, student supplies, etc). ● Provide intern a spot in the room to set up a workstation. ● Help intern access materials online (such as passwords for their district as the process can take some time) and in print. ● Highlight important school policies and procedures from fire drills to checking out equipment to staff meeting dates! ● Help intern set up plan book including important calendar dates. Show intern where school calendar information can be found. Share staff meetings dates. ● Help intern write an introduction letter to parents and seek necessary approval. ● Exchange contact information ● Discuss appropriate dress code.
MUST DO (Intern): ● Discuss the best ways to contact the mentor during out of school hours or in emergencies. ● Schedule Visit 1.1 with supervisor and mentor to meet and review assessments and expectations (this could be completed at an in-school orientation if applicable)		

Beginning Phase 1: August-September

Attendance requirement: Early Childhood interns must complete two full days each week. As noted above, it is suggested that they attend the first day teachers return to school if at all possible.

Guidelines/ Activities *Bit Teaching*	**Strategies to Consider**	
	INTERN	MENTOR
Get to know students Learn class schedule, layout, routines Assist with routines taking over as appropriate Gain experience up in front of the whole group (read books, give directions, etc. when possible) Work with individuals and small groups Co/plan and teach a lesson.	● Observe the classroom and help out as the mentor teacher suggests (e.g taking attendance, contacting parents, etc…). ● Begin to take over some classroom routines and procedures.. ● Pay attention to how the mentor introduces class expectations,establishes attention grabbing strategies, takes attendance, and follows through with classroom routines. ● Work with small groups “pod lessons” and begin teaching short lessons. Interns should be planning, teaching, and assessing some small group lessons by the end of Week 5. ● Share the assignments from Education classes. Make sure the mentor teacher knows about any focal child you need to select, special observations you must make, assessments you must administer, or lessons you must teach well in advance (adding class assignments to your plan book if helpful). ● Establish a plan for regular communication and conferencing with your mentor. Some mentor/intern pairs set regular meeting times, some use double-entry electronic journals. ● Attend and participate in parent teacher conferences. ● Plan the middle part of Phase 1 with your mentor.	● Encourage the intern to make observations and suggest ways for the intern to engage with students, as needed. ● Guide interns in directing routines. ● Discuss aloud the "how and why" of setting expectations, developing routines, managing transitions. ● Ask the intern to work with small groups/learning pods on specific activities. ● Co-plan overtly, explain your thinking and reasoning (don't assume the intern knows!) ● Ask for syllabi and assignments which require observations in other “classrooms,” assist in making arrangements for classroom visits (your school level site liaison could help). ● Establish a feedback system with the intern. The supervisors or site liaison can assist in providing ideas if needed! ● Share contact information with the supervisor and feel free to contact supervisor with ANY issues or concerns regarding the intern or internship.

MUST DO (Intern):

- Schedule Observation 1.1 (end Sept/early Oct) with UMBC supervisor. Schedule the observation at a time that will allow your mentor and supervisor to converse. This is especially important if your teacher is a first-time mentor for UMBC. This can be all of a lesson, part of a lesson, a short read-aloud, or a small group.

Middle Phase 1:

Guidelines or Activities *Initial Teaching*	**Strategies to consider**	
	Intern	**Mentor**
Work with small groups in math and reading Co-plan/plan with mentor and be prepared with your own ideas! Look for opportunities to teach a new subject Plan for a reading and math group. Ideally teach a new subject each week (or so)	● Learn how to use the school's computerized grading system and the teacher's system, if different. ● Teach as many lessons as possible. By week 10, you should be planning, teaching, and assessing some small and large group lessons. ● Conference with your mentor before and after your lessons. Ask for verbal and written feedback on lessons you teach concerning: 1. Classroom management 2. Technology 3. Active engagement 4. Student learning 5. What went well 6. What could you change/ improve	● Continue with established method for feedback ● Voice your thinking ● Share important staff emails with interns (when applicable) ● Explain the district grading policy and how you keep records ● Model how you grade assignments ● Discuss how your process for turning grade book into interims/report cards ● Continue to demonstrate how to access District curriculum ● Continue to model your lesson planning process by: using think aloud methods, sharing resources used to create/develop whole group/small group lessons, invite intern to join team planning sessions ● Allow your intern to lead whole group, small group lessons ● Discuss the lessons that the intern is teaching prior to the lesson ● Debrief with the intern after he/she teaches lesson using verbal and written feedback
<u>MUST DO (Intern):</u> ● Schedule Observation 1.2 with your UMBC supervisor. Allow time to conference after your observation. It is helpful if your mentor can conference with you and the supervisor.		

End Phase 1:

Guidelines/ Activities *Initial-Sustained teaching*	Strategies to consider	
	INTERN	**MENTOR**
Continue with routines and co-planning. Intern should have experience in teaching one lesson in all subjects by the end of Phase 1. Intern should be able to plan and teach lessons with minimal feedback. Intern should be able to teach two lessons back-to-back (the beginning of ***sustained teaching***)	● Discuss your mentor's SLO and share ideas/ask ● Continue to teach and carry out routines ● Continue to assist the mentor as necessary ● Discuss policies and procedures of the following 1. Student makeup work 2. Referral process for special education 3. Procedures for field trips 4. Snow day policies (Note: You will need to make-up any days missed due to unscheduled school closings during Phase 1. In Phase 2, you only make up unscheduled school closing days that are rescheduled prior to the end of Internship). ● Participate in Parent-Teacher Conference and complete assignments. ● Ask mentor about transition performance assessment for Phase 2 ● Set goals for Phase 2 (the STAR can be used to help)	● Discuss the level of participation during the parent/teacher conference ● Continue to allow intern to teach in small groups and carry out whole-group routines ● Continue to give feedback; oral and written ● Help the intern set and assess goals. ● Share your SLO process including: how you decided your SLO, the data collection tool and process ● Discuss the policy and procedures of: Student absence/ make up work, how field trips work, weather days/delays, parent/ teacher conferences

MUST DO:

- Schedule Observation 1.3 with supervisor. Be sure to schedule a meeting to include yourself, your mentor, and your supervisor to review your SL&L assessment (below) and your progress including your PD Log.
- By (End of April/beginning of May):
  - Sign Phase 1 Attendance Tracking and scan to upload to your portfolio
  - Complete Self-Assessment STAR 1.3; BE SURE TO UPLOAD YOUR LOG TO STAR 1.3.
- Check STAR 1.3 on SL&L. A score in the "Developing" range is expected, N/A scores are possible. Scores in "developing" and "novice" are areas for improvement. Scores in the novice category are areas where the intern, supervisor, and mentor should consider making a plan for addressing and improving the scores, see contact information if help is needed!
- Review the Exit Phase 1 Survey on SL&L with your supervisor and mentor. This score indicates you are ready to move to Phase 2.

Phase 2
Phase 2 requires interns to gradually take responsibility for planning, teaching, and assessing most/all lessons by about Week 12, if the mentor believes he or she is ready. In preparation for this transition from mentor to intern as lead teacher, you are expected to co-plan and co-teach some lessons as early as the first or second week of Phase 2. **The pacing below assumes the intern is progressing appropriately.**

Interns should be moving from developing to proficient on indicators on the STAR. However, just like all learners, timelines should be modified for the individual needs of the intern and the classroom. The OFECP and the Early Childhood Program are ready to support mentors, interns, and supervisors when the suggested timeline doesn't match the intern's progression and help is needed. The key is steady progress. Adjusting the timeline will sometimes be needed, and that's okay!

Here are some signs that additional support might be needed:

- Repeated reminders regarding the same skill with no change in behavior indicate something is wrong. Let's talk about it!
- Interns must demonstrate proficiency on the disposition survey by the end of May in Phase 2; if not, we need to talk about it!
- If an intern struggles to continuously add teaching responsibilities and is not ready to take over another subject after a week or two. Let's talk about it!

If departmentalized AM/PM model (i.e. AM Grade 3 Math/PM Grade 3 ELA) both mentors and intern, **with the help of the supervisor**, *need to work together to determine how the timeline will be implemented.)*

Attendance requirement: ECE Interns begin Phase 2 when teachers report to school, this may be before students come.

Attendance is required during Phase 2 just as the full teacher day, all day/every day. There are no personal days. Interns must make-up all days missed due to illness or other emergency and interns should make sub-plans for their absences accordingly. Unscheduled closings (e.g., weather-related closings) do not need to be made up unless the makeup day is scheduled during the Internship period. The Board of Education of a school system can make changes mid-year so be prepared! *More information in the policies section.*

Beginning--Phase 2

Guidelines and Activities ***Initial-Sustained teaching***	**Strategies to consider**	
	INTERN	**MENTOR**
Beginning of school year: come ready to jump into teaching! Make sure you have access to all materials and platforms Co-teach and co-plan all classes Plan to take over one class area by 2nd week of school. Intern should be able to plan independently and revise given mentor feedback. Major revisions should not be needed after about a week of a new subject area.	● Review your Phase 2 goals with your mentor and make any needed adjustments. ● Make sure you are aware of school-based technology (logins, virtual platforms, etc) ● Make sure you are able to access all classroom /curriculum materials ● Establish a transition plan for your full instruction, Weeks 12-17. ● This should begin with gradual assumption of individual reading groups, math groups, science/social studies instruction. Begin co-teaching in first few weeks of Phase 2. ● Establish a transition plan for classroom management. ● Establish a plan for mentor's observation/feedback. How will your mentor regularly communicate feedback? ● Review policies and procedures on which you are unclear. Make sure you understand: ▪ Referral process for special education and GT ▪ Working and communicating with parents ▪ Working with English Learners and their families ▪ Policies regarding confidentiality ▪ Grading and makeup work ▪ Data collection and record keeping ● Review mentor teacher's SLO. Work with mentor teacher to identify and develop your SLO project. ● Review your mentor's sub plan folder. Begin to write sub plans for your lessons.	● Develop a transition plan for full take over ● Help interns with technology issues ● Discussion classroom management roles and responsibilities (this will help so that the students see the intern as an equal) ● Establish a plan and method for observations and general feedback ● Review District and School policies ● Review SLO process you follow as the teacher
<u>MUST DO:</u> Schedule Observation 2.1(end Jan) Allow time to conference after your observation. It is helpful if your mentor can conference with you and the supervisor. ● Review Dispositions Survey with mentor/supervisor by the end of January.		

Middle Phase 2

Guidelines or Activities (***Sustained teaching)***	**Strategies to consider**	
	INTERN	MENTOR
Intern should be able to take over about one group or subject each week. Co-plan and co-teach all subjects and groups. Work with small groups. Work toward planning and teaching about ½ of the day by mid-end of February.	● Plan and teach multiple lessons. Begin moving from co-teaching to full teaching of some lessons. You should either be teaching one reading and one math group or at least two groups of one subject as well as some content by the end of February. ● Review grading procedures (e.g., how to write report card comments, how to compute and assign grades, share grading system notes, and all aspects of the school's grading system). ● Work on SLO project. ● Participate in parent conferences.	● Provide feedback on lessons both in person and in writing. Include alternative strategies and ideas. ● Talk about parent teacher conferences. How do you prepare what is important to share?

MUST DO:

- Schedule Observation 2.2 with your UMBC supervisor . Allow time to conference after your observation. It is helpful if your mentor can conference with you and the supervisor. Observation
- Plan to upload your Phase 2 Daily Log into your SL&L portfolio. At the end of Phase 2, submit an electronic copy to Office of Field Experiences and Clinical Practices.
- **Complete Self-Assessment STAR 2.2**
- **Schedule** conference with mentor, supervisor and intern to review STAR 2.2 and SPA 2.2. Scores do not need to be identical but should be at Target Level above 2.50001 . An occasional 'developing' score is acceptable as long the combined score is 2.50001 or higher

APPENDIX A

Lesson Plan Template/Format

Name of Activity:
Age Group or Grade Level:
Subject(s):
Short Description of the Lesson

- Number of children included in the lesson, gender, race/ethnicity
- Socioeconomic information
- Documented special needs (Names of children with IEPs or 504 plans and their required accommodations)
- Other pertinent information such as children requiring differentiation because of giftedness, behavior issues, learning styles, English language learning etc.

Curricular Objectives

- Use ABCD (Audience, Behavior, Condition, and Degree) style objective(s). Most lessons have 2-3 objectives. (Ex. The children will retell the story using at least five elements.)
- Lesson Objectives aligned with Maryland College and Career Ready Standards (MCCRS). In MCCRS, **Domains** are intended to convey coherent groupings of content. **Clusters** are groups of related standards**.** A description of each cluster appears in the left column. **Standards** define what students should understand and be able to do. So you will need to include the domain, cluster, and standard, as the Common Core does not use the term "objective."

Materials and Equipment

- List sources of information you consulted to make the lesson more engaging (Internet sites, mentor, professor, books, colleagues, etc.)
- Materials needed with specific information on book titles, hands-on items, games, puppets, songs, worksheets, technology etc.

Key Vocabulary

- List any vocabulary that will be introduced in the lesson

Description of Activity
Provide a step-by-step outline of your lesson giving specific examples of statements, questions, and exactly what you plan on saying as you are teaching the content.

- Describe how you will help the children transition to the lesson
- What will you say to begin the lesson?
- What will you do to engage the children in the lesson? Describe a prop, question, mystery object, poem, saying, or other enticement that you will use to generate curiosity and excitement.
- Describe how you will monitor children's understanding. How will you accommodate children with documented special needs? How will you differentiate during this part of the lesson?
- Be specific about how you will give directions and how you will model what you are asking the children to do if you have small groups or independent practice as part of the lesson. Be specific about how you are going to distribute and collect materials. Describe any accommodations and

differentiations you will make during this part of the lesson (such as different worksheets, planned grouping, etc.)
- How will it bring closure to the lesson? Describe how you will summarize what you have been teaching and any plans for follow-up lessons.

Addressing Universal Design for Learning

Multiple Means of Representation
•Pairing words and gesture
• Modeling instructions while verbally describing them, pairing verbal and visual cues

Multiple Means of Expression
•Children have choices,
• Acceptance of various levels of complexity of responses are celebrated, Scaffolding of children's responses

Multiple Means of Engagement
•Use of concrete materials,
• Connect to child's experience,
• Follow child lead.

Planned Intentional Differentiation
- Identify children in need of additional supports to enhance their engagement and learning of the curricular content.
- Develop plans for providing curricular modification to address their identified needs.

Embedded Learning Opportunities for Individual Children
- Develop plan to implement brief instructional episodes (ELOs) across activities to provide direct instruction for children's individualized learning needs and outcomes.
- Identify short teaching episodes within ongoing classroom activities and routines for the child's individualized learning priorities.

Progress Monitoring Opportunities/Assessment
- How will you measure new learning at the end of the lesson? Although observation is appropriate for some lessons, make sure you have a way to keep track of what you observed such as a checklist, anecdotal notes, etc. Consider having children demonstrate their understanding through words, pictures, or a product. Multiple strategies add strength to the assessment.

Reflecting on the Lesson
- Did the lesson go as you anticipated?
- Were you able to motivate the children and engage them in the lesson?
- What would you do differently the next time you teach a lesson like this?
- What child guidance approaches and group management strategies did you try? Were you satisfied with the children's behavior and your ability to work with the group?
- What kinds of questions did the children ask? Were you as prepared as you needed to be for teaching this content?
- What feedback did you get from your mentor and supervisor?

- What were the results of the assessment? What did you learn about the children from teaching this lesson and reviewing the assessment?
- What new insights did you gain on your growth as a teacher.