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U N I V E R S I T Y

10-2008

Finding your Track to Success

Karen L. Parker
Liberty University, kparker@liberty.edu

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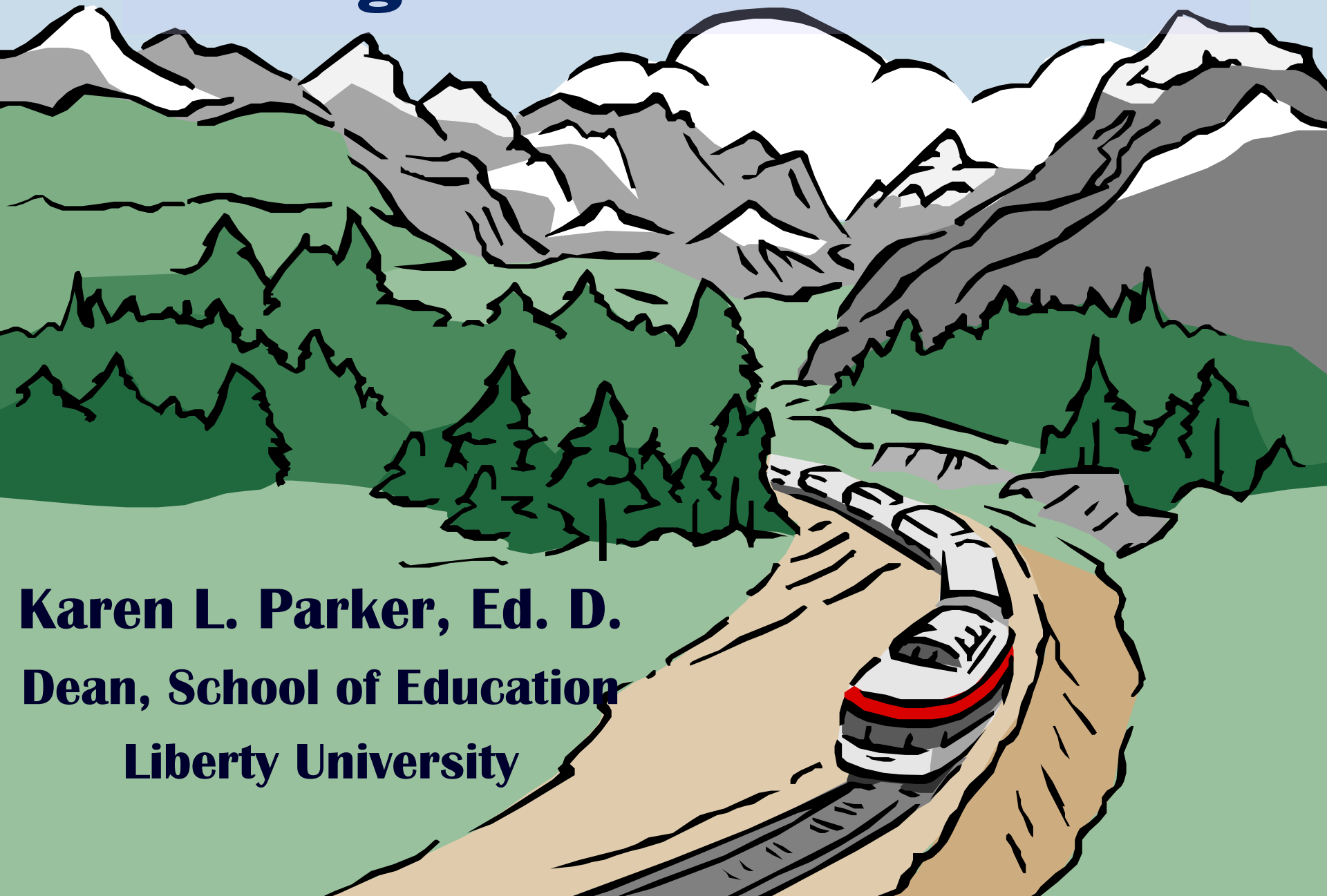
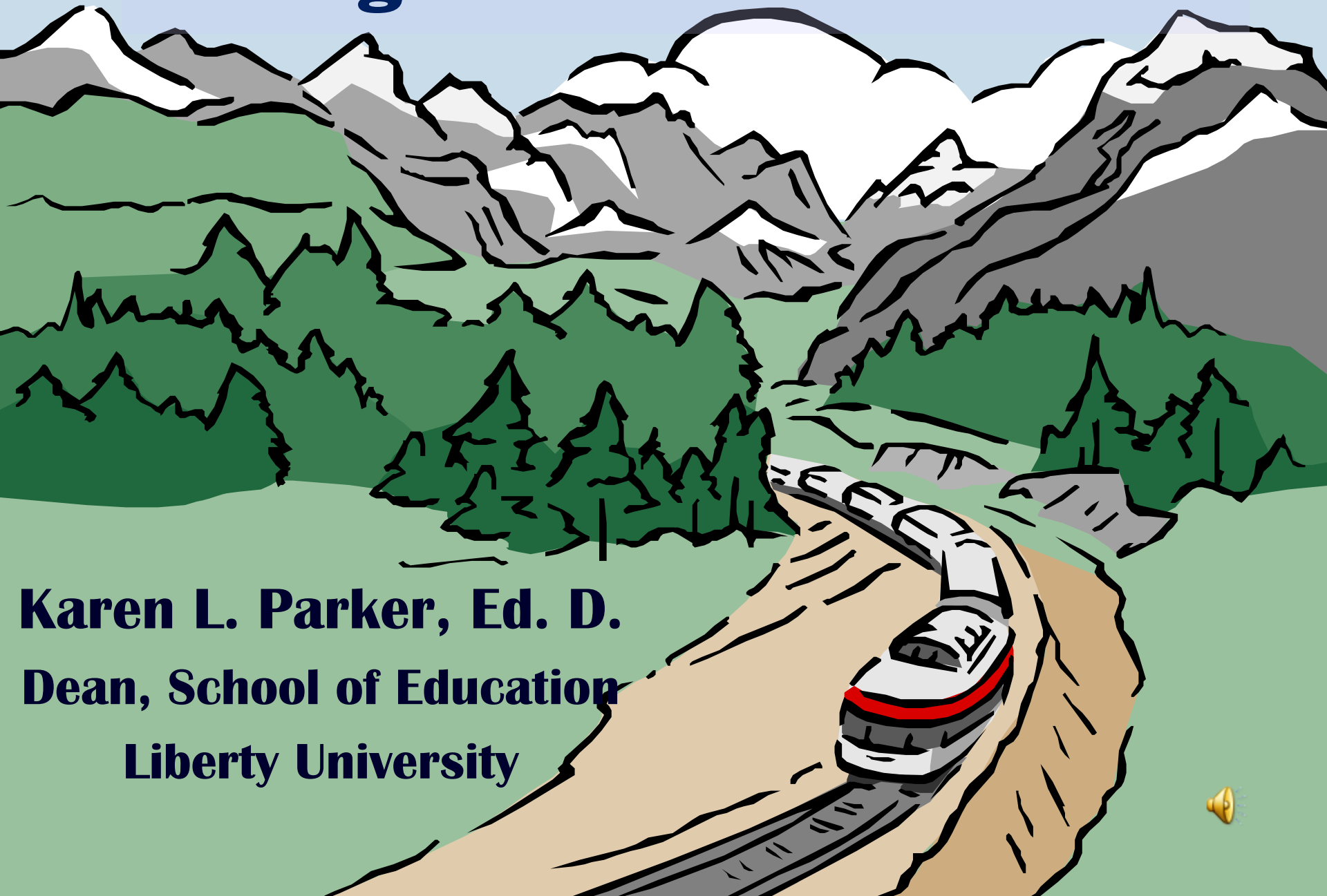Part of the Education Commons

Recommended Citation

Finding Your Track to Success

Karen L. Parker, Ed. D.

Dean, School of Education

Liberty University

Finding Your Track to Success

**Karen L. Parker, Ed. D.**

Dean, School of Education

Liberty University

Choose a destination

Assess your current location

Early Childhood Teacher Competencies: Self-Assessment	Rating
1. *Child growth and development of preschoolers* a. Characteristics and developmental needs of preschoolers - social, emotional, cognitive, physical, and gross and fine motor development;	
2. *Developmental practice for preschoolers* a. Appropriate to the child's age and stage of development;	
3. *Health, safety, and nutrition for early learning* a. Health assessment, prevention of the spread of communicable disease, oral hygiene, reduction of environmental hazards, injury prevention, emergency preparedness;	
4. *Assessment to document development and plan curriculum* a. Age and stage-appropriate methods for assessing development;	
5. *Positive relationships with children, teachers, families and communities* - mutual respect, communication, community resources - family members as advocates on behalf of children.	
6. *Physical and psychological aspects of the learning environment* a. Stimulate curiosity, and encourage participation in exploration and play;	
7. *Positive and nurturing relationships with each child* a. Importance of supportive verbal and nonverbal communication;	
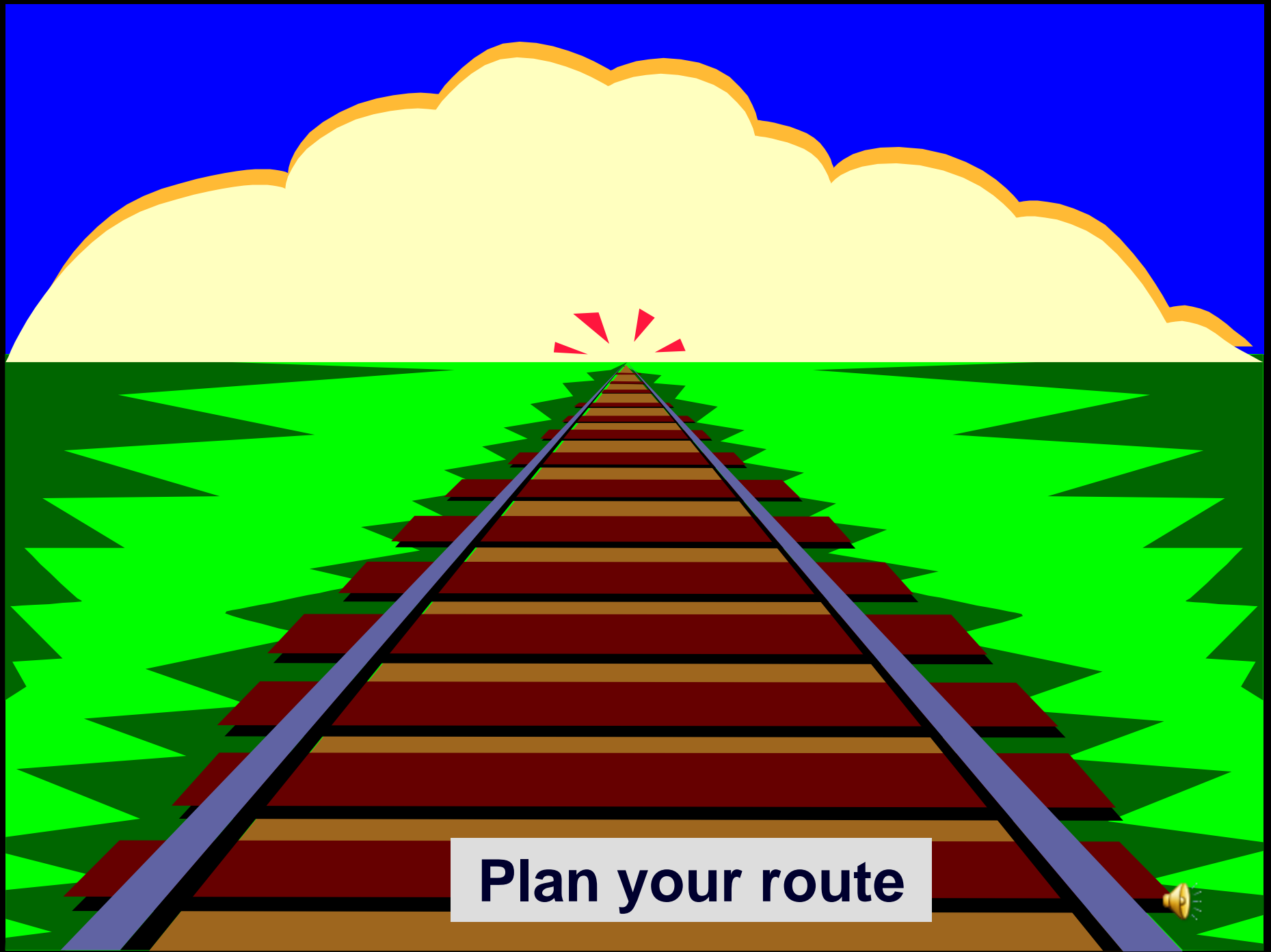
Plan your route

**Multiple destinations:
Plan each segment**

Credential
- **CDA or CCDE** (12 hours of college credit)

Degree (online)
- **Associate's degree** (AA)
- **Bachelor's degree** (BS) ACSI Certificate
- **Graduate degrees** (MAT, MEd, EdS, EdD)
  (State licensure requires 3 one-week intensives)

LIBERTY
ONLINE
Ministries

Prior Learning Assessment for Early Childhood Education

PROFESSIONAL CERTIFICATION
Liberty University has pre-approved the following credentials:

- ▶ Child Development Associate (CDA)
- ▶ Christian Child Development Education (CCDE), CDEA
- ▶ The Preschool Associate Credential (PAC), ACSI

12 credits are awarded for these credentials as follows:

- ▶ PSYC 221
- ▶ EDUC 390
- ▶ FACS 260
- ▶ HLTH 205

Please fax a copy of the credential to 434-455-1286 for an evaluation.

LIBERTY
UNIVERSITY.
Distance Learning

Associate of Arts in General Studies

2008-2009 Degree Completion Plan

Important: Please refer to the list of approved General Education courses at www.luonline.com/generaleducation before enrolling in general education electives. Students who have completed 45 credits may request an *official* degree completion plan from the Registrar's Office via email: registrar@liberty.edu.

NAME (Last, First, Middle)

Student Number   Advisor

Planned Year of Graduation

GENERAL EDUCATION REQUIREMENTS (39 hrs)

Course		Hrs	Sem	Grade
	Foundational Studies (15 hours)			
ENGL 101	Composition & Rhetoric	3		
ENGL 102	Composition & Literature	3		
	*Communications Elective	3		
MATH ____	*Math Elective	3		
PHIL 104	Contemporary Worldviews	3		
	Investigative Studies (24 hours)			
____	*Natural Science Elective	3		
____	*History Elective	3		
____	*Social Science Elective	3		
____	*Humanities Elective	3		
PHIL 201	Philosophy & Contemporary Ideas	3		
BIBL 104	Survey of Biblical Literature	3		
THEO 104	Introduction to Christian Thought	3		
____	*General Education Elective	3		

* General Education courses must be chosen from the Approved General Education Course List/Distance Learning Program, available at www.luonline.com/generaleducation

GENERAL ELECTIVES (21 hrs)

Course	Hrs	Sem	Grade
FACS 260	3	CDEA	P
HLTH 205	3	CDEA	P
PSYC 221	3	CDEA	P
EDUC 390	3	CDEA	P
EDUC 200	3		
EDUC 205	3		
EDUC 304 or EDUC 305	3		

Graduation Requirements:

60 total hours

15 hours must be completed through LU

2.00 grade point average

LIBERTY
UNIVERSITY.
Distance Learning

Bachelor of Science in Education

2008-2009 Degree Completion Plan

Important: This is a non-licensure program. Please refer to the list of approved General Education courses at www.luonline.com/generaleducation before enrolling in general education electives. Students who have completed 90 credits may request an *official* degree completion plan from the Registrar's Office via email: registrar@liberty.edu.

NAME (Last, First, Middle)

Student Number   Advisor   Planned Year of Graduation

GENERAL EDUCATION REQUIREMENTS (39 hrs)

Course		Hrs	Sem	Grade
	Foundational Studies (15 hours)			
ENGL 101	Composition & Rhetoric	3		
ENGL 102	Composition & Literature	3		
	*Communications Elective	3		
MATH ____	*Math Elective	3		
PHIL104	Contemporary Worldviews	3		
	Investigative Studies (24 hours)			
	*Natural Science Elective	3		
	*History Elective	3		
	*Social Science Elective	3		
	*General Education Elective	3		
	*Humanities Elective	3		
PHIL 201	Philosophy & Contemporary Ideas	3		
BIBL 104	Survey of Biblical Literature	3		
THEO 104	Introduction to Christian Thought	3		

* Please refer to the list of approved general education courses at www.luonline.com/generaleducation

MAJOR (36 hrs)

Course		Hrs	Sem	Grade
EDUC 200	Principles of Education	3		
EDUC 205	Learning Theory & Portfolio Dev.	3		
EDUC 301	Tutorial for Math Teachers	3		
EDUC 302	Instructional Pract. for Reading Teach.	3		
EDUC 303	Instructional Pract. For Content Teach.	3		
EDUC 304	Classroom Management for Teachers	3		
EDUC 305	Educational Philosophy for Teachers	3		
EDUC 306	Scholarly Writing & APA	3		
EDUC 307	Instructional Pract. for Diff. Instruction	3		
EDUC 390	Teaching Practicum	3	CDEA	P
PSYC 221	Child Psychology	3	CDEA	P
	Elective ‡	3		

‡ Electives may include EDUC, EDSP, or PSYC

ELECTIVES (45 hours)

Course		Hrs	Sem	Grade
HLTH 205	Accident Prevention & Care	3	CDEA	P
FACS 260	Early Childhood Education	3	CDEA	P
		3		
		3		
		3		
		3		
		3		
		3		
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		3		
		3		

Graduation Requirements:

120 total hours

30 hours of upper-level courses

50% (18 hours) of major taken through LU

30 hours must be completed through LU

2.00 grade point average

Grades of "C" or higher for upper-level courses in major

Effective: Catalog Term 2008-40

Crew and travel companions

Evaluation of Lesson *[Evaluated by Self, Peer, or Supervisor]*	
Teacher	Date of lesson
Topic:	Age group:
School	Reviewer
LESSON	
Objective(s)/Learning Outcome(s)	
Lesson Activities	
Lesson Materials	
Assessment of Learning Outcome(s)	
REFLECTION	
3=Advanced; 2=Proficient; 1=Developing	*Comments*
Effective Communication	
Effective Instruction:	
Describe the children's performance on the assessment of the learning outcome(s)	
What is most effective about the lesson?	
How could the lesson be improved?	

Make reservation and pay fare

Travel guidebook

http://www.coolmath4kids.com/

Google
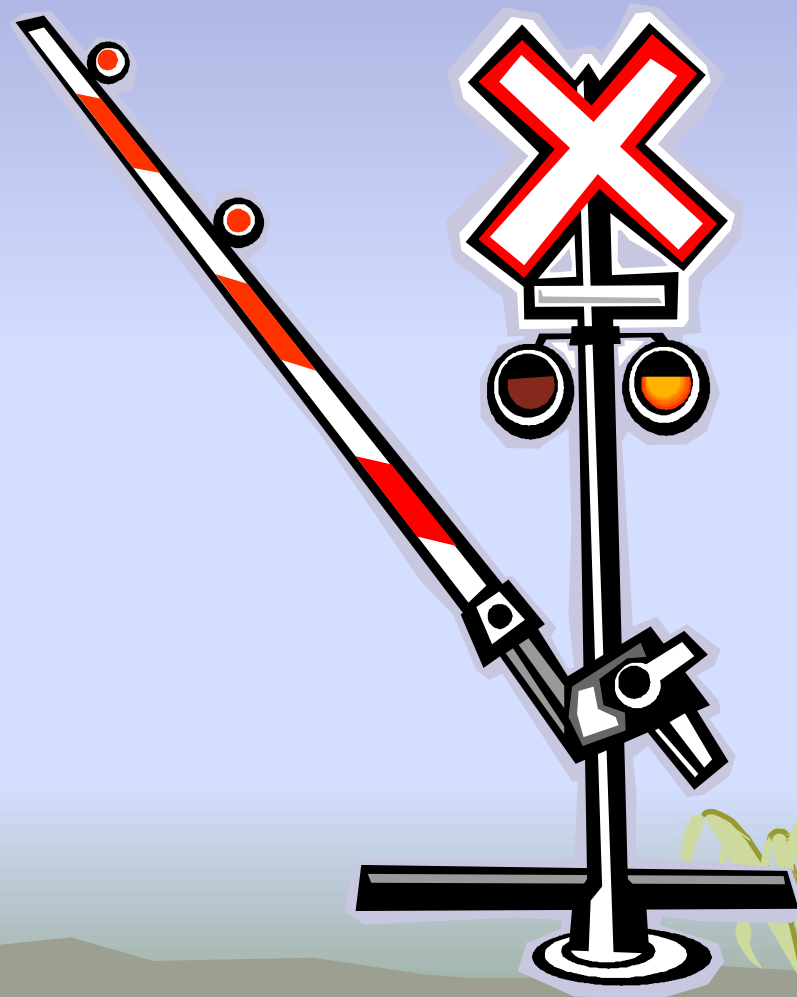
Page • Tools •

Coolmath4kids®.com

| lessons / practice | geometry / art | math games | puzzles | other fun |

teachers   parents   spike's games   Coolmath.com

Cool math 4 kids is an amusement park of math and more - especially designed for fun, fun, FUN!
For prealgebra and up (ages 13-100), head on over to Coolmath.com

math games

brain benders

jigsaw puzzles

Number Monster   ADDITION   times tables   SUBTRACTION   the Timernator

scratch addition   long division   lattice multiplication

fractions   > Monster < Mind Reader   decimals

Fill   Do you

Internet   100%

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http://www.vanderbilt.edu/csefel/

Google

Cool math 4 kids - math gam...   CSEFEL Center on Social ...

Page ▾   Tools ▾

Center on the Social and Emotional Foundations for Early Learning

Search CSEFEL   **ABOUT US** | **RESOURCES** | **LINKS** | **CONTACT** | **HOME**

WELCOME

Welcome to the new look of the CSEFEL website. We have many new materials and resources and have redesigned the site to improve the navigation. Please let us know what you think! Email us at csefel@vanderbilt.edu

The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) is focused on promoting the social emotional development and school readiness of young children birth to age 5. CSEFEL is a national resource center funded by the Office of Head Start and Child Care Bureau for disseminating research and evidence-based practices to early childhood programs across the country.

This model to the left is referred to as the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children. We have developed extensive, user-friendly training materials, videos, and print resources which are available directly from this website to help early care, health and education providers implement this model.
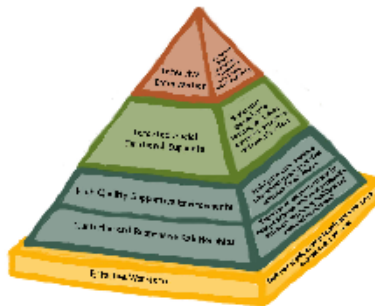
Pyramid Model
Promoting Social and Emotional
Competence in Infants and
Young Children

State Partnerships
We are very pleased to announce our partnerships with the following selected states:

Colorado	Iowa	Maryland	Vermont
North Carolina	Hawaii	Tennessee	Nebraska

Check out the website for

Technical Assistance Center

Addressing
Challenging
Behavior
National Training Institute
on Effective Practices

Click on the icon to the left the get more information about the 2009 Addressing Challenging Behavior National Training Institute on Effective Practices.

Done   Internet   100%

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Developmental Checklists
Birth to Five

Developmental Checklists: Birth to Five
(CNY Early Childhood Direction Center, 2006)
[free download]

http://dww.ed.gov/topic/topic_landing.cfm?PA_ID=7&T_ID=15

Doing What Works - Preschool Language and Literacy...

ED.gov **Doing What Works**
Early Childhood Education

NoChild
LeftBehind

Search ╎ [   ] Go

Subscribe for Updates ╎

FIND WHAT WORKS!

∴ Early Childhood Education
∴ **Preschool Language and Literacy**
  ╎ Teach Phonological Awareness
  ╎ Use Interactive and Dialogic Reading

---- See More Topics ----

Early Childhood Glossary
- - - - - - - - - - - - - -
Early Childhood Links
- - - - - - - - - - - - - -
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Preschool Language and Literacy

What Works Clearinghouse Reviews of Early Childhood Education Language and Literacy Practices
The What Works Clearinghouse has reviewed the research on two practices used in center-based settings with 3- to 5-year-old children who are not yet in kindergarten, as well as a number of specific curricula. The positive results for practices are the foundation for the content on Doing What Works.

View Intervention Reports on IES's Website

- Phonological Awareness Training

- Phonological Awareness plus Letter Knowledge Training

- Shared Book Reading

- Interactive Shared Book Reading

- Dialogic Reading

| Essential Concepts | Recommended Practices | Planning Templates |
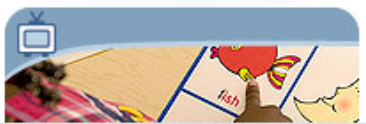
Multimedia Overview: Preschool Language and Literacy
This short overview describes the importance of the two practices that are featured on the website and suggests how the website might be used to improve the quality of preschool instruction. (4:10 min)

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Early Childhood:
Where Learning Begins
Mathematics

Mathematical activities for parents and their 2- to 5-year-old children

By Carol Sue Fromboluti
Natalie Rinck

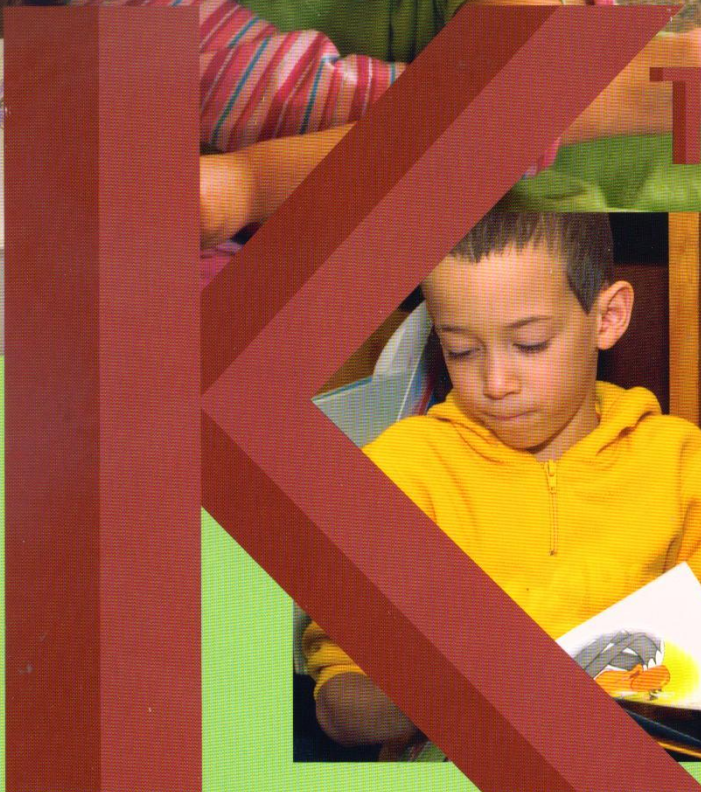Edited by Diane Magarity
Illustrations by Barbara Leonard Gibson

U.S. Department of Education

Dominic F. Gullo,
Editor

K Today

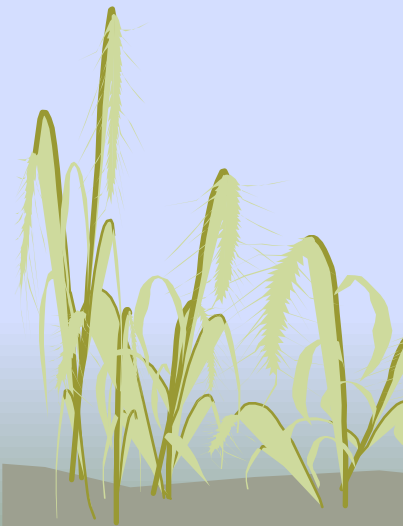**Teaching and Learning
in the Kindergarten Year**

650 E

650E

LEARNING TO READ AND WRITE

Developmentally Appropriate Practices for Young Children

Susan B. Neuman, Carol Copple, and Sue Bredekamp

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Dates & Deadlines

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Catering to Your Branch
Veterans Benefits
SOC/Degree Plans
FAQs
Military Viewbook

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Computer Helpdesk
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Graduate Education

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Advising Guide

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Graduate Education

Graduate Education

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Doctor of Education

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Faculty/Contact
SOE@Digital Commons

Grad. Dept. Resources

Course Delivery
Admission
Schedule
Course Descriptions

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School of Education

GRADUATE AND DLP ADVISING GUIDE

NOTE: Advising Guide information replaces all previous handbooks.

Contact Information

Conceptual Framework

Transition Information (For students accepted prior to July 1, 2007)

Summer 2008 Orientation.ppt

Winter 2009 Intensives

TEACH Grant PDF

Gate Information

- Gate 1-Admissions
- Gate 2-Apply for candidacy

http://www.liberty.edu/admissions   Internet   100%

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National Association for the Education of Young Children - Windows Internet Explorer

http://www.naeyc.org/

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Amazon.com: early learning ...   LearningPlanet.com   National Association for t...

Page ▾   Tools ▾

National Association for the Education of Young Children
Promoting excellence in early childhood education

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naeyc
2008 Annual Conference & Expo
Preliminary Program
Dallas
November 5-8

2008 Annual Conference
Dallas, Texas   November 5 - 8
Register NOW!

Conference Highlights:
• **Opening General Session:** The launch of the newly revised DAP!
• Learning Gallerias
• Munch and Mingle w/NAEYC Exhibitors
• Internet Cafe`
• Administration Station
• *NEW!* Interest Forum Lounge

Click here to purchase the *NEW* 2009 NAEYC Calendar.

naeyc 2009 Calendar
A 12-month celebration of young children
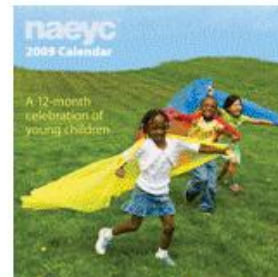
Hot Topics for October 9, 2008   ▶ **Join NAEYC**   ▶ **Online Store**

• *NEW!* 2008 Institute Proceedings DVD for sale

• *NEW!* Purchase the *NEW* 2009 NAEYC Calendar *TODAY!*

• Members: View the Latest Digital Version of *Young Children*
• NAEYC is now accepting proposals to present at the 2009 Institute in Charlotte NC
• Professional Preparation Standards - DRAFT

Quick Links

• **Accredited Program Search**
• *Beyond the Journal*
• **Career Forum**
• **Lasting Legacy Campaign**
• *Teaching Young Children*

naeyc RADIO

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National Association for the Education of Young Children
Promoting excellence in early childhood education

Position Statements of NAEYC

NAEYC Position Statements are adopted by the Governing Board to state the Association's position on issues related to early childhood education practice, policy, and/or professional development for which there are controversial or critical opinions. Position statements are developed through a consensus-building approach that seeks to convene diverse perspectives and areas of expertise related to the issue and provide opportunities for members and others to provide input and feedback.

All position statements can be downloaded free of charge. Some position statements are available in a specialized format, such as a 2-page summary (called "Where We Stand"), a slightly longer Executive Summary, a fuller version with expanded resources and references, or in Spanish. Position statements available in specialized formats are indicated by the option to "Click here." Where We Stand summaries are also listed at the bottom of this page.

Please note: Written permission is not required for reprinting or reproduction of NAEYC position statements, supplements, executive summaries, or Where We Stand summaries. All copies must include a credit line indicating that the National Association for the Education of Young Children holds the copyright for the material.

NAEYC position statements and standards

- Anti-Discrimination Statements .pdf || .html
- Early Childhood Teacher Certification Click here
- Code of Ethical Conduct and Statement of Commitment Click here
  - Supplement for Adult Educators
  - Supplement for Program Administrators
- Conceptual Framework for Professional Development **(Under Revision)** .pdf
- Developmentally Appropriate Practice **(Under Revision)** .pdf || .html || Order book
- Developing and Implementing Policies to Promote Accreditation .pdf || .html
- Early Childhood Curriculum, Assessment, and Program Evaluation Click here
  - Supplement on Screening and Assessment of Young English-Language Learners
  - Promoting Positive Outcomes for Children with Disabilities: Recommendations for Curriculum, Assessment, and Program Evaluation
- Early Childhood Mathematics: Promoting Good Beginnings Click here

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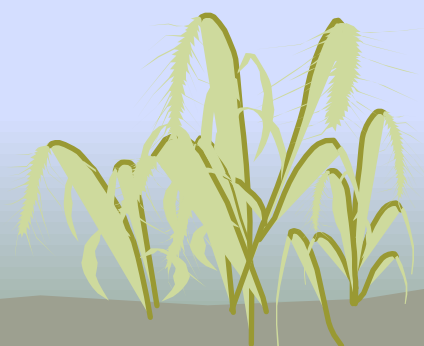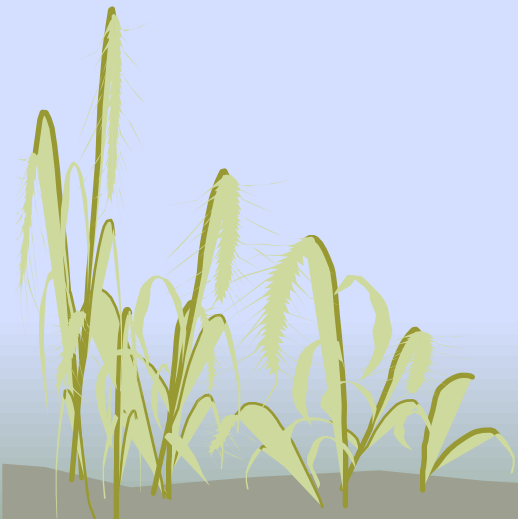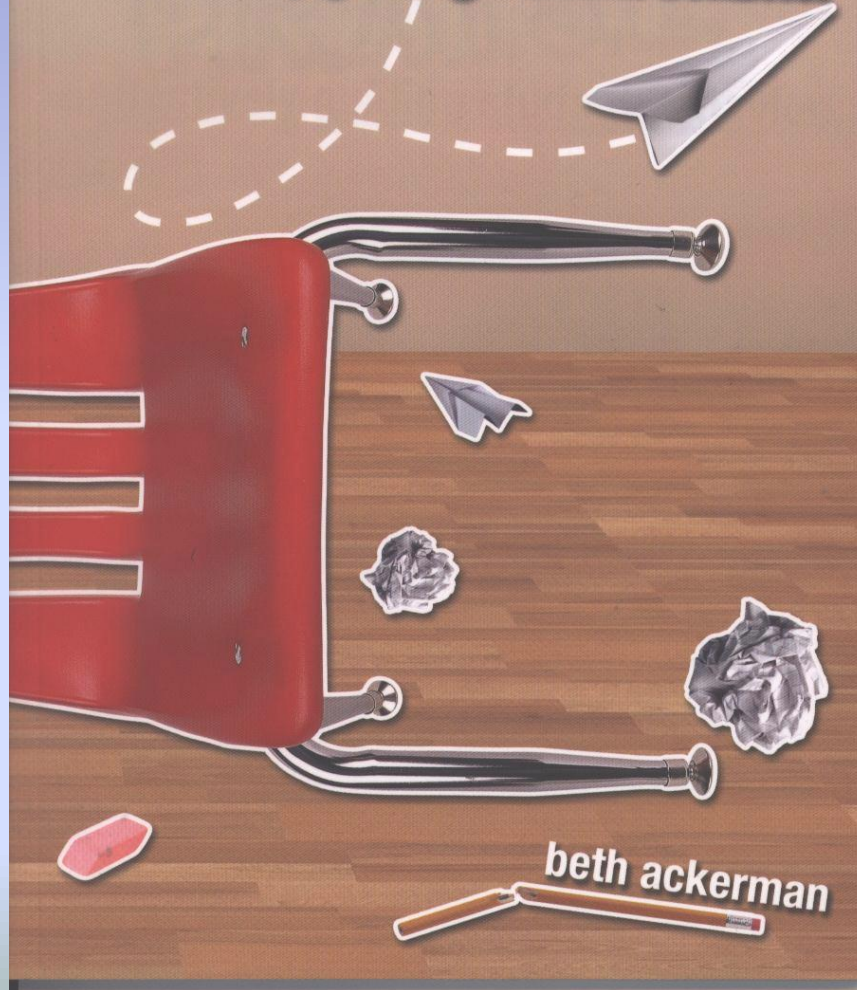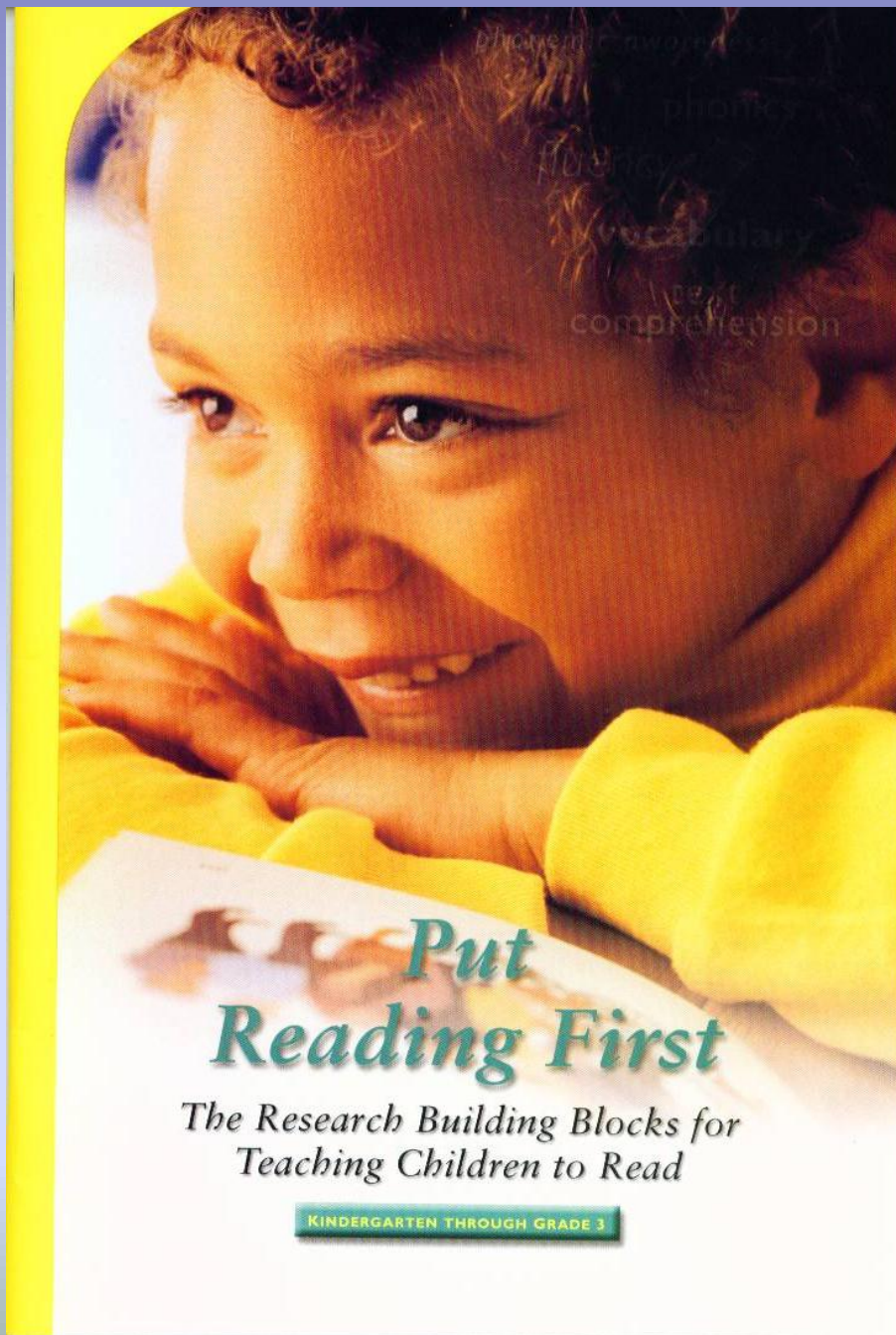Members
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P.R.A.I.S.E.
—effectively guiding student behavior

beth ackerman

Put
Reading First

The Research Building Blocks for
Teaching Children to Read

KINDERGARTEN THROUGH GRADE 3

CSSP : The Doris Duke Program : Resources - Windows Internet Explorer

http://www.cssp.org/doris_duke/resources/index.html

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Page   Tools

Center for the **Study** of **Social** **Policy**

strengthening families
THROUGH EARLY CARE & EDUCATION

Project Home   The Approach   Evidence   Exemplary Programs   Resources   State Pilots   FAQ   search CSSP   go

Resources

Based on four years of research and work with practitioners in the field, CSSP has developed the following resources to support early childhood programs, policymakers, and advocates in strengthening and retooling existing early childhood programs so that they build the protective factors and reduce child abuse and neglect.

The following are available as downloadable PDFs by clicking on the links below:

I.   What is the Strengthening Families Initiative?
    a.   Informational Brochure
    b.   One-Page overview
II. Understanding the Protective Factors
    a.   Protective Factors Handout
    b.   Literature review (54 pgs, 1.41 mb) by Carol Horton, Ph.D, on protective factors and their links to reducing child abuse and neglect
III. Implementing Strengthening Families in your early care and education program
    a.   Program handbook and self-assessment tool (113 pgs, 2.09 mb) for programs that are interested in enhancing their ability to support and strengthen families.
    b.   Self-assessment only (29 pgs, 134kb) includes the self-assessment and introductory text for each section.
    c.   Monographs on program elements that build protective factors against child abuse and neglect:
        i.   Family Support Services (10 pgs, 184 kb)
        ii. Promoting Children's Healthy Social and Emotional Development (9 pgs, 183 kb)
        iii. Staff Leadership to Create Relationships that Protect

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http://www.challengingbehavior.org/

TACSEI

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Technical Assistance Center
on Social Emotional Intervention
### for Young Children

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What do you want to do?

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Learn about the Pyramid Model

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What do you want to explore?

Presentations & Workshops

Center Faculty Publications

Positive Behavior Support (PBS)

Policies & Systems

Welcome to TACSEI

The **Technical Assistance Center on Social Emotional Intervention for Young Children**, also known as TACSEI, is a five-year grant made possible by the U.S. Department of Education, Office of Special Education Programs . TACSEI takes the research that shows which practices improve the social-emotional outcomes for young children with, or at risk for, delays or disabilities and creates **FREE** products and resources to help decision makers, caregivers, and service providers apply these best practices in the work they do every day. Most of these free products are available right here on our website for you to view, download and use.

The conceptual model TACSEI uses to deliver this important information is the widely endorsed Pyramid Model framework that was created to promote social-emotional competence and address challenging behavior. For more information about the Pyramid Model as well as many other valuable resources, please visit our partner website, the **Center on the Social and Emotional Foundations for Early Learning** (CSEFEL).

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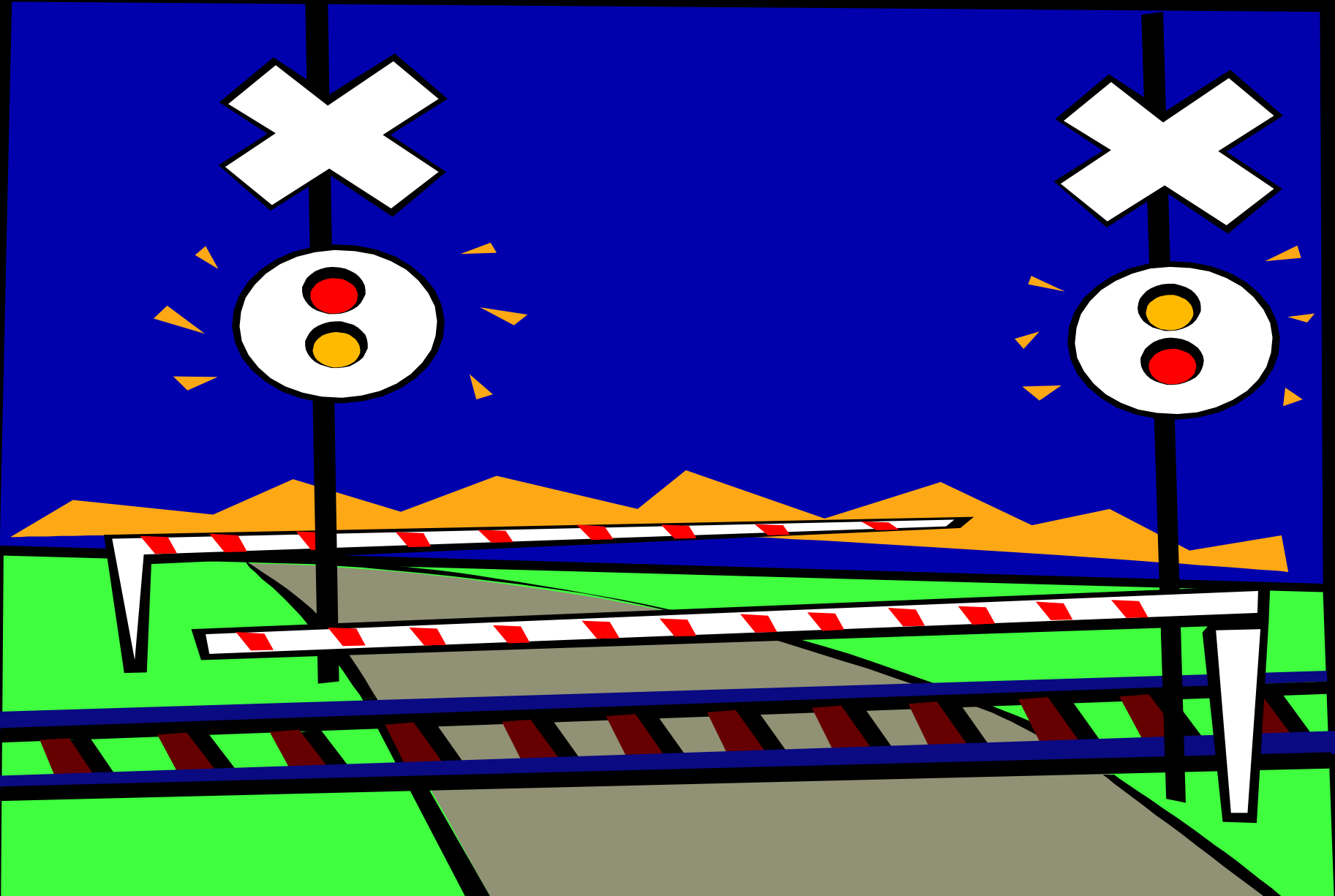
Observe warning signals

- **Nutrition**
- **Exercise**
- **Rest**
- **Time with friends & family**

ALL ABOARD!