

FISHBACK CENTER FOR ECE ANNUAL REPORT



South Dakota
State University

School of Education, Counseling,
& Human Development

FISHBACK CENTER FOR ECE ANNUAL REPORT

2022-2023



The Fishback Center for
Early Childhood Education



FISHBACK CENTER FOR EARLY CHILDHOOD EDUCATION VISION STATEMENT

To provide solid Early Childhood Educational Best Practices in a changing society.

MISSION STATEMENT

The Fishback Center for Early Childhood Education is a model of inclusive early childhood education that: (1) Ensures optimum experiences for education and professional preparation of early childhood professionals who will serve children, and their families, on local, state, and national levels; (2) Connects with families to form family-school partnerships to enrich each other's experiences and lives; and (3) Provides a unique environment for faculty and student research that contributes to knowledge about child development and quality early educational experiences.

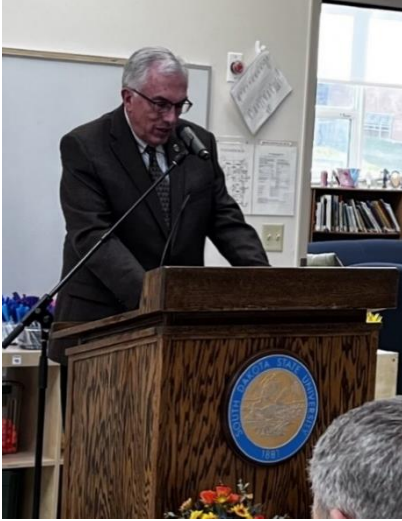
PHILOSOPHY STATEMENT

At the Fishback Center for Early Childhood Education, the philosophy is grounded in social constructivism, inquiry-based learning, and is Reggio-inspired. Children are capable, competent, and able to build their knowledge through exploration and social interaction. Relationships with caring and responsive teachers are not only children's rights but are crucial to their growth, learning, and development. These relationships help children nurture, sustain, develop questions, and hypothesize so they may make meaning of their world.

The Fishback Center for Early Childhood Education sees parents as the children's first teachers. Teachers and college students are seen as their second teachers and the environment of learning as their third teacher. Special consideration is given to the materials that are chosen for the children's opportunities for learning and how teachers construct the spaces where children will play, learn, and interact with their peers and adults in the center.

OVERVIEW OF THE YEAR

This year, the Fishback Center for Early Childhood Education teaching team found a return to pre-covid operating protocols and systems. The team continued to use remote tools for beginning-of-the-year Meet & Greet visits, as this was a procedure that was implemented during the pandemic but was determined to be the most efficient and safest for the teaching staff. With the return to pre-covid operations, the program also saw the re-opening, and frequent use of, the observation booths by families and different SDSU courses, such as our ECE and HDFS Human Development classes. The program also continued to partner with the SDSU Physical Education and Music departments as they provided lessons and activities for our kindergartners, and with the ECE Physics class, who provided experiences with the preschool children. Additionally, the Fishback Center for Early Childhood participated in the SDSU Yellow and Blue Block Party, coordinated and conducted an SDSU photo shoot for campus stock photos, hosted the videotaping of an ECE promotional video, as well as in conjunction with the Child and Family Resource Network, hosted a family childcare provider meeting. This year also provided the opportunity for further collaborations. For example, nursing students offered free fluoride treatments for interested families as well as some SDSU Interior Design students designed and presented a re-imaging of one of the program spaces as part of their coursework.



With the awarding of ARPA funds last spring and summer, for our two licensed programs, the SDSU Preschool and the SDSU OST Programs, the summer and fall of 2022 were spent purchasing supplies, updating program spaces, and upgrading of security measures. For the ARPA grants, the SDSU Preschool received \$143,086.29 in the first round and \$102,563.41 in the second round for a total of \$245,649.70 and the SDSU OST Program received \$27,000.00 in the first round and \$19,353.44 in the second round for a total of \$46,353.44. With the gift of financial support through these grants, the Fishback Center for Early Childhood Education hosted an open house media event to celebrate the revitalization of our third teacher, our program environments. Local media, families, friends, and donors of the program, as well as SDSU faculty and administration, attended the celebration on October 12, 2022.

DECLARATION OF INTENT

Declaration of Intent for the Academic Year 2022-2023 - We declare this year to be a year of Instilling pride and promotion of our program. Celebrating us!

HIGHLIGHTS OF THE YEAR

A RETURN TO PRE-COVID OPERATIONS

As we saw our community, state, and nation return to more normal pre-covid operations, so did we as a program. The Fishback Center returned to its pre-covid classroom spaces, which meant the program spaces returned to their intended purposes, i.e., the art studio, gathering space, documentation room, conference room, and large motor room. We kept the lesson planning and materials exchanges to occur every two weeks instead of daily or weekly as was the case pre-covid and plan on staying with this two-week rotation going forward. The environment and observation booths were re-opened to families and course/student observations. Field trips and guest visitors also returned as part of our programming and experiences provided to the children and families. Finally, the cleaning regimen that was used during Covid-19 continued as part of normal operating procedures as well.

PROFESSIONAL DEVELOPMENT - MAKE LEARNING VISIBLE BOOK STUDY

This year's Professional Development conducted by Dr. Kay Cutler for the Fishback Center mentor teachers focused on studying the book Make Learning Visible-children as Individual and Group Learners by Project Zero and Reggio Children. This book is the result of a research collaboration between teachers and pedagogues from Reggio Emilia and researchers from Project Zero. It focused on ways documentation can support individual and group learning. Mentor teachers also completed professional development experiences centered around personal interests and goals.

FINE TUNING THE SMALL GROUP INQUIRY INVESTIGATIONS DATABASE

The National Science Foundation's (NSF) change in the dissemination portion of their grant proposals, and due to a wish for ease of access to the Fishback Center's Small Group Inquiry Investigations, contributed to the development of a searchable database. Dr. Kay Cutler continues to work on this project of scanning and moving electronic versions of each investigation into a set of shared Box folders, which will now transition to the OneDrive system. This ongoing project will create a searchable Excel spreadsheet populated with searchable keywords, which will afford the ability to efficiently access inquiry investigations on specific topics.

HIRING NEW POSITIONS

INTERIUM-TEMPORARY HIRE OF KINDERGARTEN TEACHER

As our kindergarten teacher, Bethann Murphy, submitted her resignation at the end of the 2021-2022 school year to stay home with her young children, we hired Tyana Bennett as the temporary hire for the 2022-2023 school year. A formal and extensive search was started in March 2023 and is ongoing to secure a permanent kindergarten teacher for the 2023-2024 school year.

MID-YEAR HIRE FOR KITCHEN ASSISTANT

As our kitchen manager, Allie Steffensen, submitted her resignation in December to pursue her master's degree in nutrition, a new hire, Keith Theroux, was hired for the position. He has a Bachelor of Science in Hotel, Restaurant, and Institutional Management from SDSU. Additionally, he is also a retired law enforcement officer.

INTERNAL ACTIVITIES

FAMILY ADVISORY COUNCIL (FAC) INVOLVEMENT

The FAC continued to show support for the Fishback Center staff by donating a variety of items for the staff coffee bar in the program resource room. Additionally, discussions were held throughout the year regarding finding ways to support and stabilize mentor teachers for all age groups, as well as program policies and procedures.

HOW GOALS WERE MET FOR THE 2022-2023 ACADEMIC YEAR – A YEAR IN REVIEW

Goals for the 2022-2023 academic year included: (1) To instill pride and promotion of our program. Celebrating us! (2) To participate in a book study to enhance our Reggio-inspired practices in group learning experiences, (3) To continue to promote balance and wellbeing, and (4) To continue to develop community visibility.

We progressed on these goals in the following ways:

- (1) This year the program hosted an open house celebrating the revitalization of our environment. This event was promoted and attended by the SDSU leadership team, such as President Dunn, Provost Hedge, and Director Karabon, donors, such as Van and Barb Fishback and family, and friends of the program, along with local media.

- (2) The Fishback Center teaching teams promoted balance and well-being mindfulness practices, as well as safety practices throughout the Fishback Center program.
- (3) The mentor teaching team participated in a book study of Making Learning Visible-Children as Individual and Group Learners. This experience supported our implementation of Reggio-inspired group learning strategies.
- (4) This year the Fishback Center Preschool was fortunate enough to return to pre-covid operations. This saw the re-opening of the observation booths and visitors/guest speakers to the program spaces.



NAEYC ACCREDITATION

The Fishback Center for Early Childhood Education became the first program in the state of South Dakota to be accredited by the National Academy of Early Childhood Programs (NAECP) in affiliation with the National Association for the Education of Young Children (NAEYC). The center pursued accreditation at the inception of the process in 1978. In March 2022, the Fishback Center for Early Childhood Education successfully completed its re-accreditation visit with an overall 97.3% pass rating.

NAEYC Accreditation is a voluntary process by which early childhood programs demonstrate that they meet national standards of excellence. It is a rigorous process. Programs seeking accreditation undergo an intensive self-study process (usually a two-year-long process) collecting information from parents, teachers, and administrators. The collected information is in the form of questionnaires, observations, and documentation showing evidence for the national standards. Programs receive an onsite visit by an early childhood professional validator to confirm the results of the self-study. The validator's report is then submitted to the NAECP review board made up of a panel of early childhood education experts to grant or defer the program's accreditation status. Currently, there are 5 NAEYC accredited programs in South Dakota and are Enemy Swim Day School FACE Program in Waubay, SD, Ellsworth AFB Child Development Center on Ellsworth AFB, Skies the Limit Academy in Fort Meade, SD, the Early Learning Center of Brookings in Brookings, SD, and the Fishback Center for ECE in Brookings, SD. Neighboring states with accredited centers include North Dakota (6, decreasing by 2 from last year), Minnesota (309, decreasing by 17 from last year), Iowa (81, decreasing by 13 from last year), Nebraska (59, increasing by 1 from last year), Wyoming (24, decreasing by 3 from last year) and Montana (7, decreasing by 2 from last year). There are a total of 5,762 accredited centers in the US, Guam, and Puerto Rico which is a loss of 540 accredited centers in the last year.

Throughout this annual report, the description of activities and events illustrate how the Fishback Center for Early Childhood Education has actively supported the university's mission, the department's mission, its own mission, and the NAEYC Accreditation mission, as well as meeting the needs and desires of the families and children it serves.

TEACHING IN RELATION TO THE FISHBACK CENTER

During the 2022-2023 academic year, the Fishback Center for Early Childhood Education continued its teaching mission as it facilitated the professional development of undergraduate and graduate students through field experiences, teacher candidate placements, and graduate teaching assistantships.

Teacher research topics continued to be authentic and deeply explored questions that were important to the teacher candidates and mentor teachers' thinking (See Table 1 for a list of inquiry investigations with the children).

Children must be taught how to think, not what to think. ~ Margaret Mead

PLACEMENT SITES

Throughout the academic year 2022-2023, 138 teaching placements occurred. Professional Skills I (PS I) Field experiences occurred once a week in the classroom; students in field experiences worked with children in guidance situations and observed their learning. Teacher candidate placements are full-time placements, present during the entire laboratory program for a particular group of children. Methods laboratory experiences are shorter (1/2 to 1 hour) experiences that students plan and implement activities that coordinate with the curriculum studied in the methods courses. The Fishback Center for Early Childhood Education served as a site for 58 weekly PS I field experiences, 46 teacher candidate placements, and 323 methods and laboratory experience placements (see Table 2 for details). Those individuals completed 21,266 observations (see Table 3 for details), and 2,314 assignments (see Table 4 for details).

RESEARCH IN RELATION TO THE FISHBACK CENTER

Research in the Fishback Center consisted of a revisit of the Visual Thinking Strategies by Dr. Kay Cutler. This research consisted of three individuals, Dr. Kay Cutler, Laura Gloege, and Jen Johnson examining and collecting input regarding what is noticed in art or photo prints with children ages 3-5. This experience occurred approximately once a week during the fall 2022 semester and was videotaped. Due to funding being cut, this research did not continue for the spring 2023 semester.

passion communication Respect
creativity sharing
time
relationships
learning collaboration
courage
giving Joy wonder
hope competence

OUTREACH AND PARTNERSHIPS

The focus of this year's Declaration of Intent was on instilling pride and promotion of our program. Celebrating us! As shared in the highlights of the year, we took the opportunity to share our spaces through open houses, family nights, program tours, and collaborations with various SDSU departments. Additionally, we actively participated in outreach, such as sharing photos of our program spaces with a director from Platte, hosting a group of early childhood professionals from Little Wounds School to share our program and discuss future collaborations for the next school year, as well as sharing our spaces with a group of Family and Consumer Science students and their instructor from Redfield, SD. Program mentor teachers also presented at the South Dakota Early Childhood Conference in Huron, SD, which was well received by the audience and will potentially spark future collaborations with other ECE programs.

ENROLLMENT STATISTICS

During the 2022-2023 academic year, the center enrolled 8 younger toddlers, 12 older toddlers, 30 3- & 4-year-olds, 31 4 & 5-year-olds, and 19 kindergartners of whom 16 were enrolled in the center Out of School Time program. The total enrollment was 100.

Of the children who were enrolled, their family members identified as being a member of the following nationalities: American (46), African American (2), Bohemian (3), Bosnian (1), Chinese (1), Croatian (1), Cuban (2), Danish (1), English (5), European (2), Filipino (2), French (1), German (12), Greek (1), Haitian (2), Hispanic (2), Indigenous (4), Irish (7), Italian (1), Mexican (1), No Identified Nationality (6), North European (1), Norwegian (8), Palestinian (1), Russian (1), Scottish (1), Spanish (1), Swedish (1), and Vietnamese (1).

Of the children who were enrolled, their family members identified as being part of the following cultural heritages: American (44), African American (2), Anglo-Scot (1), Bohemian (1), Bosnian (1), Cherokee (1), Chinese (1), Columbian (1), Croatian (1), Cuban (2), Danish (1), Dutch (3), English (3), European (3), Filipino (2), French (1), German (8), Greek (1), Guatemalan (1), Italian (1), Irish (3), Mexican (1), Middle Eastern (1), No Identified Culture (10), Norwegian (7), Oceti-Sakowin Oyate (1), Palestinian (1), Polish (1), Scottish (2), Spanish (1), Swedish (2), Welsh (1), and Vietnamese (1)

Of the children who were enrolled, we had eleven different languages represented: English (80), Lakota (1), Spanish (5), Chinese (1), Filipino (2), Tagalog (1), Arabic (1), and Vietnamese (1). Of those speaking a second language, all used English as a spoken language, as well.



PROGRAMMATIC CHANGES/IMPROVEMENTS

This academic year, 2022-2023 saw the program return to pre-covid operations. This meant the observation booths were open for families, students, and program visitors. The program spaces also returned to pre-covid purposes. For example, our large motor room and art studio operated as a shared learning space, while the classroom spaces reverted to their previously designated rooms. Along with this opening of the program, guest speakers returned to our program and children participated in field trips. Additionally, the program saw a refreshing of environments through the ARPA grants awarded this past year.



SPACE USAGE

The entire Fishback Center was used for classroom and programming space. Visitors and faculty also used the program spaces.



TABLE 1: INQUIRY TOPICS WITH TEACHER CANDIDATES AND SMALL GROUPS OF CHILDREN

Name of topic	Classroom	Semester Inquiry Occurred
Dry Sensory Investigation	Toddler Lab	Fall 2022
Textures Investigation	Toddler Lab	Fall 2022
Farm Investigation	Toddler Lab	Fall 2022
Sand Investigation	Toddler Lab	Fall 2022
Aircraft Investigation	3 & 4 Morning Lab	Fall 2022
Dinosaur Investigation	3 & 4 Morning Lab	Fall 2022
Construction Investigation	3 & 4 Morning Lab	Fall 2022
Farm Investigation	3 & 4 Morning Lab	Fall 2022
Dinosaur Investigation	3 & 4 Afternoon Lab	Fall 2022
Bug Investigation	3 & 4 Afternoon Lab	Fall 2022
Farm Investigation	3 & 4 Afternoon Lab	Fall 2022
Ocean Investigation	3 & 4 Afternoon Lab	Fall 2022
Weather Investigation	4 & 5 Morning Lab	Fall 2022
Community Investigation	4 & 5 Morning Lab	Fall 2022
Storytelling Investigation	4 & 5 Morning Lab	Fall 2022
Insects Investigation	4 & 5 Morning Lab	Fall 2022
Insect Lifecycles Investigation	4 & 5 Afternoon Lab	Fall 2022
Community Investigation	4 & 5 Afternoon Lab	Fall 2022
Bee Investigation	4 & 5 Afternoon Lab	Fall 2022
Sea Animal Investigation	4 & 5 Afternoon Lab	Fall 2022
Weather Investigation	Kindergarten Lab	Fall 2022
Water Explorers Investigation	Kindergarten Lab	Fall 2022
Exploring the World Through Art Investigation	Kindergarten Lab	Fall 2022
Balls and Movement Investigation	Toddler Lab	Spring 2023
How to Take Care of Babies Investigation	Toddler Lab	Spring 2023
Messy Mixing Investigation	Toddler Lab	Spring 2023
Sensory with Animals and Wheels Investigation	Toddler Lab	Spring 2023
All About Me Investigation	3 & 4 Morning Lab	Spring 2023
Jellyfish Investigation	3 & 4 Morning Lab	Spring 2023
Lizard Investigation	3 & 4 Morning Lab	Spring 2023
Weather Investigation	3 & 4 Afternoon Lab	Spring 2023
Construction Investigation	3 & 4 Afternoon Lab	Spring 2023
Plant Investigation	3 & 4 Afternoon Lab	Spring 2023
Storytelling Investigation	4 & 5 Morning Lab	Spring 2023
Rube Goldberg Investigation	4 & 5 Morning Lab	Spring 2023
Farming Investigation	4 & 5 Morning Lab	Spring 2023
Farm Animals Investigation	4 & 5 Morning Lab	Spring 2023
Health Investigation	4 & 5 Afternoon Lab	Spring 2023
Buildings Investigation	4 & 5 Afternoon Lab	Spring 2023
Storytelling Investigation	4 & 5 Afternoon Lab	Spring 2023

Space Explorers Investigation	Kindergarten Lab	Spring 2023
Ocean Investigation	Kindergarten Lab	Spring 2023
Aviator Explorers Investigation	Kindergarten Lab	Spring 2023



TABLE 2: PLACEMENTS IN THE FISHBACK CENTER FOR EARLY CHILDHOOD EDUCATION

Number of Placements	Course	Type of Experience
58	PS I – ECE 360	2nd Year Field Experience
46	ECE 488	Student Teaching Preschool Age
12	PE 460/360	Phys. Ed. Kindergarten Field Exp/Fall
10	PE 342	Phys. Ed. Kindergarten Field Exp/Spring
36	PHYS 216	Physical Science for Early Childhood
12	MUS 351	Music Ed. Kindergarten Field/Fall
68	ECE 240	Toddler Developmental Observations
64	ECE 241	Preschool-Kindergarten Development Observations
121	HDFS 227	Toddler/Preschool/Kindergarten Development Observations
*Numbers vary as some choose to complete assignment in another placement	MATH 245/345	Math for the Primary Grades Lesson Plans
Total of 427 Placements during the 2022-2023 Academic Year		



TABLE 3: OBSERVATIONS IN THE FISHBACK CENTER FOR EARLY CHILDHOOD EDUCATION

Number of Observations/Hours of Observations	Course	Total Enrolled	Type of Experience
2,450 Observations	PS I - ECE 360	58	Developmental & Curricular Observations
18,032 Observations	ECE 488	46	Student Teaching Toddler-Preschool-Kindergarten Age
204 Observations	ECE 240	68	Toddler Developmental Observations
217 Observations	ECE 241	64	Preschool-Kindergarten Developmental Observations
363 Observations	HDFS 227	121	Toddler/Preschool/Kindergarten Developmental Observations
Total of 21,266 Observations during the 2022-2023 Academic Year			

TABLE 4: ASSIGNMENTS IN THE FISHBACK CENTER FOR EARLY CHILDHOOD EDUCATION

Course Number	Number of Assignments	Types of Assignments	Number of Students
PS I – ECE 360	2 7 3 3 8	Guidance Journals Child Descriptive Review Questions Analysis Obs. Affordance Studies Obs. & Lesson Plan Small Group Inquiry & Lesson Plan	58
PE 460/342	1	PE Lesson Plan	22
MUS 351	1	Music Lesson Plan	12
PHYS 216	2	Plan and implement a physics activity with the preschool children.	36
ID 352	1	Design Creation and Proposal Presentation of Program Large Motor Room	17
ECE 488	4 4 4 3 3 1	Home Visit Summaries Portfolios Parent Teacher Conferences Lesson Plans Newsletters Small Group Investigation	46
Total of 2,314 Assignments during the 2022-2023 Academic Year			

TABLE 5: PRESENTATIONS & PUBLICATIONS

Presentations:
<i>The Environment as the Third Teacher: Purposeful Classroom Set-ups.</i> Gloege, L., Johnson, J., Haselhorst, A., Bennett, T., and Fay, M. SD ECE Conference, April 14, 2023.
<i>Inquiry Investigations: Examples from Toddlers through Preschoolers.</i> Gloege, L., Johnson, J., and Haselhorst, A. SD ECE Conference, April 14, 2023.
<i>Showcasing Learning: Examples of how children showcased their learning to demonstrate understanding.</i> Gloege, L., Hohn, I., Johnson, M., Christenson, C., and Bannwarth, L. SD ECE Conference, April 14, 2023.
<i>Shining the Light on Growth Using Inquiry-Based Practices and Documentation.</i> Cutler, K. and Gaes, E. SD ECE Conference, April 14, 2023.

I am not a teacher, but an awakener. ~ Robert Frost



TABLE 6: FISHBACK CENTER LEADERSHIP IN THE COMMUNITY AND FIELD

Highlights for the Year
Jen Johnson is a Member of the Head Start Pre-Birth to 5 Policy Council and serves as the Early Childhood Consultant to the Head Start Board.
Ashlee Haselhorst also works as a Birth to Three provider for the Brookings community.
Dr. Kay Cutler serves on the board for the SD Children's Museum as well as is actively involved with the Early Learner SD Committee. Additionally, she is the chair for the Brookings Pilot-Early Learner tool Development Committee.



TABLE 7: TOURS OF THE FISHBACK CENTER

Role	Number of Individuals
Jackrabbit Previews, Daily Visits, & Blue & Gold Days	130
Interviews of ECE Faculty Candidates	2
Interviews of Dean Candidates	2
Interviews of Kindergarten Candidates	2
Interviews of Kitchen Assistant Candidates	2
BHSU Early Childhood Rep and Architect Tour	2
Brookings School District-School Board President and Architect	2
Boys And Girls Club Teacher Tour	1
Fall Open House Celebration	50
Child & Family Resource Network Provider Meeting and Tour	8
Potential Enrolled Children and their Families	10
Potential Donors & Current Donors	10
Total:	221



Campus
Field Trips

