



ECD 243– Supervised Field Experience
Early Childhood Development
Business and Public Service

Fall 2013

Catalog Course Description: This course includes emphasis on planning, implementing, and evaluating scheduled programs, age appropriate methods, materials, activities, and environments of early childhood principles and practices.

Prerequisite(s): ENG 101, 30 ECD hours and permission of Program Director

Credit Hours: 3.0

Class Schedule:

Lab: To be arranged between student and lab site

Instructor: Sandra Hackley, Cherry Stokes

Office: SA 125 or RH 106

Office Hours:

Telephone: 803-822-3592

E-mail: hackleys@midlandstech.edu

Campus Mailbox: SA 119 or RH 126A

Program Website: www.midlandstech.edu/ecd

Program Director: Sandra Hackley, (803) 822-3592, hackleys@midlandstech.edu

Program Assistant: Donya Albert, (803) 822-3358, albertd@midlandstech.edu

Departmental Assistant: Kim Bauer, (803) 822-3320, bauerk@midlandstech.edu

Interim Department Chair: Sandra Hackley, (803) 822-3592, hackleys@midlandstech.edu

Textbook(s): Harms, T, Clifford R, & Cryer D. (2005). *Early Childhood Environment Rating Scale*. New York: Teachers College Press. (Revised). – or Infant Toddler Environmental Rating Scale for children under age 2.5 years.

Good Start Grow Smart: South Carolina Early Learning Standards. (SC Infant/Toddler Guidelines for children under age 3)

Course Objectives: Upon completion of this course the student will be able to:

1. Incorporate knowledge of child development and practices to design and implement developmentally appropriate activities for children. (NAEYC 1a, 4a, 4b, 4c, 4d, 5a-c)
2. Plan, implement, and evaluate instructional activities for children with an understanding of content knowledge in early education. (NAEYC 5a, 5b, 5c)
3. Create healthy, respectful, supportive, and challenging environments for young children. (NAEYC 1c)
4. Collaborate with classroom teachers and involve oneself with the early childhood field. (NAEYC 6c)
5. Individualize developmentally effective approaches that connect with children and families. (NAEYC 2b, 4c, 4d)
6. Utilize observation, documentation and other appropriate assessment tools. (NAEYC 3a-d)
7. Implement and uphold ethical standards and other professional guidelines. (NAEYC 6b)
8. Integrating knowledgeable, critical and reflective perspectives on early education. (NAEYC 4d, 6a, 6c)

Course Outcome #1: Students will be able to document a child's development and learning.

Course Competency 1c: Students will be able to create healthy, respectful, supportive, and challenging learning environments for young children.

Performance Measure: Students will successfully demonstrate these skills through their field experience, which will be assessed by an instructor observation form.

NAEYC Standards

1. PROMOTING CHILD DEVELOPMENT AND LEARNING

- 1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.
- 1b: Knowing and understanding the multiple influences on early development and learning
- 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

- 2a: Knowing about and understanding diverse family and community characteristics
- 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
- 2c: Involving families and communities in young children's development and learning

3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

- 3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children
- 3b: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments
- 3c: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
- 3d: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES

- 4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children
- 4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
- 4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches
- 4d: Reflecting on own practice to promote positive outcomes for each child

5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

- 5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
- 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
- 5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

6. BECOMING A PROFESSIONAL

- 6a: Identifying and involving oneself with the early childhood field
- 6b: Knowing about and upholding ethical standards and other early childhood professional guidelines
- 6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
- 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
- 6e: Engaging in informed advocacy for young children and the early childhood profession

7. EARLY CHILDHOOD FIELD EXPERIENCES

- 7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)
- 7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

Course Requirements:

1. Students enrolled in this course must obtain the following:
 - a. Negative TB test
 - b. Health assessment from a personal physician or health department
 - c. SLED investigative check with no convictions
2. Each student will complete the Practicum Agreement.
3. Each student will complete a weekly time sheet and have supervising teacher sign. **A total of 75 hours must be completed for this class. This is a key component of this class. If 75 hours are not completed, the student will not pass this class.**
4. Each student will keep a journal of reflections from their field experience with daily entries. Each entry **MUST** include something about how to expand learning for at least one child.
5. Each student will complete a portion of an appropriate Environmental Rating Scale.

6. Each student will plan and implement a thematic unit (from student interest). This unit must include fine motor, gross motor, science/discovery, math, language arts, creative, and transition activities. This unit must also include family involvement.
7. Each student will complete written lesson plans as designated by schedule chart and instructor guidelines.
8. Each student will assemble a professional portfolio based on NAEYC standards, which may include papers, samples of work completed in other classes as well as lesson plans, pictures of children at work, pictures of learning stations, the thematic unit, and other supporting documentation of their early childhood accomplishments.

Course Grading:

Specific Assignments: Grading

All assignments will be graded for accuracy. SLOPPY OR CARELESS WORK WILL NOT BE ACCEPTED! Only work turned in on time will be eligible for all possible points. **All work is expected to be turned in on time, however we understand life events sometimes arise; so if work is not submitted on time we will accept it no more than one week after the due date and you will receive up to 30% off your total score.**

Basis for Final Grade:	Possible Points
Lesson Plans	50
Thematic Unit	200
Portfolio & Celebration	200
Oral Exam-NAEYC Standards	100
Environmental Rating Scale	50
Instructor evaluation of lab	200
Journal	100
Cooperating teacher evaluation	100
Total Points =	1000

Early Childhood Grading Scale:

A = 93-100	930-1,000 points
B = 85-92	850-929 points
C = 75-84	750-849 points
D = 70-74	700-749 points
F = Below 70	Below 700 points
W = Withdrawal before midterm	
WF = Withdrawal after midterm with a failing grade on the last day attended	

Journal: Each student will keep a journal of reflections from their field experience with entries for each visit. Since you will conduct some activity each time you are in the class, each entry **MUST** include:

1. Activity Conducted
2. Reflection on how this went and what I might change
3. How did the children do?
4. How might you expand their learning?
5. What do you think the child was thinking or feeling?

Some additional points to consider for your journal are:

- a. Most meaningful experiences today
- b. Problems encountered today
- c. Questions I had about something that happened in the classroom
- d. Situations I want to discuss in class



Academic Affairs Student Guidelines and Expectations

MTC Student Handbook:

Students are expected to read the *MTC Student Handbook* and abide by its policies. You can find the handbook online at <http://www.midlandstech.edu/handbook/>; copies are also available at various locations on campus. Some of the more important handbook policies that impact your academic success are listed below.

Academic Integrity:

- The students of MTC have adopted the following Honor Code:
As a member of the Midlands Technical College community, I will adhere to the college's Student Code. I will act honorably, responsibly, and with academic integrity and honesty. I will be responsible for my own academic work and will neither give nor receive unauthorized or unacknowledged aid. I will behave courteously to all members of the MTC community and its guests and will respect college property and the property of others.
- The Student Code (Appendix I of the *MTC Student Handbook*) defines academic dishonesty, which includes, but is not limited to, cheating on tests, plagiarism, collusion, and falsification. Such actions will result in discipline.
- Cheating on tests includes:
 - Copying from another student's paper.
 - Copying or presenting someone else's work as your own.
 - Using unauthorized materials during a test.
 - Collaborating with any other person during a test without permission.
 - Knowingly obtaining, using, buying, or selling in whole or part the contents of any test.
 - Bribing any other person to obtain information about tests.
 - Substituting for another student, or permitting another student to substitute for you.
- Plagiarism is taking another person's work and using it without giving the source credit in any graded assignment.
- The use of cell phones or other portable electronic devices for purposes of academic dishonesty in any form is strictly prohibited; students who violate this policy will be subject to the disciplinary procedures and sanctions outlined in the Student Code.
- For more information about academic dishonesty, see the Student Code.

Class Attendance and Participation:

Students are expected to attend all classes and are responsible for class work, homework, lecture notes, reading assignments, etc., whether or not they are present. In the event of extenuating circumstances (illness, etc.), students are allowed to miss no more than twice the number of meeting times per week (i.e.: classes meeting once a week are allowed TWO absences). These absences are cuts; there is no such thing as an excused absence. Absences will be counted beginning with the first day of class. On the first cut exceeding the limit, you will be subject to being withdrawn from the course in accordance with the Business and Public Service Department's attendance policy.

Tardies: Students are encouraged to attend EVERY CLASS and are expected to arrive ON TIME. It is inconsiderate to classmates and disruptive to the class to arrive late. If students arrive after the instructor has taken roll, it is the STUDENT's responsibility to see the instructor after class ON THAT DAY and see that the absence is changed to a tardy. Students are expected to be in their seats ready to start class at the beginning of the class. Leaving during class should only be in case of an emergency. If students know they must leave early, they must let the instructor know ahead of time. If students enter class more than fifteen minutes late OR if students leave class more than fifteen minutes early, they are counted absent. Three tardies count as one absence.

Withdrawal: Should the maximum allowable absences be exceeded prior to midterm, a "W" will be submitted to the registrar to be recorded on the student's transcript. Should the maximum allowable absences be exceeded after midterm, a "W" will be submitted to the registrar if the student was passing the course at the time of withdrawal OR a "WF" will be submitted if the student was failing the course at the time of withdrawal.

Classroom Conduct and Preparation: All students in each Early Childhood Development class will be treated and respected as a professional adult; in return, students will also be expected to treat and respect the instructor and classmates as

professional adults. Because of the nature of discussions involved in this class, it is important that we respect each other's experiences, opinions and values. Disruptive behavior is un-professional, and will not be tolerated, and any student whose un-professional behavior disrupts the learning environment of this class will be dismissed from this class and counted absent. The student must meet with the instructor during office hours before the next class meeting to discuss the conditions under which the student will be allowed to return to class. Students are expected to BE PREPARED FOR and PARTICIPATE in every class meeting. Students are expected to have all assignments completed by the due date.

Make Up Assessment and Presentation Policy: Students are required to be present for all scheduled assessments and presentations. No student is automatically entitled to a makeup assessment or presentation! Makeup assessments and presentations will only be provided in an exceptional case where the student is able to provide clear and convincing evidence of a serious illness or emergency that absolutely precludes attendance. The decision to allow a makeup assessment or presentation is at the sole discretion of the instructor. It is your responsibility to discuss and schedule this with the instructor. Any student found cheating on an assessment will be given a "0" for that assessment.

Portable Electronic Devices:

Cell phones and other portable electronic devices may be used in classrooms only for maintaining access to *MTC Alerts!*, the college's emergency notification system. Other uses of portable electronic devices (for example, leaving class to make or receive phone calls, sending or reading text messages, accessing the internet, taking pictures or videos, listening to music, etc.) will be considered disruptive activities, and the student will be subject to disciplinary action.

Student Email Accounts (MyMTC Email):

- All MTC students are assigned a college email account called *MyMTC* Email. For access, follow the link on the *Enrolled Students* page or go to <http://www.midlandstech.edu/myemail>.
- *MyMTC* Email is the primary way the college communicates with students. You are responsible for checking your college email regularly for important information and announcements about registration, financial aid, cancelled classes, emergencies, etc.
- Students can use their college email accounts to communicate with faculty, staff, fellow students, and others, as well as to maintain personal calendars and task lists.
- In addition to using *MyMTC* Email, students may also be required to communicate with instructors through Desire 2 Learn (D2L, the college-wide learning management system), or through course-specific software, such as MyMathLab.

MyMTC:

The college conducts business with students through *MyMTC*, which provides many services and resources, including access to transcripts, grades, and program evaluations; information about financial aid status; and how to search and register for courses. To access *MyMTC*, follow the link on the *Enrolled Students* page or go to <http://mymtc.midlandstech.edu>.

Children on Campus:

Children are generally not permitted on campus except for special events. Children are not permitted in classes, labs, or advisors' offices. Children can never be left unattended on campus, including in the library, the Academic Success Center, or parking lots.

Inclement Weather Policy:

- If weather conditions or other emergencies cause the college to close or open late, announcements will be made over local radio and TV stations, on the MTC website, and on the college's information line (803-738-8324).
- Notices will be sent to students via *MyMTC* Email and *MTC Alerts!* when applicable.
- Check for separate announcements for day and evening classes because weather conditions can change during the day.
- Inclement weather schedules: In standard non-lab and non-clinical classes, if the college closing or reopening means that there is at least 30 minutes of a class remaining, plan to attend that class. For example, if the college opens at 10 a.m., classes that normally meet at 8 a.m. will not meet, but classes that normally begin at 9:35 a.m. will begin at 10 a.m. Similarly, if the college closes at 8 p.m., 6 p.m. classes will meet for their regular time, but 7:35 p.m. classes will not meet.
- Check your syllabus for specific information about the inclement weather policy for that course.

Campus Emergency Protocol:

- To report safety concerns or suspicious activities, call Campus Security at 7850 (on campus) or 738-7850 (cell phone or off campus).
- To report a security emergency, call Campus Security at 738-7199 or dial local 911 immediately.
- The college also provides emergency call boxes; look for these red call boxes in or near parking lots on all campuses.
- If a college-wide emergency occurs, the college will communicate additional information and instructions in a number of ways, including the MTC Information Centers, campus loud speakers, *MyMTC* Email, the MTC website, and *MTC Alerts!* To sign up for *MTC Alerts!* and receive emergency notifications on your cell phone, go to: http://www.midlandstech.edu/Phone_Alert.htm.

Student Evaluation of Instruction:

Toward the end of the semester, students will be encouraged to participate in evaluating their courses. You can complete this confidential evaluation through *MyMTC* using your username and password. Announcements will be made during the term concerning how and when to complete the online evaluation.

Accessibility and Special Accommodations:

If a student with a disability requires special accommodations, the student should go to Counseling Services in the Student Center on Beltline or Airport Campus for assistance. Documentation regarding a specific disability is required in order for special arrangements to be made. All information received will remain confidential. The staff of Counseling and Career Services works to ensure that all educational programming and services are accessible to otherwise qualified students with disabilities. If you have a concern regarding the accessibility of websites, instructional materials, online courses and other electronic or information technology, please contact Counseling and Career Services. It is the student's responsibility to self-disclose as a student with a disability and to request accommodations prior to beginning a program or course. Please contact the staff of Counseling and Career Services at 803-822-3505 (AC) or 803-738-7636 (BC) or via email at disability@midlandstech.edu if you have any questions or concerns.

Copyright:

Work Left at the End of the Semester: Students will have two months after the end of each semester to pick up any work left from the previous semester. Students may pick up this work from the ECD Office. Please call 822-3358 to make arrangements to pick up work.

Dress Code: All students are encouraged to dress in a manner that supports the college policy on campus environment. In the interest of health and safety, shoes that cover the length of the foot and shirts that cover the chest are required of all students. All Early Childhood Development students are required to dress appropriately to work with young children, both in the classroom and at lab sites. Ask your lab site contact person for specific dress codes for that site. Generally, all clothes should be appropriate for a professional environment and be able to accommodate bending and stretching.

Transferability of Course: This course may not be transferable to certain four-year colleges. Students contemplating transferring to other colleges are encouraged to contact their college of interest to determine whether this course will be transferable. Students may also check the ECD website at www.midlandstech.edu/ecd to view program plans for transferring to four year colleges in this area.

DSS Hours: If students are working in a child care program, they will need to print their transcript at the end of each semester and send their grades to the Center for Child Care Career Development (CCCCD). The CCCCCD will translate the ECD classes into DSS hours. For more information, go to http://www.sc-cccd.net/College_Courses.htm.

(Revised September 2013)

COURSE OUTLINE:

Dates	Lab Experience	Class	Assignments Due
Week 1 Aug. 26-30	Gather information about the program - including policies & procedures, schedules, handbooks Give program your documentation (TB, SLED, Physical). Interact with children.	Review Labs and procedures Lesson Plans Reflective thinking Expectations	Signed Lab agreement Signed Syllabus –back page SLED background check Physical & Health Form Email room assignment, teacher, age group
Week 2 Sept. 3-6	Participate with classroom activities. Journal	No class	Language /literacy plan Journal – 1-Overview
Week 3 Sept 9-13	Conduct your language/ literacy activity. Journal	Values & Teaching Style Intentionality Review of child development theories and appropriate practice Child directed vs. teacher directed	Cognitive plan Journal -2-Language Plan
Week 4 Sept 16-20	Conduct your cognitive activity. Journal	No class	Journal -3-Cognitive Plan
Week 5 Sept 23-27	Conduct your gross motor activity. Journal	Review of classroom management and creating community Portfolios – writing rationales	Gross motor plan Journal – 4-Gross Motor
Week 6 Sept 30-Oct. 4	Conduct your fine motor activity. Journal	Discuss Thematic Units - Video	Fine motor plan Journal – 5-Fine Motor
Week 7 Oct. 7-11	Conduct your social/emotional activity. ECERS/ITERS Journal	ECERS/ITERS	Social/emotional plan Resume Journal – 6-Social-Emotion
Week 8 Oct. 16-18	Prepare the children for your unit. What do they know? What would they like to know? Journal	No class	Unit Summary Sheet ECERS / ITERS Journal – 7-Unit
Week 9 Oct 21-25	Conduct plans from your unit. Set up a learning center in the classroom. Take pictures!!!	Oral Exam – NAEYC Standards	Journal – 8-Lang-Unit
Week 10 Oct 28-Nov 1	Conduct plans from your unit. Journal	No class	1 st Draft of Portfolio Journal 9- Cog.-Unit
Week 11 Nov. 4-8	Conduct plans from your unit. Journal	Share experiences Peer review of portfolios.	Thematic Unit Journal – 10-GrossM-Unit
Week 12 Nov. 11-15	Conduct plans from your unit. Journal	Optional class. I will be available if needed.	Journal 11-Fine - Unit
Week 13 Nov. 18-22	Conduct plans from your unit. Journal	Optional class. I will be available if needed.	Journal 12-SE-Unit
Week 14 Dec. 2-6	Finish lab hours – you MUST have 75 to complete this course!	Bring all items to class for grading. Not accepted after this class!!!	EVERYTHING Complete!!
Dec. 6	Celebration of Learning	Congratulations!!!!	Bring everything to AC 143 by 5:00pm

****Assignments may be modified at the discretion of the instructor.**

General Principles and Guidelines for Lab Participants

I. DRESS

- A. Your appearance should be conservative. Remember you should be seen as a professional. Follow the dress code of the center to which you are assigned. **NO tank tops, see-through shirts/sweaters, or tight stretch pants. NO JEANS OR SHORTS IN PUBLIC SCHOOL.** If you are unsure, ASK!
- B. Shoes should be neat and clean and safe. If the program allows canvas shoes, they must be clean. It is safer to wear canvas shoes in infant rooms.
- C. Everyone must wear a Midlands Technical College name tag, either pinned onto shirt or on lanyard around neck.

II. HEALTH & SAFETY

- A. Wash hands upon entering the lab site, before handling food, after toileting, after outside, after wiping noses and other appropriate times during the day, and before leaving.
- B. Wash tables with bleach solution before eating.
- C. Stress hand-washing with the children (not hand sanitizers).
- D. Be aware of safety hazards on the playground.
- E. Be aware and alert. Head off a potential accident BEFORE it happens.
- F. Support the health & safety rules of the classroom and school.

III. ATTENDANCE

- A. Be present and on time each day you are scheduled to participate.
- B. Report directly to your supervising teacher and notify him/her when you are leaving.
- C. **If for some reason you must miss a scheduled lab, contact your supervising teacher at your lab site and your Midlands Technical College lab instructor before 8:30am. If you are scheduled for an observation and you are not present and you have not contacted anyone, you will receive a "0" for that observation!!!!**

Supervising Teacher: _____ Phone: _____

Lab Instructor: Sandra Hackley –803-822-3592 or 803-629-2655 (cell)

- D. If you miss lab due to calendar scheduling, illness, or other reasons, you must make lab up. Lab hours must total 75 by the end of the semester.
- E. Have your supervising teacher sign your Time Sheet each time you participate.

IV. INITIAL ADJUSTMENT

- A. During your first scheduled lab period you will want to observe. Take the opportunity to get acquainted with the children, the program, and the teacher. After the first visit, be actively involved, helping out where needed and participating in all classroom activities.
- B. At all times you must remain alert and help as needed. Whenever the question of safety is involved (streets, gates, fights, accidents, etc.) you must step in quickly.

V. HOUSEKEEPING

- A. The appearance of the room depends upon the children, the teacher, and the participating students.
- B. Always return supplies and equipment to the proper location.
- C. Encourage and help the children to put away the toys after play.
- D. Clean up completely after your activities.

VI. PROFESSIONAL SKILLS AND ETHICS

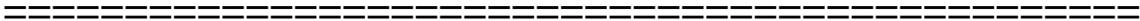
- A. Avoid conversations with other teachers and participants while working with the children. When you're outside on the playground, interact with the children.
- B. Do not show favoritism.
- C. LISTEN to the children. Carry on conversations and ask OPEN ENDED Questions

- D. Remember that teachers set an example for children:
 - 1. Speak in a pleasant voice.
 - 2. Be courteous.
 - 3. Use good manners and good language. Remember not to talk “baby talk”.
 - 4. Be positive, patient, and even-tempered.
 - 5. Show respect for others.
 - 6. Do not eat or drink in front of the children unless this is part of the program.
 - 7. Do NOT chew gum or smoke.
- E. Avoid showing preconceived judgments of behavior. Behaviors that are “unacceptable” to you might be quite normal for that age child.
- F. Respect confidentiality of observations, discussions, information, and interpretations relating to children and their families by not sharing these outside the classroom.
- G. **There will be NO dittos, worksheets, workbooks, color sheets, etc. used at any time!!!!**
- H. All lessons will be child directed – the more the children do – the more they’ll learn. I want to see their work – not yours.
- I. I’m looking for relationships between you and the children. If the lesson is not working, please change course. Be flexible and responsive to the children.
- J. **You MUST contact the early childhood program if you are running late or will not be able to attend. You must also coordinate with the cooperating teacher as to when and what you will be doing for your lessons.**
- K. **Call your instructor if you are not going to be attending class.**
- L. **Attend Celebration of Learning**

NOTE CONCERNING PARTICIPATION IN CENTERS

The penalty for any one of the following actions by a student may be a withdrawal from the lab center and a grade of “F” for the course.

- 1. Failure to abide by “Guidelines for Lab Experiences.”
- 2. Failure to abide by center/program rules and regulations.
- 3. Failure to attend as scheduled.
- 4. Students engaging in behavior which jeopardizes the safety and well-being of the children, students, or adults in the center will not be allowed to continue the program.
- 5. Students engaging in administration of corporal punishment (spanking) and/or pinching, slapping, or abusing children physically and /or verbally will not be allowed to continue the program.



Lab Participants

I have read the General Principles and Guidelines for Lab Participants and understand that if I fail to abide by these guidelines, I will be removed from lab participation and therefore will receive a grade of “F” for the corresponding Early Childhood courses.

 (Students’ signature)

 (Date)

(NOTE: This form must be signed and returned to the instructor, and placed in student’s folder.)

EARLY CHILDHOOD DEVELOPMENT

PRACTICUM INFORMATION FOR SUPERVISING TEACHERS

_____, a student in Early Childhood Development, has been placed in your classroom for their Supervised Field Placement experience. This student is completing work for an Associate Degree in Early Care and Education.

Students are expected to arrive in your classroom on the scheduled days and at the scheduled times. They are instructed to serve as assistants in your classrooms, following your instructions and your lead in every area of classroom responsibilities. They are to interact with the children and to participate in all classroom activities including recess. They have projects/activities to complete while in your classroom, preferably with individuals or small groups, but some activities may include larger groups.

The student is responsible for coordinating with you for the date, time, and type of activity that is to be conducted. His/Her project should coordinate with your thematic unit as much as possible.

We ask that you:

- Document the student's attendance on his/her sign in sheet. The student must spend 75 hours in your classroom this semester.
- Verify the student's activities and provide verbal feedback as needed.
- Complete an evaluation on the student's work in your class at the end of the semester. A form will be provided.
- Allow a lab instructor from Midlands Technical College to evaluate the student's performance in your classroom four to five times during the course of the semester.
- Not allow the student to have unsupervised contact with the children. According to DSS Child Care Licensing, the definition of a student volunteer is:
 - An individual at least 16 years of age from a recognized educational institution or who may receive credit, reimbursement for expenses, or a stipend for providing services in a trainee capacity; under supervision of a staff member at all times when providing direct care to children. This student may not be counted in the staff: child ratio.

The student will provide you with documentation that she has completed a physical, SLED background check, and TB test. Thank you very much for assisting in training Early Care and Education students. Although class time is important, the model provided by an experienced teacher is invaluable in preparation for teaching young children. If you have any questions or concerns, please feel free to contact me at (803) 822-3768.

Sincerely,

Sandra Hackley
Program Director
Early Childhood Development

ECD 243 – Supervised Field Experience - Instructor Observation

Student: _____ Date: _____ Site: _____

Activity Observed: _____

Domain: Physical: ___ **Gross Motor** ___ **Fine Motor** ___ **Self-help/health** ___ **Language**
 ___ **Social** ___ **Emotional** ___ **Multi-cultural** ___ **Cognitive:** ___ **Math** ___ **Science/Discovery** ___ **Creative**

Observed	Excellent	Good	Fair	Poor	Points
1. Prepared for activity. <i>NAEYC 1c</i>	Has all materials ready and does not keep children waiting. (6)	Has most of the materials ready. (5)	Has some of the materials ready. (4)	Does not have any materials ready. (0)	
2. Lesson Plan / Objective <i>NAEYC 1c</i>	Objective is appropriate and written in terms of observable process skills. Objective matches domain. Plan is complete. (7)	Objective is appropriate but describes product not process or objective does not match domain or plan is almost complete. (5)	Objective is not appropriate and/or plan is mostly incomplete. (2)	Does not have a lesson plan. (0)	
3. Opening <i>NAEYC 1a</i>	Gets children excited about what is about to happen. Encourages curiosity/inquiry. (6)	Opens activity with some excitement. (4)	Opens activity with a question. (2)	Jumps right into activity without any opening (0)	
4. Responsive <i>NAEYC 1b</i>	Listens to what children are saying and responds appropriately. Feedback is specific, positive, and identifies what the child has done (7)	Listens to what children are saying and provides a minimal response or feedback is too general. (Good job overused) (5)	Listens to what children are saying but provides an inappropriate response. (3)	Does not listen or respond to children. (0)	
5. Expands children's language <i>NAEYC 1b</i>	Uses an appropriate children's book in activity and/or helps children expand their vocabulary. (7)	Uses some language/literacy in activity and/or encourages children to talk and share. (5)	Does not use literacy in activity, but children answer questions or there is minimal verbal interaction. (3)	No language or literacy is included in activity. Children are talked to (not with). (0)	
6. Cognitive skills <i>NAEYC 1a</i>	Asks open ended questions and provides opportunities for children to figure things out on their own. (7)	Asks open ended questions or provides opportunities for discovery. (5)	Provides minimal discovery but no open ended questions. (3)	Does not ask open ended questions and does not provide for discovery.(0)	
7. Creativity <i>NAEYC 1a</i>	Teacher serves as facilitator. Children have opportunities to be creative. (7)	Teacher serves as facilitator. Children have some choices in activity. (5)	Provides a model for children to follow. Allows minimal creativity. (3)	Materials are teacher made or uses worksheets. (0)	
8. Uses positive guidance <i>NAEYC 1b</i>	Expectations are clear, teacher is consistent, and situations are handled appropriately. (7)	Some expectations set with consistency. Could use some improvement in guidance techniques. (5)	No expectation set and improvement needed on guidance. (3)	No expectations set and situation handled inappropriately. (0)	
9. Good health & safety practices <i>NAEYC 1c</i>	Hand washing occurs as appropriate and materials are healthy and safe. (7)	Hand washing occurs as appropriate. Some concern about materials. (5)	No hand washing or other minor health/safety concern. (1)	Major health and safety concerns. (0)	
10. Professional <i>NAEYC 6</i>	Demonstrates professional and ethical guidelines, actively participates in classroom activities and collaborates with cooperating teacher (6)	Mostly demonstrates professional and ethical guidelines at left. (5)	Minimal demonstration of professional and ethical guidelines (3)	Does not demonstrate professionalism or violates an ethical guideline (0)	
Total Points (67 possible points for each visit x 3visits = 201 total points) * Hours must total 75 by the end of semester in order to complete course.					

NAEYC Standards & Supportive Skills mentioned in this assessment: 1a: Knowing and understanding young children's characteristics and needs; 1b: Knowing and understanding the multiple influences on development and learning; 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments; 6: Becoming a professional; Supportive Skill 4: Making connections between prior knowledge/ experience and new learning.

Journal <i>NAEYC 1b</i> <i>Supportive Skill 4</i>	Describes activity, children's response to activity, reflection of self, and expansion of learning. Is comprehensive and talks about learning for individual children. (8)	Has some of the criteria at left. Not as comprehensive or reflective as necessary. (6)	Gives observations but no reflection on activity (4)	Minimal or incomplete (1) No journal entry (0)	
3 extra journal points for emailing schedule: days, times, location, teacher, age level of children- at beginning of semester					

Midlands Technical College
Early Childhood Development
End of Semester Evaluation by Cooperating Teacher

Student: _____

Site: _____

Supervising Teacher: _____

NEVER	0 Points
OCCASIONALLY	4 Points
OFTEN	6 Points
MOST OF THE TIME	8 Points
ALWAYS	10 Points

Competence	Points	Comments
Did student alert you to absences or changes in lab schedule due to holidays, field trips, or special events?		
Was student punctual? Were absences understandable and within the two day maximum?		
Did student show enthusiasm and take initiative in the class?		
Did student alert you to dates/times when he would do a planned activity?		
Did you sense a good rapport/working relationship between student/classroom staff?		
Did you see evidence of the student's growth in knowledge during the semester either through planned activities or guidance methods?		
Did student dress and speak in a professional manner throughout the semester?		
Was student receptive to suggestions/counseling from you or classroom staff?		
Did this student portray Midlands Technical College in a positive manner throughout the course?		
Was student willing to follow center's (school's) rules?		
TOTAL POINTS		

Thematic Unit / Inquiry Project (200 Points)

Choose a topic from the children's own interest. Use the Weekly Planning Sheet to map out lessons for the 5 days you will be introducing and working with the children on your unit. When you turn in your unit, please use the following format:

Introduction (20 Points) – Write several paragraphs to introduce the theme or project. Describe the setting, how you came up with this topic/project, and concepts you want the children to learn. Also describe the children, their interest in the topic/project, their developmental abilities, etc. Also, discuss how you could engage the child's family in this unit.

Topics	Excellent	Good	Fair	Poor	Points
Setting	4	2	1	0	
Topic	4	2	1	0	
Concepts	4	2	1	0	
Children	4	2	1	0	
Families	4	2	1	0	

Thematic Unit / Inquiry Project Summary Page (15 Points) – Use this sheet to map out your plans for the five days. Also include changes to the environment for blocks, dramatic play, water/sand, science, carpentry, manipulatives, and/or other areas. Be sure to balance active and quiet play as well as indoor and outdoor experiences. Describe one resource to support your unit. This could be a guest speaker, a field trip (if allowed), or another special activity.

Criteria	Excellent	Good	Fair	Poor	Points
Complete	5	4	3	0	
Balance of active and quiet play/ indoor and outdoor experiences	5	4	3	0	
Resource	5	4	3	0	

Lesson Plans (145 Points)

- **Language development** – Write five (5) language activities (one for each day). Be sure to read to the children every day. List children's books you have chosen to support your unit. One language activity will include your introduction to the theme. (25 points)
- **Gross Motor** – Write five (5) indoor or outdoor gross motor activities (one for each day). (25 points)
- **Fine Motor** – Write five (5) fine-motor activities (one for each day). (25 points)
- **Social / Emotional** – Write five (5) social or emotional activities (one for each day). (25 points)
- **Cognitive** – Write five (5) cognitive activities (one for each day). These can include science, math, or any activity involving problem solving or discovery. (25 points)
- **Transitions** – Write five (5) different transition ideas. You can write them all on one sheet and list when they will be used on your Thematic Unit Planning Sheet. (10 Points)
- **Finger plays** – Write out the words to five (5) different finger plays relating to your unit (or make them up). You can place all five (5) on one sheet and refer to them on your Thematic Unit Planning Sheet. (10 Points)

Criteria	Excellent	Good	Fair	Poor	Points
Lesson plans complete	125*	100	75	0	
Transitions	10	8	5	0	
Finger Plays	10	8	5	0	

*Lesson plans are 5 points each for a total of 125 points

Set up at least one center in the room to support your theme (20 points)

Criteria	Excellent	Good	Fair	Poor	Points
Center can be used independently by children	10	8	5	0	
Center is age and developmentally appropriate	10	8	5	0	

Add this unit, including pictures of the children at work, to your portfolio.

Thematic Unit / Inquiry Project Planning Sheet: Theme/Project (phrased in the form of a question): _____

Changes to the Environment	Dramatic Play	Art	Sand / Water / Sensory
	Blocks	Table Toys/Manipulatives	Library
	Music/Movement	Science/Discovery	Other: _____

	Day 1:	Day 2:	Day 3:	Day 4:	Day 5:
Language Development					
Gross Motor					
Fine Motor					
Social / Emotional					
Cognitive: Science/Discovery/Math/ creative (problem solving)					

Resource to support unit: _____

Display to support unit: _____

Families will be engaged by: _____

<u>Children's Books</u>

Name: _____

Semester: _____

Instructor: _____

Due Date: _____

Date Received: _____

ECD 243 – Supervised Field Experience Professional Portfolio

Criteria	Excellent	Good	Fair	Poor	Points
Appearance	Portfolio is neat, well organized, and has a Table of Contents (15)	Missing one element at left (10)	Missing 2 elements at left (5)	Missing all 3 elements (0)	
Resume & educational philosophy paper	Portfolio contains complete resume & educational philosophy paper (20)	Resume and educational philosophy paper are incomplete (15)	Missing a resume or a philosophy paper (10)	Missing resume and educational philosophy paper (0)	
NAEYC Standard 1- Promoting Child Development & Learning	Portfolio contains at least three items to show evidence of this standard. Has cover page with standards and rationale. (15)	Portfolio contains two items in this standard or does not have a complete cover page. (10)	Portfolio contains one item or does not have a cover page. (5)	Portfolio does not contain any evidence of learning for this standard. (0)	
NAEYC Standard 2 – Building Family & Community Relations	Portfolio contains at least three items to show evidence of this standard. Has cover page with standards and rationale. (15)	Portfolio contains two items in this standard or does not have a complete cover page. (10)	Portfolio contains one item or does not have a cover page. (5)	Portfolio does not contain any evidence of learning for this standard. (0)	
NAEYC Standard 3 – Observing, Documenting, and Assessing to Support Young Children and Families	Portfolio contains at least three items to show evidence of this standard. Has cover page with standards and rationale. (15)	Portfolio contains two items in this standard or does not have a complete cover page. (10)	Portfolio contains one item or does not have a cover page. (5)	Portfolio does not contain any evidence of learning for this standard. (0)	
NAEYC Standard 4 – Using Developmentally Effective Approaches to Connect with Children and Families	Portfolio contains at least three items to show evidence of this standard. Has cover page with standards and rationale. (15)	Portfolio contains two items in this standard or does not have a complete cover page. (10)	Portfolio contains one item or does not have a cover page. (5)	Portfolio does not contain any evidence of learning for this standard. (0)	
NAEYC Standard 5 – Using Content Knowledge to Build Meaningful Curriculum	Portfolio contains at least three items to show evidence of this standard. Has cover page with standards and rationale. (15)	Portfolio contains two items in this standard or does not have a complete cover page. (10)	Portfolio contains one item or does not have a cover page. (5)	Portfolio does not contain any evidence of learning for this standard. (0)	
NAEYC Standard 6 – Becoming a Professional	Portfolio contains at least three items to show evidence of this standard. Has cover page with standards and rationale. (15)	Portfolio contains two items in this standard or does not have a complete cover page. (10)	Portfolio contains one item or does not have a cover page. (5)	Portfolio does not contain any evidence of learning for this standard. (0)	
NAEYC Standard 7 – Lab Sites	Portfolio documents time spent at two out of three settings (school based, Head Start, child care) and documents time spent with two out of three age groups (birth-2, 3-5 yrs, 5-8years). Has cover page with standards and rationale. (15)	Portfolio documents settings or age groups or does not have a complete cover page. (10)	Portfolio documents less than two out of three settings and age groups or does not have a cover page. (5)	No documentation for setting or age groups (0)	
Celebration	Comes early and sets up an attractive display for the Celebration of Learning. (60)	Runs late or fair amount of material for display (40)	Late or minimal materials for display (20)	Does not attend Celebration of Learning (0)	

ECD 243 – Supervised Field Experience

Student Assessment Sheet for _____

Task (points)	Possible Points	Actual Points
Lesson Plans (5 lesson plans for a total of 50 points)		
Language /Literacy	10	
Cognitive (Science, math, discovery, creative)	10	
Gross motor	10	
Fine motor	10	
Social/emotional activity	10	
Thematic Unit /Inquiry Project(200)		
Introduction to the thematic unit / Project	20	
Student has completed thematic unit/project summary page	15	
Student has 5 lesson plans for language arts	25	
Student has 5 lesson plans for gross motor	25	
Student has 5 lesson plans for fine motor	25	
Student has 5 lesson plans for social/emotional	25	
Student has 5 lesson plans for cognitive development/discovery	25	
Student has a listing of 5 finger-plays	10	
Student has a listing of 5 transitional activities	10	
Student set up one center in the classroom for students to be able to use independently	20	
Portfolio/Celebration (200)		
Portfolio is neat, well organized, and has a Table of Contents	15	
Portfolio contains resume & teaching philosophy (105, 201, or other)	20	
NAEYC Standard 1-Promoting Child Development & Learning (lesson plans / pictures, articles, room arrangement, health/safety/nutrition). Cover page and rationale.	15	
NAEYC Standard 2 – Building Family & Community Relations (Family Engagement Plan, newsletters, family interview, family activities). Cover page and rationale.	15	
NAEYC Standard 3 – Observing, Documenting, and Assessing to Support Young Children and Families (Case study, ECERS, Observations, Ages & Stages). Cover page and rationale.	15	
NAEYC Standard 4 – Using Developmentally Effective Approaches to Connect with Children and Families (105 Philosophy, 237 expert presentations, 132 labs). Cover page and rationale.	15	
NAEYC Standard 5 – Using Content Knowledge to Build Meaningful Curriculum (thematic unit, lesson plans, pictures, activity files). Cover page and rationale.	15	
NAEYC Standard 6 – Becoming a Professional (certificates, memberships in professional organizations, journal articles, career plan, advocacy, CPR/First Aid cards). Cover page and rationale.	15	
NAEYC Standard 7 – Lab sites (time sheets, pictures, statement about ages/sites). Cover page and rationale.	15	
Celebration of Learning (see Portfolio Rubric)	60	
Other Grades		
Journal (12 entries@8 points each) plus 4 points at beginning for emailing schedule	100	
Oral Exam – NAEYC Standards	100	
Environmental Rating Scale	50	
Lab site evaluations by instructor	200	
Lab site evaluation by cooperating teacher	100	
Totals: (1000)	1000	

930 – 1000 points-A; 850 – 929 points-B; 750 – 849 points-C; 700 – 749 points-D; Below 700 points -F

**Midland's Technical College
ECD 243/251 – Supervised Field Experience
Student Information Sheet & Syllabus Contract**

Name: _____ **Phone:** _____

Address: _____

Email Address: _____

Child Care Program: _____ **Phone:** _____

Emergency Contact Person: _____ **Phone:** _____

What I hope to learn from this class:

What the instructor needs to know to help me be successful in this class:

I, _____, have received the course syllabus from my instructor. The syllabus has been explained to me, and I have had my questions answered by the instructor. I understand that it is my responsibility to keep the syllabus in my possession for future reference. I will take the initiative and maintain the necessary degree of persistence to have any future questions answered by the instructor. I understand that additional help may be obtained from the instructor during posted office hours or by appointment, but that it is my responsibility to seek such help. I further understand that support services will be provided upon my request and upon appropriate application to student services. I understand the potential for both passing and failing the course, and that I must obtain a cumulative grade of at least "C" to successfully complete the course.

In addition, I understand the attendance requirements set forth by Midlands Technical College.

I agree to adhere to all course, departments, and Technical College policies as referenced in the accompanying syllabus. I have had ample time to review this information.

STUDENT: _____ **Date:** _____

INSTRUCTOR: _____ **Date:** _____