

# Practicum – Field Experience Workbook

An Open Educational Resources Publication by College of the Canyons

Constructed by Sharon Eyrich, Wendy Ruiz & Cindy Stephens

Edited by Kyra Karatsu & Alexa Johnson

Cover Designed by Kyra Karatsu

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## INTRODUCTION

Welcome to a new and exciting endeavor…your official supervised fieldwork experience! This course is structured to be the bridge between the courses you have already taken and the “real world” of working with children and families.

It is a time of great anticipation and adventure!

As we developed this course, we found ourselves using terms related to construction; “solid foundation”, “building skills”, “mastering tools of the trade”, “revising plans”, and most importantly “successful building seems to be under on-going construction”. Thus, we adopted the theme of construction and the motto “the road to success is always under construction”, attributed to Lily Tomlin, known for trying new things and making people smile.

In this course, it is time for you to take charge of your own learning and construct your own road to success! Each of your journeys will be slightly different because you are all unique. This is not a “one size fits all” course. You will all have the same basic tasks and tools, but the things that each of you want to master to be the best teacher that YOU CAN BE moving forward are yours and yours alone.

Constructing a road to success is not always easy. A basic plan is a good place to start as long as it is approached with flexibility and an openness to change. Mistakes are inevitable and can be celebrated as opportunities to learn new things! A sense of adventure awaits! Be inspired!

Throughout the quarter your construction project will take on many twists and turns, so enjoy the journey! You will work in a variety of ways with a supportive construction crew, and are encouraged to take on as many tasks as you can, pushing yourself a little further out of your comfort zone each time! This handbook will introduce you to the foundations of the course. Each portion will be discussed further as the course progresses, so do not be alarmed if you look at something not yet covered and are puzzled. Construction takes time and is built upon prior foundations! By the end it will all make sense! So take a deep breath, gather your construction tools, and let’s get started!

## COLLEGE CONSTRUCTION BASICS

As a student you may not be aware of the vast construction that has gone into developing a course from the college perspective. Just as with planning for children, we begin our adult classes by revisiting our core beliefs; our “why”. Because human development occurs throughout the lifespan, the same core principles that guide our work with children and families parallel those of our college students.

These include:

1. All people can learn
2. Learning requires a safe, stimulating environment where each person is valued and respected
3. Learning works best when positive, trusting relationships are formed and maintained
4. Education is an active process
5. Creative problem solving, divergent thinking and effective communication are nurtured
6. Teaching and learning are reciprocal processes
7. Reflection facilitates learning
8. Learning is facilitated by integrating curriculum, using cooperative learning strategies, having high expectations of the learner, and making curriculum relevant to the world outside the classroom
9. Varied instruction for individual differences and learning styles facilitates learning
10. Diversity enriches education by providing many different values and viewpoints
11. Observation and assessment improve instruction
12. School, community and family collaboration support learning

Secondly, each course starts with outcomes we would like students to master to be successful in the course. For this class, the **Student Learning Outcomes** are built upon your previous courses as follows:

* **Lab/Training**: Students will design, implement and evaluate curriculum activities that are based on observation and assessment of young children, using effective interaction and communication strategies. (This will be assessed through the Key Assessment assignment to be discussed in more detail at a later time).
* **Lecture/Discussion:** Students will develop a professional portfolio that demonstrates an understanding of the key components of early childhood education, showcasing work and accomplishments as an ECE student and future early childhood educator.

Thirdly, by now you have probably been introduced to the National Association for the Education of Young Children (NAEYC), the “chief construction office” for all things related to working with young children and families. Did you know that they also have guidelines and standards for college courses to ensure quality instruction for your journey? In this course the following Standards will be addressed (using their number codes):

* 4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches;
* 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.
* 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 knowledge, reflective, and critical perspectives on early education

All of the above house important information to be aware of, and it shapes the way this course is planned, implemented, documented, reflected upon and modified as needed. Sound familiar? These are the same skills you will use when planning for children! The parallels in learning are profound indeed.

With that solid foundation set, let’s get into some of the course basics.

| Question Mark | **Pause to Reflect**  If you were in charge of planning this Practicum/Fieldwork course, what would you include? Why? |
| --- | --- |

## START WITH “WHY?”

So often as we begin a project we begin with:

* **“what”** should I do?
* **“how”** should I do it?
* **“when”** should I do that?
* **“where”** is the best place?
* **“who”** should I talk to about that?

While these are practical questions that make sense, we are going to encourage you to start with a different question; one that makes all the others fall into place:

### “WHY?”

Truly knowing your “why” allows you to establish a core set of principles and practices that will guide your work in a deeper way. They will become your compass when you are faced with the multitude of quick decisions you will make in this field of work. Especially as you begin construction, building a strong foundation of “why” will start the project off strong and keep it constant and on track when the road gets bumpy! (If you are interested, Simon Sinek has some wonderful Ted Talks about starting with “why” that you might explore at Ted.com).

So…take a few moments to think about this question and jot down some responses~~.~~

| Question Mark | **Pause to Reflect**  **WHY** do you want to work with young children? |
| --- | --- |

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Now that you have thought about your own “why”, let’s look at the “why’s” of the course.

### WHY?

Reading about how a child develops, practicing observational skills, developing a lesson plan, understanding theories, family systems and the like are all very valuable to your learning process. They help lay an academic foundation of understanding for you to build upon. But no amount of “book smarts” can truly prepare you for the real thing.

A child who does not want to share does not care if you have memorized Piaget’s theory for a test. A child having trouble separating from a parent is not going to ask you to recite Erikson’s stages of psycho-social development as you so eloquently wrote about in that research paper with perfect APA format and 1-inch margins (double-spaced in Times New Roman font, of course).

All that you have learned to this point will help you understand and better work with the children in front of you now, and that is a helpful start. But now the fun “stuff” starts. Most of you chose to go into this field because you wanted to work with children, and so it begins!

Just as we would not expect children to be thrown into a new situation with little guidance and know what to do, we do not expect you to be ready on your first day of fieldwork to run the classroom. We understand this is a gradual process that takes time and practice. We know that, just like children, adult learning experiences need to be “scaffolded” (ala Vygotsky in case you have forgotten).

That is just what fieldwork does. You will commit to participating in a classroom for an extended period of time and will gradually grow to feel more comfortable and take on more responsibility. We don’t expect perfection! We expect many mistakes and growth from them. We expect you to stretch yourself, step out of your comfort zone, and try as many new things as you can! This may be the only time you are not expected to run an entire classroom, or that you have a supportive team to help you learn, so take advantage by soaking in everything you can.

Observe! Ask! Ponder! Reflect! Communicate! Try! Take Risks! Be open! Be flexible!

Most importantly, make this a powerful and meaningful experience for yourself!

Let the adventure begin!

| Question Mark | **Pause to Reflect**  Does this make sense for you? **Why** or **why** not? |
| --- | --- |

### WHO?

One valuable component to this experience is that you are not alone. You will have a team behind you offering support and guidance along the way and encouraging you to reach beyond your comfort zone to take safe risks. Let’s meet your team:

#### You

You are the team leader. It is up to you to make this experience happen. You will need to plan and implement a learning experience within the assigned parameters that will meet the needs of you as well as all of the members of the team! Quite a feat, but with careful planning and lots of effective communication and effort on your part, it can be proudly accomplished!

#### Your Instructor

You will meet each week with your instructor and classmates. You will have assignments just like other college courses, with readings, writings, assignments and the like. Some time during class each week may be devoted to discussing your fieldwork experiences and to developing skills to facilitate your work with children and families. Attendance is a must!

#### Your Classroom Training Teacher

In addition to meeting in your college class each week, you will be gaining practical, “hands on” experiences by actually working with children in a supervised setting. These supervised settings have been carefully screened to ensure that is a positive learning experience for all. The curriculum and learning environment have been certified. The families have approved you working with their children. The teacher you will work with in the classroom has significant training in both working with children and working with adult student learners. These teachers will meet regularly with you and support your activities in the classroom. They also communicate regularly with your instructor to make sure everyone is in the loop.

#### The Children and Families

You will get to know the children in your fieldwork setting quite well over the course of your practicum experience. Take time to get to know them and learn all you can from them. Become familiar with their age group and what would be considered “Developmentally Appropriate Practices”. Get to know individual learning styles, temperaments, interests, communication styles and the like. Begin to make the connections between what you learned in other classes and how it applies in real life here.

#### Your Classmates

You will also find your classmates to be an important resource. They are going through exactly the same thing you are, so their insight and support can be extremely valuable! Likewise, you can be the same for them!

### WHERE AND WHEN?

So you may be asking yourself, “where and when does all this magic take place?” “Where will I ever be able to maximize my learning experience within a high quality setting with a supportive practicum teacher and wonderful children to learn from?”

You will be introduced to several opportunities to choose from that do just that. The settings and teachers have been screened and ongoing communication between you, the classroom teacher and the instructor will occur. The magic will truly begin to happen!

Once assigned to a classroom and group of children, you will need to follow through on the commitment that you are making. This means becoming familiar with your fieldwork site, including the teacher, the children, the policies, etc. You will arrange time to meet individually with the classroom teacher during part of your time there. It is expected that you will maintain the highest ethical conduct at all times.

### WHAT?

And finally, you may ask…“what wonderful learning opportunities will be available to me at my fieldwork placement and in class?”

Here is a brief list of assignments to be discussed further:

Practicum Training Classroom:

* Immunizations
* Sign up and complete hours
* Know policies and procedures
* Arrive on time
* Conduct self in ethical and professional manner
* Get acquainted with program, teacher, children, environment, routine
* Observe
* Support the children and adults in the classroom
* Plan, implement and evaluate learning experiences, activities and lessons
* Complete a self evaluation midway and at the end
* Construct! Construct! Construct!

Discussion/Lecture Class:

* Set learning goals
* Journal
* Participate in all discussions
* Complete in class and take home activities
* Develop a professional portfolio
* Construct! Construct! Construct!

| Question Mark | **Pause to Reflect**  What needs further clarification so far? Write it down. As you move to the next sections and the forms, see if you can answer some of your own questions. Then ask any remaining questions as soon as possible. |
| --- | --- |

## FORMS

Attached are the forms you will use throughout the course. We have provided them in a hard copy format here. They may also be available digitally.

**Initial “Record Keeping” Forms**

* Practicum Profile
* Emergency Card
* Photo/Social Media Agreement
* Professional Commitment
* Request to Training Teacher (optional and with space to add personal needs at bottom)
* Fieldwork Hours – Sign in and Out Sheet
* Letter to Employer (if needed to justify training hour absences)

**Course Forms**

* Personal Analysis and Goal Setting
* Get Acquainted Packet
* Weekly Journal
* Activity Plan (will vary depending upon placement but should include these elements)
* Mid-point Reflection and Feedback (by you and Training Teacher)
* Mid-point Reflection of Training Teacher (by you)
* Day In Charge (Key Assessment) forms
* Final Reflection and Feedback (by you and Training Teacher)
* Final Reflection of Training Teacher (by you)
* Final Evaluation of Course (by you)

### INITIAL FORMS

#### PRACTICUM PROFILE

*(For record purposes, this will be shared with your training teacher.)*

| **Category** | **Information** |
| --- | --- |
| **Practicum Training Student** | Name:  Email:  Phone: |
| **Practicum Training Program/Site** | Name of Program:  Address:  Phone:  Director/Supervisor: |
| **Practicum Training Teacher** | Name:  Email:  Phone: |
| **Training Schedule** | Beginning Date: Ending Date:  Days: Hours: |
| **Special Notes** |  |

| **IMMUNIZATIONS** (attach copies) | **Date** |
| --- | --- |
| **Current TB Test** |  |
| **MMR** |  |
| **TDaP / DTaP** |  |
| **Influenza (Flu) or waiver** |  |

Special Notes:

| **INITIAL FORMS** | **Check box when turned in** |
| --- | --- |
| **Professional Commitment** |  |
| **Photo/Social Media** |  |
| **Emergency Card** |  |

Special Notes:

#### PRACTICUM EMERGENCY CARD

| **EMERGENCY CARD INFORMATION** |
| --- |
| **Name: Date of Birth:** |
| **Address: City: State: Zip:** |
| **Telephone: ( ) - email:** |
| **NAME OF PERSON TO BE NOTIFIED IN CASE OF EMERGENCY** |
| **Name: Relationship: Telephone: ( ) -** |
| **Name: Relationship: Telephone: ( ) -** |
| **Name: Relationship: Telephone: ( ) -** |
| **MEDICAL INFORMATION** |
| **Physician to be called in emergency**  **Name: Telephone: ( ) -** |
| **Address: City: State: Zip:** |
| **Medical Insurance: Number:** |
| **ALLERGIES:** |
| **In case of an earthquake do you have an out–of-state contact person? Circle: YES NO**  **If YES:**  **Name: Relationship: Telephone: ( ) -** |
| **PERMISSION For MEDICAL TREATMENT:** In case of an accident or an emergency, I authorize the appropriate authorities to take me to the above named physician or to the nearest emergency hospital for such emergency treatment and measures as are deemed necessary, at my expense.  **Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

#### MEDIA/OBSERVATION AGREEMENT

I understand that all photographs, slide shows, or videos taken at my Practicum Training Site may be used **only** for the purposes of documentation or class assignments.

I agree to protect the privacy of all program families by refraining from publicly displaying any photographs, slide shows or video that may include children, including, without limitation, any display on Facebook, Instagram, or any other internet site, social networking or media outlets.

I understand that failure to comply may result in litigation from the family or program. I hereby voluntarily agree to defend, hold harmless and indemnify the Lake Tahoe Community College District, its parent, affiliates, subsidiaries, authorized representatives, directors, officers, agents and employees against any and all liability for any judgments, awards, expenses, fines, penalties, attorneys’ fees, costs, or other claims for damage in connection with any suit, complaint charge, proceeding or action of any kind alleging a violation of the Agreement or otherwise arising out of my negligent acts or willful misconduct. This hold harmless and indemnification includes but is not limited to compensatory damages, punitive damages, regulatory fines and penalties, and extra-contractual liability.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Print Name

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date

#### PROFESSIONAL COMMITMENT

As an early childhood professional and a representative of the college, it is expected that I will conduct myself in an ethical manner at all times. By signing, I acknowledge that I have read the statements below and agree to these terms.

***NAEYC Statement of Commitment*** *(full copy can be found at naeyc.org)*

As an individual who works with young children, I commit myself to furthering the values of early childhood education as they are reflected in the ideals and principles of the NAEYC Code of Ethical Conduct. To the best of my ability I will:

* Never harm children.
* Ensure that programs for young children are based on current knowledge and research of child development and early childhood education.
* Respect and support families in their task of nurturing children.
* Respect colleagues in early childhood care and education and support them in maintaining the NAEYC Code of Ethical Conduct.
* Serve as an advocate for children, their families, and their teachers in community and society.
* Stay informed of and maintain high standards of professional conduct.
* Engage in an ongoing process of self-reflection, realizing that personal characteristics, biases, and beliefs have an impact on children and families.
* Be open to new ideas and be willing to learn from the suggestions of others.
* Continue to learn, grow, and contribute as a professional.
* Honor the ideals and principles of the NAEYC Code of Ethical Conduct.

***Professional Characteristics***

In addition, I will strive to meet the following professional characteristics in my training:

* Dress appropriately for the setting.
* Arrive on time and use time effectively for training.
* Accept full responsibility for my attendance, behavior, and other actions.
* Become familiar with expectations and program culture and adapt as needed.
* Communicate with the training teacher to ensure that my interactions and plans are relevant to the needs of students and the classroom curriculum goals.
* Arrive prepared with materials, questions and any paperwork completed and ready.
* Make sure that written communication is accurate and professional.
* Work as part of the teaching team, increasing duties each time I participate.
* Be open to suggestions and ideas that push me out of my “comfort zone”.
* Seek out opportunities for professional development as appropriate.
* Maintain confidentiality at all times.

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Printed Name Signature Date

#### REQUEST TO TRAINING TEACHER

Dear Training Teacher;

*My experience is limited.  I want to learn.  Please don’t expect perfection whenever I interact, guide behavior, lead a lesson, or do bulletin boards.  Please be patient with me.*

*My eyes have not yet been trained to see all the students in the classroom most of the time.*

*Classroom responsibilities will always be there.  I’m only with you for a quarter—a short time.  Please take time to explain things to me and do so willingly.*

*My feelings are real.   Please be sensitive to my needs and don’t get annoyed if I ask a lot of questions and am uncertain about what to do sometimes.   Treat me as you would like to be treated.*

*I am a unique individual, like each one of your students.  Please treasure my being, holding me accountable for my actions, giving me guidelines to follow, and disciplining me in a professional manner, if need be.*

*I need your support and encouragement to grow.  Pointing out what I am doing correctly and occasional praise can be reassuring and help me feel comfortable to take risks and grow.*

*Please give me constructive feedback, focused on the things I do, without criticizing me.*

*Please give me the freedom to make decisions and test them out as long as they don’t jeopardize the well-being and safety of the students.  If I fail, I can learn from my mistakes.  Then I’ll be better prepared to make decisions life requires of me.*

*Please invite me to appropriate faculty meetings, seminars, workshops, parent meetings and to join educational organizations, setting a good example for me to follow.  I may not be able to attend but I will appreciate your confidence in me as a future fellow professional.*

*Learning is a life-long process and I know that I have much to learn.*

Sincerely,

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Paraphrased from “Parenthood Without Hassles ---Well, Almost,” by Dr. Kevin Leman.)

#### ECE Practicum Fieldwork Sign In / Out Sheet

Practicum Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Practicum Teacher’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Scheduled Days and Times: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Time In** | **Time Out** | **Total Hours** | **Student Signature** |
| *Example* |  |  |  |  |
| *2/22/xx* | *9:00 am* | *12:00 pm* | *3.75 hours* | *Sign each time you attend* |
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**Total Hours:** \_\_\_\_\_\_

**Training Teacher Verification Signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Additional hours or notes on back as needed*

****

EARLY CHILDHOOD EDUCATION DEPARTMENT

ECE 200 – Practicum / Fieldwork Experience

As part of the Lake Tahoe Community College Early Childhood Education training program, students are required to undertake the many facets of learning to work with children. While most of this involves courses with a traditional emphasis on attending college classes and learning content, in order to successfully accomplish this task, students need to apply their learned knowledge to real life experiences. This is where the real learning begins. We appreciate your efforts in this endeavor.

For this particular course students are in their final class and are working as supervised interns in selected early childhood programs to gain valuable “hands on” training. They will have several assignments assisting them in learning the various aspects of constructing their path to become a successful and qualified teacher. The course requires a 3 hour per week commitment for each week of the quarter. Because the programs work with young children, the hours of operation are Monday – Friday during the day and students need to be present during a time frame that provides maximum experience in as many aspects of the program as possible. This usually means 3 hours, often in the morning or midafternoon, not including nap time. We understand that students already working will need to make arrangements with employers to complete the course and we appreciate the hardship this can sometimes bring as we work together to support the future educators.

We truly appreciate your efforts to partner with us to provide our students with the learning experiences necessary to be successful in our early childhood community! Should you have any further questions or concerns, please feel free to contact me using the information below.

Thank you!

College Student’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Days & Times: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

### COURSE FORMS

#### ECE PRACTICUM: PERSONAL ANALYSIS for GOAL SETTING

*Beginnings are often a perfect time to take a moment to reflect on current areas of strength and make plans for future professional and personal growth. Read through the form below and rate each box as it applies to you now. This is for your own personal growth so be honest. If you feel comfortable you may want to share it with your classroom teacher to help create your training plan. A similar form will be filled out at the midpoint and end of your experience with your teacher providing feedback.*

**RATING SCALE**

(Please enter a score of 1-5 in each box below to reflect the following):

1 2 3 4 5

Needs more effort or experience Adequate Mastery

| **Orange construction cone icon PERSONAL ATTRIBUTES** | **Score** | **Notes** |
| --- | --- | --- |
| Attendance |  |  |
| Arrives promptly and does not leave early |  |  |
| Dresses appropriately |  |  |
| Appears eager to learn |  |  |
| Maintains ethical code of conduct |  |  |
| Learns classroom routine |  |  |
| Has a positive attitude |  |  |
| Shows initiative |  |  |
| Uses appropriate language in speaking and writing |  |  |
| Completes work on time |  |  |
| Balances observation and participation appropriately |  |  |
| Reflects on and evaluates own behavior and actions |  |  |
| Works as part of teaching team |  |  |
| Responds appropriately to feedback and suggestions |  |  |
| Demonstrates respect for all |  |  |
| Is aware of self as role model |  |  |
| Takes safe risks and learns from mistakes |  |  |

| Orange construction cone icon **RELATIONSHIPS WITH CHILDREN** | **Score** | **Notes** |
| --- | --- | --- |
| Appears comfortable around children |  |  |
| Learns and uses children’s names |  |  |
| Treats children with kindness and respect |  |  |
| Listens carefully to what children say |  |  |
| Responds with interest, concern and care |  |  |
| Uses nonverbal communication effectively (body language, facial expressions, down to their level,…) |  |  |
| Uses verbal communication effectively (voice, volume, tone, open-ended, multiple bounces,…) |  |  |
| Interacts positively with individual children |  |  |
| Interacts positively with small groups of children |  |  |
| Interacts positively with large group of children |  |  |
| Adapts to children’s individual needs and styles |  |  |
| Understands developmentally appropriate practices |  |  |
| Is informed by observations of child |  |  |
| Encourages development of the “whole child” |  |  |
| Supports peer interactions |  |  |
| Fosters problem solving |  |  |
| Is alert to total classroom dynamics |  |  |
| Shows patience and understanding with conflict |  |  |
| Uses a variety of appropriate guidance strategies |  |  |
| Overall appears to enjoy time with children |  |  |

| **Orange construction cone icon RELATIONSHIPS WITH ADULTS** | **Score** | **Notes** |
| --- | --- | --- |
| Appears comfortable around adults |  |  |
| Learns and uses adult’s name |  |  |
| Treats adults with kindness and respect |  |  |
| Uses nonverbal and verbal communication appropriately and frequently |  |  |
| Asks for information/support as needed |  |  |
| Keeps team members informed of incidents/concerns |  |  |
| Finds ways to support and be part of teaching team |  |  |
| Shows respect for parents and family members of the children in the class |  |  |
| Understands the important role families play in children’s lives |  |  |
| Maintains confidentially and professionalism |  |  |

| **Orange construction cone icon SEGMENTS OF ROUTINE AND CURRICULUM** | **Score** | **Notes** |
| --- | --- | --- |
| Arrival and greeting of children and families |  |  |
| Self care of children (hand washing, toileting, tooth brushing,,…) |  |  |
| Nutrition (meal planning, meal prep, feeding, clean up,…) |  |  |
| Large group time (see specifics below) |  |  |
| *Reading books, telling stories* |  |  |
| *Singing songs* |  |  |
| *Movement activities* |  |  |
| *Transition activities* |  |  |
| *Finger plays, chants, attention getters* |  |  |
| *Group management* |  |  |
| *Modifying for children’s interest in the moment* |  |  |
| *Leading and extending discussions* |  |  |
| *Other* |  |  |
| Inside Time areas and activities |  |  |
| *Dramatic Play* |  |  |
| *Block Play* |  |  |
| *Art & Creativity* |  |  |
| *Science & Math (cognitive)* |  |  |
| *Fine motor* |  |  |
| *Gross Motor* |  |  |
| *Other* |  |  |
| Outside Time areas and activities |  |  |
| Dismissal and farewell of children and families |  |  |
| Other |  |  |

| **Orange construction cone icon CLASSROOM IMPLEMENTATION** | **Score** | **Notes** |
| --- | --- | --- |
| Understands classroom flow and procedures |  |  |
| Tries new experiences in various classroom duties |  |  |
| Aware of goals of program in planning |  |  |
| Understands age group, abilities and interests |  |  |
| Observation of children to understand specific strengths, abilities, interests... |  |  |
| Creates opportunities for children to make choices and learn |  |  |
| Supports the theory that children learn through play |  |  |
| Works effectively with teacher in planning process |  |  |
| Understands planning based on children’s interests and development |  |  |
| Shows skill in preparing written lesson plan |  |  |
| Plans for children’s involvement in their own learning |  |  |
| Implements activities appropriately |  |  |
| Shows flexibility in adapting activities as needed |  |  |
| Interacts with children during activity to support learning |  |  |
| Reflects on children’s response to activities |  |  |
| Reflection indicates learning from the experience |  |  |
| Documents learning effectively |  |  |
| Comfortable implementing activities |  |  |

Source: Eyrich, S. & Ruiz, W, 2018

#### GOALS

What do you do well and what do you want to get more comfortable with in working with children and families? After completing the Personal Analysis, use this form to develop your individual plans for your training. Share it with your training teacher as you begin.

| **Something I know well and feel comfortable with** | **Why I am comfortable and how I got that way** |
| --- | --- |
| 1. |  |
| 2. |  |

| **Growth Goal** | **Why it is important** | **Concrete Action Plan *(steps, resources…)*** |
| --- | --- | --- |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |

(Continue on back as desired)

Source: Eyrich, Sharon, 2019

#### GETTING ACQUAINTED *INDOOR & OUTDOOR* CLASSROOM PACKET

Name: Date: Program/Teacher:

1. Sketch the inside and outside space you will be training in (areas, materials, on back or attach)
2. Find and write down the part of the daily routine that occurs during your training hours:

(This will be used for your planning grid introduced in a few weeks)

Give at least 2 examples that you observe today:

##### EMOTIONAL SUPPORT

**Positive Climate -** Positive relationships; enjoy being together; enthusiastic about learning and the classroom; respect

**Negative Climate -** Frequent irritation and anger; not able to diffuse difficult situation; make fun of; mean spirited

**Teacher Sensitivity -** Consistently respond; effectively address students needs; know individual students; feels safe

**Regard Student Perspective -** Emphasis on student interests; promote autonomy; encourage talking and sharing of ideas

Give at least 2 examples that you observe today:

##### INSTRUCTIONAL SUPPORT

**Concept Development -** Focus on process; analysis, reasoning; approaches to problems; apply to everyday life

**Language Modeling -** Engage in meaningful conversations; consistent exposure to variety of uses and forms

**Feedback -** Focused on process rather than right answer; specific; helps reach deeper understanding of concepts

Give at least 2 examples that you observe today:

##### CLASSROOM ORGANIZATION

**Behavior Mgmt -** Clear consistently communicated expectations; proactive rather than reactive; positive focus

**Productivity -** Clearly defined learning activities throughout day; everyone know expectations; smooth transitions

**Instructional Learning Formats –** interesting materials, multi-modal instruction, actively engage students

**Find at least 2 examples of the following:**

1. ways to foster physical development
2. ways to foster cognitive development
3. ways to foster emotional development
4. ways to foster social development
5. ways to foster creative development

Something that stands out to you and why:

Overall first impressions

**Interview questions for the teacher:**

1. Information on the children *(how many will be there during training sessions (approximate age range, how should I refer to them (first name, kids, children,…), anything special I should know,…)*
2. Information on the adults that will be here during my training sessions *(names and roles, how should I refer to them (first name, Ms. \_\_\_,…), anything special I should know,…)*
3. Training information *(how best to communicate, expectations, placement of belongings, signing in, bathroom, …, anything special I should know, words of wisdom,…)*
4. Questions of your choice *(what do I do if \_\_\_\_\_ “I don’t know what to do”, “a child asks me to do something,” “I feel uncomfortable with…”, “a parent asks me something”, …)*

Question:

Response:

Question:

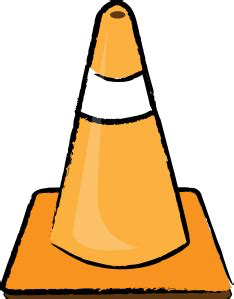
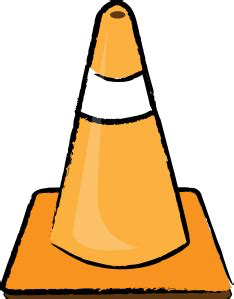
Response:

Question:

Response:

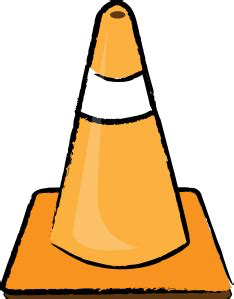
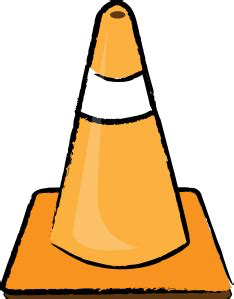
#### WEEKLY JOURNAL

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Wk # Focus: \_\_\_\_\_

 **INTERACTIONS/BEHAVIOR/RELATIONSHIPS** 

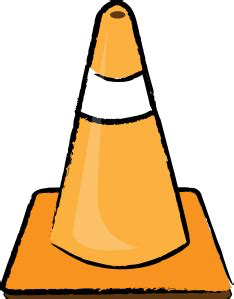
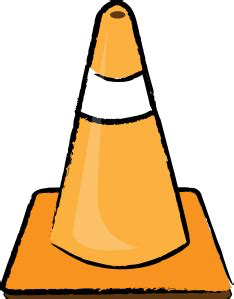
What:

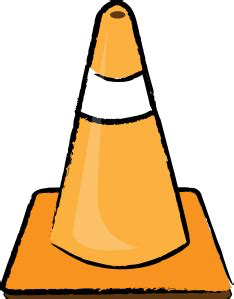
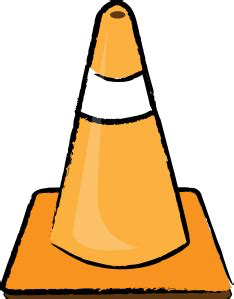
Why:

 **ENVIRONMENT** *(Physical, Temporal (Routine), Interpersonal Tone)* 

What:

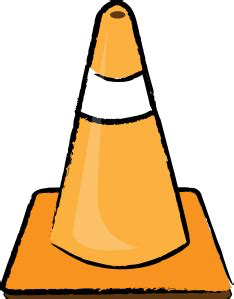
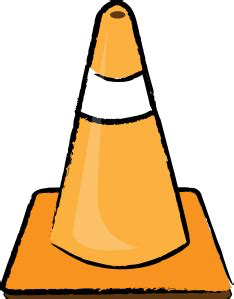
Why:

 **GROUP TIME OBSERVATION/NOTE** 

 **CURRICULUM/ACTIVITIES/LEARNING EXPERIENCES** 

What:

Why:

 **REFLECTION** 

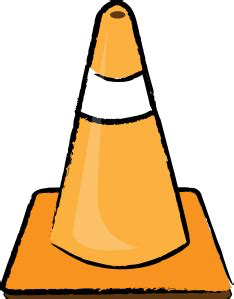
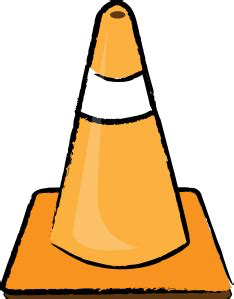
My magical mistake:

Thoughts on this week’s plan:

Plan for next week:

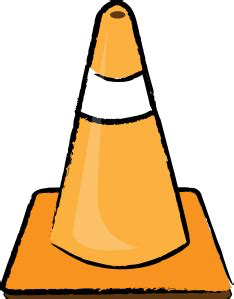
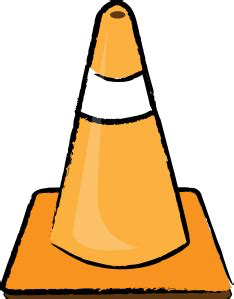
#### WEEKLY JOURNAL - Sample

Name: \_*Susie Student* \_\_ Wk #3 Focus: Interactions and Relationships

 **INTERACTIONS/BEHAVIOR/RELATIONSHIPS** 

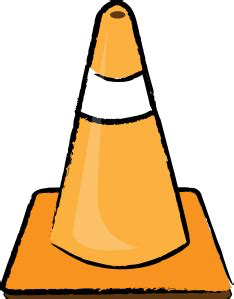
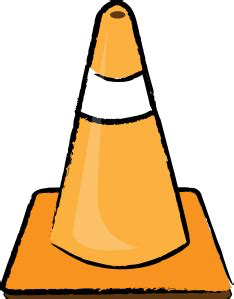
**What**: *Both T & J wanted the shovel in the sandbox. They were both crying “I had it first” and holding on to it. Teacher approached calmly and placed her hand on the shovel as well saying “looks like you both want the shovel, I wonder how you will solve this”. T & J both claimed “I had it first”. Teacher: “Sounds like you both think you had it first. How will you solve this?” Remaining calm, she stayed with them as they negotiated sharing it. Teacher ended by saying “Wow that was great problem solving, I knew you could do it! Remember how you solved this for the future”.*

**Why**: *At this age children are egocentric and don’t see things from another child’s point of view. This leads to limited understanding of sharing and fairness. Teacher understood this and did not focus on who had it first, instead moved them forward to a solution. She remained calm so that the situation did not escalate. She did not solve the problem for them, but stayed with them “scaffolding” the experience and allowing them to work it out, sending them the message of competence & faith in their abilities. You CAN do it and I will be here to support you. She used many open- ended questions and statements. Once they solved situation, she reinforced their efforts, validating their skills and making it more likely they will solve problems themselves in the future.*

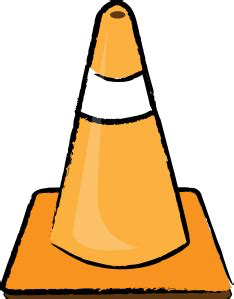
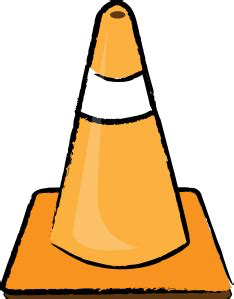
 **ENVIRONMENT** *(Physical, Temporal (Routine), Interpersonal Tone)* 

**What**: *Outside the parents and teachers had set up camping equipment. There was a tent, sleeping bags, ice chests, ropes, cooking equipment and wolf, bear and squirrel stuffed animals. The children enjoyed learning about and exploring the items.*

**Why**: *Several of the children have been talking about camping. The teachers used these conversations to plan an “emergent” experience. The children who had camped before were able to share their expertise with classmates, facilitating peer to peer interactions and learning. The director mentioned she would send out a message to see if any families were interested in taking an overnight camping trip as a school. This was a nice example of home/school connections.*

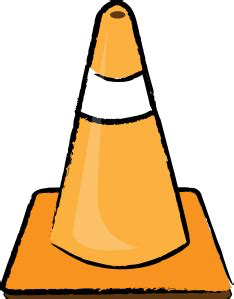
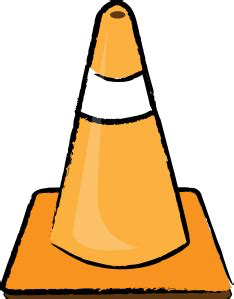
 **GROUP TIME OBSERVATION/NOTE** 

*The children are called to large group time using the same “welcome” song each day. They sit in a semi circle facing the teacher and she whispers the “10 Little Ponies” chant. When they are all sitting they whisper it together one more time. They are conditioned to this routine, which seems to work well for them. I asked the teacher if I could record the song and chant on my phone to learn them.*

 **CURRICULUM/ACTIVITIES/LEARNING EXPERIENCES** 

**What**: *In the art area the children were making play dough with a teacher. He had set out the ingredients and tools and acted excited about the activity. He showed the children as he read from a large picture recipe and invited each child to participate. It was a simple recipe with flour, water, salt and food coloring. Each child took a turn stirring or squishing the ingredients while the other children sang “Mix, mix, mix it up, mix it all together” 2 times and then it was passed to the next child. At the end, some children wanted to help clean up and others wanted to play with the dough. There were rollers, cookie cutters and plastic knives and spoons for the children to use.*

**Why**: *Cooking develops many skills: fine motor, amount, number, pre-reading, social skills, competence, patience, sharing, satisfaction of completing a task. The teacher’s excitement kept the children engaged. The song helped with sharing and patience. Having the materials ready and available allowed for a smooth experience and eliminated some potential problems. The large picture recipe allowed for pre-reading and kept the children’s interest. There were many smiles and positive relationships.*

 **REFLECTION** 

*I am still getting used to the classroom and routine, but am beginning to feel a little more comfortable. I am learning some names and a few of the children are beginning to approach me. My teacher is very supportive and encouraged me to jump in as much as I can. I try to keep my goals in mind as I interact and think about planning. It is all still a bit overwhelming but I feel confident I can get through this and become a better teacher. I am taking small steps and trying to be ok with making mistakes, something that is new for me. Right now my biggest challenge is using the type of language the teachers use to interact with the children. I am listening and taking notes and will try a few next time. It seems I will need to be less corrective and try not to answer or do things for the children. I may write some phrases on my hand so I have them “handy” hehe. The teachers are amazing and I hope one day to be as polished as they are in their approach! I am so thankful for this opportunity and am learning so much!*

**My magical mistake***: awkwardly trying to help make play dough by handing the teacher the flour when he asked. I gave him salt by accident. The children laughed and he kindly began a conversation about the similarities and differences between the 2. My mistake became a great learning experience for everyone! Who knew???*

**Thoughts on this week’s plan:** *My plan for last week was to become familiar with the types of activities and experiences provided for the children. I made notes of the activities provided here and looked through some curriculum websites. I spoke with the teacher and we matched ideas to what might be interesting to this group of children. We discussed the interactions that take place during an activity and how it’s more than just materials.*

**Plan for next week:** *Next week I am going to try to make flubber with the children. I will use many of the same strategies I observed today including making a large picture recipe, having materials and tools ready, allowing children to help clean up, singing the mixing song and writing some open-ended phrases on my hand.*

#### ACTIVITY PLAN

*(This form will vary based on your training site, but all activity plans should consider these categories in whatever format works best for you and your training).*

*(see sample below)*

| **Plan** | **Notes** |
| --- | --- |
| *Segment / Area / Time* |  |
| *Activity/Brief Description* |  |
| *Materials & Considerations (set up, clean up…)* |  |
| *Purpose / Learning / Development* |  |
| *Intentional Interactions and Conversations* |  |
| *Notes / Other* |  |

#### ACTIVITY PLAN SAMPLE

| **Plan** | **Notes** |
| --- | --- |
| *Segment / Area / Time* | Art & Creativity – morning centers (9:20-10:15 am) |
| *Activity/Brief Description* | BINGO MARKER PAINTING  Children will paint on coffee filters with Bingo dot markers |
| *Materials & Considerations (set up, clean up…)* | Various colored Bingo markers  Large coffee filters (white to make colors pop)  Table covering  Wipes for hands if needed  Set up: cover art table with tablecloth, place coffee filters at seats, place markers in middle of table. Encourage children to explore materials and create.  Clean up: encourage children to put lids back on markers; place markers in bin back on shelf, place coffee filters on drying rack. |
| *Purpose / Learning / Development* | Foster creativity, sense of self, curiosity and problem solving, fine motor, social skills, spatial relations, color recognition. |
| *Intentional Interactions and Conversations* | Sit at table with children and be present for them. Allow children to do their own work and explore on their own. Encourage conversations among children. Ask open ended questions. “tell me about”, “you are working really hard on that”. Refer children to other children. “Look how \_\_\_ is using his marker”, “what colors is \_\_\_ using?” |
| *Notes / Other* | Plan for \_\_\_\_’s sensory issues and provide rubber gloves.  Bring several pink and purple colored markers since those are class favorite colors.  Write down as many quotes as possible to provide documentation.  Make observational notes of how children use materials for reflection and future planning. |

LAKE TAHOE COMMUNITY COLLEGE ECE PRACTICUM

#### MID-POINT REFLECTION & FEEDBACK

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Training Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Midpoints are a good time to take a moment to reflect on what has been accomplished so far and make plans for future professional and personal growth. Think back to the first time you arrived in your classroom and how far you have come since then. This form gives you the opportunity to reflect on the various aspects of your journey to date, make plans for the remainder of your learning opportunities, share it with your classroom teacher, and then receive valuable feedback and insight from them. A similar form will be filled out at the end of your experience.*

**RATING SCALE**

(Please enter a score of 1-5 in each box below to reflect the following):

***When calculating scores please consider both effort (process) and outcome (product)***

1 2 3 4 5

Need more effort or experience Adequate Mastery

| **PERSONAL ATTRIBUTES** | **Student** | **Teacher** |
| --- | --- | --- |
| Attendance |  |  |
| Arrives promptly and does not leave early |  |  |
| Dresses appropriately |  |  |
| Appears eager to learn |  |  |
| Maintains ethical code of conduct |  |  |
| Learns classroom routine |  |  |
| Has a positive attitude |  |  |
| Shows initiative |  |  |
| Uses appropriate language in speaking and writing |  |  |
| Completes work on time |  |  |
| Balances observation and participation appropriately |  |  |
| Reflects on and evaluates own behavior and actions |  |  |
| Works as part of teaching team |  |  |
| Responds appropriately to feedback and suggestions |  |  |
| Demonstrates respect for all |  |  |
| Is aware of self as role model |  |  |
| Takes safe risks and learns from mistakes |  |  |

Student Comments:

Teacher Comments:

| **RELATIONSHIPS WITH CHILDREN** | **Student** | **Teacher** |
| --- | --- | --- |
| Appears comfortable around children |  |  |
| Learns and uses children’s names |  |  |
| Treats children with kindness and respect |  |  |
| Listens carefully to what children say |  |  |
| Responds with interest, concern and care |  |  |
| Uses nonverbal communication effectively (body language, facial expressions, down to their level…) |  |  |
| Uses verbal communication effectively (voice, volume, tone, open-ended, multiple bounces…) |  |  |
| Interacts positively with individual children |  |  |
| Interacts positively with small groups of children |  |  |
| Interacts positively with large group of children |  |  |
| Adapts to children’s individual needs and styles |  |  |
| Understands developmentally appropriate practices |  |  |
| Is informed by observations of child |  |  |
| Encourages development of the “whole child” |  |  |
| Supports peer interactions |  |  |
| Fosters problem solving |  |  |
| Is alert to total classroom dynamics |  |  |
| Shows patience and understanding with conflict |  |  |
| Uses a variety of appropriate guidance strategies |  |  |
| Overall appears to enjoy time with children |  |  |

Student Comments:

Teacher Comments:

| **RELATIONSHIPS WITH ADULTS** | **Student** | **Teacher** |
| --- | --- | --- |
| Appears comfortable around adults |  |  |
| Learns and uses adult’s name |  |  |
| Treats adults with kindness and respect |  |  |
| Uses nonverbal and verbal communication appropriately and frequently |  |  |
| Asks for information/support as needed |  |  |
| Keeps team members informed of incidents/concerns |  |  |
| Finds ways to support and be part of teaching team |  |  |
| Shows respect for parents and family members of the children in the class |  |  |
| Understands the important role families play in children’s lives |  |  |
| Maintains confidentiality and professionalism |  |  |

Student Comments:

Teacher Comments:

| **SEGMENTS OF ROUTINE AND CURRICULUM** | **Student** | **Teacher** |
| --- | --- | --- |
| Arrival and greeting of children and families |  |  |
| Self-care of children (hand washing, toileting, tooth brushing…) |  |  |
| Nutrition (meal planning, meal prep, feeding, clean up…) |  |  |
| Large group time (see specifics below) |  |  |
| *Reading books, telling stories* |  |  |
| *Singing songs* |  |  |
| *Movement activities* |  |  |
| *Transition activities* |  |  |
| *Finger plays, chants, attention getters* |  |  |
| *Group management* |  |  |
| *Modifying for children’s interest in the moment* |  |  |
| *Leading and extending discussions* |  |  |
| *Other* |  |  |
| Inside Time areas and activities |  |  |
| *Dramatic Play* |  |  |
| *Block Play* |  |  |
| *Art & Creativity* |  |  |
| *Science & Math (cognitive)* |  |  |
| *Fine motor* |  |  |
| *Gross Motor* |  |  |
| *Other* |  |  |
| Outside Time areas and activities |  |  |
| Dismissal and farewell of children and families |  |  |
| Other |  |  |

Student Comments:

Teacher Comments:

| **CLASSROOM IMPLEMENTATION** | **Student** | **Teacher** |
| --- | --- | --- |
| Understands classroom flow and procedures |  |  |
| Tries new experiences in various classroom duties |  |  |
| Aware of goals of program in planning |  |  |
| Understands age group, abilities and interests |  |  |
| Creates opportunities for children to make choices and learn |  |  |
| Supports the theory that children learn through play |  |  |
| Works effectively with teacher in planning process |  |  |
| Understands planning based on children’s interests and development |  |  |
| Shows skill in preparing written lesson plan |  |  |
| Plans for children’s involvement in their own learning |  |  |
| Implements activities appropriately |  |  |
| Shows flexibility in adapting activities as needed |  |  |
| Reflects on children’s response to activities |  |  |
| Reflection indicates learning from the experience |  |  |
| Documents learning effectively |  |  |
| Comfortable implementing activities |  |  |

Student Comments:

Teacher Comment

General Student thoughts:

Learning goals for the remainder of your training time:

General Teacher thoughts:

Greatest strengths to date:

To ready yourself for teaching

Continue working on:

Begin to work on:

Other:

#### TRAINING FEEDBACK – Mid-point

*Reflect on your experience so far in your training site and with your training teacher. Please complete the following confidential form to help us shape our training teacher meetings and future placements.*

Training Teacher’s Name and Program:

What are the best aspects of the placement?

What are the most challenging aspects of the placement?

What are the strengths of your training teacher (with children and practicum students…)

In what areas can the training teacher improve and what recommendations do you have?

*Thank you for your valuable feedback*. Name: (optional) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

LAKE TAHOE COMMUNITY COLLEGE ECE PRACTICUM

#### FINAL REFLECTION & FEEDBACK

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Training Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*As training time draws to a close, please take a moment to look back at how far you have come. Celebrate your accomplishments, appreciate your training time with your teacher and savor the moments you have spent with the children. Look back on lessons learned, mistakes made, activities implemented and the brave risk you took being in charge for the day! This feedback form is a simplified version of the mid-point reflection. Since the end of the quarter brings added busy-ness for all, we want you to make the most of the feedback in a time friendly manner for both you and your teacher. Rather than rating each sub-category as you did at the mid-point, they have been grouped together for your reference. Please read through them and assign one score for the entire category. Then comment as appropriate. Please bring your completed form to your teacher so that they may meet with you to discuss your experience with them this quarter.*

**RATING SCALE**

(Please enter a score of 1-5 in each box below to reflect the following):

***When calculating scores please consider both effort (process) and outcome (product)***

1 2 3 4 5

Need more effort or experience Adequate Mastery

| **PERSONAL ATTRIBUTES** | ***Student:*** | ***Teacher:*** |
| --- | --- | --- |

* Attendance
* Dresses appropriately
* Maintains ethical code of conduct
* Has a positive attitude
* Shows initiative
* Balances observation and participation appropriately
* Reflects on and evaluates own behavior and actions
* Demonstrates respect for all
* Takes safe risks and learns from mistakes
* Arrives promptly and does not leave early
* Appears eager to learn
* Learns classroom routine
* Uses appropriate language in speaking and writing
* Completes work on time
* Works as part of teaching team
* Responds appropriately to feedback and suggestions
* Is aware of self as role model

***Notes:***

| **RELATIONSHIPS WITH CHILDREN:** | ***Student:*** | ***Teacher:*** |
| --- | --- | --- |

* Appears comfortable around children
* Treats children with kindness and respect
* Responds with interest, concern and care
* Uses nonverbal communication effectively (body language, facial expressions, down to their level,…)
* Uses verbal communication effectively (voice, volume, tone, open-ended, multiple bounces,…)
* Interacts positively with individual children
* Interacts positively with large group of children
* Understands developmentally appropriate practices
* Encourages development of the “whole child”
* Fosters problem solving
* Shows patience and understanding with conflict
* Overall appears to enjoy time with children
* Learns and uses children’s names
* Listens carefully to what children say
* Interacts positively with small groups of children
* Adapts to children’s individual needs and styles
* Is informed by observations of child
* Supports peer interactions
* Is alert to total classroom dynamics
* Uses a variety of appropriate guidance strategies

***Notes:***

| **RELATIONSHIPS WITH ADULTS:** | ***Student:*** | ***Teacher:*** |
| --- | --- | --- |

* Appears comfortable around adults
* Treats adults with kindness and respect
* Uses nonverbal and verbal communication appropriately and frequently
* Asks for information/support as needed
* Finds ways to support and be part of teaching team
* Shows respect for parents and family members of the children in the class
* Understands the important role families play in children’s lives
* Maintains confidentiality and professionalism
* Learns and uses adult’s name
* Keeps team members informed of incidents/concerns

***Notes:***

| **SEGMENTS OF ROUTINE AND CURRICULUM:** | ***Student:*** | ***Teacher:*** |
| --- | --- | --- |

* Arrival and greeting of children and families
* Self care of children (hand washing, toileting, tooth brushing,…)
* Nutrition (meal planning, meal prep, feeding, clean up,…)
* Inside Time areas and activities (Dramatic Play, Block Play, Science & Math, fine motor, gross motor, other)
* Outside Time areas and activities
* Dismissal and farewell of children and families
* Large Group Time (reading books, telling stories, singing songs, movement activities, transitions, finger plays, chants, attention getters, group management, modifying for children’s interests in the moment, leading and extending discussions, other)

***Notes:***

| **CLASSROOM IMPLEMENTATION:** | ***Student:*** | ***Teacher:*** |
| --- | --- | --- |

* Understands classroom flow and procedures
* Aware of goals of program in planning
* Creates opportunities for children to make choices and learn
* Works effectively with teacher in planning process
* Understands planning based on children’s interests and development
* Shows skill in preparing written lesson plan
* Implements activities appropriately
* Reflects on children’s response to activities
* Documents learning effectively
* Tries new experiences in various classroom duties
* Understands age group, abilities and interests
* Plans for children’s involvement in their own learning
* Shows flexibility in adapting activities as needed
* Reflection indicates learning from the experience
* Comfortable implementing activities

***Notes:***

Final Student thoughts:

I am proudest of:

I want to continue working on:

Greatest Learning Lesson(s):

Final Teacher thoughts:

Greatest strengths:

Continue working on:

Words of Wisdom:

#### TRAINING FEEDBACK - Final

*Reflect on your experience in your training site and with your training teacher. Please complete the following confidential form to help us shape our training teacher meetings and future placements.*

Training Teacher’s Name and Program:

What were the best aspects of the placement?

What were the most challenging aspects of the placement?

What were the strengths of your training teacher (with children and practicum students,…)

In what areas can the training teacher improve and what recommendations do you have?

*Thank you for your valuable feedback*. Name: (optional) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

#### COURSE FEEDBACK - Final

*You made it! Construction complete! Please reflect on your experience and complete the following form to help us shape this course in the future. If applicable, please include both the lab and lecture portions.*

What were the best aspects of the practicum class and why?

What were the most challenging aspects of the practicum class and why?

What do you recommend we keep the same and why?

What recommendations do you have for change and why?

*(Continue on back as needed)*

*Thank you for your valuable feedback*. Name: (optional) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## ASSIGNMENTS

* Overview
* Journal (in forms section)
* Activity plan guide (in forms section but will vary depending on your site)
* Full Portfolio Assignment followed by Portfolio Pieces
* “Day in Charge” Key Assessment
* Others to be determined

### PRACTICUM ASSIGNMENTS OVERVIEW

#### PRACTICUM ASSIGNMENTS OVERVIEW EXAMPLES

*(Points and assignments may change per the instructor)*

##### INITIAL PREPARATION

Prior to beginning practicum you will be required to provide proof of a recent TB test and immunizations for Measles (MMR), Pertussis (TDAP) and influenza. Some sites also require fingerprint background checks. ***Points possible: 5 points***

##### PROFESSIONAL BEHAVIOR

Professional and ethical behavior is expected at all times in this course. In addition to being a part of each grade, you will also earn *points* for this specific endeavor. ***Points possible: 15 points***

##### PARTICIPATION

Your weekly participation at both the lecture and practicum training classroom are mandatory. It is expected that you will come prepared, with a growth mindset and participate fully in each session. ***Points possible: 5 points each week x 12 weeks = 60 points***

##### WEEKLY JOURNAL

Using journal prompts you will collect observations of the classroom each week and reflect on them. These will be shared each week in lecture class.***Points possible: 5 points each week x 12 weeks = 60 points***

##### PORTFOLIO PIECES

You will reflect on class discussions, classroom experiences and prior knowledge to develop entries to be used for your professional portfolio. These are mini “position statements” about important ECE topics. ***Points possible: 7 points each x 10 pieces = 70 points***

##### TRAINING CLASSROOM: TEAM INTERACTIONS, ENVIRONMENTS & CURRICULUM

Throughout the quarter you will grow in your ability to implement activities in your practicum classrooms.

Over the 81 hours of working with your training team, you will have the opportunity to:

1. observe
2. participate in “non-teaching” duties
3. implement interactions, environments and activities with your training teacher leading
4. implement interactions, environments and activities which you lead (support as needed from team)
5. complete mid-quarter and final reflective feedback

***Points possible: 160 points***

##### DAY IN CHARGE (Signature Assignment / Key Assessment)

You will be “in charge” as you plan, implement and reflect upon a day in your training classroom. ***Points possible: 100 points***

##### PROFESSIONAL PORTFOLIO

As a culminating experience to both this course and the ECE degree, you will develop a professional portfolio highlighting all of your hard work that can be used for interviews, professional endeavors, or just to impress yourself and others. ***Points possible: 100 points***

### FULL PORTFOLIO ASSIGNMENT & PORTFOLIO PIECES

#### PROFESSIONAL PORTFOLIO

As a culminating experience to both this course and the ECE degree, you will construct a professional portfolio highlighting all of your hard work that can be used for interviews, professional endeavors, or just to impress yourself and others. It can be put together in whatever way you choose and should include items you are particularly proud of. Most people will use a 3-ring notebook with dividers to organize their materials and for easy modification later. We suggest beginning by going back through what you already have from classes, work, …

Just as with the rest of this course, there is not “one size fits all” approach. The finished products are as unique as you. While you have participated in many assignments and activities in your classes, you may also have experiences with volunteering, work, organizations and community events outside of college. Include them all! You never know what will spark interest.

Consider:

* Your purpose(s) and audience
* A table of contents for easy access
* An introductory section with:
  + An introductory letter introducing you, your professional philosophy and goals
  + A resume
  + Immunizations and transcripts for easy access to show them you are “ready to go”
  + Certificates, permits, memberships,
  + Experience - professional growth activities, volunteerism, community service (related to children or to some other aspect of a teachers role (technology, record keeping,…)
  + Letters of recommendation, Thank you notes,…
* A section that demonstrates your skills & experiences with ALL children and families
  + Activity/Lesson Plans
  + Observations and Assessments
  + Photos (interacting with children, activities, areas you have set up, bulletin boards,…)
  + Newsletters to parents
  + Documentations of all sorts including work samples from children
  + Resource list of books, activities,…
  + Flannel pieces, puppets or other materials you may have created
* A section that demonstrates your understanding of key concepts through brief statements
  + Portfolio pieces were assigned throughout the quarter for just this use (employers are often looking for someone who has an understanding of Developmentally Appropriate Practices, Ages and Stages, Interactions and Relationships, Guiding Behavior, Families, Observation and Assessments, and Curriculum including resources, environments, routines, activities,…)

**Have fun! Start early! Be proud! We will share with the class on our last day!**

#### PORTFOLIO ASSESSMENT RUBRIC

Meets Expectations Does Not Yet Meet Expectations

|  | **Exemplary** | **Proficient** | **Emerging** | **Beginning** | **Missing** |
| --- | --- | --- | --- | --- | --- |
| **Professional Information (ie: resume, immunizations, transcripts,…)**  ***\_\_\_\_\_/25 pts*** | Accurate and thorough documentation of professional information.  25-------------22 | Accurate but not thorough documentation of professional information.  21------------17 | Vague documentation of professional information.  17-------------9 | Inaccurate or incomplete documentation of professional information.  8------------1 | 0 |
| **Demonstration of skills (ie: relevant course material, curriculum, observations, portfolio pieces, …)**  ***\_\_\_\_\_/55 pts*** | Accurate and thorough demonstration of skills.  55------------50 | Accurate but not thorough demonstration of skills.  54------------28 | Vague demonstration of skills.  27------------14 | Inaccurate or incomplete demonstration of skills.  13------------1 | 0 |
| **Reflected on finished product, integrating peer perspectives.**  ***\_\_\_\_\_/10 pts*** | Thoroughly and thoughtfully reflected on strength and growth areas after peer review.  10------------9 | Reflected, but not in a thorough or thoughtful manner, after peer review.  8------------6 | Partial reflection, but did not cover strength and growth areas after peer review.  5------------3 | Very little reflection after peer review.  2------------1 | 0 |
| **Formatting, Spelling, & Grammar**  ***\_\_\_\_\_/10 pts*** | All information was present. Information was in order. Clear categories. Very few spelling and grammar errors.  10------------9 | All information was present. Information was in order. Some noticeable spelling and grammar errors, but content is still clear.  8------------6 | Some information was missing. Information was in order.  5-------------3 | Information was missing. Information was unorganized. Spelling and grammar errors cause issues with clarity.  2------------1 | 0 |

***\_\_\_\_\_\_/100 pts TOTAL***

#### PROFESSIONAL PORTFOLIO PIECES

As mentioned above, as a culminating experience to both this course and the ECE degree, you will develop a professional portfolio highlighting all of your hard work that can be used for interviews, professional endeavors, or just to impress yourself and others. You will collect past and present assignments and materials to showcase the best you. A complete description of items to include is found in this packet. In addition to those materials, you will also develop various written statements demonstrating your beliefs and competencies in important early childhood areas of content. These will be written throughout the quarter and included in your portfolio. You are presented here with an overall list, followed by a “worksheet” for each topic. Use this as a springboard to develop your ideas. Each finished product should be typed, and care should be taken to both content and format. Professional creativity is encouraged! *(earn up to 7 points each)*

1. Your Core Beliefs About How Young Children Learn and How Adults Best Teach

including Professionalism and Risk Taking

1. Developmentally Appropriate Practices
2. The Importance of Relationships, Interactions & Communication
3. Developmental “Ages and Stages”
4. Thoughts about Creating Environments, Implementing Activities and 3 Resources for gathering Curriculum Ideas
5. Why Observe?
6. Young Children’s Behavior – Why and How?
7. Theories in Action (Grid)
8. Including Families, Why and How?
9. Transitions – Why and 3 Transition Ideas

These topics will inform our lecture discussions on the week they are presented and your practicum lens in your training classroom, forming the focus of your weekly journal.

PRACTICUM PORTFOLIO PIECE WORKSHEET

#### Core Beliefs

Things you believe are important in working with children and families and why?

Thoughts about ethical behavior and professionalism:

What resource(s) would you recommend? (books, websites, articles,…)

PRACTICUM PORTFOLIO PIECE WORKSHEET – (Recommended)

#### Observation

Why Observe?

Tips and Techniques:

Other thoughts:

What resource(s) would you recommend? (books, websites, articles,…)

PRACTICUM PORTFOLIO PIECE WORKSHEET

#### Developmentally Appropriate Practices

Summarize what “Developmentally Appropriate Practices” means to you:

Why are they important?

What resource(s) would you recommend? (books, websites, articles,…)

PRACTICUM PORTFOLIO PIECE WORKSHEET

#### Interpersonal Connections / Relationships

(Adult-Child, Child-Child, Adult-Adult)

Why are relationships important in early childhood?

What can adults do to foster these relationships?

What communication strategies should be implemented to foster these relationships? Give examples as applicable.

What resource(s) would you recommend? (books, websites, articles,…)

PRACTICUM PORTFOLIO PIECE WORKSHEET

#### “Ages and Stages” of the “Whole Child”

What are developmental “ages and stages”?

What is meant by the phrase the “whole child”?

How do these inform your practices when working with young children?

What resource(s) would you recommend? (books, websites, articles,…)

PRACTICUM PORTFOLIO PIECE WORKSHEET

#### Curriculum for Early Learning

What is “early childhood curriculum”?

What role does observation play in curriculum planning and implementation?

What can adults do to foster “whole child” learning in early childhood settings?

What resource(s) would you recommend?

* 1. (books, websites, articles,…)
  2. actual classroom activities

*(This section of your portfolio should include any activity plans, documentations, etc…from previous classes or work. Documentations and samples are valuable additions)*

PRACTICUM PORTFOLIO PIECE WORKSHEET

#### Understanding Behavior

Why do children behave as they do?

Tips and Techniques to guide behavior:

Other thoughts:

What resource(s) would you recommend? (books, websites, articles,…)

PRACTICUM PORTFOLIO PIECE WORKSHEET

#### Theories in Action

Use this worksheet to develop your ideas and then create a professional looking document for your portfolio. Collect data from your practicum classroom and focus child.

| **Name of Theory** | **Description of Theory** | **Classroom Application** |
| --- | --- | --- |
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|  |  |  |
|  |  |  |

Source: Eyrich, S., 2014

What resource(s) would you recommend? (books, websites, articles,…)

PRACTICUM PORTFOLIO PIECE WORKSHEET

#### Partnering with Families

Reflect on the following questions to form a portfolio piece with your thoughts…

What is the role of a parent / family in their child’s life?

Why is it important for you to partner with families?

What are some concrete strategies you can develop to include families?

What resource(s) would you recommend? (books, websites, articles,…)

PRACTICUM PORTFOLIO PIECE WORKSHEET

#### Transitions

What are transitions?

Why should we plan for them in early childhood programs?

Transitions ideas / considerations:

What resource(s) would you recommend? (books, websites, articles,…)

PRACTICUM PORTFOLIO PIECE WORKSHEET – (Recommended)

#### Ethical Behavior

What is the Ethical Code of Conduct?

Why is it important?

Tips to adhere to ethics in early childhood work:

What resource(s) would you recommend? (books, websites, articles,…)

PRACTICUM PORTFOLIO PIECE WORKSHEET – (Optional)

#### Career Interest

I am interested in the following career:

What are the basic duties of this career:

What education is needed:

What experience is needed:

What personality / dispositional traits would be useful:

The strengths I would bring to this career are:

Other thoughts:

What resource(s) would you recommend? (books, websites, articles,…)

#### PORTFOLIO REFLECTION

2 things I am proudest of:

2 things I may change:

2 thoughts about the Professional Portfolio assignment:

### “DAY IN CHARGE” KEY ASSESSMENT

Lake Tahoe Community College

**ECE 200**

**Practicum/Field Experience in Early Childhood Education**

Key Assessment and Signature Assignment: Day in Charge

#### PURPOSE

**Through this assessment students will focus on:**

##### NAEYC Standards:

* 4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.
* 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.
* 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 knowledge, reflective, and critical perspectives on early education.

##### Course Student Learning Outcome:

LAB: Design, implement and evaluate curriculum activities that are based on observation and assessment of young children, using effective interact and communication strategies.

##### Contents of this Assessment

You will find each of the following in this assessment packet. Please make sure you read through each carefully.

1. Directions
2. Checklist
3. Planning Considerations
4. Lesson Plan (Blank)
5. Lesson Plan (Sample)
6. Classroom Teacher Feedback
7. Reflection
8. Assessment Rubric

DAY IN CHARGE

#### DIRECTIONS

As you involve yourself in the early childhood field *(Standard 6a)* this assignment affords you the opportunity to put in to practice the knowledge and skills you have studied up until this point as you plan, implement and reflect upon a day where you will be in charge.

As you prepare for this assignment you are encouraged to begin by identifying goals for yourself as a professional that can inform your practices and incorporate those into this experience.

Next, be sure to use a broad repertoire of developmentally appropriate teaching/learning approaches *(Standard 4c)* and consider content knowledge and resources in all learning disciplines *(Standard 5a).*

Consider:

* social/emotional skills,
* language and literacy,
* the arts (music, movement, drama, visual arts),
* math and science,
* physical activity,
* health and safety,
* technology

Using central concepts, inquiry tools, and structures of content areas *(Standard 5b)* you will be involving yourself in the early childhood field *(Standard 6a)* at a higher level as you take charge of your training classroom for a day.

Continuing your collaborative learning with your training teacher to inform your practices, you will develop a professional packet to share with peers and as a professional resource *(Standard 6c).* This packet will include a:

1. Planning Sheet
2. Lesson Plan
3. Reflection
4. Teacher Feedback

It is expected that you will uphold ethical standards and professional guidelines *(Standard 6b)* at all times and will integrate knowledgeable, reflective, and critical perspectives on early education *(Standard 6d)* as you plan, implement, and reflect on your day.

**Important note: please save this assessment for your professional portfolio.**

DAY IN CHARGE

#### CHECK LIST

**Prior to your day in charge**:

\_\_\_ Professionally complete the Planning Considerations Sheet. Be thorough and accurate.

\_\_\_ Make time to discuss this assignment with your coach / mentor. Share Planning Sheet.

\_\_\_ Collaborating with your coach/mentor, discuss intentional practices that will be valuable to implement on this day, including ethical behavior. Share your goals.

\_\_\_ Develop a completed Lesson Plan using the attached template. Present a professional

version to your coach/mentor and include a copy in your professional portfolio.

\_\_\_ Check in for success.

**On your day in charge:**

\_\_\_ Arrive early for set up.

\_\_\_ Have all materials prepared and organized.

\_\_\_ Check in with your coach/mentor.

\_\_\_ Refer to your planning grid as needed.

\_\_\_ Uphold professional and ethical behavior.

\_\_\_ Modify as needed.

\_\_\_ Be sure to clean up after you have completed the day.

**After your “day in charge”:**

\_\_\_ Check in with your coach / mentor.

\_\_\_ Professionally complete the Reflection page.

\_\_\_ Turn in your Planning Considerations Sheet, Lesson Plan, Reflection page and coach/mentor feedback for grading.

\_\_\_ Include a professional copy of these in your professional portfolio.

Name: Training Teacher:

Day in charge Date and Time: Age & Number of children:

DAY IN CHARGE

#### PLANNING CONSIDERATIONS

*(To be completed and discussed with your coach/mentor prior to your day in charge)*

1. Refer back to the goals you set for yourself at the beginning of class and consider how those will inform your practices for your day in charge. *(Include at least 2) (6d)*

Goal 1:

Goal 2:

1. Review the daily routine during hours you are there and enter into your planning grid. *(6c)*
2. Consider the children in your program. Based on their development and interests, and using your knowledge of appropriate learning and resources, what type of learning experiences would be meaningful? (*Include at least 3) (5a, 5b, 5c))*
3. List at least 3 resources you will use in planning and implementing developmentally meaningful experiences (5a)
4. Consider at least 3 ways to extend learning through interactions and conversations *(4c).*
5. List at least 2 ethical considerations you will need to uphold *(6b).*
6. List other questions or concerns you have about this assignment to be discussed with your coach/mentor. *(Include at least 2) (6c)*

Once completed, set up a time to discuss with your coach/mentor. Be sure to bring this Planning Sheet and your Lesson Plan, along with clear questions you may have about the day. This meeting should occur at least 1 week prior to your implementation so that you can modify as needed based on discussion points.

DAY IN CHARGE

#### LESSON PLAN

*(Complete thoroughly for the time frame you are in training) (5c, 6a)*

| **Segment / Time** | **Activity with Brief Description** | **Materials & Considerations** | **Purpose / Learning / Development** | **Intentional Interactions & Conversations** | **Notes / Other** |
| --- | --- | --- | --- | --- | --- |
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(add rows as needed to accommodate additional information)

DAY IN CHARGE

#### LESSON PLAN – SAMPLE

| **Segment / Time** | **Activity with Brief Description** | **Materials & Considerations** | **Purpose / Learning / Development** | **Intentional Interactions and Conversations** | **Notes / Other** |
| --- | --- | --- | --- | --- | --- |
| ARRIVAL  9:00 am | * Greet parents and children * Health check | * Familiarity with families | * Positive start to day * Smooth transition from home to school * Connecting with families * Sense of belonging * Basic health check | * Get down to children’s level * Watch non-verbal language * Be present * “Welcome”, “So glad to see you”, “You look…” | * Check with teacher to see how parents should be addressed * Report any issues parents may bring up to teacher |
| GREETING  CIRCLE  9:10 am | * Sing good morning song * Discuss activities for the day | * CD * CD Player – cue up song ahead of time and check it is working * Carpet squares for children to sit on, placed in semi-circle as they arrive * samples or pictures of activities * be sure to know activities ahead of time | * Listening and speaking skills * Social skills (waiting, learning about peers,…) * Spatial relations (staying on carpet) * Problem solving (making choices) | * Be sure each child can see * Sit at their level * Give children time to respond * Validate each child’s comments * Notice positive behavior * Rely on team if issues arise * Encourage children to correct inaccurate words or tunes | * Discuss behavior strategies with teacher prior * Know activities * Know words to song |
| CENTERS  9:20 -10:15 | ART: Bingo marker painting  SCIENCE: Ooblick | ART: colored bingo markers, large coffee filters…place on table and encourage children to create  SCIENCE: mix cornstarch and water in tub. Encourage children to wash their hands and then join in exploration. Add spoons, small rocks and food color to mixture as desired. | * Foster creativity * Sense of self * Curiosity & problem solving * Fine motor skills * Social skills * Spatial relations (on, in, …) | * Allow children to do their own work * “tell me about”, “you are working really hard on that” * Refer children to other children * “How does that feel?” * “What are some ideas?” * “How could you solve that?” * “Interesting” | Keep in mind E’s sensory issues and provide rubber gloves or place materials in baggie if needed. |
| CLEAN UP  10:15 | Transition warning and cleaning up classroom | Transition warning:  5 minutes until clean up time, 2 minutes until clean up time  Finish up what you are doing  Sing clean up song | * Self-help skills * Fine and gross motor * Cognitive – matching, spatial, time * Sense of pride * Sense of collaboration & community | * “What will you clean up first” * “Do you want to put away this or this” * “You do one and then I will do one” * “When we are done we can have snack | * Be sure to watch clock * Speak loudly * Follow through * Discuss strategies with teacher prior |
| SNACK  10:20 | * Wash hands and sit at table * Fruit Kabobs | * Place “skewers” (skinny straws) and fruit on table on platters * Encourage children to make kabobs and then eat them | * Health & nutrition * Fine motor skills * Language skills (listen and discuss) * Cognitive (categorize, label,…) | * Sit with children * Informally extend discussions on fruit, colors, textures,… | * Check for allergies |
| OUTSIDE  10: 40 – 11:30 | * After snack transition outside * OBSTACLE COURSE * STORY STATION * At end transition inside | Encourage children to participate if desired (if not, regular yard set up is available):  OBSTACLE COURSE: Balls, bean bags, targets, rope balance beam, chalk drawn path, hula hoop  STORY STATION: Books spread out on blanket under tree | * Gross motor skills * Fine motor skills * Eye hand coordination * Balance * Literacy * Social with peers and adults | * Encourage collaboration * Can you do it together” * “Who would you like to do it with” * Sharing – “how will you decide who will have it first?’ * “You tried hard” * “Let’s do it together” * “Are there other ways to do it?’ * “How should we put them away?” | * Be sure teacher is outside at all times. * Encourage children to use restroom before going out * Have plan for obstacle course but be flexible based on children’s interests * Create cozy area for stories * Clean up transition at 11:30 |
| CIRCLE  11:40 | * Sit on carpet squares * CLASS BOOK * 3 BEARS RAP * FAREWELL SONG | * Encourage children to sit on carpet * CLASS BOOK: Adult starts “once upon a time” and then each child adds a sentence. Record on phone or chart paper and then transcribe later and add to book area * 3 BEARS RAP – encourage children to participate in song and movements (use CD if needed) * Take 5 calming breaths * FAREWELL SONG (use CD if needed) | * Literacy skills * Taking turns * Sequencing * Gross and fine motor * Keeping a steady beat * Counting * Transitioning | * Make sure everyone can see * Speak clearly * Show joy in their sentences * Clarify before writing words down * Notice and appreciate patience * “you are waiting so nicely for your turn” * “it’s hard to wait isn’t it?’ * “Feel your body getting calmer with your breaths”. * “Think of your favorite thing today” (recap) | * Ask teacher or other team member to record story * Know words and movements to songs * Record teacher singing farewell song and practice |
| DEPARTURE  12:00 | * Open door for parents * Share highlights of day * Debrief with teacher | * Check cubbies | * Transition from school to home * Connecting with families * Closure | * Smile and greet parents * Encourage children to share favorite part of day. | * Be sure to let teacher know of any issues * Reflect on day with team & celebrate! |

DAY IN CHARGE

#### CLASSROOM TEACHER FEEDBACK

*(to be completed by classroom teacher) (6c)*

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Classroom Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Teacher Feedback:** *(Please include both strengths and areas to continue to grow as applicable. Consider each area below. Comments will assist student in growing and instructor in scoring. You do not need to assign scores. Please continue on back if/as needed. Thank you!)*

**PLANNING DISCUSSION PRIOR TO IMPLEMENTATION DAY** *(knowledge, intention,…)*

**LESSON PLAN** *(thorough and complete, well thought out, intentional, appropriate,…)*

**SET UP** *(material prepared ahead of time and set up in a smooth and timely manner,…)*

**IMPLEMENTATION** *(engaged and facilitated interactions with children & team,…)*

**CLEAN UP** *(cleaned up, returned environment to former state)*

**PROFESSIONALISM** *(professional & ethical behavior,…)*

**REFLECTION** **DISCUSSION** *(well thought out, professional mindset, shared with teacher,…)*

DAY IN CHARGE

#### REFLECTION

*Please reflect thoughtfully and thoroughly on the following segments of your experience as they relate to your professional development in early childhood educations. (6b, 6d) Please:*

1. *type and present a professional document*
2. *include your Planning Considerations Sheet (professionally documented)*
3. *include your Lesson Plan (professionally documented)*
4. *include your Teacher Feedback form*
5. I am the proudest of (6d):
6. I wish the following had been done differently (6d):
7. The learning experiences I provided for the children (5a, 5b, 5c):
8. The interactions, conversations and approaches I used (4c, 5b):
9. The goals I set for myself have developed in the following ways (6d):
10. The biggest thing I learned about myself is (6d):
11. The learning lessons I will take with me about teaching are (6a,6b, 6d):
12. The learning lessons I will take away about ethics and professionalism are (6a, 6b):
13. Other

Thank you for your contribution to the field of ECE!

**CONSTRUCTION COMPLETE!**