

ECE 3520: Infant/Toddler Curriculum & Assessment FIELD EXPERIENCE PACKET

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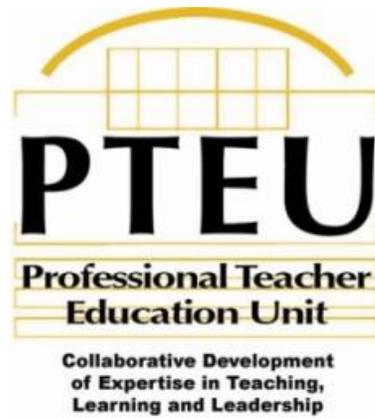
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Attachments:

- **Schedule of Planned Field Experiences Form**
- **Lesson Observation and Rating Form**
- **Evaluation of Field Experience Form**

Note: The teacher candidate is responsible for providing the director/principal and the collaborating classroom teacher appropriate copies of the FIELD EXPERIENCE PACKET and copies of all necessary forms.

Fall Semester 2017



Dear Directors and Principals:

Thank you for allowing a Kennesaw State University teacher candidate majoring in Early Childhood Education (B-5) to conduct their field experience in your program. The teacher candidate will be coming to meet with you and the cooperating teacher to discuss the scheduling of hours and requirements.

As a part of the course, **the teacher candidate must complete a total of 60 hours of field experience work.** The teacher candidate will provide the cooperative teacher with a packet containing the expectations for the teacher candidate, the teacher and the university supervisor. Evaluations of the teacher candidate's experience are also included in the packet. Please feel free to make copies of these documents if you choose.

The placement for ECE 3520/3565 must be in an infant/toddler classroom. Our teacher candidates are expected to have an intense and focused field experience with this age group. It is very important that they be assigned to only one classroom for the duration of the 60 hour field experience.

Communication is the most valuable part of the experience for all parties. Please feel free to contact your teacher candidate's course instructor with questions, concerns or suggestions that you may have. We also ask your assistance in ensuring the teacher candidate is always supervised by classroom staff.

Thank you again for your collaboration in this effort to provide a very valuable Early Childhood Education experience for our students. We look forward to working with you.

Sincerely,

Douglas Bell, dbell22@kennesaw.edu (course coordinator)

University Supervisors
Kennesaw State University
Department of Elementary and Early Childhood Education

**ECE 3520: Infant/Toddler
Curriculum & Assessment & ECE 3565
Infant/Toddler Practicum
FIELD EXPERIENCE GUIDELINES
FALL SEMESTER 2017**

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SCHEDULE- FALL SEMESTER 2017

Students taking the ECE 3520/ECE 3565 course will spend a total of 60 hours in field experience requirements. For the current semester, the schedule is as follows:

Students taking the ECE 3520/ECE3565 course will be conducting their field work from September through December (this will be determined by you and each student). Course instructors may allow four classes during the semester when students will be in the field. ECE 3520/ECE 3565 students should review their course syllabi for their schedule.

Purpose and Rationale

The field experience is a major component of this course. This field experience is critical for the teacher candidate to experience actual site-based learning by directly observing and participating in teaching Infants/toddlers. Your teacher candidate will participate in a total of 60 hours in the Infant/Toddler classroom setting and is expected to apply, integrate and reflect on the knowledge and skills learned in the classroom setting. Again, due to the intense nature of the field experience, the teacher candidate must complete all 60 hours of field experience with the same class.

The teacher candidate will be enrolled in other required early childhood education courses, and the candidate will supply the university supervisor proof of Liability Insurance. Additionally, each teacher candidate will be required to supply the preschool director a current Criminal Background Check upon request.

Key Persons and their Roles

The most important persons in this field experience are the collaborating Infant/Toddler classroom teacher and the teacher candidate. The success or failure of this field experience depends primarily on the teacher candidate and the support and modeling that is provided by the collaborating teacher. When a problem is identified, the first response of the teacher candidate should be to seek professional advice from the collaborating teacher by asking the following questions. "What can I do to solve this problem? Do I need to do anything differently?"

The role of the TEACHER CANDIDATE is defined by the following characteristics.

- Demonstrates the academic background and aptitude for the required tasks.
- Uses strategies and procedures learned in class and those suggested by the classroom teacher.

- Uses and attempts to implement classroom strategies that have been provided by the classroom teacher.
- Observes and tries to implement child guidance procedures.
- Communicates clearly and effectively to both children and adults.
- Is punctual for the field experience. Extreme emergencies will be considered on an individual basis. **If the teacher candidate can not attend a scheduled field experience day due to illness, both the collaborating teacher and the university supervisor must be notified, and the hours missed must be rescheduled.**
- Is dressed appropriately as defined by the preschool program's staff dress code.
- Possesses a positive attitude and consistently demonstrates professionalism.

The role of the TEACHER CANDIDATE is defined by the following responsibilities.

- Acquire a current Criminal Background Check before beginning the on-site field experience. This will be done through Bright from the Start., in conjunction with the Bagwell College of Education.
- Acquire and submit Proof of Liability Insurance to the university supervisor before beginning the on-site field experience.
- Contact the early learning center site to schedule and appointment with the collaborating teacher to complete the filed experience schedule and provide all forms relevant to the field experience guidelines.
- Provide the university supervisor a completed copy of the tentative field experience schedule prior to the first observation day.
- Provide and review the required evaluation forms to the collaborating teacher.
 1. B-5 CPI Form used for lesson evaluation and final evaluation
 2. Midterm Evaluation Form
 3. Schedule
- Complete observations and assessments of a target child in the Infant/Toddler classroom.

The role of the Infant/Toddler COLLABORATING TEACHER is defined by the following responsibilities.

In general, this is probably your teacher candidate's first experience with Infants & Toddlers and it is important for your candidate to learn how to work with the children in your classroom. You are the "expert" and we appreciate your efforts in mentoring you assigned teacher candidate. **Please remember that candidates should not be left alone with children and should not be performing diapering or toileting of children (though they may observe these activities)**

- You are the experienced mentor for the teacher candidate as you orchestrate the activities in the classroom.
- Please provide many opportunities for the teacher candidate to observe you working with children in individual, small group, and large group settings.

- Your feedback on the teacher candidate's daily performance is critical (Please complete the Midterm Evaluation about midway through the teacher candidate's field experience).
- Please assist the teacher candidate in understanding the operational procedures and classroom guidelines/rules of your preschool program.
- Please assist and advise the teacher in planning and teaching a required lesson for you to evaluate. (B-5 CPI Form)
- Please assist the teacher candidate in selecting a target child to conduct observations and assessments on and support the assessment process.
- Please encourage the teacher candidate to try a variety of techniques and activities.
- Please provide the university supervisor feedback on the teacher candidate's success in the Infant/toddler setting and feedback on the overall field experience evaluation. (B-5 CPI Form)
- Please inform your parents about your teacher candidate and provide opportunities (if possible) for the teacher candidate to interact with your parents.

The role of the UNIVERSITY SUPERVISOR is defined by the following responsibilities.

- Make necessary visits during the semester as schedules permit.
- Serve as collaborative contact with the early learning program director and classroom teacher as needed.
- Assist teacher candidates, directors and collaborating teachers with aspects of the Field Experience.
- Prepare final grades for teacher candidates based on course requirements and the two required field experience evaluations that are completed by the collaborating teacher.