

ECE 3313: THE PRESCHOOL CURRICULUM FIELD EXPERIENCE PACKET

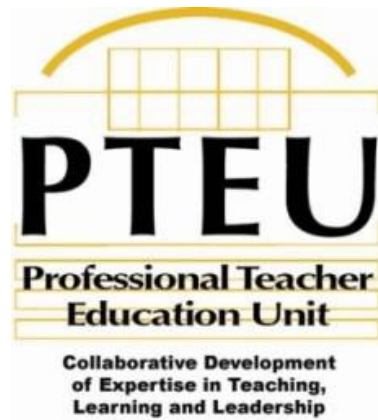
Contents:

	Page
KSU letter to the Preschool	
Director/Principal	2
Field Experience Guidelines / Schedule.....	4
Purpose and Rationale.....	4
Key Persons and Their Roles.....	4-7

Attachments:

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

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



Dear Directors and Principals:

Thank you for allowing a Kennesaw State University teacher candidate majoring in Early Childhood Education 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 24 hours of field experience work.** Please note that field placement for this course is to be in a single pre-k classroom (ages 3-5 yrs – preferably pre-k age) and the student is to be assigned to a single collaborating teacher. The field experience requires the candidate to both teach and assess young children in the preschool classroom. By accepting an ECE 3313 student at your field site, you are agreeing to allow the candidate to carry out all responsibilities listed later in this packet.

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 documents have also been posted online for your convenience and can be accessed at:
<http://bagwell.kennesaw.edu/centers/cepp/field-experiences/ece-field-experience/ece-3313>

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,

The ECE 3313 Instructors

Kennesaw State University
Department of Elementary and Early Childhood Education



ECE 3313: THE PRESCHOOL CURRICULUM FIELD EXPERIENCE GUIDELINES

**DEPARTMENT OF ELEMENTARY AND EARLY CHILDHOOD EDUCATION
BAGWELL COLLEGE OF EDUCATION
KENNESAW STATE UNIVERSITY
585 COBB AVE NW
KENNESAW, GA 30144**

Linda J. Grant – Course Coordinator and Course Lecturer
Lgrant50@kennesaw.edu

Douglas Bell – Birth-Kindergarten Program
Coordinator
dbell22@kennesaw.edu

**Students taking the ECE 3313 course
will spend a total of 24 hours in field experience requirements.
For the current semester, the schedule is as follows:**

Students taking the ECE 3313 course will be conducting their field work from September - December. ECE 3313 students should review their course syllabi for their schedule.

Purpose and Rationale

An important part of this course, ECE 3313: The Preschool Curriculum, is the required preschool field experience. This field experience is critical for the teacher candidate to experience actual site-based learning by directly **observing and participating** in teaching young children. Your teacher candidate will participate in a minimum of 24 hours in the preschool classroom setting and is expected to apply, integrate and reflect on the knowledge and skills learned in the preschool classroom setting. The candidate will both teach and assess children.

The teacher candidate will be enrolled in other required early childhood education courses, and the candidate will supply the university Center for Education Placement & Partnerships proof of Liability Insurance prior to attending field experience. Additionally, each teacher candidate will be required to supply the preschool director a current Criminal Background Check upon request (through Bright from the Start and Certified Backgrounds).

Please note that field placement for this course is to be in a single pre-k (ages 3-5 yrs – preferably pre-k age) classroom and the student is to be assigned to a single collaborating teacher and a single class of pre-k children.

Observation & Participation Scheduling Stipulations

The observation and participation will be during primary instructional hours and be spread out over at least 6 weeks. Some other important guidelines for setting up the schedule are below:

- Mealtimes are considered part of the instructional day and will count toward hours.
- Naptime: only the first 30 minutes and last 30 minutes of nap may be included in the field hours. During this time the candidate should be helping to settle or wake children, plan, or support the teacher doing other necessary classroom duties
- Each week the teacher candidate should observe and participate in: Large group, Small group, Center time, a meal time, Outside play (weather permitting), story time
- Candidates should observe at least one pick up or drop off time if possible

Please note, teacher candidates are not permitted to...

- **carry out toileting or changing of children**
- **be left alone or unsupervised with children**
- **work with more than one class (they should be assigned to one collaborating teacher)**

Key Persons and their Roles

The most important persons in this field experience are the collaborating preschool 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 DIRECTOR, PRINCIPAL, or ADMINISTRATOR is defined by the following responsibilities (by accepting an ECE 3313 student you are showing agreement to these responsibilities)

- Meet with the candidate to accept the Bright from the Start Criminal approval letter (if you are licensed by Bright from the Start), as well as other field placement information
- Assign the candidate to a single pre-k classroom (ages 3-5 yrs, **preferably pre-k**)
- Assign the candidate to a single collaborating teacher in the assigned classroom that has sufficient expertise, experience, and appropriate practices to serve as a mentor and model to the candidate
- Support the student in completing the requirements of the course including but not limited to completing an assessment project on a target child, teaching lessons, guiding behavior, and conducting a parent project within the contexts of the classroom

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 assesses young children and their learning using strategies learned in the course and from the collaborating 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 cannot 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 CEPP.
- Acquire and submit Proof of Liability Insurance to the university supervisor before beginning the on-site field experience.
- Contact the preschool site to schedule an appointment with the collaborating teacher to complete the filed experience schedule and provide all forms relevant to the field experience guidelines.
- During the first contact, submit Bright From the Start Criminal Background Check approval letter (if the program is licensed by Bright from the Start).
- Provide the university supervisor a completed copy of the field experience schedule prior to the first observation day.
- Provide and review the required evaluation forms to the collaborating teacher.
 1. Lesson Plan Evaluation Form
 2. Midterm Evaluation Form
 3. Field Experience Evaluation
 4. Schedule
- Review the PARENT PROJECT assignment with the collaborating teacher.
- Carry out the parent project within the contexts and constructs of the collaborating field experience classroom
- Work with the collaborative teacher to select a target child for the purposes of an assessment project
- Complete observations and assessments of a target child in the preschool classroom.
- Assist in classroom functions during their time in the classroom
- Assist in teaching children through play and supporting the teacher
- Serve as co-teacher in teacher selected activities
- Observe and assess children

Please note, teacher candidates are not permitted to...

- **carry out toileting or changing of children**
- **be left alone or unsupervised with children**
- **work with more than one class (they should be assigned to one collaborating teacher)**

The role of the PRESCHOOL COLLABORATING TEACHER is defined by the following responsibilities.

In general, this is probably your teacher candidate's first experience with preschool children 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.

- 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 (12th hour) 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. (Required Lesson Plan Evaluation)
- 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 preschool setting and feedback on the overall field experience evaluation. (Required Field Experience Evaluation)
- Please inform your parents about your teacher candidate and provide opportunities (if possible) for the teacher candidate to interact with your parents.

Please note, teacher candidates are not permitted to...

- **carry out toileting or changing of children**
- **be left alone or unsupervised with children**
- **work with more than one class (they should be assigned to one collaborating teacher)**

Teacher candidate should attach to the back of this packet:

- Midterm evaluation form
- Evaluation of field work form
- Lesson observation rating form
- Field experience schedule
- Assignment rubrics that the student will need to carry out in the field site

THE PRESCHOOL CURRICULUM FIELD EXPERIENCE SCHEDULE

I. CANDIDATE'S NAME: _____

Home Phone: _____ Cell Phone: _____

Email Address: _____

II. PRESCHOOL SITE: _____

Address: _____

Phone: _____ FAX: _____

III. DIRECTOR'S NAME: _____

Phone: _____ Email: _____

IV: COLLABORATING TEACHER'S NAME: _____

Phone: _____ Email: _____

We approve the hours listed below and we understand that these hours and days are to remain constant and unchanged except in the case of an emergency.

Signature of Candidate: _____ Date: _____

Signature of Collaborating Teacher: _____ Date: _____

To the Collaborating Teacher:

Please complete the following schedule with the candidate to reflect a minimum 24 hour FIELD EXPERIENCE in your classroom. KSU course instructors recommend that candidates participate in your class for at least 5 hours a week for at least 6 weeks.

Observation Day & Date (Example: Friday, 2/14/18)	Documented Classroom Time		Teacher Initials (after each day)
	TIME IN	TIME OUT	

Notes/additional Information: _____

Date and approximate time for lesson/activity implementation: _____

- Course instructor receives a copy of this schedule before the 1st scheduled date.
- Completed schedule is returned to course instructor after LAST scheduled date.

**KENNESAW STATE UNIVERSITY
LESSON OBSERVATION AND RATING FORM**

Please check one to indicate your role: () Collaborative Teacher, () Self-Evaluation, () University Supervisor

Student Candidate's Name:

Semester:

Year:

Name of Preschool:

Collaborative Teacher's Name:

Please use the following rating scale and written comments to evaluate each area:

Excellent = **5**, Good = **4**, Fair = **3**, Needs Improvement = **2**,
Unsatisfactory = **1**

I. PLANNING

_____A. Evidence of Planning

_____B. Plans Indicate Appropriate Strategies/Principles of Teaching & Learning

Comments:

II. MATERIALS & EQUIPMENT

_____A. Well Prepared with Materials

_____B. Concrete Materials Utilized

_____C. Variety of Materials Used

Comments:

III. LESSON PRESENTATION: () Large Group, () Small Group, () Individual

- _____ A. Demeanor/Rapport with Children
- _____ B. Concepts Clearly Conveyed
- _____ C. Children Actively Involved
- _____ D. Specific Reinforcement Given
- _____ E. Variety of Appropriate Activities Employed
- _____ F. Activities Adapted for Differing Abilities
- _____ G. Questioning Techniques
- _____ H. Conclusion, Assessment & Follow-Up

Comments:

IV. TEACHER BEHAVIORS

- _____ A. English/Language Usage
- _____ B. Outward Enthusiasm
- _____ C. Appropriate Interaction with Children
- _____ D. Interactions with Children are Genuine

Comments:

V. GUIDING CHILDREN'S BEHAVIOR

- _____ A. Motivation
- _____ B. Children's Attention Maintained Appropriately

_____ C. Children Effectively Redirected

_____ D. Reinforcement of Appropriate Behavior

Comments:

VI. ADDITIONAL COMMENTS

A. The following are good points about your lesson:

B. Suggestions for Improvement:

C. Overall Rating (average of ratings in each area):

Collaborating Teacher or University Supervisor's Signature:

Date:

Student's Signature:

Date:

ECE 3313 Midterm Evaluation

STUDENT NAME
FIELD WORK SITE
SEMESTER
SCHOOL PHONE
COLLABORATING TEACHER'S NAME (or the name of the person completing this form)
COLLABORATING TEACHER'S E-MAIL ADDRESS

(To be completed at approximately 12 hours of field work conducted)

The purpose of this midterm evaluation is to provide a method for teachers to communicate the student's progress and suggest areas of improvement before the completion of the field work. Your input will assist in the professional development and growth of the student. *Based on the field work conducted thus far, please respond to the following statements in reference to the above-named student. If "no" is checked as a response, please provide comments.*

1. The student demonstrates professional behavior yes no
(is punctual and reliable, professionally dressed, complies with school's policies and procedures)
Comment (if needed)

2. The student demonstrates effective communication yes no
(Shares information appropriately, is tactful and kind, uses Academic English when appropriate)
Comment (if needed)

3. The student demonstrates a positive attitude yes no
(Relates well to others, shows enthusiasm, is flexible, sensitive to differences, cooperative)
Comment (if needed)

4. The student demonstrates skills prepared to work with young children yes no
(Works in small groups, interacts appropriately with young children, responses appropriately to young children)
Comment (if needed)

5. Is there any additional concern or issue with the student that should be shared?(You may attach Information if needed)

(Collaborating Teacher's Signature)

(Date)

**KENNESAW STATE UNIVERSITY
BAGWELL COLLEGE OF EDUCATION
DEPARTMENT OF ELEMENTARY AND EARLY CHILDHOOD EDUCATION**

ECE 3313: PRESCHOOL CURRICULUM
FINAL EVALUATION OF FIELD WORK

STUDENT NAME _____ ADVISOR _____

FIELD WORK SITE _____ SEMESTER _____

SCHOOL PHONE _____ SCHOOL FAX _____

COLLABORATING TEACHER'S NAME _____
(or name of person completing this form)

*Directions: Please respond to the following statements in reference to the above-named student.
Your input is greatly appreciated.*

COMPETENCIES

	YES	NEEDS IMPROVEMENT	UNABLE TO OBSERVE
Is organized and dependable			
Plans and prepares well			
Completes assigned tasks in timely manner			
Is prompt and punctual			
Limits tardies and absences			
Is consistent and stable			
Readily accepts responsibility for own actions			
Exhibits integrity and practices honesty			
Relates well with others			
Able to solve problems effectively and efficiently			
Exhibits ability to handle multiple tasks			
Seeks help when necessary in order to sustain professional progress			
Acknowledges deficiencies and seeks help accordingly			

BEHAVIORS

	YES	NEEDS IMPROVEMENT	UNABLE TO OBSERVE

Practices good personal hygiene			
Dresses modestly in order to maneuver among others			
Dresses and accessorizes in order to avoid offending others (parents, teachers, administrators and children)			
Complies with school guidelines for standards of dress			
Uses standard English when appropriate			
Is tactful and kind			
Avoids inappropriate topics			
Uses language that is conducive to learning			
Communicates messages that are positive and encouraging			
Employs polite and courteous language			
Shares appropriate humor			

ATTITUDES

	YES	NEEDS IMPROVEMENT	UNABLE TO OBSERVE
Strives to have a pleasant, positive disposition			
Demonstrates enthusiasm			
Is responsive to instruction and correction			
Remains teachable, accepts criticism and is open to suggestions			
Respects others			
Sensitive to differences in people and circumstances			
Flexible about changes in tasks and circumstances			
Shows initiative for making improvements			
Reflects on effectiveness			
Handles difficulties maturely			
Controls emotions			
Is willing to take on challenges			
Shows appreciation for others			

DID YOUR STUDENTS RESPOND POSITIVELY TO THE KSU CANDIDATE?

†YES Comment:

†NO Comment:

PLEASE INDICATE THE TYPES OF ACTIVITIES THAT INVOLVED THE CANDIDATE'S PARTICIPATION.

WHAT IS YOUR OVERALL RATING OF THE CANDIDATE'S PERFORMANCE?

A B C Less than a C requires comments.

WOULD YOU OPEN YOUR CLASSROOM TO ANOTHER KSU STUDENT CANDIDATE?

†YES Comment:

†NO Comment:

ADDITIONAL COMMENTS, CONCERNS OR SUGGESTIONS

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS EVALUATION.

NAME OF PERSON COMPLETING FORM (Please Print) _____

SIGNATURE

DATE