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Supporting Change and Reform in Preservice Teaching in North Carolina



Early Childhood Practicum Webinar

October 15, 2014

2:00 pm – 3:00 pm EST

<http://scriptnc.fpg.unc.edu>



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Welcome and Introduction

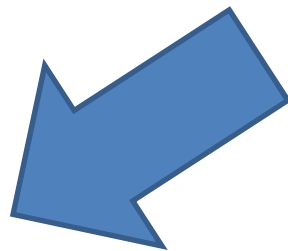


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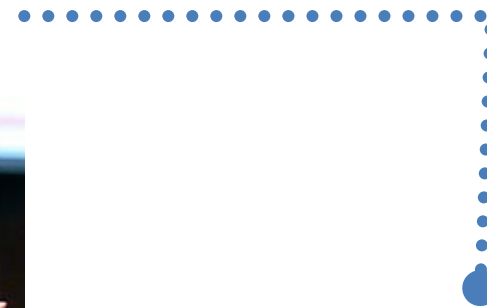
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Who's There?



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and affiliation into
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Guest Presenter: Brenda Blackburn

Leads the nationally accredited (NAEYC) early childhood program at Blue Ridge Community College (NC)



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The content for this webinar was developed by

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FPG Child Development Institute
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Handouts on SCRIPT-NC Website

The image shows the cover of the 'Education Practicum Workbook' from Blue Ridge Community College. The cover features the college's logo and the title 'Education Practicum Workbook' in large, colorful letters. Below the title is the text 'EDU Practicum Documentation Checklist:'. To the left of the cover is a vertical registration form with fields for Name, Major, Display ID No., Email, Term, Semester, Year, Credit Hours, and Grade. Below the cover is a table of contents listing various forms and their due dates.

Item	Due Date
Application: <i>EDU Form 1</i>	2 (Due at registration)
Orientation: <i>EDU Form 2</i>	3 (Due 1 st week of class)
EDU Conceptual Framework	4 & 5
Performance Standards: <i>EDU Form 3</i>	6 & 7 (Due at registration. Mentor Teacher signs at end of semester)
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Content Area Learning Center	32-36
Family Permission Form: <i>EDU Form 13</i>	37
Observation Etiquette and Interview Techniques	38-39
Site Information & Mentor Teacher Information	40-41

Early Childhood Practicum Handout

Definitions

Field Experiences

- Early and ongoing practice opportunities to apply content and pedagogical knowledge in P-12 settings to progressively develop and demonstrate their knowledge, skills, and dispositions. (Council for the Accreditation of Educator Preparation (CAEP) <http://caepnet.org/resources/glossary/>)
- Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs) http://www.naeyc.org/nacate/files/nacate/NAEYC%20Initial%20and%20Advanced%20Standards%2010_2012.pdf
- 55 contact hours with minimal supervision required (example from Tacoma Community College)

Internship

- Full-time or part-time supervised clinical practice experience in P-12 settings where candidates progressively develop and demonstrate their knowledge, skills, and dispositions. (Council for the Accreditation of Educator Preparation (CAEP) <http://caepnet.org/resources/glossary/>)

Lab

- 1 credit – 22 contact hours (continually under the direct supervision of the instructor) (example from Tacoma Community College)

Practicum

- The field engagement of early childhood education students in the application of sound pedagogical practices in order enhance and support a quality early learning environment, which in turn allows preparation of a student as a practitioner of developmentally and culturally appropriate early learning practices. (example from South Piedmont Community College)
- 1 credit = 33 contact hours (autonomous study or related work activity under the intermittent supervision of the instructor). Called a "clinical" by other departments (example from Tacoma Community College)

Other Terms

- **Clinical Experiences** – Guided, hands-on, practical applications and demonstrations of professional knowledge of theory to practice, skills, and dispositions through collaborative and facilitated learning in field-based assignments, tasks, activities, and assessments across a variety of settings. (Council for the Accreditation of Educator Preparation (CAEP) <http://caepnet.org/resources/glossary/>)
- **Clinical Practice** – Student teaching or internship opportunities that provide candidates with an intensive and extensive culminating field-based set of responsibilities, assignments, tasks, activities, and assessments that demonstrate candidates' progressive development of the professional knowledge, skills, and dispositions to be effective educators. (Council for the Accreditation of Educator Preparation (CAEP) <http://caepnet.org/resources/glossary/>)
- Field experience vs. practicum <http://www.youtube.com/watch?v=9wDzMO1xp5Y>

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Today's Content

- Definitions
- NAEYC guidance
- Practicum considerations
- One program's approach: Blue Ridge Community College (NC)
- Practica dilemmas




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**Field
Experiences**

Internship

Lab

Clinical Experiences

Practicum

Observation

Student Teaching

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Definitions

Early Childhood Practicum Handout Page 1

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- Field experience vs. practicum <http://www.youtube.com/watch?v=9wDzM0Nxp5Y>

2010 NAEYC Standards for Initial & Advanced Early Childhood Professional Preparation Programs

For use by Associate, Baccalaureate and Graduate
Degree Programs



What is NAEYC Standard 7?




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What is NAEYC Standard 7?

STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES = Assoc. Criterion 5

Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) *and* in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

Key elements of Standard 7

7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)

7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)



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Criterion 5: Quality of Field Experiences

- The program's field experiences support candidates' learning in relation to the NAEYC standards.
- Rationale: Candidates will understand and apply the competencies reflected in the NAEYC standards when they are able to observe, implement, and receive constructive feedback in real-life settings.

Excerpt from NAEYC Early Childhood Associate Degree Accreditation Handbook (Page 33)

Indicators of strength:

Field experiences are consistent with outcomes emphasized in NAEYC's standards, are well planned and sequenced, and allow candidates to integrate theory, research, and practice.

When the settings used for field experiences do not reflect standards of quality, candidates are provided with other models and/or experiences to ensure that they are learning to work with young children and families in ways consistent with the NAEYC standards.

Indicators of Strength (continued)

Faculty and other supervisors help candidates to make meaning of their experiences in early childhood settings and to evaluate those experiences against standards of quality.

Adults who mentor and supervise candidates provide positive models of early childhood practice consistent with NAEYC's standards.

Field experiences expose candidates to a variety of cultural, linguistic, and ethnic settings for early childhood care and education.

Field experiences provide opportunities for candidates to observe and practice in at least two of the three early childhood groups (birth-age 3, 3-5, 5-8) and in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs).

Field Experiences and Clinical Practica

Includes field observations, field work, practica, candidate teaching and other “clinical” practice experiences such as home visiting. A planned sequence of these experiences supports candidate development of understanding, competence and dispositions in a specialized area of practice.

Excerpt from Self-Study Report template for first-time accreditation (Page 20)

Sources of evidence:

1) Report:

- a one- to two-page description of program’s approach to using field experiences.
- program chart of field experiences (see example below)
- a one-page description of plans to address challenges and build on current strengths in this area.

2) Site Visit: Interviews with faculty, candidates, cooperating teachers, and other supervisors

Additional References

Early Childhood Practicum Handout Pages 2-4

Selected References on Field Experiences

Field Experience as a Component of Teacher Preparation

- Education Commission of the States. (2003). *Eight questions on teacher preparation: What does the research say?* <http://www.ecs.org/html/educationissues/teachingquality/tpreport/home/summary.pdf>
- Early, D. M., & Winton, P. J. (2001). Preparing the workforce: Early childhood teacher preparation at 2- and 4-year institutions of higher education. *Early Childhood Research Quarterly*, 16(3), 285-306.
- Freeman, G. G. (2009-2010). Strategies for successful early field experiences in a teacher education program. *Southeastern Regional Association of Teacher Educators (SRATE) Journal*, 19(1), 15-21. <http://apbrwww5.apu.edu/SRATE/JournalEditions/191/Freeman.pdf>
- Ray, A., Bowman, B., & Robbins, J. (2006). *Educating early childhood teachers about diversity: The contribution of four-year undergraduate teacher preparation programs*. Available on Erikson Institute web site at <http://www.erikson.edu/PageContent/en-us/Documents/pubs/Teacherred.pdf>
- Whitebook, M., Gomby, D., Bellm, D., Sakai, L., & Kipnis, F. (2009). *Preparing teachers of young children: The current state of knowledge, and a blueprint for the future. Executive Summary*. Berkeley, CA: Center for the Study of Child Care Employment, Institute for Research on Labor and Employment, University of California, Berkeley. <http://www.irl.berkeley.edu/cscce/2009/preparing-teachers-of-young-children/>
- Whitebook, M., Gomby, D., Bellm, D., Sakai, L., & Kipnis, F. (2009). *Teacher preparation and professional development in grades K-12 and in early care and education: Differences and similarities, and implications for research. Part I of Preparing teachers of young children: The current state of knowledge, and a blueprint for the future*. Berkeley, CA: Center for the Study of Child Care Employment, Institute for Research on Labor and Employment, University of California, Berkeley. http://www.irl.berkeley.edu/cscce/wp-content/uploads/2009/01/teacher_prep_1.pdf
- Whitebook, M., Gomby, D., Bellm, D., Sakai, L., & Kipnis, F. (2009). *Effective teacher preparation in early care and education: Toward a comprehensive research agenda. Part II of Preparing teachers of young children: The current state of knowledge, and a blueprint for the future*. Berkeley, CA: Center for the Study of Child Care Employment, Institute for Research on Labor and Employment, University of California, Berkeley. http://www.irl.berkeley.edu/cscce/wp-content/uploads/2009/01/teacher_prep_2.pdf
- Whitebook, M., & Ryan, S. (2011). Degrees in context: Asking the right questions about preparing skilled and effective teachers of young children. *NIEER Policy Brief*. (Issue 22, April 2011). New Brunswick, NJ: National Institute for Early Education Research. http://www.irl.berkeley.edu/cscce/wp-content/uploads/2011/04/DegreesinContext_2011.pdf

Impact of Field Experiences

- Goldstein, L. S., & Lake, V. E. (2003, Summer). The impact of field experience on preservice teachers' understandings of caring. *Teacher Education Quarterly*, 116-132. http://www.teqjournal.org/backvols/2003/30_3/goldstein%26lake.pdf



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Practicum Considerations

What do you want your student to know and be able to do when they're done?

How do you select sites?

How will you support students in resolving the dilemmas of daily practices they encounter?

How will you identify and collaborate with supervising/mentor teachers?



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What do you want your students to know and be able to do when they're done?

Knowledgeable about...

- How to confidently implement inclusive practices
- Children with special needs
- **All areas of child development and appropriate practice**
- How to support young dual language learners
- His/her own culture; wants to learn about the cultures of children and families
- Current trends and research in early childhood education; evidence-based practices
- How to integrate information and ideas from multiple sources to support each child
- How to effect positive change within the lives and environments of young children
- How to read, interpret, and use research
- The importance of inclusiveness for all young children
- Up-to-date strategies, both educationally and professionally

Experienced

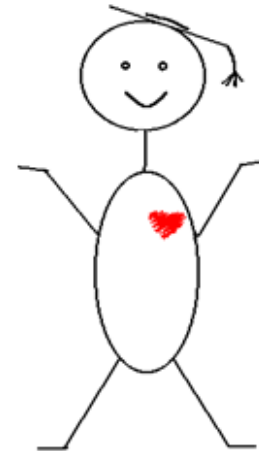
- Has had a variety of experiences in a variety of settings
- Emerges from the VGCC with a list and portfolio of resources and experiences

Self-Assured

- Able to speak to family members professionally and with confidence

Positive Qualities and Attributes

- **Confident (6)**
- Willing to take on a challenge
- Communicates effectively verbally and in writing
- **Adaptable**
- **Flexible (3)**
- Invested in working with young children
- Of high integrity
- Responsible
- Mature thinker
- Well spoken
- Well read
- Well respected
- Respectful
- **Advocates for children and families**



Collaborative

- Positively interacts with peers and families
- **Works well with family members**
- Transfers knowledge to families and colleagues

Lifelong Learner

- Possesses the desire to continue to learn

Resourceful

- **Able to find resources**
- Utilizes professional resources

Reflective

- Reflects on practices and makes needed changes

Characteristics that were mentioned multiple times are listed in bold.

How do you select sites?

- **Type of program** (e.g., child care, PreK, Head Start)?
- **Children served** (e.g., cultural, linguistic, and ability diversity)?
- **What you want students to learn** (e.g., knowledge, skill, dispositions)?



93% of programs preparing early childhood teachers do not require a student teaching experience in a setting they describe as ‘diverse’, ‘multicultural’ or in some other way that suggests the program expects the student teacher will gain experience with children of color, second language learners, children from many cultures and ethnicities, and immigrant, poor and special needs children. (Ray, Bowman, and Robbins, 2006)




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Offering students the opportunity to experience diverse field placements within a supportive context has been shown to expand their thinking about teaching and learning and to push them to develop their own sense of themselves as early childhood teachers (Recchia, Beck, Esposito, & Tarrant, 2009)




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One Program's Approach




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Blue Ridge Community College Field Experience Chart *Required for Early Childhood Associate Degree, ** Required for School-Age Degree, *** Required for both degrees, No stars = elective for A.A.S- or a require. for certificate program

Course	Field Experience Assignment	Age Range or Grade	Location/Setting	# Hours Required
*EDU 119 Intro. to Early Childhood Ed.	Observe and report findings of program type of choice	0-8	Varies depending on setting that student chooses to observe	3
***EDU 131 Child, Family & Community	Service Learning	0-12	Varies - community based settings - that student chooses	15
***EDU 144- Child Development I	Child Case Study	0-3	Observation of child from 0-2 years of age	3
***EDU 145 Child Development II	Child Case Study	3-12	Observation of child from 3-12 years of age	3
*EDU 146 Child Guidance	Guidance Observations (6)	2-8	Various settings – child care, school and/or family settings	3
**EDU 163 Classroom Management	Classroom Observations	K-5	Public School Classrooms	3
***EDU 173 Becoming a Professional	Service Learning	0-12	Varies - community based settings - Education Club chooses	15
EDU 184 Early Childhood Practicum I	Preschool Practicum Reggio Project Approach	3-5	Child Care or Family Child Care Home	3 hrs per week=48
**EDU 216 Foundations of Education	Observations	Grades K-12	Public School	5+
***EDU 221 Children with Exceptionalities	Child Case Study	0-12 (a child with special needs)	Inclusive classroom	3+
*EDU 234 Infant/Toddler and Twos	Infant/Toddler Observations and Practice	0-3	Child Care or Family Child Care Home	2 hrs per week=32
*EDU 280 Literacy Experiences	Service Learning: Literacy activities and assessments	3-5	Head Start	10
*EDU 284 EC Capstone Practicum	Lab hours - Practice	0-8	Child Care or Family Child Care Home or Public School	160
**EDU 285 Internship Experience SA	Lab hours - Practice	K-5	Public or Private elementary school	160

Field Experience Inventory

Early Childhood
Practicum
Handout
Page 6

Practica Site Inventory

Name of Site	Type of Program (EHS, Child Care, pre-K, etc.)	Ages Served	Children with disabilities served?	Are there inclusive classrooms?	Children living in poverty?	Is there cultural diversity?	Is there linguistic diversity?	Is the site state rated? What is the star rating?	Is the site NAEYC accredited?	Corresponding Courses

Guidance for Field Experiences

- Provide clear expectations to our students
- Provide observation etiquette guidelines
- Provide interview guidelines
- Provide permission forms for parents, if needed
- Provide forms for feedback on placement sites and experiences



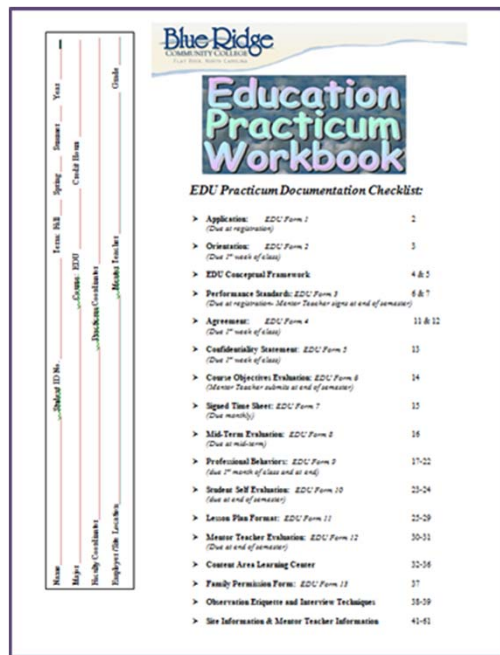
Expectations for Mentoring or Cooperating Teachers

The image shows the cover and table of contents of the 'Education Practicum Workbook' from Blue Ridge Community College. The cover includes fields for Name, Major, Faculty Coordinator, Employer/On-Site Location, Student ID No., Course: EDU, Mentor Teacher, Term: Fall, Spring, Summer, Credit Hours, and Year. The table of contents lists various forms and their page numbers.

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- Site expectations/criteria
- Mentoring/Cooperating Teacher degree expectations
- Site/Mentoring/Cooperating Teacher Responsibilities
- Provide handbook to Mentoring/Cooperating Teacher
- Provide a checklist for the Mentoring/Cooperating Teacher

Site Criteria



Practicum placements must meet the following criteria:

An introductory practicum experience may be taken at the beginning of the students' program as part of EDU 184. Students complete their capstone practicum in EDU 284 or EDU 285. EDU 284/285 students are in their last year of the Associate Degree program, or have completed at least 12 semester hours in Early Childhood Education courses with a "C" average or better. Students may work in the following settings during the practicum placement:

I. Practicum Placement in Preschools, Child Care, and Child Development Centers

1. The practicum site must not have substantiated or pending abuse or neglect cases in the past 12 months.
2. The field site must have a three, four, or five star rating and/or be willing to complete the ITERS and ECERS evaluation process if necessary.
3. The practicum supervisor must be an onsite staff member with an Associate Degree in Early Childhood or a Bachelor's Degree in Early Childhood, Elementary Education or a related degree.
4. The practicum supervisor must complete orientation and be available to meet with BRCC Field Coordinator and/or Early Childhood faculty members during the semester.
5. The practicum site may require a fingerprint and background check. Students are required to comply with this request and present completed paperwork *before* entering the site and beginning work.

II. Practicum for Students Currently Employed in an Early Childhood Setting

Criteria in section I must be met along with the following requirements.

1. The student has been employed at the center for two consecutive years.
2. The student, the employer and the Early Childhood faculty are able to identify opportunities for the Student's Course Objectives that will provide the student with experiences and opportunities to acquire new knowledge and skills.
3. The Director/Owner agrees to allow the student to assume the lead teacher role for a minimum of 8 weeks during the practicum semester.
4. The student is provided release time to visit other centers in order to complete course assignments.

III. Practicum for Center Owners/Directors or Family Child Care Home

Criteria in section I and II must be met along with the following requirements.

1. The center is a licensed three, four, or five star center with no pending or substantiated child abuse and neglect charges for the past 12 months.
2. The student will be assigned a Center Director, Family Child Care Home Provider or other Early Childhood Professional who meets the educational requirements and center criteria listed below as a supervisor.
3. The student, Early Childhood faculty and practicum supervisor are able to identify opportunities for the Student's Course Objectives that will provide the student with experiences and opportunities to acquire new knowledge and skills.

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Responsibilities

PRACTICUM EDUCATION EXPERIENCE AGREEMENT

STUDENT NAME:	CURRICULUM:	TERM: YEAR:
EMPLOYER/SITE LOCATION:	CONTACT PERSON NAME (SUPERVISOR):	E-MAIL for CONTACT PERSON (SUPERVISOR):
EMPLOYER/ SITE LOCATION ADDRESS & CITY	STATE: ZIP:	TELEPHONE:

The following statements constitute the Agreement on which participation in the Practicum Education Experience at Blue Ridge Community College is based:

Placement and Employment Procedures

Blue Ridge Community College and the cooperating employer/site location agree to observe placement procedures and employment practices which conform to all federal, state, and local laws and regulations (including nondiscrimination toward any participant or employee because of race, color, religion, sex, veteran's status, handicap, or national origin).

College Responsibilities

1. Assess the student's skills, capacities, and career objectives.
2. Assist the student in finding an employer or practicum site location of his or her interest.
3. Provide consultation and coordination between the student, the practicum site, and the college.
4. Approve and evaluate accomplishment of the Student's Course Objectives for each training period.
5. Conduct on-site visits with practicum students and their immediate supervisors.
6. Determine a grade for the practicum experience and award college credit based on the student's performance and completion of requirements.

Employer or Site Location Responsibilities

1. Provide a minimum of at least 160 hours of practicum experience and/or employment per semester/term depending on course credit assigned.
2. Identify a qualified employee with an Associate Degree in Early Childhood or a related field or a Bachelor's Degree or higher in Early Childhood, Elementary Education, or related field of study to serve as classroom mentor teacher who will provide feedback to the student on progress towards their measurable learning outcomes as stated in the course syllabus.
3. The supervisor/mentor teacher should meet weekly with the practicum student and will assist the student in developing and evaluating the Student's Course Objectives that will be related to the student's academic studies.
4. Permit on-site visits by a college representative. Be available to meet with BRCC Early Childhood faculty at the beginning of the semester, mid-semester and at the end of the semester to complete student progress reports.
5. Notify the Early Childhood Education Department and/or Faculty Coordinator at the college of any action that might result in the termination or change of employment/practicum status of the student.
6. Encourage the student to continue his or her higher education to completion.

Blue Ridge
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Education Practicum Workbook

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Checklist

Student ID No.	Term: Fall	Spring	Summer	Year
Name
Major
Faculty Coordinator
Employer (aka, Location)
Grade

 Education Practicum Workbook	
EDU Practicum Documentation Checklist:	
> Application: EDU Form 1	2
(Due at registration)	
> Orientation: EDU Form 2	3
(Due 1 st week of class)	
> EDC Conceptual Framework	4-8.2
> Performance Standards: EDU Form 3	9-8.7
(Due at registration - Mentor Teacher signs at end of semester)	
> Agreement: EDU Form 4	11-8-12
(Due 1 st week of class)	
> Confidentiality Statement: EDU Form 5	13
(Due 1 st week of class)	
> Course Objectives Evaluation: EDU Form 6	14
(Mentor Teacher submits at end of semester)	
> Signed Time Sheet: EDU Form 7	15
(Due monthly)	
> Mid-Term Evaluation: EDU Form 8	16
(Due at mid-term)	
> Professional Behaviors: EDU Form 9	17-22
(Due 1 st month of class and at end)	
> Student Self-Evaluation: EDU Form 10	23-24
(Due at end of semester)	
> Lesson Plan Format: EDU Form 11	25-29
> Mentor Teacher Evaluation: EDU Form 12	30-31
(Due at end of semester)	
> Content Area Learning Center	32-36
> Family Permission Form: EDU Form 13	37
> Observation Exports and Interview Techniques	38-39
> Site Information & Mentor Teacher Information	41-41



Checklist for Mentor Teacher:

Before the Start of the Practicum:

_____ Meet with the Faculty Advisor for orientation process

First Week of Class:

- _____ Signed copy of the Mentor Teacher letter
- _____ Signed copy of the Principal/Director letter
- _____ Practicum Education Experience Agreement (EDU Form 4)
- _____ Confidentiality Statement (EDU Form 5)

First Month:

_____ Go over with the student the Rating System for Professional Behaviors (EDU Form 9). Assist with student goals for the semester.

Each Month:

_____ Sign time sheet for student (EDU Form 7)

Mid-Term:

_____ Meet with Faculty Advisor for an informal evaluation

End of Semester:

- _____ Performance Standards (EDU Form 3)
- _____ Student Learning Outcomes (EDU Form 6)
- _____ Rating System for Professional Behaviors (EDU Form 9)
- _____ Mentor Teacher Lesson Plan Evaluation (EDU Form 12)
- _____ Meet with the Faculty Advisor for formal evaluation

Practicum Workbook

Name _____

Major _____

Faculty Counselor _____

Employer (Site Location) _____

Student ID No. _____

Term: Fall _____ Spring _____ Summer _____ Year _____


Course: EDU _____

Class Hours _____

Discipline Coordinator _____

Mentor Teacher _____

Grade _____



Education Practicum Workbook

EDU Practicum Documentation Checklist:

> Application: EDU Form 1 <i>(Due at registration)</i>	2
> Orientation: EDU Form 2 <i>(Due 1st week of class)</i>	3
> EDU Conceptual Framework	4 & 5
> Performance Standards: EDU Form 3 <i>(Due at registration- Mentor Teacher signs at end of semester)</i>	6 & 7
> Agreement: EDU Form 4 <i>(Due 1st week of class)</i>	11 & 12
> Confidentiality Statement: EDU Form 5 <i>(Due 1st week of class)</i>	13
> Course Objectives Evaluation: EDU Form 6 <i>(Mentor Teacher submits at end of semester)</i>	14
> Signed Time Sheet: EDU Form 7 <i>(Due monthly)</i>	15
> Mid-Term Evaluation: EDU Form 8 <i>(Due at mid-term)</i>	16
> Professional Behaviors: EDU Form 9 <i>(due 1st month of class and at end)</i>	17-22
> Student Self Evaluation: EDU Form 10 <i>(due at end of semester)</i>	23-24
> Lesson Plan Format: EDU Form 11	25-29
> Mentor Teacher Evaluation: EDU Form 12 <i>(Due at end of semester)</i>	30-31
> Content Area Learning Center	32-36
> Family Permission Form: EDU Form 13	37
> Observation Etiquette and Interview Techniques	38-39
> Site Information & Mentor Teacher Information	41-61

- Application
- Orientation
- Student Responsibilities
- Performance Standards
- Confidentiality statement
- Evaluation forms for students, mentor teachers and faculty members
- Rating system for professional behaviors (soft skills)
- Student time report
- Lesson plan expectations and guidelines
- Sample letters

EDU 184, EDU 284 and 285
APPLICATION FOR EDU PRACTICUM EXPERIENCE
 (Please print or type)

Application Date: _____

Student Name: _____
Last Name First MI

Student ID Number: _____ Phone: _____

Student E-mail: _____

Address: _____
PO Box / Street

City State Zip

Curriculum Major: (Check one) Early Childhood School-age

Faculty Coordinator: _____ GPA: _____

BRCC Pre-Req. for EDU 284: Completed (EDU 119): Yes No
 BRCC Pre-Req. for EDU 284: Completed (EDU 119, EDU 144, EDU 145, EDU 146 and EDU 151): Yes No

BRCC Pre-Req. for EDU 285: Completed (EDU 144, EDU 145, EDU 163 and EDU 216):
 Yes No

Type of Placement Preferred: _____
 (Public or private, Infants, Toddlers, Preschoolers, Elementary School, School-age, family child care, Early Childhood Agency, etc)

Placement School Preferences: _____

***** I understand that it is mandatory that I attend the practicum orientation on the first day of class.**

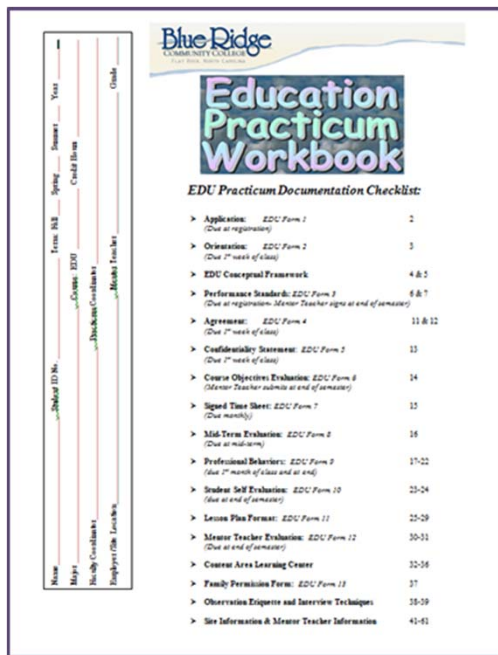
Student Signature: _____ Date: _____

Notes:

**Information included on this form is protected by the Family Education Rights and Privacy Act of 1974, and is shared on the condition that you will not permit any other person access to it without written consent of the applicant.*

**This form or a copy of this form should be submitted to your faculty coordinator when registering for the course EDU 184, EDU 284 or 285.*

Application



Student Orientation

STUDENT ORIENTATION FOR EDU PRACTICUM EXPERIENCE

Applicants for the Practicum Courses in the Early Childhood or School-age programs will be required to sign that they have received the practicum packet and instructions, participated in an orientation for EDU practicum experience, and received information that included the following topics:

- a. Explanation of the purpose of the practicum experience
- b. Requirements for successfully completing the practicum experience
- c. Assignment guidelines and expectations
- d. Calendar of meetings and due dates
- e. Understanding the world of work and professionalism
- f. Student interests and abilities and how they affect job performance
- g. Benefits of work experience in securing employment upon graduation
- h. Importance of earning good grades and how they affect the ability to secure employment
- i. Specific policies regarding sexual harassment and discrimination
- j. Other college policies, as appropriate
- k. Types of insurance coverage that I should be aware of
- l. Types of background and medical checks that may apply
- m. Importance of completing the documented time sheet with Mentor Teacher's signature

To complete the application process, the candidate will be required to submit the following items to the lead instructor of either the school-age or early childhood program. Complete all portions of the practicum application.

1. Acknowledgement of applicant's ability to provide safe care of children. The applicant will sign a statement that she/he understands they must demonstrate a level of physical and emotional health that is indicative to their ability to provide safe care of children.
2. Certain participating sites hosting Blue Ridge CC (BRCC) students in practicum experiences require a criminal background check for all students. According to North Carolina Division of Child Development, a **Criminal Background Check** is a search of local, state, and/or federal records to determine if a person has been convicted of a crime. Effective January 1, 1996, anyone working, *or wanting to work*, in child care must complete a criminal records background check. The results of the background check are used to decide if the person is fit to care for children.
3. Additional requirements may be necessary based upon the requirements of the chosen hosting site for practicum experiences, including but not limited to TB skin test, fingerprinting and a health questionnaire.

Having participated in this orientation, I believe that I understand the college's policies and procedures that guide practicum education work experiences, and I agree to abide by them.

Student Name _____

Student Signature _____

Date _____

**This form or a copy of this form should be submitted to your faculty coordinator the first week of class.*

Updated 9/26/14

EDU Form 2

The image shows the cover of the 'Education Practicum Workbook' from Blue Ridge Community College. The cover features the college's logo and the title 'Education Practicum Workbook'. Below the cover is a checklist titled 'EDU Practicum Documentation Checklist:' listing various forms and their due dates.

Form	Due Date
Application: EDU Form 1	2
(Due at registration)	
Orientation: EDU Form 2	3
(Due 1 st week of class)	
EDU Conceptual Framework	4-8-1
Performance Standards: EDU Form 3	5-8-1
(Due at registration. Mentor Teacher signs at end of semester)	
Agreement: EDU Form 4	11-8-12
(Due 1 st week of class)	
Confidentiality Statement: EDU Form 5	13
(Due 1 st week of class)	
Course Objective Evaluation: EDU Form 6	14
(Mentor Teacher submits at end of semester)	
Signed Time Sheet: EDU Form 7	15
(Due monthly)	
Mid-Term Evaluation: EDU Form 8	16
(Due at mid-term)	
Professional Behavior: EDU Form 9	17-22
(Due 1 st month of class and at end)	
Student Self-Evaluation: EDU Form 10	23-24
(Due at end of semester)	
Lesson Plan Format: EDU Form 11	25-29
Mentor Teacher Evaluation: EDU Form 12	30-31
(Due at end of semester)	
Current Area Learning Center	32-36
Family Permission Form: EDU Form 13	37
Observation Experiences and Interview Techniques	38-39
Site Information & Mentor Teacher Information	41-42

SCRIPT-NC

Supporting Change and Reform in Preservice Teaching in North Carolina

Student Responsibilities

Blue Ridge
COMMUNITY COLLEGE

Education Practicum Workbook

EDU Practicum Documentation Checklist:

- > Application: EDU Form 1 (Due at registration) 2
- > Orientation: EDU Form 2 (Due 1st week of class) 3
- > EDU Conceptual Framework 4 & 5
- > Performance Standards: EDU Form 3 (Due at registration - Mentor Teacher signs at end of semester) 6 & 7
- > Agreement: EDU Form 4 (Due 1st week of class) 11 & 12
- > Confidentiality Statement: EDU Form 5 (Due 1st week of class) 13
- > Course Objectives Evaluation: EDU Form 6 (Mentor Teacher submits at end of semester) 14
- > Signed Time Sheet: EDU Form 7 (Due monthly) 15
- > Mid-Term Evaluation: EDU Form 8 (Due at mid-term) 16
- > Professional Behavior: EDU Form 9 (Due 1st month of class and at end) 17-22
- > Student Self-Evaluation: EDU Form 10 (Due at end of semester) 23-24
- > Lesson Plan Format: EDU Form 11 25-29
- > Mentor Teacher Evaluation: EDU Form 12 (Due at end of semester) 30-31
- > Content Area Learning Center 32-36
- > Family Permission Form: EDU Form 13 37
- > Observation Requests and Interview Techniques 38-39
- > Site Information & Mentor Teacher Information 40-51

Form fields on the left:
 Name _____
 Birth Date _____
 Social ID No. _____
 Student ID No. _____
 Term _____ Semester _____
 Spring _____ Summer _____ Year _____
 Credit Hours _____
 Grade _____
 Student/Coachmarks _____
 Mentor Teacher _____

Student Responsibilities

1. Report punctually and regularly for work/practicum experience.
2. Strive to do the best possible job for the employer.
3. Adhere, at all times, to the employer's work rules and regulations.
4. Notify the employer promptly if unable to attend work/practicum for any reason.
5. Begin implement the Student Learning Outcomes in conjunction with the immediate supervisor and faculty coordinator during the first two weeks of the work/practicum experience.
6. Provide additional accident insurance, if desired, to supplement what is provided to all students by the college.
7. Provide background check, fingerprinting, and medical report if required by the site.
8. Inform the college's Financial Aid Office of their practicum (if employed) and report wages earned during the practicum work experience, if appropriate.
9. Uphold confidentiality.

Job Description

The student will be planning, implementing and evaluating lesson plans under the supervision of a qualified supervisor, conducting small and large group times, observing, documenting and assessing children, and participating in supervising children both in the classroom and on the playground.

Statement of Cooperation

I understand the responsibilities of all parties involved in this Practicum Education Agreement and will strive to make this a successful learning experience.

Student Signature

Date

Faculty Coordinator Signature

Date

Employer/ Site Coordinator Signature (Mentor Teacher)

Date

Note:

**This form or a copy of this form should be submitted to your faculty coordinator upon its completion, but no later than the first week of class.*

SCRIPT-NC

Supporting Change and Reform in Preservice Teaching in North Carolina

Student Responsibilities

Each student in the Early Childhood or School-Age program at Blue Ridge Community College must designate having read, understood, and agreed to the following by signature and date.

It is expected that a student in the Early Childhood or Elementary Education field must be able to perform certain activities to maintain the standards of safety for children. If a student feels that meeting the following standards is not possible or requires modifications / accommodations, the student must self disclose his/her disability and request reasonable accommodations through the Disability Services Office and the Lead Instructor for the Early Childhood or School-Age program(s) at Blue Ridge Community College.

Performance Standards for Student

Physically should:

- Have mobility, strength, and dexterity to be able to lift a child weighing up to 50 pounds; interact at each child's level and retrieve children who wander and/or run from the group
- Be able to sit down on floor or ground and get up again quickly
- Be able to change a diaper
- Perform the duties of sweeping, mopping, cleaning tables and toilets, etc.
- Be able to run and play with children outside

Sensory should:

- Have adequate hearing in order to supervise children from across a 20 ft. room
- Have adequate vision in order to supervise children from across a 20 ft. room
- Demonstrate required sensory skills in order to observe individual children as well as a group of children for monitoring safety, social interaction, non-verbal cues or signs of physical abuse or neglect

Behaviorally/Cognitively should:

- Be dependable: not be late or absent from work in excess or without notification
- Refrain from the use and abuse of any substance that would impair the ability to attend work consistently and work with children in a reliable manner
- Have the ability to attend work consistently and work with children in a reliable manner to ensure the safety of, observation of, and assessment of all situations involving a child, and group of children and co-workers
- Adapt to changing duties and needs of work environment, to include retaining new information as related to the program, the profession, and needs of each child
- Exercise independent judgment to effectively solve problems, and make decisions

Emotionally/Interpersonally should:

- Take initiative in speaking with parents to make them and the child feel welcome. Work with parents and children during arrival and departure to provide a smooth transition
- Be able to stand or sit in front of groups of children and present class materials
- Be able to multi-task: Stay in control and adequately supervise a group of at least 15 children who are performing different activities. Should have skills in order to meet the needs of small and/or large groups of children while also being aware of the other children in the room; and helping those with special needs or problems at any given time
- Be willing to receive direction, suggestions, and feedback from co-workers, supervisors, and families

The image shows the cover and table of contents of the 'Education Practicum Workbook' from Blue Ridge Community College. The cover features the college logo and the title 'Education Practicum Workbook'. Below the title is a 'EDU Practicum Documentation Checklist' with the following items and page numbers:

Item	Page
Application: EDU Form 1 (Due at registration)	2
Orientation: EDU Form 2 (Due 1 st week of class)	3
EDU Conceptual Framework	4 & 5
Performance Standards: EDU Form 3 (Due at registration - Mentor Teacher signs at end of semester)	6 & 7
Agreement: EDU Form 4 (Due 1 st week of class)	11 & 12
Confidentiality Statement: EDU Form 5 (Due 1 st week of class)	13
Course Objectives Evaluation: EDU Form 6 (Mentor Teacher submits at end of semester)	14
Signed Time Sheet: EDU Form 7 (Due monthly)	15
Mid-Term Evaluation: EDU Form 8 (Due at mid-terms)	16
Professional Behavior: EDU Form 9 (Due 1 st month of class and at end)	17-22
Student Self-Evaluation: EDU Form 10 (Due at end of semester)	23-24
Lesson Plan Format: EDU Form 11	25-29
Mentor Teacher Evaluation: EDU Form 12 (Due at end of semester)	30-31
Content Area Learning Center	32-36
Family Permission Form: EDU Form 13	37
Observation Exports and Interview Techniques	38-39
Site Information & Mentor Teacher Information	40-41

SCRIPT-NC

Supporting Change and Reform in Preservice Teaching in North Carolina

Confidentiality Statement

Confidentiality Statement

The goal of the early childhood department is to provide instructional experiences in and outside of the classroom. As trained professionals in the early childhood and school-age fields, we value the right to privacy and respect of individuals.

As an early childhood and/or school-age student, I am committed to ensure that the private details of any center/school visited while enrolled in the early childhood/school-age curriculum remain confidential. I will not disclose any matters relating to site observations or any other material to any third party without written consent from the concerned party.

I will use the information gained from my observations and work experiences in the following ways:

- To discuss and measure developmentally appropriate practices in the environment.
- To explore and share an understanding of children, curriculum, learning and the role of adults in supporting learning.

Out of respect for the center/school privacy, I agree to never disclose the children's name, center/school, address or any other information to another individual.

Signature of student: _____ Date: _____

Signature of classroom mentor teacher: _____ Date: _____

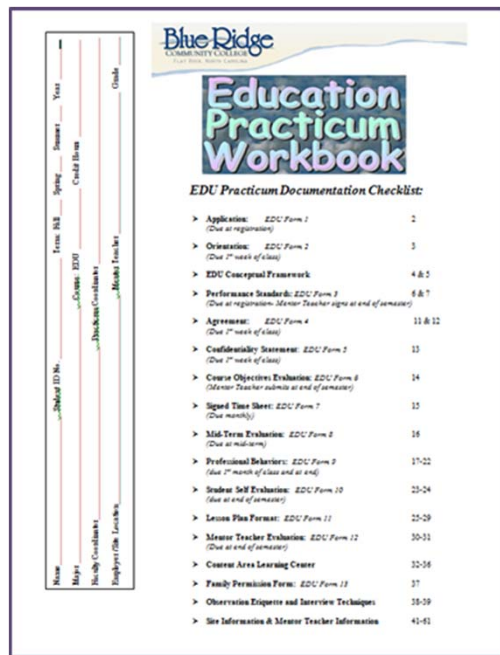
Signature of faculty coordinator: _____ Date: _____

As required by the Family Education Rights and Privacy Act of 1974 (FERPA), this material is transmitted to you on the condition that you will not permit any other party to have access to this material without the written consent of the applicants.

The image shows the cover of the 'Education Practicum Workbook' from Blue Ridge Community College. The cover includes fields for Name, Email, Phone, and Address. Below the cover is a table of contents for the 'EDU Practicum Documentation Checklist'.

Item	Page
Application: EDC Form 1 (Due at registration)	1
Observation: EDC Form 2 (Due 1 month of term)	3
EDU Concept Framework	4 & 7
Performance Standard: EDC Form 3 (Due at registration. Mentor Teacher signs at end of semester)	6 & 7
Agreement: EDC Form 4 (Due 1 month of term)	11 & 12
Confidentiality Statement: EDC Form 5 (Due 1 month of term)	13
Course Objective Evaluation: EDC Form 6 (Mentor Teacher submits at end of semester)	14
Signed Time Sheet: EDC Form 7 (Due monthly)	15
Mid Term Evaluation: EDC Form 8 (Due at mid-term)	16
Professional Behaviors: EDC Form 9 (Due 1 month of term and at end)	17-22
Student Self Evaluation: EDC Form 10 (Due at end of semester)	23-24
Lesson Plan Format: EDC Form 11	25-29
Mentor Teacher Evaluation: EDC Form 12 (Due at end of semester)	30-31
Course Area Learning Center	32-36
Faculty Evaluation Form: EDC Form 13	37
Observation Experiences and Instructional Techniques	38-39
Site Information & Mentor Teacher Information	41-42

Mentor Teacher Evaluation



Student Learning Outcomes EDU 284/285

Rating Scale:

1. Exceeds Expectations
2. Meets Expectations
3. Does not yet meet expectations

Upon completion, the student will be able to...	Mentor Teacher's Rating
1. Implement developmentally appropriate activities in a variety of content areas and positive guidance strategies based on observation and assessment within the classroom. (NAEYC 5a, 5b, 5c, SS#1-Self assessment/evaluation, SS#2 - applying foundational concepts from general education)	
2. Use observation, documentation, and other appropriate assessment tools and approaches in collaboration with site professionals to enhance learning. (NAEYC 3b, 3d, 6a)	
3. Use positive relationships and supportive interactions with children, families and staff by being sensitive to diverse abilities, various cultures, languages and socio-economic status. (NAEYC 2a, 2b, 6a, and 6c)	
4. Uphold ethical standards and professional guidelines. (NAEYC 6b)	
5. Reflect on their own practice to promote positive outcomes for each child. (NAEYC 4d, 6d)	
6. Exhibit professional behaviors such as, arriving on time ready to work, incorporated suggestions made by the Mentor Teacher, if applicable, upheld confidentiality, inform the teaching team of any absences, et cetera. (NAEYC 6a)	

It is a mandatory requirement that students meet with their Mentor Teacher at least once a week to discuss the student's performance on these objectives and to plan for the following week.

Student's Signature _____ Date _____

Classroom Mentor Teacher Signature _____ Date _____

Faculty Coordinator Signature _____ Date _____

SCRIPT-NC

Supporting Change and Reform in Preservice Teaching in North Carolina



UNC

FPG CHILD DEVELOPMENT INSTITUTE

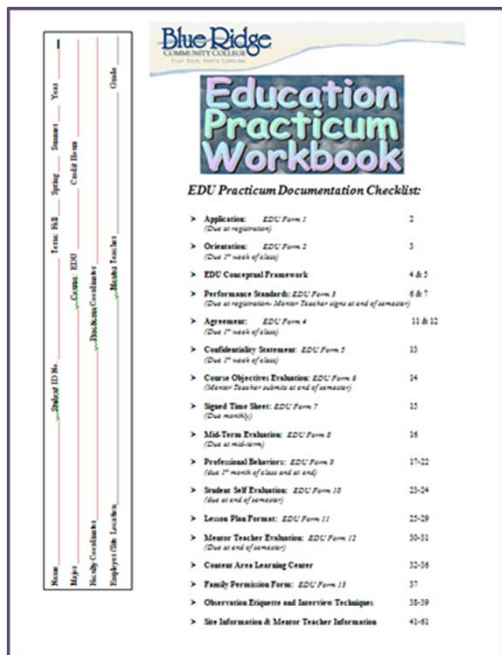
Student Time Report

EDU PRACTICUM EXPERIENCE STUDENT'S TIME REPORT

SEMESTER: _____

In order for a practicum student to get proper academic credit, an account of time and days worked for the practicum experience must be recorded by the student and verified by the supervisor.

Student's Name:	Total Hours For Semester:
Classroom Mentor Teacher Name:	



MONTH						
Weeks (dates)	M	T	W	TH	F	Total
Monthly Total						

Initials

____ Student

____ Mentor

MONTH						
Weeks (dates)	M	T	W	TH	F	Total
Monthly Total						

Initials

____ Student

____ Mentor

MONTH						
Weeks (dates)	M	T	W	TH	F	Total
Monthly Total						

Initials

____ Student

____ Mentor

MONTH						
Weeks (dates)	M	T	W	TH	F	Total
Monthly Total						

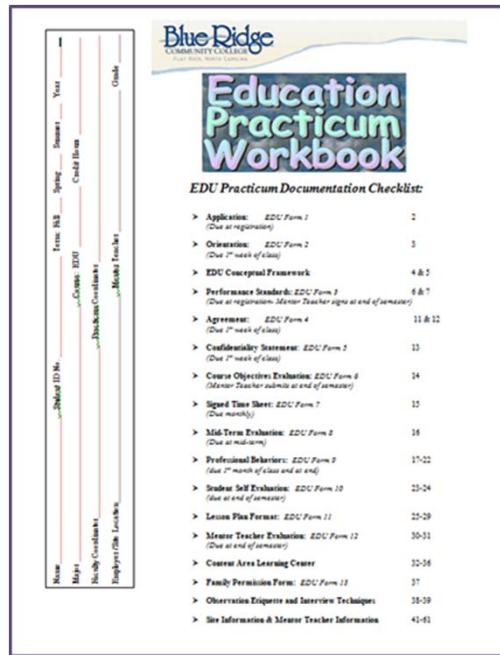
Initials

____ Student

____ Mentor

Student's Signature _____ Date _____
Mentor Teacher's Signature _____ Date _____

Mid-Term Evaluation



EDUCATION PRACTICUM WORK EXPERIENCE MID-TERM EVALUATION WORKSHEET

Date: _____

Student Name: _____
Last First MI

Curriculum Program: _____

Course: EDU 284 _____ EDU 285 _____ SPRING 20 _____

Employer/Site: _____

- I think I am achieving my Student Learning Outcomes. ___ Yes ___ No
- My employer/site/mentor teacher provides adequate training and supervision so that I can perform my responsibilities ___ Yes ___ No
- My mentor teacher has provided me with feedback concerning my performance during my practicum. ___ Yes ___ No
- My practicum responsibilities have challenged me. ___ Yes ___ No
- The overall quality of my current practicum experience is graded as:

___ Very Good ___ Good ___ Fair ___ Poor ___ Very Poor
(If you mark "Very Good" or "Very Poor", please explain.)

6. Describe any details of your practicum position that you believe your faculty coordinator should know:

7. Faculty coordinator suggestions to student:

Student Signature _____ Date _____

Faculty Coordinator Signature _____ Date _____

This form is only completed by the student and faculty coordinator.

Updated 9/26/14

EDU form 8

SCRIPT-NC

Supporting Change and Reform in Preservice Teaching in North Carolina

“Soft Skills” Rating System

EDU 284/285 – Practicum Experience Rating System for Professional Behaviors (Soft Skills)

Name: _____ Program _____

As the student progresses through her/his internship experience the student will be evaluated on their adaptation to their professional role. Below are the major professional traits, which are associated with professional practice. For each trait negative and positive examples are listed. Place an X in the box that most closely identifies the student’s behavior for that particular trait. If the student places within the first example then an action plan must be developed. If the student places in the second example for more than one trait then an action plan is also needed. For Example: If under the trait, “Adaptability”, the student places in the example, “Rebels against change; cannot complete assignment under changed conditions”, then an action plan for Adaptability will need to be developed. If the student places in the second example for “Adaptability” and the second example for another trait (or more traits); then an action plan would need to be developed for those traits. First, the student will fill out this assessment as a self-assessment and mark the column under “self” with an X. Second, the student will review their self-assessment with his or her cooperating teacher and develop an action plan for areas needing improvement. Finally, the mentor teacher will fill out this rating system for affective professional behaviors at the end of the internship experience.

ADAPTABILITY: Consider the student’s ability to adjust behavior due to organizational changes such as scheduling, reassessing priorities to accommodate changes in workload and making the transition from task to task or from one work area to another.

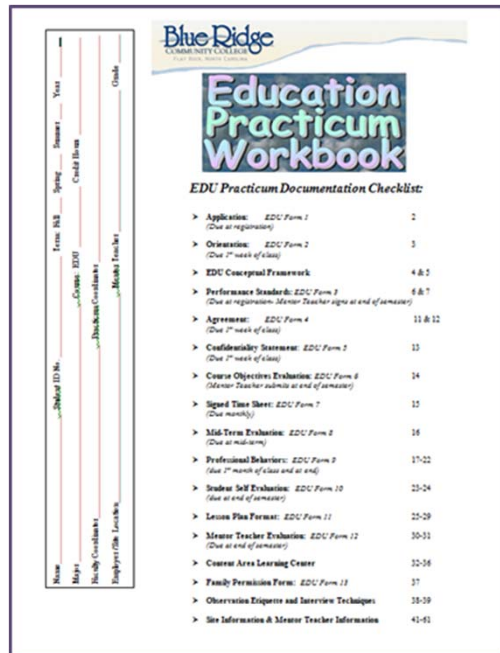
Self Mentor
Teacher

		Rebels against change; cannot complete assignment under changed conditions.
		Unable to adjust to change without becoming anxious, needs considerable assistance to complete assignment.
		Usually adjusts to changes with minimal disruption; usually able to complete work under changed conditions.
		Adjusts readily to changes; accepts new situation without complaint and completes assignments under changed conditions.
		Have not yet observed.

RELATIONSHIP TO OTHERS: Consider the student’s ability to get along with other students, instructors, facility personnel and children/families of varied backgrounds (socioeconomic, racial, and ethnic) in a polite, cooperative manner.

Self Mentor
Teacher

		Makes minimal effort to cooperate; sometimes appears indifferent towards others.
		Generally makes an effort to be cooperative but has difficulty relating to some people.
		Usually pleasant, polite, courteous and cooperates well with most everyone.
		Consistently maintains good relationships; easily adjusts to different personalities; consistently cooperative, pleasant, and polite.
		Have not yet observed.



Student Self-Evaluation

EDUCATION PRACTICUM WORK EXPERIENCE STUDENT'S SELF-EVALUATION

Student Name: _____ Date _____

Supervisor Name: _____

Please evaluate your progress during your practicum work assignment. This information will be used to evaluate the position. It is for college's *faculty coordinator use only* and will not be seen by employers. Use additional lines at end of the form, if needed for any question.

Practicum Work Title _____

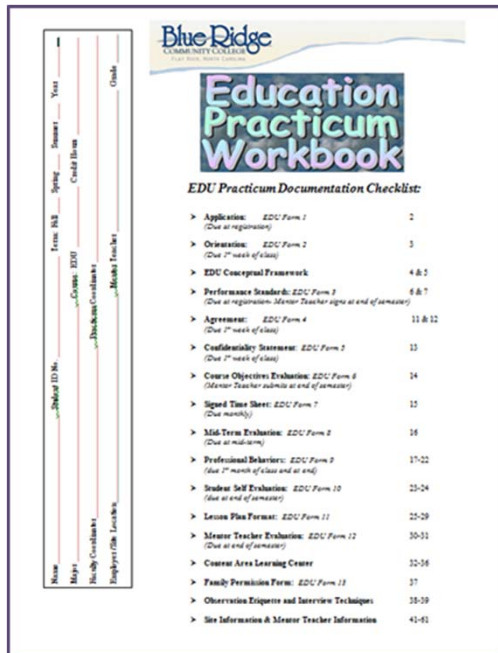
1. Describe your duties as a practicum student worker with this employer.

2. Explain how well you succeeded in meeting your learning objectives (see p. 12). Be specific.

3. Identify areas of significant job-related learning not included in the objectives.

4. Describe any significant positive or negative experiences that helped you learn during your practicum work assignment.

5. Describe ways that your mentor teacher contributed to your professional growth.



Lesson Plan Evaluation Rubric

Blue Ridge
COMMUNITY COLLEGE
FLEXIBLE. AFFORDABLE. EXCELLENCE.

Education Practicum Workbook

EDU Practicum Documentation Checklist:

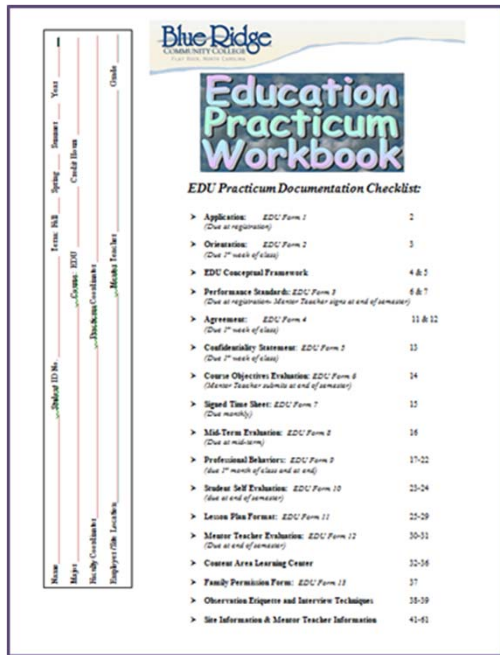
- > Application: EDU Form 1 (Due at registration) 2
- > Orientation: EDU Form 2 (Due 1st week of class) 3
- > EDC Conceptual Framework 4-8, 1
- > Performance Standards: EDU Form 3 (Due at registration. Mentor Teacher signs at end of semester) 9-8, 7
- > Agreement: EDU Form 4 (Due 1st week of class) 11-8, 12
- > Confidentiality Statement: EDU Form 5 (Due 1st week of class) 13
- > Course Objectives Evaluation: EDU Form 6 (Mentor Teacher submits at end of semester) 14
- > Signed Time Sheet: EDU Form 7 (Due monthly) 15
- > Mid-Term Evaluation: EDU Form 8 (Due at mid-term) 16
- > Professional Behavior: EDU Form 9 (Due 1st month of class and at end) 17-22
- > Student Self-Evaluation: EDU Form 10 (Due at end of semester) 23-24
- > Lesson Plan Format: EDU Form 11 25-29
- > Mentor Teacher Evaluation: EDU Form 12 (Due at end of semester) 30-31
- > Content Area Learning Center 32-36
- > Family Permission Form: EDU Form 13 37
- > Observation Experiences and Interview Techniques 38-39
- > Site Information & Mentor Teacher Information 41-41

BRCC Student _____ Lesson _____ Date of Lesson _____					
Criteria	Excellent Analysis and Application of Assignment (4 pts.)	Competent Application of Assignment (3 pts)	Developing Knowledge and Comprehension (2 pts.)	Below Expectations of Assignment (0-1 pt)	Score
Prior approval of activity NAEYC 6B	Fully developed lesson plan was submitted at least one week in advance	Fully developed lesson plan – submitted less than one week in advance.	Lesson plan was submitted the day activity was implemented.	Lesson plan submitted after activity was completed.	
Appropriateness of activity NAEYC 5C	Activity fit the age/stage of the children, fit into program's theme, creative new idea. Appropriate learning objectives and goals from NC Foundations or NC Core Course of Study.	Activity fit the age/stage of the children. Standard activity w/ no new ideas. Appropriate learning objectives and goals from NC Foundations or NC Core Course of Study.	Activity showed little imagination. Uninteresting to children. Most of the objectives and goals were appropriate from NC Foundations or NC Core Course of Study.	Activity was not appropriate for the age/stage of most of the children. Objectives and goals were not appropriate and did not use the correct NC Foundations or NC Core Course of Study.	
Materials and environment were prepared NAEYC 1C	Provided or prepared for all materials and the environment prior to beginning the activity	Had most of the materials needed and was preparing environment and gathering materials as activity began	Did not think through needed materials and had to ask for assistance for materials and environment.	Was not prepared with necessary materials so children could not participate or had to wait to share materials.	
Transition into activity NAEYC 4B	Student Teacher's enthusiasm drew children to activity	Children invited to participate.	Draws child(ren) away from another activity or tells child(ren) to participate	Unable to draw child(ren) into activity	
Introduction/ Attention getter: real object engaged children NAEYC 4C	Imaginative real object lured children to activity	Real object vaguely connected, announced not lured.	Real object part of materials but not used as a transition into activity	No real object used	
Implementation of activity NAEYC 5A	Children were actively involved, sustained interest for long period, BRCC student understood and creatively communicated correct content knowledge throughout the activity	Children were involved BRCC student understood and communicated correct content knowledge during implementation of activity	Children were involved under the direction of the teacher. Communication of content knowledge was limited during the activity.	Children followed model or watched teacher. Incorrect content knowledge was shared OR no communication was delivered about content knowledge	

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Classroom Observation Checklist



Classroom Observation Checklist

Name _____ Date _____
 Class Observed _____ Time _____
 Observer _____ Department _____

*All items marked Not Observed must be explained in Comments

	Could Improve	Acceptable	Excellent	Not Observed*
Class Structure				
Reviews previous day's course content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gives overview of day's course content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summarizes course content covered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Directs student preparation for next class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Methods

Provides well-designed materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employs non-lecture learning activities (i.e. small group discussion, student-led activities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Invites class discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employs other tools/instructional aids (i.e. technology, computer, video, overheads)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delivers well-planned lecture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Teacher-Student Interaction

Solicits student input	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Involves a variety of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates awareness of individual student learning needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Content

Appears knowledgeable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appears well organized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explains concepts clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relates concepts to students' experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selects learning experiences appropriate to level of learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Other Comments -Note either effective or ineffective teaching practices observed
 -Attach additional pages if necessary

Observer Signature _____

Date _____

FE 01.03

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First Day Reminders

First Day Practicum Reminders

1. Read over the Practicum Packet BEFORE your first day.
2. Show up to your Practicum site ON TIME (if not early). If you are not sure where you are going, take a practice run BEFORE the first morning.
3. Dress professionally. Adhere to the dress code of your practicum site (i.e.: no shorts, no high heels, no torn jeans, no t-shirt with slogans, no long finger nails...)
4. Be proactive...introduce yourself instead of waiting to be introduced, ask "How can I help?" If you have questions, ask them!
5. If you are not actively involved with the children then you should be observing or planning with the teacher. Share your observations/documentation on the children with the Mentor Teacher during your mandatory weekly planning session. Ask for feedback if it is not forthcoming.
6. Hang your time sheet in the classroom where you will be working. This must be available at all times.
7. Refrain from being overly affectionate to the children and staff.
8. Share your textbooks with your Mentor Teachers.
9. Treat this work as if you were a new hire. Do your very best.
10. Understand that practicum experience is an earned privilege not a right.
11. Keep me updated WEEKLY of the happenings in your classroom.
12. Act as a professional at all times. DO NOT discuss the children with anyone outside of the teaching team. This would be considered unethical and grounds for dismissal.
13. Your goal for the first week is to learn the children's names and the routine for the days you will be working. If you have questions, ask them!
14. You must NEVER be left alone with the children.
15. Do not use your cell phone unless you are officially on break.

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Fast Track North Carolina

Education Practicum Workbook

EDU Practicum Documentation Checklist:

> Application: EDC Form 1 (Due at registration)	2
> Orientation: EDC Form 2 (Due 1 st week of class)	3
> EDC Conceptual Framework	4-8.5
> Performance Standards: EDC Form 3 (Due at registration - Mentor Teacher signs at end of semester)	9-8.7
> Agreement: EDC Form 4 (Due 1 st week of class)	11-8.12
> Confidentiality Statement: EDC Form 5 (Due 1 st week of class)	13
> Course Objectives Evaluation: EDC Form 6 (Mentor Teacher submits at end of semester)	14
> Signed Time Sheet: EDC Form 7 (Due monthly)	15
> Mid-Term Evaluation: EDC Form 8 (Due at mid-term)	16
> Professional Behaviors: EDC Form 9 (Due 1 st month of class and at end)	17-22
> Student Self-Evaluation: EDC Form 10 (Due at end of semester)	23-24
> Lesson Plan Format: EDC Form 11	25-29
> Mentor Teacher Evaluation: EDC Form 12 (Due at end of semester)	30-31
> Content Area Learning Center	32-36
> Family Permission Form: EDC Form 13	37
> Observation Exports and Interview Techniques	38-39
> Site Information & Mentor Teacher Information	41-41

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*You are representing BRCC, make us proud! 😊
Have fun and enjoy the children!*

Observation Etiquette

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Fast Track. Better Learning.

Education Practicum Workbook

EDU Practicum Documentation Checklist:

> Application: EDC Form 1 (Due at registration)	2
> Orientation: EDC Form 2 (Due 1 st week of class)	3
> EDC Conceptual Framework	4-8.2
> Performance Standards: EDC Form 3 (Due at registration. Mentor Teacher signs at end of semester)	9-8.7
> Agreement: EDC Form 4 (Due 1 st week of class)	11-8.12
> Confidentiality Statement: EDC Form 5 (Due 1 st week of class)	13
> Course Objective Evaluation: EDC Form 6 (Mentor Teacher submits at end of semester)	14
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> Professional Behavior: EDC Form 9 (Due 1 st month of class and at end)	17-22
> Student Self-Evaluation: EDC Form 10 (Due at end of semester)	23-24
> Lesson Plan Format: EDC Form 11	25-29
> Mentor Teacher Evaluation: EDC Form 12 (Due at end of semester)	30-31
> Central Area Learning Center	32-36
> Family Permission Form: EDC Form 13	37
> Observation Etiquette and Interview Techniques	38-39
> Site Information & Mentor Teacher Information	41-41

Observation Etiquette

You will observe classrooms and/or students several times throughout your program of study. Specific due dates and details of the observations will be given in each course timeline in your syllabus. Prepare early for these observations and set up times with the classroom teacher and/or administration for these observations. Please see the Observation Etiquette Guidelines below:

Observation Etiquette Guidelines:

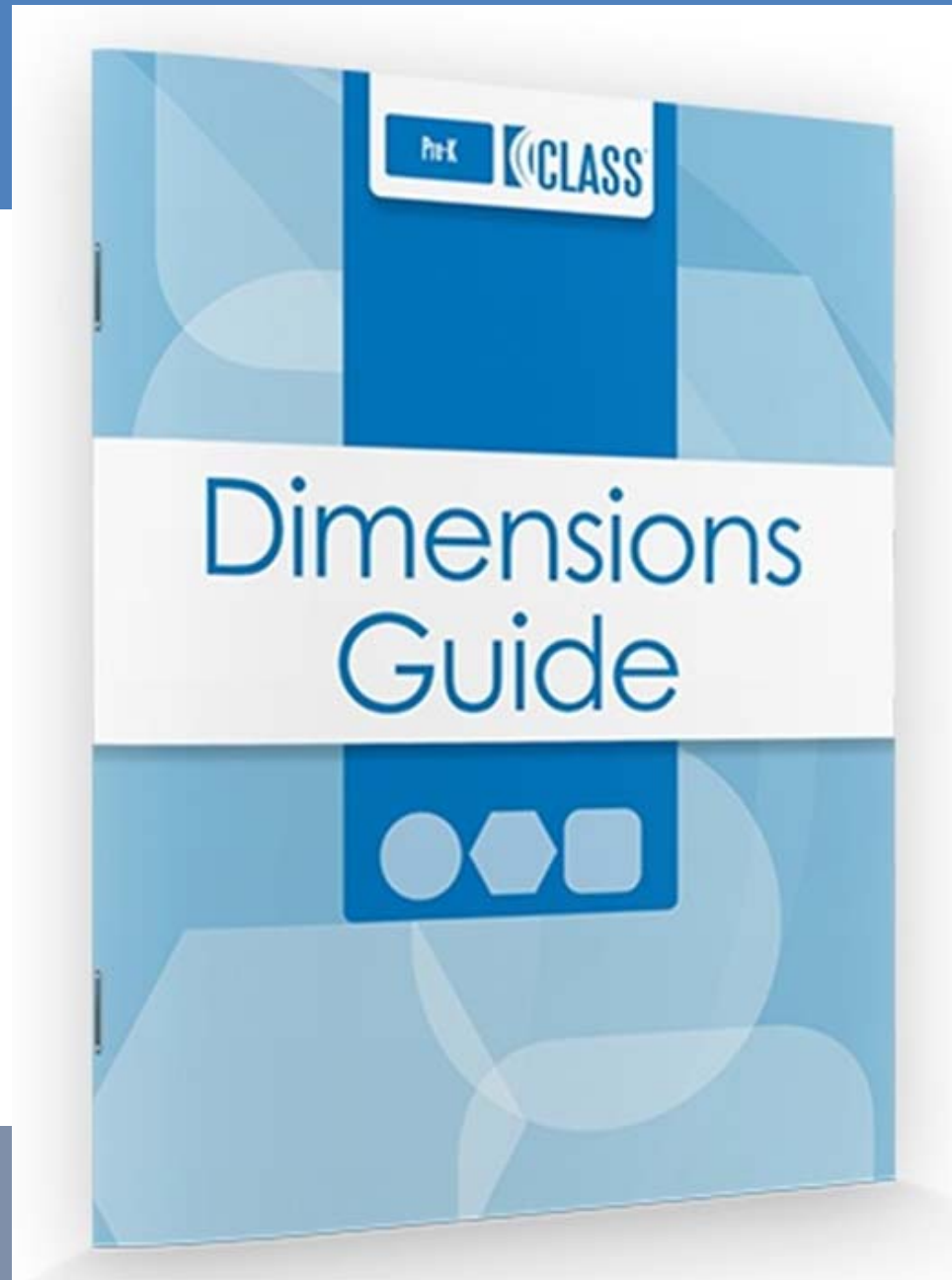
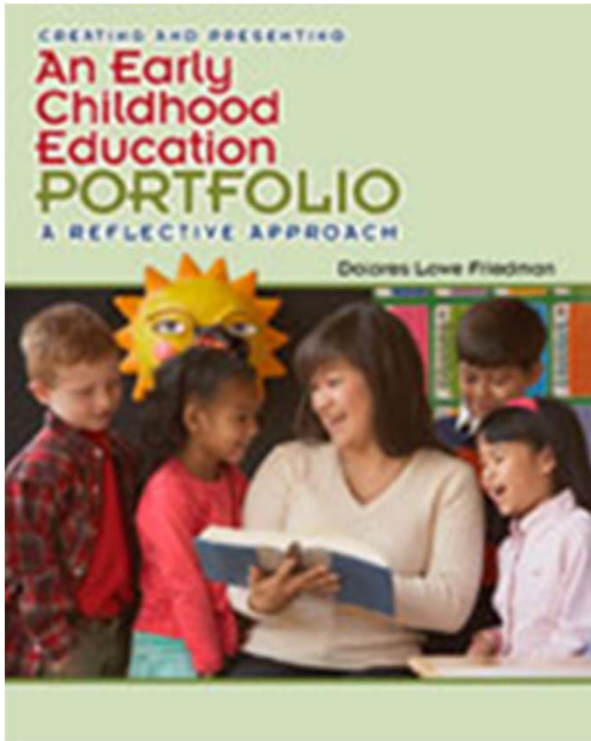
The following are the etiquette guidelines to use in your observations and interviews in order to act in a professional and ethical manner.

- Set up an appointment with the teacher and/or administration to interview or observe the teacher, child(ren), or classroom in advance of your visit.
- Seek permission in writing from the teacher, parent/family, school administrator, and/or child where it is appropriate to the facility and situation.
- Inquire and comply with background checks and/or formal orientation that may be required of students or volunteers.
- Sign in and out. Provide proper identification. All visitors to schools, child care centers and family child care homes should sign in and out on a log if one is provided for that purpose. Additionally, observers should wear a badge or nametag with proper identification so that others know that they are visiting the program with permission.
- Conduct yourself in a professional manner. Arrive for observations on time, fully prepared, and appropriately dressed.
- Respect the role of other adults present during the observation. To avoid tampering with the natural setting, the observer should not spend undue time discussing the child and/or class with the teacher during the observation. Discussing a child with the family is the teacher's role, not yours, since you see only a limited view of the child. Avoid offering teaching or guidance instruction. Avoid judging the teacher, child(ren), families, or program
- Respect the child or children. Understand that the child or children may feel unsure about your presence in his or her environment. Be unobtrusive so the child(ren) does/do not "feel" watched, as this may change behavior and make the child(ren) uncomfortable.
- Only enter play when invited by the child(ren), and approved by the teacher.
- Observe the child(ren) in the familiar, secure setting. Do not remove a child to another room for individual observation or assessment.
- Keep all information about children, families, and the school or program confidential.
- If you believe that practices may be harmful to children, take those concerns directly to your instructor and do not discuss them with anyone else.

Adapted from:

Ahola, D. & Kovacic, A. (2007). Observing and understanding child development: A child study manual. Clifton Park, NY: Thomson Delmar Learning.

Tools We Use




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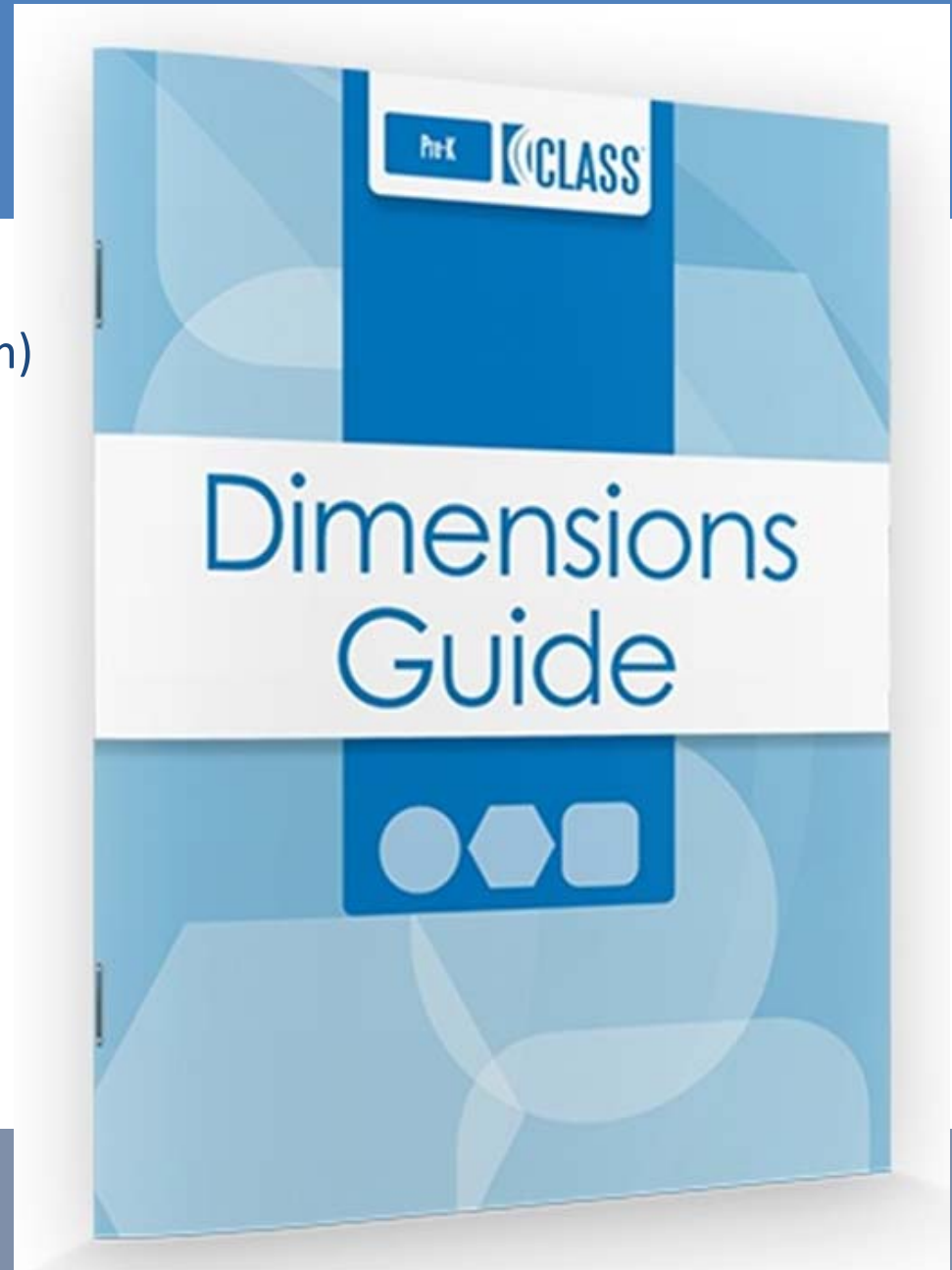
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Tools We Use

Dimensions Guide for CLASS
(Classroom Assessment Scoring System)

3 domains, 11 Dimensions and Indicators and Behavioral Markers under each Dimension

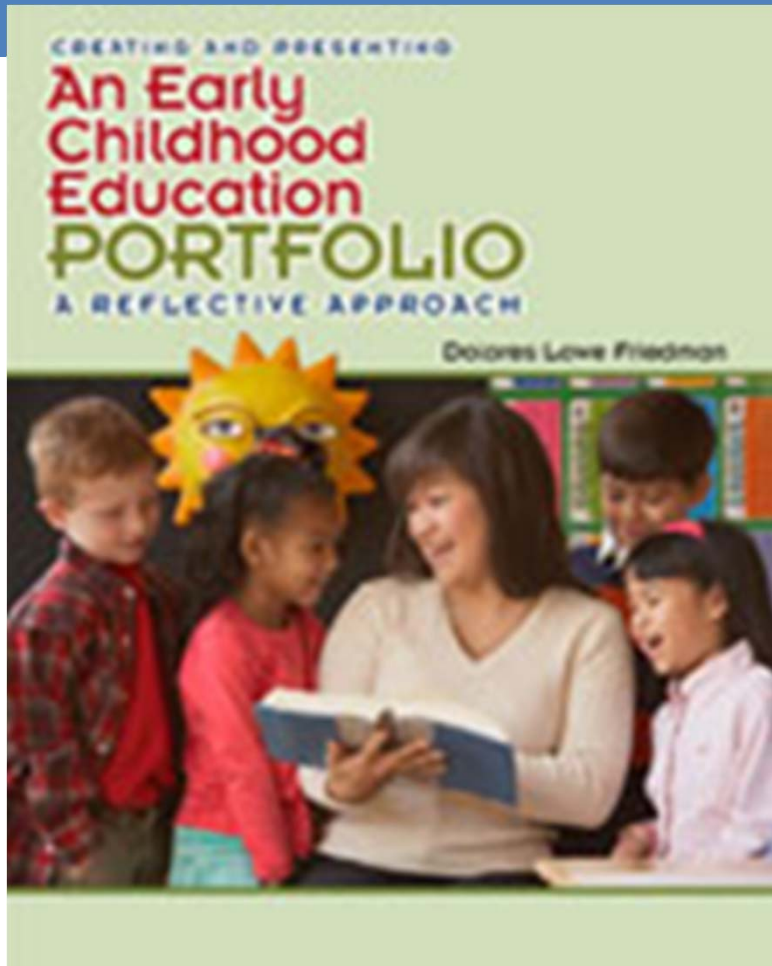
- Emotional Support
- Classroom Organization
- Instructional Support




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Tools We Use



Many Early Childhood programs have students create an educational/professional portfolio in a practicum or student teaching course.

See an example we give to our students at:
<http://brendablackburn.weebly.com>



<http://brendablackburn.weebly.com>



This website is still under construction, but is designated as the professional portfolio website for Brenda Blackburn, Early Childhood and School-Age Education Faculty member at Blue Ridge Community College in Flat Rock, North Carolina. Please take a few minutes and browse through the website, read the blog and comment if you wish. My desire is that you are able to get to know me a little bit more and perhaps leave the website inspired to continue in your own professional journey.

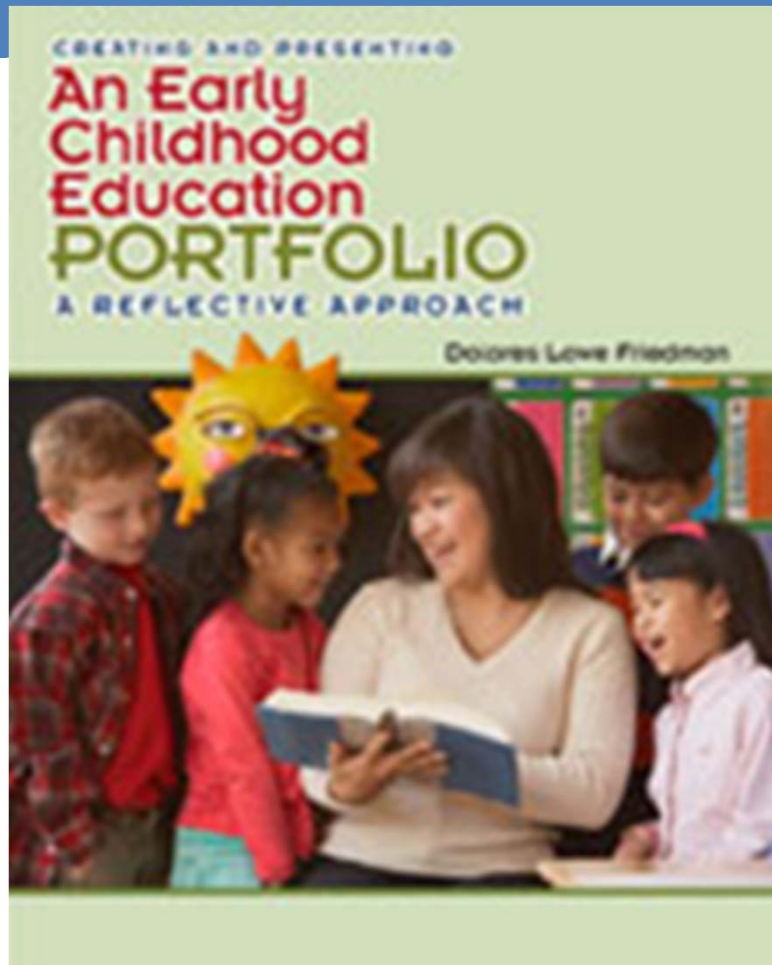


I am the wife of David Blackburn, lead pastor of NEXT Church in Pisgah Forest, NC. Together we have two incredible sons and two amazing daughter-in-laws. We also have one adorable grandson that was born on July 28th, 2014! Dave and I love to golf together and hike the multitude of trails in the mountains of Western North Carolina.

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Tools We Use



EDU 284/285 Professional Electronic Portfolio:

The following is a list of everything that needs to be included in your electronic portfolio webpage. You can create your webpage on Task Stream or by creating a webpage through weebly.com. You may see an example here:

<http://brendablackburn.weebly.com>

The above portfolio is not completed, but can give you an idea of how to start. Each of the headings in bold below could indicate a new page on your website. Then each page can then have new pages under each of them (see example):

Professional Portfolio (Home) - Table of Contents

Introductory Information

Portfolio Statement of Purpose

About Me - Autobiography

Contact Information

Resume

Why I want to be an Educator

Goals Statement

Education Philosophy

Examples of My Work

Promoting Child Development and Learning

Child Studies

Observations

Room arrangement

Building Family and Community Relationships

Community Service Learning Projects

Parent Involvement Plans

Observation and Assessment

Observation checklists, anecdotal records, assessments

Curriculum and Teaching

(lesson plans, unit plans, curriculum projects)

Favorite Links and Resources

Professional Development

Honors, Certificates and Awards

Training

Conferences

Practicum

References

Questions?




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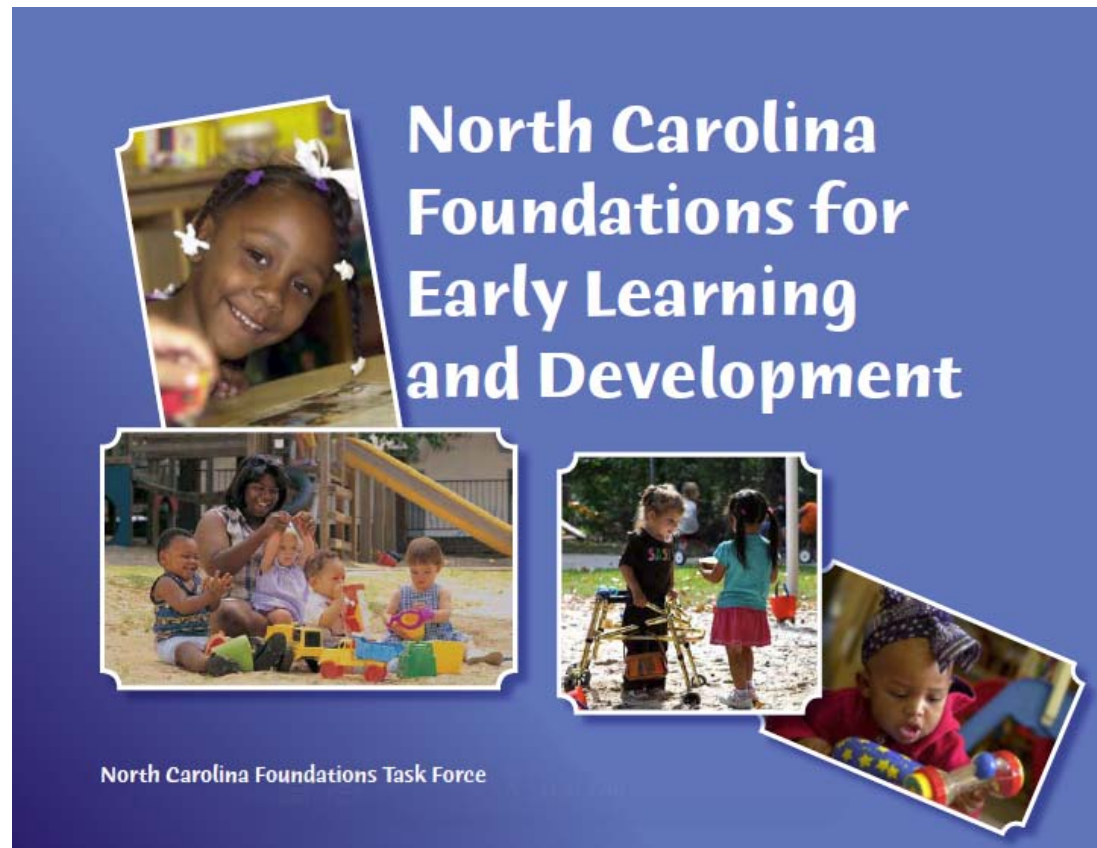


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Additional Resources

State Early Learning Guidelines




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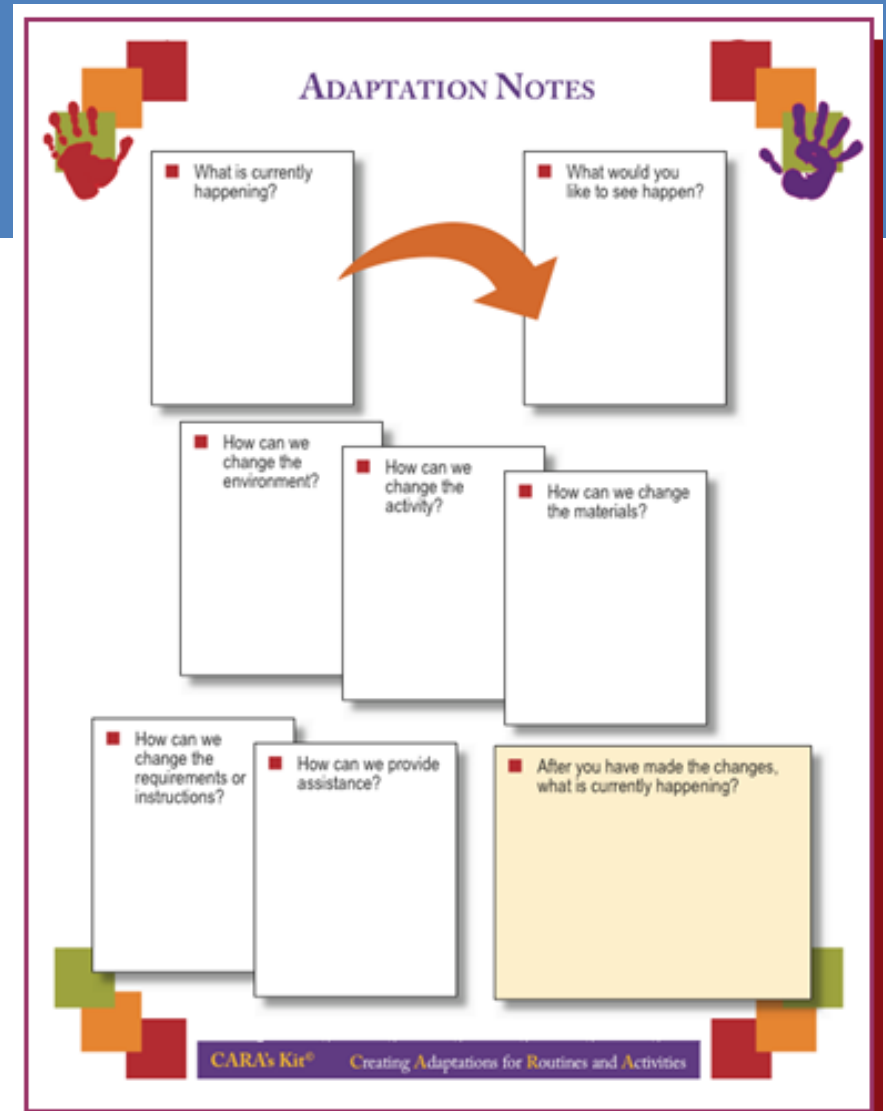


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Additional Resources

CARAs Kit



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Sound Familiar???

We'll share a common challenge and several options for addressing the challenge.

While we're sharing, please type additional ideas or resources.

After the webinar we'll compile all the ideas and post that compilation.



Challenge #1

High quality field experience sites are hard to find

High quality inclusive field experience sites are even harder to find



From Camille's conversations with faculty across the country

Tips for Finding Sites

Early Childhood
Practicum
Handout
Page 5

Who are your stakeholders? Review your advisory committee for relevant practicum placements

Attend local child care director meetings, conferences, trainings to network with potential partners for practicum experiences

Engage in conversations with your local regulatory consultant for insight on quality environments

From Sharon Little, South Piedmont Community College

Tips for Finding Sites

Early Childhood
Practicum
Handout
Page 5

Does your local school system have Pre-K classrooms? Connect with your exceptional children's program for ability diverse learning experiences for your students!

Splitting practicum hours is doable—again, think of creative ways to work with students!

From Sharon Little, South Piedmont Community College

Challenge #2

High quality sites are unwilling to take students for field experiences



Challenge #3

Students identify sites that may be of poor quality (and navigating this challenge without offending the site or the student)



Challenge #4

Students want to do
their practica in
their own site



Challenge #5

Time to observe
students

Number of students
to supervise



Challenge #6

Communication

- Student-student
- Faculty member-student
- Supervising/mentor teacher-student
- Faculty member-supervising/mentor teacher



Questions?




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Guest Presenter: Brenda Blackburn

Contact information

bc_blackburn@blueridge.edu



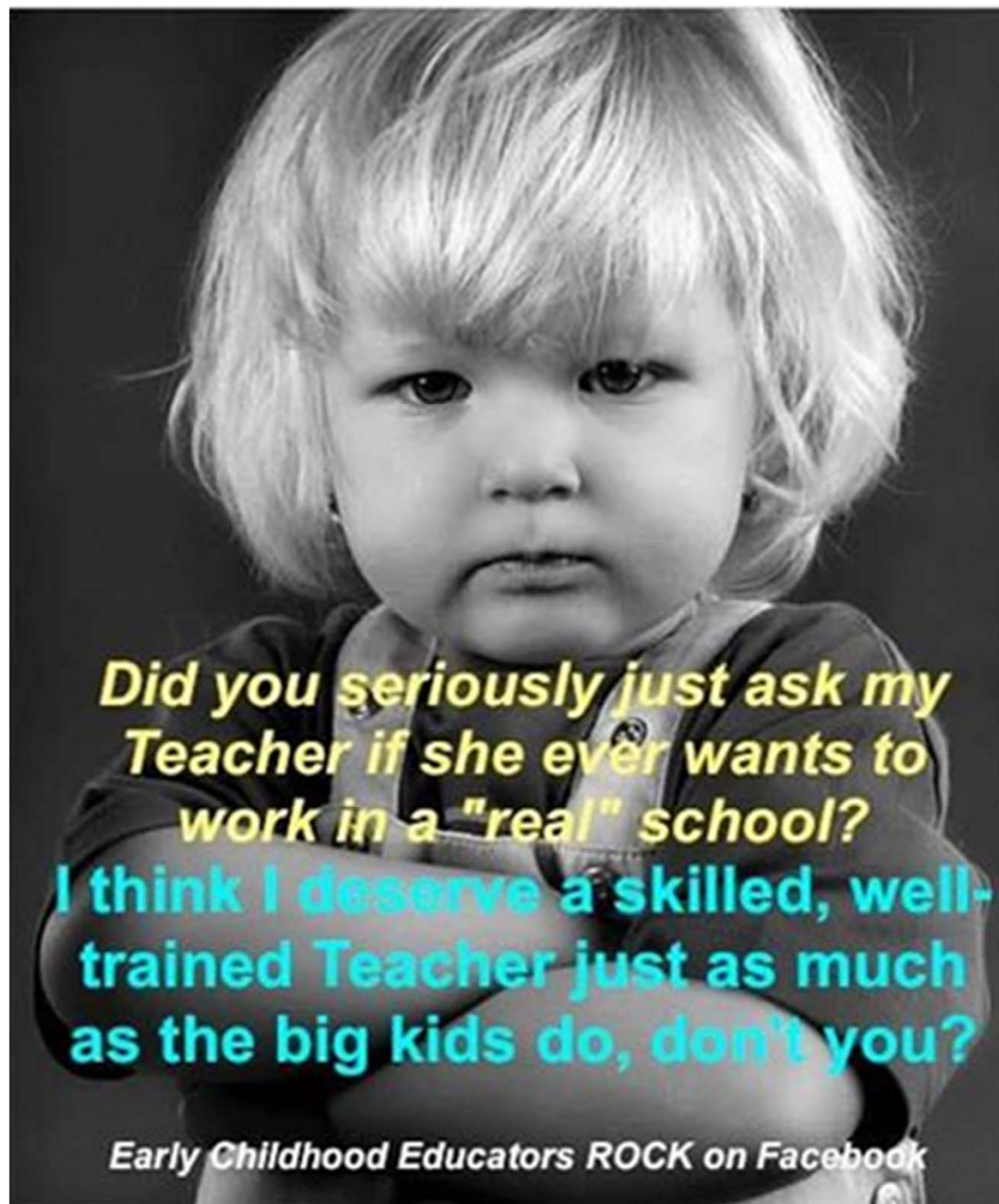

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***Did you seriously just ask my
Teacher if she ever wants to
work in a "real" school?***

***I think I deserve a skilled, well-
trained Teacher just as much
as the big kids do, don't you?***

Early Childhood Educators ROCK on Facebook



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Landing Pads

Resources for Faculty

Course-Specific Landing Pads

Locate course-specific resources to enhance coursework by incorporating evidence-based and competency-based practices that support the inclusion of children that are culturally, ethnically, and ability diverse.



EDU 290 Language and Literacy



EDU 221 Children with Exceptionalities



EDU 144 Child Development and Learning (Birth to 36 months)



EDU 145: Child Development II



EDU 146: Social-Emotional Development/Child Guidance



EDU 131: Child, Family, and Community



EDU 153: Health, Safety, and Nutrition



EDU 119: Introduction to Early Childhood



EDU 151: Creative Activities

<http://scriptnc.fpg.unc.edu/resource-search>



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Upcoming Webinars

Co-sponsored by  and 

November 18, 2:00- 3:00 pm EST.
Educational Technology

December 2, 2:00- 3:00 pm EST.
Child Guidance
(Note: Re-scheduled from May 15)




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Roy Firestone: A Letter to A Teacher

<http://www.youtube.com/watch?v=z-yuQKi-bdo>




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