

**FOR**  
**COOPERATING/**  
**MENTOR**  
**TEACHER**

## **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 finger-print 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.

**IV. Practicum for Students in an elementary school (Students seeking the School-Age degree, must follow these guidelines, those seeking an early childhood degree may be placed in an elementary school, as well).**

1. Students may be assigned to a kindergarten, first, second, or third grade public school classroom in Henderson, Polk or Transylvania counties. Charter Schools are included as a part of the North Carolina Department of Public Schools, and may be selected as a practicum location.
2. Students may request a kindergarten through third grade practicum placement at local accredited private schools. See Early Childhood Instructor for details.
3. Students who are currently employed in the public school system may use their worksite as the practicum site, if the student, Early Childhood faculty and the 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.
4. The supervisor may be a classroom teacher or a teacher assistant with an Associate Degree in Early Childhood or a Bachelor's Degree in Early Childhood, Elementary Education or related field of study.

***Any exceptions to the above practicum placement guidelines must be approved by BRCC Early Childhood/School-Age Faculty.***

# 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.
7. If practicum is done at a place of employment, compensation of practicum student should be at a level consistent with regular employees in a similar training situation.

8. Provide Workers' Compensation liability insurance for any paid practicum students during the entire work experience period
9. Evaluate the student's performance during on-site visits and at the end of the semester/term.
10. Give permission to use employer's name in practicum marketing/promotional materials.
11. Create work assignments that provide training and education for the student and are suitable to the needs of the employer and the student.
12. Assure a safe and healthy work environment. ***Students must never be left alone with the children!***

**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.*

Mentor Teacher's Evaluation of:

**Student Learning Outcomes**

**EDU 284/285**

***Rating Scale:***

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

<b><i>Upon completion, the student will be able to...</i></b>	<b>Mentor Teacher's Rating</b>
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 \_\_\_\_\_

**FOR**  
**STUDENTS**

From Practicum Packet:

**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.*



# 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

***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

Communicatively should:

- Understand and respond to oral communications and directions
- Impart information and orally communicate appropriately with children, families, and others
- Be able to read, write, understand and respond to written instructions, communications and materials
- Have adequate verbal and written communication skills with other adults (colleagues, parents) and children of differing ages

I \_\_\_\_\_ (student's printed name) have read and understood all parts of the statement presented and certify that I am in compliance. I am capable of meeting the above performance standards. I understand that if I need accommodations now or if my health status changes during the program, it is my responsibility to self-disclose to the Disability Services Office and Lead Instructor for Early Childhood or School-Age Program(s).  
(Student will sign at beginning of practicum experience)

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

The student under my supervision has met the above performance standards and provided safe care of children during the practicum experience.

(Mentor Teacher will sign at end of practicum experience)

\_\_\_\_\_  
Mentor Teacher

\_\_\_\_\_  
Date

# 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:

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### **College Responsibilities**

7. Assess the student's skills, capacities, and career objectives.
8. Assist the student in finding an employer or practicum site location of his or her interest.
9. Provide consultation and coordination between the student, the practicum site, and the college.
10. Approve and evaluate accomplishment of the Student's Course Objectives for each training period.
11. Conduct on-site visits with practicum students and their immediate supervisors.
12. 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**

13. Provide a minimum of at least 160 hours of practicum experience and/or employment per semester/term depending on course credit assigned.
14. 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.
15. 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.
16. 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.
17. 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.
18. Encourage the student to continue his or her higher education to completion.
19. If practicum is done at a place of employment, compensation of practicum student should be at a level consistent with regular employees in a similar training situation.
20. Provide Workers' Compensation liability insurance for any paid practicum students during the entire work experience period

21. Evaluate the student's performance during on-site visits and at the end of the semester/term.
22. Give permission to use employer's name in practicum marketing/promotional materials.
23. Create work assignments that provide training and education for the student and are suitable to the needs of the employer and the student.
24. Assure a safe and healthy work environment. ***Students must never be left alone with the children!***

**Student Responsibilities**

10. Report punctually and regularly for work/practicum experience.
11. Strive to do the best possible job for the employer.
12. Adhere, at all times, to the employer's work rules and regulations.
13. Notify the employer promptly if unable to attend work/practicum for any reason.
14. 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.
15. Provide additional accident insurance, if desired, to supplement what is provided to all students by the college.
16. Provide background check, fingerprinting, and medical report if required by the site.
17. Inform the college's Financial Aid Office of their practicum (if employed) and report wages earned during the practicum work experience, if appropriate.
18. 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.*

## 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.

Mentor Teacher's Evaluation of:

**Student Learning Outcomes**

**EDU 284/285**

**Rating Scale:**

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

<b><i>Upon completion, the student will be able to...</i></b>	<b>Mentor Teacher's Rating</b>
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 \_\_\_\_\_

# 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: \_\_\_\_\_

1. I think I am achieving my Student Learning Outcomes.  Yes  No

2. My employer/site/mentor teacher provides adequate training and supervision so that I can perform my responsibilities  Yes  No

3. My mentor teacher has provided me with feedback concerning my performance during my practicum.  Yes  No

4. My practicum responsibilities have challenged me.  Yes  No

5. 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.)

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

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7. Faculty coordinator suggestions to student:

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Student Signature \_\_\_\_\_ Date \_\_\_\_\_

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Faculty Coordinator Signature \_\_\_\_\_ Date \_\_\_\_\_

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



# 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.

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

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

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

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

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6. Describe the training that was available for you.

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7. Describe any feedback from your mentor teacher concerning your performance on the job.

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8. Would you accept a position with this employer after graduation?

Very Likely     Likely     Uncertain     Not Likely

Please explain:

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9. Would you recommend this position for other practicum students?  Yes     No, Please

explain: \_\_\_\_\_

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Additional space for comments:

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Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Faculty Coordinator Signature \_\_\_\_\_ Date \_\_\_\_\_

## **Observations**

*You will observe classrooms and/or students several times during this course. Specific due dates and details of the observations will be given in the 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. & Kovacik, A. (2007). *Observing and understanding child development: A child study manual*. Clifton Park, NY: Thomson Delmar Learning.



## Early Childhood Education Parental Permission Form

Today's Date: \_\_\_\_\_

Dates of Field Experience: \_\_\_\_\_

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Blue Ridge Community College Student Name

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Name of College Course

---

Name of Field Experience Site

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Child's Classroom Teacher Signature

Type of Field Experience (Check all that apply):

Observation       Plan and teach lesson(s)       Interviews with family and/or teacher

The BRCC student named above, in conjunction with the staff, has selected your child and/or family to participate in a field experience. This experience is very important to our student's learning and has been approved by the Early Childhood Faculty at Blue Ridge Community College.

Please know that all related activities will occur within the site and under the supervision of the site teachers and/or staff. All information in regards to this experience will be kept entirely confidential and will not be released to anyone who does not have a need to know basis.

**Any pictures or videos made in the classroom are for the Blue Ridge student's educational purposes only. They will be deleted at the end of the class.**

You have the right to decline this experience without penalty. Please sign if you agree or do not agree to have your child and/or family participate.

I, \_\_\_\_\_  do or  do not give permission for my child, \_\_\_\_\_, and/or our family to participate in the field experiences mentioned above for the educational purposes of the listed BRCC student.

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Parent Signature

# CHECKLIST OF INTERVIEW TECHNIQUES

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Name of Interviewer:

Date and Time and Place of Interview:

Person to Be Interviewed :

Grade Level and/or Subject:

Objective of Observation:

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*Instructions to the Observer: Review this checklist prior to and after your interview. Check off those items you have completed.*

## 1. Prior to the Interview

- Establish the purpose of the interview.
- Request an appointment (time and place), giving sufficient lead time for you and the person to be interviewed.
- Plan objective, specific questions related to the purpose of the interview.
- Prioritize questions, asking the most important first.
- Remind the person to be interviewed of the time, place, and purpose of the interview.

## 2. The Interview

- Arrive at the pre-established place several minutes before the scheduled time for the interview.
- Start the interview by reminding the person to be interviewed of its purpose.
- Request permission to tape the interview (if appropriate).
- If taping is unfeasible, take careful, objective notes, trying to list direct quotes as often as possible.
- Avoid inserting impressions or judgments.
- Limit the interview to no more than 15-30 minutes.

## 3. After the Interview

- Review with the respondent what has been said or heard.
- Express your appreciation for the interview.
- Offer to share the interview report with the respondent.

**FOR**  
**COOPERATING/**  
**MENTOR**  
**TEACHER**  
**AND FOR**  
**STUDENTS**

## 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.

**COMMUNICATION SKILLS:** Consider the student's ability to communicate effectively with other students, instructors, facility personnel and children/families of varied backgrounds (socioeconomic, racial, and ethnic). This would include listening, relating positively toward others through words, proper usage of words, eye contact, and body language.

Self    Mentor  
           Teacher

		Makes minimal effort to communicate; sometimes communicates negatively to others.
		Generally makes an effort to communicate but has difficulty relating to some people.
		Usually pleasant, courteous and positive, communicates well with most everyone.
		Consistently communicates well through correct usage of words and body language, listens well, has good eye contact, and relates to others in a positive manner.
		Have not yet observed.

**PRODUCTIVITY:** Consider speed, organization and content of product.

Self    Mentor  
           Teacher

		Instructions must always be repeated; seldom completes tasks in acceptable length of time.
		Can only do one thing at a time; very slow but usually completes required work.
		Can usually organize material to complete assignments in a reasonable period of time.
		Very well organized and efficient in carrying out workload in a minimal amount of time.
		Have not yet observed.



**SELF-CONFIDENCE:** Consider the amount of reassurance needed in order for the student to complete tasks.

Self    Mentor  
           Teacher

		Unable to perform previously learned tasks without assurance of abilities.
		Occasionally performs previously learned tasks without reassurance of abilities.
		Usually performs previously learned tasks without reassurance of abilities.
		Performs most all previously learned tasks without reassurance of abilities.
		Have not yet observed.

**RESPONSIBILITY AND DEPENDABILITY:** Consider the degree to which the student is able to follow through and assume responsibility for actions.

Self    Mentor  
           Teacher

		Does not follow through, unable to assume responsibility for tasks or actions.
		Occasionally follows through, reluctant to assume responsibility for tasks or actions.
		Usually follows through, generally able to assume responsibility for tasks or actions.
		Always follows through assumes responsibility for tasks and actions.
		Have not yet observed.

**PUNCTUALITY AND ATTENDANCE:** Consider the student’s promptness, attendance record, and notification to instructor/supervisor when absent or tardy.

Self    Mentor  
           Teacher

		Consistently tardy, often absent; neglects to notify instructor.
		Often tardy or absent; and/or neglects to notify instructor.
		Seldom tardy or absent, gives proper notification to instructor/supervisor.
		Tardy or absent only under extenuating circumstances and with proper notification to instructor.
		Have not yet observed.

**INITIATIVE:** Consider the student’s resourcefulness in applying themselves to assigned tasks and daily work and seeking additional responsibilities.

Self    Mentor  
           Teacher

		Puts forth minimal or no effort in accomplishing assigned work and avoids additional responsibility.
		Does only assigned work and rarely seeks additional responsibility.
		Does assigned work well; occasionally seeks additional responsibilities.
		Does assigned work well and frequently seeks additional responsibilities.
		Have not yet observed

**DISCRETION:** Consider the student's ability to be cautious and appropriate in communications concerning children/family information.

Self    Mentor  
           Teacher

		Shows no apparent concern toward children's/family's rights or needs; generally fails to respect professional confidentiality (gossips freely about children/family experiences).
		Often ignores or is inattentive to children's/family's rights and needs; occasionally violates professional confidentiality.
		Generally sensitive to children's/family's rights and needs; seldom violates professional confidentiality.
		Fully realizes the importance of his/her role in children/family rights and needs; respects children's/family's confidentiality.
		Have not yet observed

**PROFESSIONAL APPEARANCE:** Consider if student presents a professional image in accordance to guidelines in handbook.

Self    Mentor  
           Teacher

		Poor personal hygiene; attire inappropriate according to guidelines in handbook.
		Sometimes untidy and careless about personal appearance. Occasionally wears inappropriate attire according to guidelines in handbook.
		Generally neat and clean. Satisfactory personal appearance in accordance to guidelines in handbook.
		Always neat, clean and well groomed, presents a professional image in accordance with handbook.
		Have not yet observed

**REACTION UNDER STRESS:** Consider the student's ability to perform required duties with accuracy and maintain organization under stressful circumstances.

Self    Mentor  
           Teacher

		Unable to perform duties required under stress.
		Sometimes lacks self-control needed to perform duties under stress.
		Occasionally excitable, but capable of performing required duties adequately under pressure.
		Consistently demonstrates poise and control under pressure. Handles stressful situations well.
		Have not yet observed

**ACCEPTS CRITICISM:** Consider the degree to which the student is able to hear, listen to, and evaluate feedback about self and activities in a positive way without defense or excess embarrassment.

Self    Mentor  
           Teacher

		Displays negative attitude when given criticism. Tries to put the blame on others.
		Occasionally able to hear, listen to and evaluate feedback about self and activities without defensiveness.
		Able to hear, listen to and evaluate feedback about self and activities without defensiveness.
		Accepts criticism in a positive manner. Uses criticism as a learning tool to improve skills. Seeks suggestions for improvement.
		Have not yet observed

**PROBLEM SOLVING/CONFLICT MANAGEMENT:** Consider the degree to which the student is able to hear, listen to, and evaluate situations about self, others, and activities in a positive way by seeking solutions to problems and conflicts.

Self    Mentor  
           Teacher

		Displays negative attitude when difficult situations arise. Does not seek to find positive, workable solutions. Does not consider others' views or feelings.
		Occasionally able to hear, listen to and evaluate situations about self and activities in a positive manner. Occasionally offers ideas to help solve problems.
		Able to hear, listen to and evaluate situations about self, others, and activities. Usually offers possible solutions to problems that arise with a positive, helpful attitude. Usually demonstrates positive conflict management skills.
		Able to hear, listen to and evaluate situations about self, others, and activities. Consistently offers possible solutions to problems with a positive, helpful attitude. Demonstrates positive conflict resolution. Approaches problems and conflicts as learning opportunities. Seeks suggestions from others.
		Have not yet observed

**ABILITY TO WORK EFFECTIVELY WITH CHILDREN:** Consider the student's ability to perform required duties with accuracy, care, developmental effectiveness, and true enjoyment.

Self    Mentor  
           Teacher

		Unable to perform duties required to work effectively with children. Does not provide developmental effective activities, environments, or plans. Does not enjoy children.
		Sometimes lacks the accuracy, care, developmental effectiveness, and/or enjoyment in working effectively with children.
		Occasionally does not work effectively, but capable of performing required duties adequately and with enthusiasm.
		Consistently demonstrates accuracy, care, developmental effectiveness and true enjoyment and enthusiasm when working with children.
		Have not yet observed

**SIGNATURES**

CLASSROOM MENTOR TEACHER \_\_\_\_\_ DATE \_\_\_\_\_

FACULTY \_\_\_\_\_ DATE \_\_\_\_\_

STUDENT\* \_\_\_\_\_ DATE \_\_\_\_\_

\* Please note signature of the student indicates that they have read the evaluation and not necessarily that they agree. Student may attach additional comments.

**EDU 284/285 – Practicum/Internship Experience  
Affective Professional Behaviors Evaluation Action Plan**

I understand that this contractual agreement must be fulfilled to satisfaction to meet the professional behavior policy for my designated program of study.

STUDENT NAME \_\_\_\_\_ DATE \_\_\_\_\_

PROBLEM:

GOAL:

PLAN OF ACTION:

TIME FRAME FOR COMPLETION

**SIGNATURES:**

STUDENT \_\_\_\_\_ DATE \_\_\_\_\_

MENTOR TEACHER \_\_\_\_\_ DATE \_\_\_\_\_

FACULTY \_\_\_\_\_ DATE \_\_\_\_\_

OUTCOME: GOAL MET \_\_\_\_\_ GOAL UNMET \_\_\_\_\_