



A Higher Education Collaborative for
Head Start and Early Childhood Teaching

Tips for Finding Field Placements

Recent research on workforce development underscores the importance of competency-based preparation. Recording and reviewing video is a major component of the EarlyEdU approach to improving teacher practice. The purpose of the video assignments is for students to practice what they are learning about, observe and reflect on what they do, and receive feedback from their instructors and their peers, and become more competent in those practices. If you and your students are unable to arrange field placements to complete their video assignments, EarlyEdU courses are not right for you.

Here are some suggestions for helping your students find sites where they can film their interactions with young children.

Working with Programs

Ideally, your students will film themselves at their work, practicum, or volunteer sites. Establishing a relationship ahead of time with several sites where students might complete fieldwork is time well spent. Initiate dialogue with students and program staff to define parameters that will work for all involved.

Take time to discuss consent forms with program staff, directors, and families. Sample consent forms are included with EarlyEdU course materials and can also be downloaded on the Alliance members' website. Modify the forms to accommodate programs' and families' concerns. Being transparent about the process with programs may help reassure them.

Create an agreement that establishes a clear policy for how students can work with video and have all students sign it. Your policy may include defining what can be filmed, where video will be stored on personal devices, and when it will be deleted. Consider sharing this agreement with programs, too.

For programs that refuse to allow filming, ask them if they would allow audio recordings instead. Audio recordings can capture a lot of information about teacher-child interactions and provide opportunities for feedback and reflection.

Whether students are filming video or making audio recordings, the focus should be the student, not the children. As long as the student's practices can be clearly observed, it doesn't matter if, for example, children are shown only from the back.

Finding Alternative Sites

Your students may have other opportunities to work with children in their communities. The local Y, faith-based children's programs, music classes, or even groups of neighborhood children might be options. Children should be the appropriate age. You may have to modify elements of some assignments, but the alternative sites should provide a similar range of opportunities for working with children as other early childhood settings.



Positive Behavioral Support for Young Children

Session 2 – Graded Assignment: Video and Reflection – Building Relationships

Based on the information in this session about building relationships, take a video of yourself working with young children in a classroom.

- Use techniques from this session and work with your children in your early learning setting. Take a video. Video should be between 3 – 5 minutes in length.
- In the video, provide narration describing what you are doing that is "relationship building". Provide the rationale (referencing from the course materials for this session). Specifically tie to the Head Start Early Learning Outcomes Framework sub-domains in the domain Social and Emotional Development (HSELOF; [link](#)). Make connections to the various age ranges in the developmental progression sections for each sub-domain as appropriate.

Submit Assignment

Video Upload Instructions

- Submit file to Coaching Companion with your last name in the file name.

Assignment Rubric	Accomplished	Emerging	Developing
Do	The assignment is complete and handed in on time. The video quality is good; lesson is audible, lighting is good and the action takes place inside the frame. Video is between 3 – 5 minutes long.	The assignment is complete and handed in on time. Video quality may not be great, possibly too dark or hard to hear. Video is between 3 – 5 minutes long.	The assignment is incomplete or may be late. The video quality may be distracting or make the lesson difficult to watch. Video seems rushed. Video is not between 3 – 5 minutes long.
Instructor's Comment			



Assignment Rubric	Accomplished	Emerging	Developing
Reflect	The assignment is complete and handed in on time. Participant successfully describes the relationship building. Participant successfully provides appropriate rationale from the course content.	The assignment is complete and handed in on time. Participant describes the relationship building, but needs development. Participant provides appropriate rationale from the course content, but needs development.	The assignment is incomplete or may be late. Participant does not successfully describes the relationship building. Participant does not successfully provide appropriate rationale from the course content.
Instructor's Comment			

Practice Based Coaching

Session 6

Assignment: *Reflection and Feedback Meeting*

Objective

This assignment gives you an opportunity to make a video of yourself meeting with your coaching partner using techniques from this session and reflect on the video.

Instructions

For this assignment, you will provide your coaching partner with feedback and the opportunity to reflect. The conversation should be based upon the action plan, goal and observation. Use notes from class, the *Tips for Coaching: Reflection and Feedback*, and the questions below to guide your work.

Based on the information in this session, take a video of yourself meeting with your coaching partner. Remember to think about video quality: Lighting, audio, timing, positioning of yourself and others, and ability to see all elements.

Step 1: Plan

- Anchor your thoughts in data: What information will you share from the observation? How will you link it to the goal?
- What type of feedback will you provide:
 - Supportive
 - Constructive
- What type of reflection prompts will you provide?

Step 2: Meet with your coaching partner at a time when he or she is not busy with children.

- Video record this meeting session with your coaching partner.

Step 3: Watch the whole conversation. Edit the video and prepare a segment of video (5 minutes that you think are representative of the whole conversation). Upload the video segment to the EarlyEdU Coaching Companion. In the comment section, note examples of providing feedback as well as reflection prompts.

Also, answer the following questions:

- a. How did the reflection and feedback session feel for you? Were there any challenges?
- b. How do you think your coaching partner responded to your prompts and feedback?
- c. What would you have done differently? What went well?
- d. What do you think your coaching partner learned?

Rubric

	Exemplary	Proficient	Developing	Needs Improvement
Do (video)	The assignment is complete and on time. The video quality is good; lesson is audible, lighting is good and the action takes place inside the frame. Video segment is 5 minutes long.	The assignment is complete and on time. Video quality may not be great, possibly too dark or hard to hear. Video is 5 minutes long.	The assignment is incomplete or may be late. The video quality may be distracting or make the lesson difficult to watch. Video seems rushed. Video is not 5 minutes long.	No assignment submitted or the video is not of a reflection and feedback session. Video may be incomplete or impossible to watch with understanding.
Instructor's comment				
Do (Providing Feedback)	The video includes examples of both reflective prompts and feedback. The coaching partner has time to think and respond. The feedback provided is specific and non-attributive. Feedback is supported by data from the observation.	The video includes examples of either reflective prompts or feedback. Feedback is non-attributive. Not all feedback is supported by data from the observation.	The video does not capture examples of reflective prompts or non-attributive feedback. Feedback is not directly linked to observations.	Feedback is primarily attributive or imprecise.
Instructor's comment				
Reflect	The assignment is complete and on	The assignment is complete and on	The assignment is complete and on	The assignment is incomplete or may

	Exemplary	Proficient	Developing	Needs Improvement
	time. The reflection is thoughtful and draws on knowledge from class including references to specific practices, skills and strategies. All of the questions are addressed and it includes potential changes for the next meeting. Strengths and areas for improvement are discussed.	time. The reflection addresses one or two questions. The reflection is thoughtful and tied to material covered in class. It is not clear what was learned through the reflection. Strengths or areas for improvement are discussed.	time. The reflection addresses one question. The reflection is not tied to material covered in class. Only one strength or area of improvement is discussed.	be late. The reflection is not tied to concepts reviewed in class. It is not clear what was learned from watching the video.
Instructor's comment				

Sample Practice-Based Assignments Planning Form

Adapted from University of Washington

Sample from Early Care & Education Program

The following list of applied assignments is provided for students and service-learning site planning. **Assignments are subject to change.** Any changes will be clearly communicated in the syllabus of each course and ECE students should carefully read each syllabus and course Canvas sites at the beginning of each quarter for detailed applied assignment and service-learning information.

Course	Service- Learning: Requirements and Age Range	Need to Enact Applied Assignments (in a setting with young children)	Applied Assignment Details (Especially Video), including Required # of Children	Need to Review Baseline Videos?	Required Age Range & Number of Children
ECE 323	Service-Learning: (3-5 hours/ week) Any ages between birth-6 years old Minimum of 3 children required	Yes	3-4 short videos & 1 long video	Yes	Any age between 2-6 years old Minimum 3 children

Sample from Early Childhood Special Education Program

Course	Age Range of Learner	Assignment Details	Video	Required Number Learners
EDSPE 562	Preschool (3-5)	Comprehensive Child Study: • Review assessments • Write lesson plan • Implement plan • Collect data	No	1
EDC&I 507	Age 3-8	Literacy Small Group: • Small group plan • Film small group over 3 days	Yes	3-5