



2500 W. North Avenue
Baltimore, Maryland 21216-3698

Department of Curriculum & Instruction

Early Childhood Education

Field Experience Manual

Undergraduate Degree Program

“Teacher as Reflective Facilitator of Learning”

Sequence of Education Field-Based Experiences

EARLY CHILDHOOD EDUCATION PROGRAM

The Baccalaureate teacher preparation program in early childhood education at Coppin State College provides a sequence of field-based experiences. All education courses require fieldwork assignments, which are completed in the elementary education setting in, preferably, a professional development school. The undergraduate practicum and field experience courses are categorized in terms of level of complexity as described below. The degree of complexity is also reflected in the guidelines for completing the practicum experience. Please note that the guidelines provided are guides, and may be extended to meet the particular requirements and content of each course within that level.

- Students must satisfy the minimum number of clock hours required at each level of field-based experience.
- Students registered for more than one course at any clinical level must receive approval of all involved instructors as to the total clinical hours required for any given semester.
- All students are required to complete an application form for placement in clinical experience in the public schools. This form should be submitted to the Director of Field Services for official processing beginning Fall 2002.

Description of Four Levels of Field-Based Experiences

Level One: Observation and Reflection

Each teacher education candidate will complete fieldwork assignments as required in the introductory level early childhood education courses, with observation and reflection as the major activities. A minimum of 16 clock hours of fieldwork experience is required in the introductory courses. Early and ongoing assessments of observation and reflection competencies are conducted and feedback provided.

- EDUC 202: Educational Psychology 3 credit hours
- EDUC 203: Fundamentals of Teaching with AV Technology 3 credit hours
- SPED 201: Introduction to Needs of Exceptional Individuals 3 credit hours

Please refer to the following guideline for suggestions for completing level one of the fieldwork experience:

Level One Observation Guidelines

As you observe in the classroom, you must be cognizant of the different learning theories, developmental processes (including social, language, and cognitive development),

classroom management techniques, basic teaching and learning strategies, and any other pedagogical strategies that may apply. Additionally, please pay attention to the following specific points:

1. How the teacher manages the classroom:
 - The physical organization of the classroom (create a floor plan to depict)
 - The pacing of lessons
 - Beginning and ending of lessons
 - Monitoring of students
 - Routines and procedures
 - Structure of lessons

2. Which instructional strategies are used:
 - Lecture? Cooperative? Combination?
 - Teaching materials and audio visuals
 - Technology use incorporated into lesson

3. How the classroom environment is organized and executed:
 - Teacher's style
 - Interaction with children
 - Positive reinforcement
 - Engagement of children with special needs
 - Engagement of diverse learners
 - Handling of disruptions

4. How the lesson was planned as a part of a larger curriculum:
 - Lesson plan format and learning objectives

5. How the lesson was assessed for learning outcomes:
 - Formal assessment
 - Informal assessment

(Adapted from: Pelletier, C. M. (2000). Strategies for successful student teaching: A Comprehensive guide. Boston, MA: Allyn & Bacon.)

Please take notes that you can use to guide the writing of your observation report. As you develop your report, please make connections between what you observed and the theories and strategies that you have studied (e.g. Piaget's theory of cognitive and language development, Vygotsky's Interactionist Theory, Erikson's psychosocial development, and classroom management strategies, etc.). Additionally, please use appropriate professional language to explain, describe, and assess your observational experience.

Please include an additional page to your report in which you assess the INTASC Principles and Conceptual Framework Outcomes that your time and assignment in the classroom assisted you in meeting. Explain how each principle and outcome was met.

Level Two: Observation, Participation, and Reflection

Each teacher education candidate will complete fieldwork assignments as required in the second level of early childhood education courses, with observation, active participation, and reflection as the major requirements. Level two consists of three hundred and four hundred level, non-methods courses in the early childhood education program. A minimum of 24 clock hours of fieldwork experience is required in each second level education course. Early and ongoing assessments of observation and reflection competencies are conducted and feedback provided.

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| • EDUC 300: | Foundation of Reading Instruction | 3 credit hours |
| • ECED 201: | Learning Laboratory in an Educational Setting | 3 credit hours |
| • ECED 301: | Child growth and Physiological Development | 3 credit hours |
| • ECED 329: | Principles and practicum in ECED | 3 credit hours |
| • ECED 334: | Creative Expression | 3 credit hours |
| • CUIIN 336: | Working with Parents | 3 credit hours |
| • EDUC 408: | Measurement and Evaluation | 3 credit hours |
| • REED 401: | Diagnosis and Remediation of Reading
Difficulties in the Classroom | 3 credit hours |

Please refer to the following guideline for suggestions for completing level two of the field experience assignment:

Level Two Observation, Participation, and Reflection Guidelines

As you observe in the classroom, you must be cognizant of the different learning theories, developmental processes (including social, language, and cognitive development), classroom management techniques, teaching and learning strategies, parent involvement strategies, approach to multicultural education, and any other pedagogical strategies that may apply. Be prepared to participate in bit teaching, one-on-one instruction, and/or small group interaction. Additionally, please pay attention to the following specific points:

1. How the teacher manages the classroom:
 - The physical organization of the classroom (create a floor plan to depict)
 - The pacing of lessons
 - Beginning and ending of lessons
 - Monitoring of students
 - Routines and procedures
 - Structure of lessons

2. Which instructional strategies are used:
 - Lecture? Cooperative? Combination?
 - Teaching materials and audio visuals
 - Technology use incorporated into lesson

3. How the classroom environment is organized and executed:
 - Teacher's style
 - Interaction with children
 - Positive reinforcement
 - Engagement of children with special needs
 - Engagement of diverse learners
 - Handling of disruptions

4. How the lesson was planned as a part of a larger curriculum:
 - Lesson plan format and learning objectives

5. How the lesson was assessed for learning outcomes:
 - Formal assessment
 - Informal assessment

(Adapted from: Pelletier, C. M. (2000). Strategies for successful student teaching: A Comprehensive guide. Boston, MA: Allyn & Bacon.)

6. Consider Your Role Participating in the Classroom:
 - Bit teaching: Work with individual learners or small groups; assess remediation and excellence; design appropriate intervention
 - Personal and Professional Growth: Consider involvements that guide or foster your personal and professional development. Consider specific examples.
 - Response to Authority: Assess your willingness to work cooperatively and collaboratively with your supervising teacher. Consider specific examples.
 - Approach to a Diverse Student Population: Assess how you were able to demonstrate cultural and ethnic sensitivity and other inter-individual differences.
 - Orientation to Teaching: Contemplate the processes you have observed and applied that will assist you in becoming the kind of teacher you want to become.

Please take notes that you can use to guide the writing of your observation report. As you develop your report, please make connections between what you observed and the theories and strategies that you have studied (e.g. Theories of cognitive and language development, Social Interactionist Theories, sociocultural perspective, the constructivist teaching and learning process, and classroom management strategies, etc.). Additionally, please use concise and appropriate professional language to explain, describe, and assess your observation and participation experiences. Do not forget to assess your role in the classroom and document any impact you may have had on the learning of the child/ren with whom you worked for the duration of the experience.

Please include an additional page to your report in which you assess the Conceptual Framework Outcomes and INTASC Principles that your time and assignment in the

classroom assisted you in meeting. Explain how you extended your understanding of the principles and outcomes you identified.

Level Three: Guided Practices and Reflection: Integration of Theory and Practice

Each teacher education candidate will participate in an intensive fieldwork based experience in the required early childhood education methods courses. The candidate is required to be involved in observing the integration of theory and practice and to apply practices as he or she instructs small and/or whole groups in the classroom. Supervising teachers and college faculty guide the teacher education candidates as they integrate theory with practice to develop the outcomes of the conceptual framework. A minimum of 30 clock hours of practicum experience is required at this third level of the sequence of the field-based experience. **After completing levels three and four of the field-based experience, each candidate will meet the minimum requirement of 100 days on site in a PDS.** Ongoing assessments of teaching, classroom management, professionalism, communication skills, and reflection competencies are conducted, evaluated, and feedback provided. (Each of the courses listed below is a 3 credit hour course.)

- ECED 330: Methods of Teaching Language Arts in Early Childhood Education
- ECED 331: Methods of Teaching Social Studies in Early Childhood Education
- ECED 333: Methods of Teaching Reading in Early Childhood Education
- ECED 337: Methods of Teaching Science in Early Childhood Education
- ECED 338: Methods of Teaching Mathematics in Early Childhood Education

Please refer to the following guideline for completing level three of the fieldwork experience:

Level Three Observation, Participation, Integration, and Reflection Guidelines

As you observe in the classroom, you must be cognizant of the different learning theories, developmental processes (including social, language, and cognitive development), classroom management techniques, teaching and learning strategies, parent involvement strategies, approach to multicultural education, and any other pedagogical strategies that may apply. Be prepared to participate in bit teaching, one-on-one instruction, small group interaction, and large group teaching. **Be prepared to teach at least a complete lesson for each subject. Your teaching must be observed and evaluated by the supervising teacher and/or the college instructor. A videotape of a lesson is a requirement.** During observation, please pay attention to the following specific points.

1. How the teacher manages the classroom:
 - The physical organization of the classroom (create a floor plan to depict)
 - The pacing of lessons
 - Beginning and ending of lessons

- Monitoring of students
 - Routines and procedures
 - Structure of lessons
2. Which instructional strategies are used:
 - Lecture? Cooperative? Combination?
 - Teaching materials and audio visuals
 - Technology use incorporated into lesson
 3. How the classroom environment is organized and executed:
 - Teacher's style
 - Interaction with children
 - Positive reinforcement
 - Engagement of children with special needs
 - Engagement of diverse learners
 - Handling of disruptions
 4. How the lesson was planned as a part of a larger curriculum:
 - Lesson plan format and learning objectives
 - Long term plan
 5. How the lesson was assessed for learning outcomes:
 - Formal assessment
 - Informal assessment

(Adapted from: Pelletier, C. M. (2000). Strategies for successful student teaching: A Comprehensive guide. Boston, MA: Allyn & Bacon.)

Also consider these points as you lead whole group teaching activities:

6. Consider Your role Participating in the Classroom:
 - Whole Group Instruction: Work with learners; apply teaching and learning processes to maximize on learning, and involve learners in the process; assess remediation and excellence; design appropriate intervention; document impact on student learning
 - Personal and Professional Growth: Consider involvements that guide or foster your personal and professional development. Document and discuss.
 - Response to Authority: Assess your willingness to work cooperatively and collaboratively with your supervising teacher. Consider specific examples.
 - Approach to a Diverse Student Population: Assess how you were able to demonstrate cultural and ethnic sensitivity and other inter-individual differences.
 - Orientation to Teaching: Contemplate the process you have observed and applied that will assist you in becoming the kind of teacher you want to become.

Please take notes that you can use to guide the writing of your observation report. As you develop your report, please make connections between what you observed and the theories and strategies that you have studied (e.g. theories of cognitive and language development, social interactionist theories, sociocultural perspective, the constructivist teaching and learning process, and classroom management strategies, etc.). Include a floor plan and pictures of bulletin boards you may have designed. Additionally, please use appropriate professional language to explain, describe, and assess your observation and participation experiences. Do not forget to assess your role in the classroom and document any impact you may have had on the learning of the child/ren with whom you worked for the duration of the experience.

Please include an additional page to your report in which you assess the Conceptual Framework Outcomes, INTASC Principles, and ACEI standards that your time and assignment in the classroom assisted you in meeting. Explain how the identified principles and standards were met.

Level Four: Directed Teaching, Seminar, and Reflection

Each teacher education candidate will complete an intensive student teaching experience, with experiences at two levels of the early childhood school curriculum. Candidates will complete the student teaching requirements at two different school placements to facilitate working with a diversified student population. Candidates will work with on-site supervising teachers and with college supervisors to continue to develop skills to integrate theory with practice and to reflect on that practice for continued professional improvement. A minimum of 560 clock hours or 16 weeks of onsite experience is required at this fourth level of the fieldwork experience.

- ECED 411: Directed Teaching in Early Childhood 12 credit hours
- ECED 412: Student Teaching Seminar 0 credit hour

Please refer to the following guideline for completing level four of the fieldwork experience:

SUGGESTED COURSE SEQUENCE:	WEEK/S #
1. Initial Stage Activity: Non-instructional routines, “bit teaching” observations, establishing goals and responsibilities.	1
2. Partnership Learning and Teaching: Increase teaching time becoming more critical, reflective, and evaluative as well as participating more in the decision-making process.	2 & 3
3. Initial Teaching: Continued teaching, assuming a greater role until full time teaching is reached.	4

4. **Full Teaching:** Assuming full responsibility of the total classroom with supervising teacher serving as Assistant. 5, 6, & 7
5. **Observation/Visitation:** Observing, participating, and reflecting in other elementary classrooms; observing and participating in parent groups; observing, where possible, the school principal at work. 8

(Decreasing teaching time, relinquishing control of the classroom to the supervising teacher.)

Be sure to keep an in-depth reflective journal that documents your interactions and experiences in each classroom of the total student teaching experience. Complete a detailed self-assessment of each eight-week experience and collect samples of students' work to document your impact on student learning. Two videotapes of uninterrupted teaching sessions are required.