

HDCF 454-01
Practicum in Early Childhood Education

Fall 2007

Instructor: Dede Baker
Office: 316C Herrick
Telephone: 994-5006
E-Mail: dbaker@montana.edu

Guidelines for Student Teachers:

Students will be in an assigned preschool classroom a minimum of two sessions per week, depending on the number of credits received (3 working hours per credit). They will assume the head teaching role for one session each week. During the other session(s) the student will be considered assistant teachers, performing duties as assigned.

Students will arrange a weekly meeting with their head teacher to review their activity/lesson plans for the following week and receive feedback.

Student teaching is the practice of all material previously learned in university classes. Therefore, during weekly meetings, all phases and expectations of the student teaching experience will be discussed. Topics for discussion throughout the semester will include:

- * integrating theory and practice in the classroom
- * values and ethics (confidentiality, professionalism)
- * role of parents as primary caregivers
- * parent-teacher relationships
- * working cooperatively with others
- * developmentally appropriate practices
 - ◇ interactions
 - ◇ curriculum
 - ◇ problem-solving
 - ◇ guidance
- * health, nutrition, and safety
 - ◇ identifying hazards
 - ◇ procedures for sick/hurt children

The expectations outlined are minimum requirements. Adaptations may be made by the head teacher and/or the university supervisor as needed.

Students are considered a member of the teaching staff. They are expected:

- * to work when the program is open, unless special arrangements are made.
- * to notify the center in advance of any absences, to call if they are ill, and to make up time missed.
- * to spend time getting to know the children in their session (names--first and last!)
- * to learn parents' names and develop a relationship with them.
- * to respect confidentiality of all the children and parents.
- * to maintain a professional appearance in dress, being neat and appropriately attired.

Students are early childhood professionals! Maintain an attitude of professionalism!

HAVE A GREAT SEMESTER!!

Student Teacher Responsibilities:

Week 1: 8/27-8/31 Observe assigned preschool program including:

- * teaching styles
- * children in action
- * classroom management techniques
- * guidance
- * head teacher's role
- * group time

Become acquainted with the children and other staff in the classroom.

Set up a weekly meeting with your supervising teacher.

Plan and prepare activity/lesson plans in the following areas to implement this week and review with your teacher.

- * art area
- * dramatic play
- * science
- * circle area (during free play)
- * manipulatives
- * medium tub
- * group/circle time
- * outdoor play

Implement four activities on your head teaching day, the remaining 4 activities on another teaching day. Review activity/lesson plans for next week's full day with supervising teacher.

Week 2: 9/3-9/7 Assume head teacher responsibilities one day each week, for the remainder of the semester. Plan and post daily schedule of activities; assign and supervise staff.

Full Week Plan and implement all activities for one full week – the days you student teach. Head teacher and student make joint decision on which week – completed by **November 16th**.

Material due dates:

Friday, Sept. 14
Friday, Oct. 12

Friday, Nov. 2
Friday, Dec. 7

Materials include: daily journals, activity/lesson plans, circle sheets, daily schedules, and internet activities

Meeting dates:

Aug. 20-24
Sept. 17-21

Nov. 5-9
Dec. 3-7

Evaluation meetings: determined by teacher and student

Mid-term: Oct. 15-19

Final: Dec. 10-14

Student Teacher Expectations:

1. Meet with your supervising teacher each week to discuss activity/lesson plans and receive feedback.
2. Write an informal journal of your student teaching experience each day. You should include:
 - × summary of the day, how you felt
 - × problems/questions encountered
 - × what you accomplished
 - × evaluations of classroom activities
 - × what you learned
 - × ideas for next time
3. Prepare activity/lesson plans for each area in the center. Completed plans include:

Activity: What you are planning.
Goals/objectives: What you hope the children will learn.
Materials: Everything you will need to bring, gather or buy.
Open-Ended Questions: Questions you will ask to stimulate discussion.
Evaluation: What happened? How did it go? Why? Why not? How could you improve it? (etc.)
4. Acquire at least six activities from the Internet and use this semester. Print from the computer and turn in with your other materials, attached to the activity/lesson plan used.
5. Write a letter of introduction to parents about yourself and post on the door during the first week. A final letter to parents will be posted during the last week.
6. Choose one child and family to work closely with throughout the semester. **(Agreement on which child will be made by student and teacher. The teacher will ask the family for permission.)** The student will conduct the parent-teacher conference for this family at the end of the semester, under supervision of the teacher.
7. Change the bulletin boards and books in the center once during the semester. Teacher will guide.
8. Attend a staff meeting. Check with teacher or supervisor for dates and times.
9. Attend student teacher meetings with university supervisor as scheduled.
10. Field trips and resource person:
 - × Invite a resource person to the classroom **by Friday, Nov. 16.**
 - × Plan two field trips. Implement one **before midterm (Oct 12), the other before Friday, Nov. 16.**
11. Mid-term evaluation due to head teacher: **Tuesday, Oct. 9**
Final evaluation due to head teacher: **Tuesday, Dec. 4**
12. Attend evaluation conferences with university supervisor and head teacher. Midterm conference is the week of **Oct. 15-19** and final conference is the week of **Dec. 10-14.**

You will be observed and videotaped twice during the semester by the university supervisor: prior to midterm and final conferences. You will be observed continually by the head teacher who will provide daily and weekly feedback regarding your activities and interactions with the group.

Requirement Check List

NAME: _____

<i>Requirement</i>	<i>Date Completed</i>
1. Letter of introduction to parents	_____
Final letter to parents	_____
2. Change bulletin boards and books	_____
3. Choose child/family	_____
Conduct parent/teacher conference	_____
4. Resource person	_____
Field trip	_____
Field trip	_____
5. Evaluate midterm performance	_____
Attend midterm conference	_____
6. Evaluate final performance	_____
Attend final conference	_____
7. Attend staff meeting	_____
8. Attend class meetings with university supervisor	_____
9. Completed six Internet activities	_____

Supervising Teacher

Date

Grading Criteria:

On the evaluation form, performance of the student will be graded according to the following criteria:

4. Excellent	<ul style="list-style-type: none">* consistently above and beyond minimum expectations in all areas* activity plans well prepared and implemented* activity plans thoughtful, creative and reveal initiative* enthusiastic and actively involved in the program* skillful teacher of young children
3. Strong	<ul style="list-style-type: none">* usually beyond minimum expectations* activity plans thoughtful, age-appropriate* generally prepared for activities* plans of good quality--some creative* knowing success as a teacher
2. Satisfactory	<ul style="list-style-type: none">* met minimum expectations* planning generally adequate* preparation for activities sometimes inadequate* performed all expected activities, but lacked enthusiasm* beginning skill level--needs improvement in overall teaching skills
1. Unsatisfactory	<ul style="list-style-type: none">* did not meet minimum expectations* inconsistency of planning and follow through* lacked enthusiasm and initiative* performance shows significant limitations

Grading will be based on the 312 possible points from the evaluation form (midterm + final):

312 – 290	A	93%
289 – 281	A-	90%
280 – 271	B+	87%
270 – 259	B	83%
258 – 250	B-	80%
249 – 240	C+	77%
239 – 228	C	73%
227 – 218	C-	70%

In addition, the following criteria will be taken into account by the head teacher and course supervisor to determine the final grade:

- Materials turned in on time and completed according to the criteria in the syllabus
- Activity/lesson plans completed and showed thought, creativity, and initiative
- Progress shown from midterm to final in head teaching abilities and skills

Student Teaching Work Sheet

Each center has its own set of operating rules as does each head teacher within the center. Be sure and ask if you are unsure of any procedures. This list should help you with some frequently asked questions.

1. Learn where things are located. This will save you time and let you know what resources are available. Please do this the first week of classes.
2. When you bring props into the classroom, *you* return and put away *neatly*.
3. When you bring in outside materials, it is your responsibility to collect and dispose of them.
4. Plan and prepare fully for wonderful, messy activities (having water near by, putting down tarp, etc.). If it gets out of hand, it is up to you to help clean it up. Regular cleaning staff should not be required to clean up an excessive mess because of your lack of planning or management. Schedule some time after session to clean, if necessary.
5. Remember to cover tables when using Elmer's Glue and have art area teacher soak Elmer's Glue brushes in water at clean-up time.
6. Monday mornings are used for buying food and ordinary supplies for the center. If you need anything, you must have them on a list to the director by Friday AM of the previous week. List item, size, amount, quantity, etc.—*everything*—needed to make the correct purchase. An alternative or substitute is very helpful.
7. Any item that is extraordinary or expensive must be discussed with the head teacher in advance; it may be your responsibility to obtain, not the centers.

More "Little Things" to Remember

- Art Area:**
- × Put paint in proper containers
 - × Clean up paint--don't waste, make "mud"
 - × Cover easels with paper, even for crayons
 - × Put small amounts of glue or paint on tables – it is easy to add and does not waste as much. Scrape leftover glue back into glue container, if clean
 - × Keep counter tops neat
- Speech:**
- × Be alert to cultural sensitivity--avoid "you guys" "kids" (use boys & girls)
- Bathroom:**
- × Help keep clean by turning on water, wiping up big messes
- Others:**
- × Lock shed door--keeping neat
 - × Use extension cords carefully --*safety* first
 - × Keep cupboard doors closed in art and kitchen areas.
 - × When putting things away--ask, if you don't know where something belongs!