EARLY CHILDHOOD EDUCATION and HUMAN DEVELOPMENT PROGRAM
College of Education, Criminal Justice, and Human Services
School of Education

UNIVERSITY OF Cincinnati

Initial Licensure

18-ECE-3012
Preschool Practicum Handbook
FALL 2016
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Introduction

The Early Childhood Education and Human Development (ECEHD) Program is a unified teacher preparation program that values diversity, inclusion, equity, and individual construction of knowledge. Candidate awareness, knowledge, skills, and values are guided through course lectures and discussion, reading, research, and field experiences. The program is designed to prepare candidates to become effective early childhood teachers who are capable of delivering quality instruction in a variety of settings to diverse student populations of grades Preschool-3. Candidates in the ECEHD Program receive a B.S.Ed. at the end of their fourth year. After meeting all requirements, candidates are eligible to apply for an initial State of Ohio teaching license valid for teaching children who are typically developing, gifted, and at risk for and/or have mild/moderate educational needs in preschools, kindergartens, or the primary grades.

CECH Mission Statement

The mission of the Educator Preparation Programs at the University of Cincinnati is to prepare educators to transform lives, schools and communities and who are able to support learning and the development of efficacy in a variety of contexts. The primary activities through which this mission is implemented are teaching, research, and service.

The University of Cincinnati prepares educators who are able to support learning and the development of efficacy in a variety of contexts and who:

• are able to work in diverse educational environments;
• go beyond mere application of technical skills, engaging in inquiry and reflection so as to bring about changes in their practice;
• recognize and address a wide range of setting events, persistently supporting learners in the construction of knowledge and development of efficacy;
• engage in the development of new meanings about teaching and learning;
• provide supportive environments that enhance the development of resilience in students;
• are adequately resilient themselves, so as to be able to work in adverse situations;
• go beyond prevalent practice;
• are able to work and communicate appropriately with families and the community at large;
• use technology to strengthen their professional learning and pedagogical knowledge to enhance the learning of those with whom they work; and
• Engage in practices that are likely to have positive outcomes for learning.

Conceptual Framework of UC Educator Preparation Programs

Effective educators demonstrate ways of knowing, ways of being, and ways of doing. We (administrators, faculty members, candidates, members of the professional community, and community members) are
working together to transform lives, schools and communities and to support learning and the development of efficacy in a variety of contexts. We are committed to providing the right conditions for learning, the conditions most likely to generate positive outcomes for students. We are committed to engaging in practices that are likely to have positive outcomes for learners; practices which are research-based and empirically supported. We are committed to preparing candidates to work in high needs, challenging schools.

Learners must be resilient, demonstrating a sense of competence and effectiveness as well as connectedness to the broader community. As educators, however, we recognize that there are both alterable and inalterable variables in our work. As educators, we support candidates in their efforts to expand their own learning and the learning of those with whom they work.

**Performance Standards of UC Educator Preparation Programs**

Candidates of the University of Cincinnati are committed to transforming the lives of P-12 students, their schools, and their communities, and

- Demonstrating foundation knowledge, including knowledge of how each individual learns and develops within a unique developmental context.
- Articulating the central concepts, tools of inquiry, and the structures of their discipline.
- Collaborating, leading, and engaging in positive systems change.
- Demonstrating the moral imperative to teach all students and address the responsibility to teach all students with tenacity.
- Addressing issues of diversity with equity and using skills unique to culturally and individually responsive practice.
- Using technology to support their practice.
- Using assessment and research to inform their efforts and improve outcomes.
- Demonstrating pedagogical content knowledge, grounded in evidence-based practices, committed to improving the academic and social outcomes of students.

Consistent with this framework, the ECEHD Program takes a constructivist perspective. We contend that a strong knowledge of child development is essential to support the learning of young children. Curriculum should be developmentally appropriate and responsive to individual needs. Our program philosophy is grounded in knowledge of child development, families, and developmentally appropriate practice (Institutional Standards I and II) and the commitment to inclusive learning environments for young children (Institutional Standard VII). The Conceptual Framework is embedded in our program through our operationalization of the institutional standards for early childhood settings and our commitment to unit dispositions.
Professional Commitments and Dispositions

CAEP defines dispositions as “the values, commitments, and professional ethics that influence behaviors toward candidates, families, colleagues, and communities and affect candidate learning, motivation, and development as well as the educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice” (NCATE, 2001, p. 53).

We have identified the dispositions that reflect our “Way of Being” – in other words, qualities we believe committed, caring and competent educators should possess. Intrinsic to our dispositions are the notions of community and belonging. We appreciate each individual’s fundamental need for acceptance and belonging, and we understand most candidates’ fundamental anxiety relates to being competent and successful. We appreciate that we are members of a community and that “none of us can find ourselves, know ourselves, or be ourselves, all by ourselves” (Binau, 2000).

The conceptual framework of the Educator Preparation Programs identifies the following dispositions for candidates. As committed, caring, competent educators we:

- are concerned about all aspects of a child’s well-being, assets and needs;
- are willing to give and receive help, appreciating that none of us can be giving without first receiving;
- are dedicated to continuous learning, professional discourse, and an enthusiasm for the discipline each of us teaches;
- support each other in our efforts to be resourceful, creative, and ready to think on our feet;
- are sensitive that “context matters” in how we approach our craft;
- view ourselves as agents of social change through education;
- respect the diverse talents of all learners and recognize developmental differences;
- are sensitive to the historical, social, and cultural issues that affect each child’s ability and willingness to learn;
- share responsibility for establishing and sustaining a positive climate;
- respect and value students and community members in educational settings;
- expect students to learn;
- persist in supporting the development of competence, autonomy, and self-efficacy;
- are dedicated to making the classroom a safe community for inquiry, which presupposes civil discourse and responsible exchange of ideas;
- recognize that strategies that may be ultimately self-defeating (e.g., withholding effort, procrastination, passive and active aggression) may be efforts to protect self-worth;
- accept reasonable risks for learning, which require the ability to tolerate failed expectations;
- recognize the need for learning environments to be predictable and safe; and
- delight in exploration, inquiry, reflection, and self-evaluation.
These dispositions are assessed using the Candidate Dispositions Progress report in each field experience.

**Accreditation**

The educator preparation programs at the University of Cincinnati are accredited by the Council for the Accreditation of Educator Preparation (CAEP). In addition, the ECEHD Preschool to Third Grade Program is accredited by the National Association for the Education of Young Children (NAEYC). The ECEHD Preschool-3 Licensure program is nationally recognized by NAEYC. This program has been determined to meet the Ohio reading mandate and is aligned with the Ohio standards for the teaching profession.

**ECEHD Program Mission and Belief Statement**

The mission of the ECEHD Program is to prepare educators who support each individual child’s learning and development through an ongoing process of information gathering and specific instruction that will result in a positive evaluation of the child’s accomplishments as seen by the teacher, the parents, and the child.

We believe that early childhood educators must:

- understand how young children develop intellectually, emotionally, physically and socially;
- demonstrate pedagogical and philosophical knowledge of and commitment to early childhood education concepts, principles and values;
- manage the social and physical environment of diverse learning environments;
- use and develop materials appropriate for young children;
- collaborate effectively with others;
- use technology to support their practice;
- use assessment to inform their classroom practices;
- exhibit responsible, caring, fair and honest behavior;
- demonstrate leadership through family and community involvement;
- address issues of diversity with equity; and
- commit to social justice.
Section A Syllabus
P-3 LICENSURE: PRESCHOOL PRACTICUM

18-ECE-3012
3 Semester Hours
Orientation to Professional Practice
August 22- August 30, 2016
Field Experience
August 31, 2016 – December 2, 2016

Required/Prerequisite: Admission to Professional Cohort

Julie Walson, M.Ed.
Junior Field Coordinator

2150 OP
schaejfc@ucmail.uc.edu
Office Hours
Thursdays, 10:00-2:00
and by Appointment

COURSE DESCRIPTION

Preschool practicum is the first field experience for the ECE cohort members. It provides candidates with opportunities to observe child development, share teaching responsibilities, and begin to create, plan, and implement activities and lessons generated through methods coursework. In addition to various written assignments, candidates are introduced to the process of appropriate lesson planning and implementation, professional practices, and communication/management skills for working effectively as a teacher of preschool-age children. Candidates are guided by their classroom mentor teacher and are supervised by their university supervisor who supplies constructive feedback through weekly assignments and formal observations/discussions.

ALIGNMENT WITH TRANSFORMATION INITIATIVE

In view of this conceptual framework and our urban mission, the goal for our Transformation Initiative is to improve the performance of students in high needs schools by preparing educators who recognize the moral imperative to meet the needs of each student. We will prepare educators who are committed to each student, caring about each individual, and competent in evidence-based and data-driven instruction.
STANDARDS FOR ALIGNMENT WITH CONCEPTUAL FRAMEWORK

Candidates of the University of Cincinnati are committed, caring, competent educators

- with foundation knowledge, including knowledge of how each individual learns and develops within a unique developmental context;
- with content knowledge, able to articulate the central concepts, tools of inquiry, and the structures of their discipline;
- who successfully collaborate, demonstrate leadership, and engage in positive systems change;
- who demonstrate the moral imperative to teach all students and address the responsibility to teach all students with tenacity;
- able to address issues of diversity with equity and possess skills unique to urban education including culturally responsive practice;
- able to use technology to support their practice;
- who use assessment and research to inform their efforts and improve student outcomes; and
- who demonstrate pedagogical content knowledge, grounded in evidence-based practices, and maximizing the opportunity for learning, and professionalism.

PROFESSIONAL STANDARDS AND LEARNING OUTCOMES

National Association for the Education of Young Children (NAEYC)

- **Standard 1: Promoting Child Development and Learning.** Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs and of the multiple interacting influences on children’s development and learning to create environments that are healthy, respectful, supportive, and challenging for each child.

- **Standard 2: Building Family and Community Relationships.** Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families and to involve all families in their children’s development and learning.

- **Standard 3: Observing, Documenting, and Assessing.** Candidates prepared in early childhood degree programs understand that observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

- **Standard 4: Using Developmentally Effective Approaches.** Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise,
and its details vary depending on children’s ages, characteristics, and settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation of their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning.

- **Standard 5: Using Content Knowledge to Build Meaningful Curriculum.** Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in an early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curricula that promote comprehensive developmental and learning outcomes for every young child.

- **Standard 6. Becoming a Professional.** Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

**Ohio Standards for the Teaching Profession (OSTP)**

- **Standard 1.** Teachers understand student learning and development and respect the diversity of the students they teach.
- **Standard 2.** Teachers know and understand the content area for which they have instructional responsibility.
- **Standard 3.** Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.
- **Standard 4.** Teachers plan and deliver effective instruction that advances the learning of each individual student.
- **Standard 5.** Teachers create learning environments that promote high levels of learning and achievement for all students.
- **Standard 6.** Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.
- **Standard 7.** Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.
**Learning Outcomes and Assessments**

<table>
<thead>
<tr>
<th>Upon completion of this course, the candidate will be able to:</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use their understanding of young children to create preschool classroom environments that are healthy, respectful, and supportive.</td>
<td>Supervisor Observations; Personal Reflection Papers; Collaborative Assessment Logs; Lesson Plans; Mid-Term and Final Evaluations</td>
</tr>
<tr>
<td>Apply their knowledge from course work to application of developmentally appropriate practices with preschool age children.</td>
<td>Supervisor Observations; Personal Reflection Papers; Collaborative Assessment Logs; Lesson Plans; Mid-Term and Final Evaluations</td>
</tr>
<tr>
<td>Employ a wide array of guidance strategies to positively influence preschool children’s learning and development.</td>
<td>Supervisor Observations; Personal Reflection Papers; Collaborative Assessment Logs; Lesson Plans; Mid-Term and Final Evaluations</td>
</tr>
<tr>
<td>Design, implement, and evaluate constructivist curriculum that promotes positive learning and development for all preschool children.</td>
<td>Supervisor Observations; Personal Reflection Papers; Collaborative Assessment Logs; Lesson Plans; Mid-Term and Final Evaluations</td>
</tr>
<tr>
<td>Align curriculum activities to appropriate Head Start Outcomes and ODE Content Standards.</td>
<td>Supervisor Observations; Personal Reflection Papers; Collaborative Assessment Logs; Lesson Plans; Mid-Term and Final Evaluations</td>
</tr>
</tbody>
</table>

**Ohio Content Standards**

Lesson plans will be aligned to Ohio Early Learning and Development Standards in Literacy, Math, and Science. Some lesson plans will also be aligned with Head Start Outcomes.

**ADMINISTRATIVE POLICIES**

**Attendance**

You will be spending five days each week, three hours each day, in an inclusive preschool classroom. Although the beginning and ending times of the experience may vary from center to center, you are to be present during a full half-day session daily. Keep track of your hours on your practicum time sheet, which is to be turned in to your university supervisor at the end of the semester.

If you are ill and unable to participate in practicum, notify both your mentor teacher and university supervisor. **You must make up any days that you miss during the semester.** During the semester, there is a limited amount of time available to make up missed time in the field; subsequently, you may need to use time during winter break. Please plan accordingly.
Discuss procedures for contacting your mentor teacher during your first visit. Snow days will be observed in accordance with the placement site. If your school is closed due to inclement weather, you will not report to practicum and will not need to make up the snow day. You will need to complete an Absentee Form for all other absences. The form should be signed by you and your mentor, and then be placed in your Practicum Binder, behind your time sheets for your supervisor to review and sign. Repeated absences or tardiness may result in a Brief Disposition or an Action Plan and could lead to dismissal from placement.

Withdrawal
Candidates should consult the Registrar’s web site for information about withdrawal from courses. There are specific dates for online withdrawal - dates related to your responsibility for payment (even for classes that are dropped). Before withdrawing please consider if withdrawal could affect your academic progress toward the completion of a degree. See your academic advisor for assistance. Withdrawal may also negatively impact your eligibility to receive federal financial aid in future terms.

Academic Integrity
The University Rules, Student Code of Conduct, and other policies of the program, college, and university related to academic integrity will be enforced. Any violation of these regulations, including acts of plagiarism, cheating, or falsifying field work will be dealt with according to the severity of the misconduct. Dishonesty in any form may result in a failing grade in a course and/or suspension or dismissal from a program (e.g., graduate or undergraduate). See the University Student Code of Conduct: http://www.uc.edu/conduct/Code_of_Conduct.html

Educational Accommodations
Any candidate with an identified visual impairment, hearing impairment, physical impairment, communication disorder, and/or specific learning disability that can negatively influence her/his performance should schedule an appointment with the instructor so that reasonable provisions may be made to ensure an equal opportunity to meet all course requirements.

Person-First Language
Candidates should write using “person-first” language: the person precedes the disability, both figuratively and literally. This standard will result in terms such as “people with disabilities” rather than “the disabled” (http://www.cec.sped.org/bk/Author_Guidelines_TEC.pdf).

Textbooks
You will be using the following text throughout your time in cohort so it’s recommended that you purchase the books rather than renting.


Grading
Grades will be Pass/Fail. In order to pass Preschool Practicum, you must receive a satisfactory evaluation in all three areas: active participation, evaluation by your mentor teacher and university supervisor, and written assignments. Assignments will be evaluated according to the approved writing and lesson plan rubrics. Every assignment becomes part of the field experience portfolio.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active participation</td>
<td>Has consistent attendance; Shows active participation; Offers to help teacher; Performs activities as requested.</td>
<td>Fails to make up a missed day; Does not participate actively in the classroom; Indicates unwillingness to complete assigned tasks.</td>
</tr>
<tr>
<td>Evaluation from mentor teacher and university supervisor</td>
<td>Has satisfactory overall evaluation.</td>
<td>Has unsatisfactory overall evaluation.</td>
</tr>
<tr>
<td>Assignments</td>
<td>Responds adequately to all points; Submits all assignments on time; Writes professionally.</td>
<td>Fails to respond to all points; Turns in assignments late; Does not write professionally.</td>
</tr>
</tbody>
</table>

Course Schedule and Assignments

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-8/22</td>
<td>Orientation to Professional Practice</td>
</tr>
<tr>
<td>2-8/29</td>
<td>Begin working on your <em>Teaching Experiences Checklist</em> to be completed throughout the semester.</td>
</tr>
</tbody>
</table>
| 3-9/5  | First full week in Preschool Placements  
Begin working on your *Case Study* to be completed throughout the semester. |
| 4-9/12 | Context for Learning Paper should be completed and placed in your binder  
Personal Reflection (Building Rapport) |
| 5-9/19 | Tuesday Preschool Practicum Seminar (Topic-Activity Plan, Location TBA)- 1               |
| 6-9/26 | Personal Reflection (Professionalism)                                                     |
| 7-10/3 | Conference with Mentor regarding Midterm Evaluation                                       |
| 8-10/10| Tuesday Preschool Practicum Seminar (Topic-CECH Library Visit)-2                          |
| 9-10/17| Personal Reflection (Creating a Positive Learning Environment)                           |
| 10-10/24| Personal Reflection (Incorporating Children’s Interests)                                 |
| 11-10/31| Tuesday Preschool Practicum Seminar (Activity Plan Workshop)-3                           |
| 12-11/7| All Case Study Papers should be submitted by this week                                   |
| 13-11/14|                                                                                           |
| 14-11/21|                                                                                           |
| 15-11/28| Tuesday Preschool Practicum Seminar (Reflecting on the Semester/ K Practicum/ Lesson Planning/ Location TBA)-4 |
|        | Final Day to Report to Placements, Dec. 2nd                                              |
|        | Final Paperwork/ Online Assessments                                                      |

Please note that Fall Reading Days will not impact Practicum. You will be required to report to your placements on those days.

**Further Explanation of Assignments/ Requirements**

Assignments must be submitted as scheduled in the syllabus. Be professional and thorough in your responses. For any written assignments, it is expected that writing will be of college level with proper
grammar, tense, spelling and syntax. (Please reference the writing rubric on the last page of the syllabus.)

Preschool Activities Checklist
The Preschool Activities Checklist is a list of experiences that should be completed during your practicum. If there are experiences that do not apply to your placement or do not occur during the time you are at your placement, have your Mentor write "N/A" on the line next to that experience. Have your Mentor initial each experience that you do complete. At the end of our practicum, have your MENTOR sign the form indicating your satisfactory completion of the experiences. Please keep this form in your Practicum Binder. During classroom visits, your supervisor will check your progress on the checklist, and make a final check for completion at the end of the semester.

Preschool Practicum Seminars
There will be 4 Seminars during the semester. Topics and additional information are listed on the Course Schedule and Assignments. On the days that seminars are scheduled, students will not report to the field.

Practicum Binder
You are to use a large loose-leaf binder to assemble important materials related to preschool and kindergarten field experiences. You will begin your binder with Preschool Practicum and continue to add written assignments and other documents to it during Kindergarten Practicum. Your binder should include the following:

- ECE Field Placement Context for Learning
- Ongoing Case Study Notes, and a final copy of your paper
- Mid-Term and Final Evaluations
- Observation notes from your university supervisor
- Reflections
- Teaching Experiences Checklist

You must have this binder organized and available for your university supervisor each time you are observed. Please divide your binder into 4 sections, 1. Reflections 2. Observations and Activity Plans 3. Evaluations 4. All other written assignments. Note that you will also need a binder for Senior Primary Practicum and Internship, so you may want to save it for next year.

ECE Field Placement Context for Learning
Due Week 4 – Please complete this form at the beginning of the semester, and place the completed form in your binder. The template will be posted under Assignments on Blackboard.

Ongoing Case Study and Paper
You will be observing a selected child and writing a case study during the course of the semester. Further information regarding the case study will be posted on Blackboard.

University Supervisors/ Observations
Your university supervisor will conduct two scheduled observations during the semester and will conference with you immediately after the observation if conditions permit you to leave the classroom. Your university supervisor will take notes describing what she/he observes you doing in the classroom and will insert constructive comments relating theory to practice. When possible, please direct all questions about practicum to your assigned university supervisor. At the beginning of the semester you,
your supervisor, and your mentor will determine convenient observations dates and times. This information must be related to your supervisor as soon as possible so that she/he may create a schedule. Keep in mind any field trips, special classes, or holidays your site may have scheduled and make sure you plan around these issues. You are responsible for reminding your mentor teacher of the scheduled observation dates and times.

**Personal Reflections**
Your personal reflection papers should document your practicum experience. Reflection papers are to be submitted by email to your university supervisor on Tuesdays. A copy of each personal reflection paper must be placed in the proper section of your practicum notebook. Your reflection should be 1.5-2 pages in length.

You should include at least one well-developed paragraph on the topic of the week:
- Due Week 4 – How do you build rapport with students and parents? Why is it important?
- Due Week 9 – How do you create a positive learning environment in your classroom?
- Due Week 11 – How do you incorporate children’s interests into your lessons?

In addition to writing about the given topic for your reflections, record what you are doing in your practicum and how you feel about it. Focus on one or two specific incidents with children. Describe and give details of conversations and interactions. Focus on your interactions with a child or group of children or your attempts to manage a situation and the outcome.

**Mid-term Evaluation**
Due Week 7 – You and your mentor teacher should each complete the midterm evaluation form before your meeting. Be as objective, reflective, and honest as possible so that this process can be a valuable tool. As you self-evaluate, use the final evaluation as a reference for skills and techniques you are hoping to master by the end of the semester.

At the scheduled time, meet with your mentor teacher to discuss your evaluations. After the conference make copies of both forms and submit both original copies to your university supervisor.

**Final Evaluation**
Due Week 15 – You and your mentor teacher should each have completed the entire final evaluation form in early December to submit by the December 6th deadline. Meet with your mentor teacher to discuss this evaluation and submit both original forms to your university supervisor. Copies should also be placed in your Preschool Binder.

**Time Sheet and Electronic Forms**
Due: Week 15 – All time sheets (original copies) must be submitted directly to your university supervisor. Make sure your mentor teacher signs the time sheet. All electronic forms must be submitted by December 2, or according to dates posted on the website.

All paperwork must be submitted in order for you to receive a grade for this course. Failure to submit these materials by December 2 will result in an Incomplete.

**CONFIDENTIALITY**
Remember that everything you observe and hear in your placement is confidential and must remain that way. Even UC classroom discussions must avoid disclosure of confidential information. Please do not publicly state names of children, teachers, or schools.

Remember also that you are a guest in your assigned classroom. Please treat your mentor and all school
personnel with respect.

**Criteria for Written Products**

<table>
<thead>
<tr>
<th>Rating Indicator ▶</th>
<th>INDICATOR NOT MET (0)</th>
<th>INDICATOR PARTIALLY MET (1)</th>
<th>INDICATOR MET (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarity of Content and Writing Style</strong></td>
<td>Unclear, disorganized, and /or difficult to follow.</td>
<td>Moderately clear and simple response; awkward use of words; awkward sentence structure.</td>
<td>Well-written, clear response that represents a logical flow of ideas; appropriate use of words; appropriately constructed sentences.</td>
</tr>
<tr>
<td><strong>Discussion of Content</strong></td>
<td>Superficial, minimal effort reflected in work; fails to adequately address issue; no evidence of support by research and theory.</td>
<td>Marginally addresses complexity of issue; demonstrates marginal understanding; marginally supported by research and theory.</td>
<td>Addresses full complexity of issue; is logical; demonstrates independence of thought; well supported by research and theory.</td>
</tr>
<tr>
<td><strong>Analysis and Synthesis of Research and Theory</strong></td>
<td>Fails to ground issue in theory and research; inaccurate information provided; appropriate references are not provided.</td>
<td>Marginally grounds issue in theory and research; few and/or inappropriate references to support statements; minimal analysis and synthesis.</td>
<td>Issue is well-grounded in theory and research; use of refereed journals; identifies seminal research; demonstrates analysis and synthesis of research and theory.</td>
</tr>
<tr>
<td><strong>Format</strong></td>
<td>Unorganized; lacks sound organizational components such as appropriate headings, sound paragraph structure, appropriate use of indentation and spacing.</td>
<td>Moderately well-organized; inconsistently incorporates sound organizational components such as appropriate headings, sound paragraph structure, appropriate use of indentation and spacing.</td>
<td>Well-organized; consistently incorporates sound organizational components such as appropriate headings, sound paragraph structure, appropriate use of indentation and spacing.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>15 or more spelling and/or technical errors, such as punctuation or grammar.</td>
<td>6-14 spelling and/or technical errors.</td>
<td>Fewer than 6 spelling and/or technical errors.</td>
</tr>
</tbody>
</table>
# Early Childhood Education Undergraduate P-3 Licensure Program

## Overview of the Undergraduate P-3 Licensure Program

### Early Childhood Education Undergraduate P-3 Licensure Program

<table>
<thead>
<tr>
<th>Fall Freshman Year</th>
<th>Spring Freshman Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>• EDST 1001 Introduction to Education (TAG / Historical Perspectives) (3)</td>
<td>• ECE 1001 Foundations of Early Care and Education w/ field experience (First Year Experience) (3)</td>
</tr>
<tr>
<td>• CI 1001 Educational Technology (TAG / Technology and Innovation) (3)</td>
<td>• SPED 1001 Individuals with Exceptionalities (TAG) (3)</td>
</tr>
<tr>
<td>• English 1001 (3)</td>
<td>• EDST 1002 Educational Psychology (TAG / Social Science) (3)</td>
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<tr>
<td>• Math (3)</td>
<td>• Science (Natural Science) (3)</td>
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<td>• BOK (Fine Arts) (3)</td>
<td>• Elective (3)</td>
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<th>Fall Sophomore Year</th>
<th>Spring Sophomore Year</th>
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<tr>
<td>• ECE 2000 Introductory Child Development: (TAG / Social Science) (3)</td>
<td>• English 2089 (reflection in ECE 2022) (3)</td>
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<tr>
<td>• ECE 2025 Families, Communities, and Schools (TAG / Div &amp; Culture) (3)</td>
<td>• ECE 2022 Child Guidance in Play-based Contexts (Mid-collegiate experience) (3)</td>
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<tr>
<td>• Math (3)</td>
<td>• Science (3)</td>
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<td>• Science (3)</td>
<td>• Math (3)</td>
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<tr>
<td>• English or literature (from English Dept. not Humanities) (3)</td>
<td>• LSLS 2005 Phonics in Practice in ECE (3 credits)</td>
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<th>Fall Junior Year</th>
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<tr>
<td>• ECE 3010 Foundations of Math and Science (3)</td>
<td>• ECE 3020 Reading Through Children’s Literature (3)</td>
</tr>
<tr>
<td>• ECE 3012 Preschool Practicum (3 credits) (5 half days)</td>
<td>• ECE 3022 Kindergarten Practicum (3 credits) (5 half days)</td>
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<tr>
<td>• ECE 3016 Foundations of Creative Expressions (3)</td>
<td>• ECE 3024 Social Studies for Young Children (3)</td>
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<tr>
<td>• ECE 3018 Foundations of Reading and Writing (3)</td>
<td>• ECE 3026 Assessment for Young Children (3)</td>
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<td>• ECE 3014 Developmental Concerns and Family Partnerships (3)</td>
<td>• ECE 3028 Classroom Management and Learning Communities (3)</td>
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<th>Fall Senior Year</th>
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<tr>
<td>• ECE 4010 Primary Practicum with an Opening School Experience (3 credits) (2 full days)</td>
<td>• ECE 4020 Internship (8 credits) (full days)</td>
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<tr>
<td>• ECE 4018 Primary Math Methods (3)</td>
<td>• ECE 4022 Senior Seminar (2 credits)</td>
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<tr>
<td>• ECE 4014 Primary Science Methods (3)</td>
<td>• ECE 4026 Stories of Teaching (2 credits) (ECE Senior Capstone)</td>
</tr>
<tr>
<td>• ECE 4016 Primary Reading and Writing Methods (3)</td>
<td>• Elective (3)</td>
</tr>
<tr>
<td>• ECE 4024 Learning Strategies for Inclusive Classrooms in Early Childhood (3)</td>
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</table>
Section B  What to Expect in Preschool/ Initial Responsibilities and the Role of the Student, Mentor, and University Supervisor
Guidelines for Preschool Interactions

Interacting with Children

1. The classroom is the child’s environment. Remain on the child’s level whenever possible. For example, kneel down when talking and sit on a small chair or the floor when interacting with children. Avoid “hovering” above them.
2. Maintain an appropriate tone of voice and a calm, confident manner. Remember that the adults set the tone and model the behaviors they want children to learn.
3. Treat children as individuals. Do not compare one child’s behavior with that of another child by saying things such as, “I like the way K is sitting so quietly.” You can say to the group, “When everyone is sitting quietly, we’ll begin.”
4. Use the child’s name rather than “sweetie” or “honey.” This enhances self-esteem.
5. Avoid using judgmental terms such as “good girl.” Instead, comment on actual actions; for example, “Jane says that hurt when you pushed her.”
6. Whenever possible, encourage children to speak for themselves and guide them in finding their own ways to explore the solutions to problems.
7. Use comments that genuinely encourage and affirm rather than praise statements that cause children to depend on the adult for affirmation. Instead of saying, “Good Job!” specifically and honestly respond with a reflective comment, “I’ll bet it was hard to wait that long. Now it’s your turn!”

Managing Behavior

1. Always position yourself so that you can see the entire room, or as much of it as possible. Scan the room frequently.
2. Tell children what to do rather than what not to do. This is a much more positive and effective teaching strategy. For example, instead of saying, “Don’t climb on the shelf,” say, “Keep your feet on the floor.”
3. Whenever possible, give children a reason for a rule or management decision so they can begin to generalize to other situations. For example, teachers often say, “Put a smock on at the water table. It will help keep your clothes dry.”
4. Go over to the child you wish to speak with rather than calling across the room. Loud voices disrupt the entire class and intrude on children’s learning.
5. Encourage children to be as independent as they are able. For example, if a child cannot clip her picture to the drying rack, you might suggest that you hold it while she clips it.
6. Give children choices when possible. For example, if children are to stay in the manipulative area, you might ask if he wants to work a puzzle or play with Legos.
7. Avoid giving a child a choice when the child actually doesn’t have a choice. For example, don’t say, “Do you want to put your coat on?” if all the children have to wear coats. Instead, you might say, “As soon as your coat is on, you can go outside.”
8. Redirect children who are waiting for a turn. For example, if the easel is full, you might suggest the child use materials from the art shelf until there is space at the easel.
9. Don’t expect young children to share at all times. The value of sharing takes time for children to understand. Provide duplicate materials when possible and redirect children who have to wait.
Transitioning Children

1. Give children several minutes of advance notice before a transition. This helps them wrap up what they are doing and mentally prepare for a change.
2. Tell small groups or individual children about an upcoming transition rather than calling out to the whole room.
3. If a child has trouble leaving an activity, try to reflect her feelings while still reinforcing the need to switch activities. For example, you might say, “You made a big horse pen, and it’s hard to leave it. Let’s write a note to remind you that you want to play with the horses again later.”
4. Whenever possible, wait for a child to finish an activity before directing him to a new one. Our goals are to respect children, foster longer attention spans, and encourage concentration.

Supporting Learning

1. Ask questions that promote thinking rather than call for a one-word answer. For example, you might say, “What do you have to do to make the water wheel spin really fast?” rather than, “Is the wheel going fast or slow?”
2. Promote problem-solving whenever possible. For example, if a child’s tricycle wheel gets stuck, rather than just freeing it, the teacher might say, “Audrey, can you figure out why the tricycle won’t move?”
3. Avoid doing things for children, such as making art models. This stifles children’s creativity and makes them dependent on adults. An exception is providing print models for children, which they sometimes need.

Handling Aggressive Behavior

Young children are learning how to interact with others, so aggressive behavior does sometimes occur. You will want to discuss with your mentor teacher how such behaviors are handled in his/her classroom.

1. Forestall problem situations by carefully monitoring the classroom. Intervene and mediate before children become overly angry.
2. Help children learn to negotiate by stating the problem, asking for each child’s viewpoint, and suggesting options.
3. Help children learn to express their feelings. Avoid saying, “Use your words.” Instead, help the child by suggesting some words, such as “Tell Philip — that makes me mad.”
4. Help children learn to see another child’s viewpoint. For example, you might say, “Maria, listen to Julie. She says she gets scared when you scream like a monster.”
Planning Developmentally Appropriate Group Times

(Use Mentor Teacher’s Planning Form during Lead Teaching Week)

Before group time begins: Identify children who might need the assistance of an adult. Assign an adult to that child. Ask that all adults available participate in group.

SMILE!

1. Begin group as the children are arriving. Waiting until all children arrive creates too much waiting time for children and can provoke unwanted behavior issues.

2. Begin group with a familiar transition song.

3. Provide a variety of experiences...songs, books, interactive charts, poetry, discussions, language experiences, graphs, instruments etc.

4. Activities should always be appropriate for the children’s ages, experiences and levels of development.

5. Plan more than you can possibly use.

6. If you can’t remember all the words to a song, use an index card to help remind you.

7. Watch the pacing and balance. Follow a quiet book with a lively, interactive song or two. Then return to a quieter activity.

8. Avoid delays and interruptions by other adults or distractions such as phone calls.

9. If children want to talk about a personal issue (and they WILL because preschoolers are egocentric) tell them you can talk about it after group. Then remember to do so. Do listen carefully to appropriately timed questions and responses by children.

10. If you’re presenting something new or more challenging, do it towards the beginning of group.

11. Watch for signals. If children are losing interest, shorten or end the group time. If they are more responsive, build on their interests.

12. End group with a song that transitions children away from group and to the next activity.

Afterwards: Think about how your group time went. Evaluate and consider what you might change to make it better or what you might do to extend your successful activities. Remember, you are new to this. You will get better, and it will get easier, with experience!
Piaget’s 3 Types of Knowledge

Piaget describes three types of knowledge: socially transmitted, physical, and logical-mathematical. Below is a brief description of each.

**Socially transmitted knowledge** is arbitrary, such as the names of objects, school rules, or social customs. It is the one type of knowledge that has to be told to children, either directly or through books.

**Physical knowledge** involves the physical properties of materials, such as weight, shape, roughness, or fluidity. Children construct physical knowledge through examination and by physically acting on objects and observing the results. They need many opportunities for experimentation with physical materials in order to understand the underlying concepts.

**Logical-mathematical knowledge** involves the formation of relationships, such as more or less, heavier or lighter, or partially floating. Measurement and quantification are also examples of logical-mathematical relationships. Logical-mathematical knowledge must be constructed internally by each individual. Physical knowledge explorations provide the information from which many logical-mathematical relationships are constructed. Thus, the two types of knowledge often develop together.¹

**Example:**

Nancy eagerly dipped various types of material into the water of a dishpan. “Look,” she said to her teacher. “The water sucks into this towel.” She squeezed water out of the towel to demonstrate. “Yes,” replied the teacher. “The towel absorbs water. That towel absorbed a lot of water!” Nancy continued to experiment with a piece of netting, vinyl, wool, linen, and a sponge. “The towel and sponge hold the most. They absorb. This doesn’t hold anything,” Nancy said after a while. She held up the piece of vinyl.

In this example, Nancy acquired socially transmitted knowledge when the teacher supplied her with the word “absorb” to accompany her observations. She constructed physical knowledge by experimenting with the absorption qualities of the various materials and observing the results. She demonstrated the construction of logical-mathematical knowledge when she compared the absorption qualities of the various materials.

¹ Taken from Sally Moomaw and Brenda Hieronymus, *More Than Magnets* (St. Paul, MN: Redleaf Press, 1997) 4
First Week Responsibilities

Early in the first week, we request that the candidate and mentor teacher find an opportunity to:

1. Orient the candidate to the policies and regulations of the program/building.
2. Introduce the candidate to the children and other staff members.
3. Discuss general ideas for practicum assignments listed in syllabus.
4. Get to know each other.

As the semester progresses, the candidate should begin to gradually assume management responsibilities in the classroom such as managing transitions, leading group, introducing activities, setting up snack or lunch etc.

Reminder: There must be another teacher (or staff member) in the classroom with the candidate at all times. This is a UC policy related to liability issues.

Thank you for working together to plan and schedule so that the candidate is prepared to stay on track during the semester. Have a great first week!

Role of the Student/Mentor Teacher/Supervisor

The information below details the responsibilities of the student, mentor, and University supervisor throughout the semester.

Candidate Responsibilities & Expectations

- Consistently demonstrate professional behavior.
- Observe, listen and effectively use feedback from mentor teacher and university supervisor.
- Respect confidentiality at all times.
- Apply principles and philosophy of course work regarding child development, theory and developmentally appropriate practice.
- Begin to design, implement and evaluate curriculum that promotes positive learning and development for all children.
- Align curriculum activities to appropriate Ohio Early Learning and Development Standards or Head Start Outcomes.
- With your mentor’s and supervisor’s guidance, begin to employ a wide array of management and communication strategies to positively influence children’s learning and development.
- In an organized and timely manner meet all requirements and assignment deadlines of practicum syllabus.
- Demonstrate responsibility and initiative for communicating practicum requirements to cooperating teacher.
- Complete the end of the semester documents. The link will be posted on Blackboard.
Mentor Teacher Responsibilities

- Welcome student into classroom and provide orientation regarding classroom and school policies and procedures.
- Guide the candidate in how to gradually and progressively assume responsibilities in the classroom.
- Model professionalism and appropriate communication and management techniques.
- Offer guidance in learning how to select, plan, and implement developmentally appropriate curriculum.
- Offer constructive feedback regarding classroom performance.
- Support and encourage candidate as needed.
- Contact university supervisor as soon as possible if you recognize a chronic or potentially serious concern about a student.
- Complete a midterm and final evaluation for your student.
- Complete end of the semester documents. The link will be posted on Blackboard.

University Supervisor Responsibilities

- Conduct two scheduled observations (approximately 30-45 min) during the semester.
- Be as respectful and unobtrusive as possible during observation, but able to observe and hear conversation.
- Give observation schedule to candidate and mentor teacher well ahead of scheduled dates.
- Process/Discuss with candidate after observation. This should be approved by the mentor teacher prior to observation.
- Give typed copy of observation notes to candidate for practicum Binder.
- Have at least five documented contacts with candidate during semester (two classroom visits, phone calls or emails).
- Collect, evaluate, and return all written assignments.
- Complete and submit a brief disposition form or an Action Plan to document serious concerns.
- Offer constructive feedback, support, reassurance, and support as needed.
- Monitor submission of all necessary practicum forms and paperwork due by end of the semester. Web address will be posted on Blackboard.
Section C Forms
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<thead>
<tr>
<th>Form</th>
<th>Purpose</th>
<th>Directions</th>
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<tbody>
<tr>
<td>Practicum Time Sheet</td>
<td>For the candidate to keep a daily record of time at the practicum site.</td>
<td>Update daily; keep in binder.</td>
</tr>
<tr>
<td>Absentee Form</td>
<td>For the candidate to document any absence from practicum site. Must be signed by the candidate, mentor, and supervisor.</td>
<td>Complete as needed; keep in binder.</td>
</tr>
<tr>
<td>Practicum Observation Form</td>
<td>For the supervisor and candidate to reflect on progress. Completed by the supervisor and shared with the student.</td>
<td>Complete immediately after post-observation conferences; keep in binder.</td>
</tr>
<tr>
<td>Midterm Progress Report/</td>
<td>For the mentor teacher and candidate to reflect on progress. Complete separately before the midterm evaluation conference.</td>
<td>Complete immediately after midterm conference, no later than October 11; turn originals in to university supervisor and keep copies in binder.</td>
</tr>
<tr>
<td>Self-Evaluation</td>
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<tr>
<td>Candidate Dispositions Brief</td>
<td>For faculty, university supervisor, and/or mentor to document exemplary or concerning behavior.</td>
<td>Complete as needed; keep in binder.</td>
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<tr>
<td>Report</td>
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<tr>
<td>Photograph Permission Form</td>
<td>For the candidate to secure permission to take and use photographs of students as documentation of progress.</td>
<td>Distribute to all students September 8; collect returned forms and keep in binder.</td>
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# Practicum Time Sheet

**Name_________________________ Center or School ______________________________**

**Semester/Year ______________________ Mentor Teacher __________________________**

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<tr>
<th>Date</th>
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Approved by _________________________________ Date _______

(Mentor Teacher)
Preschool Practicum
Activities Checklist

Candidate Name: _______________________
Practicum Site: _______________________
Mentor: ______________________________
Semester/ Year: _______________________

The following is a list of experiences that should be completed during your practicum. If there are experiences that do not apply to your placement or do not occur during the time you are at your placement, have your Mentor write “N/A” on the line next to that experience. Have your Mentor initial each experience that you do complete. At the end of our practicum, have your MENTOR sign the form indicating your satisfactory completion of the experiences. Please keep this form in your Practicum Binder. During classroom visits, your supervisor will check your progress on the checklist, and make a final check for completion at the end of the semester.

_____ Learn about the health, safety, and emergency procedures at the school. What are your responsibilities should an emergency occur? Who administers first aid?

_____ Introduce yourself to the principal/ director and become familiar with the physical layout of the school.

_____ Read the program handbook and/or visit the school website.

_____ Observe (only) during your first day of Practicum.

_____ Review the daily schedule, as well as the weekly and monthly lesson plans.

_____ Talk with your Mentor about the curriculum he/she uses. If you are not familiar with the curriculum, review a copy of the curriculum.

_____ Talk with your Mentor about how he/she monitors children’s progress. Review the progress monitoring system and the records for a child in the classroom.

_____ Talk with your Mentor about his/her goals for the children in the program.

_____ (Weeks 3 and 4) Read a story to a small and large group of children.

_____ Observe your Mentor leading small and large group activities (e.g., circle, story, art).

_____ Assist your Mentor with small and large group activities.

_____ Assist your Mentor with the daily classroom routines and transitions throughout the semester (e.g., getting snack or lunch ready, facilitating children’s involvement in class activities).
___ Talk with your Mentor about the lesson plan he/she uses, and implement at least 2 lessons created by your mentor, during the first half of the semester.

___ Handle all transitions and daily classroom routines to the extent your mentor teacher is comfortable with you doing so for at least 2 full weeks of the second half of the semester.

___ Meet the Special Education Teacher or related service provider (e.g., speech therapist) who works with children with IEPs, and observe his/her work within the classroom.

___ Talk with your Mentor about how he/she monitors children’s progress on IEP goals. Review the progress monitoring system and the records (including an IEP) for a child in the classroom.

___ Talk with your Mentor about the strategies that he/she used for behavior management/positive guidance and observe these strategies in the classroom. Understand your role in carrying out the behavior management/positive guidance support system.

___ Talk with your mentor about how she/he integrates IEP goals and makes accommodations/adaptations for individual children.

___ Attend back to school night, a parent-teacher conference, a family night, or a community event at the school.

Candidate Signature_______________________________ Date____________________

Mentor Signature__________________________________ Date____________________
Early Childhood Education Practicum Absentee Form

This form must be completed and signed by the student, the mentor teacher and the university supervisor. After this form is completed, it should be placed in your Binder, behind your time sheet. Your supervisor will review and sign this sheet when visiting the placement. It is also imperative for you to promptly notify supervisors, by email, if you are unable to attend. If the supervisor feels attendance has become an issue, further action may be required.

Candidate: ___________________________  Date Completed: ________________

Placement: _____________________________________________________________

Mentor Teacher ___________________________
Supervisor ___________________________

Date(s) of Absence: ___________
Total days missed from practicum: ________

Reason for absence (Please attach a Physician’s excuse if applicable.)

________________________________________________________________________

My plan for making up this time (please include dates and times)

Signature of Candidate: ___________________________  Date: ________________

Signature of Mentor Teacher: ___________________________  Date: ________________

Signature of Supervisor: ___________________________  Date: ________________
Early Childhood Preschool Practicum Observation Form

Candidate’s Name ___________________________ School ______________________

Date ______________________________ Mentor ______________________

Intern Observation:

Supervisor’s Reflection:

Candidate’s reflections:

Areas to Develop:

Future Objectives:

Supervisor’s Signature __________________________ Date ______________________

Candidate’s Signature __________________________ Date ______________________
ECE Field Placement Context for Learning

Candidate ____________________________
Placement ____________________________
Mentor ______________________________

This form is to be completed once during each of your cohort field placements. You must place the completed form in your practicum/internship notebook. Use the information gathered about your students to plan for instruction.

District/School/Classroom:
1. Type of School: urban, suburban, rural

2. List any special features about your school/classroom (e.g. bi-lingual, magnet, etc.).

3. Describe any district/school/mentor teacher expectations that may impact your planning.

4. How much time each day does your class spend on literacy instruction?

5. What is the structure of the literacy instruction each day (e.g. whole group, ability groups, literature circles, etc.)?

6. What instructional program has your district/school adopted?

7. What instructional resources are available in your class?

Students:
1. Grade Level:
2. Age range:
3. Number of students: _____ Males _____ Females _____
4. Describe the special learning needs of the children in your class and the varying types of supports they require (e.g. ESL, gifted, IEP, 504 Plans). Consult with your mentor teacher to complete this information.
To be completed independently by Mentor Teacher and Candidate Intern

Intern Name ____________________ Placement ________________________
Mentor Name ____________________ Date _____________________________

Human Relations Skills: (cooperation, responsibility, initiative, punctuality, reaction to
suggestions, relationship with staff and students, etc.)

Curriculum: (preparation, appropriateness, relationships, evaluation, etc.)

Classroom Management: (handling conflict, supervision, preventative measures, etc.)

Strengths:

Areas to address:

Comments:

Performance evaluation: Satisfactory Unsatisfactory

Signatures __________________________ (Student) __________________________ (Mentor)
Candidate Dispositions Brief Report

This document is optional. It is to be used to document either exemplary behavior or concerns.

Candidate’s Name: ____________________________ Program ________________________

Candidate Entered UC:

☒ As a freshman
☒ As an undergraduate transfer
☒ After obtaining a baccalaureate degree at another UC college
☒ After obtaining a baccalaureate degree from a non-UC college or university

Name of Individual Completing Report: ____________________________

Please indicate position: 

☒ Faculty-Instructor
☒ University Supervisor
☒ Mentor
☒ Other ______________________

If completed in Field Experience, School ____________ Grade ____________ Content area________

If completed during coursework, course name: _______________________________________________

Signature of Individual Completing Form: ____________________________ Date ____________

Signature of Candidate: ____________________________ Date ____________

Candidate’s signature only indicates that he/she has reviewed the Report and does not imply agreement.

☒ This report is to report exemplary dispositions
☒ This report is to document a concern

Please indicate disposition(s) considered in this Brief Report:

☒ The Candidate demonstrates professional behavior in attendance.
☒ The Candidate demonstrates professional behavior by being punctual.
☒ The Candidate demonstrates initiative, and guidance.
☒ The Candidate is responsible.
☒ The Candidate is responsive to constructive feedback/supervision.
☒ The Candidate has rapport with students/peers/others.

☒ The Candidate is committed to high ethical and professional standards.

☒ Maintains high ethical and professional standards (e.g. respecting confidentiality).
☒ The Candidate cites program policies and professional practices and responds appropriately.
☒ The Candidate maintains a professional appearance.

☒ The Candidate demonstrates a commitment to reflection, assessment, and learning as an ongoing process.

☒ The Candidate is willing to work with other professionals to improve the overall learning environment for students.

☒ The Candidate appreciates that “knowledge” includes multiple perspectives and that development of knowledge is influenced by the perspective of the “knower.”
In designing curriculum, the Candidate appreciates both the particular content of the subject area and the diverse needs, assets, and interests of the students and values both short and long-term planning: The Candidate is committed to the expression and use of democratic values in the classroom.

The Candidate takes responsibility for making the classroom and the school a “safe harbor” for learning, in other words, a place that is protected, predictable, and has a positive climate.

The Candidate recognizes the fundamental need of students to develop and maintain a sense of self-worth and that student misbehavior may be attempts to protect self-esteem.

The Candidate believes that all children can learn and persists in helping every student achieve success.

The Candidate values all students for their potential as people and helps them learn to value each other.

**Nature of Exemplary Behavior or Concern:** Please describe the exemplary behavior or concern. Please describe data including circumstances (field, class), dates, and others directly involved (for example, school personnel, other students, etc.).

**Action Taken:** Please describe action you have taken. In terms of a concern, please describe dates, involved parties, and agreements reached.

*Candidates may submit a rejoinder to this report.*
August 31, 2016

Dear Parents and Guardians,

This semester, I will be a practicum student in your child’s classroom. During this time, I am required to keep a Practicum Binder, which will include photos illustrating some of the work I will do during the semester. I am requesting your permission to photograph your child and include these photos in my binder. These photos will be viewed by my university supervisor and instructors and are for the sole purpose of documentation. Please sign below.

Sincerely,

University of Cincinnati
Practicum Student

___________________________________, university student, has permission to photograph my child, __________________________ and include those photos in his or her Practicum Binder.

___________________________________ Parent Signature

___________________________________ Date
Section D Additional Information Related to Preschool Practicum
Field Trip Policy
If you are able, we encourage you to attend field trips with your Kindergarten classes; however, we realize sometimes that may be problematic due to course schedules or the field school's schedule. If you are not able to attend the field trip, please make plans to make up the 3.0 hours on a day you don't have classes. Exam week would be another option for making up time. Please let your supervisor know of your plans. We are not able to give you permission to take class time to attend a field trip with your students.

Professional Development/ Meetings
Ideally, if your teacher is attending a workshop/meeting, you should plan to attend as well; however, we have 75 candidates in various schools and districts. Some districts encourage our candidates to attend these meetings/workshops, and others are not able to do so. Also, our candidates need to attend classes, and sometimes your class schedules make it challenging to attend meetings. If you are not able to attend an In-service Day or a Professional Development Opportunity the time should be made up, or other arrangements could be made. For example, the candidate should stay in the classroom with a substitute teacher or the candidate could visit another Preschool classroom for the day. It is always best for the candidate to clear any special situations with their supervisor.

Inclement Weather Policy
If your school is on an hour delay and you have a morning placement, please report to the school an hour later than usual, and complete 2 hours in the field on that day. If there is a 2 hour delay you are not expected to report to your placement.

As for afternoon field placements, an early dismissal would most likely not be announced before your arrival, but you should leave whenever the students are dismissed.

You are not expected to make up time missed due to inclement weather. Please note delays and early dismissals on your time sheet.

Walson/ 2016
Academic Language

Academic language is oral and written language used for academic purposes. Academic language is the means by which candidates develop and express their understanding of the content, the language of the discipline (e.g., science, history, literature, mathematics). Candidates must learn and use academic language to engage with the content in meaningful ways. To become an effective teacher, you must consider both the language demands of the content you are teaching and the language supports that you can provide to help your students learn.

Language supports are strategies that you use to build your students’ academic language within a particular learning task. Strategies involve both modeling the appropriate language for the students to use in a learning task as well as opportunities for guided practice and independent practice. Strategies include think pair share, choral response, word walls, modeling, graphic organizers, and so on.

Every content area has unique language demands, specific ways that individuals within that discipline use academic language (vocabulary, functions, discourse, syntax) to demonstrate their disciplinary understanding. These language demands include vocabulary, language functions, syntax, and discourse.

Discourse: Individuals within each discipline have unique ways of talking and writing.

- In the English Language Arts, these unique language structures include words, grammar and mechanics, text structures, writing processes, and genres. If the language function is to persuade, then appropriate language structures include claims, supporting evidence, and counterarguments.

- In History/Social Studies, language features include expository, narrative, journalistic, maps, and other graphic print materials, presentations of data in text, charts, and graphs; and video and live presentations. Discourse structures can be at the sentence, paragraph, or symbolic level. If the function is to develop a document-based argument, then appropriate language features could include written essays with specified formats and pattern sentences like “The two main causes of ________ were ____________ and _____________. For example, the (author of) (document) stated that ____________.” (citation).

- In Mathematics, language structures include symbolic representations such as numbers, equations, two-column proofs (which can be translated into words), graphic representation (which is shorthand language for complex sets of data), and narrative (e.g., to describe or compare). If the language function is to prove, then appropriate language structures include formal two-column proofs as well as informal explanations that begin with a statement of the problem and known information, followed by a series of statements like “And then, I know _______ because ________,” ending with what is to be proved.

- In Science, language structures include symbolic representations such as chemical equations (which can be translated into words), graphic and tabular representations (which are shorthand language for complex sets of data), lists (e.g., materials lists), and narrative (e.g., analysis and conclusions sections in a lab report). If the function is to draw conclusions, then appropriate structures could include charts of investigative results or sentence starters to structure an analysis, such as “The results of the investigation show...,” “This data suggests that....”
Language Functions: Pay particular attention to the active verbs that are used within unique disciplines.

- Common language functions in English-Language Arts include reading/listening for main ideas and details; analyzing and interpreting characters and plots; writing narrative, informational, or poetic text; using presentation skills to present a play, a speech, or do a dramatic reading; evaluating and interpreting an author’s purpose, message, and use of language choice, setting, mood, tone, and other literary strategies; comparing ideas within and between texts; and making sense of unfamiliar vocabulary through pictures, word parts, and contextual clues.

- Common language functions in History/Social Studies include interpreting maps, graphs, and data tables; evaluating and interpreting an author/presenter/historian’s purpose and message; examining evidence an author/presenter/historian uses to support claims; analyzing arguments in favor of a perspective; writing/presenting persuasive arguments; analyzing and/or describing causes of historical, economic, geographic, and political events; and defending argument with evidence.

- Common language functions in Mathematics include describing mathematical phenomena; predicting from models and data; comparing based on common attributes; summarizing mathematical information; justifying conclusions; evaluating data, models, and mathematical representations; classifying based on attributes; explaining phenomena and processes; drawing conclusions based on data; representing mathematical information; and so on.

- Common language functions in Science include interpreting written investigative procedures, diagrams, figures, tables, graphs, and dense authoritative text; writing or presenting causal explanations; explaining models of scientific phenomena; predicting from models and data from scientific inquiries; comparing based on common attributes, summarizing scientific data from inquiries; justifying conclusions with scientific evidence; evaluating data and investigative procedures; classifying based on attributes; describing processes and procedures; drawing conclusions based on investigative results; and so on.

- Common language functions in the Visual Arts include terms to describe or analyze an artwork, critique artwork using visual arts concepts and principles, create meaning by using iconic symbols, explain their artistic intent, interpret the intended effect of a work of art, or analyze how particular folk art genres reflect and reinforce societal values and symbols.

Syntax: The set of conventions for organizing symbols, words, and phrases together into structures (e.g., sentences, graphs, tables).

Vocabulary: Includes words and phrases that are used within disciplines including: (1) words and phrases with subject-specific meanings that differ from meanings used in everyday life (e.g., table); (2) general academic vocabulary used across disciplines (e.g., compare, analyze, evaluate); and (3) subject-specific words defined for use in the discipline.

References:

Teacher education programs at the University of Cincinnati (UC) require that each candidate demonstrate the physical, cognitive, behavioral, social, and sensory/motor capacity to engage in all aspects of the professional education program, including course and field work, and to develop communication skills and dispositions required for educational professionals. The essential abilities required by UC’s School of Education are in the areas of cognitive/intellectual reasoning, communication, behavioral and social, physical capacity, motor coordination and sensory aspects of education. In the process of program completion, candidates will be required to learn, integrate, and apply large amounts of material and to interact with colleagues as well as students and their families on campus and in the field. These expectations are based on the School of Education’s Conceptual Framework, the Common Core Standards and/or Ohio State Content Standards, Ohio Standards for the Teaching Profession, licensure program standards and requirements, and Council for the Accreditation of Educator Preparation (CAEP). The candidate’s ability to meet these requirements will be monitored throughout the professional education program.

The purpose of this document is to ensure that potential candidates, at the point of admission to cohort (last 2 years in a licensure program) and throughout the program, understand that they must have the necessary capacity to develop appropriate professional teaching abilities and dispositions in order to successfully complete a licensure degree program and be recommended for licensure.

Criteria: Candidates entering a licensure program cohort and graduating with recommendation for licensure must be able to meet the requirements of the licensure program and must not pose an unreasonable risk to the safety and well-being of their students and their families, colleagues, staff, faculty or themselves. Therefore, candidates must have the ability to perform and demonstrate the essential skills, functions and dispositions of a professional educator. In addition to the acquisition of the appropriate knowledge in the sciences and the humanities, the School of Education faculty agree that the successful preservice education candidate should demonstrate the following skills.

Cognitive and Intellectual Reasoning Ability

The candidate must demonstrate the ability to assimilate large amounts of detailed information, integrate that information and be capable of utilizing it for designing, planning, implementing and evaluating instruction as well as problem solving that addresses children’s academic and behavioral needs. He/she must be able to process information and demonstrate the ability to reason, comprehend, measure, calculate, analyze, memorize, organize and synthesize complex information. In order to be successful during experiences in the field and clinical settings, the candidate must perceive, understand and demonstrate the ability to act upon the complex interrelationship between educational theory taught in licensure courses and its practical applications in the field.

With or without reasonable accommodations, a candidate must have sufficient conceptual, integrative, and quantitative abilities and skills to:

- Master relevant content necessary to teach subjects commonly offered in Preschool-12 schools and pedagogical principles and their application in the field settings at a level deemed appropriate by licensure program faculty.
- Comprehend, memorize, calculate, analyze, integrate, and synthesize, material in a timely manner appropriate to the practice of teaching.
• Develop reasoning, problem-solving, and decision-making skills in a timely manner appropriate to the practice of teaching.
• Understand the concepts, tools of inquiry, (e.g. observations, documentation, interpretation), and structures of the discipline and create learning experiences that make these aspects of subjects or content-knowledge meaningful to students.
• Assimilate and apply complex information in the form of lectures, small group work, written materials, and field experiences.

**Communication Skills**

The candidate must be able to demonstrate and use (in English) the knowledge acquired during the preservice education process to elicit, convey, clarify and transmit information (both in oral and written form) effectively, accurately, efficiently and sensitively to children, their families and other members of the instructional team. Candidates must be able to communicate with learners and the instructional team in order to elicit information regarding cognitive/academic ability, address behavioral issues through verbal and nonverbal communication, and communicate with colleagues at the level consistent with the expectations of a professional educator.

Communication and transmission of information includes reading, writing, hearing and speech. For example, candidates must be able to present legible, accurate and skillful information in oral and written form to a child, teacher, professor, families and other members of the instructional team. Candidates must also be able to effectively and efficiently participate in sometimes fast paced large and small group discussions/interactions and in instructional settings where instructional/educational decisions may depend on rapid communication.

*With or without reasonable accommodations, a candidate must have sufficient verbal, nonverbal and written skills to:*

- Present lessons with clearly defined structure, clarity, and sequence in a manner that engages all students.
- Communicate with, understand, and observe colleagues and students and their families in order to conduct conferences and interviews.
- Explain important principles and concepts delineated in professional, state and institutional standards (e.g. school district policies and standards, school policies and practice).
- Communicate with people so as to make assessment and plans known to others including colleagues, and students and their families.
- Provide timely feedback to students to support their learning in whole group, small group, and one-to-one settings.
- Communicate concepts, assignments, evaluations and expectations with students and members of the instructional team.
- Read, write, speak and understand English for all business communication at a level consistent with successful course completion and expectations for a professional educator. Use of other languages on breaks or personal time is perfectly acceptable.
- Maintain a command presence in the classroom, including the ability to observe student conduct throughout the classroom, even while working in one-on-one or in small group settings.
Behavioral and Social Skills

The candidate must possess the emotional stability and the maturity necessary to interact with others in a responsible manner, to use sound judgment and to use ethical and clinical reasoning. The ability to make decisions appropriate to the instruction of all learners, to function in a stressful and demanding environment, to adapt to new and changing situations and to cope with ambiguity is essential to the development and performance of future teachers.

The candidate must be prompt in completion of all responsibilities attendant to the instruction of all learners.

The possession of dispositional skills is equally important. The candidate should demonstrate compassion, empathy, a caring attitude, tolerance, an acceptance of differences, personal generosity toward others, thoughtfulness and a general concern and respect for other individuals.

With or without reasonable accommodations, a candidate must possess the behavioral and social abilities and dispositions to:

- Fully utilize intellectual abilities; exercise good judgment and show emotional stability; candidate must be of sound mind and in stable health.
- Organize time and materials, prioritize tasks, perform several tasks at once (multi-tasking), and adapt to changing situations at a level appropriate to the field of teaching.
- Provide high quality instruction with appropriate pacing, so that all students are consistently on task.
- Work calmly and demonstrate flexibility under stress (e.g. work under time constraints, concentrate in distracting situations, make sound subjective judgments, ensure safety, in emergencies, and accept constructive review of work from supervisors/faculty in a professional manner).
- Develop positive and mature relationships with colleagues and with students and their families, treating all individuals with respect, using tact and discretion and setting a positive and respectful tone in interactions with others.
- Display compassion, justice, empathy, integrity, responsibility, and the emotional capacity to handle the varying demands of the teacher’s job.
- Accurately perceive a wide range of interpersonal cues from others and respond appropriately.
- Exercise self-awareness and self-insight in relation to candidate’s own health, stress level, distraction and emotional state.
- Attend classes, field experiences, and other related events and be punctual.
- Communicate effectively, efficiently, and sensitively with colleagues and with students and families regardless of their race, gender, life-style, sexual orientation, and cultural or social backgrounds.

Physical Capability

The preservice education process is both demanding and challenging. The candidate must have sufficient emotional and physical stamina to acquire the knowledge and skills required in the classroom, to perform the duties in field settings, to participate in activities associated with working with children and their families, to tolerate physically and mentally taxing workloads and function independently, competently and effectively under stress. The candidate must be able to complete the licensure program.
curriculum within the maximum time period specified by the faculty.

With or without reasonable accommodations, a candidate must have sufficient physical ability, stamina, sense of vision and hearing to:

- Observe/participate in activities associated with teacher education, including but not limited to classroom demonstrations, lessons, classroom interactions, student assessment, classroom and student management, lesson planning and lesson implementation.
- Observe students accurately at a distance and close at hand; observation necessitates the functional use of senses of vision and hearing and is enhanced by senses of touch and smell.
- Observe students and all subtleties of students’ oral, written and non-verbal communications, in order to assess and develop communication and academic skills of students.
- Implement multiple teaching strategies/techniques used during instruction; analyze student work and engagement through multiple methods of appropriate assessment (e.g. written, oral, auditory, hands-on, kinesthetic, formal, informal, authentic, standardized, etc.) and manage a safe, predictable, positive classroom environment where all students are engaged in meaningful learning.
- Work a teacher’s contracted day and perform extended and additional duties of the classroom teacher such as parent conferences, open houses, and other assigned duties.
- Make use of the classroom space to facilitate different learning experiences.

**Motor Coordination and Sensory Skills**

Sufficient motor function, tactile ability and sensory abilities are required to attend and participate effectively in all classroom, field and clinical settings and activities that are part of the licensure program curriculum. Candidates must be able to respond to emergency situations in a timely manner.

The candidate is also expected to execute both gross and fine muscular movements, equilibrium and assume reasonable bodily postures required to implement/provide high quality instruction and demonstrate the ability to independently manage a positive dynamic classroom environment.

With or without reasonable accommodations, a candidate must have sufficient fine and gross motor as well as sensory abilities to:

- Demonstrate computer and technological skills at a level consistent with successful course completion and expectations for a professional educator.
- Plan and implement instruction using a wide array of instructional materials and teaching resources (e.g. math manipulatives, science instruments, art materials, audio-visual equipment etc.).

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Qualified candidates with documented disabilities are provided with reasonable accommodations and the determination of whether an applicant or current candidate meets the technical standards will be done on an individual, case-by-case basis utilizing the existing School of Education Licensure Review procedures and individual licensure program evaluations.

Candidates can be accommodated by mean of auxiliary aids and services and academic adjustments, but
a candidate should be able to perform in a reasonably independent manner.

A candidate does not perform in a reasonably independent manner if reliance on an intermediary by a candidate is so extensive that a candidate's own judgment must be mediated by someone else's power of selection, observation, perception, or cognitive support. For instance, relying on an intermediary to observe developmental milestones of student's oral, written, or non-verbal communication is not acceptable and would alter the fundamental nature of the licensure programs.

Accommodation may involve an auxiliary aid or service, or academic adjustment but none that substitute for an essential technical skill or supplement pedagogical judgment. Candidate must be free of and not dependent on illicit drugs.
The four-year licensure program enables undergraduates to earn a baccalaureate degree. Candidates take general education and cohort prerequisite courses during the first two years of the program. During the third and fourth years (also known as the professional cohort years), candidates take courses in early childhood philosophy and practices along with methods courses and get extensive classroom experience in preschool, kindergarten, and the primary grades.

Advancement in the program consists of a three-step process. The first step is admission to the college as an education candidate. The second step involves admission into the professional cohort, which occurs during the second year (i.e., sophomore status or its equivalent). During year two, education candidates who meet requirements for advancing in the program must attend a mandatory cohort information meeting during fall semester, and in early spring semester submit a completed application for admission to the ECEHD cohort that begins the following fall semester. Enrollment is limited; admission is competitive.

Once admitted into the cohort, candidates take their professional education courses. During the third year, candidates also complete a preschool and kindergarten practicum. The third step of the cohort process occurs during this year. In early spring semester, candidates must submit a completed application for admission to the Internship that begins the following August. The Internship takes place in the final year of cohort in a 1-3 grade classroom.

Upon successful completion of the undergraduate program requirements, candidates earn a bachelor's degree from the UC College of Education, Criminal Justice, and Human Services (CECH). After passing state required Praxis tests, candidates are eligible to apply for a State of Ohio Early Childhood License.

Field Experience Placement Overview

The ECEHD Program is a unified teacher preparation program that values diversity, inclusion, equity, and individual construction of knowledge. Candidate awareness, knowledge, skills, and values are guided through course lectures and discussion, reading, research, and field experiences. The program is designed to prepare students to become effective early childhood teachers who are capable of delivering quality instruction in a variety of settings to diverse student populations of grades Preschool-3. By the end of their fourth year, students will earn a B.S. in Education and upon recommendation by the college, may begin their entry year.

To complete state licensure requirements, an internship in a public school classroom is required. Students must also receive a passing score on the State-mandated Ohio Assessment for Educators (OAE) test and in appropriate course work. Students must receive at least a C or better in all cohort class work to be considered passing. Students must also maintain a GPA of 2.8 while in the cohort. Upon successful completion of these requirements and passing the Internship, candidates are eligible to receive an Ohio teaching license for grades Preschool-3.
What follows is a brief description of the major field components in the ECEHD Program.

**Preschool Practicum (ECE-3012)**
The preschool practicum introduces students to young children: their developmental levels, interactions, and learning styles. Students have opportunities to observe as well as share teaching responsibilities through planning and implementing activities and learning centers generated in association with methods coursework. The practicum meets five half-days per week during Fall Semester of the junior year for three credit hours.

**Kindergarten Practicum (ECE-3022)**
The kindergarten practicum experience provides candidates with opportunities to observe, share teaching responsibilities, and implement activities and lessons generated through methods coursework. Candidates learn to plan, prepare appropriately, and work effectively as teachers of kindergarten children. Candidates report to their practicum sites five half days per week during spring semester of the junior year for three credit hours.

**Juniors should have an urban placement during either Preschool Practicum or K Practicum.**

**Primary Practicum (ECE-4010)**
The Primary Practicum experience begins with an opening school component of the field experience. Opening school portion of Primary Practicum begins when the mentor teacher returns to set up the classroom for the new school year and is the beginning of the consecutive senior year field experiences. Interns report to the building, check in at the school office and go to their assigned classroom as coordinated with the mentor teacher in approximately mid-August. This provides the intern with the opportunity to greet the students as they arrive for the new school year and set the tone that they are teachers. The opening school portion of Primary Practicum extends 5 days a week full time through the third week of Fall Semester.

This experience occurs in the Fall Semester of the senior year and connects seamlessly with Internship in spring semester. The intern will spend all day Monday and Tuesday in the field placement classroom each week. Interns will follow this schedule (all day/full time Monday and Tuesday) from the third week of Fall Semester until the field school begins winter break. During Fall Semester, they are expected to become aware of procedures, curriculum and standards, student needs and other important aspects of the daily classroom operation. The interns are to work closely with the mentor teacher to maximize their own personal growth and development as a classroom teacher. This will be done, in part, through reflection, teaching and evaluation within each content area, unit planning, and by following the informal assessment and reflection timeline for the mentor teacher that focuses on different aspects of the classroom. Planning of lessons must be coordinated with the mentor teacher. All lessons must be submitted in advance to the mentor teacher for approval. Interns are expected to demonstrate their commitment to the profession by being at their assigned schools and in their classroom every day, well prepared to teach. The Primary Practicum is three credit hours.

**Internship (ECE-4020)**
The Internship experience is a continuation of the field experience that began with Primary Practicum. The intern remains in the same field placement classroom during Spring Semester of the senior year. The intern reports to the classroom for the entire teaching day on the day that the school opens following winter break. This means they follow the daily schedule of their mentor teacher for the entire fourteen weeks of this placement. During this time, the intern will gradually assume the role of lead teacher. This includes the responsibilities for planning, instruction, classroom management, materials, parental communication, team meetings, building duties and committees, and any other responsibilities that
would normally fall within the role of lead teacher in this setting. This experience builds on the relationships, growth and development that are acquired in the Primary Practicum. The intern is required to implement the unit that was planned in the fall during the Primary Practicum experience, teach six weeks full time which should equal thirty days, have satisfactory evaluations and dispositions, and complete all assignments as well as the Internship successfully. As in the Primary Practicum, the intern is expected to demonstrate the highest level of professionalism by fulfilling his/her responsibilities, planning in advance, and being in the classroom on time every day. The Internship is eight credit hours.

Rules and Responsibilities for All Candidates

Diversity ~ All candidates in educator preparation programs at the University of Cincinnati have experiences with male and female P-12 students, based on their licensure program of choice, from different socioeconomic groups AND at least TWO ethnic racial groups (ethnic/racial groups for this element are those reported in the United States Census -Hispanics of any race and for non-Hispanics only: American Indians/Alaskan Aleuts; Asian, Black or African American; Native Hawaiians/Other Pacific Islands; Whites; Mixed Race). Candidates also work with English language learners and students with disabilities during some of their field experiences and/or clinical practice.

Absences ~ Personal illness or deaths in the immediate family are the only reasons for excused absences. If one of these occurs, with as much advance notice as possible, you must notify by telephone both your mentor teacher and your university supervisor of your situation. Subsequently, as soon as possible, inform by telephone your mentor teacher and university supervisor when you are able to return to the classroom.

Transportation ~ The candidate is responsible for his/her own transportation to/from the field school.

Confidentiality ~ Under no circumstances may the candidate discuss his/her students outside of the field school. If the candidate uses classroom-related material in a university course, he/she must carefully disguise the student’s name to protect the individual’s privacy.

Legal Considerations ~ Candidates may not be unsupervised at any time. A candidate may continue learning experiences under the supervision of a substitute teacher, but legal constraints require the presence of a district-approved substitute teacher in the classroom. Although a candidate is encouraged to assist the cooperating teacher/mentor with extracurricular responsibilities and “playground duty”, because of legal and insurance constraints, a candidate cannot replace the teacher in these duties.

Problems and Conflicts ~ If a candidate encounters a conflict in his/her field experience, it is the candidate’s responsibility to discuss the matter first with the mentor teacher. If, after notifying the mentor of the problem, the conflict cannot be resolved between the candidate and the mentor teacher, the candidate should contact the university supervisor.

Liability Insurance ~ Professional liability insurance is provided for all candidates involved in university sanctioned activities. Teacher candidates are required to maintain contact with their university supervisors on a regular basis. Contact should include communication and documentation required by each program. In case of incidents or issues that arise in a placement, candidates need to contact their supervisor immediately.

Termination ~ Field experiences may be terminated by the candidate, field school, or program. Any termination must be carried out in a planned manner with appropriate and timely evidence to support the
termination. The candidate, mentor, and university supervisor are expected to be involved in the termination process.

Licensure and Graduation

ECEHD Program candidates who satisfactorily meet all program requirements are recommended by the University for Licensure in the State of Ohio. The University of Cincinnati does not issue teaching licenses or certificates.

Ohio Department of Education Early Childhood License

Rule 3301-24-05 (Licensure); Section (D) (1) of the Ohio Department of Education Teacher Education and Licensure Standards defines the Early Childhood License as:

valid for teaching children who are typically developing, at-risk, gifted, and who have mild/moderate educational needs. Licenses shall be issued for Preschool through grade three. A minimum of twelve cumulative semester hours in the teaching of reading as described in section 3319.24 of the Revised Code shall be required for the provisional or professional early childhood license.

Please review the licensure requirements using the following links:

UC Licensure information:
http://cech.uc.edu/centers/oaci/licensure_appl_information.html

ODE Licensure information:
http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1283&ContentID=1026

Frequently Asked Questions

Q. Will the University of Cincinnati award me a teaching license when I finish my program?
A. No, the University of Cincinnati does not issue the license to teach. That is done by the Ohio State Department of Education. When you successfully complete your program, including the final field experience, and you apply for your license, the licensing agent for the Dean of the College of Education, Criminal Justice, and Human Services will recommend you to the State Department of Education, which then reviews your materials and issues the license.

Q. How do I become licensed to teach?

A. You must apply for licensure through the Licensure/Certification Office. Get the application Information online at http://www.cech.uc.edu/oaci/licensure_appl_information. Karen Schmidt is the administrator to speak with if you have any questions about the process.

Q. What tests do I need to take for my license?

A. Each program has specific tests that must be completed satisfactorily in order for you to receive an Ohio teaching license. Information about the tests is available in the Student Services Center.

Q. When should I take these tests?

A. You should take the tests early in Spring Semester as you prepare to complete the program. If you have no more content coursework to take, you should take the test as soon as possible. A passing score, which is determined by the State, must be on file in order for a candidate to receive a license.

Q. How do I communicate with my university supervisor, program faculty, and the field coordinator?

A. The ECEHD Program follows the university Email policy. The University of Cincinnati uses electronic mail (email,) as a means of communicating official University information to students; it is convenient, rapid, environmentally aware, and cost effective. The University of Cincinnati issues a UC email address, a Bearcat Online email account to all students, at no cost to the student. Be aware that this is the only Email address that program faculty will use. Students are responsible for reading their e-mail on a frequent and regular basis, since some official communications may be time-sensitive. The University suggests that students access their Bearcat Online email accounts daily.

Q. Is it ok that I have a Facebook page?

A. Be aware that the pictures, groups, pages, and posts on MySpace, Facebook, Twitter or any social networking website can be viewed by others. The audience can include potential employers, parents and fellow teachers. Be very careful as to the privacy settings, groups, and posts on your account.

Q. I want to teach in another state – how can I become eligible to do that?

A. You must first receive your Ohio license, and then you may apply to the state in which you wish to teach. In most cases, only your Ohio license is needed to receive a license from another state. The Licensure/Certification Office has information on applying to other states. In general, the following steps should be followed when seeking a teaching certificate outside the state of Ohio:
• Find out whether the state(s) in which you are seeking licensure requires any form of competency testing for initial certification or licensure. If so, it’s best to register to take these tests as early as possible. See Section 20 for a list of State Certification Offices and testing requirements.

• Secure an application for certification from the Department of Education in the state(s) in which you may want to teach. This should be done at the beginning of your senior year. This can be found through the internet typically.

Special Programs

**Future Educators of America (FEA).** UC’s FEA chapter is dedicated to fostering the love of teaching, examining the reality of teaching and promoting the rewards of teaching. FEA is open to all UC students; however, our main focus is to offer a path for teacher education students to stay connected to their college and to their future profession. Members have the opportunity to work with children and young adults in local schools and FEA chapters.

**Kappa Delta Pi (KDP).** Kappa Delta Pi is a prestigious international honor society that recognizes scholarship and excellence in the field of education. Members must have a college GPA of at least 3.0 for undergraduate students or 3.25 for graduate students. KDP members work on several volunteer activities that focus on education. Some of the benefits of being a member of KDP include annual scholarships, professional development, a nationwide job database and access to the ideas, research, insights and expertise of internationally renowned educators.

**Student Council for Exceptional Children (SCEC).** SCEC is the largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities and gifted children, as well as those typically developing. If you are committed to children, focused on becoming the best educator and want to meet new people, then SCEC is for you! Membership dues permit you to receive professional development opportunities, journals and newsletters with new research and classroom practices and the opportunity to attend conventions and conferences.

**CECH Tribunal.** The purposes of the CECH Tribunal are to ensure that the interests of the students of the college are voiced and to provide student representation on behalf of all undergraduate students in CECH where representation is warranted. Also, the Tribunal organizes programs and social events for students of the college.

**Student Ambassador Program.** The Student Ambassador program represents CECH at the University of Cincinnati by assisting with the recruitment and retention of students in the college. CECH Student Ambassadors provide a valuable service by representing the student perspective of university life to prospective and new students. Ambassadors also represent the college at numerous collegiate functions, professional events and key promotional events. Being selected as a CECH Student Ambassador is an honor that reflects academic rigor and a commitment to the fields of education, health promotion and education and criminal justice.
Students for the Education of Young Children (SEYC). SEYC helps students prepare to enter the teaching profession as early childhood educators. It provides opportunities to network with other professionals and members of the Cincinnati Association for the Education of Young Children (CAEYC) and its state and national affiliated groups. Students provide outreach to centers/schools (preschool through grade 3), participate in service projects, and contribute to CAEYC activities such as Week of the Young Child, annual conference, and community lecture series. Students presented at the 2005 NAEYC conference in Washington, DC. Past members welcome and mentor all new students.

STEM Education Association. The purpose of the UC STEM Education Association is to provide knowledge regarding content and instruction in the STEM disciplines (science, technology, engineering, and mathematics) to future educators and interested students. Membership is open to any full/part-time graduate or undergraduate student enrolled in any of the colleges, schools, or divisions of the University of Cincinnati.

School of Education Social Media Statement

Please be aware of photos, comments, or group memberships on Facebook or other internet sites that could be embarrassing to the school or employer in which you are to be placed may be grounds for removal from that placement. These include photos of you or others pictured on your site engaged in drinking, doing drugs, acting in a manner that might be considered lewd or sexually suggestive, or acting in a way that the school, district, or students’ parents would find objectionable. Please recognize that this is true even if your friends have posted and labeled photos of you on their sites. Parents, students and district personnel frequently look at Facebook pages and search for names of teachers. You are considered a role model for students, and your behavior must be exemplary at all times. Granting access to any Pre-K – 12 students to your personal social media pages is not advisable in any instance. Pictures and posts on such social networking sites are available to the public, regardless of how you may set your privacy settings. Your position in cohort and in your student teaching placements may be in jeopardy if the college or the school determines misconduct is present due to posts or pictures available through the web.

Urban Placements

Candidates in the Bachelor of Science degree program gain extensive field experience in preschool, kindergarten, and primary grade classrooms. In that our college has an urban mission and prepares candidates to work in high needs schools, all candidates experience at least one urban field placement.
Intervention and Problem Solving

Procedures to Follow When Issues Arise During Practicum

1. A meeting between the candidate and the mentor teacher will occur so that specific issues can be discussed. The candidate will be given a specified timetable to make the changes or will share with the mentor his/her concerns. The IDEAL problem-solving model is recommended as a way to open communication and deal with concerns in the early stages prior to contacting the university supervisor. It is described below:

   **IDEAL Model of Problem Solving/Decision-Making (Bransford & Stein)**

   The components of the problem-solving model are represented by the acronym IDEAL. Each letter stands for an aspect of thinking that is important for problem solving.

   **Identify Problem** - Problem identification is often the most important step.

   This step is to identify the existence of a problem. This might be the unknown, the difficulty, or dilemma. A common reason for failure to identify problems is that people do not stop to think about the possibility of improving various situations. They may take unpleasant situations or dilemmas for granted. An example might be a teacher who recognizes that a group of students are not trying at all.

   **Define Problem** - There is a difference between problem identification and definition.

   Persons can agree on existence of a problem, but disagree on the way the problem is solved. How the problem is defined will determine what alternatives are considered for the solution. In the above example, one teacher might define the problem as the students are lazy; another that the students probably are learning disabled; and still another as the students probably are exhibiting learned helplessness. In each case, the problem is defined as a concept. This definition will lead to a difference in the solution chosen. Where there is a large amount of information about a problem, it is necessary to use aids such as diagrams or charts to keep track of information.

   **Explore Alternatives** - This is creating alternative solutions.

   Experienced problem solvers take a careful, systematic approach. They break complex problems into simpler ones. They may work backwards. This is a good strategy when the goal of a problem is clear but the beginning is not. Another strategy used by good problem solvers is to work out a complex or abstract problem by focusing on a simple, specific situation first. The most important approach to exploring alternatives is to have a strong conceptual grasp of the area of the problem.

   **Act on the Plan** – Accomplish the goals stated in the meeting between candidate and mentor teacher within the given time period.

   **Look at Effects** - Act on the alternatives and look to see what works.

   This means evaluate strategies. Were they adequate? Did the candidate improve? Conference to
evaluate a candidate’s success in meeting the goals stated in the first plan.

2. If the mentor teacher and the candidate are not able to resolve the issues, then a meeting must take place with the University supervisor. Present at this meeting must be the mentor teacher, candidate and the supervisor. During this meeting the participants will develop a formal plan of action. This Action Plan will provide a specific timetable by which the candidate must adhere to when making the changes that are necessary. Each party must accept responsibility for his/her role in the action plan, acknowledge what is said in the meeting, and sign the action plan.

3. An Action Plan is written by the University supervisor. Content of the Action Plan should include the following:

- Name and signature of candidate
- Name and signature of mentor teacher and school
- Name and signature of the University supervisor
- A description of the concern(s)
- An overview of the plan of action and timetable
- Date of next meeting/contact to discuss progress in the identified area(s)
- Ohio Standards for the Teaching Profession that are being addressed, when appropriate

4. Copies of the Action Plan are given to the candidate, mentor teacher, Field Experiences Coordinator, and Program Coordinator of ECE. Included with the copies for the Field Experiences Coordinator and Program Coordinator should be a copy of the signed Action Plan.

By receiving the above Action Plan the candidate will be placed on probation in the field experience. Probation is defined as a formal warning for a student, which means there are professional, performances, or behavioral concerns, and satisfactory progress is not being made at this time. The timeline and goals of the action plan must be met if the candidate is to progress in cohort coursework and field experiences. If the action plan is successful then the candidate will receive an email from the supervisor stating the candidate has been taken off probation. When a candidate is placed on probation, he/she has the option of writing a rejoinder to accompany the Action Plan that is placed in his/her file.

If the issues are not resolved (after the previous steps, another meeting between the candidate, University supervisor, and mentor teacher will occur. The Field Coordinator, and/or the Program Coordinator will participate in this meeting if necessary or hold a separate meeting with the candidate. The participants will discuss the Action Plan and decide if modifications can be made. Then, a second Action Plan can be implemented under a strict timetable. A third Action Plan should only be implemented if candidate progress is deemed possible and the candidate has shown great effort to succeed on the previous Action Plans. If no further steps can be taken the candidate will be removed from the field and will not be recommended for licensure. The Program Coordinator will meet with the candidate to address the candidate’s current situation with regards to the process of graduation without licensure and their future in the Early Childhood Program. After this meeting, the mentor teacher will be notified of what the Action Plan involves.

Factors Contributing to Lack of Success in the Practicum Experience
(This is not an all-inclusive list of factors, just a sampling of causes for failure.)

The failure to:

- Demonstrate acceptable oral language skills
- Demonstrate acceptable written skills
- Implement developmentally appropriate student activities
- Implement appropriate teaching strategies
- Demonstrate a broad range of general content
- Demonstrate an acceptable level of specific content
- Effectively organize content
- Effectively organize materials
- Maintain punctuality in meeting responsibilities
- Act on suggestions provided by mentor teacher or supervisor
- Demonstrate appropriate interpersonal skills
- Demonstrate acceptable ethical behavior
- Meet the requirements of an Action Plan
- Meet and/or comply with requirements of the ECEHD Program, program faculty and supervisors, and/or field school professionals with regard to the Practicum Experience
- To follow the University of Cincinnati Code of Conduct during Practicum Experience
- To be on time and in the placement every day of Practicum Experience

Others factors leading to lack of success in earning recommendation for licensure:

- The host school personnel request/require removal of the candidate
- Any behavior associated with child abuse, sexual harassment, pornography, illegal activity, or breaking the law or any language or behavior that endangers the well-being of children of staff (immediate termination)
- Any behavior that would constitute dismissal of a teacher from employment (immediate termination). There may be the need to contact the university supervisor if the concerns are serious enough to skip step one in the guidelines above and move directly to step two.

**The mentor teacher and candidate should feel comfortable contacting the University supervisor at any time with questions or concerns.**

**Termination from the Field**

If a candidate is terminated from the field or does not receive a passing grade, a Dispositions Progress Report will be completed by the University supervisor/mentor and placed in the candidate’s file. A copy of this form should also be placed in the Field Experiences Coordinator’s file in the ECE office. This report could recommend further placement options, if any are appropriate. In rare situations, a candidate may be offered an opportunity to repeat a professional experience after demonstrating that he or she has addressed the concerns leading to the original field termination or failure. Under no circumstances may a candidate retake any portion of the field sequence more than once. Placement termination may result in termination from the Professional Cohort and/or have the consequence of graduation without licensure.
Professional experiences and coursework are co-requisites. If a candidate does not pass a course with a C or better, maintain a GPA of 2.8 is not successful in Primary Practicum and Practicum Experience, is removed from the field experience at the request of the field school, or chooses to withdraw from either the field experiences or the coursework, he/she must also withdraw from all other courses. If the conclusion is reached that the candidate does not demonstrate minimal performance standards related to skills or dispositions, the candidate will be advised of options available. Appeals of any action that the candidate perceives as adverse will be processed according to University policy.

In addition, the candidate must:

- Return all student work, grade book, books, manuals, and all school materials to the mentor teacher
- Bring closure with mentor teacher and children
- Contact the field experiences coordinator and program chair
Early Childhood Action Plan Form

Intern Name: 
Mentor Teacher/School: 
Date of Conference: 
Participants: 
Areas of Concern/Unsatisfactory Performance: 

Relevant Ohio Standards for the Teaching Profession (OSTP): 

Action Plan and Goals: 

<table>
<thead>
<tr>
<th>Goal 1</th>
<th>Goal 2</th>
<th>Goal 3</th>
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Steps to Meeting Goals: 
Timeline for Completion of Goals: **

**Failure to follow and accomplish this action plan within the designated time frame(s) will result in removal and/or failure.

Intern signature: ___________________________ Date ________________
Mentor Teacher signature: ___________________________ Date ________________
Supervisor signature: ___________________________ Date ________________