



**ECD 243 – Supervised Field Experience**  
**Early Childhood Development**  
**Business and Public Service**

**Semester Year**

**Catalog Course Description:** This course includes emphasis on planning, implementing, and evaluating scheduled programs, age appropriate methods, materials, activities, and environments of early childhood principles and practices.

**Prerequisite(s):** ENG 101, 30 ECD hours and permission of Program Director

**Credit Hours:** 3.0

**Class Schedule:** Lab:

**Instructor:**

**Office:**

**Office Hours:**

**Telephone:**

**E-mail:**

**Campus Mailbox:**

**Program Website:** [www.midlandstech.edu/ecd](http://www.midlandstech.edu/ecd)

**Program Director:** Sandra Hackley, (803) 822-3768, [hackleys@midlandstech.edu](mailto:hackleys@midlandstech.edu)

**Program Assistant:** Kim Bauer, (803) 822-3358, [bauerk@midlandstech.edu](mailto:bauerk@midlandstech.edu)

**Departmental Assistant:** Carolyn Deaver, (803) 822-3320, [deaverc@midlandstech.edu](mailto:deaverc@midlandstech.edu)

**Department Chair:** Melvin O. Hawkins, (803) 822-3592, [hawkinsm@midlandstech.edu](mailto:hawkinsm@midlandstech.edu)

**Textbook(s):** Machado, J., & Botnarescue, H. (2008). *Student Teaching: Early Childhood Practicum Guide*. Thomson/Delmar Learning. (Sixth Edition)

Harms, T, Clifford R, & Cryer D. (2005). *Early Childhood Environment Rating Scale*. New York: Teachers College Press. (Revised).

**Course Objectives:** Upon completion of this course the student will be able to:

1. Incorporate knowledge of child development and practices to design and implement developmentally appropriate activities for children. (NAEYC 1a, 4b, 4d)
2. Plan, implement, and evaluate instructional activities for children with an understanding of content knowledge in early education. (NAEYC 4c, 4d)
3. Create healthy, respectful, supportive, and challenging environments for young children. (NAEYC 1c)
4. Collaborate with classroom teachers and involve oneself with the early childhood field. (NAEYC 5a)
5. Individualize developmentally effective approaches that connect with children and families. (NAEYC 4a, 4b)
6. Utilize observation, documentation and other appropriate assessment tools. (NAEYC 3b)
7. Implement and uphold ethical standards and other professional guidelines. (NAEYC 5b)
8. Integrating knowledgeable, critical and reflective perspectives on early education. (NAEYC 5d)

**Course Outcome:** Students will integrate knowledgeable, critical & reflective perspectives on early education.

**Course Competency:** Through a professional portfolio, students will reflect on their learning throughout the early childhood program.

**Performance Measure:** Successful completion of a professional portfolio. A standardized rubric will measure student success.

## **NAEYC Standards**

### **1. Promoting Child Development and Learning**

- 1a:** Knowing and understanding young children's characteristics and needs
- 1b:** Knowing and understanding the multiple influences on development and learning
- 1c:** Using knowledge of development to create healthy, respectful, supportive, and challenging learning environments

### **2. Building Family and Community Relationships**

- 2a:** Knowing about and understanding family and community characteristics
- 2b:** Supporting and empowering families and communities through respectful, reciprocal relationships
- 2c:** Involving families and communities in their children's development and learning

### **3. Observing, Documenting, and Assessing to Support Young Children and Families**

- 3a:** Understanding the goals, benefits, and uses of assessment
- 3b:** Knowing about and using observation, documentation, and other appropriate assessment tools
- 3c:** Understanding and practicing responsible assessment
- 3d:** Knowing about assessment partnerships with families & other professionals

### **4. Teaching and Learning**

- 4a:** Knowing, understanding, and using positive relationships and supportive interactions
- 4b:** Knowing, understanding, and using effective approaches, strategies, and tools for early education
- 4c:** Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines
- 4d:** Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes

### **5. Becoming a Professional**

- 5a:** Identifying and involving oneself with the early childhood field
- 5b:** Knowing about and upholding ethical standards and other professional guidelines
- 5c:** Engaging in continuous, collaborative learning to inform practice
- 5d:** Integrating knowledgeable, critical & reflective perspectives on early education
- 5e:** Engaging in informed advocacy for children and the profession

**Course Attendance:** You are expected to attend all classes and are responsible for class work, homework, lecture notes, reading assignments, etc., whether or not you are present. In the event of extenuating circumstances (illness, etc.), you are allowed to miss no more than twice the number of meeting times per week (i.e., classes meeting once a week are allowed TWO absences). These absences are cuts; there is no such thing as an excused absence. Absences will be counted beginning with the first day of class. On the first cut exceeding the limit, you will be subject to being withdrawn from the course in accordance with the Business and Public Service Department's attendance policy.

You are encouraged to attend EVERY CLASS and are expected to arrive ON TIME. If you arrive after your instructor has taken roll and marked you absent, it is YOUR responsibility to see the instructor after class ON THAT DAY and see that your absence is changed to a tardy.

You are counted tardy if you enter class after the instructor has taken roll until fifteen minutes past the start of class. If you enter class more than fifteen minutes late OR if you leave class more than fifteen minutes early, you are counted absent. Three tardies count as one absence.

**Withdrawal:** Should the maximum allowable absences be exceeded prior to midterm, a "W" will be submitted to the registrar to be recorded on the student's transcript. Should the maximum allowable absences be exceeded after midterm, a "W" will be submitted to the registrar if the student was passing the course at the time of withdrawal OR a "WF" will be submitted if the student was failing the course at the time of withdrawal.

### **EVALUATION STRATEGIES AND CRITERIA:**

All assignments carry a specific point value. Your final grade is computed by totaling your points for the individual assignments. All assignments will be graded based on thoroughness and accuracy. Failure to accumulate enough points for a course grade of "C" would mean that competencies for this course have not been met. Therefore, if your final grade is lower than a "C," the course must be repeated.

## Course Requirements:

1. Students enrolled in this course must obtain the following:
  - a. Negative TB test
  - b. Health assessment from a personal physician or health department
  - c. SLED investigative check with no convictions
2. Each student will complete the Practicum Agreement.
3. Each student will complete a weekly time sheet and have supervising teacher sign.
4. Each student will keep a journal of reflections from their field experience with daily entries. Each entry **MUST** include something about how to expand learning for at least one child. Some additional points to consider for your journal are:
  - a. Most meaningful experiences today
  - b. Problems encountered today
  - c. Questions I had about something that happened in the classroom
  - d. Situations I want to discuss in class
5. Each student will complete a portion of an appropriate Environmental Rating Scale.
6. Each student will plan and implement a thematic unit (from student interest). This unit must include fine motor, gross motor, science/discovery, math, language arts, creative, and transition activities. This unit must also include family involvement.
7. Each student will complete written lesson plans as designated by schedule chart and instructor guidelines.
8. Each student will assemble a professional portfolio based on NAEYC standards, which may include papers, samples of work completed in other classes as well as lesson plans, pictures of children at work, pictures of learning stations, the thematic unit, and other supporting documentation of their early childhood accomplishments.

## Course Grading:

### Specific Assignments: Grading

All assignments will be graded for accuracy. SLOPPY OR CARELESS WORK WILL NOT BE ACCEPTED! Only work turned in on time will be eligible for all possible points. Work not turned in on time will lose 20% of its points if turned in on or before the next class meeting, and 50% of its points if turned in two weeks late. Work will not be accepted after two weeks.

Basis for Final Grade:	Possible Points
Lesson Plans	40
Thematic Unit	150
Portfolio	100
Midterm Exam	100
Environmental Rating Scale	35
Time sheet -75 hours	75
Instructor evaluation of lab Includes journal & center	300
Cooperating teacher evaluation	100
Celebration of Learning (final)	100

**Total Points = 1000**

### Early Childhood Grading Scale:

A = 93-100	930-1,000 points
B = 85-92	850-929 points
C = 75-84	750-849 points
D = 70-74	700-749 points
F = Below 70	Below 700 points

W = Withdrawal before midterm

WF = Withdrawal after midterm with a failing grade on the last day attended

## Classroom Conduct and Preparation:

You have chosen to be a student in this Early Childhood Development class. You will be treated and respected as a professional adult; in return, you will also be expected to treat and respect the instructor and classmates as professional adults. Because of the nature of discussions involved in this class, it is important that we respect each other's experiences, opinions and values.

Disruptive behavior is un-professional, and will not be tolerated, and any student whose un-professional behavior disrupts the learning environment of this class will be dismissed from this class and counted absent. The student must meet with the instructor during office hours before the next class meeting to discuss the conditions under which the student will be allowed to return to class. Students are expected to BE PREPARED FOR and PARTICIPATE in every class meeting. Students are expected to have all assignments completed by the due date.

You are in college. You will be treated and respected as an adult. It is a violation of the MTC Student Code to interfere with the learning process in the classroom. Be on time! It is inconsiderate to your classmates and disruptive to the class to arrive late. Students are expected to be in their seats ready to start class at the beginning of the class. Leaving during class should only be in case of an emergency. If you know you must leave early, please let the instructor know ahead of time.

### **Pagers and Cell Phones:**

Pagers and cell phones **are disruptive** and are to be **turned to silent and kept inside of your pocket, purse, or bag** during class instruction time. If you have a precluding emergency situation that will require you to have your pager or cell phone turned on, it is your responsibility to get permission from the instructor before class begins. If you choose to exhibit the un-professional behavior of texting or talking on your phone during class, you will be marked absent.

### **Copyright Notice:**

Warning to Users: Under current copyright law, students enrolled in this course are not permitted to scan and/or upload of full or lengthy works, stored on any departmental, course, tutorial, online homework websites. In addition, materials used in connection with the course may be subject to copyright protection and as such cannot be reproduced without permission from the copyright owner.

### **General Safety Requirements:**

Due to the nature of this course there are no specific safety guidelines. However, to reinforce good work habits/ethics, students are expected to respect college property.

### **Transferability of Course:**

This course may not be transferable to certain four-year colleges. Students contemplating transferring to other colleges are encouraged to contact their college of interest to determine whether this course will be transferable.



## College Policies

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**Students are expected to read the student handbook and abide by its policies. Copies of the handbook may be obtained at various locations on campus and is located on the web:**

**<http://www.midlandstech.edu/planner/>**

**Academic Dishonesty:** The Student Code addresses what constitutes academic dishonesty. All forms of dishonesty including, but not limited to, cheating on tests, plagiarism, collusion and falsification, will call for discipline.

CHEATING ON TESTS includes:

- Copying from another student's paper.
- Using materials during a test not authorized by the person giving the test.
- Collaborating with any other person during a test without permission.
- Knowingly obtaining, using, buying, selling, transporting, or soliciting in whole or part the contents of any un-administered test.
- Bribing any other person to obtain information about tests.
- Substituting for another student, or permitting another student to substitute for oneself.

PLAGIARISM is the appropriation of any other person's work and unacknowledged incorporation of that work in one's own work offered for credit.

**Campus Emergency Protocol:** Students and employees are asked to report safety concerns or suspicious activities to Campus Security at 7199 (on campus) or 738-7199 (cell phone or off campus). In the event of an emergency, employees and/or students should immediately call Campus Security or local 911. If an emergency occurs, the college will use a variety of methods to communicate additional information and instructions including the MTC Information Centers, campus loud speakers, MTC Alerts! ([http://www.midlandstech.edu/Phone\\_Alert.htm](http://www.midlandstech.edu/Phone_Alert.htm)), voice mail, email, college Intranet, and the MTC website homepage.

**Inclement Weather Policy:** In the event weather conditions or other emergencies cause the closing or a delayed start of Midlands Technical College, announcements will be made over local radio and TV stations, on the MTC Web site, and on the college's information line (803-738-8234). Notices will be sent to students via Campus Cruiser Mail when applicable. Separate announcements may be made for day and evening classes as weather conditions change during the day.

If the college closing or reopening means that there is at least 30 minutes of a class remaining, plan to attend that class. For example, if the college opens at 10:00 a.m. in TTH, classes that normally meet at 8:00 a.m. will not meet, but classes beginning at 9:30 a.m. will meet. If the college closes at 8:00 p.m., 6:00 p.m. classes will meet for their regular time, but 7:35 p.m. classes will not meet since there are fewer than 30 minutes remaining in class.

**Student E-Mail Accounts:** All MTC students are assigned a college e-mail account upon admission to the college. This account is called "Campus Cruiser Mail." Campus Cruiser Mail is the primary mode by which the college communicates with students. Students are responsible for checking their college e-mail on a regular basis for important information and announcements about registration, financial aid, cancelled classes, emergency announcements and other notices. Students can use their college e-mail accounts to communicate with faculty, staff, fellow students, and others, in support of their educational pursuits. In addition to e-mail, students will also have access to maintaining personal calendars and "tasks lists" through their Campus Cruiser e-mail account.

**Student Evaluation of Instruction:** Students have the opportunity to evaluate this course. The confidential evaluation process is conducted through MTC Online using the individual student's username and password. Announcements will be made during the term concerning how and when to complete the online evaluation. Students are encouraged to participate in this process.

**Students Requiring Special Accommodations:** If special accommodations are needed for a student with a disability, the student should go to Counseling Services on Beltline or Airport Campus for assistance. Documentation regarding a specific disability is required in order for special arrangements to be made. Confidentiality of information received will be maintained.

All assignments will be graded for accuracy. SLOPPY OR CARELESS WORK WILL NOT BE ACCEPTED! Only work turned in on time will be eligible for all possible points. Work not turned in on time will lose 20% of its points if turned in on or before the next class meeting, and 50% of its points if turned in two weeks late. Work will not be accepted after two weeks.

### Rubric for Journals

Each student will keep a journal of reflections from their field experience with daily entries. Each entry **MUST** include something about how to expand learning for at least one child. Some additional points to consider for your journal are:

- a. Most meaningful experiences today
- b. Problems encountered today
- c. Questions I had about something that happened in the classroom
- d. Situations I want to discuss in class

Criteria	Excellent	Good	Minimal	Poor	Points
Entries	Entry for each lab site visit (25)	Entry for most lab visits (20)	Entry for half of lab visits (10)	Less than half visits have entries (5)	
Reflections	At least one of the additional points (above) (50)	Most days have reflections (40)	Includes some reflection (25)	Describes the day (10)	
Expanded learning	Includes something on how to expand learning for at least one child (25)	Talks about what child did (10)		No discussion of child (0)	
Totals					

**COURSE OUTLINE:**

<b>Dates</b>	<b>Lab Experience</b>	<b>Class</b>	<b>Assignments Due</b>
	Gather information about the program - including policies & procedures, schedules, handbooks Give program your documentation (TB, SLED, Physical) Begin observation of children.	Discuss Labs and procedures Discuss observation and journal formats  Reflective thinking	None
	Continue observation of children. Participate with classroom activities. Conduct your literacy activity.	Values & Teaching Style Expectations for instructor evaluations of lessons	Chapters 1- 3 Language Arts (literacy) lesson plan
	Conduct your science/discovery activity.	Review of child development theories and appropriate practice	Chapters 4 & 5 Science/discovery lesson plan
	Conduct your math activity.	Review of classroom management and creating community	Chapters 6 & 7 math plan
	Conduct your gross motor activity.	Self – Assessment Problem solving	Chapter 8 Gross motor plan
	Conduct your fine motor activity.	Observations and assessments of children Children with special needs	Chapters 9 & 10 Fine motor plan
	Conduct your social/emotional activity.	Working with families	Chapters 11 & 12 Social/emotional plan
	Conduct your family engagement activity.	ECERS Multicultural review	Family engagement activity
	Conduct Multicultural Activity	<b>Midterm Exam</b>	Chapter 13 Multicultural plan
	Prepare the children for your unit. What do they know? What would they like to know?	Professionalism Portfolios	Chapter 14
	Conduct plans from your unit. Set up a learning station in the classroom. Take pictures!!!	Discuss Units	Chapter 15
	Conduct plans from your unit.	Observation connection with theorists	Chapter 16 Thematic Unit
	Environmental Rating Scale	Peer review of portfolios	Portfolio-Beginnings
	Conduct plans from your unit.	Share experiences	Portfolio
	<b>Finish any lab hours – you must have 75 total</b>	<b>No Class – Help set up Celebration of Learning 6:00-7:30pm</b>	Bring everything to AC 143 by 5:00pm Congratulations!!!!

**\*\*Assignments may be modified at the discretion of the instructor.**

## General Principles and Guidelines for Lab Participants

### I. DRESS (10 professional points)

- A. Your appearance should be conservative. Remember you should be seen as a professional. Follow the dress code of the center to which you are assigned. NO tank tops, see-through shirts/sweaters, or tight stretch pants. NO JEANS OR SHORTS IN PUBLIC SCHOOL. If you are unsure, ASK!
- B. Shoes should be neat and clean and safe. If the program allows canvas shoes, they must be clean. It is safer to wear canvas shoes in infant rooms.
- C. Everyone must wear a Midlands Technical College Identification card either pinned onto shirt or on lanyard around neck.

### II. HEALTH & SAFETY

- A. Wash hands upon entering the lab site, before handling food, after toileting, after outside, after wiping noses and other appropriate times during the day, and before leaving.
- B. Wash tables with bleach solution before eating.
- C. Stress hand-washing with the children (not hand sanitizers).
- D. Be aware of safety hazards on the playground.
- E. Be aware and alert. Head off a potential accident BEFORE it happens.
- F. Support the health & safety rules of the classroom and school.

### III. ATTENDANCE (20 professionalism points)

- A. Be present and on time each day you are scheduled to participate.
- B. Report directly to your supervising teacher and notify him/her when you are leaving.
- C. If for some reason you must miss a scheduled lab, contact your supervising teacher at your lab site and your Midlands Technical College lab instructor before 8:30am. If you are scheduled for an observation and you are not present and you have not contacted anyone, you will receive a "0" for that observation!!!!  
Supervising Teacher: \_\_\_\_\_ Phone: \_\_\_\_\_  
Lab Instructor: Sandra Hackley -803-822-3768 or 803-629-2655 (cell)
- D. If you miss lab due to calendar scheduling, illness, or other reasons, you must make lab up. Lab hours must total 75 by the end of the semester.
- E. Have your supervising teacher sign your Time Sheet each time you participate.

### IV. INITIAL ADJUSTMENT

- A. During your first scheduled lab period you will want to observe. Take the opportunity to get acquainted with the children, the program, and the teacher. After the first visit, be actively involved, helping out where needed and participating in all classroom activities.
- B. At all times you must remain alert and help as needed. Whenever the question of safety is involved (streets, gates, fights, accidents, etc.) you must step in quickly.

### V. HOUSEKEEPING (10 professionalism points)

- A. The appearance of the room depends upon the children, the teacher, and the participating students.
- B. Always return supplies and equipment to the proper location.
- C. Encourage and help the children to put away the toys after play.
- D. Clean up completely after your activities.

### VI. PROFESSIONAL SKILLS AND ETHICS (20 professionalism points)

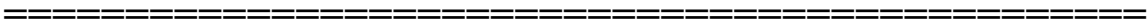
- A. Avoid conversations with other teachers and participants while working with the children. When you're outside on the playground, interact with the children.
- B. Do not show favoritism.
- C. LISTEN to the children. Carry on conversations and ask OPEN ENDED Questions

- D. Remember that teachers set an example for children:
  - 1. Speak in a pleasant voice.
  - 2. Be courteous.
  - 3. Use good manners and good language. Remember not to talk “baby talk”.
  - 4. Be positive, patient, and even-tempered.
  - 5. Show respect for others.
  - 6. Do not eat or drink in front of the children unless this is part of the program.
  - 7. Do NOT chew gum or smoke.
- E. Avoid showing preconceived judgments of behavior. Behaviors that are “unacceptable” to you might be quite normal for that age child.
- F. Respect confidentiality of observations, discussions, information, and interpretations relating to children and their families by not sharing these outside the classroom.
- G. There will be NO dittos, worksheets, workbooks, color sheets, etc. used at any time!!!!**
- H. All lessons will be child directed – the more the children do – the more they’ll learn. I want to see their work – not yours.
- I. I’m looking for relationships between you and the children. If the lesson is not working, please change course. Be flexible and responsive to the children.
- J. You MUST contact the early childhood program if you are running late or will not be able to attend. You must also coordinate with the cooperating teacher as to when and what you will be doing for your lessons.**
- K. Call your instructor if you are not going to be attending class.**
- L. Attend Celebration of Learning (40 points)**

**NOTE CONCERNING PARTICIPATION IN CENTERS**

The penalty for any one of the following actions by a student may be a withdrawal from the lab center and a grade of “F” for the course.

- 1. Failure to abide by “Guidelines for Lab Experiences.”
- 2. Failure to abide by center/program rules and regulations.
- 3. Failure to attend as scheduled.
- 4. Students engaging in behavior which jeopardizes the safety and well-being of the
- 5. children, students, or adults in the center will not be allowed to continue the program.
- 6. Students engaging in administration of corporal punishment (spanking) and/or pinching, slapping, or abusing children physically and /or verbally will not be allowed to continue the program.



**Lab Participants**

I have read the General Principles and Guidelines for Lab Participants and understand that if I fail to abide by these guidelines, I will be removed from lab participation and therefore will receive a grade of “F” for the corresponding Early Childhood courses.

\_\_\_\_\_

(Students’ signature)

\_\_\_\_\_

(Date)

**(NOTE: This form must be signed and returned to the instructor, and placed in student’s folder.)**

## EARLY CHILDHOOD DEVELOPMENT

### PRACTICUM INFORMATION FOR SUPERVISING TEACHERS

\_\_\_\_\_, a student in Early Childhood Development, has been placed in your classroom for their Supervised Field Placement experience. This student is completing work for an Associate Degree in Early Care and Education.

Students are expected to arrive in your classroom on the scheduled days and at the scheduled times. They are instructed to serve as assistants in your classrooms, following your instructions and your lead in every area of classroom responsibilities. They are to interact with the children and to participate in all classroom activities including recess. They have projects/activities to complete while in your classroom, preferably with individuals or small groups, but some activities may include larger groups.

The student is responsible for coordinating with you for the date, time, and type of activity that is to be conducted. His/Her project should coordinate with your thematic unit as much as possible.

We ask that you:

- Document the student's attendance on his/her sign in sheet. The student must spend 75 hours in your classroom this semester.
- Verify the student's activities and provide verbal feedback as needed.
- Complete an evaluation on the student's work in your class at the end of the semester. A form will be provided.
- Allow a lab instructor from Midlands Technical College to evaluate the student's performance in your classroom four to five times during the course of the semester.
- Not allow the student to have unsupervised contact with the children. According to DSS Child Care Licensing, the definition of a student volunteer is:
  - An individual at least 16 years of age from a recognized educational institution or who may receive credit, reimbursement for expenses, or a stipend for providing services in a trainee capacity; under supervision of a staff member at all times when providing direct care to children. This student may not be counted in the staff: child ratio.

The student will provide you with documentation that she has completed a physical, SLED background check, and TB test. Thank you very much for assisting in training Early Care and Education students. Although class time is important, the model provided by an experienced teacher is invaluable in preparation for teaching young children. If you have any questions or concerns, please feel free to contact me at (803) 822-3768.

Sincerely,

Sandra Hackley  
Program Director  
Early Childhood Development

## ECD 243 – Supervised Field Experience - Instructor Observation

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Site: \_\_\_\_\_

Activity Observed: \_\_\_\_\_

Domain:    \_\_\_ **Gross Motor**        \_\_\_ **Math**        \_\_\_ **Fine Motor**        \_\_\_ **Language**  
               \_\_\_ **Social/ emotional**    \_\_\_ **Multi-cultural**    \_\_\_ **Science/Discovery**    \_\_\_ **Self-help/health**

Observed	Excellent	Good	Fair	Poor	Points
1. Prepared for activity.	Has all materials ready and does not keep children waiting. (4)	Has most of the materials ready. (2)	Does not have some of the materials necessary. (1)	Does not have any materials ready. (0)	
2. Lesson Plan / Objective	Objective is appropriate and written in terms of observable process skills. Plan is complete. (5)	Objective is appropriate but describes product not process. Plan is complete. (3)	Objective is not appropriate and/or plan is not complete. (1)	Does not have a lesson plan. (0)	
3. Opening	Gets children excited about what is about to happen. Encourages curiosity/inquiry. (5)	Opens activity with some excitement. (3)	Opens activity with a question. (1)	Jumps right into activity without any opening (0)	
4. Responsiveness	Listens to what children are saying and responds appropriately. (5)	Listens to what children are saying and provides a minimal response. (3)	Listens to what children are saying but provides an inappropriate response. (1)	Does not listen or respond to children. (0)	
5. Expands children's language	Uses an appropriate children's book in activity and/or helps children expand their vocabulary. (6)	Uses some language/literacy in activity and/or encourages children to talk and share. (4)	Does not use literacy in activity, but children answer questions or there is minimal verbal interaction. (2)	No language or literacy is included in activity. Children are talked to (not with). (0)	
6. Cognitive skills	Asks open ended questions and provides opportunities for children to figure things out on their own. (6)	Asks open ended questions but does not provide opportunities for discovery. (4)	Provides some discovery but does not ask open ended questions. (2)	Does not ask open ended questions and does not provide for discovery.(0)	
7. Creativity	Teacher serves as facilitator. Children have opportunities to be creative. (5)	Teacher serves as facilitator. Children have some choices in activity. (3)	Provides a model for children to follow. Allows minimal creativity. (1)	Materials are teacher made or uses worksheets. (0)	
8. Uses positive guidance	Expectations are clear, teacher is consistent, and situations are handled appropriately. (5)	Some expectations set with consistency. Could use some improvement in guidance techniques. (3)	No expectation set and improvement needed on guidance. (1)	No expectations set and situation handled inappropriately. (0)	
9. Good health & safety practices	Hand washing occurs as appropriate and materials are healthy and safe. (4)	Hand washing occurs as appropriate. Some materials may not be healthy or safe (2)	No hand washing or other minor health/safety concern. (1)	Major health and safety concerns. (0)	
10. Reflection (Journal)	Detailed reflection on whether objective was met and describes any follow-up necessary. (5)	Reflection on objective without mentioning follow-up. (4)	Minimal reflection on objective without mentioning follow-up. (2)	No reflection after lesson. (0)	
11. Professionalism	Demonstrates professional and ethical guidelines, actively participates in classroom activities and collaborates with cooperating teacher (10)	Mostly demonstrates professional and ethical guidelines at left. (5)	Minimal demonstration of professional and ethical guidelines (2)	Does not demonstrate professionalism or violates an ethical guideline (0)	

12. Family Engagement Activity	At least one activity engages families and/or communities in children's development and learning (20)	Activity is incomplete (15)	Activity is incomplete or unclear and does not actually engage families/community (8)	No family engagement activity (0)	
13. Learning Center	Sets up at least one well-designed learning center in the room, where children can independently work and learn (40)	Learning center is available but is not well designed or is not available for children to work at independently. (20)	Learning center is minimally adequate. (10)	No learning center set up in classroom. (0)	
Total Points: 300					

Observation=60 points per visit x 4 = 240

Family Engagement & Learning Center = 60

Total points: 300

Comments:

Midlands Technical College  
 Early Childhood Development  
 End of Semester Evaluation by Cooperating Teacher

Student: \_\_\_\_\_

Site: \_\_\_\_\_

Supervising Teacher: \_\_\_\_\_

NEVER	0 Points
OCCASIONALLY	4 Points
OFTEN	6 Points
MOST OF THE TIME	8 Points
ALWAYS	10 Points

Competence	Points	Comments
Did student alert you to absences or changes in lab schedule due to holidays, field trips, or special events?		
Was student punctual? Were absences understandable and within the two day maximum?		
Did student show enthusiasm and take initiative in the class?		
Did student alert you to dates/times when he would do a planned activity?		
Did you sense a good rapport/working relationship between student/classroom staff?		
Did you see evidence of the student's growth in knowledge during the semester either through planned activities or guidance methods?		
Did student dress and speak in a professional manner throughout the semester?		
Was student receptive to suggestions/counseling from you or classroom staff?		
Did this student portray Midlands Technical College in a positive manner throughout the course?		
Was student willing to follow center's (school's) rules?		
<b>TOTAL POINTS</b>		

## Lesson Plan

Activity Title: \_\_\_\_\_ Length of Time Required: \_\_\_\_\_ Age Group: \_\_\_\_\_

Type of Group: Individual \_\_\_\_\_ Small \_\_\_\_\_ Large \_\_\_\_\_

Setting for Activity: \_\_\_\_\_

Domain: (check all that apply)

<input type="checkbox"/> <b>Physical:</b>	<input type="checkbox"/> Gross Motor	<input type="checkbox"/> <b>Cognitive:</b>	<input type="checkbox"/> Science/discovery
<input type="checkbox"/> <b>Social/Emotional</b>	<input type="checkbox"/> Fine Motor		<input type="checkbox"/> Math
<input type="checkbox"/> Multicultural	<input type="checkbox"/> Health/ Self-help		<input type="checkbox"/> Creative
<input type="checkbox"/> Family Engagement	<input type="checkbox"/> <b>Language</b>		

Objective:

SC Early Learning Standard:

Materials/Equipment:

Preparation Needed:

Procedure: (step by step)

1.

2.

3.

4.

Open-ended Questions to Ask:

1.

2.

3.

How I can involve families:

Adaptation for a child with special needs:

Evaluation (How will you know if the children accomplished your objective?):



## **Thematic Unit (150 Points)**

Choose a topic from the children's own interest. Use the Weekly Planning Sheet to map out lessons for the 5 days you will be introducing and working with the children on your unit. When you turn in your unit, please use the following format:

**Introduction (10 Points)** – Write several paragraphs to introduce the theme, describe the setting, and describe the concepts you want the children to learn. Also describe the type of activity centers, the teachers in the room, temperaments of the children, their interest in the topic, their developmental abilities, etc. Also, discuss how you plan to engage the child's family in this unit.

**Thematic Unit Summary Page (20 Points)** – Use this sheet to map out your plans for the five days. Also include changes to the environment for blocks, dramatic play, water/sand, science, carpentry, manipulatives, and/or other areas. Be sure to balance active and quiet play as well as indoor and outdoor experiences. Describe one resource to support your unit. This could be a guest speaker, a field trip (if allowed), or another special activity.

**Lesson Plans (120 Points)** – Have these separated out by days (Day 1, Day 2, etc.) – Include lesson plans in each of these areas during your five (5) day unit:

- **Language development (5)** – Plan one (1) language activity each day. Be sure to read to the children every day. List children's books you have chosen to support your unit. One language activity will include your introduction to the theme. (20 points)
- **Gross Motor (5)** – Plan for one (1) indoor or outdoor gross motor activity each day. (20 points)
- **Fine Motor (5)** – Plan one (1) fine-motor activity each day. (20 points)
- **Creative experience (5)** – Plan one (1) for each day, using different mediums such as art, music/movement, drama, etc. (20 points)
- **Cognitive (5)** – Plan three (3) cognitive/discovery activities. (20 points)
- **Transitions (10)** – Collect five (5) different transition activities. You can write them all on one sheet and list when they will be used on your Thematic Unit Planning Sheet. (5 Points)
- **Finger plays (10)** – Collect five (5) different finger plays relating to your unit (or make them up). You can place all five (5) on one sheet and refer to them on your Thematic Unit Planning Sheet. (5 Points)

**Set up at least one center in the room to support your theme (40 points added to your Instructor Evaluation)**

**Add this complete unit, including pictures of the children at work, to your portfolio.**

**Thematic Unit Planning Sheet:**

Theme: \_\_\_\_\_

Changes to the Environment	Dramatic Play	Art	Sand / Water / Sensory
	Blocks	Table Toys/Manipulatives	Library
	Music/Movement	Science/Discovery	Other: _____

	Day 1:	Day 2:	Day 3:	Day 4:	Day 5:
Group time: Songs, finger plays, activities, games, transitions					
Language Development				:	
Gross Motor					
Fine Motor					
Creative Experience					
Cognitive: Science/Discovery/Math					

Resource to support unit: \_\_\_\_\_

Display to support unit: \_\_\_\_\_

Families will be engaged by: \_\_\_\_\_

<p><u>Children's Books</u></p>
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Name: \_\_\_\_\_

Semester: \_\_\_\_\_

Instructor: \_\_\_\_\_

Due Date: \_\_\_\_\_

Date Received: \_\_\_\_\_

**ECD 243 – Supervised Field Experience  
Professional Portfolio**

<b>Criteria</b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Points</b>
Appearance	Portfolio is neat, well organized, and has a Table of Contents (10)	Missing one element at left (8)	Missing 2 elements at left (5)	Missing all 3 elements (0)	
Resume & educational philosophy paper	Portfolio contains complete resume & educational philosophy paper (15)	Resume and educational philosophy paper are incomplete (10)	Missing a resume or a philosophy paper (5)	Missing resume and educational philosophy paper (0)	
NAEYC Standard 1- Promoting Child Development & Learning	Portfolio contains at least two items to show evidence of this standard. (15)	Portfolio contains only one item in this standard or items are incomplete or sloppy. (10)	Portfolio contains one item and the item is incomplete or sloppy. (5)	Portfolio does not contain any evidence of learning for this standard. (0)	
NAEYC Standard 2 – Building Family & Community Relations	Portfolio contains at least two items to show evidence of this standard. (15)	Portfolio contains only one item in this standard or items are incomplete or sloppy. (10)	Portfolio contains one item and the item is incomplete or sloppy. (5)	Portfolio does not contain any evidence of learning for this standard. (0)	
NAEYC Standard 3 – Observing, Documenting, and Assessing to Support Young Children and Families	Portfolio contains at least two items to show evidence of this standard. (15)	Portfolio contains only one item in this standard or items are incomplete or sloppy. (10)	Portfolio contains one item and the item is incomplete or sloppy. (5)	Portfolio does not contain any evidence of learning for this standard. (0)	
NAEYC Standard 4 – Teaching and Learning	Portfolio contains at least two items to show evidence of this standard. (15)	Portfolio contains only one item in this standard or items are incomplete or sloppy. (10)	Portfolio contains one item and the item is incomplete or sloppy. (5)	Portfolio does not contain any evidence of learning for this standard. (0)	
NAEYC Standard 5 – Becoming a Professional	Portfolio contains at least two items to show evidence of this standard. (15)	Portfolio contains only one item in this standard or items are incomplete or sloppy. (10)	Portfolio contains one item and the item is incomplete or sloppy. (5)	Portfolio does not contain any evidence of learning for this standard. (0)	

## ECD 243 – Supervised Field Experience

### Student Assessment Sheet for \_\_\_\_\_

Task (points)	Possible Points	Actual Points
<b>Lesson Plans (40) (learning objective is process not product &amp; evaluate)</b>		
Literacy Activity	5	
Science/discovery	5	
Cognitive/math	5	
Gross motor	5	
Fine motor	5	
Social/emotional activity	5	
Family engagement activity	5	
Multi-cultural activity	5	
<b>Thematic Unit (150)</b>		
Introduction to the thematic unit	10	
Student has completed thematic unit summary page	20	
Student has 5 lesson plans for language arts	20	
Student has 5 lesson plans for gross motor	20	
Student has 5 lesson plans for fine motor	20	
Student has 5 lesson plans for creative experiences	20	
Student has 5 lesson plans for cognitive development/discovery	20	
Student has a listing of 5 finger-plays	10	
Student has a listing of 5 transitional activities	10	
Student set up at least one center in the classroom	20	
<b>Portfolio (100)</b>		
Portfolio is neat, well organized, and has a Table of Contents	10	
Portfolio contains resume & teaching philosophy (105, 201, or other)	15	
NAEYC Standard 1-Promoting Child Development & Learning (lesson plans / pictures)	15	
NAEYC Standard 2 – Building Family & Community Relations (Family Engagement Plan, activities)	15	
NAEYC Standard 3 – Observing, Documenting, and Assessing to Support Young Children and Families (Case study from ECD 102 and/or 203, ECERS, Observations)	15	
NAEYC Standard 4 – Teaching and Learning (thematic unit, lesson plans, pictures, activity files, research paper)	15	
NAEYC Standard 5 – Becoming a Professional (certificates, memberships in professional organizations, research journal articles, career plan, conferences)	15	
<b>Other Grades</b>		
Midterm exam grade	100	
Environmental Rating Scale	35	
Time sheet from lab site shows 75 hours	75	
Lab site evaluations by instructor (includes observation, journal, & professionalism)	300	
Lab site evaluation by cooperating teacher	100	
Celebration of Learning (final)	100	
<b>Totals: (1000)</b>		

Points deducted for late, incomplete, or sloppy work.

930 – 1000 points-A; 850 – 929 points-B; 750 – 849 points-C; 700 – 749 points-D; Below 700 points -F

**Midland's Technical College  
ECD 243 – Supervised Field Experience  
Student Information Sheet & Syllabus Contract**

**Name:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

**Address:** \_\_\_\_\_  
\_\_\_\_\_

**Email Address:** \_\_\_\_\_

**Child Care Program:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

**Emergency Contact Person:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

What I hope to learn from this class:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What the instructor needs to know to help me be successful in this class:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I, \_\_\_\_\_, have received the course syllabus from my instructor. The syllabus has been explained to me, and I have had my questions answered by the instructor. I understand that it is my responsibility to keep the syllabus in my possession for future reference. I will take the initiative and maintain the necessary degree of persistence to have any future questions answered by the instructor. I understand that additional help may be obtained from the instructor during posted office hours or by appointment, but that it is my responsibility to seek such help. I further understand that support services will be provided upon my request and upon appropriate application to student services. I understand the potential for both passing and failing the course, and that I must obtain a cumulative grade of at least "C" to successfully complete the course.

In addition, I understand the attendance requirements set forth by Midlands Technical College.

I agree to adhere to all course, departments, and Technical College policies as referenced in the accompanying syllabus. I have had ample time to review this information.

STUDENT: \_\_\_\_\_ Date: \_\_\_\_\_

INSTRUCTOR: \_\_\_\_\_ Date: \_\_\_\_\_