



Early Childhood Education
2023/2024

Field Experience Handbook

To be used for the following courses:

- ECED& 105
- ECED& 120
- ECED 261, 262, 263

Contents

<u>The Goals of Our Curriculum</u>	<u>3</u>
<u>Field Site Requirements</u>	<u>3</u>
<u>Field Experience Expectations</u>	<u>3</u>
<u>Transportation</u>	<u>4</u>
<u>Professional Dress</u>	<u>4</u>
<u>Time Requirements</u>	<u>4</u>
<u>Attendance/Absence Policy</u>	<u>4</u>
<u>Field Site Placement</u>	<u>4</u>
<u>Off-Campus Field Placements</u>	<u>4</u>
<u>Field Site Mentor Teacher</u>	<u>5</u>
<u>Students Employed in the Field</u>	<u>5</u>
<u>ECE Course Field Site Placement Requirements</u>	<u>5</u>
<u>Early Childhood Practicum Mentor Teacher Agreement</u>	<u>5</u>
<u>Confidentiality</u>	<u>5</u>
<u>Time Sheet</u>	<u>6</u>
<u>Evaluation Form</u>	<u>6</u>
<u>Course Description and Learning Outcomes</u>	<u>6</u>
<u>ECED& 120 Nurturing Relationships</u>	<u>6</u>
<u>ECED& 105 Introduction to Early Childhood Education</u>	<u>7</u>
<u>ECED 261 Practicum IV/Principles</u>	<u>7</u>
<u>ECED 262 Practicum V/Practice</u>	<u>8</u>
<u>ECED 263 Practicum VI/Professionalism</u>	<u>8</u>
<u>APPENDIX A SAMPLE MENTOR AGREEMENT FORM</u>	<u>9</u>
<u>APPENDIX B SAMPLE ECED FIELD SITE TIMESHEET FORM</u>	<u>11</u>
<u>APPENDIX C SAMPLE CONFIDENTIALITY AGREEMENT FORM</u>	<u>12</u>

The Goals of Our Curriculum

The most important goal of our infant/toddler and early childhood curriculum is to help children become enthusiastic learners. This means encouraging children to be active and creative explorers who are not afraid to try out their ideas and to think their own thoughts. Our goal is to help children become independent, self-confident, inquisitive learners. We are teaching them *how* to learn, not just in school, but all through their lives. We're allowing them to learn at their own pace and in the ways that are best for them. We are giving the children good habits and attitudes, particularly a positive sense of themselves, which will make a difference throughout their lives. Our curriculum identifies goals in all areas of development:

- **Social:** to help children feel comfortable in school, trust their new environment, make friends, and feel they are a part of the group.
- **Emotional:** to help children experience pride and self-confidence, develop independence and self-control, and have a positive attitude toward life.
- **Cognitive:** to help children become confident learners by letting them try out their own ideas and experience success, and by helping them acquire learning skills such as the ability to solve problems, ask questions and use words to describe their ideas, observations, and feelings.
- **Physical:** to help children increase their large and small muscle skills and feel confident about what their bodies can do. The activities we plan for children, the way we organize the environment, select toys and materials, plan the daily schedule, and talk with children, are all designed to accomplish the goals of our curriculum and give children a successful start in school.

Field Site Requirements

- **Background Clearance:** All students must complete a MERIT “Criminal History and Background Inquiry” (STARS ID) and submit it to the instructor.
https://lowercolumbia.edu/resources/assets/documents/Background_Instructions_with_MERIT.pdf
- **Tuberculosis (TB) Screen:** Washington State law requires all volunteers/employees who work with young children to submit proof of a Tuberculosis Screen or Chest x-ray. This screen can be obtained from a personal physician or at the County Health Clinic. First quarter students have 21 days to submit proof of having received a “TB Screen” to the Instructor.
- **Proof of MMR vaccination**

Field Experience Expectations

As you complete this experience, please remember to do the following:

- Arrive at the time expected.
- Be prepared to be engaged in classroom activities.
- Dress, speak, and conduct yourself in a professional manner while you are in the school environment.
- Follow your cooperating teacher's direction.
- Adhere to all school rules and/or policies.
- Become aware of school safety procedures and follow them.

- Notify your cooperating teacher in advance if you must absent yourself from a scheduled volunteer time period.

Transportation

Field Experience students are responsible for their own transportation.

Professional Dress

Field experience student dress and hygiene should reflect personal care and professionalism and should not detract from the classroom learning environment.

Time Requirements

ECED& 105 / ECED& 120

A field experience student is expected to complete 33 hours of volunteer service. A student who completes fewer than 33 hours during the quarter will not receive credit for the course and will have an incomplete until the hours are completed.

ECED 261 / 262 / 263

Practicum students are expected to complete 66 hours of volunteer service. A student who completes fewer than 66 hours during the quarter will not receive credit for the course and will have an incomplete until the hours are completed.

Attendance/Absence Policy

The field experience student is expected to be regular in his/her attendance and adhere to an established schedule. Dependability is very important as teachers and students count on you to be there. In case of personal illness or emergency, the field experience student must make every effort to notify the school and cooperating teacher in advance. Excessive absence or tardiness will negatively influence a student's final course grade.

Field Site Placement

Field Experience for ECED classes will be performed at the LCC Early Learning Center or in an approved off-campus site. Students performing field experience hours cannot be under the direct supervision of a relative. Relative is defined as any blood or legal relation-including spouse, parent, grandparent, aunt, uncle, brother, sister or cousin.

Off-Campus Field Placements

Approval of an off-campus field site is based on the following criteria:

- Be licensed by DCYF or certified by OPSI or meet Head Start/ECEAP performance standards and be approved by Lower Columbia College ECED staff by site visit.
- Meet Developmentally Appropriate practice guidelines for children whose developmental level ranges from birth to 8 years (Early Childhood Ed: ECED) and ages 5-12 School Age Care (SAC).
- Provide student with an orientation which includes a written copy of the:
 - Program philosophy and goals.
 - Program discipline policy (includes posted classroom limits).

- Fire evacuation & emergency procedures/phone numbers.
- Daily schedule of classroom activity and weekly lesson plan.

Off-campus field site Mentor Teachers will be required to meet the criteria indicated in the “Field Site Approval Packet” and sign the Practicum Field Site Agreement before field hours can be counted.

Field Site Mentor Teacher

Field site mentor teachers provide mentoring to ECED students. The skills they model cannot be replicated in a lecture setting. This opportunity to learn from an experienced teacher is invaluable. Mentors must meet the following criteria:

- Have a minimum of an AAS degree in ECED, Child Development or related field
- One or more years of teaching experience

Students Employed in the Field

Students who are employed at a childcare/early learning center or a family child care home that is not an approved field site, will be required to perform 50 percent of their field hours in the LCC Early Learning Center or in another approved site.

ECE Course Field Site Placement Requirements

Practicum and Field Placement hours are intended to give students hands-on experience working with children while under the direct supervision of a mentor teacher or journey-level teacher. Students will also have an opportunity to work on assigned observations and assessments during their field-based experience.

Early Childhood Education Practicum IV, V, and VI classes require 66 hours of field site experience per quarter. Classes meet for one hour per week with the expectation that six hours of field experience will be completed per week for a total of 66 hours for the quarter which accounts for three credits.

ECED& 120 Nurturing Relationships requires 33 hours of field site experience per quarter. Class meets one hour per week with the expectation that three hours of field-based experience will be completed per week for a total of 33 hours for the quarter which accounts for one credit.

ECED& 105 Introduction to Early Childhood requires 33 hours of field-based experience. Class meets once a week with the expectation that three hours of field-based experience will be completed per week for a total of 33 hours for the quarter which accounts for 1 credit.

Early Childhood Practicum Mentor Teacher Agreement

Agreement form must be completed and turned in to Instructor by the date specified in your course syllabus. Please see sample form in the appendices.

Confidentiality

Ethical behavior requires confidentiality to be maintained at all times. This means that discussions about children will not take place outside of the placement site. All notes and writing must be protected so as not to accidentally or purposefully disclose information about the children and families. Students are breaching confidentiality if they discuss families, children,

and staff with others who are not in the class, with classmates outside class, or if they allow others to read their notes and papers. **Students may discuss practical experiences in a professional way in class, but must not use the student's name, the program's name or mentor teacher's name.** Students may not make recordings of class discussions. Students must use a pseudonym (made up name) for children in their observations and the word "teacher" to describe staff. If a parent or other adult asks a student for information about a child or situation, they will politely excuse themselves from the conversation and refer the parent to the classroom staff. Please see attached Confidentiality form in the appendices.

Time Sheet

- Complete all portions/including information at bottom.
- Students must sign in and out (to the nearest 1/4 hour) each time they work and have mentor teacher initial time in and out.
- Calculate daily hours each time hours are completed.
- Total hours weekly and monthly.
- Monitor total hours throughout the quarter to ensure completion of required hours by the end of the quarter.
- Incomplete hours will result in an incomplete grade for the class.
- Students will have two weeks from the date of their absence to make up missed hours.
- Hours worked this quarter cannot be applied to another quarter.
- Ensure that time sheet is signed by the mentor teacher and totaled before turning in to the Instructor at the Final conference. A missing timesheet will result in an incomplete grade for the class.

Please see a sample timesheet form in the appendices.

Evaluation Form

- At the beginning of the quarter, Practicum IV students complete a student self- evaluation form, and set goals for the quarter based on the Core Competencies being focused on the Practicum course.
- Review applicable “Competencies” and Grading Criteria with the Field Site Mentor Teacher and Instructor at the beginning of the quarter to ensure that there will be opportunities to demonstrate abilities in those areas before the mid-quarter evaluation.
- At mid-quarter, all practicum students will use the evaluation form and goals to conference with Practicum Instructor for feedback on strengths and improvement needed. At the end of the quarter, the final evaluation will be completed by the Field Site Mentor Teacher and used by the Instructor to determine field site grade.
- Practicum 120 students will have a mid-term and final evaluation completed by the Field Site Mentor Teacher.

Course Description and Learning Outcomes

ECED& 105 Introduction to Early Childhood Education

Course Description: Explore the foundations of early childhood education. Examine theories defining the field, issues, trends, best practices, and program models.

Outcomes:

1. Observe children, professionals and programs in action.
2. Explain current theories and ongoing research in early care and education
3. Describe the role of play in early childhood programs.
4. Compare early learning program models.
5. Explain the importance of developing culturally responsive partnerships with families.
6. Identify appropriate guidance techniques used in early care and education settings.
7. Describe the observation, assessment, and teaching cycle used to plan curriculum for all young children.
8. Apply the professional code of ethics for early care and education to resolve dilemmas.
9. Describe major historical figures, advocates, and events shaping today's early childhood education.

ECED& 120 Nurturing Relationships

Course Description: Apply theories of best practice in an early learning setting. Focus on developing supportive relationships while keeping children healthy and safe.

Outcomes:

1. Describe the characteristics of nurturing relationships built between teachers and children.
2. Practice ideals of professionalism in work with children, families and peers.
3. Recognize cultural responsiveness when observing professionals and programs.
4. Identify practices that promote health, safety, growth and development of children.

ECED 261 Practicum IV/Principles

Course Description: This course offers the opportunity for students to gradually assume the role of head teacher with a group of young children. Students plan the curriculum, coordinate staff responsibilities with the mentor teacher, and attend staff and parent meetings when appropriate. Students meet individually with the instructor to assess their progress.

Outcomes

1. Develop activity plans that are developmentally appropriate for the age group they are assigned.
2. Develop daily plans for full control weeks writing plans that meet the developmental and interest needs of the classroom they are working.
3. Assign childcare tasks to assistants in the classroom during their head teacher experience by using communication skills that will encourage cooperation and respect 98% of the time.
4. Work with assessment tools for the continuous observation and documentation of children's learning behaviors.
5. Effectively interact with children in the classroom.
6. Write a sample cover letter and resume for their teacher portfolio.
7. Act as an observer/support to lead the teacher the first 2 weeks of the quarter. Begin to assume the role of the lead teacher during field-based experience.

ECED 262 Practicum V/Practice

Course Description: Students will employ the guiding Practices of Early Childhood Education and will have the opportunity to assume the role of a lead teacher with a group of young children. Students observe and plan activities under the guidance of a mentor teacher and will also attend agency staff meetings.

Outcomes

1. Develop lesson plans that are developmentally appropriate for the age group they are assigned.
2. Develop daily plans for two weeks at the end of the quarter by writing plans that meet the developmental and interest needs of the classroom they are working.
3. Assign childcare tasks to assistants in the classroom during their head teacher experience by using communication skills that will encourage cooperation and respect.
4. Conduct parent/teacher conferences through observation (if applicable), information, in-class discussions, and/or role- playing situations.
5. Create an assessment tool for the continuous observation and documentation of children's learning behaviors.
6. Effectively interact with children in the classroom.
7. Write a sample cover letter and resume for the teacher portfolio.
8. Assume the role of the lead teachers during practicum hours.

ECED 263 Practicum VI/Professionalism

Course Description: Students will explore the Profession Code of Conduct as outlined by the National Association of Education of Young Children (NAEYC) and its application in the workplace. Students will have the opportunity to assume an in-depth role of a lead teacher with a group of young children. Students observe, assess and plan activities under the guidance of a mentor teacher and will also attend agency staff meetings.

Outcomes

1. Maintain professional boundaries in relationships with staff and families
2. Interact in a manner reflecting value of self and respect for others
3. Create a warm, responsive learning environment for children and families
4. Utilize professional resources to improve practice
5. Develop a plan for future professional development
6. Modify the learning environment through the addition of new ideas and teaching strategies.
7. Document through child observation and screenings any risk factor, delays or disabilities that may indicate a need for special services
8. Share information with families about the general principles of child growth and development
9. Communicate with families regarding areas of concern and develop cooperative strategies to manage problems
10. Plan and guide activities that promote family, staff, and community
11. Employ all aspects of confidentiality as outlined in the Washington State Core Competencies for Early Care and Education Professionals

APPENDIX A SAMPLE MENTOR AGREEMENT FORM



Early Childhood Education Practicum Field Site Mentor Teacher Agreement

The role of the mentor teacher is important to the success of the field site experience. The person who serves in this capacity will be supervising the student's interactions with children and providing ongoing feedback to promote students' development in the early childhood education profession. The student's experience in the field site setting cannot occur in the instructional setting of a college classroom. Because of the importance of the mentor teacher's role, there are a number of requirements that all potential mentor teachers must meet.

THE ADMINISTRATOR/DIRECTOR IS ASKED TO:

- Determine the practicum placement and notify the LCC instructor via email.
- Sign and return the affiliation agreement that will be coming from the office of Nolan Wheeler; Vice President of Administration. This only needs to be renewed every two years.

THE MENTOR TEACHER IS ASKED TO:

- Sign this Field Site Mentor Teacher Agreement Form
- Review the practicum student's competencies and goals
- Monitor student's progress as related to competencies and provide ongoing feedback.
- Conference with students about their self-evaluation of the competencies and include comments and areas of improvement needed where indicated.
- Complete the final evaluation and return to the instructor.
- Monitor and verify student's daily, weekly and total field experience hours at mid-quarter and final evaluation times. Sign timesheet when total hours are completed.
- Allow the student to implement weekly activity plans.
- Offer student access to materials and equipment required to complete activities.
 - Provide feedback on activities by encouraging successes and assisting when and where help is needed.
 - Sign activities to ensure students receive credit for the activities that have been implemented with children and evaluated.
 - Provide opportunities for students to complete course assignments related to the course goals and outcomes.

THE STUDENT IS ASKED TO:

- Arrive at assigned field experience classroom on time, prepared to learn and observe/assist/teach (as outlined by course outcomes)
- Connect with a mentor teacher in the event that an unforeseen conflict prohibits attendance.

- Immediately arrange to makeup missed hours
- Inform course instructor of circumstances surrounding absence
- Model appropriate classroom behavior
- Remain attentive and alert, with the intent to anticipate needs within the classroom environment
- Comply with the previously acknowledged Standards of Confidentiality (available in email and by request)

Placement Information	
Practicum student's name	
Mentor teacher's name	
Mentor teacher's contact	
Name of program	
Program email/phone	
Administrator's name	
Administrator's contact	

For more information please contact:

- **Josie Zbaeren**; *Early Childhood Education Faculty, 360.442.2891, jzbaeren@lowercolumbia.edu*
- **Sue Akins-Fields**; *Early Childhood Education Faculty, Early Achiever Point of Contact, 360.442.2558, sakins-fields@lowercolumbia.edu*

Signatures	
Practicum student's signature	
Mentor teacher's signature	
LCC faculty's signature	

APPENDIX C SAMPLE CONFIDENTIALITY AGREEMENT FORM



Early Childhood Education Acknowledgement of Confidentiality

_____ I understand the rules governing the matter of confidentiality, and that observance
Initials of these rules are a condition of my continuing in the ECE program.

_____ I understand that I am not to disclose confidential information, except to the
Initials extent of enabling me to perform my duties effectively. I will not include student names or any identifier on coursework or during class discussions.

_____ I understand that anything I hear or see regarding the school in which I am
Initials performing my duties as a practicum student, will not be discussed with third-party individuals. This includes peers and classmates.

_____ I understand that I am to respect my peers and not share their information with
Initials others, including conversations during class or information gained through any course activity.

_____ I understand that a breach of confidentiality may terminate my association with
Initials LCC's Early Childhood Education program.

Signature: _____

Date: _____