

## Early Childhood Education Summary of Field Experience Expectations

\*This document serves as a brief summary of expectations for field experience over the candidate's two years in the Early Childhood Education Cohort. Please review the course syllabus with your candidate for further detail.\*

For the context of this document:

EDEC 3001 is a junior course. These two placements occur fall semester. The first placement occurs in the first half of the semester and lasts approximately seven weeks, immediately followed by the second placement also lasting seven weeks. Teacher candidates are in the field two days a week. Teacher candidates are expected to teach approximately 15 hours per placement.

EDEC 3002 follows EDEC 3001. This course contains one fifteen-week placement occurring spring semester of the junior year. Teacher candidates are in the field three days a week. Teacher candidates are expected to teach approximately 40 hours in this placement and will plan and teach an integrated mini-unit as well as other course activities.

EDEC 4001 is a senior course that occurs fall semester. This course contains one fifteen-week placement. Candidates are in the field three days a week for the majority of the placement as well as a three-week continuous experience near the end of the semester. Candidates are expected to teach full time for 15 days this semester.

EDEC 4960 is "student teaching". This is a senior course that occurs in the spring semester. This course contains one ten-week placement (often a continuation of the fall placement). Candidates are required to attend placement a minimum of 50 days, plan and teach 4 weeks full-time, at least 2 of which must be consecutive. During weeks that full-time teaching does not occur, support all routine activities in the classroom, plan and teach 2 to 4 lessons/activities per day.

Teacher Candidates will show evidence of meeting those expectations, including:

- satisfactory field-based experience evaluations must be achieved each semester for each placement in order to continue in the program;
- reporting to the school office upon arrival;
- adhering to designated sign in and out procedures for the assigned partner school;
- arriving promptly and remaining on duty for the full time designated;
- notifying the partner teacher, the mentor leader, and university supervisor in the event of any absence;
- notifying the partner teacher, the mentor leader, and university supervisor of late arrivals and early departures;
- observing standards of professional behavior, as defined by the JHL College of Education and the partner school;
- demonstrating willingness and skill in working collaboratively with partner teachers, school faculty and administrators, other teacher candidates, university supervisors, and mentor leaders;
- and adhering to all other expectations stated in the *Handbook for Initial Teacher Candidates*.

Teacher candidates will document satisfactory performance and participation in field placements by:

- documenting their record of attendance in field placement [EDEC 3001, 3002, 4001, 4960];
- documenting their record of their instructional experiences [EDEC 3001, 3002, 400, 4960];
- documenting their record of involvement in other professional experiences [EDEC 3001, 3002, 4001, 4960];
- keeping a field journal [EDEC 3001, 3002, 4001];
- documenting student learning [EDEC 3001, 3002, 4001, 4960];
- implementing activities from teacher manuals or partner teacher's plans [EDEC 3001, 3002];
- collecting evidence of planning (lesson plans, meeting notes, etc.) of their work, especially that is required in other courses [EDEC 3001; 3002, 4001, 4960];
- designing and implementing activities that meet mandated standards for the classroom [EDEC 3002, 4001];

- completing a Teacher Work Sample [EDEC 4001];
- completing edTPA {EDEC 4960}
- having their partner teachers complete mid-term and final evaluations [EDEC 3001, 3002, 4001, 4960];
- arranging to have their partner teachers to observe and provide formal feedback on the designated number of learning experiences (one observation per seven-week placement in 3001, two observations in 3002, four in 4001 and six observations in 4960) [EDEC 3001, 3002, 4001, 4960];
- arranging to have their university supervisor observe and provide feedback on the designated number of learning experiences [EDEC 3001, 3002, 4001, 4960].
- arranging to have their university supervisors observe at least two lessons during 4001 placement, one before teacher work sample (TWS) and one during the implementation of the TWS [EDEC 4001].
- arranging to have their partner teachers observe at least four lessons during 4001, two before TWS and two during the implementation of the TWS [EDEC 4001].
- attending all faculty, PTO, and professional meetings which occur on your regularly scheduled placement days. This may require you to stay after school or come back to an evening meeting. [EDEC 4001, 4960].