



Early Childhood Education

Field Experience Handbook

Fall 2020

INTRODUCTION TO FIELD EXPERIENCES

At each level of the pre-service education experience at North Greenville University, teacher candidates are given opportunities to apply the knowledge and skills they are obtaining through simulated and actual classroom situations. Field experiences are offered in cooperating schools as an integral component of the program. Field experiences provide the opportunity for candidates to continue to develop their knowledge, skills, and dispositions in the real world of classrooms as they work with diverse learners in a variety of settings appropriate to the content and level of their program of study. Designed to be both incremental and well-sequenced, field experiences help candidates develop the competencies to begin their careers as teachers. Field experiences for early childhood education majors are based upon and aligned with the Conceptual Framework of the NGU College of Education and the Standards of both the National Association for the Education of Young Children (NAEYC) and the National Council for Accreditation of Teacher Education programs (NCATE).

Field experiences and clinical practice are characterized by collaboration, appropriate practice associated with sound professional expertise, and accountability through extensive assessment. Field experiences represent a variety of early and ongoing school-based opportunities in which candidates observe, reflect, assist, tutor, manage, instruct, and assess learning in K-12 classrooms.

The first field experience, as a part of EDUC 1210 Introduction to Education, occurs as your first education class and is exploratory and primarily observational in nature. After candidates are admitted to the Teacher Education Program, each major has its own organization for field experiences. The over-arching focus, however, is the same throughout the COE, to give candidates authentic learning experiences within an environment of on-going growth. This is accomplished as candidates are mentored collaboratively by university supervisors and classroom teachers to become effective practitioners, caring leaders, and lifelong learners (Conceptual Framework). Students move from observing both the teacher and the learner to engaging in teaching lessons and to curriculum planning and development. Field experiences are integrated into specific University courses and represent a variety of early and on-going school-based opportunities in which candidates observe, reflect, assist, tutor, manage, instruct, assess, and conduct events in their classrooms.

EARLY CHILDHOOD EDUCATION AT NORTH GREENVILLE UNIVERSITY

The Early Childhood Education Program is designed for students seeking certification to teach in the public schools at the preschool through third grade levels. This program is grounded in child development, is sequential, and is field-based. This means that early childhood majors' course of study begins with an in-depth study of children, birth through age eight, and moves to examination of program and career options within the profession. Opportunities for expanding work with children in a classroom setting are provided during every year of the program. The program culminates in a twelve week, full-day student teaching experience within the public schools – P-3rd grade.

ORGANIZATION OF FIELD EXPERIENCES

Early Childhood field experiences provide teacher candidates with opportunities to work in a variety of classrooms and with a variety of age groups. This facilitates decisions about the age and grade levels at which they feel most comfortable.

Candidates spend large blocks of time in the schools, while also taking classes on the North Greenville campus. This requires careful time management and organization of work. To facilitate these criteria, candidates and/or staff members arrange for candidates to work in groups called *cohorts*. Cohorts of four to five individuals enable early childhood majors to complete field experience requirements at one school rather than having to travel to several different schools to complete field assignments. Cohorts also serve as support groups, since they encourage opportunities for sharing ideas and for problem solving with friends.

Cohorts are assigned placements in schools that have agreed to work with the College of Education at North Greenville University as partners. Faculty members in these schools permit cohort members to carry out learning experiences in their individual classrooms and critique the work and progress of the teacher candidate, both verbally and on an evaluation form provided by the North Greenville University College of Education.

Cohorts also receive support from mentors who are trained by early childhood faculty members. Mentors are available in each school to answer questions and provide encouragement to the teacher candidate. They provide candidates with feedback on learning experiences and provide suggestions for growth. Candidates are mentored to become effective practitioners, caring leaders, and lifelong learners (Conceptual Framework of the COE).

In addition, throughout all field experiences, candidates follow the standards of quality established by the major Early Childhood professional organization, the National Association for the Education of Young Children (NAEYC). Currently, early childhood education students, under the guidance of a faculty member, are leading a collegiate chapter of the South Carolina Early Childhood Association. This organization provides support for field experience cohorts and encourages professional growth among teacher candidates. Membership is open to all Early Childhood majors.

CURRENT PROGRAM OF EARLY CHILDHOOD FIELD EXPERIENCES, BY COURSE

At the present time, teacher candidates in early childhood, beginning in their freshman year and continuing through the first semester senior year, are required to complete a total of 230 hours of field experience. As shown in the chart below, students move from a small number of hours to entire school days in the K4 – 3rd grade classrooms, prior to the Student Teaching experience.

Course Number	Course Name	Number of Hours in
Field		
EDUC 1210	Intro to Education	20
ECED 2360 (Observation only)	Child Development	10
ECED 3300	Intro. To Early Childhood	10
EDUC 3350	The Exceptional Learner	

Field Experiences for Cohorts 1st Semester

ECED 3210	Utilizing Technology in Early Childhood	
ECED 3340	Assessment of Young Children	
ECED 3380	Guiding Behavior of Young Children	
EDUC 3300	Literature for Children	
EDUC 3410	Educational Psychology	
	Total for Cohort	30

Field Experiences for Cohorts 2nd Semester

ECED 3335	Methods & Materials for the Young Child	
ECED 3650	Reading Assessment & Methods for Early Childhood	
ECED 3360	Social Studies for Young Children	
ECED 3370	Building Family and Community Relationships	
	Total for Cohort	30

Field Experiences for Senior Block (Fall semester, Senior year)

ECED 4610	Integrated Curriculum I (Lang Arts, Music, Art, Drama)	
ECED 4620	Integrated Curriculum II (Math, Science)	
ECED 4110	Autumn Experience	
	Total for Cohort	140

In the current early childhood curriculum, teacher candidates are placed in cohort groups beginning in their junior year, with each cohort assigned to one elementary school in one of our partner schools. Each cohort will work in the school three hours per week for 10 weeks throughout the semester. A faculty member is assigned to each school to serve as the on-site

mentor for each cohort. Mentors will record and respond to candidates' performance, noting areas of reinforcement and refinement and assisting them in developing a plan to strengthen these areas.

FREQUENTLY ASKED QUESTIONS ABOUT COHORT GROUPS

What are cohort groups? Cohort groups are groups of teacher candidates who have the same schedule and take all of their classes as a group.

What is the purpose of using cohort groups? The purpose of the cohort groups is to focus instruction in the field experiences. Instead of having students go to different schools on different days to complete requirements from different professors, the teacher candidate will carry out all of the assignments in one school.

Who will supervise the students? A supervisor/mentor from the University will be in the schools on Tuesday and/or Thursday mornings and will supervise one set of teacher candidates.

What will be the role of these mentors? To be a resource who will provide ideas for strategies, activities, and materials, and a coach who instructs, trains, encourages, and models learning experiences.

What will these mentors do while they are in the classroom? They will be responsible for observing and scripting the lesson, using the Domain 1: Instructional Indicators Checklist and the Domain 3 Environment Checklist, identifying areas of reinforcement and refinement, conferencing with the teacher candidates, leading the teaching candidate to self-reflect, modeling lessons, and helping develop a plan for improving instruction.

What will be the role of the professors who give the assignments? They will be responsible for developing the requirements for the teacher candidates and giving the grade to the teacher candidates for how well the requirements were completed in their field experience.

North Greenville University: College of Education Conceptual Framework

OUTCOME 1: THE TEACHER IS AN EFFECTIVE PRACTITIONER, GROUNDED IN CONTENT KNOWLEDGE AND SKILLED IN IMPACTING STUDENT LEARNING.

Proficiencies:

- A. Candidates demonstrate mastery of the critical content and processes in their fields of study within the context of a broad understanding of the liberal arts. [CAEP 1.1, APS 6, Praxis II Content Exams, minimum grades in core courses, minimum GPA.]
- B. Candidates communicate subject matter effectively and accurately to motivate student learning, and develop deeper levels of understanding of key concepts. [CAEP 1.2, APS 4, FEE, Oral Grammar Rubric, AOD, Lesson Plan Rubric]
- C. Candidates utilize the key principles of educational purposes, curriculum, instruction, and assessment by designing, adapting, and selecting a variety of appropriate assessments and using the data to improve student learning and instruction. [CAEP 1.3, APS 3, Lesson Plans, ADEPT evaluation, Unit, TWS]
- D. Candidates plan and implement lessons utilizing the knowledge of student diversity, human development, and research in order to help all students learn. [CAEP 1.5, APS 2, Lesson Plans, Unit plan, TWS, ADEPT evaluation]
- E. Candidates employ multiple resources beyond the textbook such as including concrete objects, online resources and media to meet the needs of all learners. [CAEP 1.4, APS 5, Unit Plans, Lesson Plans, FEE, TWS]
- F. Candidates use a variety of effective instructional techniques, models, methods (eg. close reading, critical thinking, problem solving), and materials in a logical sequence for teaching and learning. [CAEP 1.6, APS 5, Lesson Plans, Unit Plan, FEE, TWS]

OUTCOME 2: THE TEACHER IS A NURTURING AND CARING LEADER.

Proficiencies:

- A. Candidates exhibit personal responsibility, trustworthiness, fairness, and teamwork in the school community. [CAEP 1.7, APS 10, AOD]
- B. Candidates respect, value, and establish high expectations for all students creating an inclusive learning environment. [CAEP 1.6, APS 4, AOD, TWS, ADEPT]
- C. Candidates design and maintain an effective, safe learning environment that meets the child's physical, social, emotional, and cognitive needs. [APS 8, SC safe schools climate act, AOD, TWS, ADEPT]
- D. Candidates value cooperation, practice collaboration, and display fairness and empathy when working with colleagues and families. [CAEP 1.8, APS 10, AOD]

**OUTCOME 3: THE TEACHER IS A LIFELONG LEARNER WHO BY EXAMPLE
AND INSTRUCTION INVITES LIFELONG LEARNING IN STUDENTS.**

Proficiencies:

A. Candidates engage in activities and utilize resources that contribute to the improvement of self, the profession, and community. [APS 10, AOD, ADEPT evaluation]

B. Candidates model inquiry and reflection of self, students, families, and communities based on student performance. [CAEP 1.3, APS 10, Lesson Plans, TWS, ADEPT]

C. Candidates reflect on their choices and biases in order to build strong relationships with learners, families, colleagues, and the community. [CAEP 1.9, APS 10]

Revised 2.13.2014

Responsibilities of Participants in the Field Experiences

Responsibilities of the Director of Teacher Education

The Director of Teacher Education is the chief coordinator for all student field experiences. All communication concerning the placement of students in the public schools is channeled through the office of the Director of Teacher Education.

The Director of Teacher Education has the following responsibilities:

1. Coordinating the placement of students in the field experiences with the Field Experience Placement Coordinator.
2. Assisting the faculty with the orientation sessions for field experiences.
3. Providing guidance and support for university supervisors, students, and public school personnel involved in the field experiences program.

Responsibilities of the Field Experience Placement Coordinator

The Field Experience Placement Coordinator has the following responsibilities:

1. Obtain needed placements for each semester from department chairs.
2. Obtain list of candidates for each placement from the records coordinator.
3. Contact individual schools regarding candidate placement.
4. Notify cooperating teachers, principals, department chairs, and faculty of candidate placements.
5. Notify candidates of their placement.
6. Serve as a contact between cooperating teachers, principals, and North Greenville University.
7. Order all name tags for candidates and education faculty.
8. Enter assessment data for teacher candidates under the direction and supervision of the Assessment Coordinator.
9. Maintain notebook of College of Education syllabi for each semester.
10. Organize tasks for work study students.
11. Other duties as assigned.

Responsibilities of Mentors

North Greenville University faculty and the mentors of field experiences work directly with students to help them gain the maximum benefits from their experience in the public school classroom. Mentors also communicate regularly with the Instructors of Field Experiences classes and department chairs concerning the placement, supervision, and evaluation of students in the field experience program.

Mentors of the Field Experience have the following responsibilities:

1. Coordinate with the Director of Teacher Education to provide information, which will allow appropriate placement for all students involved in field experiences.
2. Provide orientation sessions for field experiences.
3. Inform candidates of the requirements of field experience courses outlined in this *Field Experience Handbook*.
4. Provide candidates with appropriate forms for recording information concerning student observations and/or interactions with children.
5. Assist candidates with problems concerning placement or fulfillment of course requirements.
6. Help candidates understand the expectations of the partner schools.
7. Periodically visit and/or telephone the schools to obtain feedback concerning the field experiences.
8. Evaluate candidates' lesson plans (based on NGU Performance Assessment Evaluation Model).
9. Evaluate student lessons taught in the classroom.
10. Periodically meet with students for conferences.
11. Coordinate the evaluation process in each field experience course.
12. Provide feedback on progress of students in field experiences.
13. Evaluate each student's performance in the field experience.

Responsibilities of North Greenville Professors and Instructors

1. Communicate expectations to the candidates and provide forms needed (NGU Lesson Plan and Unit templates; attendance log).
2. Grade lesson plans and reflections.
3. Communicate with University Mentors, as needed.

Responsibilities of Cooperating Districts, Schools and Cooperating Teachers

The selection of cooperating schools is the joint responsibility of the university and the school district administration and is coordinated through the Director of Teacher Education. The University makes every effort to place students with cooperating teachers who understand and are willing to participate in the University's Teacher Education Program. These teachers are recommended by their school administrators. It is the responsibility of the cooperating districts and schools to select cooperating teachers to participate in training and orientation sessions conducted by a representative of the North Greenville University College of Education.

The responsibilities of the cooperating teachers include the following:

1. Participate in an orientation session provided by the North Greenville University Education faculty.
2. Review the school's' expectations for students, assist students in planning appropriate activities for the classroom, and supervise student's' classroom work.
3. Provide evaluation of students, give appropriate feedback and guidance, and keep the University supervisor informed of students' problems and progress.
4. Evaluate the Field Experience Program.

Responsibilities of North Greenville University Students

Students participating in field experiences must comply with all of the academic regulations outlined in this document, and satisfy all course requirements outlined in the syllabi. It is the student's responsibility to read and abide by the policies of the University and the cooperating schools. The responsibilities of the students include the following:

1. Maintain the degree of professionalism expected by the faculty and administration of North Greenville University and the cooperating schools.
2. Travel to the Partner Schools and document each visit by signing in at the school.
3. Be prompt, courteous, respectful, and responsible to all stakeholders.
4. Maintain appropriate standards of dress and conduct. Each student should check with the principal or cooperating teacher concerning dress code in the school.
5. Notify the mentor and cooperating school and/or teacher in the event of an absence, and cooperate with them to reschedule the visit.
7. Maintain confidentiality of students and school personnel.
8. Schedule and attend all conferences with the mentor, and inform the mentor in the event of any problem.
9. Fulfill all duties related to the field experience without compensation.

10. Inform the cooperating teacher of activities/information required in the field experience.
11. Complete a minimum of 20 hours of observation for each field experience.
12. Complete and return to the University supervisor all forms or reports relating to the field experience.

Assessment of Dispositions

Each Teacher of Education applicant will submit 2 Assessments of Dispositions: Pre Admission to Teacher Education Program. An average of 2.5, on a scale of 4.0, will be required for students to be admitted to the Teacher Education Program.

Once admitted, an [Assessment of Dispositions](#): Field Experience evaluation form will be completed by cooperating teachers on candidates participating in field and clinical experiences. Teacher candidates will be expected to maintain an average of 3.0.

Instructors of general education courses will complete the Assessment of Disposition evaluations on education majors when they observe dispositions not in agreement with the Teacher Education Program expectations and objectives.

Name: _____ Date: _____

Observation Site: _____ Age _____

Level: _____

of Teachers: _____ # of Children: _____

Diversity: _____

PROGRAM ASSESSMENT

1. Would you like to be a child in this classroom?	Evidence
2. Is there a balance of small group/whole group/ individual activities?	Evidence
3. Do children spend more time in self-selected activities than in teacher-directed activities?	Evidence
4. Do the children's interests influence activities and learning experiences?	Evidence
5. Is there a balance of emphasis on intellectual, social, emotional, and physical growth?	Evidence
6. Are skills taught in a meaningful context?	
7. Are activities and experiences selected on the basis of their relationship to the goals of the program?	Evidence
8. When planning activities, is the information gathered from assessments used to guide planning?	Evidence
9. Is there evidence of parent involvement?	Evidence

FIELD EXPERIENCE
Introduction to Early Childhood
ECED 3330 Only

Name _____ Semester _____

School _____ Grade _____

Cooperating Teacher _____

ATTENDANCE LOG

Name of School	Date	Time		Teacher's Signature
		In	Out	

Total Number of Hours _____

Total Number of Weeks _____

Cooperating Teacher's Signature

Student Signature

COE LESSON PLAN TEMPLATE

Name: _____ Grade/Subject: _____

Date of Lesson: _____

Lesson Title:

State Standard:

Learning Objective(s): The student will be able to:

Essential Question(s)/Learning Target:

Assessment: How will you know that the students met the objectives (s) of the lesson?

Things to include: How will assessments accommodate for the differences in the students? Are the assessments formative or summative? How will you record what they learned?

How would you re-teach this in a different way for those who do not achieve mastery?

Materials and Supplies/Technologies and Outside Resources:

Things to include: List all necessary items for teacher and students. Give a short description including title and author of any books used. Give the web address for any websites used.

Opening: Hook; Essential Question/Learning Target

Things to include: How will you begin/introduce the lesson? How will prior learning be activated?

Instructional Input: This is your actual instruction.

Modeling: What will you do to demonstrate what students should know?

Development of Critical Thinking and Problem Solving:

Things to include: Develop three or more questions on the upper levels of Bloom's Taxonomy. Identify the level that corresponds to each question and embed these questions into your script.

Question	Level

Guided Practice: Opportunity for students to practice the new learning you have modeled

Describe the guided practice activity and include ways you will monitor student progress.

List students' accommodations. * How will students' individual differences in rates of learning, styles of learning, interests, and needs be accommodated? Include activities for the auditory, visual, and kinesthetic learner.

Closure: Re-state the Essential Question/Learning Target.

How will you review your lesson, summarize, and bring closure?

Independent Practice: Reinforce or extend the practice to master content/skill.

This could be homework or it could be an independent assignment done during class, including an assessment.

*** Types of Accommodation:**

ESOL

Special Education

Resource or inclusion

Physical Handicaps (visual, hearing, physical)

Speech and Language

Learning Disabilities (what areas)

Early Finishers

Gifted Learners

After each lesson is taught, a reflection is required. The following guidelines are used to score your written lesson reflection.

View the [Written Lesson Plan Rubric](#) here.

Revised FA2020

North Greenville University
College of Education

**COLLEGE OF EDUCATION
SENIOR BLOCK SCHEDULE**

EARLY CHILDHOOD EDUCATION

The Senior Block for Early Childhood Education is a cohort placement for teacher candidates in the semester immediately prior to student teaching. All senior early childhood teacher candidates will take the Senior Block and will be enrolled in the same early childhood courses: ECED 4610, Content Area Reading and Writing with Integrated Curriculum I; ECED 4620, Integrated Curriculum II, and ECED 4110, Autumn Experience. The purpose and design of the Senior Block for Early Childhood Education is to provide teacher candidates with optimal field experiences for preparation for student teaching. Candidates will be placed in the school with teachers with whom they will be working in Senior Block and during student teaching. Early Childhood candidates will complete a placement in K4 through 3rd grade in field experience and student teaching.

Candidates are in their assigned school for field experiences for the first full week of school and then on Tuesdays and Thursdays from 08:00 until 03:00. Autumn Experience hours are to be completed in conjunction with the two Integrated Curriculum courses.

Candidates are in class on campus Monday and Wednesday. ECED 4610 is scheduled for morning hours; ECED 4620 is scheduled for afternoon hours. Some class meeting times may be flexible to accommodate such things as special speakers or seminars.

No field experiences are scheduled for Fridays. The North Greenville University calendar will be observed; regular chapel attendance is expected.

AUTUMN EXPERIENCE

Autumn Experience is a learning experience for senior early childhood education majors, scheduled in the semester prior to student teaching. Teacher candidates are placed with the teachers with whom they will complete their field experience for Integrated Curriculum I, Integrated Curriculum II, and their student teaching. The purpose of the course is to provide candidates with an opportunity to assist the classroom teacher and to learn how the school year begins in a K4 through 3rd grade. The course requires the candidate to complete full day service to the school on Tuesdays and Thursdays. Ideally, the placement will begin as close to the first of the school year as possible. The placement will continue for 10 weeks.

During the placement for Autumn Experience, teacher candidates assist the classroom teacher in preparing the classroom and teaching materials, gathering information on children if permitted to do so, planning and teaching learning experiences, and completing whatever other duties they may be assigned. Placement with teachers on a long-term basis will result in a smoother transition to student teaching in the following semester.

**FIELD EXPERIENCE
 COHORT
 Senior – Early Childhood**

Name _____ Semester: _____

School _____ Grade _____

Cooperating Teacher _____

ATTENDANCE LOG

Week No.	Day	Time		Teacher's Initials
		In	Out	

Total Number of Hours _____

Total Number of Weeks _____

 Cooperating Teacher's Signature

 Student Signature



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Christ Makes the Difference

COLLEGE OF
EDUCATION

Dear Cooperating Teachers:

The faculty of the College of Education of North Greenville University would like to express their appreciation to you for mentoring our seniors in Early Childhood Education. Your willingness to share your time, talents, and instructional strategies with these future teachers of young children serves as a demonstration of your commitment and respect for quality education.

Your student will be in classes at the University each Monday, Wednesday and Friday and will be in your classroom on Tuesday and Thursday. The North Greenville University student should arrive at your classroom from the time students arrive in the morning and stay until the last student leaves in the afternoon. We would like the students to be exposed to the full school day and have teaching experiences throughout the day. While there, the North Greenville University student should assist in small group instruction, tutoring, and whole group instruction. How they are utilized will be at your discretion, but our expectation is that they will make a difference in your ability to meet the needs of all students. We know that you will make a difference in their teaching abilities by your model of developmentally appropriate practices and through your constructive suggestions as you observe and reflect with them on their teaching.

Throughout the semester the seniors will have multiple assignments to complete including collecting demographic data from your classroom, examining your long range plans, compiling documentation of their teaching strategies, classroom management, technology integration, professional development, and assessment techniques used. Additional assignments will include planning and implementing eight lessons in your classrooms. The North Greenville University faculty mentor will schedule two formal observations during this term. If any problems occur with our students, please contact Mrs. Sammie Burman, Placement Coordinator, at sammie.burman@ngu.edu or your student's mentor. We will be glad to discuss any issues or concerns with you.

Thank you again for your assistance with the professional development of our Early Childhood Education candidates.

Sincerely,

Melissa Cruver, Ed.D.
Chair, Early Childhood Education

EVALUATION SEQUENCE CHART FOR STUDENT TEACHERS

The [*Evaluation Sequence Chart for Student Teachers*](#) contains all of the links to items required in your Field Experience Placements.

The chart also contains useful information for junior and senior block placements.