I. Course Information
A. Supervisor  
Jean Maakestad Wolf — HH22B (O) 309/298-1542 (H) 309/837-2193  
e-mail: je-wolf@wiu.edu  
Office Hours: MN/WD: 12:00 pm - 2:00 pm; TU: 4:00 pm - 5:00 pm

Catalog Description: Field Work in Early Childhood Education III (1-4, repeatable to 6)  
Clinical experience in pre-primary and primary grade early childhood classrooms. Students explore and apply learning theories and practices as they observe, participate, and teaching daily in the classroom. Transportation not furnished. Prerequisites: ECH 271, 273, 274, 380, 381, departmental permission, fully accepted into Teacher Education Program. Graded S/U only.

B. Dates  
1. Classroom Participation: Monday - Friday mornings; times arranged to meet classroom schedules  
   Session I: TH, September 2 - FR, October 15 (6 1/2 weeks)  
   Session II: TU October 19 - FR, December 10 (7 weeks)  
2. Seminar Meetings: Horrabin Hall 79  
   Session I/ MN, August 23 - 9:30 am - 12:00 pm; WD, August 27 - 8:30 am - 11:00 am;  
   MN, August 30 - 8:30 am - 11:00 am; WD, September 1 - 8:30 am - 11:00 am  
   Session II/MN, October 12; MN, October 19; FR, November 5, 9:00 am - 11:00 am  
3. Final Meeting: Date and time to be arranged, during Finals Week

C. Objectives  
Each student will apply knowledge and develop and practice skills in the following areas, which are aligned with the NAEYC (National Association for the Education of Young Children) Professional Standards and with the IPTS/EC (Illinois Professional Teaching Standards/Early Childhood).

1. Promoting Child Development & Learning  
   * Use knowledge and understanding of young children's characteristics and needs and of the multiple interacting influences on children's development and learning, to create healthy, respectful, supportive and challenging learning environments for all children. (IPTS/EC: 2)

2. Building Family & Community Relationships  
   * Know about, understand, and value the importance and complex characteristics of children's families and communities; use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning. (IPTS/EC:3)

3. Observing, Documenting, and Assessing to Support Young Children and Families  
   * Know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children’s development and learning. (IPTS/EC: 8)

4. Teaching and Learning  
   * Integrate understanding of and relationships with children and families; understanding of developmentally effective approaches to teaching and learning; and knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children. (IPTS/EC: 1, 4, 5, 6)

5. Becoming a Professional  
   * Identify and conduct self as member of the early childhood profession; know and use ethical guidelines and other professional standards related to early childhood practice; act as continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. (IPTS/EC: 9, 10, 11)

II. Requirements  
A. Resources  
Use multiple resources to guide your participation in the classrooms.

1. Textbook  

2. Additional Resources  
Books and materials on reserve and on the shelves in the curriculum library  
Materials available on Western On-line
Materials and assignments from all ECH Courses (esp. the methods courses, junior year)
Illinois Learning Standards: Early Learning/Kindergarten/Early Elementary  
(www.isbe.state.il.us/ils/Default1.htm)  
(www.isbe.state.il.us/earlychi/default.htm)

B. Assignments

Keep the following information in a three-ring binder, clearly divided and labeled into four, separate sections. This binder is to be in your classroom the day you are scheduled to be observed. (Please do not use plastic page protectors.)

***Section 1: Participation***  (TOTAL points: 62 possible)

a. **Time Record/13 pts:**  *Session I & Session II.*  Keep a daily record of time spent IN the classroom on the form provided. Hours must be totaled on a weekly basis and at the end of the session. Information on the time sheet is to be accurate and the time sheet signed by the cooperating teacher for each session.

b. **Activities Record/13 pts:**  *Session I & Session II.*  Keep a daily record of activities completed WITH children, on the form provided. The form must be signed by the cooperating teacher at the end of each session.

c. **Weekly Reflections/36 pts:**  Reflect on your interactions with the children and the teachers, as you make connections between knowledge and practice. This is more than a description of what you or the children do each day; it is to be your response to and feelings your experiences as a teacher in the classroom.

1. **SESSION I:**  *Post 1 reflection per week, minimum 1 page per week, for the instructor only.*
   *Respond 1 time per week to prompt posted on discussion board, Western on-line.*
   *Write a final reflection at the end of your first classroom experience, to include:*
      a.  Thoughts about what you have learned about yourself, as a teacher, about children, and about teaching in general.
      b.  3 specific goals for Session II, using the course objectives and the Teacher Education Dispositions to guide your discussion.

2. **SESSION II:**  *Post 1 reflection per week, minimum 1 page per week, for the instructor only.*
   *Respond 1 time per week to prompt posted on discussion board, Western on-line.*
   *Write a final reflection, to include:*
      ---thoughts about your experiences throughout the semester and about your preparedness for student teaching; and,
      --1-2 thoughts/advice for the students who will be completing ECH 480, Fall 2011.

***Section 2: Knowledge***  (TOTAL points: 28 possible)

a. **Child Observations/16 points**  
   *Session I -Record 1 observation per week for each child in your classroom. Observations must be objective and specific and are not to include interpretations or judgments.*
   o  Keep one page in this section for EACH child using the form provided or your own systematic method for record keeping.  Use child's first name and include age of the child.
   o  Include all information for each observation:  date, time of observation, context, and developmental area.
   o  Use information collected through these observations to inform your planning and your interactions with the children.

   **END SESSION I:**  Choose 2 children; write a summary to objectively describe each child’s development, in each domain, based on recorded observations

   *Session II--Complete observations of children following the guidelines for the Western Teacher Work Sample.*

b. **Learning Environment/12 points.**  Complete and describe, in detail, a minimum of 2 ideas you observe in each classroom for each of the 6 strategies from ECH 356/ECH 381 (identified below).  Be specific with your observations and use 1 page per strategy. Include the classroom setting information and the time of your observation.
   1. Knowing Children
   2. Building Classroom Community
   3. Creating a Structure
   4. Guiding Children's Learning
   5. Assessing Children's Learning
   6. Building a Partnership with Families (and the Community)
**Section 3: Application**  (TOTAL points: 54 possible)

a. **Planning for Teaching/12 pts**

*Session I:* Provide all of the information required on the Planning for Teaching form, for each lesson you plan and implement.

*Session II:* Provide all of the information required on the Planning for Teaching form, for each lesson you implement with children, either planned by the teacher or by you. Do not include lessons for the WTWS.

b. **Learning Experiences/42 pts**

*Session I/21 pts:* Plan, implement and evaluate a minimum of 7 learning experiences, with at least one lesson for each curricular area (math, science, language arts/literacy, social studies and creative arts). One lesson is to be a whole group activity.

The learning experiences must include all components of the lesson plan format for the course and fit into the classroom schedule. The plans also must reflect an understanding of children's abilities, needs, and knowledge, as gained through your recorded observations and through interactions with the teachers, and must be grounded in curriculum content. Specific adaptations for children with diverse needs must be included as well as methods for involving parents/families/communities in the experiences.

Each learning experience you implement must be planned in detail AND approved (in rough draft form) by the classroom teacher at least 1 day prior to implementation. Provide the teacher with a final copy of the plan the day the lesson is implemented. All preparations must be completed prior to your arrival in your classroom. Each lesson is to be typed and one copy of each plan, including the one implemented during a scheduled observation, is to be in your notebook in Section 3 at the time of your observation.

**OPTION 1:** Plan/implement/evaluate 7 learning experiences as they relate to 1 topic/theme within the classroom. You may choose the topic, after consultation with the teacher, or you may follow the teacher's ideas. The lessons can be completed within a one or two week period.

**OPTION 2:** Plan/implement/evaluate 7 individual learning experiences during the six week period, following the weekly topics/content being studied.

*Session II/21 pts:* Implement a minimum of 5 lessons, planned by your teacher or by you, using the Planning for Teaching Form to record information about the lessons. A full lesson plan is not required for these 5 plans.

:Follow the guidelines for the Western Teacher Work Sample to identify specific learning goals and to guide and assess children's learning. Complete a minimum of 5 lessons for the WTWS.

c. **Expectations**

1. **Observe and actively participate** in your assigned classrooms a minimum of 12.5 hours per week (two and one-half hours per day, five mornings per week). Be on time, and learn the routine, the children's names, the classroom goals and expectations, and the schedule as soon as possible. If you and your teacher would like to arrange for a different schedule on a regular basis, check with the supervisor to have the change approved.

2. **Take the responsibility** to meet with your teacher on a regular basis, to plan, ask questions, and clarify any concerns either of you might have. You will need to be flexible and your teacher will appreciate the efforts you make to seek her guidance.

3. **Show initiative and enthusiasm** in the classroom. By the second week, recognize when and where help is needed and jump in or offer help when appropriate.

4. **Complete ALL** preparations for your observation and participation before going to your placement each day. If necessary, arrive earlier than usual to complete preparations or stay later, when appropriate. The time in the classroom is not to be used for preparation or for completion of course requirements or other work.

5. **Dress appropriately.** Check with your cooperating teacher and observe what others are wearing.

6. **Notify your teacher AND the supervisor** as soon as possible if you are to be absent. Time missed at either placement, with the exception of the days the school is closed, must be made up at a time agreed upon by you and the cooperating teacher. Please notify the supervisor (via e-mail or voice mail) of any make-up arrangements. Consistent lateness or absences will result in an automatic unsatisfactory.

7. **Notify the supervisor the day before your scheduled visit**
building. Work out with the other students the schedule for observations before notifying the supervisor with observation times. Observation schedules are tight, but every effort will be made to observe you “in action.”

8. **Model professional behavior** at all times. You represent Western Illinois University, the College of Education and Human Services, and the Early Childhood Teacher Education Program.

9. **Maintain confidentiality.** What you hear and observe stays at school. If you need to talk about something that concerns you, please do so with a trusted peer or with the supervisor. Stories about a child/children violate privacy. Attend and participate in scheduled seminars during the semester. Each seminar will focus on a specific topic, based on student need and interest and on issues in the early childhood education field. These topics may include: observations on and discussion about children, reflections on experiences in the classroom, preparations for student teaching, and responsibilities and procedures regarding emotional distress, child abuse and neglect.

### III Responsibilities (TOTAL points: 16 possible)

#### A. Student /16 points
1. Seek guidance as needed to complete course requirements and classroom expectations, from supervisors and cooperating teachers.
2. Model and exhibit behaviors outline according to the Teacher Education dispositions.
3. Coordinate and schedule teaching times with the cooperating teacher and classmates in the building on assigned observation days.
4. Inform the supervisor of scheduled teaching time or any changes in the schedule.
5. Discuss ideas with and provide a draft of each lesson plan to the cooperating teacher prior to implementation.
6. Provide a copy of the completed plan to the cooperating teacher, the day you are scheduled to teach the lesson.
7. Make the notebook available for review during each scheduled observation.
8. Complete all course requirements in a professional, timely, and thoughtful manner.

#### B. Cooperating Teacher
1. Provide feedback early and often regarding the student’s ability to show initiative, interactions with the children, planning skills, teaching abilities, and professional behaviors.
2. Clearly state expectations to the student and encourage her to assist with tasks and activities.
3. Help the student identify and plan a schedule to complete requirements and any additional expectations.
4. Call with any concerns or questions at any time. Developing and maintaining open communication lines are key for ensuring that this experience will be positive for all involved.
5. Complete a final evaluation at the end of the session. Evaluation forms become part of the student’s field experience files.

#### C. Supervisor
1. Schedule observations at the beginning of each session.
2. Complete observations as scheduled, or notify students immediately of any changes.
3. Complete and discuss observations made during each visit, make suggestions for continued growth, and provide a copy of completed observation form to the student.
4. Discuss progress and performance with the cooperating teacher.
5. Monitor progress toward completion of course requirements during each scheduled visit.
6. Complete a formative evaluation upon completion of Session I, and a summative evaluation upon completion of Session II and course requirements. Evaluation forms become part of the student’s practicum experience files.

### IV. Evaluation

#### A. Observations
Two, formal observations during each session will be scheduled. Additional observations will be scheduled as needed, based on feedback from the student, the cooperating teacher, and/or the supervisor.

#### B. Online Interactions
1. Use correct grammar, punctuation, capitalization, word choice, and spelling.
C. Writing Expectations

D. Final Evaluation

1. A SATISFACTORY (S) or UNSATISFACTORY (U) will be assigned based on the completion of each of the above stated assignments and requirements. EACH ASSIGNMENT must be completed and submitted in a professional manner (including online interactions), meet written and oral communication guidelines (see page 8) and show evidence of an ability to connect knowledge with practice. Requirements that do not meet expectations must be revised and resubmitted, as arranged.

2. EACH REQUIREMENT MUST BE MET and a total of 136 points (85%) must be received IN ORDER for the student to receive an (S) for the course and to be recommended for student teaching. Each student's LEVEL of PERFORMANCE will be determined based on evaluations by the cooperating teachers and by the supervisors.

3. POINTS WILL BE GIVEN to each assignment, based on the degree to which it meets the criteria stated, exhibits evidence of the ability to apply knowledge and skills to teaching practices, and reflects professional quality work. Point values are as follows, for a total of 160 possible points.

II. Requirements

B. Assignments

*144 points possible

Section I: a. 13 pts b. 13 pts c. 36 pts
Section II: a. 16 pts b. 12 pts
Section III: a. 12 pts b. (I) 21 pts (II) 21 pts

III Responsibilities

A. Student 1.- 8. *16 points possible

V. Additional Information

A. Final Notes

1. This experience will be different for each student and will be, for you, what you make of it. We, your classmates and supervisors, are here to help make this a rewarding and learning experience. Please remember that no concern is too small, and the sooner it is voiced, the more able we are to address concerns.

2. It is essential that you regularly check and respond to your WIU e-mail account as well as Western On-line for information and updates for this course.

B. Suggested Questions

1. Times to be there--within the time frame for the course
2. Appropriate dress
3. Class information--list of children, rules, anything that will help you get to know the classroom
4. Observations of class procedures first two days--get to know room and teaching methods
5. Goals and expectations for curricular areas and children's development during the 6 weeks
6. General plans for the 6 weeks--themes, topics, ideas
7. General school policies and information--signing in, parking, following safety guidelines and emergency plans

C. Car Pool Guidelines

The following guidelines will help organize a successful car pool that is fair and reasonable. Riders should be considerate and pay on a weekly basis.

1. Work out arrangements with the individuals in your car pool, including payment for gas and/or mileage and meeting times & departures. BE PROMPT WITH PAYMENTS AND WITH MEETING TIMES. Should a problem arise concerning payments or other issues please let the supervisors know.
2. Designate a deadline by which the driver must be contacted if someone is not riding on a particular day.
3. Develop an alternative plan in the event the driver cannot drive.
4. Designate responsibility for listening to the radio for possible school cancellations due to inclement weather.
VI. Teacher Education Information

A. Conceptual Framework

The Western Illinois University Teacher Education and Practitioner Preparation
Conceptual Framework

Vision:
Our graduates will be empowered educational professionals deeply committed to continuous learning and the empowerment of all learners.

Mission:
The WIU Teacher and Professional Education Program empowers candidates to become educational practitioners who engage in informed action that is grounded in knowledge and reflection; who are deeply committed to the highest standards of professional practice; who are able to adapt to emerging social, economic, and cultural landscapes; who are skilled in the use of technological tools that promote teaching and learning; and who are committed to empowering all learners.

B. Dispositions

A letter of concern may be submitted if a student fails to demonstrate Teacher Candidate Dispositions put forth by the University Teacher Education Committee (honesty/integrity, responsibility, commitment to learning, respect, collaboration, emotional maturity, fairness, and belief that all students can learn). The disposition checklist can be found at: http://www.wiu.edu/CPEP/PDF/DispositionCheck%207-2010.pdf.

VII University Policies

A. Accommodations

In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. For the instructor to provide the proper accommodation(s) you must obtain documentation of the need for an accommodation through Disability Support Services and provide it to the instructor. It is imperative that you take the initiative to bring such needs to the instructor’s attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e. fire, tornado, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Support Services at 298-2512 for additional services.

B. Academic Dishonesty

Dishonesty of any kind with respect to course assignments or alterations of records will be considered cheating. It is the responsibility of the student not only to abstain from cheating, but also avoid making it possible for others to cheat. The submission of the work of someone else as one’s own constitutes plagiarism. Academic honesty requires that ideas taken from another source for use in a course paper or project be fully acknowledged.
Students are expected to submit work in each course based upon original thinking for that course. Work submitted in one course which is submitted in another course may constitute academic dishonesty in one, both, or neither courses.  http://www.wiu.edu/policies/acintegrity.php

Work submitted in this course may build on work in another course, but it must be created specifically for this course and reflect your own ideas.

C. Physical Restraint:


The Western Illinois University TEP holds the position that no WIU student completing field experiences, including student teaching, are asked to use or engage in the use of physical restraint on any child or youth at any time during his/her field experience. WIU students have not been trained in the use of physical restraint techniques.

Western Illinois University requires that no WIU student be left alone in dangerous or potentially dangerous situations. On the first day of their field experience, all students should receive written statements of the crisis intervention plans of the classroom/school and procedures related to student aggressive behavior.

If a student should find him- or herself in a situation which presents danger to self or others the student should . .

* take steps to protect his or her personal safety and the safety of others.
* immediately contact a teacher, administrator, and/or school security guard.
Writing Expectations:

Each student is expected to exhibit the ability to present ideas in a professional manner.

The expectation is that all completed assignments are to be typed, stapled together, clearly organized, and professionally presented. Points will be assigned to completed assignments based on the degree to which the criteria are met.

- Attention to and submission of all required material and information.
- Thoughtfulness given to the assignment
- Connections between assignment and course content (absence of interpretations, opinions, judgments)
- Original thoughts and clarity of expression of ideas
- Professional written quality (form, structure, spelling, grammar)

Common Mistakes – No Excuse Errors!!!

Each student is expected to carefully edit work prior to submitting it for evaluation. For each of the errors listed, up to 1 point will be deducted for each occurrence of that error.

WRITING

 Appropriately place apostrophes when using possessives and contractions.

 Use periods, commas and question marks correctly.

 Write descriptions of PAST events in PAST TENSE ("I asked the child…. The child responded…. "). It is NOT appropriate to insert the word "would" ("I would ask the child…. The child would say…. "). Also, use same verb tense consistently.

 Use agreement between nouns and pronouns (child … he/she; children…their).

 Use agreement between nouns and verbs (single/plural nouns with correct verb form).

 Use first person (I) when writing a reflection. Avoid using "you" as the subject.

 Use parallel phrasing when making a list of items.

 Refer to parents as mother/father instead of mom/dad.

WORD CHOICE

to, too, two

there, their, they're

whether, weather

then, than

definitely, defiantly

patience, patients

principal, principle

where, we're, were

right, write

aid, aide

people first language (children with ….. )

children, not kids

chose, choose, choice

Early Childhood Faculty/7.08