



**Early Care and Education for a Mobile Society
Handbook for Cooperating Teachers
Practicum I**

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Welcome

Welcome to the Great Plains Interactive Distance Education Alliance (Great Plains IDEA) program for Early Care and Education for a Mobile Society (ECEMS). We thank you for your partnership with us in the development of exemplary teachers of young children for public or private settings.

The mission of the ECEMS program is to prepare graduates to work with diverse groups of young children, families, and communities in a global society. Graduates are prepared to engage in sensitive interactions, implement inquiry-focused curriculum, and support development and learning.

This informational handbook answers general questions about the program. We would like for you to read this manual and keep it as a reference for questions that arise during your work with university students as you accept them into your classroom. The handbook will assist you in becoming familiar with program philosophy and objectives, degree requirements, expectations of practicum students, and course expectations.

Because of the intensity and primacy of the relationship between the practicum student and the supervising practitioner, both are urged to create and maintain channels of open and honest communication with each other and with the course instructor. Should you have any questions, please feel free to contact us:

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History of Great Plains Interactive Distance Education Alliance

First convened in 1994, the Great Plains Interactive Distance Education Alliance has evolved from a collegial group of Human Sciences academic administrators who shared a common interest in educating rural professionals through the use of distance technologies and shared courses. It has become a premier post-secondary distance education collaboratory that sponsors inter-institutional undergraduate and graduate degree programs and develops policy and practice models for inter-institutional distance education programs.

The Alliance began as an idea—a modest idea. The College of Human Resources and Family Sciences at the University of Nebraska had implemented a distance education master's degree. They convened a meeting of Great Plains human sciences deans to determine if other universities had distance education graduate courses available for use by Nebraska students and to invite the other institutions to enroll other universities' students in their courses.

The meeting stoked both the competitive and the cooperative tendencies of the participants. A new benchmark for graduate program access had been set and no participant wanted the college he/she led to be "behind the curve." Major obstacles in the early years were lack of Internet connectivity, lack of commercially available and easy to use courseware, and lack of faculty experience in distance education.

Early Alliance initiatives included (1) informing faculty about the changing marketplace for graduate education, (2) training faculty to use technologies to promote engaged, graduate-level learning at a distance, and (3) developing a marketplace for sharing distance education courses.

The development of inter-institutional programs could not have been achieved by program faculty and administrators alone. Inter-institutional graduate programs must meet institutional graduate program standards. Graduate deans were brought into the conversation and they contributed to the creation of enabling policy and practice environments at partner institutions.

With the support of graduate program administrators, inter-institutional programs became administratively possible. But only with faculty support would they become academic realities. In 2002, the ten founding universities approved the Alliance bylaws, and a memorandum of agreement for Alliance management. With this step, the Alliance leadership team formalized the working relationship that began in 1994.

In 2006, the University of Missouri joined the Great Plains IDEA. That year the Great Plains IDEA also established a process to expand and include other academic discipline boards. This expansion was initially driven by the interests of the agriculture deans at Iowa State University, Kansas State University, the University of Missouri, and the University of Nebraska, who were intrigued by the success of their human sciences counterparts and wanted to capitalize on the infrastructure that had been created to support the Great Plains IDEA programs. AG*IDEA officially joined the Great Plains IDEA organization in 2007.

History of Early Care and Education for a Mobile Society

The U.S. Departments of Agriculture and Defense requested that Great Plains Interactive Distance Education Alliance (Great Plains IDEA) develop a program in early childhood services to meet the educational needs of military service members and their spouses who are interested in a career working with young children. The U.S. military offers excellent child care services to their personnel and their families, thus creating a significant need within military installations for well-trained personnel to staff child care programs. The Early Care and Education for a Mobile Society (ECEMS) program addresses this need.

The ECEMS program is the first bachelor's degree program offered by the Great Plains IDEA. On September 26 and 27, 2011, collaborators from nine partnering institutions met in Omaha, Nebraska, to plan and develop a curriculum for the ECEMS program. This meeting continued planning started in April 2011 at the Great Plains IDEA annual meeting.

Now seven [universities](#) work in collaboration to bring you an online bachelor's degree program. The ECEMS program will prepare you to work in early childhood settings with young children, especially those whose family members are highly mobile. When you complete the program, you will be qualified to work in a variety of programs that offer early care and education in the community and on military installations.

Some of these programs are

- childcare centers and homes,
- infant/toddler and preschool programs,
- Head Start programs, and
- before-school and after-school programs for children ages birth to eight.

In the Early Care and Education for a Mobile Society program, participating institutions include:

- Iowa State University
- Michigan State University
- University of Missouri
- University of Nebraska—Lincoln
- Oklahoma State University
- South Dakota State University
- Texas Tech University

Each institution has a history of success in distance education.

Terminology

- **Home Institution** —The university where the student applies and is admitted. Students enroll, pay tuition, and receive their degree* from the home institution.
*(*Degree/Certificate titles vary by institution. Consult each institution for the title as it will appear on the diploma.)*
- **Teaching Institution** — The university where the faculty member teaching a course is located.
- **Campus Coordinator** — The person available to assist students through Great Plains IDEA processes.
- **Academic Advisor/Major Professor** — The faculty member/staff person assigned to assist the student in academic decisions (e.g., course sequence, program planning, etc.)
- **Enrollment Information Exchange Date** — The day when priority registration for program students ends and the day when non-program students may be moved from the wait list to class rosters as space allows.
- **Wait List** — The process used for enrolling students into courses when a course reaches capacity before the first day of class **and** after the enrollment information exchange date. The wait list is used after the enrollment information exchange date as a way to ensure students from all institutions receive an equal/first-come, first-serve chance at enrollment.
- **University Students** — Students enrolled in the ECEMS program
- **Cooperating Teacher** — Person in charge in the classroom/child care home; the university student works with them directly onsite during the practicum
- **Supervisor** — Individual (e.g., center director, Head Start facilitator) who may coordinate multiple cooperating teachers at a site and who works with the course instructor
- **Course Instructor** — Person teaching university course called Practicum I.

University Student Demographics

The majority of university students enrolled in this program fall under the following categories:

- Students completing an online degree through Great Plains IDEA who are already involved in Early Childhood Education in some capacity
- Head Start and Early Head Start educators
- Students who need to obtain credits necessary for graduation
- Military spouses
- Early childhood education providers on military installations

University Student Preparation for Practicum

All university students in the ECEMS program have

- completed at least 30 hours of general education credits (applicable to graduation requirements of home university) from an accredited institution of higher education,
- maintained at least a 2.5 grade point average and been admitted into Great Plains IDEA Early Care and Education for a Mobile Society program.

Course Sequence for ECEMS Program__ Revised Spring 2017

Pre-Practicum I Courses:

University students must successfully complete all Pre-Practicum 1 courses prior to enrollment in Practicum I and pre-Practicum II courses:

- Introduction to ECEMS (Professional Development)
- Child Development—Birth to 3 (Infant/Toddler)
- Child Development—4 to 8 (Early Childhood)

Practicum I

Practicum I can only be taken after successful completion of pre-Practicum I courses. Students enroll in practica through their home university.

Pre-Practicum II Courses:

University students must successfully complete all Pre-Practicum I courses and Practicum I prior to enrollment in pre-Practicum II courses:

- Child Guidance and Classroom Environments
- Development of Curriculum for Children Ages Birth to 3
- Development of Curriculum for Children Ages 4 to 8
- Understanding and Adapting for Developmental Differences
- Assessing Young Children and Their Environments to Enhance Development

Practicum II

Practicum II can only be taken after successful completion of pre-Practicum I courses, Practicum I, and pre-Practicum II courses. Students enroll in practica through their home university.

Professional Development Courses

These courses, with the exception of “Administration and Supervision in Early Childhood Settings,” can be taken any time prior to Practicum III:

- Health, Safety, and Nutrition
- Technology and Young Children
- Diversity in the Lives of Young Children and Families
- Working with Families
- Administration and Supervision in Early Childhood Settings. This course can only be taken **after** Practicum I, and it is recommended this course be taken after Practicum II.

Practicum III

Practicum III is the program capstone experience. Practicum III may be taken only after successful completion of pre-Practicum I courses, Practicum I, pre-Practicum II courses, Practicum II, and Professional Development courses.

In addition to general education and other requirements, university students complete the above courses for 51 credit hours in the Early Care and Education for a Mobile Society (ECEMS) program major. Program admittance requires the university student to have already completed at least 30 credit hours (applicable to graduation requirements) with at least a 2.5 GPA. In the ECEMS program, university students complete 13 core courses and three practicum experiences; the final practicum is a 6-credit capstone experience.

Course descriptions may be found in Appendix 3 and on the Great Plains IDEA website.

Background Check

Each student in the ECEMS program submits a criminal history record check. This is for the FBI to conduct a criminal history record check for non-criminal justice purposes based upon Public Law (Pub. L.) 92-544. Pursuant to that law, the FBI is empowered to exchange criminal history record information with officials of state and local governments for employment, licensing, which includes volunteers, and other similar non-criminal justice purposes, if authorized by a state statute which has been approved by the Attorney General of the United States. These records are made available to you upon request. Should your site or district have a different requirement, the University student will adhere to that policy as well.

First Aid and CPR Training

Practicum students complete their First Aid and cardiopulmonary resuscitation (CPR) training during Practicum I prior to week eight; if you or your site require these trainings prior to the practicum student entering the classroom, please inform the practicum student and practicum placement coordinator, and earlier training can be arranged.

OSHA Bloodborne Pathogen Training

If your district requires Occupational Safety and Health Administration (OSHA) Bloodborne Pathogen training, please assist the practicum student in obtaining this training.

Expectations of Practicum Students in ECEMS Program

Attendance

University students are to show professional commitment to teaching by being punctual for each day of the practicum experience. Practicum students are expected to arrive before the start of assigned experience and stay through the duration of the placement. Taking breaks during practicum experiences are only permitted during times when the cooperating teacher is taking a break (unless break for the practicum student is medically documented as necessary).

If practicum students are going to be late to a scheduled practicum experience, they have been instructed to contact the school/program prior to the scheduled arrival time and advise cooperating teacher of late arrival. If practicum students are ill and will be absent, the practicum student is to contact the school/program/classroom and advise them of this. It is practicum students' responsibility to contact the supervisor and ensure he/she is also aware of the absence/tardiness. All absences must be made up.

Calendar Information

The practicum coordinator provides the cooperating teacher a calendar of important dates prior to the semester of the practicum.

Professional Conduct and Attitude

These are suggested ideas for the students enrolled in the ECEMS program. If you or your school has additional suggestions/requirements, please inform the student as soon as possible. (From ECEMS Student Handbook)

Professional Dress

- Dress for active play and for the weather in washable, neat clothing that allows a person to bend over and get up and down off the floor discreetly.
- Wear clothing that covers all of the following areas: bust, stomach, back, and posterior while stretching, bending, or squatting. Halter or tank tops, t-shirts with inappropriate slogans, cut-offs, short shorts or skirts, and jumpers without t-shirts are not acceptable. Clothing sheer enough to see through is unacceptable.
- Dress appropriate to the climate of setting.
- Wear shoes that securely fastened to the feet to allow quick movement without slipping.
- Avoid dangling earrings and other jewelry since infants and toddlers pull jewelry and it interferes with active participation with children.
- Avoid use of perfume and keep body odors under control through use of deodorants, daily bathing, and freshly washed clothing; avoid tobacco use; and use mouthwash or breath sweetener if tobacco is used. Consumptions of alcoholic beverages or illegal substance or being under the influences of these substances are forbidden.

- Refrain from bringing unnecessary personal items (purses, backpacks, etc.) to practicum site and bring only papers/pencils/etc. required by the assignment. Practicum students must not expect classrooms to provide secure space for personal items, which may contain medicines, lotions, etc. unsafe for children. Practicum students are to understand that leaving aforementioned personal items in unlocked space violates licensing/accreditation requirements for the program.

Use of Cell Phones

While working in a classroom, there are to be no personal phone calls, text messages, or Facebook posts. Practicum students are to put personal phones away until finished working in the classroom.

Sometimes it will be necessary for practicum students to use an electronic device for documentation purposes. Practicum students will need to check for photo permission with cooperating teacher and follow that policy. Practicum students are instructed to never post pictures of children, teachers, staff, and families on any social media site.

Confidentiality

Practicum students are instructed that information about children, their families, and the staff practicum students are working with is **always confidential!** Practicum students are to refrain from discussing children and families in front of other children and/or families or outside of course discussions. They are to remain professional and confidential in the teacher's lounge as well as not talk about other faculty and staff.

In all documentation and reporting of events, practicum students are to maintain anonymity (i.e., Child X walked from the block area to the dramatic play area. Child X said, "Can I play?" to child Y. Child Y said, "No." Teacher 2 said, "Remember our rule."). Practicum students are to discuss children, families, teachers, etc. only with staff of the program or in the online classroom, nowhere else. If the course requires that practicum students obtain artifacts (pictures, video, work samples, or access to the child's enrollment file) from the classroom, they are to have written permission from the individuals involved. Practicum students are instructed that it is **unlawful** to post pictures/videos to YouTube, Facebook, and the Internet in general without written permission of the child's parent/guardian. Violators will be prosecuted in a court of law.

Emergency Procedures

Practicum students need to be familiar with posted emergency procedures and other evacuation policies. The practicum student and cooperating teacher are to discuss the expected role of the practicum student in case of an emergency.

Late Assignment Policy

Practicum students need to complete assignments on time. Working with the cooperating teacher, the practicum student needs to schedule activities that will allow him or her to complete assignments by due dates.

The general policy for ECEMS program online classes is that assignments are considered late if they are submitted after the weekly deadline for the week that they were assigned. Late assignments in online classes lose 10 percent each Wednesday, Friday, and Sunday past the due date at midnight Central Time. For example, if a 100 point assignment was due on a Sunday and the university student submits the assignment on the following Monday, Tuesday or Wednesday, the highest grade the assignment can receive is a 90. If the assignment is submitted on Thursday or Friday, the highest grade the assignment can receive is an 80. The course syllabus may have course specific guidelines for the late assignment policy that take precedence over the general policy.

Working with Practicum I University Students

Conditions of Administration

As a cooperating teacher you are one of the most important components in the Practicum I experience. Without mutual understanding and respect, any program would be ineffective. Thank you for guiding and giving direction to activities, methods, and techniques used by the Practicum I student in her/his teaching process. The following tips are provided to help you understand your role as a cooperating teacher.

Take time to know the Practicum I student as a person. Make the Practicum I student feel part of the group by introducing him/her to the group as a Practicum I student. Be honest and say that he/she will be learning how to become a teacher by watching, listening, and working with the children in the group. Have the Practicum I student read a book to the children as an ice breaker and provide suggestions of favorite authors of the group.

The role of the cooperating teacher is to serve as model, guide, and instructor for the Practicum I student. While the primary responsibility is always to the children in the group, you will want to be aware that the Practicum I student is someone who is growing in competence and needing assistance while gradually assuming an increasing amount of responsibility. Though Practicum I students will make mistakes and need the benefit of constructive criticism, the cooperating teacher will want to avoid making the criticism publicly in such a way that impairs the relationship between the Practicum I student and children in the group.

Sometimes the cooperating teacher thinks of the Practicum I student as an opportunity to more easily be out of the room or away from the children. ***Never leave the Practicum I student alone with children at any time.*** For most university students, it is their first time with a group of children in a formal setting. You, as cooperating teacher, need to give feedback to the Practicum I student regularly. Reveal the strengths of a lesson along with the weaknesses. If not, the experience will not prepare the university student to be a future teacher of young children.

The cooperating teacher is to

- Provide an open environment in which your practicum student is able to make mistakes without fear of judgment.
- Offer opportunity for your practicum student to ask questions and receive answers.
- Steer the practicum student gently into more useful practices when mistakes are made.
- Have the Practicum I student carry and record in a notebook things that are felt to be important in a classroom setting: How do you begin each morning? How do you greet the children? How do you handle problems?
- Supervise and make notes on what you and your Practicum I student need to discuss regarding his/her interactions; include positive feedback.

- Assume that your Practicum I student has limited classroom experiences and may not be familiar with lesson content he or she is asked to present.
- Teach your Practicum I student how to incorporate any standards used in your state.
- Model for the Practicum I student a system of guidance and classroom management and have the Practicum I student to try classroom and behavior management, too.
- Provide pointers for managing preparation work and include information about organization, filing, and parent communications.
- Stress the importance of parent involvement and community relations, such as weekly newsletters and web pages and joining the PTA or PTO.
- Meet regularly with the Practicum I student to plan his or her interaction with children and then to provide feedback on the experience.
- Provide emotional support as well as a presence in the classroom, too.
- **Never walk out and leave the Practicum I student alone with children!**

The practicum experience will be administered under the following conditions:

- The practicum experience will be supervised by a designated ECEMS faculty member, usually the instructor of the Practicum I course. The faculty member will confer with the practicum student and the supervisor in regard to the practicum student's goals and objectives for the practicum.
- The supervisor will meet with the practicum student to determine appropriate goals and objectives for the practicum experience. The supervisor will assign appropriate duties based upon the practicum student's goals and objectives, will observe the practicum student's interactions with children, and will complete evaluations. The evaluation form (see Appendix 2) is provided by the practicum instructor. The supervisor will return the Practicum I evaluation form to the course instructor within one week of completion of the university student's practicum experience.
- The practicum student will meet periodically with the cooperating teacher to discuss progress on stated goals and objectives and discuss the number of practicum hours the practicum student has completed. It is highly recommended that the practicum student share course assignments with the supervisor.
- The length of the practicum experience will be consistent with the number of academic credits awarded. Practicum students are required to complete 40 hours of contact for each hour of credit granted. The Practicum I course awards 3 credit hours which equals 120 contact hours.

Practicum I Course Content

This is provided so you will have an idea as to what topics the practicum students will be addressing each week. This will help you plan what activities you would like the practicum student to assume as the semester unfolds.

Week	Topic	Focus	Assignment
Week 1:	Orientation to Practicum How to Discuss Conflicts with Cooperating Teachers	Health and Safety	Complete environmental safety checklist. <ul style="list-style-type: none"> • Summarize data, include areas for improvement. • Write reflection.
Week 2:	Guidance: Classroom Rules	Rules Development	Interview cooperating teacher about how classroom rules are established, what are the rules, do you agree, why/why not? <ul style="list-style-type: none"> • Write what rules you would have for your classroom and how you would develop these with children.
Week 3:	Guidance: Encouragement Statements (see guidance course)		Convert a list of praise statements into encouragement statements and use them with children. <ul style="list-style-type: none"> • Write your encouragement statements and the child's reaction to these statements. • Reflect on the experience.
Week 4:	Target Child Study	Child and Family Background	Select one child to study. <ul style="list-style-type: none"> • Obtain background information, age, name • Why did you choose to observe this child?
Week 5:	Guidance		Review a guidance approach like <i>Love and Logic</i> or <i>Conscience Discipline</i> and compare it to what is used in your practicum setting.

			<ul style="list-style-type: none"> You may need to interview your teacher to ask what is used in your setting. Decide which approach you would feel most comfortable using in your classroom and discuss why. Try out two strategies for guiding child behavior. Reflect on how the child's behavior changed.
Week 6:	Development Defined		<p>What is development?</p> <ul style="list-style-type: none"> Describe the terms "growth" and "development" and differentiate between them. Label and define 5 key areas of development.
Week 7:	Physical Development		<p>Observe your child's motor development and record.</p> <ul style="list-style-type: none"> Define "gross" and "fine motor" development. Give example of your target child observation in this domain. Support with video or photo evidence.
Week 8:	Emotional Development Health & Safety		<p>Define "emotional development."</p> <ul style="list-style-type: none"> Give example of your target child observation in this domain. Support with video or photo evidence. <p>First aid Training is due. CPR training is due.</p>
Week 9:	Social Development		Define "social development."

			<ul style="list-style-type: none"> • Give example of your target child observation in this domain. Support with video or photo evidence.
Week 10:	Planning for Social Development		List 5 ways your cooperating teacher planned for enhancing social development. You may need to ask your cooperating teacher what she planned.
Week 11:	Cognitive Development		<p>Define “cognitive development.”</p> <ul style="list-style-type: none"> • Give example of your target child observation in this domain. Support with video or photo evidence.
Week 12:	Nutrition		<p>Define the term nutrition and give examples.</p> <ul style="list-style-type: none"> • Give examples of a menu the child encounters at the school/care setting, and analyze the nutritional content and what that means for growth and development. • Obtain one day’s menu. Compare to USDA nutrition site recommendations. • Make recommendations for enhancing nutrition.
Week 13:	Guidance Issues		<p>Reflect on guidance you have observed this semester.</p> <ul style="list-style-type: none"> • Identify 5 ways you have seen a cooperating teacher guide a child’s behavior. • Identify what you would say to parents who indicate that their own way to guide child

			<p>behavior is to use physical punishment.</p> <ul style="list-style-type: none"> • Offer them 2-3 other strategies to guide their child.
Week 14:	Shared Book Reading		<p>Choose a book and read to a group of children.</p> <ul style="list-style-type: none"> • Discuss with your peers what happened. Think about what worked, what did not work and what you would do differently next time.
Within one week last day practicum	<p>Child Study Completion</p> <p>Self-Evaluation</p> <p>Cooperating Teacher Evaluates University Student</p>		<p>Submit revised Practicum I Child Study Portfolio including summary.</p> <p>Submit Self-Evaluation on Practicum I evaluation form.</p> <p>Ensure supervisor submits Practicum I evaluation form to course instructor.</p>

Appendices

Appendix 1___Practicum I Agreement
Great Plains IDEA Early Care and Education for a Mobile Society

By mutual agreement between _____ (agency)
and the Department of _____,
College of _____
at _____ (university),
_____ (university student) may be assigned to
the agency for practicum experience beginning _____ (date) and ending
_____ (date) for 120 hours (3 credits).

- A. The practicum experience will be administered under the following conditions:
1. The practicum experience will be supervised by a designated ECEMS faculty member. The faculty member will confer with the practicum student and the supervisor in regard to the student's goals and objectives for the practicum.
 2. The cooperating teacher/supervisor will meet with the practicum student to determine appropriate goals and objectives for the practicum experience. The cooperating teacher/ supervisor will assign appropriate duties based upon the practicum student's goals and objectives, observe the practicum student on the job, and complete a final evaluation form. The evaluation form will be provided by the instructor of the course, and it will be returned within one week following completion of the practicum student's experience.
 3. The practicum student will meet periodically with the cooperating teacher to discuss progress in meeting the stated goals and objectives and the number of hours of practicum completed. It is highly recommended that practicum students share their course assignments with the cooperating teacher.
 4. Live-in housing and board arrangements, as well as monetary compensation for work done, will be a matter of individual arrangements made and agreed upon by student and agency.
 5. The length of the practicum experience will be consistent with the number of academic credits awarded. Practicum students are required to complete 40 hours of agency contact for each hour of credit granted.
- B. General objectives of the experience include the following:
1. To have a realistic field experience in an early childhood education site.
 2. To understand the mission and purpose of the program as a resource to children and families with particular needs.
 3. To demonstrate an understanding of how the program helps children and families.
 4. To assist in delivering the service for which the program has responsibility.
 5. To evaluate, as objectively as possible, the practicum student's own effectiveness in delivery of services as assigned during affiliation with the program.
 6. To clearly and concisely report one's own activities in delivering such services.
- C. Practicum goals and objectives of the university student include: (Please type these in prior to meeting with the practicum supervisor.)

- D. Ensure that the cooperating teacher is aware of practicum requirements:
- 40 hours of agency contact per credit hour, 120 total hours.
 - practicum student's goals and objectives of the practicum experience are crucial for his or her learning and development, and
 - the following assignments are required assignments that correlate with the overall experience:
 - Read and summarize agency materials necessary to understand the agency and its procedures (policy and procedure manuals, handbooks and other materials)
 - Practicum journal readings (Read professional journals which address the student's goals, identify the goal, summarize the reading, and write a reaction regarding the usefulness of the reading to the practicum experience.)
 - Child Case Study.
 - First Aid, CPR certification, and background check completion.

E. On site work assignments (to be decided by agency representative and practicum student):

Will there be assignments for which the student will receive financial reimbursement? No _____ Yes _____.
Please describe below.

F. Daily or weekly work schedule:

G. Personal arrangements: (other than above such as spring break, holiday breaks, etc.)

H. Evaluation of the experience

1. Telephone/email conferences with university faculty and agency representative.
2. Telephone conferences/email with university faculty and practicum student.
3. Written check list evaluation completed by agency representative and returned to the course instructor within one week after completion of the practicum experience.
4. Ongoing evaluation and communication between agency representative and practicum student.
5. Completing of assignments at a level of satisfactory.

The following agree to meet the condition of this agreement*

Practicum Student: _____

Date: _____

Agency Representative: _____

Date: _____

ECEMS Faculty: _____

Date: _____

*The practicum experience will not begin until three copies of the document have been signed by all three persons. Any hours completed before this document has received all necessary signatures cannot be used to meet the requirements of the class. Copies of this document will be sent to the agency and the practicum student by the supervising university faculty member.

Appendix 2__ ECEMS Practicum I Evaluation Form
(for supervisor use and for practicum student self-evaluation use)

Practicum Student Name: _____

Practicum Agency: _____

Practicum Site Supervisor Name: _____

Practicum Site Supervisor Signature: _____

Date Practicum Began: _____ Date Practicum Ended: _____

Procedures: There will be two observation (evaluation) periods for each practicum student. The first observation will take place approximately half way through the required number of hours expected of the specific student and the second observation will take place when the practicum student has completed his/her hours. The practicum student will also complete a self-evaluation after practicum hours are completed. This evaluation form is used to evaluate practicum students enrolled in Practicum I. Evaluation is in accordance with five initial licensure standards of the National Association for the Education of Young Children (NAEYC).

Rating Scale:

- 1 = Does not meet expectations 2 = Meets expectations**
3 = Exceeds expectations NA = Not Applicable

NAEYC Standard 1: Promoting child development and learning

	Midterm Rating	Final Rating
1c: Assists with the creation of a classroom environment that is respectful, supportive, and challenging for children; including developing an understanding of individual differences that may influence children’s learning		
1c: Fully completes assigned duties and helps others when finished with assigned duties		

NAEYC Standard 2: Building family and community relationships

	Midterm Rating	Final Rating
2c: Respects family’s wishes and goals for IEP/IFSP creation and implementation		

NAEYC Standard 3: Observing, documenting, and assessing to support young children and families

	Midterm Rating	Final Rating
3a: Participates in daily discussions		
3a: Values assessments as a tool for monitoring individual learning and teacher effectiveness		
3b: Assists by providing differing forms of assessment for teacher (observing, documenting, formal assessments, etc.)		
3b: Engages in conversation with children to get a better understanding of their individual ideas and knowledge		

NAEYC Standard 4: Using developmentally effective approaches to connect with children and families

	Midterm Rating	Final Rating
4c: Uses calm, rational approach when using guidance strategies with children		
4c: Follows through with appropriate guidance strategies		
4c: Models appropriate behaviors at all times		
4d: Reflects on own practice to promote positive outcomes for each child		

NAEYC Standard 6: Becoming a professional (INTASC # 9, 10)

	Midterm Rating	Final Rating
6a: Shows dependability, motivation, and initiative towards all activities		
6b: Shows up to experience on time		
6b: Refrains from using cell phone/texting during practicum experience		
6b: Respects children-confidentiality		
6b: Respects diverse colleagues-resolves issues; appropriate verbal and nonverbal behaviors exhibited towards colleagues		
6b: Respects community/society-demonstrates professional behavior when in society		
6b: Dresses appropriately, following the dress code		
6b: Acts as a team member by helping out when/where needed; communicates well		
6b: Open to feedback and utilizes suggestions to improve skills		
6b: Projects professional image of an educator		
6b: Uses time effectively		
6d: Integrating knowledgeable, reflective, and critical perspectives on early education based upon mastery of relevant theory and research		

NAEYC Standard 7: Early Childhood field experience

	Midterm Rating	Final Rating
7a & 7b: Spent required amount of hours with agency		

Observation Comments:

Final Comments:

This report has been discussed with the practicum student (check one) YES NO

(You are not required to share this report with the practicum student, but a copy will be given to him/her at the end of their evaluation period.)
Please complete and return within one week following the practicum completion to the instructor of the course.

Appendix 3 __ Great Plains IDEA ECEMS Course Descriptions

Introduction to ECEMS (Professional Development) (3) – This course explores the role of a professional as a teacher, administrator, or advocate in early childhood programming. Students learn about professionalism and ethics, identifying child abuse, and applying universal precautions. Additional topics are qualities of the early childhood educator, program models, working with children, and working with professional colleagues.

Child Development—Birth to 3 (Infant/Toddler) (3) – This course focuses on development from birth to age three. It covers major theories and research about development including growth patterns, influences of disabilities and risk factors, environmental factors and their effects on attachment styles, language acquisition, brain development, cognitive development, social-emotional development, and perceptual and sensory motor skills.

Child Development—4 to 8 (Early Childhood) (3) – This course focuses on development from ages four through eight. It covers major theories and research about development including growth patterns, influences of disabilities and risk factors, environmental factors and their effects on attachment styles, language acquisition, brain development, cognitive development, social-emotional development, and perceptual and sensory motor skills.

Practicum I—Child Observations in Classroom Environments (3) – Practicum I is an opportunity for university students to have a guided learning experience in a professional agency that provides services to children and families. Experiences and projects at the practicum site provide practicum students with opportunity to use and implement theories and practices learned in other ECEMS classes. Topics of this practicum include professionalism, development of the classroom environment, use of observation and assessment strategies, communication with respect for children, confidentiality for children and families, and guidance strategies for social and emotional development.

NOTE: This course can only be taken after the successful completion of pre-Practicum I courses. Students enroll in Practicum I through their home university. This course has 120 contact hours, or approximately 8-10 hours of work per week.

Child Guidance and Classroom Environments (3) – This course provides university students with a working knowledge of developmentally appropriate practice in child guidance. This is accomplished through review of current guidance methods and programs to familiarize students with successful guidance techniques. By the end of this course, students develop their own approach to guidance based upon practices best suited to their own unique skills and strengths.

Development of Curriculum for Children Ages Birth to 3 (3) – In this course, university students (1) learn and use assessment and documentation to inform curriculum, (2) plan and evaluate developmentally appropriate activities, and (3) learn about effective ways to share curriculum information with families. This course addresses all areas of developmental domains and content areas. The course includes issues related to diversity in family composition, culture, and individual abilities.

Development of Curriculum for Children Ages 4 to 8 (3) – In this course, university students (1) learn and use assessment and documentation to inform curriculum, (2) plan and evaluate developmentally appropriate activities, and (3) learn about effective ways to share curriculum information with families. This course addresses all areas of developmental domains and content areas. The course includes issues related to diversity in family composition, culture, and individual abilities.

Understanding and Adapting for Developmental Differences (3) – This course focuses on disability conditions, assessment and identification, interventions in inclusive environments, and collaborations among family members and service providers.

Assessing Young Children and their Environments to Enhance Development (3) – In this course, university students learn to select, evaluate, and use appropriate assessment tools for children birth to age 8. Students use assessment data to inform decisions about teaching environments and practice and intervention. Topics also include ethical use of assessments, validity of assessments, multicultural sensitivity, and assessments for children with special needs.

Practicum II – Curriculum Development and Implementation (3) – Practicum II is an opportunity for practicum students to have a guided learning experience in a professional agency that provides services to children and families. Experiences and projects at the practicum site provide practicum students with opportunity to use and implement theories and practices learned in other ECEMS classes. Topics of this practicum include assessment of the early childhood classroom, assessment of child development, and use of assessment data to plan classroom curriculum.

NOTE: This course can only be taken after the successful completion of Practicum I and pre-Practicum II courses. Students enroll in Practicum II through their home university. This course has 120 contact hours, or approximately 8-10 hours of work per week.

Health, Safety, and Nutrition (3) – This course examines important elements for planning, promoting and maintaining healthy and safe learning/care environments. It incorporates topics of understanding childhood illnesses, healthy lifestyles, first aid, and care providers maintaining their own health. Course content also includes maintaining safe relationships with others and identifying and reporting abuse, neglect, and exploitation of children. Additional content is exploration of nutrients for life and feeding, food preparation and food safety, food allergies and intolerances, and appropriate feeding practices.

Technology and Young Children (3) – The focus of this course is how electronic technology impacts the development of young children in educational, home, and community environments and how technology can be used to enhance teaching and learning. Students learn to be critical thinkers and informed consumers of technology related to young children.

Diversity in the Lives of Young Children and Families (3) – This course is an opportunity for university students to explore cultural diversity in daily life and beliefs in families with young children. The focus is on U.S. families with attention to the multiple cultures from which they come.

Working with Families (3) – In this course, university students study and apply an ecological model to the understanding of variation in parental roles, perspectives, relationships, approaches, and challenges. Students develop knowledge and skills to successfully connect with and maintain relationships with a diverse group of families through multiple venues.

Administration and Supervision in Early Childhood Settings (3) – This course covers issues surrounding the administration of early childhood programs including identification of community needs, analysis of business opportunities, the evaluation and appropriate use of space and quality programming, consideration of policy and legal responsibilities, and professionalism in the field. In addition, students in this course explore best practices in staff selection, training, coaching, and supervision.

NOTE: This course can only be taken after Practicum I and Pre-Practicum II courses, and it is recommended this course be taken after Practicum II.

Practicum III -- Capstone Experience (6) – This teaching practicum is a 15-week experience in which the university student demonstrates practical application of developmentally appropriate early childhood teaching techniques. Throughout the course, the university student gains feedback for development as a teacher. Practicum students are involved in observation and evaluation of classroom experiences, environmental design, classroom management, and parent communication.

NOTE: This course can only be taken after the successful completion of all other ECEMS courses. Students enroll in Practicum III through their home university. This course has 300 contact hours, or approximately 18-20 hours of work per week.