



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

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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 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 assists 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

The Great Plains Interactive Distance Education Alliance (Great Plains IDEA) was founded in 1994 capitalizing on the institutional resources of major research universities to sponsor academic programs through distributed learning technologies. The Alliance offers fully-online graduate and undergraduate program options in high-demand professional fields. Academic programs are the core of the Alliance. Each member institution awards academic credit and degrees for programs in which they participate. Curricula are developed by inter-institutional faculty teams. Every program meets the requirements of these accredited institutions of higher learning.

History of Early Care and Education for a Mobile Society Program

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 educational needs of military service members and their spouses who want a career working with young children. Because the U.S. military offers excellent child care services to their personnel and their families, the military has 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 was developed to address this need.

Representatives of Great Plains IDEA member universities with interest in early childhood education met September 2011 to build a program. The faculty planned an online bachelor's degree completion program. Courses were ready for the first students the fall semester of 2014.

The Early Care and Education for a Mobile Society program is the first bachelor's degree program offered by the Great Plains IDEA.

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 to Know from Great Plains IDEA Student Handbook

- **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 appears 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 III

University Student Demographics

The majority of the 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

Requirements for All University Students in the ECEMS Program Prior to Practicum III

1. Have completed at least 30 hours of general education (applicable to graduation requirements of home university) from an accredited institution of higher education.
2. Maintained at least a 2.5 GPA.
3. Were accepted by the Great Plains IDEA Early Care and Education for a Mobile Society program.
4. Have successfully completed prior to Practicum III the following additional coursework:
 - a. Introduction to ECEMS (Professional Development)
 - b. Child Development—Birth to 3 years (Infant/Toddler)
 - c. Child Development—4 to 8 (Early Childhood)
 - d. Practicum I (or obtain Practicum I waiver)
 - e. Child Guidance and Classroom Environments
 - f. Development of Curriculum for Children Ages Birth to 3
 - g. Development of Curriculum for Children Ages 4 to 8
 - h. Understanding and Adapting for Developmental Differences
 - i. Assessing Young Children and Their Environments to Enhance Development
 - j. Practicum II
 - k. Health, Safety, and Nutrition
 - l. Technology and Young Children
 - m. Diversity in the Lives of Youth Children and Families
 - n. Working with Families
 - o. Administration and Supervision in Early Childhood Settings

Academic Program Core Courses

In addition to general education and other requirements, students complete 51 credit hours in the Early Care and Education for a Mobile Society program. Students apply to the ECEMS program, and program admittance requires that the student has already completed at least 30 credits applicable to graduation requirements with at least a 2.5 grade point average. In the ECEMS program, students complete 13 core courses and three practica; the final practicum is a 6-credit capstone experience. The course descriptions follow.

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.

OPTION: Practicum I Waiver

A Practicum I waiver is available for consideration for **paid** lead teachers, instructional assistants, and paraprofessionals who have had one or more years of experience in an early childhood setting in the last three years. A student completes the Great Plains IDEA ECEMS

Petition to Waive Practicum I and returns it to the GP IDEA Practicum Coordinator at least eight weeks prior to the semester in which Practicum I is to be completed.

The decision regarding each request is based on the supporting documentation and is made by a committee of faculty members and must have the approval of the home university academic advisor. If the Practicum I waiver is approved, the student will need to substitute 3 credit hours or transfer in an additional 3 hours of course work.

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 (or obtain Practicum I waiver) 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 course focus is on how electronic technology impacts 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 connect successfully 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 (or obtain Practicum I waiver) 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

OPTION: Practicum III can be split into two semesters of 150 hours per semester. The split must be made in the same center or school, with the same cooperating teacher, at the same level and with the same group of children. If this cannot be put in place by ECEMS and the center or school, a student will not be allowed to split the hours over two semesters. To split hours, a student will need to contact the GP IDEA Practicum Coordinator at least eight weeks prior to the semester a student plans to begin Practicum III.

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

The practicum student completes First Aid and cardiopulmonary resuscitation (CPR) training before the student begins working at a practicum site. Each student will have her or his documentation of successful completion of the training available for you.

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 to arrive before the start of assigned experience and stay through the duration of the placement. Taking breaks during practicum experiences are only permitted at 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 fasten 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.

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.

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.

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 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 III University Students

As a cooperating teacher you are one of the most important participants in the Practicum III 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 III student in her/his teaching process. Hopefully, the following tips help you feel at ease and help you understand your role as a cooperating teacher.

Take time to know the Practicum III student as a person, separate from the group. Make the Practicum III student feel part of the group by introducing him or her to the group as a Practicum III student. Be honest and say that he or she will be learning how to become a teacher by watching, listening, and working with the children in the group. Have the Practicum III 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 III student. While the primary responsibility is always to the children in the group, you want to be aware that the Practicum III student is someone who is growing in competence and needing assistance while gradually assuming an increasing amount of responsibility. Though Practicum III 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 Practicum III student and children in the group.

Sometimes the cooperating teacher, as time goes on, thinks of the Practicum III student as an opportunity to more easily be out of the room or away from the children. You should be able to leave the student with the children for periods of time only if you are comfortable doing so. You, as a cooperating teacher, need to give feedback to the Practicum III student. Reveal the strengths of a lesson along with the weaknesses. If not, the experience learned will not prepare her or him for a future as a teacher of young children.

The cooperating teacher is to

1. Provide an open environment in which your practicum student is able to make mistakes without fear of judgment.
2. Steer the practicum student gently into more useful practices when mistakes are made.
3. Have the Practicum III 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 students? How do you handle problems? Supervise and make notes on anything you and your Practicum III student need to discuss regarding classroom interactions. Encourage with positive feedback.
4. Never assume that your Practicum III student knows anything, which includes the content they are going to present.

5. Teach your Practicum III student how to incorporate the standards used in your state if applicable.
6. Model for the Practicum III student a system of guidance and classroom management.
7. Require the practicum student to try her/his own classroom and behavior management, as well.
8. Provide pointers for managing preparation work and Include information about organization, filing, and parent communications.
9. Stress the importance of parent involvement and community relations, such as weekly newsletters and web pages. Even joining the PTA or PTO helps get his/her name out in the community.
10. Meet regularly with the Practicum III student to plan her/his experiences and then to provide feedback.
11. Provide emotional support as well as a presence in the classroom.

The practicum experience is administered under the following conditions:

1. The practicum is supervised by a designated ECEMS faculty member. The faculty member confers with the student and the setting supervisor in regard to the student's goals and objectives for the practicum.
2. The setting supervisor meets with the student to determine appropriate goals and objectives for the practicum experience. The setting supervisor assigns appropriate duties based upon the student's goals and objectives, observing the student on the job and completing a final evaluation form. The evaluation form provided by the ECEMS course instructor is to be returned within one week following completion of the student's practicum experience.
3. The student meets periodically with the setting supervisor to discuss her/his progress in meeting the stated goals and objectives and discuss the number of practicum hours completed. Encourage practicum students to share daily journal entries during these meetings.
4. The length of the practicum experience is 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.

Military Deployment, Military Reassignments that Move Family, and Other Military-Related Hardships

Impetus for developing the ECEMS program was to be sensitive to the needs of the military community and their families. The following options are designed to help ease any transition that might occur during the academic semester:

- A student can receive the grade he or she has earned to date in the enrolled class provided that more than 75 percent of the work has been completed and both the faculty and student agree upon this option. The appropriate credits for the course and grade are assigned in the official grading period at the end of the semester.

- A student can ask for and Incomplete (I grade) at the end of the current semester if both the faculty and student agree upon this option. An incomplete grade is assigned at the prerogative of the teaching faculty member and follows the grading policy of the teaching institution. In addition to completing any forms needed at the teaching university regarding incomplete grades, the student works with the instructor to complete the Great Plains IDEA incomplete grade form. The instructor assigning the grade will stipulate conditions under which the grade may be updated. While time limits of the teaching institution for satisfactory completion of coursework will apply, the academic advisor must verify the proposed timeline also fits within the home university requirements. The incomplete grade form is signed by the student, academic advisor, and instructor prior to providing a copy of the agreement to both the teaching university campus coordinator and the home university campus coordinator.
- If the deployment or reassignment notification occurs within the home universities withdraw time frame, the student may withdraw from the course without penalty.
- If 75 percent of the course work has been completed, the student and instructor may agree upon a date on which all course work and final exam can be finished prior to deployment or reassignment and prior to normal end to the semester. The appropriate credits for the course and grade are assigned in the official grading period at the end of the semester

Practicum III Assignments for University Students

The course instructor provides the course outline and the required assignments for the student prior to the start of the semester.

Appendices

Appendix 1__ Practicum III 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 300 hours (6 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:
- 300 hours of agency contact during the semester.
 - Practicum student's goals and objectives of the practicum experience are crucial for his or her learning and development.
 - 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.)
 - Student will be responsible for all planning and teaching for a two-week unit of study.
 - CPR, First Aid 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 III 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 III. 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 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		
3c: All information regarding children’s abilities are kept confidential		

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

	Midterm Rating	Final Rating
4b: Respects established environmental routine and is flexible with changes		
4b: Respects the children’s culture and language		
4b: Gets to children’s level to use face to face communication		
4b: Actively listens to children		
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: Reflecting on own practice to promote positive outcomes for each child		

NAEYC Standard 5: Using content knowledge to build meaningful curriculum

	Midterm Rating	Final Rating
5a: Understands what content knowledge is and different content areas needed in order to build a meaningful curriculum for young children		
5b: Knows how to utilize different tools (materials) for specific content areas		
5c: Understands how to create, implement, and evaluate developmentally meaningful and challenging curriculum for young children		

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

	Midterm Rating	Final Rating
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		

Midterm 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 the evaluation period.)

Please complete and return within one week following the practicum completion.