

Lorain County Community College Early Childhood Education



(Student Teaching) Handbook

For

ECED 283 Student Teaching Seminar I

ECED 284 Student Teaching Seminar II

Preface

The Early Childhood Education Student Teaching I & II are the culminating experiences in the early childhood teacher education program. This is the most important hands on experiences with young children that early childhood educators will have. The purpose of this experience is the transition from theory to practical application integrating knowledge skills and values. It also gives the student an opportunity to acquire an understanding of the teaching learning process in an actual classroom where ideas are performed and tested in real situations.

This is a semester to continue self-evaluation and self-improvement: It is hoped your experiences are positive and you take with you a new understanding about the early childhood profession. Best wishes for a successful semester and career in education.

Kathleen A. Head
Associate Professor
LCCC Early Childhood Program

Lorain County Community College
Teacher Education -Early Childhood Education
Social Sciences and Human Services Division
Associate of Arts In Teacher Education - Curriculum Code 5259

The Associate of Arts in Teacher Education will be awarded to a student who successfully completes one of the following three programs: Early Childhood Education Licensure, Paraprofessional Licensure, or Transfer for P-12 Licensure. Conferral of the Associate of Arts Degree in Teacher Education in the Early Childhood Area of Concentration with a 2.5 minimum grade point average in all education cluster courses (ECED, EDCT, and PSYH) and meeting the attendant requirements of the State of Ohio and Lorain County Community College to establish good moral character will result in qualification for state licensure for the Pre-Kindergarten Associate license.

Course	Course Title	Credits	Contact Hrs.	Lee Hrs.	Lab Hrs.	Practicum /Field Hrs.
First Year						
Fall Semester						
* EDCT 111	Introduction to Early Childhood Education	3	3.6	3	0	0.6
^ EDCT 171	Health, Safety and Nutrition for Early Childhood Education	2	2.3	2	0	0.3
ENGL 161	College Composition I	3	3	3	0	0
PSYH 151	Introduction to Psychology	3	3	3	0	0
**	Arts and Humanities Elective	3	3	3	0	0
** MTHM	Mathematics Elective	3				
☆ SDEV 101	College 101	1	1	1	0	0
		18				
Spring Semester						
^ ECED 161	Creative Physical Activity	3	3.5	3	0	0.5
> ECED 162	Emerging Literacy and Language Development	3	4	3	0	1
^ ECED 164	Child Guidance and Classroom Management	3	3.5	3	0	0.5
> ENGL 162	College Composition II	3	3	3	0	0
> PSYH 253	Child Development	3	3	3	0	0
SOCY 151	Introduction to Sociology	3	3	3	0	0
		18				
Second Year						
Fall Semester						
> ECED 261	Cognitive Development	3	4	3	0	1
> ECED 262	Creative Development	3	4	3	0	1
> ECED 283	Student Teaching Seminar I	3	9	2	0	7
HSTR 151	Civilization I	3	3	3	0	0
**	Arts and Humanities Elective	3				
**	Science Elective	2				
		17				
Spring Semester						
> ECED 272	Infant and Toddler Development	2	2.3	2	0	0.3
> ECED 271	Children with Special Needs	3	3.5	3	0	0.5
> ECED 284	Student Teaching Seminar II	3	9	2	0	7
> SOCY 292	Race and Ethnicity	3	3	3	0	0
**	Arts and Humanities Elective	3	3	3	0	0
**	Lab Science Elective	4				
		18				
	Total Semester Credit Hours	71				

Established Nov. 2003
Revised
Effective Fall 2004

Notes

- > Indicates that this course requires a prerequisite.
- * When registering for EDCT 111, each student will receive a packet of information about materials that must be gathered prior to starting the course. Before registering for ECED 283 (Seminar I), students should check the course description in the Catalog for prerequisites and must meet with the Coordinator of the ECE program.
- ** Choose Arts and Humanities, Mathematics and Science Electives from State Transfer Module.
One Lab Science Elective must be chosen (indicated with an L from the State Transfer Module)
- ^ Indicates that this course requires a prerequisite or may be taken concurrently.
- A grade of "B" or better is required in ECED Student Teaching Seminar I and II.
- ☆ A student must register for the orientation course when enrolling for more than six credit hours per semester or any course that would result in an accumulation of thirteen or more credit hours.

State of Ohio, Department of Education
On Developing a Definition of "Good Moral Character"

Section 3319.30 of the Ohio Revised Code provides in pertinent part that "no person shall receive any compensation for the performance of duties as a teacher ...who has not obtained a certificate of qualification for the position ...and which certificate shall further certify to the good moral character of the holder thereof ... (emphasis added)

Teacher education and certification standards adopted by the SBOE to become effective July 1, 1987, provide that individuals must be of "good moral character" to be admitted to a teacher preparation program and to be recommended for initial certification.

Section 3319.31 of the Revised Code provides in pertinent part that the SBOE shall revoke the certificate of an individual "if at any time the holder of a certificate is found intemperate, immoral, incompetent, negligent, or guilty of other conduct unbecoming to his position" and whenever any person "pleads guilty to or is convicted of any felony, any violation of section 2907.04 or 2907.06, or division (A) or (C) of section 2907.07 of the Revised Code, any offense of violence, theft offense, of drug use offense that is not a minor misdemeanor, or any substantially comparable ordinance of a municipal corporation..." (or federal law)

"As used in this section, 'theft offense' has the same meaning as in Section 2913.01 of the Revised Code, (and) 'drug abuse offense' has the same meaning as in Section 2925.01 of the Revised Code ..." An offense of violence is defined in Section 2913.01 of the Revised Code.

Since the SBOE shall revoke the certificate of any individual who pleads guilty to or is convicted of the offenses set forth above, it would seem that the absence of pleading guilty to or having been convicted of such an offense which has not been sealed or expunged should be considered to constitute "good moral character" for the purpose of admitting an individual to a teacher preparation program or recommending an individual for certification. Either of these requirements might be met by posing the same type of question as is asked on the application form for a teacher's certificate.

The "sealing of a record" is provided for by Section 2953.31 *et seq* of the Revised Code. Section 2953.33 provides for the restoration of rights and privileges of a person whose record has been sealed. It further provides that "a person may be questioned only with respect to convictions not sealed, unless the question bears a direct and substantial relationship to the position for which the person is being considered."

The "expungement of record after agreed bail forfeiture" is provided for by Section 2953.42 of the Revised Code, which provides that "a person may not be questioned with respect to any record that has been expunged pursuant to Section 2953.42 of the Revised Code.

Any individual denied admission to a teaching preparation program or any individual not recommended for certification based on the issue of "good moral character," should be afforded the right to due process (the right to be heard) on such issues.

Field Placement Team

1.) Role of ECE Program Coordinator

The ECE Program Coordinator is the individual at Lorain County Community College who has the over all responsibility for planning, organizing and coordinating the curriculum student teaching experiences. Kathleen A. Head, Associate Professor and Coordinator of Early Childhood Education, serves as an immediate contact for students, college supervisors, and cooperating teachers to handle questions or concerns regarding field placements and/or the Associate degree. She can be reached at 1-800-995-5222 ex. 7167 or khead@lorainccc.edu

Specific responsibilities of the ECE Program Coordinator are:

- a. Maintain communication with the ECE Centers, which may include:
 - 1) keeping schools informed with regard to college course practices and policies.
 - 2) being available for consultation in matters relating to supervision.
- b. Orienting the students preceding student teaching, with regard to objectives of the experience, ways in which the objectives are to be met, & student responsibilities.
- c. Preparing college supervisors for their roles and responsibilities and provide assistance when needed.
- d. Organize cooperating teacher/student teaching dinner every semester.

2.) Role of College Supervisor

The college supervisor is a faculty member in the Early Childhood Education Program at Lorain County Community College. His/her responsibility is to work directly with the college student and the cooperating teacher in the supervised practicum experience. In no case does the college supervisor assume responsibility for supervision of a center's regular staff. Through individual conferences the supervisor guides students and helps them improve their professional insights & teaching techniques.

Specific responsibilities of the college supervisor include:

- a. Contact the school and arrange for the participation of the student teacher.
- b. Contact the student to inform them of their placement assignment.
- c. Participate in the CT dinner at the beginning of each semester.
- d. Helping the student to plan activities for children in accordance with the goals of the center.
- e. Evaluate the student's lesson plans & other written assignments for the course making sure they are developmentally appropriate.

- f. Be available to the cooperating teacher as needed.
- g. Observe the student halfway through the semester (midterm) and at the end of the semester (final). (additional times as needed)
- h. Evaluate the student's performance. This may include:
 - 1.) Encouraging & eliciting the student's self evaluation of teaching skills and communication with children and staff.
 - 2.) Provide immediate feedback to the student as soon as possible after the lesson with a follow up conference.
- i. Keeping in touch with the cooperating teacher throughout the semester with regard to the student's performance.
- j. Withdrawing any student from the student teaching experience if the experience is not acceptable for reasons of health, performance, or other reasonable causes along with recommendation of ECE Program Coordinator and/or cooperating teacher.
- k. Maintain mileage record to be turned in to the administrative assistant.
- l. Collect cooperating teacher's names, social security number, and address to receive stipend or voucher at the CT dinner.
- m. Provide mentoring when necessary.

3.) Role of Cooperating Teacher

The cooperating teacher's first responsibility is to the children under her guidance.

Responsibilities of the Cooperating Teacher include:

- a. Attend the CT dinner, explaining the student's role and expectations of the program's philosophy, etc.
- b. Orient the student to the classroom. (including classroom polices and practices)
 - 1.) Introduce to other staff & children.
 - 2.) Find ways for her to participate immediately. (observe, assist) It is important the student be informed of all of the center's routines that she is expected to perform.
- c. Review handbook, syllabus and forms, making sure there is a mutual understanding of course expectations in the classroom.
- d. Create a friendly atmosphere, building a relationship with the student based upon mutual respect and trust.

- e. Review the students lesson plans prior to teaching of the lesson to make sure it is safe, developmentally appropriate and of highest quality possible.
- f. Give suggestions for planning as well as encourage the student to participate and contribute creative & original plans.
- g. Set aside cooperative planning time on a regular basis.
- h. Provide an opportunity for the student to practice early childhood theory and child development principals.
- i. Maintain close communication with the college supervisor & keep her/him informed concerning the progress of the student.
- j. Answer student's questions as they arise.
- k. Provide the student with opportunities to gradually take on as much responsibility as his/her skills permit with the goal in ECED 284 of planning and teaching an entire session. At no time should a student be left alone to supervise a child or group of children without a staff member present. (Student teachers should not be counted as needed ratio for state licensing)
- l. Contribute input to aid college supervisors in determining evaluation of student. (Note: college faculty have the responsibility for determining student's final grade)
- m. Serve to the best of his/her ability as a model teacher of young children and cooperative staff member.

Role of the ECE Student

The student enrolls in ECED 283 half way through the early childhood education program and ECED 284 at the conclusion. As she/he enters into a professional situation for his/her practicum experience, the early childhood profession & the ECE academic program.

Responsibilities are:

- a. Become familiar with course objectives, requirements, syllabus, and handbook.
- b. Evaluate his/her performance and growth continuously.
- c. Be an enthusiastic, loyal, and helpful member of the center staff.

Professional Responsibilities

- a. Be punctual and dependable. If student is going to be absent, call the center and the practicum supervisor before starting time.
- b. Be organized and prepared for all work.
- c. Dress appropriately, sensibly, and professionally. (Follow any specified dress code.)
- d. Maintain confidentiality as ascribed on signed statement.
- e. Discuss curriculum planning with CT and have it checked by college supervisor before lesson is executed. Goal is to assume leadership role in ECED 283/284.
- f. Conduct oneself as an early childhood professional and adhere to professional ethics.

Orientation Responsibilities:

- a.) Attend CT/student dinner (mandatory).
- b.) Visit the center and discuss mutual responsibilities and expectations for this experience.
- c.) Become familiar with the children and their names, physical environment, daily schedule, and philosophy of the program.
- d.) Attend seminars at the college, be prepared and ready to participate and discuss issues in class.
- e.) Make sure all paperwork is current:
 - *physical (current within 1 year)
 - *signed conviction statement
 - *BCI report
 - *three current letters of reference are current
 - *high school diploma/GED
 - *signed confidentiality statement
 - *letter of residency

Lorain County Community College Early Childhood
Education Department



Absentee Form

When the ECE student teacher is absent they must complete this form, secure signature, and return to the Student Teaching Supervisor within one week of absence.

Student Name _____

ECE Center _____ City _____

Student was absent from ____ / ____ / ____ to ____ / ____ / ____

Total number of days absent _____

Reason for absence:

Signature of Student _____ date ____ / ____ / ____

Signature of CT _____ date ____ / ____ / ____

Signature of Supervisor _____ date ____ / ____ / ____

Signature of College Supervisor _____ date ____ / ____ / ____

Checklist of Activities

	<u>YES</u>	<u>NO</u>
Observe CT	_____	_____
Help with snacks/lunch	_____	_____
Assist outdoor play	_____	_____
Get materials ready	_____	_____
Take charge of small group	_____	_____
Transition group	_____	_____
Make bulletin board	_____	_____
Meet with CT	_____	_____
Attend planning sessions	_____	_____
Teach lessons	_____	_____
Check inventory of supplies available to the teacher	_____	_____
Developed the following interest center	_____	_____
Reviewed safety procedures	_____	_____

Student Teaching I and II Lesson Plan Format

Name

Location of Activity

Age of children

Date to be presented

Curriculum Area Focus:

Specific Learning Objectives (must include at least 3)

Early Learning Content Standard (for math, science, social science, or language arts)

Indicator(s)

Assessment (what method will you use to evaluate if lesson objectives were met)

Equipment/Materials

Preparation beforehand
Materials needed

Procedures for Activity

Introduction
Main Activity (include I will, The children will and time allotted - **in table format**)
Plans to extend children's thinking during the activity (2-3 open-ended questions)
Closure

Transition (method to move children to next activity)

DAP Justification (reference must be cited including text name and page)

Age appropriate – what do children this age usually know/can do regarding this lesson?

Developmentally appropriate – how would you adapt this lesson if it was too easy or challenging for the child(ren)? What adaptations would need to be made for a child with special needs?

Self Evaluation

CT Evaluation

Writing Objectives

Examples of appropriate words to use when writing objectives:

PHYSICAL:

The child will attempt to:

jump	move
point to	dance
pour	climb
cut	hop
skip	

SOCIAL/ EMOTIONAL:

discuss	cooperate	express	communicate
take turns	follow	share	relate

INTELLECTUAL:

construct	match	name	complete
count	recall	recite	verbalize
identify	teach	describe	list
discuss			

CREATIVE:

mix	color
paint	tear
sing	move
demonstrate	walk
perform	give

Each objective should be manageable and reachable by the child and be able to be measured.

Do NOT USE the following terms: (They are too abstract)

- understand
- listen
- enjoy
- learn
- eat
- know
- see

STUDENT TEACHING EVALUATION

Midterm Final

Date _____

Student _____ Student Number _____ Lesson/Subject Taught _____

ECE Center _____ Cooperating Teacher _____ College Supervisor _____

*CT evaluation is based on progress thus far. Please complete prior to College Supervisor visit.

STUDENT TEACHERS SHOULD BE EVALUATED AS BEGINNERS, NOT MASTER TEACHERS.

- Evaluation Scale:
- 1 - Unsatisfactory--substantial improvement needed
 - 2 - Needs Attention--exhibits need for growth and development
 - 3 - Emerging--occasional evidence observed
 - 4 - Competent--consistently demonstrates
 - 5 - Outstanding--exhibits potentially exceptional professional performance

COOPERATING TEACHER EVALUATION

COLLEGE SUPERVISOR EVALUATION

COOPERATING TEACHER EVALUATION					COLLEGE SUPERVISOR EVALUATION					
1	2	3	4	5		1	2	3	4	5
					1. Possesses self-confidence, poise, and express enthusiasm					
					2. Accepting of and implements constructive criticism.					
					3. Cooperates with all adults in program					
					4. Relates to children in supporting manner					
					5. Demonstrates flexibility in adapting to various situations					
					6. Uses effective oral communication skills including questioning techniques					
					7. Selects appropriate projects for children in group					
					8. Plans projects adequately and follows approval procedures in a timely manner					
					9. Expresses clarity in directions to children					
					10. Use creative techniques and materials in projects					
					11. Holds children's interest					
					12. Evaluates lessons objectively					
					13. Shows initiative in own work & assists in the classroom					
					14. Displays good behavior management					
					15. Demonstrates understanding of developmentally appropriate practices in early childhood education					
					16. Demonstrates increased competence during term					

Cooperating Teachers Comments: (Include strengths and areas that need improvement)

College Supervisor Comments:

The STUDENT TEACHING Student's signature indicates that these assessments were read. It does not necessarily imply agreement.

Student's Signature

Date

Cooperating Teacher's Signature

Date

College Supervisor's Signature

Date

Weekly Time Card
ECED 283/284 Student Teaching I/II

Student Name _____ Student Number _____

Center Name _____

Semester and Year _____

Date _____

	Time in Center	Hours
Monday	_____	_____
Tuesday	_____	_____
Wednesday	_____	_____
Thursday	_____	_____
Friday	_____	_____
Total for Week:	_____	_____

Please rate the student on the following behaviors/expectations for this week.

- The student was punctual, reliable, and adhered to scheduled times yes/no
- The student was prepared for all duties assigned by CT/Staff yes/no
- The student interacted with the children and staff yes/no
- The student's appearance was professional (followed dress code) yes/no
- The student used acceptable guidance and management strategies yes/no
- The student used and modeled appropriate language skills yes/no
- Overall, the student's performance this week was acceptable yes/no

Identify one strength, one area to work on and/or additional comments _____

Cooperating Teacher Signature

Student Signature

