



REGENT
UNIVERSITY

**College of Arts
& Sciences**

UEC 480 Early Childhood
Practicum Placement Guide
Revised July 2023

PRACTIUM PLACEMENT GUIDE

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Table of Contents

OVERVIEW	4
REGENT UNIVERSITY’S TEACHER EDUCATION PROGRAM OUTCOMES	4
VALUE OF THE PRACTICUMS.....	4
PRACTICUM OUTCOMES	4
DESIGN OF PRACTICUMS AT REGENT	5
PRACTICUMS DESCRIPTION	5
PRACTICUM REQUIREMENTS	5
ARRANGING THE PRACTICUM	6
STEP 1 REGISTER AND COMPLETE REQUIREMENTS FOR PRACTICUM.....	6
STEP 2 CONFIRMATION OF PLACEMENT AND COMMUNICATION WITH COOPERATING TEACHER	6
STEP 3 DOCUMENT COMPLETION OF PRACTICUM.....	6
PARTICIPANT ROLES	6
EARLY CHILDHOOD STUDENT	6
CLASSROOM TEACHER	7
EARLY CHILDHOOD ADMINISTRATOR	7
FACULTY	7
PROGRAM CHAIR.....	7
EVALUATION OF PRACTICUM	7
ASSIGNMENTS ASSOCIATED WITH PRACTICUM	7
INFORMAL ASSESSMENT.....	8
FORMAL EVALUATION.....	8
GRADING	8
CRISIS RESPONSE	8
APPENDIX B CRIMINAL BACKGROUND CHECK	11
APPENDIX C COURSE ASSIGNMENTS	13
APPENDIX D TIME LOG	17
SAMPLE ONLY: DOWNLOADABLE PDF VERSION AVAILABLE AT WWW.REGENT.EDU/STUDENTTEACHER	17
THIS SECTION TO BE COMPLETED BY THE STUDENT.	17
APPENDIX E PRACTICUM PLACEMENT REQUEST FORM	18
APPENDIX F PRACTICUM EVALUATION FORM	19

Overview

The practicum guide addresses the practicum experiences for students enrolled in UEC 480 Practicum.

Regent University's Teacher Education Program Outcomes

The philosophy of teacher preparation at Regent University's Department of Teacher Education serves as the major premise upon which teacher expectancies are established. These expectancies are interpreted as performances required of a graduate who has completed the Regent University undergraduate program.

Upon completion of the Bachelor of Science in Early Childhood Education, early childhood students will be able to

- PLO 1 promote positive relationships among children and adults.
- PLO 2 design curriculum that promotes early learning and development in each of the following areas: social, emotional, physical, language, and cognitive.
- PLO 3 provide effective instruction that is developmentally, culturally, and linguistically appropriate.
- PLO 4 use a variety of formal and informal assessment approaches to provide information on children's learning and development.
- PLO 5 promote safe and healthy practices when working with children.
- PLO 6 apply sound business and educational principles for administration of early childhood programs.
- PLO 7 develop policies and practices that are foundational for building collaborative relationships with children's families.
- PLO 8 use community resources to support the achievement of early childhood program goals.
- PLO 9 develop an understanding of his or her worldview and how that perspective, including one's faith, influences teaching, learning, and leadership.

Value of the Practicums

- Allows early childhood students to learn and grow as teachers through observation and participation in the day-to-day realities of teaching in an early childhood setting.
- Provides a context within which early childhood students are able to question, reflect, and entertain uncertainty as they articulate and examine their own understandings of teaching, learning, and teachers.
- Provides early childhood students with periods of observation and classroom interaction.
- Allows early childhood students to appreciate and gain insights regarding school culture and the professional community in which they work.
- Enables early childhood students to demonstrate an increased understanding of their developing self as a professional and how they relate to social, cultural, and political contexts of teaching and schooling.

Practicum Outcomes

By the end of the practicum/field experience, early childhood students will have accomplished the following:

1. Master specific course objectives as they align to professional preparation standards.
2. Demonstrate learning through artifacts submitted to professors.

3. Achieve significant professional growth in pedagogical knowledge, skills, and dispositions as evidenced through coursework.

Design of Practicums at Regent

Practicum/field experiences represent the heart of Regent University's programs in education at the undergraduate level. Through carefully structured placements, early childhood students apply theoretical constructs and research-based practices in authentic settings. Performance tasks completed in clinical settings promote reflective thinking about these practices. University faculty, in collaboration with experienced professionals in the field design, implement, and evaluate experiences to prepare early childhood students for their roles in schools as reflective decision-makers. Professional educators serving as field partners are experienced practitioners that meet specific characteristics as outlined by Regent University. The university requires field partners associated with programs that lead to Virginia licensure to be certified practitioners.

Specifically, early childhood students will be placed in a given a practicum placement. These placements must be in an accredited early childhood center and must approved by the Coordinator of Field Placements. Early childhood students will be required to successfully complete a minimum of ninety (90) practicum field experience hours. A designated faculty member will oversee the practicum and will do so in conjunction with mentor teachers and administrators as appropriate.

Practicums Description

UEC 480 Practicum (3 credits). Practicum experience in an early childhood classroom setting for at least 90 hours. Placement in a high-quality early childhood environment under the supervision of an experienced mentor teacher and administrator as well as a faculty coordinator. Sixty of the practicum hours are with a mentor teacher and 30 are with an early childhood program director. Practice with micro-pedagogy and dialog with professionals regarding program operations.

Practicum Requirements

To be eligible for the practicum, early childhood students must have completed all coursework except courses to be taken in final semester of program. Students must have completed ECE academic advising approval for enrollment in practicum. The Early Childhood Education student must provide to the Coordinator of Field Placements proof of up-to-date practicum placement requirements that include:

- Background Check
 - Early childhood students are required to order a background check through CastleBranch.com. the Background Check cost is \$52. Teacher students s are responsible for this cost and will order the Regent University background check package using code RQ14. The background check is reviewed by the SOE Field Placement Coordinator and communicates with the Teacher Education Chairperson if any issues are noted. See Appendix B for more information.
- Negative tuberculosis screening results
 - [Tuberculosis Screening Report](#)
- First Aid, CPR, AED certification
 - [First Aid CPR AED Certification Classes](#)
- Professional liability insurance
 - [Professional Liability Insurance Coverage](#)

Note: Teacher students are responsible to maintain a copy of all above documentation for their personal records.

Arranging the Practicum

Step 1 Register and Complete Requirements for Practicum

Early Childhood Education students must complete the appropriate form no later than the start of their senior year. Practicum placements will occur within a geographic area identified by the student, typically near the student's home or work. The ECE student is responsible for researching and selecting an early childhood educational setting in which he or she wishes to complete the practicum experience. The early childhood educational organization must be an [accredited program](#), operated as a preschool associated within a school district, or a government-run program such as Headstart. The ECE student cannot be paid by the hosting educational organization while completing the 90 practicum hours. Once the student has identified an appropriate placement, the student should make an appointment with the Director or Administrator to discuss the practicum requirements and obtain verbal approval. The student then completes the ECE Placement Request Form with the location information, including the name, title, and email address of the person who provided verbal approval. The ECE Placement Request Form should be returned to the Coordinator of Field Placement so that official approval and placement details can be worked out prior to the start of the semester.

Step 2 Confirmation of Placement and Communication with Cooperating Teacher

Once the ECE accredited organization confirms placement to Regent University, the Coordinator of Field Placement will provide the school's name, mentor teacher's name and contact information to the student. During the first week of your classes, your professor will go over the assignments that are to be completed during the practicum and will alert you to set up consistent hours of observations with your mentor teacher.

Step 3 Document Completion of Practicum

During the final week of your placement, you will provide your cooperating teacher and administrator the link to report on your practicum performance: <https://www.surveymonkey.com/r/ECE-Eval>.

Please ask your CT and Administrator to complete the form no later than the last day of class. A copy of the completed report(s) will be emailed back to the student and the evaluators. The results of the evaluation will *not* impact your final grade in the practicum course. Note: The student is still required to submit the *Practicum Evaluation Form & Hours Log* per the syllabus and the professor's instructions.

A student will have successfully completed a practicum course when all required practicum hours have been served, the classroom teacher and administrator for ECE provides a favorable recommendation, and the student has successfully completed all course assignments. The student must earn an overall grade of "C" or better in the course.

Participant Roles

Early Childhood Student

First and foremost, as you participate in practicum/field experiences, you represent Regent University as well as the Teacher Education as an ambassador. You may be the first and only example of Regent University to many professionals and members of the general population in your assigned area.

Second, you are also a learner. Your role as a learner includes observing the classroom teacher, meeting the practicum assignment competencies, and submitting assignments that demonstrate applied learning. Your role also includes working with the Director of the Childcare center to understand how they operate the center.

Classroom Teacher

The classroom teacher, also referred to as the cooperating teacher, is defined as the teacher hosting the learner. The classroom teacher's responsibility focuses on the students in his/her classroom, rather than on the learner. The teacher's role includes modeling effective instructional practice, planning instructional lessons with students, and providing feedback on students' performance.

Early Childhood Administrator

The administrator is defined as the school-level leader or director. The administrator serves as a participant only in the Early Childhood Practicum. The administrator's role is to model effective early childhood administrative practices and involve the practicum student in daily responsibilities and meetings within the organization, as feasible.

Faculty

The University faculty member assigned to teach the course. The course professor is responsible for deploying course assignments, as required through the curriculum, which relate to the learner's practicum/field experience, particularly lesson planning and instructional design.

Program Chair

The University faculty member responsible for the particular program is the Program Chair. The role of the chair is to monitor the quality of the curriculum and instruction of the program.

Evaluation of Practicum

Evaluation is an important part of the practicum experience. Feedback from educational professionals provides teacher students with information for professional growth. Teacher students are evaluated in a variety of ways. The various assignments and types of assessment are outlined in this section.

Assignments Associated with Practicum

During the practicum field experience, early childhood students will complete practical assignments related to their required professional studies courses. The assignments may include but are not limited to: observations; interviews; lesson planning and preparation; one-on-one tutoring/instruction; small group tutoring/instruction/remediation; teaching lesson(s).

Early childhood students are required to provide descriptions of their experiences that will include preparation, recording, and reflection as determined by the supervising faculty member. The practicum experience will be included as part of the faculty members overall assessment of the student's performance as related to required professional studies courses.

The following professional education courses relate to the ninety (90) hour practicum requirement and related assignments:

Early Childhood Education:

- UED 442 Foundations in Education (3)
- UED 441 Child & Adolescent Growth & Development (3)
- UEC 406 Guiding Young Children (3)
- UEC 444 Teaching Content to Children (3)
- UED 446 Administration of Childcare Programs (3)

Appendix C provides a list of the courses outlined above with a description of the associated assignment for each course.

Informal Assessment

Throughout the practicum/field experience, the learner will be in direct contact with a classroom teacher who will provide informal feedback and modeling. In addition, the course professor and/or the Teacher Education and Academic Advisor are available to discuss progress, offer suggestions, help solve problems, and provide vital mentoring functions.

Formal Evaluation

The practicum/field experience classroom teacher should complete the Practicum Evaluation Form and Hours Log (Appendix E) to provide feedback on the learner's effectiveness and professionalism and verify practicum/field experience hours served. It will be important for classroom teachers and students to understand the contents of the evaluation. If clarification is needed, direct questions to the course professor. All learners are evaluated based on the degree to which they demonstrate the competencies of the essential professional standards.

Grading

In order to earn a final grade for the practicum/field experience and its related assessments, teacher students must complete all projects, forms, documents needed to fulfill course requirements accurately, professionally, and in a timely manner. Teacher students must also meet all attendance requirements. The course instructor will use the grading scale and rubrics identified in the syllabus to determine the final grade.

Crisis Response

To assist school divisions in promulgating safe school cultures and climates, Regent University's Teacher Education faculty impart safe school best practices to all student teachers. Teacher Education and staff developed crisis response protocols in the event of an emergency or crisis at a school where a Regent University teacher student is placed.

What is a school crisis? A circumstance or event that is a surprise to school personnel and evokes a sense of threat.

Who determines an event as a crisis? Participating school personnel and/or Regent University faculty and administration.

Immediately following a crisis event, faculty will (in cooperation with school division personnel):

1. Immediately ascertain the effect of the crisis (proximity, intensity, relation, etc.) on the Regent teacher student
 - a. Interview the Regent teacher student (academic advisor and chair).
 - b. Refer the teacher student to Regent University Psychological Services.
 - c. Consider recommendations from school personnel.

2. The Regent Teacher Education Chair will take one of three actions contingent on the outcome of the effect of the crisis on the teacher student:
 - a. Remove the Regent teacher student from the current school assignment and assign a different school.
 - b. Remove the Regent teacher student from the current Cooperating Teacher and assign a different Cooperating Teacher in the same school.
 - c. Remove the Regent teacher student from the Student Teaching Internship without penalty.

*All Regent University practicum teacher students are required to meet the minimum number of practicum hours as outlined in the Practicum Placement Guide.

Appendix A Insurance Coverage

The College of Arts and Sciences requires that students enrolled in any license granting program acquire Educators Professional Protection liability insurance prior to registration for placement and internship. This insurance is a safeguard for you and must be maintained throughout the duration of your program placement. This policy should name the teacher student as insured, and Regent University as additional insured. A certificate of insurance must be provided to the Coordinator of Field Placements for Licensure Programs before the semester's registration takes place.

The required minimum amount of one hundred thousand dollars incidental coverage with a three hundred-thousand-dollar aggregate is needed for annual liability coverage (\$100,000/\$300,000). Rates for this coverage vary depending on the insurance company. Generally, premiums range from \$20-\$50 per year of coverage. Though membership in a professional organization is highly encouraged by the College of Arts and Sciences, it is not required. Total cost for insurance and a professional membership normally will be about \$20- \$120 per year. Teacher students must show evidence of insurance liability coverage prior to registration of the student teaching experience; without it, he or she will not be permitted to begin the student teaching experience. The teacher student is responsible for renewing this coverage each year in the program and for turning in a copy of the insurance documentation to the Coordinator of Field Placements for Licensure Programs.

The College of Arts and Sciences recommends the following providers:

1. **Christian Educators**

P.O. Box 45610; Westlake, OH 44145 (888) 798-1124; Fax (440) 250-9584

Website: www.christianeducators.org

Up to \$2,000,000 liability coverage during membership.

2. **Student Virginia Education Association (SVEA)**

Students interested in joining the SVEA should contact Donna Hamilton at VEA (1-800-552-9554 or dhamilton@veanea.org) for a membership form or join online at <http://www.veanea.org/home/student-vea.htm>

3. **Virginia Professional Educators**

For more information call (888) 873-9661 or visit the website: <http://virginiaeducators.org/index.html>

Appendix B Criminal Background Check

Early childhood students are required to order a background check through CastleBranch.com. the Background Check cost is \$52. Teacher students s are responsible for this cost and will order the Regent University background check package using code RQ14. The background check is reviewed by the SOE Field Placement Coordinator and communicates with the Teacher Education Chairperson if any issues are noted.

Teacher students who do not comply with this requirement will not be allowed to enroll in the internship, and lack of the required teaching experience could delay a teacher student's graduation from his or her degree program.

If there are areas of concern surrounding a background check, a meeting will be arranged with the Teacher Education Chairperson to discuss those concerns. Any needed response plan will be developed on an individual basis. If the teacher student is not satisfied with the response plan, he/she may appeal the decision in accordance with the procedure for Academic Appeals, found in the Regent University College of Arts and Sciences handbook.

Areas of concern shall include but not be limited to: child abuse or neglect, felony convictions, especially those involving harm to others, theft or fraud convictions, drugs, sexual assault, and misdemeanors other than minor moving traffic violations.

Here's How To Order Your Background Check:

1: Go to

<https://portal.castlebranch.com/RQ14>



2: Select the appropriate account or program needed. Then select the desired package.



3: This will bring you to our Acknowledgment Page which provides information about your selected package. Users will confirm that they have viewed the information given and then be forwarded to their Order Review Page.

I have read this information

About CastleBranch

Regent University - School of Education and CastleBranch -one of the top ten background screening and compliance management companies in the nation – have partnered to make your onboarding process as easy as possible. Here, you will begin the process of establishing an account and starting your order. Along the way, you will find more detailed instructions on how to complete the specific information requested by your organization. Once the requirements have been fulfilled, the results will be submitted on your behalf.

Payment Information

The cost for your background check is \$52. Your payment options include Visa, Mastercard, Discover, Debit, electronic check and money orders. Note: Use of electronic check or money order will delay order processing until payment is received.

Accessing Your Account

To access your account, log in using the email address you provided and the password you created during order placement. Your administrator will have their own secure portal to view your compliance status and results.

Contact Us

For additional assistance, please contact the Service Desk at 888-723-4263 or visit <https://mycb.castlebranch.com/help> for further information.

Appendix C Course Assignments

Students will complete 90 hours when enrolled in UEC 480. Learners will demonstrate and provide evidence of competency related to the Teacher Education professional studies courses outlined below.

Practicum Level	Benchmark Assessment (Related courses)
<p>Assignment 1</p>	<p>Foundations in Education This assignment has four components.</p> <ul style="list-style-type: none"> • Teacher Interview (1 practicum hour) – Interview your classroom teacher (15 to 30 minutes). Ask the teacher about his or her personal philosophy on education and student learning. What does the teacher believe about the role of education in society, children’s ability to learn, discipline, and classroom management? What is the teacher’s approach to instruction or teaching style? What are the teacher’s overall goals for students this year? Summarize the teacher’s responses (1 to 2 pages) • Observation Report (12 practicum hours) - Record your observations, ideas, and resources. In your opinion, how does the teacher’s philosophy on education impact selection of lesson strategies and materials, lesson implementation, and lesson outcomes? Do you observe any actions or procedures in place that seem contrary to the teacher’s stated beliefs? Why might that be? (3 to 4 pages). • Lesson Plan (2 practicum hours) – Work with your classroom teacher to select one <i>social-skills</i> topic that is appropriate for the students’ developmental level (e.g. sharing or listening for K-2, teamwork skills for 6-12). Using the Madeline Hunter lesson-plan template, plan and implement a short <i>social-skills</i> lesson for a small group of students. Make sure the length of the lesson and selected activities are appropriate for the developmental age. Teach the lesson to one or more small-groups or a whole-group. Submit the actual lesson plan (pages will vary). • Reflection Paper - Critically reflect on your lesson. Write a reflection for the lesson. Briefly summarize the lesson. What was the lesson outcome? What went well? What did not go well? How would you adjust instruction next time? Reflections should also discuss how your personal philosophy on education, Christian faith, views on classroom management, and your current attitudes and aptitudes for teaching impacted your lesson planning process, lesson implementation, and lesson outcomes. (1 to 2 pages).
<p>Assignment 2</p>	<p>Child & Adolescent Growth & Development This assignment has two components.</p> <ul style="list-style-type: none"> • Observation Report (15 practicum hours) – Record your observations, ideas, and resources. Specifically note what you observe in regards to student behaviors, communications, and interactions with one another and adults in regards to child development and growth. Here are some ideas. You may observe and note how students relate to each other in whole group, in small group, or in pairs. How is one student’s behavior different from another child’s behavior during the same scheduled activity? How do students respond during transitional periods? How do they relate to the adults in the

Practicum Level	Benchmark Assessment (Related courses)
	<p>room? Consider cognitive, physical, social, emotional, and spiritual growth and development, when observing. (3 to 5 pages).</p> <ul style="list-style-type: none"> • Reflection Paper –After you complete 15 hours of observation, write a reflection paper in which you evaluate the effectiveness of the teaching practices you observed. Reflect upon the eight lenses for classroom observation as outlined by Borich (2011) and upon faith integration: (a) Consider the learning climate, (b) Focus on classroom management, (c) Look for lesson clarity, (d) Verify instructional variety, (e) Observe task orientation, (f) Examine student engagement, (g) Measure student success, (h) Look for higher thought processes and performance outcomes, and (i) Faith integration. (2 to 3 pages).
Assignment 3	<p>Guiding Young Children This assignment has two components.</p> <ul style="list-style-type: none"> • Observation and Practice Report (10 Practicum Hours) - Record your observations, ideas, and resources related to how the cooperating teacher and other staff guide the young children toward success. Make sure to address the following areas (Hearron & Hildebrand, 2013): a) Positive Guidance, b) Indirect Guidance, c) Direct Guidance, d) Personal Care Routines, e) Guidance and Curriculum, f) Outdoor Play and Learning, g) Addressing Challenging Behavior. What techniques/tools do you observe in the classroom? To guide children’s behavior? To guide children through processes and procedures? What strategies does the teacher use to ensure student success socially, emotionally, cognitively, and spiritually? (2 to 3 pages) • Practicing Guidance Strategies (5 Practicum Hours) - Ask your cooperating teacher ways that you can assist by working with the children. Practice the guidance strategies outlined in Chapter 3 (Browne & Gordon, 2013) when working with the children. Which strategies did you practice? What was the outcome? Describe your experiences (2 to 3 pages).
Assignment 4	<p>Teaching Content to Children This assignment has three components.</p> <ul style="list-style-type: none"> • Planning for Learning (10 practicum hours) - Using the lesson-plan format used by your placement site, develop lesson plans for your classroom for a week’s learning. Aim for week 11. Work with your classroom teacher to select the topics. Turn the lesson plans into the teacher well in advance so the teacher can provide constructive feedback on your plans. The teacher may guide you toward resources <i>or</i> you can locate resources on your own. Then, work with the teacher to decide when you will teach two or more of the lessons to a small or whole group. Create developmentally appropriate lessons using applicable instructional strategies/techniques. Each lesson must include a transition from one learning activity to another during the same lesson (e.g. large-group to small-group, small-group to small-group). The length of the lessons will depend on the age-group. Discuss this with your cooperating teacher. Teach the lessons. • Reflection Papers (2) - Critically reflect on your lessons. Write a one to two page reflection for <i>each</i> lesson. <i>Briefly</i> summarize the lesson (1 para.). What was the lesson outcome? What went well? What did not go well? How would you adjust instruction

Practicum Level	Benchmark Assessment (Related courses)
	<p>next time for improved instruction and/or behavior? Address how your faith impacts your decision-making in this area.</p> <ul style="list-style-type: none"> • Project (5 practicum hours) – Actively work with the children for at least practicum hours. Video yourself working with young children, either instructing or assisting for at least 15 minutes. You may need to enlist the help of others with the videotaping. Make sure you have permission to include children. The video should be in addition to the two lessons outlined above. You will upload the 15-minute video via Bb along with your assignment paper. • Project Reflection - Self-evaluate the recording, comparing your interactions with the roles, responsibilities, and skills needed to be an early care and education professional. What does this tell you about your potential effectiveness? In what areas do you need support? Write a one to two page reflection.
Assignment 5	<p>Administration of Child Care Programs This assignment has two components.</p> <ul style="list-style-type: none"> • Interview an Administrator (1 hour) - Interview a program director. Develop a list of about 10 questions designed to gain insights into his/her competencies and personal characteristics when compared with those discussed in the text. Keep the interview to about 30 minutes. Inquire about the director’s role, thoughts, and experiences from among the following topics (Freeman, Decker, & Decker, 2013): <ul style="list-style-type: none"> ○ qualities necessary for effective early childhood leadership ○ developing the vision and mission for the organization ○ understanding regulations, accreditation, and other standards ○ establishing policies and procedures ○ hiring and managing personnel ○ creating quality learning environments ○ finance and budgeting ○ marketing the program ○ coordinating nutrition, health, and safety services ○ evaluating the program ○ working with family and communities ○ contributing to the profession <p>Summarize your interview findings in a paper. Do not write the administrator’s responses verbatim. What were the director’s perceptions in regards to the areas about which you inquired? Draw conclusions based on interview responses. (3 to 5 pages)</p> • Observation and Practicum with the Director (30 hours) - Spend at least 30 hours during the work day with the center’s director and/or other leadership. Assist in duties as directed. Participate in meetings and other director activities when feasible for the director. Observe job responsibilities and activities as related to the above list. Observe, note, and ask questions about the job responsibilities and activities. Record your observations, ideas, and resources related to how the director and other leaders guide the organization. Critically reflect and write about your practicum experience. In your report, you must summarize your experiences (up to 2 pages), describe key resources and activities as well as their purpose in the organization (up to 2 pages), and

Practicum Level	Benchmark Assessment (Related courses)
	then thoroughly discuss your thoughts and conclusions on how this experience helped prepare you to reach your goals as an early childhood professional. You should also substantially address how your faith impacts your goals for practice. (7 to 8 pages total). Finally, be sure to have the administrator complete the administer portion of your practicum time log and evaluation form.

Appendix E Practicum Placement Request Form

Practicum Placement Request for Early Childhood Education

Use black ink and print clearly.

PLACEMENT INFORMATION FROM THE ECE PRACTICUM STUDENT

Practicum Student's Name: _____

Student's Phone: _____ Student's Email: _____

Student's Address: _____
(street address, city, state, zip code)

Professor/Instructor: _____ Placement dates: Fall __ Spring__ of year _____

Requested Early Childhood Organization- 1st Choice

Name of School: _____

School Address: _____
(street address, city, state, zip code)

School Phone: _____ School's Human Resources Phone: _____

The preschool must be accredited, part of a school division, or government agency.

Name the qualifying agency: _____

Requested Early Childhood Organization – 2nd Choice

Name of School: _____

School Address: _____
(street address, city, state, zip code)

School Phone: _____ School's Human Resources Phone: _____

The preschool must be accredited, part of a school division, or government agency.

Name the qualifying agency: _____

Practicum Student's Agreement

I understand that confidentiality is a legal issue, and I agree not to discuss my experience in a manner that will allow identification of any individual. After I have received my placement from the Regent University Coordinator of Licensure Programs, I will contact the school in advance to arrange a mutually convenient schedule.

Student's Signature _____ Date: _____

Information for the Practicum Student

All practicum requests must be coordinated through the Department of Interdisciplinary Studies, Coordinator of Licensure Programs. Please realize that districts make placements at their discretion based on availability, so requests for a specific school or grade may not be honored. The Coordinator of Licensure Programs will request placement beginning with your 1st choice. It is the student's responsibility to obtain enough hours for each practicum course, however, the student can request to stay additional time in the placement. It is the student's responsibility to meet the specific requirements for the practicum course. Please see the syllabus and/or contact the professor for such requirements.

Appendix F Practicum Evaluation Form

Early Childhood Education Practicum Evaluation

Placement Information

Practicum Student's Name (First Last)

* Ages of Children the Practicum Student Worked With (check all that apply)

- Infant
 Toddler
 Preschool (3 to 5 yrs)
 Before or After-School Care

SAMPLE EVALUATION -
ACTUAL EVALUATION WILL
TO BE SUBMITTED ONLINE
AT THE END OF PLACEMENT
BY COOPERATING TEACHER
AND ADMINISTRATOR AT

<https://www.surveymonkey.com/r/ECE-Eval>

* Practicum Semester

* What is the name of the early childhood organization?

* What is the early childhood organization address?

* Evaluator's Name (First Last)

* Evaluator's Email. We will return a PDF copy of your report to this address.

Email Address:

* Evaluator's Position/Role

- Classroom Teacher
 Director/Administrator

Early Childhood Education Practicum Evaluation

NAEYC Standard One: Relationships

Promotes positive relationships between all children and adults to encourage each child's sense of individual worth and belonging as part of a community and to foster each child's ability to contribute as a responsible community member.

Scoring Rubric:

Exemplary - Demonstrates the standard in an exceptional, creative, and/or innovative way.

Superior - Consistently demonstrates the performance standard.

Proficient - Frequently demonstrates the standard and adequate progress as a pre-service teacher.

Developing - Inconsistently demonstrates the standard and requires growth to become proficient.

Unsatisfactory - Rarely meets the standard and requires focused and substantial growth to become proficient.

* Using the following scale, please rate the practicum student's performance in each of the areas below.

	Exemplary	Superior	Proficient	Developing	Unsatisfactory
Conducted warm, friendly conversations with children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraged children to play and work together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped children resolve conflicts by identifying feelings, describing problems, and trying alternative solutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraged and recognized children's work and accomplishments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment on the practicum student's competence in building positive relationships.

Early Childhood Education Practicum Evaluation

NAEYC Standard 2: Curriculum

Implements a curriculum that is consistent with its goals for children and that promotes learning and

development in each of the following areas: social, emotional, physical, language, and cognitive.

Scoring Rubric:

Exemplary - Demonstrates the standard in an exceptional, creative, and/or innovative way.

Superior - Consistently demonstrates the performance standard.

Proficient - Frequently demonstrates the standard and adequate progress as a pre-service teacher.

Developing - Inconsistently demonstrates the standard and requires growth to become proficient.

Unsatisfactory - Rarely meets the standard and requires focused and substantial growth to become proficient.

* Using the following scale, please rate the practicum student's performance in each of the areas below.

	Exemplary	Superior	Proficient	Developing	Unsatisfactory
Provided opportunities for children to learn and develop through exploration and play.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developed lesson plans, materials, and activities appropriate for the age-group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lessons were designed to foster skills in reasoning, problem solving, getting along, and language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment on the practicum student's overall competence with the curriculum.

Early Childhood Education Practicum Evaluation

NAEYC Standard 3: Teaching

Uses a variety of developmentally, culturally, and linguistically appropriate and effective teaching approaches that enhance each child's learning and development in the context of the program's curriculum goals.

Scoring Rubric:

Exemplary - Demonstrates the standard in an exceptional, creative, and/or innovative way.

Superior - Consistently demonstrates the performance standard.

Proficient - Frequently demonstrates the standard and adequate progress as a pre-service teacher.

Developing - Inconsistently demonstrates the standard and requires growth to become proficient.

Unsatisfactory - Rarely meets the standard and requires focused and substantial growth to become proficient.

*** Using the following scale, please rate the practicum student's performance in each of the areas below.**

	Exemplary	Superior	Proficient	Developing	Unsatisfactory
Encouraged children to work or play individually and in groups, during indoor and outdoor activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modified lesson strategies and materials to respond to the needs and interests of individual children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with individual children and small groups to develop specific skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment on the practicum student's overall effectiveness in teaching.

Early Childhood Education Practicum Evaluation

NAEYC Standard 4: Assessment of Child Progress

Uses a variety of formal and informal assessment approaches to provide information on children's learning and development. These assessments occur in the context of reciprocal communications between teachers and families, and with sensitivity to the cultural contexts in which children are developing. Uses assessment results to inform decisions about the children in their care, to improve teaching practices, and to drive program improvement.

Scoring Rubric:

Exemplary - Demonstrates the standard in an exceptional, creative, and/or innovative way.

Superior - Consistently demonstrates the performance standard.

Proficient - Frequently demonstrates the standard and adequate progress as a pre-service teacher.

Developing - Inconsistently demonstrates the standard and requires growth to become proficient.

Unsatisfactory - Rarely meets the standard and requires focused and substantial growth to become proficient.

*** Using the following scale, please rate the practicum student's performance in each of the areas below.**

	Exemplary	Superior	Proficient	Developing	Unsatisfactory
Used a variety of assessment methods, such as observations, checklists, and rating scales.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used assessment methods <u>appropriate</u> for each child's age and level of development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment on the practicum student's performance in the area of assessment.

Early Childhood Education Practicum Evaluation

NAEYC Standard 5: Health

Promotes the nutrition and health of children and protects children and staff from illness.

Scoring Rubric:

Exemplary - Demonstrates the standard in an exceptional, creative, and/or innovative way.

Superior - Consistently demonstrates the performance standard.

Proficient - Frequently demonstrates the standard and adequate progress as a pre-service teacher.

Developing - Inconsistently demonstrates the standard and requires growth to become proficient.

Unsatisfactory - Rarely meets the standard and requires focused and substantial growth to become proficient.

* Using the following scale, please rate the practicum student's performance in each of the areas below.

	Exemplary	Superior	Proficient	Developing	Unsatisfactory
Followed policies regarding hand washing, responding to illness, and routine cleaning/sanitizing of surfaces in the facility.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Followed food safety and storage <u>practices</u> when assisting with <input type="radio"/> snack and/or <u>meal time</u> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment on the practicum student's overall effectiveness in promoting health.

Early Childhood Education Practicum Evaluation

NAEYC Standard 6: Staff Competencies, Preparation, and Support

Staff have the qualifications, knowledge, and professional commitment necessary to promote children's learning and development and to support families' diverse needs and interests.

Scoring Rubric:

Exemplary - Demonstrates the standard in an exceptional, creative, and/or innovative way.

Superior - Consistently demonstrates the performance standard.

Proficient - Frequently demonstrates the standard and adequate progress as a pre-service teacher.

Developing - Inconsistently demonstrates the standard and requires growth to become proficient.

Unsatisfactory - Rarely meets the standard and requires focused and substantial growth to become proficient.

* Using the following scale, please rate the practicum student's performance in each of the areas below.

	Exemplary	Superior	Proficient	Developing	Unsatisfactory
Demonstrated knowledge and skills related to young children and early childhood development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modified work performance based on personal and professional critiques.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrated initiative in planning, management, and professional interactions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment on the practicum student's knowledge and professional commitment.

Early Childhood Education Practicum Evaluation

NAEYC Standard 7: Families

Establishes and maintains collaborative relationships with each child's family to foster children's development in all settings. These relationships are sensitive to family composition, language, and culture.

Scoring Rubric:

Exemplary - Demonstrates the standard in an exceptional, creative, and/or innovative way.

Superior - Consistently demonstrates the performance standard.

Proficient - Frequently demonstrates the standard and adequate progress as a pre-service teacher.

Developing - Inconsistently demonstrates the standard and requires growth to become proficient.

Unsatisfactory - Rarely meets the standard and requires focused and substantial growth to become proficient.

* Using the following scale, please rate the practicum student's performance in each of the areas below.

	Exemplary	Superior	Proficient	Developing	Unsatisfactory
Used a variety of strategies to communicate with families. Examples: Greeted, conversed, or attended meetings/events involving parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interacted appropriately with family member(s) to encourage ongoing involvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment on the practicum student's interactions with families.

Early Childhood Education Practicum Evaluation

NAEYC Standard 8: Community Relationships

Establishes relationships with and uses the resources of the children's communities to support the achievement of [program goals](#).

Scoring Rubric:

Exemplary - Demonstrates the standard in an exceptional, creative, and/or innovative way.

Superior - Consistently demonstrates the performance standard.

Proficient - Frequently demonstrates the standard and adequate progress as a pre-service teacher.

Developing - Inconsistently demonstrates the standard and requires growth to become proficient.

Unsatisfactory - Rarely meets the standard and requires focused and substantial growth to become proficient.

* Using the following scale, please rate the practicum student's performance in each of the areas below.

	Exemplary	Superior	Proficient	Developing	Unsatisfactory
Actively participated in a field trip or other community event (museums, parks, libraries, zoos, and other resources in the community).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment on the practicum student's connections/experiences with the organization's community.

Early Childhood Education Practicum Evaluation

NAEYC Standard 9: Physical Environment

Has a safe and [healthful](#) environment that provides appropriate and well maintained indoor and outdoor physical environments. The environment includes facilities, equipment, and materials to facilitate [child](#) and staff learning and development.

Scoring Rubric:

Exemplary - Demonstrates the standard in an exceptional, creative, and/or innovative way.

Superior - Consistently demonstrates the performance standard.

Proficient - Frequently demonstrates the standard and adequate progress as a pre-service teacher.

Developing - Inconsistently demonstrates the standard and requires growth to become proficient.

Unsatisfactory - Rarely meets the standard and requires focused and substantial growth to become proficient.

*** Using the following scale, please rate the practicum student's performance in each of the areas below.**

	Exemplary	Superior	Proficient	Developing	Unsatisfactory
Utilized the physical environment to facilitate the comfort, health, and safety of the children and other adults in the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Early Childhood Education Practicum Evaluation

NAEYC Standard 10: Leadership and Management

Effectively implements policies, procedures, and systems that support stable staff and strong personnel, fiscal, and program management so all children, families, and staff have high-quality experience.

Scoring Rubric:

Exemplary - Demonstrates the standard in an exceptional, creative, and/or innovative way.

Superior - Consistently demonstrates the performance standard.

Proficient - Frequently demonstrates the standard and adequate progress as a pre-service teacher.

Developing - Inconsistently demonstrates the standard and requires growth to become proficient.

Unsatisfactory - Rarely meets the standard and requires focused and substantial growth to become proficient.

* Using the following scale, please rate the practicum student's performance in each of the areas below.

	Exemplary	Superior	Proficient	Developing	Unsatisfactory
Demonstrated professional behaviors and appearance throughout the semester.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrated positive and professional interactions with the program administrator during interview and job shadowing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment on the practicum student's professionalism throughout the period of observation.

References:

Stronge, J. H. (2010). Evaluating what good teachers do: Eight research-based standards for assessing teacher excellence. Larchmont, NY: Eye of Education.

National Association for the Education of Young Children. (2018). NAEYC Early Learning Program Accreditation Standards and Assessment Items. Retrieved from <https://www.naeyc.org/accreditation/early-learning/standards>. Author.