CIEC 4480/5380
Prek Field Practicum
Tuesdays and Thursdays 9am-3:30pm in your assigned field placement

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Office Hours: Monday 8:30am-1pm or by appointment

Required Text
No text is required for the field portion of the course. Any readings to be done will be posted on Blackboard by the instructor as needed.

Course Description
Field experience is a supervised opportunity for students to gain experience in the classroom and other settings that provide instruction to children in an early childhood setting. Students will focus on lesson plan implementation, differentiated instruction, behavior management strategies and assessment of student learning in their practicums. The course further assists students in acquiring the necessary knowledge and skills needed to function as an educator in a changing and diverse society. Furthermore, the field activities will assist students in the field of early childhood education to: understand learners and the learning processes; gain experience using of instructional technology necessary for professional practice; work effectively in both professional and community roles.

Course Objectives:
Students will:

1. Develop initial ability to evaluate both instructional sequences and overall program effectiveness of school programs serving children in an early childhood setting.

2. Develop initial ability to adapt teaching strategies and materials appropriate to the learning needs of students.

3. Develop initial ability to use effective, research-based instructional strategies and practices to meet the needs of individuals.

4. Develop initial ability to integrate appropriate teaching strategies and instructional approaches to provide effective instruction in academic and nonacademic areas for all learners.
5. Develop initial ability to integrate academic instruction, affective education, and behavior management for individual learners and groups of learners.

6. Demonstrate initial ability to integrate student initiated learning experiences into ongoing instruction.

7. Demonstrate initial ability to maintain confidentiality of medical and academic records and respect for privacy of all students.

8. Develop initial ability to work with parents and discuss with them their children’s learning through multiple means.

**Attendance.** Students must attend field placements according to a weekly schedule agreed upon by the field teacher and the student. Each student must complete a minimum of 120 contact hours in the field and should submit a signed (mentor teacher’s signature) copy of the attendance sheet in their notebook. **Students will have to repeat the field course if they fail to fulfill the attendance requirements.**

**Professional Packet.** Students must complete a professional package in order to be placed in a classroom. Professional packets can be obtained from the field office on the 3rd floor or directly from Jennifer Fulwider (field coordinator).

**Evaluation**

**Reflection Log.** Some supervisors or cooperating teachers may request that you keep a reflection log on the lessons plans you create and implement. The log must be kept and shared with the instructor, supervisor and cooperating teacher. The log may be used in helping determine the field grade.

**Methods grade:** The methods grade is calculated by the cooperating and supervisor through a series of observations they do on your teaching. They will use a college rubric (Methods Evaluation) to document your proficiency as a teacher. The final grade is determined by the cooperating teacher and supervisor jointly based on their observations of your teaching and lesson planning. In addition supervisors and cooperating teachers will be using several key dispositions in determining your teaching and professional effectiveness (punctuality, responsibility, professional appearance, appropriate language and grammar and responsiveness to constructive feedback).

*If the mentor teacher recommends a failing grade (Below a C), the student will have to repeat the course.*

**Expectations/Guidelines:**

1. A **minimum of 120 hours** is required throughout the semester over an **eleven week** period. Students are required to be scheduled in their field placement **on a consistent basis.**
Dates for fall 2015  September 21- December 11 on Tuesdays and Thursdays from 9-3:30.

It is highly recommended that the UT student spend as much time as possible in their field placement. By the end of the term, UT students should feel strong and confident in their abilities to plan and teach, to ensure they are capable of being successful in student teaching. As a result of self-analysis, UT students should increase their time and experiences in the field as warranted. To be a better teacher, you need to spend more time teaching. Likewise, the university supervisor may require additional teaching hours, if the UT student is not meeting minimal performance expectations

2. **A current background check** (less than one year old) from the Ohio Bureau of Criminal Identification and Investigation (BCI&I) and the Federal Bureau of Investigation (FBI) stating they are free of any convictions must be on file before beginning their field experience.

3. **Contact your mentor teacher as soon as you receive his/her name.** Ask him/her if they would like to meet you before you begin your fieldwork. If so, set up an appointment to meet with him/her ASAP. Some teachers will want to wait to meet you until your first day in the field.

4. When you meet with your mentor teacher for the first time, **share the field assignments and additional activities that you are responsible for during your experience.** Continue to share your responsibilities with your mentor teacher throughout the semester. Requirements may need to be modified due to unique classroom environments. Discuss any changes with your university supervisor or instructor and respectfully accept any criticisms or changes suggested by your mentor teacher.

5. **You should increase your teaching responsibility each week.** You may begin with observations and one-on-one instruction with students and progress to other responsibilities as the semester unfolds. Based on your placement, this may be taking over a reading group, the math lessons, or calendar activities, etc. **All lesson plans must be reviewed and approved by your mentor teacher prior to implementation.** Once your instructor grades the lesson, you are then able to implement it. A copy of your lesson plans should be easily accessible in your methods notebook in case of unexpected absences. Therefore, completed plans should be available for review at least one day before you expect to teach. The responsibilities and timeline of the university student’s teaching duties should be discussed and agreed upon by the mentor teacher, student and university supervisor.

6. **Each day you are in the field, report to the main office to sign in and out as required.** You are a guest in the school. Make it your responsibility to
learn and follow the policies of the school as well as your specific field classroom.

7. You are to **assume the role and responsibilities of a classroom teacher under the direction of a mentor teacher**. If your mentor teacher is absent, a substitute teacher is required to be in the classroom; this is a liability issue. **If a substitute teacher is not present, please inform your building principal and supervisor as soon as possible.**

8. If you will be **late or absent** for a field placement session, it is your **responsibility to notify your mentor teacher and your field supervisor** as far in advance as you can. As soon as possible, ask and write down necessary phone numbers (home or school) to be used at these times. Remember-contact these 2 people for **any change** in schedule at **any time**- **be considerate and professional!!!!**

**NOTE:** Absences may need to be made up at the end of your semester if you are short of the 120 hour mark. It is your responsibility to see your supervisor if you have concerns about completion of your hours.

9. **You will be observed a minimum of two times by your university supervisor.** The university supervisor will be evaluating your teaching performance, lesson plans, methods notebook, attendance, professionalism and rapport with students. Written evaluations will be discussed with you to give you feedback on your supervisor’s observations.

10. You shall maintain **professional decorum/behavior** at all times. This includes, but not limited to: cell phones and other electronic devises should be turn off while in your placement…your focus is on your students. Your public persona must remain appropriate. Inappropriate pictures, comments, etc. on social networks (Facebook, Twitter) could be grounds for removal from your field placement. UT students who are removed from their placement because of poor professional judgment will need to repeat the placement in a future semester (no reassignments mid semester for poor professional decorum/behavior).

11. You **should maintain a notebook/binder for your methods experience** that is organized and professional in appearance. **This may include all your lesson plans and any reflections you are required to do.**

The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or if you believe you have a disability and want to find out about requesting academic accommodations/adjustments in this course please contact Student Disability Services at 419-530-4981.
Practicum Schedule

Students are to be at their placements on Tuesdays and Thursdays from 9am to 3:30pm starting the week 5\textsuperscript{th} week of each semester or unless told otherwise.