Practicum Handbook

Associate of Applied Sciences

In Early Childhood Education

Welcome

Dear **Teacher Candidate** of St Augustine College's Early Childhood Education Associates Degree Program,

As you near the completion of your Associate of Applied Sciences (AAS) degree in Early Childhood Education (ECE), I would like to welcome you to your Practicum in the Department of Early Childhood Education with this handbook to guide you through. Please read it thoroughly and follow the enclosed procedures to ensure your successful completion of your Practicum.

This handbook not only provides you guidance as you prepare for and experience your Practicum, but will also be used by your 232 Practicum Mentor-Teacher, the Saint Augustine College Supervising Teacher who teaches the Early Childhood Practicum course and works collaboratively with the Saint Augustine College Clinical Observer, the **Teacher Candidate**, and the Saint Augustine College Field Experiences Supervisor who identifies appropriate school sites and credentialed and experienced Cooperating Mentor-Teachers, places the **Teacher Candidate** in the sites, works with all parties and collects all required documentation. This ensures that everyone who is working together toward your success in this program works from the same set of rules. Be sure to work closely with your faculty to ensure your success.

Teacher Candidates who successfully complete this degree will become eligible to work as a teacher or teacher's assistant in a private or federally-funded preschool program, child-care center, home-based program, family child care homes or nursery school as well as a teacher's assistant, teacher's aide or activities supervisor in a public school.

Best wishes to you in all your work with young children. We hope your Practicum will be a rewarding experience.

Regards,

Maria J. Vargas, Ed.D.
Chair and Associate Professor
Early Childhood Education Department

August 14 2017

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Overview of the Associate of Applied Sciences in Early Childhood Education

Saint Augustine College, the #1 higher learning institution raising the socioeconomic status of **Teacher Candidates** in Illinois and leader in Gateway credentialing for ECE in Illinois for the past three years, is uniquely positioned to integrate strong content knowledge with robust practical experience. This degree provides **Teacher Cand**idates with a comprehensive education that comprises foundational liberal arts courses together with specialized courses covering essential early childhood education topics related to child development, education theory, and curriculum design.

The philosophy of the Early Childhood Education Program is congruent with Saint Augustine College's long and distinguished tradition of a well-structured bilingual curriculum to open the teaching and learning opportunities to the entire community. This philosophy is predicated on the belief that one of the primary purposes of education is to enhance the development of knowledge, skills, attitudes, and dispositions, which will enable all **Teacher Can**didates to become full participants in a global society.

The Mission of the Early Childhood program is to prepare early childhood professionals with the knowledge and skills to meet the needs of young children with and without challenges' and their families within a changing and diverse society. The **Teacher Candidates**, through this Practicum, will be encouraged to reach their academic and professional potential by being exposed to professional learning environments in a multicultural setting. They will have the experience of working with **Teacher Candidates** of diverse cultures, economic backgrounds and ethnicities.

Introduction to the Practicum Experience

It is important to remember this *Practicum Handbook* is designed to guide you along with everyone who is working with you to ensure your success. The following individuals will also have a copy of the contents of this guidebook and will work with you to complete it:

1. The **Saint Augustine College Teacher Candidate** who is enrolled in the Practicum experience for the Associate in Early Childhood Education.
2. The **Cooperating Mentor-Teacher** with the appropriate credentials who directly oversees the **Saint Augustine Teacher Candidate** in the school-based classroom or pre-school setting.
3. The **Saint Augustine College Supervising Teacher** who teaches the Early Childhood Practicum course and works collaboratively with the Field Experiences Supervisor, the Cooperating Mentor-Teacher and the **Teacher Candidate**.

4.   The **Saint Augustine College Field Experiences Supervisor** who identifies appropriate school sites and credentialed and experienced Cooperating Mentor-Teachers and places the **Teacher Candidate**s in their sites, and coordinates all ECE 232 courses.
5.   The **Saint Augustine College Clinical Observer** works with all parties, observes the **Teacher Candidate**s in the Practicum, and collects all required documentation.

Teacher Candidates in the Associate of Applied Science degree program in Early Childhood Education are required to successfully complete ECE 232, Early Childhood Practicum. This course extends over one 16 week term. One requirement of the class is to complete 200 hours (100 hours at a National Association for the Education of Young Children (NAEYC) accredited site, and 100 hours at an Illinois Department of Children and Family Services (IDCFS) licensed facility or National Head Start Association (NHSA); or all 200 hours at a NAEYC accredited site *) of observation and interaction in a setting that practices the principles learned in class. The 200 hours will be divided as follows: 100 hours working with children in the age group 0-3 and 100 hours with children in the age group 3-8.

*Only under special circumstances can **Teacher Candidates** obtain a waiver from the *Chairperson of the Early Childhood Education Department* to have their Practicum in a Teacher Candidate owned or operated facility in writing. No one other than the Chairperson of the Early Childhood Education Department may grant a waiver. Do not move forward with a Practicum setting for which you hope to have a waiver until you receive a waiver in writing. Under no circumstances will any special exceptions be allowed without a waiver from the Chairperson.

Purpose of Practicum

The Practicum in Early Childhood Education gives you, as a **Teacher Candidate**, the opportunity to join the worlds of theory and practice and to develop an individual teaching style. In addition, the impact you can have on each Teacher Candidate in the Practicum will be one in which you have the opportunity to prepare and inspire each child, (birth to age 8) during their formative years As you engage in the Practicum you will be working under the tutelage of an experienced and cooperating teacher and be exposed to a variety of techniques and methodologies. You will be closely monitored by the Cooperating Mentor-Teacher and the College Supervising Teacher.

In addition, the Practicum provides guidance, supervision, and practice on the topics of ethics and professionalism. This requires you, as a Teacher Candidate, to record what was learned in your Practicum experience, reflect on its significance in your professional life, and provide thoughts about future application in the classroom. As a Teacher Candidate you will refine your individual philosophy of teaching and indicate why you believe you will be a successful teacher.

The Practicum Experience

The Associate of Applied Science degree program in Early Childhood Education is designed to have **Teacher Candidates** perform in a competent and professional manner and to demonstrate specific skills and abilities. Teaching practices will guide you, the Teacher Candidate, to make

educated, sound decisions about the well-being and education of the child. As you apply the theories of Piaget, Vygotsky, Erickson and the many other theorists you studied in your course work, you will positively, affect the development of the children in your class. By understanding the social and cultural backgrounds of the children, you will create meaningful environments and learning experiences. The Teacher Candidate will:

> derive a philosophy of education appropriate for learning in a democratic society;
> create a classroom environment conducive to learning;
> adjust the teaching-learning process to the Teacher Candidates' needs, abilities and backgrounds, including linguistic and culturally appropriate approaches;
> plan lessons with measurable objectives and accompanying procedures for meeting the needs of large groups, small groups and individuals;
> vary instructional techniques and select appropriate materials to achieve instructional objectives;
> demonstrate a thorough command of the lesson/subject matter taught;
> use both informal and formal evaluation techniques to measure Teacher Candidates' growth in relationship to stated objectives;
> develop acceptable classroom management skills and maintain a constructive climate for learning;
> establish effective relationships with Teacher Candidates, staff, parents, teaching team, and citizens of the community;
> identify Teacher Candidates' strengths and areas needing improvement in facilitating the teaching-learning process;
> perform all duties required of professional teachers in their placement;
> have the responsibility to know and act in accordance of the rules, policies and regulations of the institution in which they are placed for their Practicum; and
> act ethically and in a manner that is appropriate and reflects the values of St Augustine College.

Requirements of the Teacher Candidate

> **Learn about your Students, their Families, and their Neighborhood.** Gather background information about the Teacher Candidates and families you will be working with to better understand the population. Teacher Candidates will select and create demographic portraits of the school sites where they will complete their Practicum and interview their Cooperating Mentor-Teachers.

> **Complete Legal Obligations.** Successfully pass a criminal background check, obtain a medical examination, obtain three reference letters, have or acquire an MMR (measles, mumps, and rubella) vaccination (if born after 1959), receive and pass a TB test, and execute a Practicum Site Agreement.

>> **Establish a Positive Learning Environment.** Teacher Candidates will observe specific aspects of the classroom experience, noting engagement of Teacher Candidates, Teacher

Candidate behaviors, learning styles of Teacher Candidates, and teacher techniques and instructional strategies, documented in ongoing journals.

Create Meaningful Learning Experiences. Teacher Candidates will observe specific aspects of the classroom experience, linking observations with theory and best practices, documented in ongoing journals. Any Teacher Candidate who has an Individual Education Plan please notify the classroom instructor in the first week of your 232 class of special needs.

Use Assessment Strategies to Promote Learner Development. Teacher Candidates will plan, teach, and evaluate three integrated, large- or small-group activities/lessons that address objectives established by the classroom teacher.

Practicum Site Selections

Saint Augustine College provides many excellent and diverse Practicum settings, both public and private. The College enters into an agreement with each Practicum setting which is able to provide a quality Practicum experience, including a rich multicultural environment. The **Teacher Candidate** may also recommend a placement site, but the school and Cooperating Mentor-Teacher must be approved by the College Supervising Teacher and the school. It is critical for the Cooperating Mentor-Teacher to agree to support the Teacher Candidate. *Teacher Candidates will not be allowed to complete any Practicum hours in their own daycare center.**

*Only under special circumstances can **Teacher Candidates** obtain a waiver from the *Chairperson of the Early Childhood Education Department* to have their Practicum in a **Teacher Candidate** owned or operated facility in writing. No one other than the Chairperson of the Early Childhood Education Department may grant a waiver. Do not move forward with a Practicum setting for which you hope to have a waiver until you receive the waiver in writing.

Process of Evaluation of Practicum

The completion of the **Practicum Site Agreement Form** will be required by **Week 2** of the semester. Completing the Practicum Site Agreement Form includes an initial meeting with Cooperating Mentor-Teacher and approval by the College Supervising Teacher.

By **Week 3** of the semester, the Clinical Observer field visitor _____

Practicum hours are monitored by the Cooperating Mentor-Teacher who will sign off on the completion of hours.

All assignments required as a part of ECE 232, including the Practicum, must be successfully completed with portfolio entries for each assignment and submitted to the College Supervising Teacher by **Week 10** of the semester.

All evaluations that are part of the Practicum experience must be completed in their entirety, including successful completion of Practicum evaluation by Cooperating Mentor-Teacher and College Supervising Teacher by **Week 15** of the semester.

Teacher Candidate development of a Résumé, a Self-reflection Paper, and a Philosophy of Teaching.

Responsibilities of the Teacher Candidate

The following are the minimal responsibilities for candidates during the Practicum experience:

1. Professionalism and Ethics: **Teacher Candidates** are expected to maintain a professional attitude regarding all activities undertaken during the field experience including appropriate dress, speech, and personal habits. Particular care should be taken with the rights of privacy of children and parents. When a **Teacher Candidate** is unsure of the procedure to be followed in a given situation, the **Teacher Candidate** should consult first with the cooperating teacher. If the cooperating teacher is unavailable, the **Teacher Candidate** should consult with appropriate administrative personnel. Except in the case of life-threatening emergency, a **Teacher Candidate** should not contact an outside agency (police, social service, etc.) without the prior permission from school authorities.

2. Maintenance of a Professional Demeanor: **Teacher Candidates** must demonstrate behaviors that support their own professional development as well as the high achievement of children in the classroom. These behaviors and dispositions must demonstrate commitment to high academic, professional, and ethical standards which includes wearing appropriate professional attire for school settings.

3. Attendance as required by agreement: Practicum is a full-time experience, with the hours the same as the site where the **Teacher Candidate** is engaging in her/his Practicum. The **Teacher Candidate** teacher is expected to maintain, at a minimum, the working hours specified by the local school or following the local school or agency calendar during the entire assignment. If due to an illness or emergency situation a Teacher Candidate Teacher cannot be present, the **Candidate Teacher** must contact the Cooperating Mentor-Teacher and College Supervising Teacher before the beginning of the school work day, preferably no later than the evening before. If an illness or emergency results in more than a two day absence, the College Supervising Teacher, Cooperating Mentor-Teacher, and the ECE Department Chair determine if additional Practicum days are required.

4. Reflective Journal: The purpose of maintaining a reflective journal is to provide an important record of your growth and to give your College Supervising Teacher a greater understanding of what you are experiencing. Your Supervising Teacher will discuss his/her expectations regarding content and format of the journal. Journal prompts are often provided by the College Supervising Teacher.

5. Participation in the ECE 232 Practicum course: Teacher Candidate are required to complete all weekly journals and other assignments as indicated in the syllabus.

6. Planning with Cooperating Mentor-Teacher: Teacher Candidates will work with their cooperating teacher to learn how to build lessons around relevant **Teacher Candidate** experiences

to encourage optimum **Teacher Candidate** engagement, to support **Teacher Candidate** independent thinking, and to develop **Teacher Candidate** interest and love of learning. As a beginning teacher, development and competency in lesson planning is essential for teaching effectiveness and meeting goals. Teachers build lessons around relevant **Teacher Candidate** experiences to encourage optimum **Teacher Candidate** engagement, to support **Teacher Candidate** independent thinking, and to develop **Teacher Candidate** interest and love of learning.

7. Assignments: **Teacher Candidates** must complete all assignments on time in order to complete the Practicum sequence. Since most assignments require the **Teacher Candidate's** presence in a classroom, incomplete work is nearly impossible to make up and should be avoided. Additional site requirements may be added at the discretion of the Cooperating Mentor-Teacher, i.e., lesson plan books, and when required should be regarded as college assignments.

Responsibilities of the Cooperating Mentor-Teachers

A major purpose of the Practicum experience is to provide the **Teacher Candidate** with concrete experiences to help in the development of a realistic perception of self in the professional role of teacher and in appropriate relationships with others within the school organization.

The Cooperating Mentor-Teachers should:

1.   review the responsibilities of a Cooperating Mentor-Teacher prior to work with the **Teacher Candidate**.

2.   provide oral and written feedback to the **Teacher Candidate** regarding:

    a. the development of a description of the school's program goals as you assist the **Teacher Candidate** in creating appropriate learning experiences.
    b. the role of the **Teacher Candidate** in each week of the Practicum experience.
    c. the **Teacher Candidate's** lesson plan. The cooperating mentor-teacher should discuss, read, edit, and ultimately approve the **Teacher Candidate's** lesson plan and track progress in team planning as well as the **Teacher Candidate's** individual planning.
    d. the **Teacher Candidate's** participation in school activities where appropriate.

3.   Provide oral and written feedback at least weekly to the **Teacher Candidate** on interaction and instruction.

    a. Observe classroom interaction and delivery of instruction.
    b. Give specific feedback on strengths and areas for growth in post-observation conferences and written commentaries.
    c. Discuss alternative strategies and techniques that have been successful as well as those that have not.
    d. Demonstrate effective teaching and assist the **Teacher Candidate** in analyzing its effect on learning.

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e. Encourage the **Teacher Candidate** to develop a personal teaching style and to discuss self-evaluations and reflections.

4. Maintain regular contact with the College Supervising Teacher.

   a. Participate in the Cooperating Mentor-Teacher training and support session with the College Supervising Teacher offered each term.

   b. Discuss **Teacher Candidate** development with the College Supervising Teacher on a regular basis.

5. Evaluate the **Teacher Candidate.**

   a. Complete and submit to College Supervising Teacher the evaluation of **Teacher Candidate's** performance.
   b. Discuss insights regarding the **Teacher Candidate's** abilities and professional competencies in the classroom with the **Teacher Candidate** and the College Supervising Teacher.
   c. Assist the **Teacher Candidate** in the selection and creation of portfolio pieces that represent growth and development as a teacher.

Along with the responsibilities listed above, the Cooperating Mentor-Teacher is asked to:

Model and provide a number of strategies for effective instruction and classroom management. Provide for the smooth transition of the **Teacher Candidate** to full-time teaching later in the Practicum experience by encouraging the **Teacher Candidate** to engage the full-time responsibilities of a teacher, including but not limited to one-to-one tutoring, small group instruction, leading short classroom discussions, team teaching with the Cooperating Teacher, supervising the work of **Teacher Candidates** during independent study time, performing teacher administrative tasks, assisting in the organization and preparation of instructional materials, developing bulletin boards and instructional displays, correcting and grading **Teacher Candidate** work, record grades, etc.
Observe the **Teacher Candidate** frequently, arranging to see all subjects/periods for which the **Teacher Candidate** is responsible, offering both verbal and written feedback after each observation.
Communicate daily with the **Teacher Candidate**, providing feedback on lesson plans, teaching, and classroom management.
Schedule more formal conferences at least biweekly with the **Teacher Candidate**, assuring on-going communication regarding the **Teacher Candidate**'s strengths and weakness. The conference should include the free flow of ideas which fosters an objective analysis of the development and improvement of the Practicum competencies
Enhance the developing professionalism of the **Teacher Candidate** by including him or her in non-teaching functions such as staffing meetings, parent conferences, in-service activities, etc.
Communicate frequently with the College Supervising Teacher to support and evaluate the **Teacher Candidate's** performance.

Responsibilities of the College Supervising Teacher(s)

The College Supervising Teacher is the most direct link between the **Teacher Candidate**, the school and Saint Augustine. The role of the College Supervising Teacher in the **Teacher Candidate's** development includes:

1. aiding the **Teacher Candidate** in the selection and approval of appropriate instructional site and qualified Cooperating Mentor-Teacher.
2. orienting **Teacher Candidates** to the Practicum experiences identifying information and expectations;
3. reminding the **Teacher Candidates** that the Practicum assignment is full-time and the same hours as the site where the **Teacher Candidate** is in the Practicum.
4. dealing with any issues that arise in the Practicum experience
5. encouraging and facilitating the professional growth of the **Teacher Candidate** teacher by:
    a. Helping integrate theory and practice and develop self-analytical skills to become a critically reflective practitioner by responding quickly to their journal entries.
    b. Responding quickly to any concerns of the Teacher Candidate or the Cooperating Mentor-Teacher.
    c. Assuming responsibility for assisting the Teacher Candidate in the creation of a portfolio of work that represents his or her professional growth.
6. evaluating the **Teacher Candidate's** performance by
    a. assessment of the **Teacher Candidate**, working on any issues that may have been identified during the clinical internship.
    b. maintaining records of compliance with all requirements for Practicum.
    c. reviewing the portfolio and make suggestions to the **Teacher Candidate** using standards that respect individual philosophies and values while reflecting commonly shared beliefs and practices of teaching.
    d. recommending a final grade for ECE 232 Practicum.
7. Serving as liaison between Saint Augustine College and the instruction school site and working collaboratively with the **Teacher Candidate**, the Cooperating Mentor-Teacher and school administrators.

Practicum is a serious and important endeavor for the Teacher Candidate, the Cooperating Mentor-Teacher, the College Supervising Teacher and Saint Augustine College. To become a successful teacher takes perseverance, knowledge, skills, effort, and a great deal of self-reflection. The Practicum experience provides the Teacher Candidate with the opportunity to prepare to be the best teacher possible.

Theory and Practice are two concepts that are closely linked. These should be second nature to Teacher Candidates during this capstone experience. **Teacher Candidates** should continue to keep in mind the pragmatics of how theory and practice are experienced in school communities; how schools and districts; state standards, goals, and tests; and cultural and political factors

influence the decisions that are made while interacting with children, families, colleagues, and the community.

Teacher Candidates and Cooperating Mentor-Teachers constitute an essential relationship to the development of the **Teacher Candidate.** It is critical for the Cooperating Mentor-Teachers to communicate on a consistent basis; before school, during school, and after school. This can be challenging as time is always at a premium. **Teacher Candidates** will need feedback for collaborative learning, methods of teaching and assessment, and use of state standards, school protocol, unit ideas, and much more.

In addition to one-on-one dialogues and team meetings, it is important to have genuine, meaningful communication with the Cooperating Mentor-Teacher. Some will ask **Teacher Candidates** to write questions or continue discussions by e-mail.

Constant communication plays a major role in all relationships and is extremely important in this experience. For example, ask questions for clarification, no matter what the issue might be. Whether it is about a lesson plan, goal setting, or a puzzling remark heard, it is important to understand expectations clearly. Mentors understand the limited experience **Teacher Candidate** often bring, but can best help when asked. This also lets them know how highly motivated the candidate is.

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Cooperating Teacher Letter of Agreement

In accepting the role of a cooperating teacher to _____ I agree to the following:

Teacher Candidate's Name

_____ Orient the Teacher Candidate teacher to all school child safety procedures, school policies, staff handbook, and other pertinent particulars concerning the operation of school or classroom.

_____ Read all written materials and become acquainted with all facets of the Teacher Candidate teaching situation including time lines, deadlines, training objectives and goals, tasks and responsibilities of both the Teacher Candidate and myself.

_____ Meet with the Teacher Candidate teacher at least once a week at a regular time for consultation, progress evaluation, and planning.

_____ Observe and offer clear, honest opinions of Teacher Candidate's strengths and training needs to promote Teacher Candidate's growth in teaching and human interaction skills and competency.

_____ Be open to questions, provide a professional example and communicate directly to the Teacher Candidate concerning daily problems, matters or concerns.

_____ Sign the tally sheet as the Teacher Candidate acquires Practicum hours each day.

_____ Complete the formal exit evaluation of the Teacher Candidate that details Teacher Candidate's level of competence and suggest future growth areas.

Please sign below and return to the Saint Augustine College Supervising Teacher through the Student Candidate.

Cooperating Teacher Signature: _____

Cooperating Teacher Printed Name: _____

School_____

School Address_____

Telephone_____Fax_____

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Early Childhood Education   ECE 232 Practicum

INSTRUMENT FOR COOPERATING TEACHER'S EVALUATION OF TEACHER CANDIDATE

Name of Teacher Candidate: _____

ECE 232 Course Instructor: _____

Cooperating Mentor-Teacher's Complete Name: _____

Date Mentor-Teacher Evaluation Completed: _____

Part I

Area	Almost Always	Usually Observed	Sometimes Observed	Seldom Observed	Not Observed
1. Does the Teacher Candidate teacher plan adequately for classroom experiences?					
2. Is the Teacher Candidate teacher able to manage the behavior of children?					
3. Does the Teacher Candidate teacher cooperate with you?					
4. Is the Teacher Candidate teacher willing to do more than minimum requirements?					
5. Does the Teacher Candidate teacher seem ethical in his or her relationship with staff, children and parents?					
6. Is the Teacher Candidate teacher able to motivate children?					
7. Does the Teacher Candidate teacher able to evaluate children adequately?					
8. Does the Teacher Candidate teacher meet class responsibilities on time?					
9. Is the Teacher Candidate teacher able to organize?					
10. Does the Teacher Candidate teacher demonstrate an adequate background in Early Childhood Education?					

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Part II

The professional qualities of each Teacher Candidate teacher will be evaluated in three areas (personal qualities, working with children, working with others) on the following scale:

1 –> Needs improvement
2 –> Satisfactory
3 -> Above Average
4 -> Outstanding

For each item below enter the number that best represents Teacher Candidate performance during her or his Practicum in your classroom.

PERSONAL QUALITIES

1. Attendance and punctuality _____
2. Dependability_____
3. Flexibility_____
4. Resourceful _____
5. Self-direction sees what needs to be done_____
6. Sensitive to other people's needs and feelings_____
7. Tact, patience, and cooperative with others_____
8. Sense of humor_____
9. Attitude towards children_____
10. Attitude towards adults_____
11. Attitude towards administration_____
12. Ability to evaluate self and benefit from experiences_____
13. Well-modulated voice, use of language_____
14. Dressed appropriately_____

Comments:

_____

_____

_____

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WORKING WITH CHILDREN

1.   **Aware of safety factors_____**

2.   **Understanding children at their own level_____**

3.   **Finds ways to give individual help without sacrificing group needs_____**

4.   **Skill in group guidance_____**

5.   **Skill in individual guidance_____**

6.   **Listens to children and answers their questions_____**

7.   **Consistent and effective in setting and maintaining limits_____**

8.   **Encourage self-help and independence in children_____**

9.   **Sensitive to children's cues in terms of adding to their knowledge or encourage verbal skills._____**

10.   **Aware of total situation, even when working with one child_____**

11.   **Sensitivity to a developing situation in terms of prevention rather than cure_____**

12.   **Sense of professional ethic_____**

WORKING WITH OTHER STAFF, PARENTS AND VOLUNTEERS

1.   **Willingness to accept directions and suggestions_____**

2.   **Is friendly and cooperative with staff members_____**

3.   **Observes appropriate channels when reporting on school matters._____**

4.   **Respects confidential information_____**

5.   **Establishes good working relationships_____**

6.   **Does not interfere in a situation another teacher is handling_____**

7.   **Shows good judgment in terms of knowing when to step into a situation_____**

8.   **Plans in advance and prepares adequately_____**

9.   **Makes routines and transitions valuable and interesting_____**

10. Creative and problem – solving activities are interesting and appropriate_____

        a)   **Self Esteem/ Self Help_____**
        b)   **Music/Movement_____**
        c)   **Health/Safety_____**
        d)   **Science/Discovery_____**
        e)   **Cooking/Nutrition_____**
        f)   **Art/Creativity_____**
        g)   **Outside environment/play_____**
        h)   **Cultural Awareness/ Anti-bias_____**
        i)   **Language/Literature_____**
        j)   **Dramatic Play_____**
        k)   **Math/Measurements_____**

Please give the original form to the Saint Augustine College Supervising Teacher and keep a copy for your records. Any other comments that you can provide to assure the Teacher Candidate teacher has successfully fulfilled his or her responsibilities in your classroom and other information that may help the Teacher Candidate improves more in order to meet the goals of a professional in the field of Early Childhood Education are welcome.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Thank you

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Early Childhood Education Practicum

Faculty Evaluation/ Field Visit Form

Teacher Candidate Name: _____

Organization Name: _____

Cooperating Teacher's Name: _____

Room #_____ Age Group: _____

_____

Agency Accreditation _____ **Date** _____

Agency License _____ **Date** _____

At the conclusion of the program all students should be able to demonstrate the ECE 232, Early Childhood Practicum course objectives and the competencies of student teaching as identified in the NAEYC standards and supported by NCATE (National Council for Accreditation of Teacher Education.

This tool was revised by Dr. Miryam Assaf Keller with collaboration from Ms. Antuanette Mester, Adjunct, St Augustine College-Summer, 2017

A further revision of the document was conducted (08-03-017 with the collaboration from 3 additional ECE professionals: Dr. Maria Josefina Vargas; Ms. Burma Weekley and Dr. Michel Jolivette.

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National Association for the Education of Young Children (NAEYC) Standards

Standard 1: Promoting Child Development and Learning

Standard 2: Building Family and Community Relationships

Standard 3: Observing, Documenting, and Assessing to

Support Young Children and Families

Standard 4: Using Developmental Approaches

Standard 5: Using Content Knowledge to Build Meaningful

Curriculum Standard

Standard 6: Becoming a Professional

_____

NAEYC STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING

THEMATIC TOPIC **Rating**

The student uses his/her understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child. Description of setting/activity:	1 2 3 4 5	Teacher Candidate's Actions & Language Children's Action & Language

NAEYC STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS
(Observer to document one evidence for each sub-area)   Rating

The student understands that successful early childhood education depends upon partnerships with children's families and communities. Description of Activity-Setting	1 2 3 4 5	Teacher Candidate's Actions & Language Children's Actions & Language

NAEYC STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING

TO SUPPORT YOUNG CHILDREN AND FAMILIES   Rating

The student understands that child observations, documentations, and other forms of assessments are central to the practice of all early childhood professionals. Description of Activity/setting	1 2 3 4 5	Teacher Candidate's Actions & Language Children's Actions & Language
The Teacher Candidate understands and uses positive relationships and supportive interactions as the foundation for their work with young children and families. Description of Activity/setting	1 2 3 4 5	Teacher Candidate's Actions & Language Children's Actions & Language

The student knows, understands, and uses a wide array developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child **d**evelopment's and learning. Description of Activity-Setting	1 2 3 4 5	Teacher Candidate's Actions & Language of Children's Action & Language

NAEYC STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES:

<table>
<tr><td colspan="2" align="center">**THEMATIC TOPIC**</td><td align="center">**Rating**</td></tr>
<tr>
<td>The student understands that teaching and learning with young children is a complex enterprise, and its details vary depending on children's stages, characteristics, and the settings within which teaching and learning occur.

Description of Activity-Setting (applies to all below)</td>
<td>1 2 3 4 5</td>
<td>Teacher Candidate's Actions & Language

Children's Actions & Language</td>
</tr>
<tr>
<td>The student understands and uses positive relationships and supportive interactions as the foundation for their work with young children and families.</td>
<td>1 2 3 4 5</td>
<td>Teacher Candidate's Actions & Language

Children's Action & Language</td>
</tr>
<tr>
<td>The student knows, understands, and uses a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child **d**evelopment's and learning.</td>
<td>1 2 3 4 5</td>
<td>Teacher Candidate's Actions & Language

Children's Action & Language</td>
</tr>
</table>

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NAEYC STANDARD 5. USING CONTENT KNOWLEDGE

TO BUILD MEANINGFUL CURRICULUM   Rating

	1 2 3 4 5	Teacher Candidate's Actions & Language
The student uses their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Enter information from Activity Plan and/or Lesson Plan		
The student understands the importance of developmental domains and academic (or content) disciplines in early childhood curriculum.		
The student knows the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding.		
The student uses their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.		

NAEYC STANDARD 6. BECOMING A PROFESSIONAL   Rating

	1 2 3 4 5	Teacher Candidate's Actions & Language
The student is a continuous, collaborative learner who demonstrates knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources.		
The student knows and uses ethical guidelines and other professional standards related to early childhood practice.		
They are informed advocates for sound educational practices and policies.		
The student knows and uses ethical guidelines and other professional standards related to early childhood practice.		

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Teacher Candidate's   Strengths and Improvements

_____

St. Augustine College Supervising Teacher Signature   Date

_____

Teacher Candidate Signature   Date

GRADING SYSTEM (100% = 80 Total Points)

STANDARD 1 =1x5=5   STANDARD 2 = 1x5 =5   STANDARD 3 =3X5=15

STANDARD 4 =3x5 =15   STANDARD 5=4X5=20   STANDARD 6= 4X5 max=20 points

To calculate grade add total points obtained (How Many out of 80/Total possible points (80). Examples below.

79/80= 98.7%; 78/80=97.5%; 77/80=96%; 76/80=95%; 75/80=93%; 74/80=92%; 73/80=91%;72/80=90%;
71/80 = 88%; 70/80= 87%; 69/80=86%; 68/80=85%; 67/80=83%; 66/80=82%; 65/80=81%; 64/80=80%;
63/80=78%; 62/80=77%; 63/80=78%; 62/80=77%; 63/80=78%; 62/80=77%; 61/80=76%; 60/80= 75%; 59= 73% ;
58/60= 72%; 57/80=71%; 56/80= 70%

The percentage achieved should be examined on the St. Augustine College grading scale below:

A =90 − 100B = 80 − 89C = 79-70   D = 69-60   F= 59-50

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Early Childhood Education Department
ECE 232 Early Childhood Practicum

FIELD VISITORS INFORMATION FORM

Teacher Candidate Name: _____

Teacher Candidate's Telephone Number: _____

St. Augustine College Supervising Teacher: _____

Please supply the following information to the instructor as soon as they placement site is obtained. Arrangements should be made at least one or two weeks into the course. This information is forwarded immediately to the Coordinator.

Name of the center or school of Practicum: _____

Address_____Telephone_____

Contact Person: (Mr. Ms. Mrs. Miss) _____   Title _____

Hours of Program Operation: Open _____(am/pm) Close _____(am/pm)

Practicum Classroom Name or Number _____

Cooperating Teacher's Name _____

Your hours of Practicum: Start _____(am/pm) Finish _____(am/pm)

Days of Practicum (circle all that apply)

        Monday   Tuesday   Wednesday   Thursday   Friday

  Practicum Beginning Date _____   Practicum Ending Date _____

IDCFS License YES/NO   Head Start Accreditation YES/NO   NAEYC Accreditation* YES/NO

Total hours to complete at this site_____.

*If not NAEYC accredited need to complete 100 hours and if accredited you may complete the 200 hours. If you are to complete your Practicum hours in two different sites you will need two of these forms.

Directions to reach your Practicum site (Main Street, crossing, etc.)
_____
_____
_____

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_____
Date
_____
Name
_____
Agency
_____
Address

Dear _____

Saint Augustine College Early Childhood Education Teacher Candidate_____

indicated an interest in completing Practicum requirements at your institution. This letter is a request for

authorization from your office to allow him/her to do her/his Practicum hours required to complete her/his

Early Childhood Education Class ECE 232 in your facility. One requirement of the class is to complete 200

hours (100 hours at an accredited site and 100 hours at a DCFS or NHSA licensed facility, or all 200 hours at a

NAEYC accredited site) of observation and interaction in a setting that practices the principles learned in class.

In addition, the 200 hours will include 100 hours working with children in the age group 0-3 and 100 hours

with children in the age group 3-7. If you are prepared to move forward with this agreement, please complete

the Letter of Agreement and give the original copy to the Teacher Candidate. This document validates the

Teacher Candidate's assignment to your institution for his/her Practicum hours.

Be sure to include the Cooperating Teacher who has been identified to supervise/mentor the Teacher

Candidate to provide the experience needed in the field of Early Childhood Education.

Upon the completion of the Teacher Candidate Teaching Practicum experience at your site, please

forward a letter on your facility's letterhead indicating the hours completed. The Teacher Candidate has

been supplied with all the other documents needed for evaluation as well as a tracking sheet which

required the cooperating teacher's initials or signature each day. If you have any questions and need to

reach me you can call at (773) 878-3235 or e-mail me at mjvargas@staugustine.edu. Thank you,

Maria J. Vargas, Ed. D
Chair, Behavioral Sciences and
Early Childhood Education Department

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ECE 232 Practicum Personal Data Sheet

(Make one copy for your Practicum site, one copy for the instructor, the original in your portfolio)

Name _____

Address: _____City_____State_____Zip_____

Home Telephone _____Cell Phone _____

Emergency Telephone: _____

E-Mail address: _____

Health concerns you wish to share affecting your work with children. (If none, write none)

_____

_____

Experience with children (past employment, actual employment, volunteer, family, etc.)

_____

_____

_____

Major: _____

Courses in early childhood major not presently completed or taking at the same time with this course.

_____

Previous college work related to Teacher Candidate teaching:

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_____

_____

Presently employed: (Circle one)   Yes   No   If yes, where? (optional)

_____

Hours: Begin _____ End _____

Duties:

_____

_____

_____

Special interests, hobbies, talents, skills, etc.

_____

_____

_____

What would you like your cooperating teacher to know about you that will help in the relationship building between you and her/him?

_____

_____

_____

What would be your immediate career goals?

_____

_____

_____

What do you expect from this class that will help in your career goals?

_____

_____

_____

_____

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Early Childhood Education Program

Practicum Site Agreement

This agreement is made on _____ by and between the agency and the Early Childhood Education Program at Saint Augustine College. This Agreement will be effective for the remaining period from _____for the required hours during the Practicum experience for our Teacher Candidate. The Teacher Candidate will complete 200 hours at your facility (100 hours working with children in the age group 0-3 and 100 hours with children in the age group 3-7). Please indicate the age group on their verification letter of your stationary at completion of Practicum experience.

The purpose of this agreement is to provide the Saint Augustine Teacher Candidate with a Practicum experience in the field of Early Childhood Education.

Name of Teacher Candidate:_____

Organization Name: _____

Address: _____

Phone:_____ **Supervisor's Name:** _____

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Purpose

The purpose of this agreement is to provide the Saint Augustine College **Teacher Candidate** with a Practicum experience in the field of Early Childhood Education.

The Early Childhood Education Program at Saint Augustine College agrees:

> To provide a Coordinator who will be supervising the **Teacher Candidate** and facilitating communication between Saint Augustine College and the Practicum site.
> To notify the **Teacher Candidate** that she/he must adhere to the administrative policies, rules, standards, and schedules, and practices of the Practicum site.
> That the Coordinator shall be available for consultation with both the on-site Cooperating teacher and the **Teacher Candidate** and shall be immediately contacted should any problem or change arise in relation to the **Teacher Candidate**, the site or the college.
> That the Coordinator shall provide the Practicum **Teacher Candidate** with an observational on site visit in which the **Teacher Candidate** will be observed leading an activity.
> The instructor in consultation with the on-site Cooperating Teacher and Visiting Supervisor is responsible for the assignment of a final Practicum grade.

The Practicum Site Agrees:

> To assign an on-site qualified, experienced Head Teacher that will provide the time and interest in guiding & training the Practicum **Teacher Candidate**.
> To provide opportunities for the Practicum **Teacher Candidate** to engage in a variety of developmentally appropriate activities, under the Head Teacher's guidance.
> To provide the Practicum **Teacher Candidate** with support from the on-site Head Teacher and gradually allow the **Teacher Candidate** to become more independent.
> To provide a written evaluation of the Practicum **Teacher Candidate**'s performance based on criteria established by the Early Childhood Education Program.
> To provide a letter (on letter head) confirming the **Teacher Candidate**'s completion of the required 200 Practicum hours.

The Teacher Candidate agrees:

> To act in a professional manner that is consistent with the NAEYC Code of Ethics and to practice in accordance with these standards; any serious breach of an unethical behavior on the part of the **Teacher Candidate** will result in a removal from the Practicum site, a failing grade, and documentation of such behavior in the **Teacher Candidate**'s permanent record.
> To be available to the site Head Teacher and the Saint Augustine College Supervising Teacher for conferences and to keep the instructor informed regarding the Practicum experience.

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To comply with the rules; polices, and regulations of the site (i.e. staff development, working hours, schedules, etc. emergency procedures, etc.)

To plan and implement an activity during the first observational visit and to take the role of the Head Teacher by completing a week long lesson plan and directing an entire class for a week.

To complete all Practicum course requirements and to demonstrate the specified minimal level of Early Childhood Education practices, knowledge, and competence in the various Practicum activities which will be evaluated during the **Teacher Candidate**'s Practicum experience.

Practicum Activities:

Mark those that your Practicum site may have the **Teacher Candidate** teacher practice, perform, and complete during the Practicum experience.

_____Assess children's development

_____Plan developmentally appropriate activities and experiences.

_____Create appropriate learning materials (book, game, puzzle, etc.)

_____Create activities that promote – physical/motor, language, cognitive, and
  social/emotional Development

_____Classroom management techniques such as safety, healthy activities and guidance
  are demonstrated.

_____Formulates transitions and routines

_____Create Lesson Plans

_____Initiate the role of a Head Teacher

_____Promote creativity in children.

_____Other: (attending parent meeting, staff meeting, etc.)

Signature of all parties involved:

Head Teacher: _____

Site Director: _____

_____
Site address   **City**   **Zip Code**   **Telephone number**

Teacher Candidate Name_____ **ID#_____**

_____
 Address   **City**   **Zip Code**   **Telephone number**

Instructor's Signature/Date: _____

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Teacher Candidate Teaching Self-evaluation Form

Instructions:

Evaluate your own performance on this form. To the left of each characteristic listed below, write a W if you are working on it, M if it happens most of the time, or an A if it happens always.

Relationships

_____ 1. I arrive on time with an appropriate attitude.

_____ 2. I greet children, parents, and staff in a friendly and pleasant manner.

_____ 3. I accept suggestions and criticism gracefully from my coworkers.

_____ 4. I can handle tense situations and retain my composure.

_____ 5. I make an effort to be sensitive to the needs of the children and their parents.

_____ 6. I am willing to share my ideas and plans so that I can contribute to the total program.

Goals

_____ 1. The classroom is organized to promote a quality child development program.

_____ 2. I constantly review the developmental stage of each child so that my expectations are reasonable.

_____ 3. I set classroom and individual goals and then evaluate regularly.

_____ 4. I have fostered independence and responsibility in children.

Classroom Skills

_____ 1. I arrive prepared.

_____ 2. I face each day as a new experience.

_____ 3. I can plan a balanced program for the children in all skill areas.

_____ 4. I am organized and have a plan for the day.

_____ 5. I help each child recognize the role of being part of a group.

_____ 6. I help children develop friendships.

_____ 7. I maintain a child-oriented classroom, and the bulletin boards enhance the program.

Professionalism

_____ 1. I understand the school mission and philosophy.

_____ 2. I'm professional in my demeanor and in my personal relationships while on the job.

_____ 3. I assume my share of joint responsibility.

Personal Qualities

_____ 1. I have emotional stability.

_____ 2. My general health is good and does not interfere with my responsibilities.

_____ 3. My personal appearance is suitable for my job.

_____ 4. I would evaluate my effectiveness as a member of my teaching team using the following scale:

_ 0 1 2 3 4 5 +

[Low]   [High]

My Teaching Team

_____ 1. I've earned the respect and acceptance of team members and families. Use yes or no.

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Early Childhood Education Program ECE 232 Early Childhood Practicum

Practicum Documentation and Hours Tally Form

Semester Term: _____

Teacher Candidate's Name: _____

Class Title, Day and Time of Class: _____

Class Instructor's Name: _____

Date	Time In	Time Out	Daily Total	Cooperating Teacher's Signature

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Practicum Documentation and Hours Tally Form

Date	Time In	Time Out	Daily Total	Cooperating Teacher's Signature

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Practicum Documentation and Hours Tally Form

Date	Time In	Time Out	Daily Total	Cooperating Teacher's Signature

Total hours completed: _____

Teacher Candidate's Signature _____

Director's Signature _____

Cooperating Teacher's Signature _____

Instructor's Signature _____

(Sign after receiving the letter from the director)

Turn this sheet in along with a letter from the director on institutional letterhead, stating that the Teacher Candidate has fulfilled the hours required for the completion of the Practicum at your site.

Hand in original and keep a copy for your portfolio.

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Early Childhood Education
Exit Portfolio
For Associates of Arts Degree

Description: Like other professionals, teachers need evidence of their growth and achievement over time. The portfolio is a vehicle for collecting and presenting that evidence. Portfolios are an edited, purposeful collection of artifacts (materials) that provide a framework for demonstrating knowledge, understanding, experiences, and processes for learning while advancing through the levels of learning experiences in the Early Childhood Education Program at Saint Augustine College.

Goal: Teacher Candidate**s** will use the professional portfolio as a means of demonstrating their achievement of each of the Standards while actively reflecting on their current and future teaching practice.

Selection of Artifacts: The professional portfolio is a final selection of artifacts and activities that provide evidence that you are a knowledgeable and competent Early Childhood practitioner, capable of reflecting on your professional practice. The artifacts and activities should document a meaningful connection between theory and practice, integrating coursework and field experiences to demonstrate mastery of the National Association for the Education of Young Children (NAEYC) Standards. You will need to select two artifacts for each standard.

It is a good idea to use a variety of artifacts. Here are some artifact suggestions:
Lesson Plans

Visit different programs
Thematic Unit Sample

Individual domain
activities Reflection Paper

Volunteering in programs

Written Formal Observations
Workshops/Conferences

Early Childhood Memberships

Assessments (ages and stages/ESI-
R) Sample Activities

Exploring different curriculums

Sample of Communication with Families

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Artifact and Activities Reflection Format: The professional portfolio should contain artifacts/activities for each standard along with the explanation of their significance in providing evidence of meeting that standard. These explanations must tell why these artifacts were chosen, how they relate to the standard, what you learned from the experience or activity, and how you might use the information gained to improve your practice.

Select	What artifact have you included and why did you file it under this standard?
Describe	Describe and explain the artifact/activity. Identify how the artifact was used. How does this artifact address the standard?
Transform	Tell how this artifact demonstrates your growing knowledge of the standard and in fostering learning in Teacher Candidates and how it might influence future teaching and/or self-learning.

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Early Childhood Education Portfolio (Contents)

The portfolio should be professionally developed and include the following components:

3-Ring Binder

Title page

Table of contents

Two artifacts/activities for each standard

Description of artifacts/activities

Proper labeling

Neat

Typed dividers for each section

Portfolio is well organized by standards and is easily navigated.

Subsections included

Section I

PRACTICUM FORMS/ PERSONAL INFORMATION

1. _____STATE OF IL. APPLICATION (508-1)

2. _____ BACKGROUND CHECK (fingerprinting)/(transfer form)

3. _____ MEDICAL EXAMINATION FORM (to include TB clearance and MMR
   if you were born after 1959)

4. _____TRANSCRIPTS (unofficial)

5. _____3 LETTERS OF RECOMMENDATION (must be the same references
   as in your 508-1)

6. _____COVER LETTER

7. _____RESUME

8. _____YOUR PHILOSOPHY OF Early Childhood Education

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SECTION 2

PRACTICUM INFORMATION

1. _____ EARLY CHILDHOOD PRACTICUM SITE AGREEMENT (3 PAGES)

2. _____ COOPERATING TEACHER LETTER OF AGREEMENT

3. _____ SAINT AUGUSTINE LETTER OF INTRODUCTION

4. _____ TEACHER CANDIDATE SELF EVALUATION FORM

5. _____ FIELD VISITOR'S FORM

6. _____ NAEYC ACCREDITATION ID # AND CERTIFICATE

7. _____ INSTRUMENT OF COOPERATING TEACHERS' EVALUATION FORM

8. _____ FACULTY EVALUATION/ FIELD VISITOR FORM

9. _____ JOURNAL ENTRIES/REFLECTIONS (each week, assigned by instructor)
       WAC

10. _____ TALLY SHEETS

11. _____ LETTER INDICATING THE HOURS COMPLETED ON LETTERHEAD
       AND SIGNED BY DIRECTOR OR DIRECTOR DESIGNEE

SECTION 3

ASSIGNMENTS
You must have two artifacts and/or activities that reflect each standard

Standard 1: Promoting Child Development & Learning - Foundations for all learning are established during early childhood. Biological-physical, social, cultural, emotional, cognitive, and language domains are inherently intertwined in growth and development. Early childhood professionals must understand this process of development and the adult's roles in supporting each child's growth, development, and learning.

Descriptions: _____

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Descriptions: _____

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Standard 2: Building Family and Community Relationships - Early childhood professionals are committed to family-centered practices. They maintain an open, friendly, and collaborative relationship with each child's family, encouraging family involvement, and supporting the child's relationship with their family. The diverse cultures and languages representative of families and communities are honored.

Descriptions: _____

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Descriptions: _____

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Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families Early childhood professionals must develop knowledge of diverse assessment approaches, including observational skills. They use appropriate on-going documentation and report information to families and professionals. Appropriate early childhood assessment is responsive to cultural and linguistic differences. It includes information from multiple sources, e.g., observations, checklists, interviews, and both formal and informal standardized measures in diverse settings for making educational decisions about children. The assessment data gathered from multiple sources that has a major impact on children should be made by a team of family members, teachers, and other professionals. In addition, early childhood professionals engage in systematic, on-going evaluation of their programs.

Descriptions: _____

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Descriptions: _____

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Standard 4: Using Developmental Approaches - Teaching and learning with young children is a complex process embedded in relationships. These teaching and learning relationships provide the scaffold for jointly constructing meanings about self, others, and the world. Early childhood professionals use their child development knowledge, their knowledge of developmentally appropriate practices, and their content knowledge to design, implement, and evaluate experiences that promote optimal learning and development for all children from birth - eight (0-8) years of age. In addition, their use of observations is grounded in a thorough understanding of children's families, cultures, and communities. Early childhood professionals encourage young children's problem solving, critical thinking, and academic and social competence within a supportive and challenging learning environment. These challenging teaching and learning experiences build children's confidence in themselves as competent learners.

Descriptions: _____

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Descriptions: _____

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Standard 5: Using Content Knowledge to Build Meaningful Curriculum - Early childhood professionals demonstrate knowledge of child development and learning, as well as content knowledge, both in terms of academic disciplines and in terms of interdisciplinary integration. Their approach to curriculum content emerges from multiple sources, such as play and exploration, and is appropriate for the ages and developmental levels of the children with whom they work. Content includes, but is not limited to, the arts, literacy, mathematics, physical education, health, social studies, science, and technology. Children's initial experiences with these content areas form the foundation for later understanding and success.

Descriptions: _____

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Descriptions: _____

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Standard 6: Becoming a Professional - Professionalism is built upon individual integrity, responsibility, and ethical practices that demonstrate a profound respect for all children and their families. Early childhood professionals embrace a multicultural perspective that is responsive to individuals in culturally diverse communities. Professionals make decisions based upon knowledge of early childhood theories and practices that recognize diversity of ability, developmental level, and family characteristics. Early childhood professionals advocate for excellence in early childhood programs and participate in on-going professional development to enhance their knowledge and skills.

STANDARD 6
Descriptions: _____

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Descriptions: _____

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National Association for the Education of Young Children (NAEYC) Standards:

Standard 1: Promoting Child Development & Learning - Foundations for all learning are established during early childhood. Biological-physical, social, cultural, emotional, cognitive, and language domains are inherently intertwined in growth and development. Early childhood professionals must understand this process of development and the adult's roles in supporting each child's growth, development, and learning.

Standard 2: Building Family and Community Relationships - Early childhood professionals are committed to family-centered practices. They maintain an open, friendly, and collaborative relationship with each child's family, encouraging family involvement, and supporting the child's relationship with their family. The diverse cultures and languages representative of families and communities are honored.

Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families - Early childhood professionals must develop knowledge of diverse assessment approaches, including observational skills. They use appropriate on-going documentation and report information to families and professionals. Appropriate early childhood assessment is responsive to cultural and linguistic differences. It includes information from multiple sources, e.g., observations, checklists, interviews, and both formal and informal standardized measures in diverse settings for making educational decisions about children. The assessment data gathered from multiple sources that has a major impact on children should be made by a team of family members, teachers, and other professionals. In addition, early childhood professionals engage in systematic, on-going evaluation of their programs.

Standard 4: Using Developmental Approaches - Teaching and learning with young children is a complex process embedded in relationships. These teaching and learning relationships provide the scaffold for jointly constructing meanings about self, others, and the world. Early childhood professionals use their child development knowledge, their knowledge of developmentally appropriate practices, and their content knowledge to design, implement, and evaluate experiences that promote optimal learning and development for all children from birth - eight (0-8) years of age. In addition, their use of observations is

grounded in a thorough understanding of children's families, cultures, and communities. Early childhood professionals encourage young children's problem solving, critical thinking, and academic and social

competence within a supportive and challenging learning environment. These challenging teaching and learning experiences build children's confidence in themselves as competent learners.

Standard 5: Using Content Knowledge to Build Meaningful Curriculum - Early childhood professionals demonstrate knowledge of child development and learning, as well as content knowledge, both in terms of academic disciplines and in terms of interdisciplinary integration. Their approach to curriculum content emerges from multiple sources, such as play and exploration, and is appropriate for the ages and developmental levels of the children with whom they work. Content includes, but is not limited to, the arts, literacy, mathematics, physical education, health, social studies, science, and technology.

Children's initial experiences with these content areas form the foundation for later understanding and success.

Standard 6: Becoming a Professional - Professionalism is built upon individual integrity, responsibility, and ethical practices that demonstrate a profound respect for all children and their families. Early childhood professionals embrace a multicultural perspective that is responsive to individuals in culturally diverse communities. Professionals make decisions based upon knowledge of early childhood theories and practices that recognize diversity of ability, developmental level, and family characteristics. Early childhood professionals advocate for excellence in early childhood programs and participate in on-going professional development to enhance their knowledge and skills.

Early Childhood Education Portfolio Rubric

Teacher Candidate Name _____ ID# _____

Evaluation Completed_____ Total Points _____ out of 21

Score = Pass (21 minimum) or Fail _____

Evaluator 1 Name printed _____

Evaluator 1 Signature_____ Date_____

	Technical Aspects				
	Unsatisfactory 0	Developing 1	Proficient 2	Exemplary 3	**Score**
ORGANIZATION	Materials lack methodical organization or six standards not used as the basis of organization.	Organizational pattern is not readily discernible.	Portfolio is well organized by order of checklist.	Portfolio is well organized by six standards and subsections and is easily navigated by reader.	
LABELING	Labeling difficult to follow or not used.	Labeling is adequate.	Sections of the portfolio are clearly marked with divider tabs.	Standards and subsections are clearly marked with divider tabs.	
TABLE OF CONTENTS	Table of Contents is difficult to use or not included.	Table of Contents included but not fully developed.	Table of Contents provides a broad overview of portfolio. It is neat and organized.	Table of Contents is detailed, inclusive of subsections, accurate, neat and well organized.	
APPEARANCE	Portfolio presentation is unappealing or unprofessional in appearance.	Portfolio is generic in appearance. Little creativity displayed.	Portfolio is well constructed and displays creativity.	General appearance of Portfolio is professional and reflects the creativity and individuality of the Teacher Candidate.	
MECHANICS	Portfolio has an unacceptable number of errors of 6 or above	Portfolio has errors that interfere with the reader's ability to understand the content.	Portfolio has a few errors 3 or less that do not interfere with the reader's ability to understand the content.	Portfolio is free of errors.	
				Sub Score	

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NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC) STANDARDS

Standard 1:	Promoting Child Development & Learning				
	Unsatisfactory 0	Developing 1	Proficient 2	Exemplary 3	**Score**
ARTIFACT SELECTION	There is no description of why this artifact/activity was selected or filed under this standard.	Selected artifact /activity may or may not be appropriate for this standard.	Selected artifact/activity is appropriate for this standard and demonstrates understanding of standard.	Selected artifact/activity is appropriate for this competency and demonstrates superior understanding of standard.	
DESCRIPTION	No description provided.	Description is provided for artifact/activity, but not aligned with standard.	Description describes the artifact/activity, but may not identify how it was used, or how it addresses the standard.	Description describes the artifact/activity, identifies how it was used, and completely describes how it addresses the standard.	
				Sub Score	
Standard 2:	Building Family and Community Relationships				
	Unsatisfactory 0	Developing 1	Proficient 2	Exemplary 3	Score
ARTIFACT SELECTION	There is no description of why this artifact/activity was selected or filed under this standard.	Selected artifact/activity may or may not be appropriate for this standard.	Selected artifact/activity is appropriate for this standard and demonstrates understanding of standard.	Selected artifact/activity is appropriate for this standard and demonstrates superior understanding of standard.	
DESCRIPTION	No description provided	Description is provided for artifact/activity, but not aligned with standard.	Description describes the artifact/activity, but may not identify how it was used, or how it addresses the standard.	. Description describes the artifact/activity, identifies how it was used, and completely describes how it addresses the standard.	
				Sub Score	

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Standard 3:	Observing, Documenting, and Assessing to Support Young Children and Families				
	Unsatisfactory 0	Developing 1	Proficient 2	Exemplary 3	Score
ARTIFACT SELECTION	There is no description of why this artifact/activity was selected or filed under this standard.	Selected artifact/activity may or may not be appropriate for this standard.	Selected artifact/activity is appropriate for this standard and demonstrates understanding of standard.	Selected artifact/activity is appropriate for this standard and demonstrates superior understanding of standard.	
DESCRIPTION	No description provided	Description is provided for artifact/activity, but not aligned with standard.	Description describes the artifact/activity, but may not identify how it was used, or how it addresses the standard.	. Description describes the artifact/activity, identifies how it was used, and completely describes how it addresses the standard.	
				Sub score	

Standard 4:	Using Developmental Approaches				
	Unsatisfactory 0	Developing 1	Proficient 2	Exemplary 3	Score
ARTIFACT SELECTION	There is no description of why this artifact/activity was selected or filed under this standard.	Selected artifact/activity may or may not be appropriate for this standard.	Selected artifact/activity is appropriate for this standard and demonstrates understanding of standard.	Selected artifact/activity is appropriate for this standard and demonstrates superior understanding of standard.	
DESCRIPTION	No description provided	Description is provided for artifact/activity, but not aligned with standard.	Description describes the artifact/activity, but may not identify how it was used, or how it addresses the standard.	. Description describes the artifact/activity, identifies how it was used, and completely describes how it addresses the standard.	
				Sub Score	

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Standard 5:	Using Content Knowledge to Build Meaningful Curriculum				
	Unsatisfactory 0	Developing 1	Proficient 2	Exemplary 3	Score
ARTIFACT SELECTION	There is no description of why this artifact/activity was selected or filed under this standard.	Selected artifact/activity may or may not be appropriate for this standard.	Selected artifact/activity is appropriate for this standard and demonstrates understanding of standard.	Selected artifact/activity is appropriate for this standard and demonstrates superior understanding of standard.	
DESCRIPTION	No description provided	Description is provided for artifact/activity, but not aligned with standard.	Description describes the artifact/activity, but may not identify how it was used, or how it addresses the standard.	. Description describes the artifact/activity, identifies how it was used, and completely describes how it addresses the standard.	
				Sub Score	

Standard 6:	Becoming a Professional				
	Unsatisfactory 0	Developing 1	Proficient 2	Exemplary 3	Score
ARTIFACT SELECTION	There is no description of why this artifact/activity was selected or filed under this standard.	Selected artifact/activity may or may not be appropriate for this standard.	Selected artifact/activity is appropriate for this standard and demonstrates understanding of standard.	Selected artifact/activity is appropriate for this standard and demonstrates superior understanding of standard.	
DESCRIPTION	No description provided	Description is provided for artifact/activity, but not aligned with standard.	Description describes the artifact/activity, but may not identify how it was used, or how it addresses the standard.	. Description describes the artifact/activity, identifies how it was used, and completely describes how it addresses the standard.	
				Sub score	

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Technical Components of the Portfolio

	Unsatisfactory 0	Developing 1	Proficient 2	Exemplary 3	**Score**
ORGANIZATION	Materials lack methodical organization or six standards not used as the basis of organization.	Organizational pattern is not readily discernible.	Portfolio is well organized by order of checklist.	Portfolio is well organized by six standards and subsections and is easily navigated by reader.	3
LABELING	Labeling difficult to follow or not used.	Labeling is adequate.	Sections of the portfolio are clearly marked with divider tabs.	Standards and subsections are clearly marked with divider tabs.	3
TABLE OF CONTENTS	Table of Contents is difficult to use or not included.	Table of Contents included but not fully developed.	Table of Contents provides a broad overview of portfolio. It is neat and organized.	Table of Contents is detailed, inclusive of subsections, accurate, neat and well organized.	3

Early Childhood Education Portfolio Rubric

Student Name _____ ID# _____

Evaluation Completed_____ Total Points _____ (51 Possible Points)

51 out of 51 =A   Score = Pass (29 minimum) or Fail see below _____

Evaluator 1 Name printed _____

Evaluator 1 Signature _____ Date _____

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A=90-100% score divided by 51 to obtain % 50=98% 49=96% 48=94 47=92% 47=92% 46=90%
B=89-78% score divided by 51 to obtain % 45=88% 44=88% 43=84% 42=83% 41=80% 40=78%
C=77-68% score divided by 51 to obtain % 39=76% 38%=75% 37=73% 36=71% 35=69%
D= 67-56% score divided by 51 to obtain % 34=67 33=65% 32=63% 31=61% 30=59% 29=57%=

51-46=A 45-40=B 39-35=C 34-29=D 29=F

Early Childhood Education Practicum Expectations and Guidelines

Teacher Candidate:

I, _____, received my Practicum Handbook for the Associate of Applied Sciences in Early Childhood Education on _____ (Date) and understand that its contents guide my Practicum experience at St. Augustine College. If I am concerned or unsure about whether I am moving forward correctly, I will check with my Saint Augustine College Supervising Teacher.

I agree and understand the following:

1. I will conduct myself in a professional manner and follow Saint Augustine College's Code of Student Conduct.
2. I will meet Saint Augustine College's Guidelines for Professional Ethics (NAEYC Standard VI).
3. I will furnish a complete Practicum Portfolio to my 232 Instructor within established guidelines.
4. I will have up to date physical exams, CPR Card, Immunization Record, and Criminal Background Check, etc.

_____   _____   _____

Teacher Candidate Signature   SAC Field Supervisor Signature   Date

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