

Field Placement Handbook

Fall 2010 – Spring 2011

**Undergraduate Program
Early Childhood Education
University of Arkansas at Little Rock**



**COLLEGE OF EDUCATION
LEADERS IN LEARNING**

UALR Early Childhood Education Undergraduate Teacher Preparation Program

The Department of Teacher Education offers the Bachelor of Science in Education (BSE) degree in early childhood education, leading to licensure for preschool through 4th grade. The program also offers the Master of Education degree (M.Ed.) in early childhood education for initial licensure for candidates who have already have an undergraduate degree in a field other than education.

The Early Childhood Education (ECED) faculty at the University of Arkansas at Little Rock is committed to preparing highly qualified teachers who have the knowledge, skills, and dispositions necessary to meet the needs of students in American schools. This goal is expressed in the Conceptual Framework of the College of Education:

Leaders in Learning demonstrate Communication, Specialized Expertise, Professional Development and a strong commitment to diversity in competency, disposition and behavior.

Additionally, the Early Childhood Program at UALR is designed to meet the Arkansas Principles for Teacher Licensure and the standards of the National Association for the Education of Young Children (NAEYC). The program is required to demonstrate, through a rigorous system of regular assessment, that it is meeting these goals in order to maintain accreditation by the National Council for Accreditation of Teacher Education (NCATE). More information about the Early Childhood Program including specific guidelines and forms is available at <http://eastweb.ualr.edu/ecedfield>.

ADMISSION TO ECED

1. Formally admitted to UALR. Apply online at: <https://apply.ualr.edu>
2. Completion of the following courses with a ‘C’ or better”
 - a. RHET 1311
 - b. RHET 1312
 - c. SPCH 1300
 - d. MATH 1315 or 1302
3. Completion of all core requirements with a cumulative average of 2.65, or a 3.0 in the last 60 hours.
4. Submission of official Praxis I scores to Licensure Officer Rene’ Carson in DKSN 323 (Passing scores: Reading 172; Writing 173; and Math 171).
5. Contact the Advisors listed below, to formally apply to the ECED program:

Patricia Walker, Undergraduate Advisor
Teacher Education, DKSN 300
501.569.3023

Or

John Burgin, Coordinator Early Childhood Education
DKSN 302, 569-8934

RETENTION

Once admitted, students are required to:

1. Maintain a 2.65 grade point average, with at least a 'C' in all professional courses.
2. Demonstrate professional skills and dispositions through on-going evaluations.
3. Students receiving a grade of I, W, or drops below a C twice in the program may be advised out of the program by a Professional Development Conference committee. Students advised out of the program may not reapply for a full calendar year and must follow through with recommendations of the committee before reapplying. Reapplication does not guarantee admission back into the program.
4. Read and sign a statement of the professionalism policy of the program at the beginning of their program.

The identification of a problem in any aspect of a student's performance will result in the convening of a Professional Development Conference. Areas of concern will be addressed and a timeline for remedying them specified, including a date for a follow-up conference. If the concerns remain, the students will be advised to seek another career path and will not be recommended for internship.
5. Meet the deadline for application for internship.

During Block III, students are required to apply for admission to internship. Students must be recommended by the program for admission. Application for spring semester must be submitted by October 15th and fall semester by February 15th.
6. Conform to all aspects of the NAEYC Code of Ethics.

Any violation of this code will result in immediate removal from the program. Successful completion of the licensure program is not based solely on the number of course credits or GPA, but also requires demonstration of specified professional skills and behaviors.
7. Check the bulletin board on the website regularly. <http://eastweb.ualr.edu/ecedfield/>

Students are responsible for remaining current on all program information. Information posted on this site includes, but is not limited to, policy changes, mandatory meetings, schedule changes, deadlines and job opportunities.
8. Check their UALR Email accounts regularly for information from ECED faculty.

No other Email accounts will be used for communication between students and faculty.

AT ALL TIMES STUDENTS MUST PRESENT THEMSELVES PROFESSIONALLY.

Overview

In the first three semesters of the Undergraduate Early Childhood Program, students complete field experience placements which consist of spending one school day each week in an assigned classroom. Field experience students are expected to be actively engaged with children at all times. Assignments may involve observation, but that is not the primary purpose.

Block I	ECED 2200 Field Experience I	Pre-K or K classroom
Block II	ECED 3200 Field Experience II	1 st or 2 nd grade classroom
Block III	ECED 3201 Field Experience III	3 rd or 4 th grade classroom
Block IV	ECED 4600 Internship I	
Block V	ECED 4601 Internship II	

Each internship is a full-time clinical placement in one classroom. The purpose of internship is to provide a structured experience for learning and refining the skills necessary to become an effective teacher of children with diverse abilities and backgrounds. The intern is expected to exhibit the ability to organize, plan and communicate according to the College of Education Conceptual Framework, the Arkansas Principles for Teacher Licensure, and the NAEYC Standards. Internship may begin in the fall or spring, depending on where the student is in the program.

Fall internships begin on the first day the (CT) Cooperating Teacher reports to his/her classroom (before children begin). Students will return to campus for classes on Wednesday afternoons after the first two weeks after children begin. When these classes end, students return to their placements five days a week for the remainder of the semester. They return to their classrooms on the first day of school in January and continue five days a week for another nine weeks.

Spring internships begin on the first day of school in January and continue to the last day of the academic year in May. Students will return to their classrooms on the first day that the CT returns in August and continue for nine weeks after the children begin school.

Attendance

- Field Experience students are expected to attend every Friday of the semester.
- Interns attend every day of the semester and maintain the same schedule as the CT.

If absent, you must contact your (CT) and (US) University Supervisor. Be sure to reach your CT BEFORE school begins so they are not left wondering where you are. If you are absent you must make up missed time at a time approved by your CT and US. On professional development days, several arrangements can be made. Notify your US about what you will be doing and send a reflection statement to her/him documenting your activity for the day. In the order of preference they are:

1. Attend the entire day with your CT.
2. If you can't attend all of part of the sessions because the school cannot accommodate you, ask the CT what you can do in the classroom or elsewhere in the school.
3. If there is absolutely nothing for you to do that day, make up the time another day.

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On the AEA conference days, there will be no children in the schools on the Thursday and the Friday (usually the first weekend in November). Field Experience students are only available to attend the conference on Friday as they will attend their usual classes on campus on Thursday. Interns follow their CT's schedule for both Thursday and Friday.

Field Experience students and Interns may choose from the following:

1. Attend the AEA Conference or another professional conference.
2. Make up the time on another day.

Notify your US about what you will be doing and send a reflection statement to her/him documenting your activity for the day.

*In all placement experiences, it is against policy for a Candidate/Non-Licensed Educator to supervise students alone. At no time, should a candidate be left unsupervised in the room with students. If the Cooperating Teacher must leave for any period of time, an approved member of the school staff must supervise in his/her absence. Any disregard of this policy could result in significant liability for the school and district, with which the candidate is placed.

Field Experience Students

BEFORE ARRIVING THE FIRST DAY

1. Complete Confidentiality Agreement and put it in Field Notebook.
2. Have TB Test and put results in the Field Notebook.
3. Obtain Professional Liability Insurance and put proof of it in the Field Notebook.
4. Must have submitted fingerprints for the Background Check and

THE FIRST WEEK

1. Give your CT the Memo from the program
2. Make arrangements to inform your CT if you are going to be out, e.g., exchange home #s, emails. Placing messages on the teacher's school phone is not a good approach as often messages are not picked up until later in the day.
3. Go over the website with your CT making sure he/she understands where all the documents are. You can also show them the bulletin board and how to access forms.
4. Coordinate your arrival and departure times with your CT's. You must arrive at least 15 minutes prior to school starting and stay at least until the children leave.
5. Get to know the children's names on the first day if possible

THE FIRST OR SECOND WEEK

1. Review school and district schedule to determine special events and any special circumstances that you need to attend, e.g., Open House.
2. Review the evaluation form and the notebook assignment with your CT and plan when and how to complete the required activities.
3. Review other assignments required for courses that you will have to complete during the field experience and plan when and how to complete them.

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EVERY WEEK

1. Sign-in at the main office.
2. Wear your UALR ID at all times.
3. Be up working with children all the time, not completing homework assignments (except when doing observations for your child study), not sitting at the desk, not grading, not planning or preparing, not reading books, not checking email, etc.
4. Stay focused on children and their learning at all times.
5. When CT is teaching, spend your time observing CT or working directly with children, monitoring, circulating and facilitating engagement.
6. Do large group activities regularly, preferably at least once a week, e.g., transitions, read-alouds, storytelling.
7. Interact with the children when you are on the playground. Do not sit and observe even if the teacher or aid does.
8. When out of the classroom, mix with school staff. Don't just sit with fellow students.
9. Maintain your notebook regularly and have it with you at all times in the field.
10. Have your CT check off items on your evaluation form as you complete them.
11. At the end of every day, give your attendance form to your CT and have her/him sign it, and enter any time to be made up.
12. Discuss activities for the following Friday with your CT and include any planning and teaching that you will need to do for the next week.

END OF THE SEMESTER

1. Complete evaluations of the Cooperating Teacher and University Supervisor in the East Lab.

Internship Students

THE FIRST WEEK

1. Give your CT the Memo from the program
2. Make arrangements to inform your CT if you are going to be out, e.g., exchange home #s, emails. Placing messages on the teacher's school phone is not a good approach as often messages are not picked up until later in the day.
3. Go over the website with your CT making sure he/she understands where all the documents are. You can also show them the bulletin board and how to access forms.
4. Coordinate your arrival and departure times with your CT's. You must arrive at least 15 minutes prior to school starting and stay at least until the children leave.
5. Get to know the children's names on the first day if possible

THE FIRST OR SECOND WEEK

1. Review school and district schedule to determine special events and any special circumstances that you need to attend, e.g., Open House, Parent / Teacher Conferences.
2. Review the evaluation form and the notebook assignment with your CT and plan when and how to complete the required activities.
3. Meet with the principal and ask if they have any particular expectations of you while in their school.
4. Get to know the custodians and secretaries.

EVERY WEEK

1. Sign-in at the main office.
2. Wear your UALR ID at all times.
3. Be up working with children all the time, not completing homework assignments (except when doing observations for their child study), not sitting at the desk, not grading, not planning or preparing, not reading books, not checking email, etc.
4. Stay focused on children and their learning at all times.
5. When CT is teaching, spend your time observing CT or working directly with children, monitoring, circulating and facilitating engagement.
6. Interact with the children when you are on the playground. Do not sit and observe even if the teacher or aide does.
7. When out of the classroom, mix with school staff. Don't just sit with fellow students.
8. Maintain your notebook regularly and have it with you at all times in the field.
9. At the end of every day, or at your CT's convenience, discuss any planning and teaching you will need to do for the next day or week.
10. At the end of every week, give your attendance form to your CT and have her/him sign it and enter any time to be made up.

END OF THE SEMESTER

1. Complete evaluations of the Cooperating Teacher and University Supervisor in the East Lab.

Pathwise Plus Evaluation Form

Each of the Teacher Education Programs at UALR uses some version of the Pathwise Plus Evaluation Form. The form included here is the form used by the Early Childhood Education program. This form can be copied and used by a Cooperating Teacher or University Supervisor and can be obtained on the ECED field website (<http://eastweb.ualr.edu/ecedfield/>).

Requirements for Completion of the Program:

1. A GPA of 2.65 and completion of all courses on the degree plan with a minimum grade of 'C'.
2. Passing scores on Praxis II exams.
3. Submission of all required artifacts into Chalk and Wire Electronic Portfolio.
4. Graduation application completed on BOSS.

Requirements for Recommendation for Teacher Licensure:

1. Submission of a completed license application form.
2. An official UALR transcript showing the date the degree was granted
3. Official transcript(s) from all other institutions attended.
4. Submission of passing Praxis II scores.
5. Cleared Arkansas State and FBI background check.

