

UEC-ECU FIELD EXPERIENCE HANDBOOK

UNIFIED EARLY CHILDHOOD (BIRTH-GRADE 3) EARLY CHILDHOOD UNIFIED (BIRTH-K)



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Introduction

Early Childhood Unified Practicum & Unified Early Childhood Student Teaching Experiences

Welcome to the Early Childhood Unified (ECU) Practicum and Unified Early Childhood (UEC) Student Teaching experience. Our goal is for this experience to influence each individual, as a professional and a life-long learner. We hope that the interactions with principals, teachers, University faculty and supervisors will be informative, supportive and valuable as each individual starts his/her teaching career or continue as a seasoned teacher. Our goal is to develop teachers who will work every day to improve the learning opportunities and outcomes for *all students* including those children who have learning, behavioral, communicative or social challenges. We strive for teachers who will advocate for their students, families and who will strive to promote inclusive educational and social experiences for all students.

Each student will be in settings with a mentor teacher (referred throughout as a clinical supervisor), this experience working alongside veteran colleagues will enable students to benefit from their experience and increase understanding and skill in teaching and learning.

A seasoned University Supervisor will be assigned to each student who is knowledgeable within the field of Early Childhood, who will support, mentor and guide the student throughout the teaching experience, prepare, dialogue and provide the student with constructive feedback to help reflect on the student's own teaching and learning.



As the student progresses through the teaching experience, he/she will spend a significant amount of time working in schools and programs that have dedicated faculty and staff. Everyone in each setting is part of a learning experience including the children/families and the student. This is a time for the student to develop his/her identity, skills, dispositions, and commitments to teaching children and working with families.

This handbook is written for the ECU or UEC student, Clinical Supervisor and University Supervisor. It will provide the necessary information to prepare and progress through each teaching experiences. The handbook includes program overview, mission statements & professional teaching competencies and standards, student and supervisor roles, course expectations, information about the type of feedback the student will receive and the grading criteria.

Each teaching experience will be packed with learning opportunities! These opportunities include self-reflection about practice, personal values and teaching commitment for all students!

Learn, Teach, Inspire!

Program Overview

Unified Early Childhood (UEC) Undergraduate Program (Birth – Grade 3)

The program in **Unified Early Childhood Education** prepares individuals as teachers in both special and regular education settings for children ranging from birth to age eight. The program combines general education courses and professional education coursework with multiple field experiences in early childhood settings and elementary classrooms.

- Prepares professionals to meet the learning and developmental needs of all infant, toddler, preschool and kindergarten-3rd grade children, including those at-risk for and with disabilities.
- Addresses interdisciplinary approaches that integrate developmentally appropriate early education and early childhood special education strategies into holistic and functional activities for young children and their families in their natural environments.
- Emphasizes collaborative and team-based processes that empower families and program staff to work together to support the development of all young children.

The Unified Early Childhood (UEC) Program content knowledge and performance goals are aligned with the Kansas teacher licensure standards for the ECU birth through 3rd Grade (age 8) content area and the professional education standards.

Early Childhood Unified (ECU) Master's Program (Birth – Kindergarten)



The University of Kansas's Early Childhood Unified ("unified" refers to the unification of general early education and early childhood special education knowledge and skills with a single early childhood preparation/credential) program prepares early educators as leaders requiring that all candidates understand the complexities of today's educational system and its diversity.

- Prepares professionals to meet the learning and developmental needs of all infant, toddler, preschool and kindergarten-age children, including those at-risk for and with disabilities.
- Addresses interdisciplinary approaches that integrate developmentally appropriate early education and early childhood special education strategies into holistic and functional activities for young children and their families in their natural environments.
- Emphasizes collaborative and team-based processes that empower families and program staff to work together to support the development of all young children.

The Early Childhood Unified (ECU) Master's Program content knowledge and performance goals are aligned with the Kansas Professional Education Standards for the ECU birth through kindergarten (age 6) content area and the professional education standards.

Designed to accommodate the busy schedules of our students, most courses are hybrid (that is, included both asynchronous on-line & face-to-face class sessions) and offered at both Lawrence and Edward's campuses (Overland Park, KS). When face-to-face each class meets one evening a week (i.e., 4:30pm to 7:00pm). Practicum experiences can be completed any semester including summers and may be completed in the student's current work setting if appropriate.

Completion of the 33 graduate credit hour sequence leads to a Master's of Science in Education with initial Kansas teaching license in ECU birth through kindergarten. To be considered for admission you need only have a bachelor's degree in a related area. You do not have to have an undergraduate education degree or an initial teaching license (e.g., elementary, middle, or secondary). Experience working with young children is preferred.

The Department of Special Education may have federal grant dollars to support a limited number of students in the master's degree program with an ECU emphasis. To learn more about these grant funds and how to apply contact the program coordinator Dr. Eva Horn at evahorn@ku.edu.

Program Mission, Vision & Standards



School of Education Mission

Within the University, the School of Education serves Kansas, the nation and the world by (1) preparing individuals to be leaders and practitioners in education and related human service fields, (2) expanding and deepening understanding of education as a fundamental human endeavor, and (3) helping society define and respond to its educational responsibilities and challenges.

To accomplish this mission, the School of Education (1) offers an extensive curriculum leading to [academic degrees](#) and professional [licensure](#), (2) requires faculty and students to engage in scholarship, and (3) provides a wide range of professional services to schools, other institutions, and individuals.

The Department of Special Education Vision, Mission and Values

The Special Education faculty integrates research with practice, serves as social advocates, and advances education, social policies, public service, community building, and research to enhance the quality of life of persons with (dis)abilities¹ and their families.

We recognize the evolving nature of our field with its roots in medicalized notions of (dis)ability that have historically ignored a range of social constructions of ability and diversity. We acknowledge the ways in which disability has served as a proxy for other kinds of diversity and how other forms of diversity have been used as a code to mean (dis)ability.

We trouble these notions because we are a faculty actively engaged in a range of epistemological, theoretical, policy, and empirical scholarship. This reflexivity about the field and our collective identity, as well as scholarship deeply grounded in practice, provides international leadership in pursuit of equity in educational and social outcomes that enhance the quality of life of persons with (dis)abilities and their families.

Further, we commit to excellence in research, teaching, and service built on a foundation of mutual trust, active engagement in the pursuit of equity and social justice, and respect for ALL people. Faculty and staff invest their talents, creativity, scholarship, and energy to prepare civic professionals who pursue these ends in support of persons with (dis)abilities and their families in the following ways:

- Value persons with (dis)abilities and their families
- Respect diverse views, contributions and achievements
- Promote education as a fundamental human endeavor and social right
- Participate in emancipatory policies, practices, and research
- Influence professional and civic communities
- Enhance quality of life
- Engage educational, social, political, and institutional interests
- Employ cutting edge technologies and methods in the pursuit of meaningful solutions
- Contribute to relevant knowledge bases through integrating research and practice
- Collaborate on micro, meso, and macro levels to address complex challenges

1The use of (dis)ability signals the construction of ability and ability differences



[DEC Position Statements](#)

The Division for Early Childhood (DEC) of the Council for Exceptional Children is a highly recommended professional organization for Early Unified Childhood students to join. DEC is an international membership organization for those who work with or on behalf of young children (0-8) with disabilities and other special needs and their families which promotes policies and advances evidence-based practices that support families and enhance the optimal development of young children (0-8) who have or are at risk for developmental delays and disabilities. Click on the link for the most current DEC Position Statements.

[Kansas Educator Code of Conduct](#)

Professional educators shall work in the best interest of their students and honor their responsibilities to their students, school, district, community, state, and profession as evidenced by:

Responsibilities to Student:

- Refrain from disclosing confidential or damaging information that affects the student
- Make reasonable effort to protect the student from conditions detrimental to learning, health or safety.
- Maintain professional relationships with students both inside and outside the classroom
- Refrain from soliciting, encouraging, participating or initiating inappropriate written, verbal, electronic, physical, sexual, or romantic relationship with students

Responsibilities to District:

- Adhere to conditions of contractual obligations with professional practice
- Fulfill reporting requirements honestly and accurately
- Appropriately use funds, personnel, property, and equipment committed to his or her charge
- Refrain from falsifying any documents related to the employment process
- Conduct school district business through established procedures

Responsibilities to Profession:

- Demonstrate conduct that follows generally recognized professional standards
- Fulfill all of the terms and obligations detailed in the contract
- Maintain appropriate licensure for professional practice and employment
- Provide accurate information to state department
- Abide by all federal, state, and local laws and employing school board policies

Professional Standards Board May 2013 1

Kansas Professional Education Standards

The professional standards are embedded within our curriculum throughout the field experiences for both UEC and ECU students. Area specific standards are listed within your designated field experience.

Standard 1 The educator demonstrates the ability to use the central concepts, tools of inquiry, and structures of each discipline he or she teaches and can create opportunities that make these aspects of subject matter meaningful for all students.
Standard 2 The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.
Standard 3 The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.
Standard 4 The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students' learning including critical thinking, problem solving, and reading.
Standard 5 The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation
Standard 6 The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
Standard 7 The educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading.
Standard 8 The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.
Standard 9 The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks out opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation [QPA])
Standard 10 The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students' learning and well-being.
Standard 11 The educator demonstrates the ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students' abilities to understand relationships between subject areas.
Standard 12 The educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively

Standard 13 The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practices.

Kansas Unified Early Childhood Teaching Standards (Birth through Grade 3)

Standard 2 The birth through third grade teacher meets the unique needs of general education and exceptional students and families within communities.

Standard 3 The birth through third grade teacher possesses a high level of professional skills and knowledge about how general education and exceptional students develop and learn.

Standard 4 The birth through third grade teacher uses a variety of informal and formal assessment strategies in collaboration with other professionals and family members to plan and individualize curriculum, instruction, interventions, and transitions for general education and exceptional students.

Standard 5 The birth through third grade teacher establishes, maintains, and promotes physically, psychologically safe and healthy learning for general education and exceptional students in their natural environments (home, community and/or school).

Standard 7 The birth through third grade teacher has experiences in varied settings.

Standard 8 The birth through third grade teacher demonstrates a high level of competence in use of the English language arts and knows, understands and uses concepts from emerging literacy, reading, language and child development to teach reading, writing, speaking, viewing, listening, and thinking skills, and to help all students successfully apply their developing literacy skills to many different situations, materials, and ideas.

Standard 9 The birth through third grade teacher knows, understands, and uses the major concepts, procedures, and reasoning processes of mathematics that define numbers and operations, geometry, measurement, data analysis and probability, and algebra so that all students understand relationships that can represent phenomena, solve problems, and manage data.

Standard 10 The birth through third grade teacher knows, understands, and uses fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy for all students.

Standard 11 The birth through third grade teacher knows, understands, and uses the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote all students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

Standard 12 The birth through third grade teacher can design, implement, and evaluate arts experiences that are developmentally appropriate, meaningful and challenging for all students, that lead to positive learning outcomes, and that develop positive dispositions toward artistic explorations and expression.

Standard 13 The birth through third grade teacher knows, understands, and uses the major concepts of health education and human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for all students.

Kansas Early Childhood Unified Teaching Standards (Birth through Kindergarten)

Standard 1 The birth through kindergarten teacher understands and respects families as the primary decision-maker for children with or without special needs and assures that services are family-focused and culturally sensitive.

Standard 2 The birth through kindergarten teacher meets the unique needs of children with or without special needs and families within communities.

Standard 4 The birth through kindergarten teacher uses a variety of informal and formal assessment strategies in collaboration with other professionals and family members to plan and individualize curriculum, instruction, interventions, and transitions for children with or without special needs.

Standard 5 The birth through kindergarten teacher establishes, maintains, and promotes physically, psychologically safe and healthy learning for children with or without special needs in their natural environments (home, community and/or school).

Standard 6 The birth through kindergarten teacher collaborates with the family and other professionals to design a developmentally appropriate and evidence-based curriculum that meets the unique needs, capabilities, and interests of children with or without special needs across developmental domains.

Standard 7 The birth through kindergarten teacher collaborates with the family and other professionals to design a developmentally appropriate and evidence-based curriculum that meets the unique needs, capabilities, and interests of children with or without special needs across the content areas of early language and literacy, mathematics, science, social studies, and the arts.

Standard 8 The birth through kindergarten teacher knows, understands, and uses the major concepts of health education and human movement and physical activity as central elements to foster active healthy life styles and enhanced quality of life for all students.

UEC Student Teaching & ECU Practicum Experiences



SPED 439 Unified Early Childhood Student Teaching

One student teaching experience is required for all UEC (Birth through 3rd grade) undergraduate students. This experience will be taken as SPED 439 UEC Student Teaching.

SPED 439 - The student teaching course is an intense, direct teaching field-based experience. One six (6) credit hours – one semester long courses of SPED 439 in one setting (i.e., typically preschool, but can choose infant and/or toddler, if you have strong interest in this level) are required for the Unified Early Childhood Education (Birth through 3rd Grade) Bachelor of Science Program. Settings must reflective provisions of services for all children including those with disabilities and those at risk for disabilities. The Kansas Professional Education Standards, along with the Kansas Early Childhood Unified (Birth through 3rd grade) Teaching Standards, are embedded into the course objectives and requirements. Competency of these standards must be demonstrated.

Students will work directly under the supervision of qualified personnel in the field of Early Childhood Education and Early Childhood Special Education.

Depending on the age of the children served and the nature of the student teaching site, each student teaching experience includes either the development of a two-week lead teaching experience in the classroom or equivalent lead role appropriate to the context and role of the mentor/clinical professional/educator. Students will be required to: (a) provide details about their classroom/program setting and describe the learning environment; (b) set learning goals/outcomes for a variety of classroom, playgroup activities, and/or home visit contexts; (c) devise and implement their instructional and home visit plans; (d) demonstrate competence in supporting families; (e) demonstrate competence in communicating and collaborating with program personnel (i.e., para-educators, related service personnel, etc.); and (f) develop, implement and use for instructional planning child progress monitoring procedures. Ongoing meetings with mentor/clinical professional/educator and university supervisors are designed to facilitate both reflective and instructional learning. Participation is required in all seminars held on related content areas throughout the semester.

The student will complete the Early Childhood Unified Kansas Performance Teaching Portfolio (ECU-KPTP) during this student teaching experience.

Kansas Initial UEC Teaching License – Birth thru Grade 3

The state of Kansas requires the following Student Teaching experience to be recommended for license.

- Complete one (1) UEC Student Teaching experience
 - Preschool
- Course: SPED 439
 - Credit hours: 6 hours occurring during Spring Semester
 - Hours in sites – 40 hours per week over 14 weeks per experience

To obtain an ECU initial teaching license in the state of Kansas you must receive a **B or above** in your Student Teaching experience. Any grades **below a B** for the overall course will require the student to meet with the UEC Faculty committee to review the program's approval for recommendation of licensure.

To obtain an ECU initial teaching license in the state of Kansas you must receive a **passing score** of 73 or above on the ECU-KPTP (Kansas Performance Teaching Portfolio). The ECU-KPTP is completed during the Spring semester student teaching experience.

UEC Student Teaching Requirements and Procedures

Academic Requirements

UEC students must meet the following academic requirements before applying for their UEC Student Teaching.

1. Be formally admitted to the School of Education, including admittance to the Unified Early Childhood teacher education program.
2. Attend the Student Teaching Information Sessions held the spring semester prior to the year he/she plans to student teach. Apply and submission of all required paperwork by the due date.

3. Have completed all professional education courses required prior to student teaching. Candidates must have earned a grade of “C” or better in these courses.
4. Have an overall GPA of at least a 2.75.
5. Have a content GPA of at least a 2.5.
6. Have been approved for student teaching based on exhibiting the dispositions of a teaching professional with no evidence of concerns.

Application Process

Student must apply for assignment to a student teaching setting the spring prior to the experience. While students are asked to indicate various factors that may affect their specific assignments, the ECU faculty and the UEC Field Experiences Coordinator make the selection of the actual sites and the onsite mentor/clinical professional. The UEC program has a number of approved student teaching sites that offer a range of excellent experiences for their students. Access to personal transportation is highly recommended since many sites are in neighboring communities and require car travel. For those students with no access to transportation, every attempt will be made to assign them to sites that may be reached via public transportation within the Lawrence community.

Step 1: Attend the SOE Intent to Student Teach Meeting in January (spring before your Student Teaching year). At this meeting, the student will receive:

- General information about the student’s student teaching experiences.
- Paperwork to complete for both the Fall (Early Elementary) and Spring (Inclusive Preschool) student teaching.
- More specific information about the Fall Early Elementary experience.

Step 2: Attend the UEC informational meeting following the SOE Intent to Student Teaching Meeting. At this meeting, the student will receive:

- Additional information for the UEC (Inclusive Preschool) Spring student teaching experience.
- Assistance in completing the paperwork for UEC Spring student teaching.
- Provide information about possible placement options for the UEC student teaching.
- Answer any questions.

The student is asked to complete the UEC application and return to the UEC Fieldwork Coordinator by the due date.

Placement

The specific setting will be determined together with the student’s application request, UEC Faculty, and the UEC Fieldwork Coordinator. Once determined, the UEC Fieldwork Coordinator submits the request to the SOE Field Director for submission to the District for approval. Once the SOE Field Office receives confirmation that the district will accept a student teacher, the ECU Fieldwork Coordinator will email the student with placement contact information (typically sometime during the Fall semester). If the school district cannot accept a student teacher, then UEC Fieldwork Coordinator will go to the student’s second request on their application. This process will continue until a placement is located. The UEC Field Service Coordinator will contact the student to discuss options, if the application request cannot be confirmed and other choices need to be explored.

It is the UEC student's responsibility to inform the UEC Fieldwork Coordinator if their situation changes, or if any requests on the application need to be adjusted. Contact the Fieldwork Coordinator Sue Wenner Lanyon at slanyon@ku.edu with any changes or questions about the UEC Student Teaching experience.

PLEASE NOTE: *Students should not contact a teacher, district, school or program to inquire about or arrange placements opportunities.*

Required Paperwork

UEC: SOE will have the following paperwork on file:

- Health Certification and Tb
- Professional Liability Insurance
- Background Check

For the UEC program, the student will submit the following to the UEC Field Experiences Coordinator by April 1st:

- Emergency notification form
- Introduction letter
- Resume

Student Teaching Protocols

Student Teaching Hours

Spring Semester:

- Student Teaching is 14 weeks.
- Minimum hour requirement is 40 hours per week. Full time M-F

Student Teaching Dates

The student will follow the site's academic, holiday & spring break calendar (not KU's). The student will determine their specific schedule to match the hours of his/her Clinical Supervisor. The student will be expected to follow their Clinical Supervisor's schedule; arriving and departing as they do, attend meetings outside your Practicum hours, evening events, Back-to-School events, Teacher-Parent conferences, IEP meetings, and others suggested by the Clinical and University Supervisors.



SPED 739 Early Childhood Unified Practicum

Practicum experiences in Early Childhood Unified (blends Early Childhood Education and Early Childhood Special Education into one discipline) are offered as applied courses that support the supervised practice of professional skills in high quality programs serving infant, toddler, preschool and kindergarten-aged children with and without disabilities and their families. These courses are intended for persons currently working toward the Kansas State Department of Education teaching license in Early Childhood Unified (Birth through kindergarten) as well as persons interested in expanding their skills in teaching infants, toddlers and young children with and without disabilities.

All practicum courses address the Kansas Professional Teaching Standards and the Kansas Early Childhood Unified (Birth through Kindergarten) Teaching Standards, and reflect the Council for Exceptional Children-Division of Early Childhood (CEC-DEC), the National Association for the Education of Young Children (NAYEC) and the Association of Teacher Educators (ATE) joint positions on effective practices for the preparation of early childhood personnel.

Pre-requisites include admittance to the ECU graduate program, completion of appropriate instructional methods course (SPED 755 and SPED 734), and the approval of the academic faculty advisor. For additional information about ECU field experiences contact: [Susan Wenner Lanyon](#).*

SPED 739 Special Education Early Childhood Unified Practicum

Two Practicum experiences are required for all ECU (Birth through Kindergarten) Masters students. Both experiences will be taken as SPED 739 Special Education ECU Practicum

SPED 739 - The Practicum course(s) is an intense, direct teaching field-based experience. Two (2) three (3) credit hour semesters enrolling in SPED 739 in two types of settings (i.e., infant and/or toddler, and preschool, or kindergarten) are required for the Early Childhood Unified Education (Birth through Kindergarten) Masters Program. Settings must reflective provisions of services for all children including those with disabilities and those at risk for disabilities. The Kansas Professional Education Standards, along with the Kansas Early Childhood Unified (Birth through kindergarten) Teaching Standards, are embedded into the course objectives and requirements. Competency of these standards must be demonstrated. Students will work directly under the supervision of qualified personnel in the field of Early Childhood Education and Early Childhood Special Education.

Depending on the age of the children served and the nature of the student teaching site, each student teaching experience includes either the development of a two-week lead teaching experience in the classroom or equivalent lead role appropriate to the context and role of the mentor/clinical professional/educator. Students will be required to: (a) provide details about their classroom/program setting and describe the learning environment; (b) set learning goals/outcomes for a variety of classroom, playgroup activities, and/or home visit contexts; (c) devise and implement their instructional and home visit plans; (d) demonstrate competence in supporting families; (e) demonstrate competence in communicating and collaborating with program personnel (i.e., para-educators, related service personnel, etc.); and (f) develop, implement and use for instructional planning child progress monitoring procedures. Ongoing meetings with mentor/clinical professional/educator and university supervisors are designed to facilitate both reflective and instructional learning. Participation is required in all seminars held on related content areas throughout the semester.

The student will complete the Early Childhood Unified Kansas Performance Teaching Portfolio (ECU-KPTP) during this student teaching experience.

Kansas Initial ECU Teaching License – Birth thru Kindergarten

The state of Kansas requires the following Practicum experiences to be recommended for license.

- Complete two (2) ECU Practicum experiences
 - Preschool or Kindergarten
 - Infant Toddler
- Course: SPED 739
- Credit hours: 3 hours

- Fall/Spring Hours in sites – 20 hours per week over 14 weeks
- Summer Hours in sites – 40 hours per week over 8 weeks

To obtain an ECU initial teaching license in the state of Kansas the student must receive a **B or above** in both Practicum experiences. Any grades **below a B** for the overall Practicum course will require the student to meet with the ECU Faculty committee to review the program's approval for recommendation of licensure. Also, the state of Kansas requires that the student receive a passing score of **73 or above** on the ECU-KPTP (Kansas Performance Teaching Portfolio). The ECU-KPTP is typically completed during the preschool/Kindergarten practicum.

ECU Master's students must meet the following academic requirements before applying for their Practicum experiences. Pre-requisites for the ECU Practicum include a Bachelor's degree in education or related area, admittance to the Early Childhood Unified Master's program, current enrollment or completion of the appropriate methods course (i.e., SPED 734-Inclusive Strategies and Interventions for Infants and Toddlers or SPED 755-Inclusive Strategies and Interventions for Preschoolers), and recommendation of their advisor.

ECU Practicum Requirements & Procedures

Academic Requirements

ECU students must meet the following academic requirements before applying for their ECU Practicum. Pre-requisites for the ECU (Birth-K) include admittance to the Early Childhood Unified Master's teacher education program and successful completion or concurrent enrollment of SPED 755-Inclusive Strategies and Intervention for Preschoolers and SPED 734-Inclusive Strategies and Intervention for Infants and Toddlers

Application Process

Students must apply for a Practicum setting one semester prior to the experience. While students are asked to indicate various factors that may affect their specific projects, the ECU faculty and the ECU Fieldwork coordinator make the selection of the actual sites and the onsite mentor/clinical supervisor. The ECU Master's program has a number of approved practicum sites that offer a range of excellent experiences for our students. Access to personal transportation is highly recommended since many sites are in neighboring communities and require car travel. For those students with no access to transportation, every attempt will be made to assign them to sites that may be reached via public transportation within the Lawrence community. Students may apply to complete their practicum in their work site.



Step 1: Attend the ECU *Intent to Teach* Meeting.

If enrolling for Fall practicum- attend meeting in February.

If enrolling for Spring or Summer practicum- attend meeting in August/September.

Step 2: Complete *ECU Practicum Application and Intent Form* and bring to the *Intent to Teach* Meeting. *If the student is requesting placement in their work site, complete the *ECU Practicum Special Request Form* to accompany the *ECU Practicum Special Request Form*.

PLEASE NOTE: Students should not contact a teacher, district, school or program to inquire about or arrange placements opportunities.

Step 3: ECU Faculty and Field Experiences staff will meet to review applications and any special requests. Applicant is accepted and a placement recommendation is made to each applicant. Once the student accepts the placement recommendation, the Field Experiences Coordinator submits a formal on-line request to the SOE Field Director.

Step 4: Site accepts request and the student receives an official email confirmation from the SOE confirming the placement.

NOTE: *If either the student or the site does not accept placement, then Steps 3 & 4 are repeated.*

Required Paperwork

ECU: After submitting application, student must complete the following *Required Paperwork* & submit to the ECU Field Experiences Office. All paperwork must be current



- Health Certification and Tb
- Professional Liability Insurance
- Background Check
- Emergency Notification Form
- Introduction Letter
- Resume

Paperwork **must be on file** in the ECU Field Experiences office by the following dates:

By **April 1st** - if Practicum in the Summer

By **July 1st** - if Practicum in the Fall

By **December 1st** - if Practicum in the Spring

NOTE: *If the student completes two (2) Practicums over consecutive semesters, paperwork must be signed/dated to cover both Practicum experiences. This would eliminate the need update professional liability insurance and Tb test.*

Practicum Protocol

Practicum Hours

Fall and Spring Semester:

- Practicum is 14 weeks.
- Minimum hour requirement is 20 hours per week. Classroom settings will be either mornings or afternoons M-F. Home Visit Model can set hours accordingly to Clinical Supervisor's schedule, for example, 2 full days and 1 half day or 5 half days.

Summer Semester:

- Practicum is 8 weeks.
- Minimum hour requirement is 40 hours per week – full time.

Practicum Dates

The student will follow the site's academic, holiday & spring break calendar (not KU's). The student will determine their specific schedule to match the hours of his/her Clinical Supervisor. The student will be expected to follow their Clinical Supervisor's schedule; arriving and departing as they do, attend meetings outside your Practicum hours, evening events, Back-to-School events, Teacher-Parent conferences, IEP meetings and professional development, in service and staff/team/planning meetings.

UEC/ECU Placement Confirmed? Now What?

Make Contact with the Clinical Supervisor

Email Clinical Supervisor

Once placement is confirmed, the student will receive contact information for their Clinical Supervisor. The student may contact their Clinical Supervisor to introduce themselves, attach a letter of introduction, resume and emergency notification form. At this time, the student should make an appointment to visit the site at the Clinical Supervisor's convenience.

Visit the Site

The student should arrange to spend a day (or part of a day) observing in the classroom and meeting the children and staff. Take notes about the classroom, the staff, ask for a copy of the CS's daily schedule and weekly plans to become familiar with the day.

Ask CS what the specific protocols are for signing in, if a school ID/badge is needed, dress code, and any other in-service training or paperwork that needs to be completed before the experience begins. First impressions are important so introductions should be made to the school's Principal or program's Director.

Getting to Know the Site

It is a good idea to do some research about the school, district/program. Check their websites, many teachers have their own website posted that may give valuable information about their classroom (i.e., schedules, philosophy, activities).

Mark Your Calendars!

The semester prior, each student will receive an email letter giving start & end dates for Practicum/Student Teaching, along with the dates for all of the required Seminars and ECU-KPTP Sessions.



Meet Your University Supervisor

At Seminar 1 – *an Orientation* will be held the week prior to the start date of the experience. The student will meet their University Supervisor at that time. During the Orientation, course expectations & requirements will be shared, along with the Projects to be completed.

Getting Ready!

The week before starting your teaching experience, the student will:

- Connect again with the Clinical Supervisor to confirm first day of teaching.
- Send University Supervisor copies of letter of introduction, resume and emergency notification form.
- Complete and submit the *Practicum Student Consent Form*.
- Complete and submit the *Practicum Student Info Sheet*.
- Bb opens. Explore & become familiar with the course.
- Bring a copy of course Syllabus specific for the teaching Model to Orientation-Seminar 1. A Course Syllabi for each Specific Model has been developed listing the Individualized Portfolio Projects that are required for each Model.

Participants Roles & Responsibilities

The Student

Remember They Are a Guest in the site, classroom, homes, school and the community;

- Be professional;
- Maintain confidentiality at all times;
- Comply with the adopted dress code of their assigned site;
- Communicate – be open and honest;
- Refrain from negativity or criticism about previous experiences, Clinical Supervisor, principal or school.
- Talk with University Supervisor if there are any concerns or to get tips on how to deal with a specific issue.



Be the Driver of the Teaching Experience

- Immerse yourself into the experience;
- Take the initiative;
- Seek out opportunities to learn;
- Be a self-starter; ask questions and ask how to help often;
- Coordinate the experience;
- Show enthusiasm & excitement.

Be a Team Player!

- Be an active participant in the teaching experience; seeking opportunities to be part of the environment;
- Build positive relationships with supervisors, with other adults, children, parents and families;
- Develop collaborative and problem solving skills;
 - Set a consistent weekly time to meet/talk individually with the Clinical Supervisor;
 - Set a consistent bi-weekly time to meet/talk individually with the University Supervisor;
- Attend and actively participate in weekly planning & scheduling with Clinical Supervisor;
- Participate in team meetings/school related functions that occur during and outside the classroom;
- Collaborate with Clinical & University Supervisors on projects, sharing work, seeking input, ideas, resources, feedback for improvement to change/implement in the future.

Professionalism!

- Be punctual and follow the site's policies and rules; ask for a school/program handbook - *read it*;
- Use triangular communications with Supervisors; keeping everyone informed;
- *Report all absences to both Supervisors* – follow protocol for reporting at site;
- Be prepared every day;
- All Model Projects are submitted on time and satisfactorily completed;
- Read, reflect and act upon their supervisor's feedback embedding their feedback into current and future project work;
- Continue to collect resources and ideas from Clinical Supervisor, University Supervisor and staff at the site;
- Become a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (children, parents, and other professionals in the learning community), actively seeking out opportunities to grow professionally;
- Turn cell phone off. Do not use cell phone during times in the classroom/site;

- Report any concerns or problems immediately to the Supervisors first; if not resolved in a timely manner, contact the UEC/ECU Field Experiences Coordinator.

This is a Professional Teaching Experience!

- Become familiar with Bb – becoming knowledgeable of location of materials, timeline for teaching, projects, templates, rubrics and evaluations posted for course;
- Know the **MODEL** to follow: what are the expectations for each week. Know what projects due each week – taking the initiative to let the Clinical Supervisor know, asking for his/her input on how to best orchestrate these Projects into the experience;
 - **Classroom Model** – the student will be teaching groups of children in a classroom setting
 - **Home Visit Model** – the student will be primarily conducting visits with infants/toddlers & families in the home or childcare setting.
 - **Alternative Models** – the student will be teaching groups of children attending an alternative teaching philosophy (Montessori, Reggio, PAT, etc.).
- Demonstrate competency to teach over an extended period (planning, implementation, management, progress monitoring and collaborations with other adults and families), and take over the responsibilities of the Clinical Supervisor;
- Self-reflection and dialogue with Clinical & University Supervisors after each observation and evaluation to debrief, ask questions for clarification, identifying your strengths, what went well, areas to work on, grow, and discuss goals and next steps;

Attendance & Absence Procedures

Students are required to attend every day the school is in session with the exceptions of the Education Career Fair and Education Interview Day, which are both excused. Student should arrive at their site when their Clinical Supervisor normally arrives and stay until she/he departs for the day (or depart as determined with your Clinical Supervisor following morning/afternoon sessions). Students also should participate in school activities outside the classroom; school open house, in-service days/professional development, faculty meetings, parent teacher meetings, IEP/ISFP meetings, team meetings and planning.

Illness, accidents and family emergency are the only acceptable reasons for an excused absence. Students with unexcused absences may be withdrawn from the experience.

In case of illness or an emergency situation that will require the student to be absent, he/she must:

- 1) *contact the Clinical Supervisor immediately;*
- 2) *contact the school office immediately;*
- 3) *contact his/her University Supervisor within 12 hours;*
- 4) *contact the Course Instructor/UEC Fieldwork Coordinator within 24 hours*

Any planned absences must be approved ahead of time by both Supervisors and the UEC Fieldwork Coordinator. The student must make arrangements with the Clinical Supervisor, lesson plans must be provided, if required, and the University Supervisor and Course Instructor/UEC Fieldwork Coordinator must be notified prior to the absence.

Fall Experience: Three (3) excused absences allowed, with the exceptions of Education Career Fair.

Spring Experience: Three (3) excused absences allowed, with the exceptions of the KU Education Interview Day.

Summer Experience: Two (2) excused absence allowed.

Absences beyond the excused days allowed, students will need to provide documentation. All other days missed must be made up after the placement period has been completed. Attendance will be factored into your final grade.

Attend Seminar Sessions

- Seminar Sessions are a part of the student's teaching experience and participation is required.
- These sessions are held on Thursdays, 7:10 to 8:30 on both the Lawrence (JRP) and the Edwards campus. The student must enroll in the course on the campus where their plan to sit/attend the seminar sessions. Specific dates will be confirmed during the Semester before the student's teaching/practicum experience begins.
- Seminars are a time for students to come together to talk & share their teaching experiences, learn from each other about their experiences; reflecting on best practices, what is happening in their sites, etc.
- Student are required to be involved in one or more ways relative to bringing any posted materials to Seminar, sharing materials with class members and guests, contributing to discussion and cooperatively participating in groups.
- Any absences must be reported to the University Supervisor and ECU Fieldwork Coordinator and will be factored into your final grade.



Communications with Clinical, University Supervisors and ECU Fieldwork Coordinator

- All communications are to be made through the student's KU email account. If the student does not use their KU email account on a regular basis, then the student is asked to have their KU emails forwards to their preferred email account.
- Emails are the preferred method of communication between the student, Clinical & University Supervisors. If texting is necessary as in reporting an absence or emergency, the student must text all parties then follow up with an email with all Supervisors.

Communications between ECU Fieldwork Coordinator & Faculty

- Bi-Weekly Meetings occur between the University Supervisors and the ECU faculty to discuss students' progress.
- If any issues or concerns arise anytime throughout the teaching experience, the Clinical Supervisor should contact the University Supervisor immediately so that problems can be addressed as quickly as possible.

Problems or Concerns

Most of the time all goes smoothly; however, if problems arise your first point of contact should be your University Supervisor. If the student (or Clinical or University Supervisors) has concerns regarding the student's placement or supervision, the concerned party should contact the ECU Field Coordinator as soon as possible.



The Clinical Supervisor

Thank you for partnering with KU Department of Special Education & the Early Childhood Unified Program! Rock Chalk, Jayhawk!

The Clinical Supervisor plays one of the most important roles in the final stages of teacher preparation. Not only does the Clinical Supervisor help provide direct clinical experiences by inviting the student into his/her classroom/program, but he/she also serves as a teacher and mentor. With the Clinical Supervisor's guidance, the student will enact the responsibilities and tasks of a certified teacher, and further develop a professional attitude that will follow them into their teaching careers.

At this point in the teacher education program, the students are highly trained and ready to enter this new phase of their professional preparation. They have been prepared in the values and principles of ethical conduct particularly as they pertain to interpersonal interactions and confidentiality. They are eager to step into the role of teacher under the guidance and mentorship of their mentor teachers and building administrators. It is the UEC/ECU faculty's expectation that through the field experience and the leadership of the experienced mentor teachers, the students will emerge confident and ready to assume the responsibility for the education of the young child.

Without the expertise of mentor teachers, it is difficult to prepare high quality Early Childhood Education professionals. Their contribution to the education and professional preparation of students is held in the highest regard. This influence and example will profoundly affect the student in their professional practice throughout their career. The faculty of the University of Kansas School Of Education sincerely thanks the mentor teacher and program Principal or Director for invaluable professional expertise! *These professionals will be one of the most, if not the most, important people in the student's learning process.*



KU School of Education Policy for Student Teaching/Practicum Sites . . .

It is the policy of the University of Kansas School of Education that the students *cannot serve as a substitute* for her/his Clinical Supervisor or any other teacher in the school/program, unless they are a certified teacher completing this teaching experience in their work site. In other words, in the event of the Clinical Supervisor's absence, a substitute teacher must be engaged by the school even though the student is present. Additionally, the student may not legally assume full or unassisted responsibility for any activities (field trips, etc.) that take place off the school grounds. The student may assist in these activities but a certified teacher or substitute must be present.

However, the University of Kansas School Of Education highly suggests that the Clinical Supervisor begin leaving the room as soon as she/he feels comfortable with the student's abilities with the children, often the last half of the teaching experience when the student is ready to lead. Often when the Clinical Supervisor remains a constant presence, the children will turn to him/her for instruction and authority instead of to the student. Most schools and school districts allow the Clinical Supervisor to leave the classroom but remain within close proximity

such as in the teacher's work room, library, or office. The student should know at all times where the Clinical Supervisor can be located. These absences from the classroom are something the school and the Clinical Supervisor should discuss before the arrival of the student.

In general, the student *should not be counted in the student / staff ratio* of a classroom or program (again, unless the certified teacher is in their work site). Meaning that a student cannot act as a teacher aid or teacher, if the program is short staffed or a staff person needs to be hired. The student is to be seen as 'an extra' person in the classroom/program allowing the student to shadow the Clinical Supervisor as the teacher and then become the teacher when he/she takes over the Clinical Supervisor role of his/her lead teaching responsibilities. Only when the student is active in the role of the lead teacher would he/she be considered as part of the student/staff ratio, allowing the Clinical Supervisor to leave the room.

Stipends

Clinical Supervisors do receive payment for mentoring a practicum student/student teacher. The money is sent to the school district and is added to the Clinical Supervisor's regular paycheck. For programs not affiliated with a school district, the money is sent directly to the program and distributed as determined by the program. If there are any questions about the payment, these should be forwarded to the Human Resources Office of the Clinical Supervisor's school district or the program's business office.

Letter of Reference

The student may ask the Clinical Supervisor to write a letter of reference for him/her. Most of the time, this is not a problem as the Clinical Supervisor and the student have developed a positive relationship. It is important to note, however, that most school districts now require those applying for positions (in this case the students) to upload their letters of reference to the districts they are interested in themselves. In other words, any letter of reference written for a student will be sent to him/her for uploading to the districts of interest. Therefore, the student will personally receive and be able to read any letter written for them. Some Clinical Supervisors do not feel comfortable with this arrangement. If this is the case, simply decline and suggest that they think someone else would be a better choice as a reference.

Some students will ask to use a Clinical Supervisor as a reference. In these cases the Clinical Supervisor's name and contact information is sent to the school district. The school district will then send an evaluation form via email that can be filled out and filed electronically with the school district. If there is concern about the student seeing the evaluation, check the form for an indication that the person requesting the reference has waived his/her rights to see the evaluation.

Role of the Clinical Supervisor

- To be a mentor, support and advocate for the student – to be their cheerleader;
- To work together collaboratively to achieve a positive experience for the student;
- To share knowledge about teaching and resources with the student;
- To provide honest feedback; celebrating successes, sharing challenges and areas to improve, setting goals and next steps to ensure learning and confidence as the student prepares for his/her future as an early childhood professional;
- Build positive and supportive relationships with the student and University Supervisor;
- To meet with the student during a consistent time each week to nurture the relationship;
- Keep everyone informed. Use the triangular method of communications;
- To problem solve with the student on any concerns or problems during their experience;

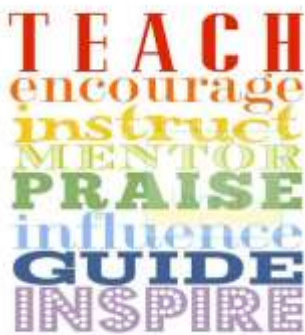
- To share about the children's goals/intervention targets, curriculum, classroom environment & management, activities, individual programs, adaptations and modifications, progress monitoring/data collection systems;
- To collaborate on the student's projects, sharing input, ideas, resources and constructive feedback;
- To coordinate and plan with the student for teaching and leading opportunities, allowing the student to actively participate in reading children's files, prep, planning, implementation, progress monitoring, staff delegation/team collaboration, parent/family communications & interactions, working with other service providers and being invited and attending appropriate meetings.
- To provide frequent on-going feedback about the student's experience, professionalism, expectations, and teaching throughout the experience;
- As a team, the Clinical Supervisor, the University Supervisor and the student, can modify/change projects, due dates, as appropriate, to accommodate/individualize in the site or for the student.
- If the Clinical Supervisor (or student or University Supervisor) has concerns regarding the student's placement or supervision, the concerned party should contact the ECU Field Coordinator as soon as possible.

Communications with the Student & Supervisor

Providing Confidential Information about Children & Families

Sharing information, reviewing classroom/program and individual children's educational files, assessments, IFSP's, IEP's and reports is an important part of learning about the children and families the student will be working with. The student will benefit by getting to know the children better and learning about the children's individual educational needs. This information will help in developing instructional lessons to accommodate each child. Students understand this is a privilege and will maintain confidentiality at all times.

**If site requires consent to review child's educational files and share information with the student and University Supervisor, then both should sign the site's consent form. If a consent form is needed, the Field Experiences Coordinator will provide a form the site can use. Discuss with University Supervisor right away if there are concerns about the student/University Supervisor having access or sharing information.*



Weekly Meetings

Weekly meetings should be conducted with the student to thoroughly discuss progress, provide frequent, honest and constructive feedback. Without this feedback, some students become nervous and confused and think they are doing everything wrong. The Clinical Supervisor should help the student correct what needs improvement and share with them the things that are positive. This meeting is also a time for the student to share their projects, to gather the Clinical Supervisor's input and feedback on their Projects, to ask questions about their role in the classroom, and to discuss expectations, responsibilities, and clarify about their teaching experience.

Initial Meeting

An Initial Meeting should be held within the first or second weeks of the semester with the student, Clinical and University Supervisors. Discussions should center on building a positive collaborative relationship to mentor, support, build confidence and encourage success, along with a discussion about the Clinical Supervisor's

teaching expectations, the University Supervisor's expectations, review projects, share university policies on attendance and acting as substitutes, answer any questions, and clear up any confusion.

On-going Guidance & Feedback

Support and opportunities for communication should be frequent and continue throughout the teaching experience with the University Supervisor and the student building a positive and nurturing relationship to promote a successful practicum for the student. This relationship is a triangular one; between the student, Clinical Supervisor and University Supervisor where together they keep everyone informed; celebrating successes, sharing challenges and areas to improve, setting goals and next steps to ensure learning and confidence as the student prepares for his/her future as an early childhood professional.

Formal feedback is conducted between the student and the Supervisors after each observation & evaluation is completed to debrief, ask questions for clarification, share strengths, areas of need and set next steps.

Informal feedback and conversations between the Clinical Supervisor the and student should continue during their weekly meetings to provide the student with information on how the experience is going, what the student's strengths are and their areas of growth, goals and next steps so the teaching experience builds confidence and a feeling of success as the teacher.

The University Supervisor

The University Supervisor is the liaison between the ECU program, the site and the student. He/she will work closely with both the Clinical Supervisor and student providing guidance, resources and support to ensure the practicum experience is coordinated to meet the course expectations and requirements. Building positive relationships is the University Supervisor's primary goal. The University Supervisor will frequently check in to ask how the field experience is going; gathering feedback about the experience and ways to improve and build confidence in the student's teaching skills and further enhance their professional skills in self-reflection and as a lifelong learner.

Role of the University Supervisor

- To be a mentor, support and advocate for the student – to be their cheerleader;
- To work together collaboratively with the Clinical Supervisor to achieve a positive experience for the student;
- To share knowledge about teaching and resources with the student;
- To provide honest feedback; celebrating successes, sharing challenges and areas to improve, setting goals and next steps to ensure learning and confidence as the student prepares for his/her future as an early childhood professional;
- Build positive and supportive relationships with the student;
- To meet with the student during a consistent bi-weekly time to nurture the relationship;
- Keep everyone informed. Use the triangular method of communications;
- To problem solve with the student on any concerns or problems during their experience;



- Work with the Clinical Supervisor to share about the children's goals/intervention targets, curriculum, classroom environment & management, activities, individual programs, adaptations and modifications, progress monitoring/data collection systems;
- To collaborate on the student's projects, sharing input, ideas, resources and constructive feedback;
- To coordinate and plan with the student and Clinical Supervisor for teaching and leading opportunities, helping the student to be an active participant in reading children's files, prep, planning, implementation, progress monitoring, staff delegation/team collaboration, parent/family communications & interactions, working with other service providers and being invited and attending appropriate meetings;
- To provide frequent on-going feedback about the student's experience, professionalism, expectations, and teaching throughout your experience;
- As a team, the Clinical Supervisor, University Supervisor and the student, can modify/change projects, due dates, as appropriate, to accommodate/individualize in the site or for the student;
- To notify the ECU Coordinator immediately of any concerns regarding the student's placement or supervision and bring any questions and concerns to the scheduled University Supervisor meetings.

Communications with the Student & Supervisor

Preliminary Communications

Initial contact between Clinical Supervisor and University Supervisor should be in the form of an email. The University Supervisor should introduce him/herself and briefly describe the roles and responsibilities of the University Supervisor, share their contact information and set the stage for a successful relationship. The initial contact between the University Supervisor and the student will take place at or before Orientation-Seminar 1.

Bi-weekly Meetings

Bi-weekly meetings should be conducted with the student to thoroughly discuss progress, provide frequent, honest and constructive feedback. The University Supervisor should help the student correct what needs improvement and share with them the things that are positive. This meeting is also a time for the student to share their projects, to gather the Supervisor's input and feedback on their Projects, to ask questions, and to discuss expectations, responsibilities, and clarify about their teaching experience. Together, the student and supervisor will set goals, share successes and challenges.

On-going Guidance & Feedback

Support and opportunities for communication should be frequent and continue throughout the teaching experience with the Clinical Supervisor and the student building a positive and nurturing relationship to promote a successful practicum for the student. This relationship is a triangular one; between the student, Clinical Supervisor and University Supervisor where together they keep everyone informed; celebrating successes, sharing challenges and areas to improve, setting goals and next steps to ensure learning and confidence as the student prepares for his/her future as an early childhood professional.

Formal feedback is conducted between the student and the Supervisors after each observation & evaluation is completed to debrief, ask questions for clarification, share strengths, areas of need and set next steps.

Informal feedback and conversations between the University Supervisor and student should continue during their bi-weekly meetings to provide the student with information on how the experience is going, what the

student's strengths are and their areas of growth, goals and next steps so the teaching experience builds confidence and a feeling of success as the teacher.

Student Teaching/Practicum Grading

The Clinical and University Supervisors' input and feedback is valued and an important factor in determining the student's grade. As one knows, assigning a grade in a teaching experience is very different than assigning a grade in a course that are based on completing projects. Many factors are considered when one is completing their *Professional Teaching Experience*; work ethics, professionalism, collaboration, working with others; children, families/parents, staff, para educators, other service providers, administrators, community leaders, to mention a few..., interacting/coaching/teaching children & families, respecting differences, accommodating learning, understanding & knowledge of child development, being flexible & willing to change, listen and problem solve, providing direct interventions, implementing teaching strategies, developing plans, activities, programs, taking notes, collecting data, writing reports, evaluations, assessments, and the list could go on and on.



To obtain an ECU initial teaching license in the state of Kansas, the student must pass the ECU-KTP and receive a B or above in the Student Teaching/Practicum experience. A non-passing score on the ECU-KTP and/or any grade below a B for the overall Student Teaching/Practicum course will require the student to meet with the ECU Faculty and Field Experiences Coordinator to review the program's approval for recommendation of licensure.

Factors Considered for Final Grade

Grades for SPED 439 and SPED 739 are based on the following factors, along with *continual collaboration with the Clinical Supervisor, University Supervisor and ECU faculty and staff* who throughout the semester discuss each student's experience and their progress and *together will determine each student's final grade*:

- ✚ Bi Weekly meetings with ECU faculty, staff and University Supervisors, along with frequent communications with the Clinical Supervisor, occur throughout the semester to discuss each teaching experience and to collaborate on each student's experience and their progress;
- ✚ All Model Projects are submitted on time and satisfactorily completed demonstrating competency of a beginning teacher as determined by the University Supervisor. *Students are to read, reflect and act upon their supervisor's feedback embedding their feedback into current and future project work.* US can ask students to revise projects to reach a satisfactory level of a beginning teacher;
- ✚ Teaching requirements and expectations are satisfactorily completed and met demonstrating competency of a beginning teacher in teacher's prep, planning, implementation, data and follow up reflection of activities and lead teaching;
- ✚ Satisfactory observation notes from Clinical Supervisor and University Supervisor, *with the student being reflective and thoughtful about their personal teaching successes, challenges, strengths, areas of growth, goals and next steps for gaining in their skills as a confident beginning teacher*;
- ✚ The Early Assessment Evaluation, Mid Term & Summative Evaluation completed by the Clinical Supervisor and the Summative Evaluation completed by the University Supervisor *demonstrating a level of competency as a beginning teacher*;

- ✚ The student's growth and initiative. Self-reflection and motivation to accept constructive feedback from Supervisors to change and polish their skills (written work and implementation with adults/children/families) as a teacher and a lifelong learner;
- ✚ Professionalism (i.e. attendance, actively participating in your site, interactions with children, families, staff and other professionals, becoming part of the team, collaboration and problem solving skills, attitude, initiative, following policies set forth in your site, etc.); and
- ✚ The University Supervisor and Clinical Supervisors' frequent communications discussing each student and their progress within their site, preparation & scheduling, interactions with children, staff, families, leading & management skills, progress monitoring & reporting, all roles of the Clinical Supervisor, professionalism, ability to be a team member within site; includes weekly & bi-weekly meetings with each student (face-to-face or Skype).

Professional Teaching Experience



The most important component of the Practicum experience is the professional teaching. As part of the professional teaching experience, the student will demonstrate the teaching standards and competencies by taking over the role and responsibilities of the Clinical Supervisor as the lead teacher in the site as soon as he/she is ready. Typically, the Practicum progression in Weeks 1-3 is learning about their role, setting & children. In Weeks 4-8, the student will practice teaching and building up confidence to full lead teaching during Weeks 9-13.

Projects and Teaching Requirements

All students will complete the Five (5) On-Going projects. Other Planning and teaching projects are specifically designed for the type of model you are assigned to. Students will prepare written lesson plans and lead activities, visits during the experience.

Due Date: for all Projects is Sunday by 5 p.m. of the suggested week.

Follow the Course Timeline *which provides a detailed weekly overview of the course expectations, meetings & project due dates*. The timeline is posted on Bb under the appropriate model.

All Projects will be reviewed and constructive feedback provided from Clinical and University Supervisors.

Students are to read, reflect and act upon their supervisor's feedback embedding their feedback into current and future project work. All projects are to be satisfactory (S) completed and submitted on time as determined by the University Supervisor.

Evaluation & Observation Process

It is important that the Clinical and University Supervisors provide frequent feedback to the student. Ideas shared in the evaluation process will help him/her more clearly understand and improve upon appropriate teaching methods. Feedback is shared through two formal methods; 1) formally observing the student and providing written Narrative Observation notes, and 2) completing formal Evaluations at different intervals throughout the semester, along with frequent informal feedback during weekly and biweekly meetings. Both observations and evaluations will be one of the factors in determining the student's overall grade.

Evaluation Process

Evaluations are completed to measure the student's progress throughout the practicum experience. Following each evaluation, a follow up reflection conference will be held between the student and Supervisor who completed evaluation to provide feedback and instill an honest conversation about the student's progress, areas of strength and areas of growth.

The following Evaluations are completed by the Clinical Supervisor:

- Early Assessment Evaluation – measures how the student is adjusting during the first weeks at the site.
- Mid-Term Evaluation – measures how the student is progressing on the teaching competencies the first half of the teaching experience; identifying areas of strength and growth.
- Summative Evaluation – measures the student on overall teaching competencies measured throughout the practicum experience.

The following Evaluation is completed by the University Supervisor:

- Summative Evaluation – measures the student on overall teaching competencies measured throughout the practicum experience.

The University Supervisor will email the evaluations to the Clinical Supervisor one week prior to the date the evaluation is due. The Clinical Supervisor has the option to complete either the hard copy presented at the Initial Meeting or the electronic copy emailed by the University Supervisor. After the Supervisors review the evaluation with the student, the student will post a copy of the completed evaluation on Bb. Copies of these evaluations can be found in the Appendix of this Handbook.



Observation Process

Formal Written Observations

Throughout the teaching experience, observations are to be completed by both the Clinical and University Supervisors in order to provide feedback to the student about his/her practicum experience. These observations can be teaching a small group, large group or home visit, leading a team meeting, completing an assessment or any other opportunities determined by the Clinical and University Supervisor. The Supervisor will then conduct a follow up reflection conference with the student to give feedback, ask questions for clarification, share strengths, areas of need and set next steps.

The observations will be documented using the Narrative Observation Form located in the Appendix of this Handbook. After the Supervisors review the observation notes with the student, the student will post a copy of the notes on Bb.

Schedule of Formal Written Observations

Each Semester

- Clinical Supervisor will complete two (2) formal written observations.
- University Supervisor will complete four (4) formal written observations.

Informal Observations

Each Semester

- Clinical Supervisor will complete on-going informal observations during the student's teaching experience.
- University Supervisor will complete an informal observations prior to or after the Initial Meeting



Early Childhood Unified-Kansas Performance Teaching Portfolio (ECU-KPTP)

Overview

During the student's experience, the student will complete the KU Early Childhood Unified Kansas Performance Teaching Portfolio. The ECU-KPTP is designed to provide each student with an opportunity to demonstrate how they use contextual factors of young children and their families within the teaching experience setting to design and implement supports and interventions. The student will demonstrate their understanding of four (4) specific Tasks within the ECU-KPTP. These four (4) Tasks include:

- Task 1: Contextual Information & Learning Environment Factors
 - In this Task, the student will demonstrate their understanding of the children and families they serve and how child characteristics are used for planning instruction and establishing an environment conducive to learning.
- Task 2: Identifying Early Childhood Curriculum and Aligning Curriculum with Kansas Early Learning Standards
 - In this Task, the student will demonstrate their understanding of the theoretical perspective of the curriculum being implemented in their site and of the developmentally appropriate learning standards set forth in the Kansas Early Learning Standards (KELS) and the process for aligning these standards with the curriculum-based instructional activities and routines planned in the classroom.

- Task 3: Task 3. Designing an Assessment Plan
 - In this Task, the student will demonstrate their understanding of procedures for monitoring children’s learning and development as they engage in the curriculum; monitoring individualized/targeted child goals that are addressed through the general curriculum assessment; and conducting an evaluation of the effectiveness of the site’s program/classroom.
- Task 4: Planning, Implementing, Monitoring Progress and Reflecting on Instruction
 - In this Task, the student will demonstrate their understanding of how to create, and implement a Weekly Plan and Activity Plan that are developmentally appropriate and align learning standards with the classroom’s curricular objectives; demonstrate their capability to address children’s individualized learning needs; critically examine and reflect on their teaching performance during their teaching experience and the plans created and implemented; and evaluate their commitment to lifelong learning and future strategies they will employ to support goals.

Each student will receive an ECU-KTP booklet at Orientation/Seminar 1. The student will be enrolled in a designated Bb course called ECU-KTP. This Bb course will house the requirements, the ECU-KTP template that will be used when completing the document and a submission folder for turning in the ECU-KTP. The ECU program will hold two (2) training sessions to review the requirements and expectations for completing the ECU-KTP. Each student will complete the ECU-KTP during their teaching experience over the course of the 14-week experience. The ECU-KTP will be due the last week of the student’s teaching experience.

For additional information regarding UEC Student Teaching or ECU Practicum Experiences contact:

UEC/ECU Field Experiences Coordinator
 Sue Lanyon – 503 JRP / 270Q RH
 785-864-0740 (o)
slanyon@ku.edu

OR Assistant Field Experiences Coordinator
 Sally Hare-Schriner – 501 JRP
 785-864-0692 (o)
shareschriner@ku.edu

Fax Number – 785-864-4149 (please include cover sheet)

Glossary

UEC: Unified Early Childhood Education prepares individuals as teachers in both special and regular education settings for children ranging from birth to age eight. The program combines general education courses and professional education coursework with multiple field experiences in early childhood settings and elementary classrooms. The Unified Early Childhood (UEC) Program content knowledge and performance goals are aligned with the Kansas teacher licensure standards for the ECU birth through 3rd Grade (age 8) content area and the professional education standards.

UEC Student Teaching: The 14 weeks, full time M-F professional teaching experiences required of the undergraduate UEC student during the spring semester of their senior year.

ECU: Early Childhood Unified (“unified” refers to the unification of general early education and early childhood special education knowledge and skills with a single early childhood preparation/credential) This program prepares early educators as leaders requiring that all candidates understand the complexities of today’s

educational system and its diversity. The Early Childhood Unified (ECU) Master's Program content knowledge and performance goals are aligned with the Kansas teacher licensure standards for the ECU birth through kindergarten (age 6) content area and the professional education standards.

ECU Practicum: One of two semester long professional teaching experiences required of the ECU Master's student. Fall/Spring semester is 14 weeks, 20 hours per week and Summer session is 8 weeks, 40 hours per week.

Field Experience: For the purpose of this document, it refers to the experience within the UEC-Student Teaching and/or the ECU Practicum.

Placement Program/District: A public or private school, program or agency that provides facilities for professional field experiences and student teaching/practicum in the Early Childhood Unified program.

Student: refers to either the UEC Student Teacher or ECU Practicum student, who is studying to be a teacher and who, as a part of their training, observes classroom instruction and does closely supervised teaching in an approved early childhood site. The student reports to the ECU Program assigned University Supervisor.

Clinical Supervisor: One who is a highly qualified teacher or provider who works with young children (birth – 5 years) and families. The Clinical Supervisor plays one of the most important roles in the final stages of teacher preparation. Not only does the Clinical Supervisor help provide direct clinical experiences by inviting the student into his/her classroom/program, but he/she also serves as a teacher and mentor supervising the student teaching/practicum. The Clinical Supervisor is sometimes referred to as the Cooperating Teacher or Mentor Teacher.

University Supervisor: The KU School of Education's representative who is responsible for supervising the student teacher/practicum student. The University Supervisor (US) is the liaison between the ECU program, the site and the student. He/she will work closely with both the Clinical Supervisor and student providing guidance, resources and support to ensure the practicum experience is coordinated to meet the course expectations and requirements.

Coordinator of Fieldwork Experiences: The KU Early Childhood Unified instructor of record for the student teaching/practicum courses. This individual develops the curriculum and syllabi, and coordinates and assists the University Supervisors as they observe and work with the students. This person coordinates the placement of students in the student teaching/practicum program for all UEC and ECU students. The coordinator acts as a liaison between the KU School of Education, the Early Childhood Program and the cooperating school/district/program placements.

Written Formal Observation: An observation meant to provide feedback to the student about his/her teaching and related teaching skills. The University Supervisor observes student teachers 3 times during the fall and spring semesters and 2 times during the summer. The Clinical Supervisor observes twice in the fall, spring and summer. The Supervisor will then conduct a follow up reflection conference with the student to give feedback, ask questions for clarification, share strengths, areas of need and set next steps.

Evaluation Process: Evaluations are completed to measure the student's progress throughout the practicum experience. Following each evaluation, a follow up reflection conference will be held between the student and Supervisor who completed evaluation to provide feedback and instill an honest conversation about the student's progress, areas of strength and areas of growth

- *Early Assessment Evaluation:* By the end of the third week of the student teaching/practicum of the fall, spring and summer, the Clinical Supervisor will complete the Early Assessment Evaluation measuring how the student is adjusting during the first weeks in site.
- *Mid Term Evaluation:* Completed during Week 7 of the fall and spring semesters, the Clinical Supervisor will complete the Mid Term Evaluation measuring how the student is progressing on the teaching competencies the first half of the teaching experience; identifying areas of strength and growth.
- *Summative Evaluation:* At the end of each placement period, the Clinical Supervisors and University Supervisors will complete a Summative Evaluation. This assessment reflects the work from the overall student teaching/practicum experience and is included as part of the final grade and program evaluation.

Seminar: a required class meeting tied to the student teaching/practicum experiences that meet 5 times during the semester.

ECU-KPTP: The Early Childhood Unified-Kansas Professional Teaching Portfolio (ECU-KPTP) is one of the documents required by the State of Kansas Department of Education for a teacher candidate to complete to be awarded an Initial Teaching License. Both a Student Teacher and Practicum student will complete this document. It will be completed during the UEC-Inclusive Preschool Student Teaching experience and preferably during the ECU Inclusive Kindergarten/Preschool Practicum experience.

Website Information

KU School of Education: <http://www.soe.ku.edu/>

KU Department of Curriculum and Teaching B.S.E. in Unified Early Childhood:

<http://ct.ku.edu/academics/teacher-education>

KU Department of Special Education Master's in ECU:

<http://specialedu.ku.edu/academics/early-childhood-unified/masters-degree/overview>

Kansas State Department of Education: www.ksde.org

Kansas Early Learning Standards: <http://www.ksde.org/Agency/Division-of-Learning-Services/Early-Childhood-Special-Education-and-Title-Services/Early-Childhood>

Division of Early Childhood (DEC): <http://www.dec-sped.org/>

DEC Recommended Practices: <http://www.dec-sped.org/dec-recommended-practices>

Licensure Office: <http://soe.ku.edu/students/graduation/licensure>

University Career Center: <http://career.ku.edu/>

Praxis: www.ETS.org

Praxis Help: www.praxisprepinfo.com

Kansas Teaching Jobs: <http://beta.kansasteachingjobs.com/>