



# **Early Childhood Education**

## **PRACTICUMS & OBSERVATIONS**

**SUPERVISING SITE &  
STUDENT HANDBOOK**

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## WEST SHORE COMMUNITY COLLEGE

**Vision Statement:** Our vision is to be one of America's premier community colleges, driven by a passion for:

- Assuring student success;
- Serving our entire community; and
- Pursuing greatness.

**Mission Statement:** is to make our community a better place in which to learn, live, work, and prosper.

**Core Values:** West Shore Community College values people first. As we pursue greatness, we are guided by these values:

- **LEARNING:**  
Creating opportunities for gaining core abilities, workplace skills, and lifelong personal growth.
- **INTEGRITY:**  
Honoring our commitments and promises with openness and mutual respect.
- **EXCELLENCE:**  
Striving for greatness through a positive attitude and continuous improvement.
- **INCLUSIVENESS:**  
Building community through teamwork, collaboration and outreach.
- **CREATIVITY:**  
Opening our minds and the minds of our students to infinite possibilities.

### **Core Abilities for a Student Set Forth by WSCC:**

- **Communication:**  
*The presentation, comprehension, and principled exchange of information and meaning*
- **Critical and Creative Thinking:**  
*The disciplined, active search for meaning, connection, and synthesis across a range of ideas, information, and contexts*
- **Professionalism and Information Competence:**  
*Responsible and appropriate behavior, skill level, information gathering, and problem-solving in the workplace and in technological applications*

### **Early Childhood Education Conceptual Framework:**

The core standards are a combination of the culture of *WSCC ACES the pulse of ECE* and the 2010 NAEYC Standards for Early Childhood Professional Preparation Programs

1. **(A) Advocacy-** student's ability to demonstrate and model evidence-based championing and decisions in relation to the guiding principles of early childhood development.

2. **(C) Core abilities** for ECE practitioner preparation. These core abilities are a set of common expectations for professional knowledge, skills, and identity in the Michigan Core Knowledge Core Competencies (CKCC) eight core areas. In addition WSCC's has a set of core abilities for graduates. They are professionalism, critical thinking, and writing. Together these express the early childhood professionals skill set.
3. **(E) Ethics** in conjunction with diversity and inclusion. In accordance with the NAEYC Code of Ethics in respect to and for children, their family, community, and colleagues. WSCC programming looks at and defines the field of ECE as birth through age 8, preparation of individuals as practitioners, advocates, and public policy makers.
4. **(S) Standards** with an emphasis on for ECE practitioners in Michigan Early Childhood Standards of Quality- Early Learning Expectations (ELE) for preschool children and Early Development and Learning Strands for infant and toddlers. Both documents have child learning standards and programming standards.



## PRACTICUM LETTERS

Dear Supervising Site & Lead Teacher:

The faculty within West Shore Community College (WSCC) has created this handbook for you and the students. WSCC hopes it will communicate and clarify expectations and requirements for those involved in our practicum and observation programs.

On behalf of the faculty and students, within the Early Childhood Education program, I would like to extend a sincere thank you to each of you for hosting one or more of our students within your classroom(s) and for assisting us, WSCC, with meeting our vision of giving hands-on experience for future teachers. At WSCC we recognize that our supervising sites & teachers play a significant role in the lives of our college students. And for that we value your expertise, input, and support of our program. As a role model, you provide an invaluable learning experience for our students relative to developmentally appropriate practices.

The practicum and observational experience reflects our department's conceptual framework based off of the National Association for the Education of Young Children. Please feel free to share with me any recommendations you may have to improve our practicum & observational experiences for both you and our students.

Once again, thank you for your professionalism, dedication to young children, and your support of our program.

Sincerely,

Lisa Morley  
WSCC Professor  
Early Childhood Education  
231-843-5901  
lmmorley@westshore.edu





Dear Student:

The West Shore Community College practicum and observational programs is committed to providing you with an opportunity to apply what you have learned in your course(s) to authentic classroom settings.

Each time you enter a supervising site program you will be expected to adhere to NAEYC's Code of Ethical Conduct and your signed Confidentiality Agreement. A professional manner in the field is mandatory.

Also, WSCC's early childhood education AAAS degree program teaches developmentally appropriate practices for early learning. It is our belief that as a WSCC student you will conduct yourself, with young children, in the field by encouraging respect for diversity, promoting a child's uniqueness, and all learning is age and individually appropriate.

Please feel free to contact me, Lisa, if you have any concerns or questions regarding the practicums or observations. I look forward to working with you.

Sincerely,

Lisa Morley  
WSCC Professor  
Early Childhood Education  
231-843-5901  
lmmorley@westshore.edu

<b>OVERVIEW OF EARLY CHILDHOOD PROGRAM</b>
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**Faculty:**

<b>ACADEMIC DEAN:</b>	<b>PHONE</b>	<b>EMAIL</b>
Christy Christmas	(231)843-5834	cchristmas1@westshore.edu

<b>FULL-TIME FACULTY:</b>		
Lisa Morley, MA	(231)843-5901	lmorley@westshore.edu

<b>ADJUNCT INSTRUCTORS:</b>		
Holly Karlsen, MA	(231)-848-9722	hkarlsen@westshore.edu
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**Required Early Childhood Courses:**

**ECE 101 Introduction to Early Childhood Education - 4 credit hours**

Emphasizes the introductory disciplines of Early Childhood Education professions (i.e. Head Start). Familiarizes students with current state licensing regulations and the foundations of applied theories relative to developmentally appropriate practices.

**ECE 120 Early Childhood Education & Child Care I - 7 credit/10 contact hours**

Investigation and study of principles and concepts of child development and child care. The focus is on the understanding of principles and concepts underlying the theories of early childhood education. Skills in each functional area of CDA (Child Development Association) Competency Standards will be covered.

**ECE 121 Early Childhood Education & Child Care II - 7 credit/ 10 contact hours**

Continuation of the study of principles and concepts of child development, child care, and early childhood education. Skills in the 10 required CDA Competency standard areas will be covered. To apply for CDA certification, the student will have 5 years to complete the additional 280 hours of experience working with children.

**ECE 125 Early Childhood Education Activities - 3 credit hours**

Focus on a knowledge and understanding of the principles and patterns of developmentally appropriate practices for classroom instruction of infant through eight-year old children, on the classroom environment and the effects of the domains on learning. Will demonstrate an understanding about the quality of each developmental stage and how growth can be encouraged. A hands-on approach to the age appropriate practices of today.

**ECE 130 Childhood Development for Early Childhood Education - 3 credit hours**

Study of human growth and development from conception through the first eight years. Included are concepts of physical, cognitive, emotional, language, and literacy



developments as well as how the environment from family to school affects the self-concept and motivation for the full potential of the child.

**ECE 132 Promote Early Literature & Language Development - 3 credit hours**

This course will focus on early literacy - its definition, differing philosophies and activities that may be done to promote the topic of early literacy, or how young children learn to read and write. It will also assist those working with young children to understand the importance of creating a literate environment for young children and aid in the understanding of the role of adults in promoting early literacy.

**ECE 135 Current Issues Early Childhood Education - 3 credit hours**

(Introduction to Early Childhood Education) This course will help students become aware and knowledgeable about the current issues that face early childhood education. Issues may include: developmentally appropriate practice, brain development research, child care issues, special needs, and at risk children, rights of parents, kindergarten entrance, diversity, appropriate nutrition, etc.

**ECE 150 Infant and Toddler Care - 3 credit hours**

(Introduction to Early Childhood Education) Provides an intense look at the special needs of infants and toddlers and methods of designing and implementing appropriate programs. Classroom arrangement, charting, and curriculum planning. Discussion on methodology of working in a classroom environment and management. Curriculum planning, age appropriate domains and implementing proper care for a positive learning environment.

**ECE 250 Administration of Early Childhood Education Facilities - 3 credit hours**

Focus on the essential organization, planning, operations, and ongoing quality improvement of childcare facilities. Licensing, structure and accreditation standards are covered. Discussions on child advocacy, importance of high quality childcare and a positive working environment.

**WSCC Early Childhood Education; Required Courses  
Practicum or Observation Chart**

COURSE	PRACTICUM	OBSERVATION
ECE 101		X
ECE 120	X	
ECE 121	X	
ECE 130		X
ECE 132		X
ECE 150		X
ECE 250		X

## **OBSERVATIONAL PLACEMENT EXPERIENCE**

### **Anticipated Levels of Observational Involvement:**

WSCC students are continually learning the techniques of observing and recording children's development. An observational student will need to sit on the sidelines to complete running records of a child(ren) without interruption, they will not be participating in classroom routines. WSCC students are required to call supervising sites and ask for permission to observe in the classroom. See Appendix G for agreement form. Policies and procedures for observational students are as follows:

### **Observational Placement Policies:**

Student in ECE 101, 125, 130, 132, 150, & 250 are required to select an early childhood observational site to complete an observation of a particular child or facility. The Student Site observational policies are below.

#### **Observational Site Responsibilities:**

- Lead Teacher have at least a CDA or associates level degree in ECE
- Have three years' experience with the age group
- Answer WSCC students questions pertaining to policies/procedures of the sites program
- Sign observational time card for student observation
- Agreeing to allow a student from WSCC ECE program is understanding that this observation is for instructional teaching methodologies either on programming or an individual child's development- all information conveyed in WSCC's classrooms is kept in the strictest of confidentiality

#### **Observational Students Responsibilities:**

- Call ahead to facility for approval of observation, time(s), day(s), classroom, etc...
- Tell Lead Teacher of type of observation, i.e. language, environmental, etc.
- Professionalism: arrive on time, sign in to school office, dress appropriately, limit interactions with child
- Come prepared for taking observational notes

#### **Liability:**

During practicums and observations the site supervisor(s) (agreed upon facility for the practicum & observation) are at all times responsible for the safety and well-being of the children in their care. During the practicum program only, a WSCC student is progressively taking on more of a lead role within the practicum's classroom, with this stated the site/facility maintains all liability for the safety and care of the children.

## **Expectations:**

### **Attendance:**

Students are expected to be punctual and are not to be absent from their practicum for any reason other than serious illness. Supervising site & student agree upon practicum times & days of the week, this may need to be altered after the holiday break between semesters.

### ***Absence***

Students are required to notify/contact their supervising site immediately to inform them of their absence. The student is responsible for making up the practicum time in conjunction with the supervising site approval.

### ***Tardiness***

Students are required to be punctual for their practicum. With that stated that means you arrive at least 5 minutes prior to scheduled time. During the 5 minutes you hang your coat up, wash your hands, and prepare to work with children.

### ***Logging of Hours:***

The log of hour's sheet is an official record of each practicum session. It should be signed by your supervisor at the end of each session. The student must record his/her arrival and departure time in actual hours and minutes. This is the **student's** responsibility.

### **Alone with Children:**

For the safety of all, WSCC students should never be left alone with children. Any students or supervising sites with concerns about this issue should contact WSCC full-time faculty about this immediately.

### **NAEYC Code of Ethics:**

Each WSCC student enrolled in Early Childhood courses accepts full responsibility of his/her ethical behavior as defined by the National Association for the Education of Young Children- Code of Ethical Conduct, which includes demonstrating a professional behavior. (See Appendix A)

### **Dress Code:**

WSCC students should consider the types of clothing and accessories worn during the practicum and should dress accordingly to working with particular age groups of children and that you, the student, will be working on the floor with children, and expected to participate with children both indoors and out. WSCC students need to be aware that they will be lifting and bending over children- so watch for personal exposure. A student may be asked to change or leave a supervising site if dress attire and/or personal hygiene are not to supervising sites expectations.

**Confidentiality:**

Both supervising site and WSCC student(s) need to understand that young children have not yet developed a sense of judgment about the difference between information that can be shared about their families and information which properly stays within the family. Very often young children are the source of much gossip, much conversation about the private lives of their families. Teachers and caregivers unwittingly become the receivers of shared confidences both from children and their parents. It is critical that children's and parents' confidences are not repeated to other teachers, to the caregivers' friends, or families.

WSCC stresses the importance of protecting the rights and privacy of children and community members, their families, and supervising site teachers. The practice of maintaining the confidentiality of verbal information and written records is a basic policy of our center. This practice is in accord with one of the primary ethical principles of professional behavior in early childhood settings. The identity of children and their families should be revealed only in cases of professional necessity such as in child abuse or neglect, developmental records, special family circumstances.

Before a WSCC student is placed with a supervising site they have read NAEYC's Code of Ethical Conduct and have signed a Confidentiality Agreement (See Appendix C). With this stated both the student and supervising site need to recognize that this is preparation practicum and that information within a WSCC student classroom may be discussed during our class lectures- this is not for gossip but used as a "teachable moment" for our college students. During college lecture when a WSCC student refers to their classroom they only refer to the age group of child, center or family care, and what happened. All other WSCC students understand that what is discussed within the WSCC lecture classroom cannot be discussed outside the classroom with anyone, otherwise disciplinary action will take place.

**WSCC ID Badges:**

All WSCC students are to wear a WSCC ID badge during practicum. This ID badge is available and free to all WSCC students in the Student Service offices, in the campus center.

## PRACTICUM PLACEMENT EXPERIENCE

### **Anticipated Levels of Practicum Involvement:**

During the practicum a WSCC student, in general, should fully participate and assist with classroom routines as much as possible. At the beginning of the practicum a WSCC student should expect direction from lead teacher and consider themselves as an aid in the classroom. As the semesters progress, at the discretion of supervising site teacher, a WSCC student should take initiative, be helpful, take time to seek supervising site teacher, and anticipate increasing role responsibilities within the classroom. A WSCC faculty member will do three (3) evaluations on you during your practicum. These are progressive evaluations in which you do your final evaluation as the lead teacher with approved (from supervising site teacher) lesson plan conducted. See Appendix F for agreement form. Policies and procedures for practicum students are as follows:

### **Suggestions for Success in Practicum**

#### **WSCC Student:**

In general, suggestions for success in your practicum are as follows:

- Be prompt
- Take initiative
- Be helpful
- Be positive and affectionate with children
- Play with children and assist in their daily routines
- Actively talk with and listen to children
- Encourage and support children as they play and learn
- Plan and implement developmentally appropriate activities as assigned by college or supervising site teacher
- Interact with children at their level
- Know the site's policies & procedures
- Respond to constructive criticism positively
- Be happy, confident, enthusiastic

#### **Supervising Site Teacher:**

WSCC students should meet weekly with the supervising site teacher to plan activities, discuss WSCC assignment, etc.. Preferably, this meeting should be scheduled at the start of the semester to take place during a consistent time period that is apart from children and at the convenience of the supervising site teacher.

In general the supervising site teacher should:

- Introduce WSCC student to children and parents of site program
- confirm arrival and departure time for the WSCC student- log form
- clarify expectations for classroom participation early
- share long range plans/goals/themes with the student- and encourage input

- explain behavioral, motivational, and instructional methods, and curriculum materials used
- provide constructive feedback with examples for improvement
- share site handbooks, calendars, health procedures, discipline policies, etc.. with WSCC student
- encourage or inform WSCC student of professional meetings
- communicate with WSCC faculty on a regular basis and whenever a concern arises

### **Practicum Placement Policies:**

#### **To be eligible for your practicum you must have:**

- DHS Abuse & Neglect Clearance – DHS 194 (revised 7/10)
- Medical & Physical (30-day grace period from start of practicum) – OCAL 3704
- TB test
- Completed an interview with director/site supervisor
- Read & sign practicum placement agreement form (See Appendix G)
- Read & signed confidentiality agreement (See Appendix C)

#### **The practicum site need to be an agreed upon placement:**

- Sites: names & address- contact number & name
- Family, center, age grouping
- 200 contracted hours over 2 semesters
- Be treated as a paid job

#### **Your practicum site supervisor must:**

- Sign agreed upon confidentiality agreement (See Appendix C)
- Complete 2 site supervisor's evaluations (See Appendix D)
- Comply with NAEYC adult educators & Code of Ethical Conduct (See Appendix A & B)
- Give informal evaluations to WSCC student
- Understand that is an practicum for a college student to learn methodologies with children and families- this is an instructional practicum
- Allow/encourage student increasing responsibilities within the classroom & with children
- Allow/encourage student, i.e. conduct lessons, set up environment(s), etc...

#### **Your WSCC faculty advisor will:**

- Complete 2-3 announced site visits and complete faculty evaluation per visit (See Appendix E)

#### **Anticipated Practicum Responsibilities- work up to:**

- Treat this as a job- conduct self as a representative of WSCC ECE program

- Begin the practicum in an “aide” position finishing as “lead teacher”- and all that lay between
- Utilize & implement skills journals within site/practicum classroom
- Maintain own log-time card
- Notify site supervisor if late or absent from practicum- if able, prior to scheduled day

### **Liability:**

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### **Expectations:**

#### **Attendance:**

Students are expected to be punctual and are not to be absent from their practicum for any reason other than serious illness. Supervising site & student agree upon practicum times & days of the week, this may need to be altered after the holiday break between semesters.

#### ***Absence***

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#### ***Tardiness***

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#### ***Logging of Hours:***

The log of hour's sheet is an official record of each practicum session. It should be signed by your supervisor at the end of each session. The student must record his/her arrival and departure time in actual hours and minutes. This is the **student's** responsibility.

#### **Alone with Children:**

For the safety of all, WSCC students should never be left alone with children. Any students or supervising sites with concerns about this issue should contact WSCC full-time faculty about this immediately.

#### **NAEYC Code of Ethics:**

Each WSCC student enrolled in Early Childhood courses accepts full responsibility of his/her ethical behavior as defined by the National Association for the Education of

Young Children- Code of Ethical Conduct, which includes demonstrating a professional behavior. (See Appendix A)

**Dress Code:**

WSCC students should consider the types of clothing and accessories worn during the practicum and should dress accordingly to working with particular age groups of children and that you, the student, will be working on the floor with children, and expected to participate with children both indoors and out. WSCC students need to be aware that they will be lifting and bending over children- so watch for personal exposure. A student may be asked to change or leave a supervising site if dress attire and/or personal hygiene are not to supervising sites expectations.

**Confidentiality:**

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WSCC stresses the importance of protecting the rights and privacy of children and community members, their families, and supervising site teachers. The practice of maintaining the confidentiality of verbal information and written records is a basic policy of our center. This practice is in accord with one of the primary ethical principles of professional behavior in early childhood settings. The identity of children and their families should be revealed only in cases of professional necessity such as in child abuse or neglect, developmental records, special family circumstances.

Before a WSCC student is placed with a supervising site they have read NAEYC's Code of Ethical Conduct and have signed a Confidentiality Agreement (See Appendix C). With this stated both the student and supervising site need to recognize that this is preparation practicum and that information within a WSCC student classroom may be discussed during our class lectures- this is not for gossip but used as a "teachable moment" for our college students. During college lecture when a WSCC student refers to their classroom they only refer to the age group of child, center or family care, and what happened. All other WSCC students understand that what is discussed within the WSCC lecture classroom cannot be discussed outside the classroom with anyone, otherwise disciplinary action will take place.

**WSCC ID Badges:**

All WSCC students are to wear a WSCC ID badge during practicum. This ID badge is available and free to all WSCC students in the Student Service offices, in the campus center.



**Field Trips or Driving:**

WSCC students are expected to assist the supervising site teachers on field trips, if during their scheduled practicum times, excluding driving children in their own cars. WSCC students are not permitted to drive any vehicle operated and/or owned by the supervising site with or without children in it.

**I-Chats:**

WSCC College runs I-Chats on all perspective Practicum students. Students should be aware that a record of a criminal conviction may jeopardize their chance of being able to be placed within the community for their practicum. The WSCC student will give a copy of the I-Chat to their supervising sites.

**Medical Clearance Form:**

All students have a completed OCAL 3704 (revision 1/7) within their first 30 days of beginning their practicum. This form states that a supervising physician has stated that the WSCC student is medically and physically able to work with children.

**DHS Clearance Form:**

All WSCC students complete a Department of Human Services (DHS) DHS- 194 (revised 7/10) prior to starting their practicum. A copy of the clearance from DHS will be given to supervising site by WSCC student.

**TB Test:**

All WSCC students are required to have a TB test within the first 30 days of starting their practicum. The WSCC student will give a copy of the test results to supervising site.

**CPR & First Aid:**

All WSCC students are required to successfully complete CPR & First Aid training during ECE 120 & ECE 121 courses. When certifications are completed a copy of these will be given to the supervising site by the WSCC student.

**Skills Journals:**

During ECE 120 & 121 the practicum student will be bringing in a skill-journal. This journal is reflective of the work they are doing in their practicum. On occasion the student will be required to complete activities and/or lesson plans with children during their practicum. Also, the supervising site should anticipate that the WSCC student will be asking questions in regards to policies and procedures of the site.

**Photographs:**

Some WSCC students do activities or assignments which include photographing children, which should be discussed supervising site teacher- in advance of implementation. WSCC student needs to receive prior authorization and/or follow supervising sites policy on photography.

**Site Grievance Process:**

Open and honest communication between supervising sites and WSCC early childhood program is an essential component of a high quality early childhood program. We want you to be confident that the WSCC practicum student is having a quality experience. If there is ever a time you have a concern regarding your practicum student, we want to encourage you to address your concern to WSCC full-time faculty or director of program.

If you have a concern regarding some aspect of the program or policy, please contact the WSCC full-time faculty or director who is the program administrator for the early childhood.

**Student Grievance Process:**

If a student grieves their site supervisor's grade or is dissatisfied with their placement. The WSCC student needs to contact WSCC full-time faculty or director so we can assure a quality experience.

## Confidentiality Agreement

Both supervising site and WSCC student(s) need to understand that young children have not yet developed a sense of judgment about the difference between information that can be shared about their families and information which properly stays within the family. Very often young children are the source of much gossip, much conversation about the private lives of their families. Teachers and caregivers unwittingly become the receivers of shared confidences both from children and their parents. It is critical that children's and parents' confidences are not repeated to other teachers, to the caregivers' friends, or families.

WSCC stresses the importance of protecting the rights and privacy of children and community members, their families, and supervising site teachers. The practice of maintaining the confidentiality of verbal information and written records is a basic policy of our center. This practice is in accord with one of the primary ethical principles of professional behavior in early childhood settings. The identity of children and their families should be revealed only in cases of professional necessity such as in child abuse or neglect, developmental records, special family circumstances.

Before a WSCC student is placed with a supervising site they have read NAEYC's Code of Ethical Conduct and have signed a Confidentiality Agreement (See Appendix C). With this stated both the student and supervising site need to recognize that this is preparation practicum and that information within a WSCC student classroom may be discussed during our class lectures- this is not for gossip but used as a "teachable moment" for our college students. During college lecture when a WSCC student refers to their classroom they only refer to the age group of child, center or family care, and what happened. All other WSCC students understand that what is discussed within the WSCC lecture classroom cannot be discussed outside the classroom with anyone, otherwise disciplinary action will take place.

**AGREEMENT:** I agree to respect the confidentiality of verbal and written reports of children, families, and teachers within my classroom, the center, and in my non-work environment.

Signature: \_\_\_\_\_  
WSCC Student  Date

Signature: \_\_\_\_\_  
Supervising Site Teacher  Date

## Early Childhood Education Intern Evaluation Supervisors Evaluation

Each of the items below deals with characteristics that is important to an employer and to a person who wants to work with children. Please indicate your rating of the student by a circle at the appropriate point on the scale. Also, please make comment supporting your rating as well as those that will help the student to grow in areas of weakness/strengths.

### Skills and Attitudes

Time: The student

-Reports on scheduled days  
or phones in reason for absence  
# of absences \_\_\_\_\_

-Reports on time or phones in for lateness  
# of tardiness \_\_\_\_\_

COMMENTS:

### Rating

1	2	3	4	5
no		sometimes		always

Appearance: The student

-Reports neat and  
-Dresses appropriately

COMMENTS:

1	2	3	4	5
	sometimes		always	

Professionalism: The student

-Demonstrates ethics with parents and  
-Exhibits team work skills  
-Submits lesson plans in a timely manner  
-Seeks information for problems/questions  
-Attends staff meetings (if applicable)

COMMENTS:

1	2	3	4	5
	sometimes		always	

Attitude: The student

-Is usually  
-Shows affection to the children  
-Has eye contact with children  
-Has pleasant voice quality  
-Acts like he/she cares about children  
-Shows enthusiasm about being in your classroom

COMMENTS:

1	2	3	4	5
smiling no		sometimes		always

**Teaching Strategies:**

Initiative: The student

- Shows initiative to step in and
- Is helpful in the classroom
- Offers to do things instead of standing around
- Responds appropriately to your requests
- Brings Skills Journal (text) to complete assignments

COMMENTS:

**Rating**

	1	2	3	4	5
help	no		sometimes		always

Interaction: The student

- Is actively involved with children
- Has a positive reaction from children
- Has appropriate communication skills with children

COMMENTS:

	1	2	3	4	5
	no		sometimes		always

Flexibility: The student

- Makes easy transition to last minute
- Accepts your suggestions
- Changes plans with ease when necessary

COMMENTS:

changes no	1	2	3	4	5
		sometimes		always	

Considering everything, how would you rate this student as a potential teacher of children?

1	2	3	4	5
poor		average		excellent

Supervisor's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**WSCC Faculty Evaluation**  
ECE 120 & 121

Student Name \_\_\_\_\_

Date of Observation \_\_\_\_\_

Facility Name and Address \_\_\_\_\_

**Emotional Support:** (fosters independence, positive climate, sensitivity to children's feelings, cultural awareness)

**Classroom Organization:** (behavior management, classroom organization, sanitary procedures)

**Instructional Support:** (lesson plan, models and encourages language development, provides quality feedback, uses early literacy & math strategies, learning centers planned and DAP, fine and gross motor activities planned, planning demonstrates understanding developmental stages, evidence of a balanced curriculum)

**Professionalism:** (utilizing skills based on NAEYC Initial Standards, NAEYC Code of Ethical Conduct, professional appearance & conduct)

**Areas for Personal Growth:**

**NAEYC Standards for Early Childhood Professional Preparation Programs**

NAEYC Initial Standard(s)	Key Elements of Standard(s)	Proficient:	Emerging:	Needs Improvement:	Score	Proficient 9-10 (90-100% of the time) Emerging: 7-8 (70-80% of the time) Needs Improvement: 5-6 (50-60% of the time)  Comments:
<b>Standard 1.</b> Promoting Child Development and Learning	<b>1a:</b> Knowing and understanding young children’s characteristics and needs					
	<b>1b:</b> Knowing and understanding the multiple influences on development and learning					
	<b>1c:</b> Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments					
<b>Standard 2.</b> Building Family and Community Relationships	<b>2a:</b> Knowing about and understanding diverse family and community characteristics					
	<b>2b:</b> Supporting and engaging families and communities through respectful, reciprocal relationships					
	<b>2c:</b> Involving families and communities in their children’s development and learning					
<b>Standard 3.</b> Observing, Documenting, and Assessing to Support Young Children and Families	<b>3a:</b> Understanding the goals, benefits, and uses of assessment					
	<b>3b:</b> Knowing about and using observation, documentation, and other appropriate assessment tools and approaches					
	<b>3c:</b> Understanding and practicing responsible assessment to promote positive outcomes for each child					
	<b>3d:</b> Knowing about assessment partnerships with families and with professional colleagues					
<b>Standard 4.</b> Using Developmentally Effective	<b>4a:</b> Understanding positive relationships and supportive interactions as the foundation of their work with children					
	<b>4b:</b> Knowing and					



Approaches to Connect with Children and Families	understanding effective strategies and tools for early education					
	<b>4c:</b> Using a broad repertoire of developmentally appropriate teaching/learning approaches					
	<b>4d:</b> Reflecting on their own practice to promote positive outcomes for each child					
<b>Standard 5.</b> Using Content Knowledge to Build Meaningful Curriculum	<b>5a:</b> Understanding content knowledge and resources in academic disciplines					
	<b>5b:</b> Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines					
	<b>5c:</b> Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.					
<b>Standard 6.</b> Becoming a Professional	<b>6a:</b> Identifying and involving oneself with the early childhood field					
	<b>6b:</b> Knowing about and upholding ethical standards and other professional guidelines					
	<b>6c:</b> Engaging in continuous, collaborative learning to inform practice					
	<b>6d:</b> Integrating knowledgeable, reflective, and critical perspectives on early education					
	<b>6e:</b> Engaging in informed advocacy for children and the profession					

<http://www.naeyc.org/files/naeyc/file/positions/ProfPrepStandards09.pdf>

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Early Childhood Education  
Practicum Placement Agreement**

Student in ECE 120 & 121 are assigned to a selected early childhood placement site to complete a 200 hour practicum. The Practicum policies are attached.

**Practicum Site Supervisor Responsibilities:**

- Have at least a CDA or associates level degree in ECE
- Have three years' experience with the age group
- Be able to give the intern informal daily evaluations of their work
- Answer interns questions pertaining to policies/procedures of the sites program
- Be able to complete 2 formal written evaluations (1 per semester) of intern
- Sign final time card (document grid) for intern
- Sign this practicum placement agreement- each party keeping a copy (WSSC, student & site supervisor)

**Practicum Students Responsibilities:**

- Treat practicum as a job with professional demeanor at all times
- Document practicum hours
- Discuss with Lead Teacher all upcoming responsibilities related to the practicum (skills journals)
- Notify facility if unable to attend when scheduled for intern

Name of	Facility	Days	of Week	Times
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Signature of Site	Supervisor	Date
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Signature of	Student	Date
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**Early Childhood Education  
Observation Placement Agreement**

Student in ECE 101, 125, 130, 132, 150, & 250 are required to select an early childhood observational site to complete an observation of a particular child or facility. The Student Site observational policies are below.

**Observational Site Responsibilities:**

- Lead Teacher have at least a CDA or associates level degree in ECE
- Have three years' experience with the age group
- Answer WSCC students questions pertaining to policies/procedures of the sites program
- Sign observational time card for student observation
- Agreeing to allow a student from WSCC ECE program is understanding that this observation is for instructional teaching methodologies either on programming or an individual child's development- all information conveyed in WSCC's classrooms is kept in the strictest of confidentiality

**Observational Students Responsibilities:**

- Call ahead to facility for approval of observation, time(s), day(s), classroom, etc...
- Tell Lead Teacher of type of observation, i.e. language, environmental, etc.
- Professionalism: arrive on time, sign in to school office, dress appropriately, limit interactions with child
- Come prepared for taking observational notes

\_\_\_\_\_  
Name of                      Facility                      Day      of Week                      Time of Observation

\_\_\_\_\_  
Signature of Observation Supervisor      Date

\_\_\_\_\_  
Signature of                      Student                      Date