Early Childhood Education (ECE) Teacher Candidate Handbook

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Welcome

Welcome to the Early Childhood Education (ECE) program!

The ECE program is housed in the Teacher Education Department (TED) in the College of Education and Human Services (CEHS) at Wright State University and is committed to the quality and success of every teacher candidate. This handbook is designed as a reference guide to the structure and policies of the program. It was collaboratively constructed between the Office of Student Services, the Office of Professional Field Experiences (OPFE), and TED faculty. The handbook should be used in concert with information provided by the college's academic advisors, the OPFE director, and the ECE program director.

We look forward to collaborating with you to help you reach your professional goals.

Program Overview

The ECE program leads to the Bachelor of Science in Education degree with licensure.

Specific courses and assessments have been included to ensure that candidates develop theoretical and practical knowledge in humanities, mathematics and technology, social sciences, biological and physical sciences, the arts and personal health and fitness. Included also are courses that incorporate multicultural and global perspectives in the general education requirements.

The degree program is designed so that students complete general education and content courses during the first two years. Once these courses have been completed, candidates begin the ECE program as members of a cohort. The cohort portion of the program consists of four semesters of integrated coursework and field experiences.

Upon successful completion of the program coursework and assessments, as well as earning passing scores on the state required teacher licensure examinations, candidates are eligible to graduate and apply for the state of Ohio teaching license in Early Childhood P-3.

Program Expectations

In accordance with the national standards of the Council for the Accreditation of Educator Preparation (CAEP) and the state standards of Ohio, the ECE program faculty are committed to ensuring high teacher candidate quality from recruitment, to admission, through the progression of courses and clinical experiences, and to program completion.

Because the development of candidate quality is the goal in all phases of the program, the ECE program reviews a number of academic and non-academic factors at admission to the program, during the program, and at completion of the program to determine selection and progression in the program. A teacher candidate may be removed from the school setting and/or the program based on performance. The field removal policy concerning removal from placement settings is posted on the OPFE website.

Program Admission

To be admitted to the ECE program, candidates must demonstrate high academic achievement, as well as attributes and dispositions that are associated with successful performance in the ECE program and effective teaching. The deadline to apply to the program is January 15th for the Fall Semester and September 15th for the Spring Semester. The current admission requirements are posted on the ECE program website.

Program Continuation

During the final two years (four semesters) of coursework, candidates will be placed in a cohort. The cohort approach provides several opportunities, including: 1) commonly scheduled courses to increase collaborative efforts, 2) building relationships and community through shared experiences, and 3) access to and value for diverse perspectives and experiences within the structure of the program.

Example Course Sequence and Schedule

Courses are designed and scheduled with consideration to faculty responsibilities, annual program feedback and evaluation, and the dynamic needs of the profession. An **example** sequence and schedule of courses is outlined below in Table 1.

Table 1. Spring 2018 Cohort Coursework and Key Assessment Sequence (subject to change)

Semester #1	
Courses	Key Assessments
ECE 3210 – ECE Field Experience I ECE 3200 – Social Studies Methods in ECE ECE 3300 – Introduction to Child Development ECE 3650 – Phonics and Word Study in ECE ECE 4400 – Assessment Methods in ECE	1. ECE 4400 key assessment* 2. Ohio Assessments for Educators (OAE): ECE Content (012)*
*Must successfully pass by the end of the candidate's <u>first semester</u> in the cohort. Candidates cannot move on to the second semester without passing these assessments and all courses.	
Semester #2	
Courses	Key Assessments
ECE 3230 – ECE Field Experience II ECE 3150 – Reading Methods in ECE ECE 3400 – Classroom Management & Positive Child Guidance ECE 4200 – Mathematics Methods in ECE ECE 4300 – Differentiation & Collaboration to Engage Diverse Learners	1. ECE 4200 key assessment** 2. OAE: ECE Professional Knowledge (001)**
**Must successfully pass by the end of the candidate's <u>second semester</u> in the cohort. Candidates cannot move on to the second semester without passing these assessments and all courses.	
Semester #3	
Courses	Key Assessments
ECE 4210 – ECE Internship Part I: Methods ECE 3750 – Writing Methods in ECE ECE 3500 – Families, Communities, and Schools ECE 4100 – Science Methods in ECE ECE 4650 – Supporting Struggling Readers	1. ECE 4100 key assessment*** 2. OAE: Foundations of Reading (090)***
***Must successfully pass by the end of the candidate's <u>third semester</u> in the cohort. Candidates cannot move on to the fourth semester without passing these assessments and all courses.	

Semester #4	
Courses	Key Assessments
ECE 4800 – Professional Seminar ECE 4900 – ECE Internship Part II: Student Teaching	1. ECE 4800 edTPA key assessment**** 2. Candidate Preservice Assessment of Student Teaching (CPAST) key assessment****
****Must successfully pass by the end of the candidate's <u>fourth semester</u> in the cohort. Candidates cannot graduate from the program without passing these assessments and all courses.	

Key Assessments

In various courses throughout the program, candidates will be required to complete key assessments. Each key assessment aligns with various components of the National Association for the Education of Young Children (NAEYC) Standards for Early Childhood Professional Preparation. Key assessments include the required state licensure examinations, as well as connected and meaningful course assignments. As outlined above in Table 1, passing scores must be earned on all key assessments by the end of each semester in order to move on in the program. In addition to earning a passing grade in all courses, candidates are required to pass all key assessments each semester in order to continue in the program. If a candidate does not pass a key assessment, s/he will be required to participate in a formal concern conference (see section on Professionalism/Concern Conferences, p. 6). The candidate may have the opportunity to address the weaknesses in the key assessment in order to continue on in the program.

edTPA

edTPA is a summative, subject-specific, portfolio-based assessment of teaching performance, completed during a preparation program within a clinical field experience. edTPA is designed to assess a teacher candidate's readiness for licensure. With a focus on learning for all students, edTPA engages teacher candidates in developing the knowledge, skills, and abilities they need to meet the needs of today's diverse learners.

At WSU, all initial licensure teacher candidates must complete edTPA in their student teaching experience during their final semester. The ECE program guides and prepares candidates for completion of edTPA.

Why does the ECE program use edTPA?
- It was developed by educators for educators.
- edTPA assesses subject-specific pedagogy.
- edTPA is embedded in authentic clinical practice. Tests of subject area knowledge alone may not comprehensively reflect the realities of what it takes to be a beginning teacher.
- It is used by more than 600 teacher preparation programs in approximately 40 states.
- edTPA provides excellent preparation for other performance-based portfolio assessments you may have in your teaching career, such as Ohio's Resident Educator Summative Assessment (RESA).
- edTPA asks candidates to be reflective and support their instructional decisions with research and theory.

edTPA requires aspiring teachers to demonstrate readiness to teach through 3-5 lesson plans centered on a central topic; designed to support their students' strengths and needs; engage real students in ambitious learning; analyze whether their students are learning, and adjust their instruction to become more effective. Teacher candidates submit unedited video recordings of themselves at work in a real classroom as part of a portfolio that is scored by highly trained educators. They also submit student work samples with feedback.

edTPA is scored by teachers and teacher educators with subject-area and grade-level expertise, and experience mentoring, teaching or supervising teachers. All scoring training material is authored by SCALE. The Evaluation Systems group of Pearson collects and records the scores generated by these qualified scorers. Pearson also helps recruit scorers, manages the scoring pool, monitors scoring quality, and provides a training and delivery platform for the SCALE-developed scorer training curriculum. There is a $300.00 fee for the cost of scoring. Candidates are responsible for paying any costs associated with the ECE edTPA, including the cost of scoring.

At this time, the ECE edTPA passing score is 40 or higher. All candidates must pass this assessment in order to graduate.

Coursework Grades
Candidates must earn and maintain a GPA of 3.0 or higher in all ECE courses to remain in the cohort and progress to the next semester. Candidates' course grades, as well as scores on key assessments, will be reviewed by the ECE program committee throughout the program and at the end of each semester. Candidates must earn grades of "C" or better in all ECE courses to progress to the next semester. If the candidate earns below a 3.0 GPA and/or any letter grade below "C" in any ECE course, the ECE program committee will review documentation and either:
1. permit the teacher candidate to proceed in the program with appropriate academic development strategies (i.e. repeat coursework), OR
2. remove the teacher candidate from the program.

Disposition Checks
Candidates must receive acceptable ratings on all dispositional checks throughout the program to continue and successfully complete the ECE degree with licensure. Chronic absenteeism, habitual tardiness, incomplete work, inability to effectively collaborate and communicate, and missed deadlines are inconsistent with the dispositions of a professional educator. Candidates' dispositions will be assessed throughout the program on the Candidate Disposition Inventory (CDI). If the candidate receives two or more CDI concerns, the ECE program committee will review documentation and either:
1. permit the teacher candidate to proceed in the program with appropriate professional development strategies, OR
2. remove the teacher candidate from the program.

Field-embedded Coursework

Courses in the ECE program will require candidates to meet off campus and participate in diverse school experiences. **NOTE**: this is in addition to the candidates' field placements assigned by OPFE. These experiences are embedded within the courses to promote collaborative experiences, professional growth, authentic practice, and reflection of candidates. Candidates are responsible for transportation to the Dayton metro area schools and for successfully meeting all course requirements.

The following behaviors may potentially damage relationships between schools, districts, communities, and the university and can result in failing courses and removal from the program:

- The candidate is asked to be removed by a principal and/or teacher at a school.
- The candidate is not progressing successfully in the coursework or a condition exists that hinders a candidate's ability to successfully complete a course in the field.
- The candidate is unable to connect and collaborate with diverse children, teachers, families, and communities.
- The candidate is sharing or discussing information with others that is harmful to children, teachers, schools, communities, and the university.
- The candidate cannot resolve a problem or issue related to the coursework.

Professionalism/Concern Conferences

Candidates are responsible for their behaviors and decisions. Program faculty and staff have a formal system in place for candidates demonstrating concern in any or all areas of the CEHS conceptual framework and/or professional dispositions.

A candidate will be required to participate in a formal concern conference as requested by a faculty or staff member, advisor, supervisor, or field person.

Faculty or staff members, advisors, supervisors, or field people can request formal concern conferences of candidates. Concerns include those related to, but are not limited to: the candidate's attitude, disposition, or behavior inhibiting her/his professional effectiveness in a course, key assessment, or field experience. The candidate will be required to participate in a formal concern conference about the concern(s) and to set academic and/or dispositional action steps. The emphasis of the concern conference is to assist the candidate in resolving any problem(s), which might hinder her/his success. A written record of such a conference will be made part of the candidate's student file. The *Concern Conference* form is located in Appendix A. If a candidate does not attend the concern conference and/or is unable to meet any or all specified action steps by the timeline expected, s/he will be removed from the program.

Program Completion

ECE Degree with Licensure

Upon successful completion of the program coursework and assessments, as well as earning passing scores on the state required teacher licensure examinations, candidates are eligible to graduate and apply for the state of Ohio teaching license in Early Childhood P-3.

To graduate with a degree in early childhood education, candidates must successfully complete all requirements in the program. If candidates are unable to complete any program requirement successfully, they will not be able to graduate with a degree in Early Childhood Education.

In order to be recommended for licensure, candidates must demonstrate they: 1) have achieved the required content knowledge, 2) can teach effectively with positive impacts on P-3 student learning and development, and 3) understand the expectations of the teaching profession, including the Ohio code of ethics, the NAEYC standards of practice (see Appendix B), and relevant laws and policies.

The Ohio Department of Education (ODE) reviews applications for educator licensure and issues credentials to qualified candidates. A candidate seeking an Ohio educator license or endorsement to an Ohio educator license through ODE must, as part of the application process, obtain a recommendation for licensure or endorsement from the institution of higher education at which the candidate completed an educator preparation program. The Ohio Department of Higher Education requires institutions of higher education that offer educator preparation programs to assure that candidates for an Ohio educator license meet all the current requirements of the credential for which the candidate is recommended. O.A.C. 3333-1-05.

Therefore, a candidate who successfully completes the Early Childhood Education program will earn a bachelor's degree in Early Childhood Education and, a candidate who, as part of the application process for obtaining an Ohio educator license or endorsement to an Ohio educator license, requests WSU's recommendation of her/his application, will be recommended for an ECE teaching license in the state of Ohio. A candidate who does not successfully complete the Early Childhood Education program will neither earn the bachelor's degree nor will s/he be recommended for an ECE teaching license.

Professional Opportunities

Teacher Education Honors Program

The Honors Program provides students of exceptional ability enrolled in programs in the Teacher Education Department an opportunity for creativity, self-direction, and excellence through an extended period of independent study under the guidance of interested faculty.

The Teacher Education Honors program consists of:
- Completing an honors project under the guidance of a faculty advisor
- Completion of ED 4000 (3 credit hours)
- Completion of ED 4100 (3 credit hours)
- Completion of one or more University Honors seminars (UH 4000).

The honors project may deal with any approved topic or problem related to education. The project may include reviewing literature, fieldwork, developing curriculum materials, studying classroom strategies or any facet of education in which the student is interested. The students

may do interdisciplinary work involving two or more program areas within the College of Education & Human Services, or the assistance of another department at the university. Credits earned through the Teacher Education Honors Program are considered electives and will not substitute for other program course requirements.

Students at the junior or senior level who have been admitted to the University Honors Program may apply for the Honors Program in Teacher Education if they:
- Maintain a 3.25 Grade Point Average (GPA);
- Have a 3.25 cumulative in professional education course work; and
- Are currently enrolled in the College of Education & Human Services

At the time of graduation the student must have:
1. An overall cumulative average of 3.25;
2. A cumulative average of 3.25 in professional education course work;
3. An honors project evaluated with a grade of "A" or "B"; and
4. Credit in UH 4000 with a grade of "A" or "B" may be taken at anytime before or after the project is completed

For more information about the Honors Program in Teacher Education, contact Dr. Anna Lyon (anna.lyon@wright.edu)

Early Childhood Generalist Endorsement (4-5)
Candidates seeking an endorsement in Early Childhood Generalist 4th-5th grade Endorsement must hold or be eligible for an early childhood education license. The four courses for this program typically are offered in the summer terms. An **example** sequence and schedule of courses is outlined below in Table 2.

Table 2. Summer 2018 Cohort Coursework and Key Assessment Sequence (subject to change)

Summer A Term	
Courses	Key Assessments
ECE 4010 (undergrad)/5010 (grad) – ECE 4-5 Generalist Principles, Practices, and Learning ECE 4030 (undergrad)/5030 (grad) – ECE 4-5 Generalist Effective Science Instruction*	1. ECE 4010/5010 key assessment
*Includes a required 75-hour field placement in local schools	
Summer B Term	
Courses	Key Assessments
ECE 4020 (undergrad)/5020 (grad) – ECE 4-5 Generalist Effective LA and SS Instruction ECE 4040 (undergrad)/5040 (grad) – ECE 4-5 Generalist Effective Mathematics Instruction	1. ECE 4020/5020 key assessment
Additional licensure requirement: Ohio Assessment for Educators (OAE): 018/019 Elementary Education Subtest I and II	

Upon successful completion of the Early Childhood Generalist 4th and 5th grade Endorsement program of study and passing licensure exams required by the state of Ohio, the holder of an Ohio Early Childhood teaching credential may add an endorsement in 4th and 5th grades.

For more information, contact ECE program director: Dr. Michelle Fleming (michelle.fleming@wright.edu)

ECE Pilot Page
When candidates begin the ECE Cohort sequence, they will be granted access to the ECE Program Cohort Communication Pilot page. ECE candidates report that this is a helpful resource that provides information on subjects such as: OAE's, ECE Generalist Endorsement Program, TED Honors, edTPA, and links to relevant topics.

For information, contact ECE program director: Dr. Michelle Fleming (michelle.fleming@wright.edu)

Additional Resources and Information

Wright State Association for the Education of Young Children (WSAEYC)
An organization for ECE majors at Wright State University. WSAEYC has two primary goals: to promote the general well-being of children and their families within the Greater Dayton area via volunteer work and community service; and to promote the success of Wright State ECE majors via workshops, professional development opportunities, and guidance through the Wright State ECE Program of Studies.

ECE Cohort Leaders Project
The ECE Cohort Leaders Project develops the leadership of ECE teacher candidates who serve as liaisons between their respective cohort and the program; it creates a culture of care and guidance to colleagues, future teacher candidates, and program faculty. Benefits include being informed, connected, and recognized for your professionalism. Cohort leaders can be self- or peer-nominated.

For information, contact ECE program director: Dr. Michelle Fleming (michelle.fleming@wright.edu)

Educators Rising Organization
An organization that provides access to support and resources such as, videos of Nationally Board Certified teachers in the classroom, the EdRising Virtual Campus community, and on-campus professional development. By joining, candidates will encounter leadership opportunities, state and regional conference opportunities, and potential scholarships.

For information, contact Office of Partnerships and Field Experiences director: Mrs. Tracey Kramer (tracey.kramer@wright.edu)

Ohio Department of Education
http://education.ohio.gov

Ohio Assessment for Educators (OAE)
- OAE's required for initial ECE licensure: OAE 012, OAE 001, and OAE 090.
  - Information on Early Childhood Assessment (OAE 012): http://www.oh.nesinc.com/CONTENT/STUDYGUIDE/OH_SG_OBJ_012.htm
  - Information on Assessment of Professional Knowledge (OAE 001): http://www.oh.nesinc.com/CONTENT/STUDYGUIDE/OH_SG_OBJ_001.htm
  - Information on Foundations of Reading Assessment (OAE 090): http://www.oh.nesinc.com/Content/STUDYGUIDE/SA_SG_obj_FOR.htm
- OAE's required for additional Early Childhood (Grade 4-5) Education Generalist Endorsement: OAE 018/019 (Subtests I and II)
  - Information on Elementary Education Subtests I and II: http://www.oh.nesinc.com/CONTENT/STUDYGUIDE/OH_SG_OBJ_018.htm

Record of a Concern Conference

Wright State University
CEHS Office of Student Services
www.cehs.wright.edu/studentinfo/student_services/
3640 Colonel Glenn Highway
Dayton, Ohio 45435-0001
937-775-3088

Student: _____   UID: _____

Date of Conference: _____   Program: _____

Initiator of Conference: _____   ☐ Undergraduate

Faculty/Staff Present: _____   ☐ Graduate

I.   Area(s) of Concern (check all items that apply; align concerns with Action Steps in Part II)

A. Conceptual Framework
☐ 1. Content Knowledge
☐ 2. Pedagogical Knowledge
☐ 3. Diversity
☐ 4. Technology
☐ 5. Professionalism
☐ 6. Emotional Intelligence

B. Professional Dispositions
☐ 1. Honesty/integrity
☐ 2. Reliability/responsibility
☐ 3. Respect for others
☐ 4. Self-improvement through Professional development

☐ 5. Self-awareness/knowledge of limits
☐ 6. Communication/collaboration
☐ 7. Altruism/advocacy

Explanation or description of concerns:

II.   Action Steps (observable and measureable)

A. By the date specified in each action item, the candidate will:
1.

2.

3.

B. Date step was met:

1. _____

2. _____

3. _____

III.   Agreement

By typing in your name and UID below, you are signifying agreement with this Record of a Concern Conference. No student signature indicates refusal to accept these Action Steps. Provide Explanation in IV.

1. Teacher Candidate: _____   Date: _____

2. Initiator of Conference: _____   Date: _____

3. University Supervisor: _____   Date: _____

4. Cooperating Teacher: _____   Date: _____

IV.   Additional Information

☐ Student refuses to accept these Action Steps

_____   _____
Teacher Candidate Signature and UID   Date

College Policies

- This Record of a Concern Conference is confidential to the faculty/administration/staff associated with the CEHS.

- Continued concerns and/or failure to meet action steps may result in one or more of the following:
    o Course enrollment restriction
    o Field experience restriction
    o Professional assessment and/or counseling
    o Recommendation for dismissal from the program and/or college

Procedural Notes

1. The initiator of the Record of a Concern Conference is responsible for completing II A and II B.

2. Faculty/staff may submit a request to the Office of Student Services to find out if additional Records of a Concern Conference are on file for the same student.

3. Professional counseling may only be required <u>after</u> a licensed professional has conducted an assessment. Student required to meet with a licensed professional for assessment must sign a release form so that CEHS faculty may view the assessment results and determine if professional counseling is needed.

4. Concerns that relate to academic integrity must be submitted to the Community Standards and Student Conduct Office so that documentation on the student may be maintained.

5. The initiator of the concern conference will ensure that all members on the distribution list receive the Record of a Concern Conference at the conclusion of the meeting. A printed copy of this form must be submitted to the Office of Student Services for inclusion in the student file.

Updated 8/22/13

Appendix B: NAEYC Professional Preparation Standards

STANDARD ONE: PROMOTING CHILD DEVELOPMENT AND LEARNING
Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understandings of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

1a: Knowing and understanding young children's characteristics and needs
1b: Knowing and understanding the multiple influences on development and learning
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

STANDARD TWO: BUILDING FAMILY AND COMMUNITY RELATIONSHIPS
Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

2a: Knowing about and understanding diverse family and community characteristics
2b: Supporting and empowering families and communities through respectful, reciprocal relationships
2c: Involving families and communities in their children's development and learning

STANDARD THREE: OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES
Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

3a: Understanding the goals, benefits, and uses of assessment
3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
3c: Understanding and practicing responsible assessment to promote positive outcomes for each child
3d: Knowing about assessment partnerships with families and with other professionals

STANDARD FOUR: USING DEVELOPMENTALLY EFFECTIVE APPROACHES TO CONNECT WITH CHILDREN AND FAMILIES
Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

4a: Understanding positive relationships and supportive interactions as the foundation of their work with children
4b: Knowing and understanding effective strategies and tools for early education
4c: Using a broad repertoire of developmentally appropriate teaching/learning practices
4d: Reflecting on their own practice to promote positive outcomes for each child.

STANDARD FIVE: USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

5a: Understanding content knowledge and resources in academic disciplines
5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.

STANDARD SIX: BECOMING A PROFESSIONAL

Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

6a: Identifying and involving oneself with the early childhood field
6b: Knowing about and upholding ethical standards and other professional guidelines
6c: Engaging in continuous, collaborative learning to inform practice
6d: Integrating knowledgeable, reflective, and critical perspectives on early education
6e: Engaging in informed advocacy for children and the profession

STANDARD SEVEN: EARLY CHILDHOOD FIELD EXPERIENCES

Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8) and in a variety of settings that offer early education (early school grades, early learning and care centers and homes, Head Start programs).

7a: Opportunities to observe and practice in at least two of the three early childhood age groups (birth-3, 3-5, 5-8)
7b: Opportunities to observe and practice in at least two of three main types of early education settings (early school grades, early learning and care centers and homes, Head Start programs)

Appendix C: Teacher Candidate Handbook Agreement Form

By signing below, I am agreeing that I understand the requirements of the ECE program as described in this handbook.

Print Full Name: _____

Signature: _____

Date:_____