Welcome to your Level II Field Experience at the UNI Child Development Center 3-4 classroom. We are very excited for you to join our room for the next four weeks!

EXPECTATIONS:
• Dress appropriately! You will be playing with the children who can get your clothes very messy, dirty and soiled!
• We ask that you turn off your cell phone, as they are not allowed in the room, and place your personal belongings in the entryway by the elevator.
• Sign in and out on your assigned field experience sheet in our black box on top of the lockers everyday!
• The children will call you by your first name. The children will see you as another teacher in the room.
• The child/teacher ratios are posted on the staff board. You are not included in our ratios and cannot be alone with the children at any time.
• You are responsible for contacting us by phone or email if you are unable to come to school for your experience. Please refer to our business card for contact information. You may schedule another time and day to make up lost hours. We are flexible!

“I touch the future. I teach.”
- Christa McAuliffe
Our Philosophies

The CDC recognizes the uniqueness of each child by providing a developmentally appropriate, child-directed learning environment in which the child can construct his/her own knowledge through teacher guided, hands-on experimentation and exploration in the areas of social, emotional, physical, and cognitive development.

Children are encouraged to be autonomous to the degree that they are able to do so. Autonomy, in this context, means the ability to govern one’s self, taking into account all relevant factors. Personal autonomy is encouraged by giving children choices that are structured to their level of development.

In working toward the development of autonomy, the children are encouraged to become responsible for their own behavior and make decisions reflecting that responsibility. This guidance approach uses encouragement and natural or logical consequences.

Here are some fast, easy ways for you to get involved in our classroom!

- Learn our daily schedule for the times you will be with us
- Wash your hands every day upon entering the classroom
- Learn everyone’s name
- When in doubt, ask a child to read a book, play a game or complete a puzzle
- Spend time with the children at centers to learn all the different personalities
- We learn through play!

Additional Resources:

www.uni.edu/cdc Field Experience link

http://www.dhs.iowa.gov/Consumers/Child_Care/Iowa%20Early%20Learning%20Standards.html Iowa Early Learning Standards
http://www.naeyc.org/ National Association for the Education of Young Children
http://www.creativecurriculum.net/ resource used by CDC teachers for classroom strategies, ideas, and tools
http://www.nhsa.org Head Start
SYLLABUS:

Your field experience time in the Child Development Center (CDC) is an important part of your progress toward becoming a teacher. The assignments outlined below are designed to coordinate information and discussions in your 200:148 with your observations and experiences in the CDC. Please ask if you do not understand any of the assignments or the guidelines included in this syllabus.

Reflection journal
Write and send a reflective E-mail message to your supervising teacher after each visit. These messages may include questions about what you observed, comments, concerns, reflections and activity ideas. Your supervising teacher will respond to your messages. You might want to start a file to save your reflections and the responses so that you can re-read them as you progress through the field experience. If you do not know how to do this, ask your supervising teacher. Your 148 professor may also need to see your journal, as well.

Week One: Contextual Factors
As you concentrate on writing your contextual factors for your teacher candidate work sample, make observations about the environment around you. You will observe such characteristics as classroom factors, student characteristics, and instructional implications. You will also observe the physical aspects of the room and how they will affect your instruction. You must give this to your cooperating teacher. Take time to observe one child and their use of time and choice of activities in relationship to his or her age and developmental level. See the field experience link on our website, Thirty-minute observation, for an outline of recording a child’s movement every 3 minutes for 30 minutes. Also on a sheet of paper, draw a map of the room and mark the child’s movement around the room. This will give you a good idea about how you might implement your lessons. This will be the basis for one of your reflections this week.

Week Two: Design for Instruction
You will be working on your design for instruction for the TWS. This week you should confer with your supervising teacher to plan an activity for the next week. Write an activity plan and have your supervising teacher approve the activity plan before you proceed to teach it. You will discuss your lesson plan with your teacher in order to meet the needs of the TWS. You will need to develop learning goals as well as different forms of assessment.

During this week, you will also need to discuss guidance and motivation strategies used at the center with your supervising teacher.

Weeks Three and Four: Planned Activity
Could be: Matching game Sensory activity
Memory game Art/media exploration
Classification game Music/movement
File folder game Outdoor activity
Science experiment Group game
Language experience Outdoor/nature activity
Movement activity Literature activity
Art activity Group story-telling/writing

Write an activity plan and discuss it with your supervising teacher before teaching. The lesson plan format is in the TWS. You must write the lesson plan with learning goals. Goals are what you hope the children will gain from the experience. The lesson should be an activity you developed yourself, not a commercial product. You may choose whether the planned activity is for an individual child, a small group (or, if you are working with older children, a large group). Try to develop an activity that fits into the current theme rather than bringing in an activity you may have used elsewhere. You may need to repeat this activity with several children so you can get a comparison of different developmental levels. After each activity experience, complete a self-critique sheet (website). Your supervising teacher will use a similar form as she observes your lesson. After reflection, discuss the activity with your supervising teacher to determine its effectiveness and the need for modifications. Based on your modifications you will plan your second lesson.
During weeks three or four please write up a reflection about the types of management/motivation strategies you observed. Discuss further details with your supervising teacher. You should also be writing your Instructional Decision Making portion of your TWS.

Finally, you will need to complete the Analysis of Learning Results and the Reflection and Self-Evaluation component of your TWS. Please go over each section of your TWS with your cooperating teacher.

*** If you would like to expand on your experience in the CDC, we are open to any ideas you may have. Some possibilities might include planning a large group experience, a cooking activity or an outdoor activity. Please feel free to talk to your supervising teacher about any questions or concerns you may have. We are here to help you have a successful experience.

*** Finally, please complete the evaluation form in this syllabus and place it in any teacher’s mailbox in the CDC office. This form is meant to be anonymous, so please feel free to be frank about your field experience.

During your experience you will be asked to do one or more of the following:
- Bulletin board
- Documentation board
- Developing a learning tool for assisting a child

No one has yet fully realized the wealth of sympathy, kindness, and generosity hidden in the soul of a child. The effort of every true education should be to unlock that treasure.

- Emma Golmam
These journal questions are to further guide you in your field experience. Please include them, but do not replace them with your daily reflections. You may email your journal in the body of the email or attach as a word document. Journals are due by 1:30 P.M. the following day for afternoon students and by 9:30 A.M. the following day for morning students. For Friday experiences, journals will be due at those times on Mondays.

Week 1:
• How is the classroom set up? Why do you think the teacher as arranged the room in the manner?
• Is there a class schedule or other information posted on the wall? Why do you think the teacher has done this?
• Are there classroom rules posted? If so, do you think this helps the class to run more smoothly? Why or why not? What are the consequences for breaking the rules?
• What do you see posted on the bulletin boards? What is the purpose and impact for the displays? (e.g., motivational posters, students work, calendars, etc.)

Week 2:
• Where does the teacher stand/sit when directing instruction during group?
• What is the role of the teacher when students are working at their centers?
• How do the students respond to the classroom teacher? the student staff?
• How are the students responding to you as a teacher?

Week 3:
• How would you characterize the class as a whole?
• Which individual students seem to be the leaders in the class (either positive or negative)?
• Are there students who are identified as students with disabilities or special learning needs?
• As you interact with the students, what do you learn about their lives in and out of this classroom? In what ways do the contextual factors of their lives outside of school impact their learning and behavior at school?

Week 4:
• What is one routine the teacher follows?
• How does the teacher transition from one activity to another? How does this facilitate classroom management?
• What other management strategies does the teacher use? Are there other strategies that you can think of that might work also? If so, discuss them.
• Listen to the ways the teacher phrases questions to the students. Are the questions open-ended or close-ended?