



Field Site Expectations for Block 1 Preservice Teachers

Kent State University – Early Childhood Education Program

CONTACT PERSON:

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Overview of Field Experience

- Start Date of Field: January 22, 2024
- End Date of Field: May 2, 2024
- Midterm Evaluation & Disposition Statement Due: March 8th
- Final Evaluation Due: May 3rd
- Weekdays in Field: Mondays – Thursdays (15 hours a week)
- Length of Day in Field: Mornings
- Exceptions: Preservice teachers follow KSU calendar:
 - Observe KSU Spring Break (March 25 – 29th)
 - Observe KSU any days off for inclement weather
 - If preservice teacher needs to make up days to complete required coursework or otherwise, this is expected.

Thoughts to Support Block 1 Preservice Teachers

For preservice teacher, mentor teacher, and supervisor roles and responsibilities, reference the ECED Handbook. Some highlights are below:

- Interact / be actively engaged with the children all day (not be sitting down), from start of placement.
- As semester progresses, take on leadership/responsibility for certain portions of daily teaching. Experiencing the life of the teacher is a valuable opportunity.
- Submit plans at least one week in advance of teaching any lesson. The plans need to be reviewed by the mentor teacher (and supervisor, if related to a formal observation) to receive feedback. Plans should be modified based on feedback before facilitating the lessons.
- Meet with a University Supervisor/Facilitator, who will visit the classroom three times (once before Midterm, once at Midterm, and once before Final Evaluation). At the mid- point a conference (Mentor Teacher, University Supervisor, and the intern) must be scheduled to discuss the preservice teacher's strengths and areas for improvement using the program's performance assessment, disposition assessment, and their Professional Development Plan goals, if applicable.
- Mentor and Intern will meet near end of the semester for Final Evaluation Meeting.
- Call the Mentor Teacher or Field Site if absence is necessary (contagious illness or death in the immediate family are considered excused absences). Absences must be

made-up as stated in handbook- Fridays and/or Exam Week is an acceptable time to do this. *See handbook for additional information.

- Follow the University calendar. For example, Inclement Weather Days and Spring Break should follow the University's expectations. *See handbook with calendar for more information.

Mentor Teacher Responsibilities

- **The Mentor Teacher is the Instructor-in-Residence!** Pointing out what intern is doing that is effective/desirable as they work with children is very helpful. Speaking to them before, during, or after school about what they can do to improve is equally valued. These include suggestions about curriculum as well as classroom guidance techniques.
- **Observe the intern formally at least twice.** Decide on a focus for each observation, informed by the intern's goal(s) at that time. The handbook includes sample observation forms to use.
- **We desire a mutually beneficial experience for the intern and mentor teacher** – discuss your goals with the intern and Supervisor; indicate how the intern and Supervisor can support you in progressing towards your goals for the classroom.
- **Model open, professional communication for the preservice teacher.** Make introductions, ask thought provoking questions, seek insights, share your reflections on your early years, and facilitate growth as a role model.
- **Attendance.** If the intern is absent even once (unexcused) or if there are two or more excused absences, please contact supervisor/facilitator immediately. Do the same for two tardies.
- **Address any questions or concerns regarding preservice teacher** expectations or interactions with staff, children, or families to the University Supervisor assigned to the intern. If needed, also contact Jenny Lampe (jlampe3@kent.edu). It is never too early!

Block 1 Evaluations (See Handbook for form to complete)

The Mentor teacher and intern will meet to co-complete the evaluation(s) of the intern in a formal way twice, once at mid-terms (Supervisor will be in attendance, but will not fill out evaluation) and once toward the end of the semester. This will be turned in on Canvas by student intern.

Preservice Teachers should NOT:

- do homework in the field, such as reading assigned texts or typing papers
- include commuting time in field hours
- use/access social media while in the field (unless the Mentor Teacher specifically requests it for the purpose of communicating school events with families and/or staff).