

Teaching the World's Young Children

The Early Childhood Graduate Program at Brooklyn College

A Handbook for Field Experiences

Spring 2008

**Early Childhood Program
2309 James Hall
Brooklyn, NY 11210
718-951-5205**

Dear Early Childhood Graduate Students,

Welcome to the Early Childhood Program Graduate Program at Brooklyn College. There is no more important work than to teach and care for young children and the program at Brooklyn College will prepare you well. You are entering an exciting field of study leading to many opportunities once you graduate.

We believe that we learn to teach by doing so, therefore there are four graduate level courses in the Early Childhood Program that involves a 30 hour field experience allowing you to put into practice what you are learning in the College classroom. The professor in your class will assist you in finding or creating a placement where you will learn about children and environments in which they grow and develop. Other classes will have assignments where you will need to study children and schools but collecting hours is not required. Throughout your field experiences we want you to have experiences with children from Birth – grade 2 in a variety of centers and schools.

Enjoy your journey into the field of Early Childhood Education.

Sincerely,

Mary DeBey, Ph.D.
Program Coordinator

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BROOKLYN COLLEGE SCHOOL OF EDUCATION MISSION STATEMENT

The School of Education at Brooklyn College prepares teachers, administrators, counselors, and school psychologists to serve, lead and thrive in the schools and agencies of this city and beyond. Through collaborative action, teaching and research, we develop our students' capacities to create socially just, intellectually vital, aesthetically rich and compassionate communities that value equity and excellence, access and rigor. We design our programs in cooperation with Liberal Arts and Sciences faculties and in consultation with local schools in order to provide our students with the opportunity to develop the knowledge, proficiencies and understandings needed to work with New York City's racially, ethnically and linguistically diverse populations. We believe that teaching is an art that incorporates critical self-reflection, openness to new ideas, practices and technologies, and that focuses on the individual learner's needs and promotes growth. Our collective work is shaped by scholarship and is animated by a commitment to educate our students to the highest standards of professional competence.

THE EARLY CHILDHOOD PROGRAM: AN OVERVIEW

The Program in Early Childhood Education prepares teachers to understand and to respond to young children of diverse cultural, social and language backgrounds, and with a variety of learning needs and styles. The first eight years of life are filled with new beginnings, when attitudes towards learning and social engagement are first shaped. Early childhood teachers, in concert with families and with the cultural and social environments that support children's growth, are meaningful contributors to this process. Central to the program's philosophy is the development of teachers who are advocates for culturally and developmentally appropriate practices in early childhood education, and who promote social justice within classroom and community settings. Addressing early childhood education through the prism of the urban environment, the program focuses on developing teachers' ability to meet the challenges, and to envision the possibilities of working with young children and families in multicultural settings.

SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

The Conceptual Framework offers an overview of the salient themes that reflect the most pressing commitments of our faculty and the philosophical orientations of the School of Education. We are committed to prepare our candidates to use integrated methodologies; therefore, technology is infused throughout our coursework. The themes are:

- ❖ Collaboration,
- ❖ Diversity,
- ❖ Social Justice, and
- ❖ Critical Self Reflection.

**REQUIRED GRADUATE COURSEWORK
WITHIN THE 45 CREDIT PROGRAM**

**For Students With A Bachelors Degree But No
New York State Initial Or Provisional Certificate**

BLOCK 1: You may choose the sequence in which you take these courses (must complete before student teaching)		
required	705.11	Seminar in Principles, Practices & Environments ECE
required	705.13	Child Development in Social, Cultural & Ed. Contexts
required	710.11	Mathematics in ECE (plus 30 Field Hours)
required	710.13	Scientific Inquiry in ECE (plus 30 Field Hours)
required	727.11	Literacy Curriculum in ECE ((plus 30 Field Hours)
required	728.11	Families, Communities & Social Studies in ECE (plus 30 Field Hours)

Student Teaching _____ All courses in Block 1 must be taken prior or during Student Teaching

Review _____ Maintain a graduate cumulative GPA \geq 3.0

BLOCK 2: Student Teaching Experiences (you may take 1 class from block 3 with the student teaching course)		
required	764	Seminar & Student Teaching (6 credits)

BLOCK 3: You may choose the sequence in which you take these courses		
required	706.11	Social, Historical, Philosophical, Construction of ECE
required	709.15	Play in Cross Cultural Contexts
required	720.11	<u>Language Learning & Development in Young Children</u>
1 of	708.11	Environments Young Child with Special Needs (YCSN)
	725.11	Curriculum Modifications for the YCSN
	751.1	<u>Atypical Development in the Young Child</u>
1 of	709.11	Imagination & Arts - given only in the Spring
	709.13	Visual Arts in ECE (plus 1 hr weekly lab) - given only in the Fall

Transition Point _____ graduate cumulative GPA \geq 3.0

Review _____ program approval for Research

BLOCK 4: Action Research Year - Transition Point Review		
required	707.11	Intro to Research in ECE
required	719.11	Independent Project and Seminar

FIELD EXPERIENCE PLACEMENT PROCEDURES

Four courses in the 45 Credit Graduate Program require a field experience. The professor in these classes will arrange for a placement where you can apply what you are learning in the class. Each week you will attend field placement, log your hours on the attached sheet and obtain the teacher's signature. The log of hours will be collected at the end of the semester by your professor. You will not receive a grade until you have submitted your hours.

FIELD EXPERIENCE GUIDELINES

Students who are removed from the field experience placement for unethical and other professional reasons may be removed from the class. The following policies are the professional expectations of all early childhood teachers in field and student teaching placements.

Confidentiality

Student may have access to a great deal of information about students. All information about students, both formal and informal must be treated as confidential and never repeated outside of a student teacher's conversations with the cooperating teacher.

Professional Dress

Students are expected to dress in a professional manner in their school sites. Expectations for "professional" dress vary from school to school and even from grade to grade. Students should check with their Cooperating Teachers to determine how they will be expected to dress.

Classroom Rules and Regulations

All students are expected to support the school's "rules and regulations" and support the specific routines and expectations of the classroom teacher.

Health and Safety

The safety and well-being of the young children is of primary importance. As a student, you should never work unsupervised or alone with the children.

Photographing Children and the School

Ask permission before taking photographs or using audio tapes. Prior permission from the teacher, director, principal, and parent is most often required.

Holidays and School Closings

Because the schools in which students are working have different holidays and vacations, the calendars of the schools and the College may vary. Work out with the professor how you will make up the hours which you miss.

Absences

If a student is unable to come to their site on an assigned day due to an emergency, they must immediately call the school and/or the cooperating teacher. E-mail your professor. All absences must be made up in conjunction with the professor. If a student has more than 2 unexcused absences, they may be removed from the site.

Arrival

Student should arrive promptly at their site. Each day, they will sign in at the site and maintain an accurate Brooklyn College time sheet that is signed by the teacher. Promptness is a required minimum professional expectation.

Ethics

In order to develop and sustain an appropriate degree of professionalism, student teachers should set an example for students-physically, intellectually, emotionally and ethically.

Cell phones, pagers, etc.

Electronic devices need to be turned off while you are at field placement.

NAEYC CODE OF ETHICAL STANDARDS

The Brooklyn College Early Childhood Program adheres to the National Association for the Education of Young Children's (NAEYC) Code of Ethical Standards which states:

As an individual who works with young children, I commit myself to furthering the values of early childhood education as they are reflected in the NAEYC Code of Ethical Conduct. To the best of my ability I will

- Ensure that programs for young children are based on current knowledge of child development and early childhood education.
- Respect and support families in their task of nurturing children.
- Respect colleagues in early childhood education and support them in maintaining the NAEYC Code of Ethical Conduct.
- Serve as an advocate for children, their families, and their teachers in community and society.
- Maintain high standards of professional conduct.
- Recognize how personal values, opinions, and biases can affect professional judgment.
- Be open to new ideas and be willing to learn from the suggestions of others.
- Continue to learn, grow, and contribute as a professional.
- Honor the ideals and principles of the NAEYC Code of Ethical Conduct.

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Dear Early Childhood Teacher,

This letter serves to introduce _____
who is an Early Childhood graduate student at Brooklyn College. At Brooklyn we believe that we learn to teach by doing so. Therefore many of our Early Childhood graduate courses involve a field experience allowing our students to put into practice what they are learning at the College. Your involvement allows us to create rich diverse experiences for our students. We are most grateful.

While in your classroom Early Childhood students are expected to observe and also participate with the children. In addition they may be required to carry out activities that go along with what they are studying. The student will ask to meet with you to discuss their plans.

Thank you again for your valuable contribution to our program. If you have any questions, please feel free to contact the professor teaching the class.

Sincerely,

Mary DeBey, Ph.D.
Program Coordinator