**Proposed Tasks for Placement of ECE Clinical Experiences**

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| **Core in which**  **students are enrolled** | **Tasks to be Completed** |
| After CARE Admission (prior to Core I) | Coordinator of Educational and Clinical Experiences (OECE) or UA receives names of all CARE admitted students (including both graduate and undergraduate) from the chair of CARE |
| The coordinator sends a welcoming email informing students of clinical experience protocol and any requirements or tasks they must complete for their Core I clinical experience next semester (including—if needed—background check information and whether they have a car.) |
| ECE faculty teaching ECE 315 will provide a list of dates for next semester’s Core I placements and a one-page list of activities to be completed by Core I students to the coordinator of OECE and UA. |
| OECE and UA place all new admits into a Core I placement in the following way:   * Placements should be in preschool (with a play-based curriculum) * Students should be placed first in CFDRC (2 per classroom), second in Windham Early Childhood Center, third in Coventry, and fourth in other child development centers as needed. * No placements may be beyond a 10 minute drive from the university, so students can return to class on campus during the course time. * OECE will forward placements, including supervising teacher names and email addresses, to the instructor of ECE 315 (the Core I clinical course), before the start of the semester? Placements must be confirmed by the OECE the first week of the semester. |
| OECE will visit any new clinical experiences classroom to make a personal contact with teachers and verify the play-based orientation of the classroom. |
| OECE will send an email to all Core I clinical experiences ***directly to the teachers (cc-ing relevant administrators and the faculty teaching ECE 315)*** with the names of students, their placement, dates and times of clinical visits and one-page summary of activities for the upcoming semester. |
| CEC or UA will send the list of students and their placements for Core I to the faculty member teaching ECE 315. |
| **All Core I placements must be made prior to the first day of classes on each semester** |
| During Core I  During Core I | OECE will send an email to all Core I students, describing the Core II clinical experience and informing them of any requirements or tasks they must complete prior to Core II (e.g., background checks, whether they have a car) |
| ECE faculty member teaching ECE 460 will provide a list of dates of clinical experiences visits and activities to be completed to the OECE. |
| OECE will place all Core I students into Core II placements in the following way:   * Placements should be in first, second, or third grade classrooms. * Placements must all be within a few minutes’ drive of the university to allow students to return to campus and faculty to visit all of them during the class time. * Placements must be clustered in as few schools as possible. * Placements must be in a setting that is other than Core I. Placements should be within 20 minutes of Eastern. * Core II placements, including teachers’ names and email addresses will be forwarded to the instructor of ECE 460. |
| Coordinator of OECE will visit any new clinical experiences classroom to make a personal contact with teachers and verify that the teacher is able to accommodate Core II projects. |
| CEC will send an email ***(directly to Core II clinical experiences teachers (cc-ing relevant administrators and faculty of ECE 460)*** with the names of students and their placements, dates and time of visits and one-page summary of activities for the upcoming semester. |
| OECE will troubleshoot any unforeseen problems with placements (e.g., a teacher illness) that occur during Core I. |
| **All Core II placements must be made prior to the first day of classes on each semester** |
| During Core II  During Core II | Coordinator of OECE will arrange for a visit to a Core II class, ***prior to the due date for practicum applications*** and discuss the application process, the due date for when the application must be posted on TK20, the expectations for the practicum, and any requirements or tasks (e.g., background check forms) that must be completed prior to the practicum. |
| ECE students will apply for placement in the Core III practicum by a reasonable and clearly communicated due date and will email their advisor when their application is posted. |
| Faculty member of ECE 425 (practicum supervisor) will send all practicum requirements or expectations for students, including any changes in these, to the OECE. |
| OECE will place all Core II students into Core III practicum placements in the following way:   * Placements must be made in preschools or kindergartens with a teacher who either holds CT 113 or is trained in Special Education and with at least one child with an IEP. * Placements should be clustered, as much as possible, to allow a full time faculty member in early childhood special education to visit multiple candidates in a single visit. * Practicum placements, including teachers’ names and email addresses will be forwarded to the Practicum Supervisor/faculty member. |
| Candidates will be sent their practicum placement, including name of the teacher, school, grade level and email address, ***early enough to allow them to contact and visit their practicum site*** (as in student teaching). |
| OECE will send an email to all practicum teachers with all assignments, dates, days and times, expectations for work with a “focus child” and other information, similar to what is sent to student teaching cooperating teachers. |
| OECE will troubleshoot any unforeseen problems with placements (e.g., a teacher illness) that occur during Core II. |
| **All practicum placements must be made no later than the end of the semester for Core II, so students may visit their practicum sites.** |
| During Core III | The Coordinator of OECE will visit a Core III class, ***prior to the due date for student teaching applications*** to review the student teaching handbook, discuss the application process, the due date for when the application must be posted on TK20, guidelines for the resume and letter to the cooperating teacher, and the expectations for student teaching, and any requirements or tasks (e.g., background check forms) that must be completed prior to student teaching. |
| ECE students will apply for placement in student teaching by a ***reasonable and clearly communicated due date*** and will email their advisor when their application is posted. |
| OECE will place all student teachers in the following way:   * Placements must be made in first, second, and third grade classrooms, following the usual procedures. * As always, there will be effort to cluster students for ease of university supervision and placement in classrooms that reflect best practice. |
| Candidates will be informed of their student teaching placement, including name of the teacher, school and grade level and email address, ***early enough to allow them to contact and visit their school and teacher*** during the Core III semester. |
| OECE will send an email to all cooperating teachers with information on student teaching expectations and dates, as always. |
| OECE will troubleshoot any unforeseen problems with placements (e.g., a teacher illness) that occur during Core III. |
| **All student teaching placements must be made no later than the end of the semester for Core III, so students may visit their student teaching classrooms.** |
| During Core IV (Student Teaching | OECE will troubleshoot any unforeseen problems with placements (e.g., a teacher illness) that occur during Core III.  OECE will conduct survey evaluations of cooperating teachers by candidates and supervisors, and evaluations of supervisors by candidates and cooperating teachers and use the data to guide future placements and supervision assignments |