Field Placement Reflection

For my Professional Semester 2 (EDU395), I had the opportunity to work with a class from _____ Schools. I was placed at _____ class. Throughout the semester, I got to work hand in hand with _____ and see what it was really like to be a preschool teacher.

____ is a very diverse school in a variety of ways. I had the opportunity to work with students from a wide variety of socio-economic, disabilities, and racial/ethnic backgrounds. I was able to work with them and adapt my lessons for them throughout my time at ___. I worked with students who had speech delays, sensory issues, social/emotional, and cognitive delays and/or disabilities. Each student challenged me in a different way and kept me thinking about how I could best plan and implement activities for these students. This experience opened my eyes to see just how many different student backgrounds and/or students with delays/disabilities could be in one particular classroom.

Throughout the semester I was able to interact with the students in many different ways, whether it was as a small group or as a whole class. I completed my first mini teacher work sample during my time in _____ classroom, which allowed me to design appropriate curriculum for the students in the class that align with the Kentucky Standards for children (IECE KTS 1.1) I had to make sure all of the activities I was planning were developmentally appropriate for the children in my class as a whole and individually (IECE KTS1.2). I was able to get a glimpse of what it is like to complete a whole unit with a class. For my artifact: *IECE _____*, I focused on different ways to travel around the world. We read books and did some activities around different ways to travel. When I was planning the lessons and the activities, it was important for me to

keep in mind the abilities of all my students. I needed to make sure I was making accommodations and adaptions when needed in the mini TWS when I describe how I will differentiate my teaching strategy for specific children in *Task B*: Designing Instructional Strategies and Activities (IECE KTS 1.3). I had to think about the specific lesson I was wanting to do and see if I thought all students could handle doing it in a large group setting or if we needed to break into small groups (IECE KTS 2.2). In the section *Task C1: Lesson Plan in my mini TWS* I was also able to see what it is like to write up a lesson plan that involves all members that will be present in the classroom during the time of the lesson (IECE KTS 1.4) When I was writing the lesson plans I was working with the other teachers in the classroom to see what is best for the child. I was also able to plan for what they will be doing during the lesson, which one was helping keep the children focused and the other was helped take notes. It was a good experience learning how to utilize the resources available to me such as the two teachers that were present during the lesson.

I reflected and analyzed on each of my lessons after I implemented them. The lessons I reflected on are in the following artifacts: *IECE ____Mini TWS part C and Five Senses Post Observation*. Throughout each of these lessons I reflected on how I thought the lesson went and how I could improve the lesson if I was going to do it over again (IECE KTS 5.1). During this time I would also look over the formative assessments to reflect on the children's learning and to see what their growth was throughout the unit (IECE KTS 4.1). I also had a reflection time with my collaborating teacher and the assistant teacher when the lessons were over. We talked about how we thought the lesson went as a whole, how the students did with it, and ways they thought I could improve the

lesson (IECE KTS 6.3). Throughout the two different reflection times I was really able to think through my lessons and how they went as a whole.

I had the opportunity to create my first spreadsheet (*Mini TWS-D-1*) over the child data that was collected during my mini TWS (IECE KTS 4.4, 9.6). I realized how much easier and effective it was to have the data in one specific space. It helped me see how each child improved or the areas the student was still struggling in. The spreadsheet also helped me see how the class did as a whole during the lessons. In my *mini TWS task D-2* I was able to reflect on the unit by using the spreadsheet. What I mean by being able to reflect on the unit is that when I looked at the difference between my pre and post assessment I can tell that the class as a whole went up by 3.33. This is actual evidence that backs-up my comment that the children do understand different modes of transportation.

I was able to participate in a Professional Learning Community meeting at ____this semester (*PLC Meeting Documentation*). It allowed me to see how the teachers come together to share ideas, get advice, and encourage one another. I think this is a great way to make sure the whole school is working as a team and not just leaving teachers to deal with things on their own. This meeting they looked at different test scores and encouraged each other and/or gave each other advice on how to get to some of their students up to where they need to be. The principal, teachers, and the reading specialists were all involved in the meeting. I thought it was neat to have all the different types of rolls that were in the school present in the meeting because maybe they can give a different insight on what is going on and how to improve things. I think having a

Professional Learning Community within the school is an excellent resource and can offer lots of help.

I completed my video lesson plan (*Five Senses Lesson Plan*) as a whole group class during morning circle time. I developed lesson objectives that were based off of the Kentucky Early Childhood Standards (IECE KTS 1.1). I planned activities that correlated with the abilities of the students who would be participating in the activities. The students were very successful with this activity I think for one reason because I allowed them to help lead the lesson. The students were allowed to come up and help me fix Mr. Potato heads five senses and they also got to tell the class what that body part allows us to do. It was a very hands on and interactive lesson. In Foliotek the *University Clinical Educator Video Lesson Evaluation Form* states that I was successful in engaging students to meet their individual needs and learning styles while creating an environment that facilitates multiple levels of learning (3.2, 3.4). Throughout the Mr. Potato Head activity I was able to meet the needs of visual, auditory, and hands on learners. I wanted the lesson to be engaging and meet the needs of all the students in the class, regardless of their learning style.

I had the opportunity to work with the children on our classroom SmartBoard and IPad throughout the semester (artifact: *Technology Use*). I would use the SmartBoard in either small groups or one-on-one, but the IPad was only one-on-one (IECE KTS 9.14). When I used the SmartBoard with the students we worked on a program called StarFall. This program had phonics games for the children to play for each letter of the alphabet. This was an interactive game with sound that helped the children work on recognizing and identifying the letters of the alphabet. The children were able to be hands on and do

activities that related to one letter of the alphabet at a time. When we used the IPad I worked with a little boy who was working on the letters of the alphabet, so we used another phonics application. This application allowed him to practice tracing the letters of the alphabet while making the sound that letter makes. When we used both of these devices the students were always so in tune with the lesson and were very interactive. This semester has helped me grow as a teacher candidate in many ways. This semester was full of new challenges and situations that I have never experienced. I was able to work with students from many different backgrounds, cultures, and those that have disabilities/delays. I was able to adapt and design lessons for the specific students in the classroom I was in. This semester I have seen more of what is asked of the teacher when it comes to IEPs and what all the teachers are responsible for. I learned a lot about the paperwork side of teaching preschool as well as the in-class teaching. I have really enjoyed learning about all the different sides of teaching when it comes to being in a preschool classroom. I really enjoyed my time at _____ this semester.

Interdisciplinary Early Childhood Education Standards

Standard 1:Designs/Plans Instruction
The Interdisciplinary Early Childhood Education (IECE) educator designs and plans experiences and instruction that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities.

Performance Criteria:
The extent to which the IECE educator:
1.1 Designs developmentally appropriate, comprehensive curriculum and instruction aligned with Kentucky Learner Goals
1.2 Selects developmentally and individually appropriate strategies and resources to provide activity-based learning experiences
1.3 Adapts and individualizes curriculum and instruction plans for all children, including those with special needs and disabilities
1.4 Plans for the effective involvement of team members including assistants, staff, and volunteers across learning environments
1.5 Incorporates knowledge of multiple disciplines and strategies from team members
1.6 Incorporates family strengths and resources, priorities, and concerns to plan experiences and instruction (e.g., lesson plans, IFSPs, IEPs, and transition plans)

Standard 2:Creates/Maintains Environments
The IECE educator creates and maintains learning environments in a variety of settings that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities.

Performance Criteria:
The extent to which the IECE educator:
2.1 Creates the physical, social, and temporal environment to engage children and maximize learning aligned with Kentucky Learner Goals
2.2 Creates and maintains developmentally and individually appropriate activity-based learning environments
2.3 Maintains a healthy and safe environment
2.4 Provides developmentally and individually appropriate indoor and outdoor environments
2.5 Creates environments that recognize and value diversity as a strength in children and families
2.6 Adapts environments to support children with special needs and disabilities
2.7 Creates, evaluates, and selects technology, materials, and media to enhance the learning environment
2.8 Facilitates positive interaction between children and adults
2.9 Uses positive guidance techniques to foster children's self-regulation
2.10 Uses responsive techniques to nurture appropriate social interaction and social competence
2.11 Functions within legal, ethical, and professional guidelines
2.12 Applies adult learning principles in supervising and training adults

Standard 3: Implements Instruction
The IECE educator introduces, implements, and facilitates experiences and instruction that support development and learning for infants, toddlers, preschool children, and kindergarten children, including those with disabilities.

Performance Criteria:
The extent to which the IECE educator:
3.1 Facilitates children's acquisition and integration of behavior, skills, and concepts to support learning aligned with Kentucky Learner Goals
3.2 Implements developmentally appropriate individual and group activities in indoor and outdoor environments
3.3 Encourages children's active involvement in a variety of structured and unstructured learning activities
3.4 Uses instructional strategies that meet the unique needs of each child
3.5 Implements family-centered activities that reflect the family's resources, priorities, and concerns
3.6 Provides learning experiences that support and expand the cultural knowledge and behavior of each child
3.7 Provides guidance, learning cues, and positive feedback to children
3.8 Manages antecedent and consequent conditions to foster self-management behaviors

Standard 4: Assesses & Communicates Learning Results
The IECE educator, in collaboration with others, assesses the development and ongoing learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities, and communicates the results with partners, including families.
 Performance Criteria:
The extent to which the IECE educator:
4.1 Uses developmentally appropriate and authentic assessments to determine child needs, to plan individualized learning experiences, and to develop and implement IFSPs and IEPs
4.2 Selects, creates, adapts, and uses multiple modes and methods of assessments which are sensitive to the unique cultural and learning needs of the child
4.3 Actively involves families and other team members in the assessment process
4.4 Systematically collects, organizes, and records ongoing assessment data to monitor child progress
4.5 Monitors, summarizes, and evaluates the acquisition of child and family outcomes as outlined in the IEP or the IFSP

4.6 Effectively communicates assessment results and ongoing child progress with families and other team members in everyday language, including native language and communicative mode

Standard 5: Reflects/Evaluates Professional Practices
The IECE educator reflects on and evaluates professional practices that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities.

Performance Criteria:
The extent to which the IECE educator:
5.1 Engages in ongoing self-reflection to improve professional practices
5.2 Communicates strengths and areas for growth in professional practices as a result of self-reflection
5.3 Applies professional ethics, practices and legal mandates in early childhood settings
5.4 Reflects upon, evaluates, and modifies involvement of team members including assistants, staff, and volunteers across learning environments
5.5 Participates in program evaluation efforts to improve child learning and development
5.6 Identifies the professional development needs of assistants, staff and volunteers and provides support to improve each person's performance

Standard 6: Collaborates with Colleagues/Families/Others
The IECE educator collaborates and consults with team members including colleagues, families, primary caregivers, agency personnel, and other service personnel to design and implement experiences and instruction that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities.

Performance Criteria:
The extent to which the IECE educator:
6.1 Participates as an effective team member and demonstrates appropriate interpersonal skills to support collaboration in early childhood settings
6.2 Seeks and encourages the participation of families as partners in promoting the child's development, sharing information, making decisions, and implementing and evaluating program plans for the child
6.3 Consults and collaborates with team members to promote the child's development, share information, make decisions, implement, and evaluate program plans for the child
6.4 Seeks advice and collaborates with community members and agencies to provide resources, promote child development, and increase learning in early childhood settings
6.5 Articulates the individual outcomes and unique needs for each child to assistants, staff, and volunteers
6.6 Provides ongoing constructive feedback to team members about professional practices
6.7 Collaborates with families and other team members to support successful transition to next setting

Standard 7: Engages in Professional Development
The IECE educator engages in self-evaluation of professional practices and implements a professional development plan to improve his/her performance.

Performance Criteria:
The extent to which the IECE educator:
7.1 Engages in ongoing critical analysis and reflective thinking to assess one's own performance and identify areas for growth
7.2 Develops a professional growth plan
7.3 Documents professional growth and performance
7.4 Demonstrates professional growth through identification with and active participation in professional organizations
7.5 Critically reviews and applies research and recommended practices
7.6 Seeks support and expertise of others to improve professional practice
7.7 Acquires and integrates information from a variety of resources to expand personal knowledge of child development, interdisciplinary practices, diversity, and family-centered services

Standard 8: Supports Families
The IECE educator supports families through family-centered services that promote independence and self-determination.

Performance Criteria:
The extent to which the IECE educator:
8.1 Assists families in articulating resources, priorities, and concerns
8.2 Demonstrates sensitivity to characteristics of each child's family and community and shows respect for cultural preferences and socioeconomic influences
8.3 Implements a continuum of family-centered services which support child development
8.4 Informs families of program objectives, procedures, and legal rights
8.5 Applies adult learning principles to parent education activities
8.6 Promotes family participation in adult education opportunities and school and community activities
8.7 Demonstrates knowledge of family structure, style, and stages of family and adult development
8.8 Communicates with families and other team members in everyday language including their native language and communicative mode, using interpreters if appropriate

Standard 9: Demonstrates Implementation of Technology
The IECE educator uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, families, and community agencies; and conduct research.

Performance Criteria:
The extent to which the IECE educator:
9.1 Operates a multimedia computer and peripherals to install and use a variety of software
9.2 Uses terminology related to computers and technology appropriately in written and verbal communication
9.3 Demonstrates knowledge of the use of technology in business, industry, and society
9.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations
9.5 Creates multimedia presentations using scanners, digital cameras, and video cameras
9.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction
9.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance-learning applications to enhance professional productivity and support instruction
9.8 Requests and uses appropriate assistive and adaptive devices for children with special needs
9.9 Designs lessons that use technology to address diverse needs and learning styles of children
9.10 Practices equitable and legal use of computers and technology in professional activities
9.11 Facilitates the lifelong learning of self and others through the use of technology
9.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation
9.13 Applies research-based instructional practices that use computers and other technology
9.14 Uses computers and other technology for individual, small group, and large group learning activities
9.15 Uses technology to support multiple assessments of children's learning
9.16 Instructs and supervises children in the ethical and legal use of technology