

CHDV 220 The Young Child and CHDV 495 Directed Field Experience Fieldwork Expectations

Purpose of Fieldwork

Fieldwork is a supervised learning experience. The fieldwork experience connects the skills and knowledge acquired in the classroom with the application in early childhood educational settings. Educational practices are comprised of complex activities, procedures, relationships and communication systems. It is a required component of Bachelor's degree (BA) with concentration in Option I: General option.

Direct experience with preschool children, appropriate educational approaches and materials of a high quality program are important components of learning about how to work with young children and staffs in an early childhood setting. The Department of Child and Family Studies at California State University, Los Angeles considers the fieldwork experience an invaluable part of the preparation of future child development professionals. Specifically, the purpose of fieldwork is to provide the student with the opportunity to:

- Develop classroom and program management and problem solving skills, acquire and improve communication skills using various early childhood educational methods, principles and techniques.
- Experience hands-on educational practices, explore career options and generate contacts with professionals in the related area.

Fieldwork requirements for CHDV 220

CHDV 220, The Young Child requires 32 hours of direct contact with 3 and 4 year olds in a child development center. Under the classroom teacher's supervision, the student engages in observation and assistance in preparation, presentation, and evaluation of curriculum activities in small and large group settings. While fulfilling the field component requirements, the student is NOT expected to assume total classroom responsibility.

Fieldwork requirements for CHDV 495

CHDV 495 requires 120 hours (4 units) of instructional experiences with 2, 3 and 4 year olds in a child development center in addition to 60 hours (2 units) of an administrative internship. Under the classroom teacher's supervision, the student engages in keeping daily journals, observation and assistance in the preparation, presentation and evaluation of curriculum activities in small and large group settings. Towards the end of fieldwork experience, students are expected to take increasing responsibility over the execution of instructional activities culminating with complete classroom control.

In addition, CHDV 495 students will work with a director of a child development center to learn about leadership, administrative procedure and policies of an early childhood program, such as admissions, licensing, staff guidance, fundraising/budget and the

general functioning of the school.

Specific Instructions Concerning Fieldwork

1. Fieldwork placements will be processed through the Department Fieldwork Coordinator one quarter prior to registration of the course. During the regular registration period, students are required to register for 4 units for CHDV 220 and between 2 and 6 units for CHDV 495 (4 teaching units and 2 administration units).
2. Initial contacts with fieldwork sites are to be made by the Department Fieldwork Coordinator only. Directors, school personnel, central office staff, head teachers, etc. are NOT to be contacted without clearance from the department staff or the Fieldwork Coordinator.
3. For CHDV 220, in addition to regular class meeting, students should allot three hours and fifteen minutes pre week for the duration of an academic quarter in order to complete a total of 32 hours required for the fieldwork component. Appropriate work experience may be accepted as fieldwork experience. Department Fieldwork Coordinator in consultation with the Department Chair will have discretion to approve or deny experiential credit for fieldwork components. Please see policy on departmental website (<http://www.calstatela.edu/dept/cfs/CFS%20Web/html/Substitute%20Fieldwork%20for%20220.htm>).
4. For CHDV 495, students should allot 12 hours of teaching internship (three hours per unit for 4 units) and 6 hours of administrative internship (three hours per unit for 2 units) a week for the duration of an academic quarter in order to complete a total of 180 hours (120 teaching hours and 60 administration hours) required for the fieldwork component. Students are required to complete teaching and administrative internships at the same fieldwork site, during the same quarter or two different quarters.
5. Appropriate work experience may be accepted for substitution of 4 units of teaching component. **Two administrative units will NOT be substituted regardless of student's experience.** Department Fieldwork Coordinator in consultation with the Department Chair will have discretion to approve or deny experiential credit for fieldwork components. See policy on website.¹
6. Fieldwork is a serious commitment on the part of both the student and department. Candidates are expected to be ***present at each appointed place and to be on time***. Absences should be reported to the fieldwork supervisor and/or the CSULA instructor.

¹ Please note that appropriate work experience can only be used one time, for either CHDV 220 or the teaching units of CHDV 495.

Fieldwork Components and Types of Engagement

Fieldwork program provides opportunities for teachers to develop, apply, and demonstrate relevant skills, understandings, and knowledge. Fieldwork consists of a series of sequential experiences designed to move students from simple observation and assistance in child development centers to more complex participation in and/or teaching in an actual classroom. Observation is an essential element of fieldwork and under the classroom teacher's supervision, prospective teachers engage in one-to-one interaction with young children, and small group activities. Supervising teachers may assist teachers in preparing, presenting, and evaluating lesson plans and activities. This entire process offers students developmental opportunities to work with children and to assume increased responsibilities in the classroom. Supervising teachers interact with students about topics such as professional conduct, responsibilities, techniques, and procedures for classroom operation. The supervising teacher provides continuous evaluation.

Definitions of the components of involvement include:

1. *Observation* - A supervised program in which the student observes teaching techniques, scope and sequence, classroom management, disciplinary procedures, and other teacher/children/classroom characteristics (CHDV 220, CHDV 495).
2. *Assistance* - A supervised program in which the student assists in the operation of individual, small and/or large group activities (CHDV 220, CHDV 495).
3. *Participation* - A supervised program in which the student participates in instructional activities either with individual children, small groups, or the entire class (CHDV 220, CHDV 495).
4. *Curricular planning*- A supervised program in which student designs curriculum that centers around program philosophy, developmentally appropriate practices and program ongoing themes (CHDV 220, CHDV 495).
5. *Reflection* - A continuous process whereby the students think about their learning. This learning is facilitated through observation, assistance, and participation (CHDV 220, CHDV 495).
6. *Communication* - A system in which student communicates with children, faculty/staff, and parents in a professional manner and develops relationships in an early childhood classroom setting (CHDV 220, CHDV 495).
7. *Evaluation/Assessment*- A supervised program in which the student observes and assesses children's development across domains such as language, cognitive, motor, and social development; identify important areas using established assessment measures such as Environment Rating Scale (CHDV 495).

Objectives of fieldwork components include the following-

- Basic level- Describing and analyzing teaching methods, organizational aspects of the classroom, class management strategies, cultural differences among children, characteristics of exceptional children, strategies used to meet the needs of exceptional children, and relationships among teaching, administrative policies, and program philosophy.
- Intermediate level- Evaluating lesson plans and selecting a lesson plan format

- based on developmentally appropriate practices, engaging in small group and one-on-one activities, designing lessons to meet the needs of exceptional learners, English as a Second Language learners, or children with different learning styles or individual needs, developing strategies to observe/monitor children's progress, identifying school policy, and assessing communication systems.
- Administrative focus – Understanding relevant policies and practices to administer child development programs including working with staff and parents. Specifically, review Title 5 and 22 requirements, communication modality for parents (e.g., newsletter, announcement), specific personnel procedures including, but not limited to, teacher recruitment/hiring, and professional development, understanding approaches to the coordination of parents and community volunteers, familiarizing with nutrition guidelines, accreditation procedures, and generating annual reports.

Student Responsibilities

- Registering for fieldwork using the procedures described on the CFS web site (<http://www.calstatela.edu/dept/cfs/CFS%20Web/html/advisement.htm>).
- For CHDV 495, completing application and submitting it to the Fieldwork Coordinator one quarter prior.
- Reviewing Fieldwork Guidelines.
- Dressing appropriately and professionally for the site.
- Punctuality and reliable attendance are expected. Reporting tardiness and absences in a timely manner to the appropriate person.
- Contacting Fieldwork Coordinator if a problem develops.
- Arranging for transportation to site.
- Maintaining a time log with appropriate signatures.
- Completing assignments as established by instructors on course syllabi.
- Completing required journal assignments.
- Communicating with instructor regarding assignments.
- Accepting criticism in a professional manner.
- Conferring with supervising teacher/director about the evaluation forms.

Supervising teachers are vital to the success of any field experience. Supervising teachers are responsible for:

- Reading course syllabi.
- Reading the *Fieldwork Expectation*, thereby becoming familiar with the roles and responsibilities of fieldwork.
- Relating to the student in a fair, professional manner.
- Providing the student with an orientation to the class, classroom, and school procedures.
- Providing the student with time for directed observation.
- Providing constructive feedback to the student.
- Involving the student in planning and active participation with young children in classroom situations.

- Involving the student in non-instructional responsibilities (e.g., administrative components).
- Providing the student with increasing responsibilities within the sequence of practical experiences.
- Identifying appropriate tasks and assignments, which should be consistent with the purposes of the fieldwork.
- Contacting the Department Coordinator before a problem occurs.
- Evaluating the student and forwarding the midterm and/or final evaluation forms as soon as possible to the Coordinator of Fieldwork Experience.

Center Director Responsibilities for Supervision of 2 units of Administrative Fieldwork
Supervising directors are responsible for:

- Reading course syllabi.
- Reading the *Fieldwork Experiences Expectation*, thereby becoming familiar with the roles and responsibilities and examining the purposes of various fieldwork experiences.
- Relating to the student in a fair, professional manner.
- Providing the student with an orientation including classroom and personnel procedures.
- Providing the student with time for directed observation.
- Giving constructive feedback to the student.
- Involving the student in non-instructional responsibilities such as planning and goal setting, staff development/supervision, admission process, curriculum planning, scheduling, regular parents conferences, office management tasks including facility management, meet legal and fiscal requirements through accurate record keeping processes, evaluate and assess the program, and coordinate special events.
- Providing the student with increasing responsibilities within the sequence of practical experiences.
- Identifying appropriate tasks and assignments, which should be consistent with the purposes of the fieldwork.
- Contacting the Department Coordinator before a problem occurs.
- Evaluating the student and forwarding the final evaluation form as soon as possible to the Coordinator of Fieldwork Experience.