

**Consumer & Life Studies**  
**Early Childhood Education**  
**Unit 3: Field Site Preparation and Assignment**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ A field site experience will enable the student to apply classroom knowledge and understandings to real experiences with children.</li> <li>▪ The field site experience is intended to help students develop a sense of confidence and competence in their relationships with young children.</li> <li>▪ A placement within a public or private early childhood classroom will allow the student the opportunity to observe and benefit from the role model of an experienced teacher.</li> <li>▪ The field site placement may allow aspiring early childhood or elementary education teachers to gain valuable experience and insight into the reality of teaching.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ Where will the student be placed?</li> <li>▪ How many hours per week should the student spend with children?</li> <li>▪ What are the goals and objectives of the field site experience?</li> <li>▪ How will the student be evaluated for their time spent with children?</li> <li>▪ What is the student expected to do while in the classroom?</li> <li>▪ How much should the student expect to be involved in teaching?</li> <li>▪ How is the student expected to set a good example?</li> <li>▪ How should the student discipline children?</li> <li>▪ What should a student write about in a log of observations at the field site?</li> <li>▪ What did the student gain from the experience?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ A field site experience offers a valuable opportunity for observing children, interacting with them, and gaining knowledge and skills that will be useful for future relationships with children, whether personal or professional.</li> <li>▪ Individuals working in the early child care setting must be responsible, punctual, mature, positive examples, sensitive, involved, attentive, helpful, and respectful of confidentiality.</li> <li>▪ It is important to incorporate positive discipline techniques when working with young children.</li> <li>▪ Observations of children’s behavior contribute a great deal to their understanding of individual children and their stage of development.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ responsible, positive role model, supervisor, involvement, social peer relationship assistance, positive disciplining, individual and group observations</li> </ul> </li> </ul>

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<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Demonstrate responsibility to the supervising teacher by arriving promptly when expected and reporting in when ill.</li> <li>▪ Present a consistently positive role model for the children.</li> <li>▪ Develop an awareness of individual needs of some students.</li> <li>▪ Differentiate the individual characteristics of children that they become familiar with through involvement and/or observation.</li> <li>▪ Intervene in social peer relationships when necessary.</li> <li>▪ Supervise and/or become involved with the activities of children.</li> <li>▪ Select an activity to implement with a group of children.</li> <li>▪ Teach conflict resolution to a child or some children.</li> <li>▪ Identify a new learning about children.</li> <li>▪ Observe and describe the teaching style, classroom management and classroom atmosphere of the supervising teacher.</li> <li>▪ Evaluate the value of the field site experience.</li> </ul>
<b>Related Maine Learning Results</b>	<p><u>Career and Education Development</u></p> <p>A. Learning About Self and Interpersonal Relationships</p> <p>A1. Self-Knowledge and Self-Concept Students reflect on and/or analyze interests, skills, habits of mind, and experiences to maintain a positive self-concept and to aid them in making career and life decisions.</p> <p style="padding-left: 20px;">a. School-to-school decisions b. School-to-work decisions</p> <p>A2. Beliefs and Behaviors that Lead to Success Students demonstrate and evaluate strategies to improve their personal traits, behaviors, and the belief that one can successfully complete tasks/goals required for success in career and school.</p> <p style="padding-left: 20px;">a. School-to-school decisions b. School-to-work decisions</p> <p>A3. Interpersonal Skills Students demonstrate behaviors that reflect positive interpersonal skills and evaluate successful strategies that improve positive interpersonal skills in ways that lead to success in a variety of school, work, and community settings.</p> <p style="padding-left: 20px;">a. Getting along with others b. Respecting diversity c. Working as a member of a team d. Managing conflict e. Accepting/giving/using constructive feedback f. Accepting responsibility for personal behavior g. Demonstrating ethical behavior h. Following established rules/etiquette for observing/listening i. Demonstrating safe behavior j. Dealing with peer pressure</p>

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<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"> <li>▪ Read through the goals and objectives of the field site experience giving examples to explain terms and answering questions.</li> <li>▪ Read over the supervising teacher’s evaluation sheet and explain the importance of being responsible to both the teacher and BHS for the reputation of the program.</li> <li>▪ Present lists of available teachers, assign students, and distribute sample attendance lists.</li> <li>▪ Distribute positive disciplining techniques, give examples for each and discuss them.</li> <li>▪ Apply the positive discipline techniques to anecdotal situations by differentiating the subtle differences in alternative techniques.</li> <li>▪ Write a log entry for each visit showing evidence of the ability to observe development issues, individual needs and ability.</li> <li>▪ Share field site experiences and concerns throughout the nine weeks plus in a formal discussion at the end of the semester.</li> <li>▪ Spend three hours/week for nine weeks at the assigned field site.</li> <li>▪ Implement at least one activity or lesson presented in class.</li> </ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"> <li>▪ Test over positive disciplining techniques.</li> <li>▪ Log of their visits to the field site, written as prescribed by a handout.</li> <li>▪ Supervising teacher’s evaluation.</li> <li>▪ Completed field site questionnaire at the completion of the experience.</li> <li>▪ Participation in a formal discussion of the field site experience.</li> </ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"> <li>▪ <u>Other Resources:</u> <ul style="list-style-type: none"> <li>○ Teacher created materials</li> </ul> </li> </ul>