



ECPC Field Experiences Guide



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Introduction to the ECPC Field Experiences Guide

The ECPC Field Experiences Guide is for use by Early Intervention/Early Childhood Special Education (EI/ECSE) faculty in institutions of higher education (IHEs) preservice programs to prepare for, implement, and evaluate field experiences that occur prior to more intensive clinical experiences (e.g., student teaching, practicum). The guide contains examples of information, guidelines, and forms for students, field mentors, and university supervisors. The examples are based on a review of handbooks and forms on university websites across the United States. When appropriate, examples for field experiences that focus on observation and those that focus on skill application are provided. Guidelines and sample forms are provided specific to center-based settings (e.g., public preschool, Early Head Start/Head Start, childcare) and home/community settings (e.g., homes, neighborhood park) as needed. The guide examples can be revised based on field experience policies and procedures of the IHE faculty's university.

The [*Initial Practice-Based Professional Standards for Early Interventionists/Early Childhood Special Educators*](#) (EI/ECSE Standards) serve as the foundation for the information, guidelines, and forms included in the guide. The guide is developed with the understanding that the programs of study of the higher education programs using this guide align with the EI/ECSE Standards and integrate the Division for Early Childhood's (2014) [*recommended practices*](#). DEC's [*Position Statement on Ethical Practice*](#) identifies the principles and practice guidelines that students, field mentors, and university supervisors must practice when working with young children and their families.

To ensure that terms are being defined in the same way across users, guide users are encouraged to refer to the glossary in *Practice-Based Standards for the Preparation of Special Educators* (Berlinghoff & McLaughlin, Eds. 2022).

Initial Practice-Based Professional Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE Standards): Standard 8 Field and Clinical

Experience <https://www.dec-sped.org/ei-ecse-standards>

Early Intervention/Early Childhood Special Education candidates progress through a series of planned and developmentally sequenced field experiences for the early childhood age ranges (birth to age 3, 3 through 5 years, 5 through 8 years), range of abilities, and in the variety of collaborative and inclusive early childhood settings that are appropriate to their license and roles. Clinical experiences should take place in the same age ranges covered by the license. If the license covers all three age ranges, the program must provide clinical experiences in at least two of the three age ranges and a field experience in the third age range. These field and clinical experiences are supervised by qualified professionals.

Supporting Explanation

Field and clinical experiences provide opportunities for candidates to apply knowledge and to practice skills in culturally and linguistically diverse classrooms, home-based settings, and other community placements in partnership with families and other professionals. Field and clinical experience sites are developed and enhanced over time through collaborative partnerships among local education agencies and other community stakeholders, including families, and university Early Intervention/Early Childhood Special Education (EI/ECSE) faculty. Through collaboration and consultation, placements are selected to provide developmental field experiences that support candidates in using effective practices in a wide array of classrooms, homes, and other community settings.

Field and clinical experiences are designed to link EI/ECSE research and theory to practice and provide rich, scaffolded, developmental, and graduated experiences with increasing

responsibilities for prospective early interventionists and early childhood special educators. Thus, field experiences are aligned with coursework and occur early and throughout the Educator Preparation Program beginning with observation and reflection on practices and systematically progressing to implementation of practices with supervision. Examples of these experiences include course-based field work, practica, internships, and student teaching. Field and clinical experiences are connected and sufficiently extensive and intensive that candidates are able to demonstrate through performance assessments that they have mastered the practices required for the professional roles for which they are preparing.

Field and clinical experiences are structured and varied, and ensure that candidates have experiences with infants, toddlers, and young children and their families across the age ranges and range of abilities for which they are preparing. To facilitate this, placements occur in the variety of collaborative, inclusive, and culturally and linguistically diverse early childhood programs in which infants, toddlers, and young children receive services. These include, but are not limited to, public school preschool and K-3 programs; other publicly funded programs such as Early Head Start and Head Start; community preschool and childcare programs; and the natural environments of the child and family, for example, home, park, or grocery. All candidates have some field experiences across the complete age range. For example, candidates may observe a specific child development domain across the birth through age 8 age range. Or as another example, candidates may observe and reflect on the observation in settings that go across the age ranges. Then, as field experiences focus more on application of practices, candidates complete field experiences for the age ranges included in the license and roles for which they are preparing. In addition, all candidates have some field experiences in which they observe and

participate in collaborative activities with families and other professionals (e.g., home visits, parent-teacher conferences, cross disciplinary team meetings).

Clinical practice must take place in the same age ranges covered by the license. For example, if the license covers two of the three age ranges (e.g., birth to age 3 and 3 through 5 years), clinical experiences must be provided for both age ranges. If the license covers all three age ranges, the program must provide clinical experiences in at least two of the three age ranges (e.g., 3 through 5 years and 5 through 8 years) and a field experience specifically focused on the third age range (e.g., birth to age 3).

Site-based professionals are selected for their expertise and experience with infants, toddlers, and young children and in providing the services for which the candidate is preparing. They hold the certification or credential necessary to work in the EI/ECSE program. Site-based professionals demonstrate mentoring and coaching skills in supporting the learning of candidates. In addition, the site-based professionals effectively communicate with and engage the candidate in self-reflection on the interactions and practices utilized with children, families, and other providers. Although university supervisors may not be licensed or certified in the state in which they are employed, they must have substantial formal preparation in the field of EI/ECSE and have expertise and experience with infants, toddlers, and young children and services for which the candidate is preparing.

Field Experiences Guidelines/Overview

This section of the guide contains sample checklists and information to assist the student in preparing for field experiences. These include:

- Checklists for Students
 - Preparing for the Field Experience in a Home/Community Setting
 - Preparing for the Field Experience in a Center-Based Setting
- Field Experience Plan/Agreement: Home/Community and Center-Based Settings
- Confidentiality/Consent Agreements
 - Confidentiality Agreement
 - Parent/Caregiver Video/Work Sample Consent Form
 - Student Video/Work Sample Agreement and Release Form
- Field Experience Documentation of Time

Preparing for the Field Experience in a Home/Community Setting

In preparing to begin this field experience, you must review relevant university/college information and policies and relevant information and policies for your field placement site. The information and policies to review are listed in the table below, along with a column to initial and date when your review of each is complete. Submit this form to your instructor prior to beginning the field experience.

Information and Policies for Review	Review Complete
Read the syllabus and mark all due dates on your calendar.	
Attendance	
Absences	
Dress	
Cell Phone Usage	
Computer Usage	
Social Media Usage	
Videotaping in the Classroom	
Confidentiality	
Candidate Dispositions (e.g., DEC Position Statement on Ethical Practice)	
EI/ECSE Standard(s) and Component(s) for this Field Experience	
Other Relevant Professional Standards	
DEC Recommended Practices for this Field Experience	
Consent/Agreement Forms	
State/Local Part C Policies and Procedures	
Liability Insurance	
Field Site Information <ul style="list-style-type: none"> • Site Mentors Name • Address/Phone Number/Email • Transportation to Home/Community Settings 	
Field Site Policies <ul style="list-style-type: none"> • Background Check • Medical Exam and/or TB Test 	
Become acquainted with the intervention model and materials.	
Become thoroughly acquainted with the Clinical Experience Handbook.	
Attend the orientation/goal setting meeting with your field mentor and university supervisor that is held prior to the clinical experience.	

Note. The form can be modified to include additional information specific to the placement setting.

Preparing for the Field Experience in a Center-Based Setting

In preparing to begin this field experience, you must review relevant university/college information and policies and relevant information and policies for your field placement site. The information and policies to review are listed in the table below, along with a column to initial and date when your review of each is complete. Submit this form to your instructor prior to beginning the field experience.

Information and Policies for Review	Review Complete
Read the syllabus and mark all due dates on your calendar.	
Attendance	
Absences	
Dress	
Cell Phone Usage	
Computer Usage	
Social Media	
Videotaping	
Consent/Agreement Forms	
Liability Insurance	
Field Site Information <ul style="list-style-type: none"> • Site Mentors Name • Address/Phone Number • Arrival Policy (e.g., sign-in) 	
Field Site Policies <ul style="list-style-type: none"> • Background Check • Medical Exam and/or TB Test 	

Note. The form can be modified to include additional information specific to the placement setting.

**Field Experience Plan/ Agreement: Home/Community
and Center-Based Settings**

This contract must be completed and approved prior to the student beginning the field experience placement.

Field Experience/Course Number:

Course/Semester/Year:

Field Experience Site:

University/Faculty Supervisor:

Field Mentor:

Field Experience Hours Per Week and Schedule:

[EI/ECSE Standard\(s\) and Component\(s\):](#)

Expectations of Student:

Activities and Products to be Evaluated by Field Mentor:

Activities and Products to be Evaluated by University/Faculty Supervisor:

Reviewed and approved by:

Student: Printed Name

Student: Signature and Date

Field Mentor: Printed Name

Field Mentor: Signature and Date

University/Faculty Supervisor: Printed Name
and Date

University/Faculty Supervisor: Signature

Note

Note. This sample plan should be modified to be consistent with the university's field experience policies. Based on the objectives for the field experience, more specific information about the expectations of the student and the field mentor may be added. The form may also include course objectives and/or the field experience requirements from the syllabus.

Confidentiality Agreement

As a future educator, it is your ethical and legal responsibility to keep all information about the children and families with whom you will be working confidential. The [Family Educational Rights and Privacy Act \(FERPA\)](#) provides protections specific to children's and families' educational records. The FERPA policies must be reviewed prior to beginning the field experience, as well as any additional confidentiality policies in place at your field site.

All personal identifiable information related to children, families, other professionals, and paraprofessionals must be removed from your field experience assignment submissions and the following privacy requirements *must* be followed. Initial next to each item and sign the bottom of the agreement to indicate that you have read, understand, and agree to these requirements.

___ I will only access confidential child and family information after receiving permission from my field mentor or appropriate person based on the field placement policy.

___ I will review confidential files at the field placement site or location designated by the field mentor (for home/community settings) and will not remove them from that site.

___ I will ask my field mentor any questions about individual children's confidential records.

___ I will only discuss confidential information with individuals approved by field site policies.

___ I will use pseudonyms for names of children, families, other professionals, and paraprofessionals in products for field experience assignments.

___ I will de-identify any personally identifiable information on artifacts submitted as part of field experience assignments (e.g., children's work, assessment data, photos, videos).

___ I will store any notes, information, and collected documents in a secure place, preferably a locked location or password protected.

___ I will follow the field placement policies for photographing and audio or video recording of children, families, other professionals, or paraprofessionals.

___ I will stress that the information I gather will remain anonymous and will only be shared with approved individuals.

___ I will only use online tools that meet security and privacy guidelines and can be protected by a password or selective viewing permissions.

I, Student's Name, have read the above guidelines and related policies and understand my responsibility to protect children's and families' information for the educational purposes of this field experience and agree to adhere to these guidelines and policies.

Student's Signature:

Date:

Note. This sample confidentiality agreement includes examples of items that may be included in a confidentiality form. Items included in such a form must adhere to the university's and field experience site's confidentiality policies.

Parent/Caregiver Video/Work Sample Consent Form

Dear Parent/Caregiver (insert name here):

Your child will have a student from (name of university) in your (classroom/home) from (date) to (date) who is completing degree requirements to become an early interventionist or early childhood special educator. As part of this process, the student must demonstrate effectiveness in planning and implementing instruction/intervention by submitting instruction/intervention plans, videotapes of some of the activities that they implement, and examples of children's work (e.g., artwork, dictated stories). The videotapes will be viewed under secure, password-protected conditions and not posted on public social media sites. Students will not name any child in the videotapes; however, children will appear in the video and their voices may be heard in the recording. The children's work will be included in the student's portfolio and will not include any child's name or other identifying information.

Please complete the form below to indicate whether you give permission for your child's participation in these activities. Thank you for your consideration and for your support in preparing future educators.

Child's Name:

Student's Name

Course/Semester/Year:

Field Mentor:

Field Site:

I am the parent/caregiver of (child's name). I have received and read your letter and understand its contents.

Please check the appropriate blank below.

_____ I DO give permission for my child to appear in video recordings and understand that my child's name will not appear in the video materials.

_____ I DO give permission for my child's work samples to be included in the student's portfolio and understand that my child's name will not appear on these materials.

_____ I DO Not give permission for my child to appear in video recordings, and understand that my child will be seated outside of the recorded activities.

_____ I DO Not give permission for my child's work samples to be included in the student's portfolio.

Parent/Guardian's Signature:

Parent/Guardian's Printed Name:

Date:

Note. This sample consent form includes content that may be included in a parent consent form. Content included in such a form must adhere to the university's and field experience site's confidentiality policies.

Student Video/Work Sample Agreement and Release Form

Student's Name:

Course/Semester/Year:

Field/Clinical Experience Site:

I agree that when I video record my instruction/intervention or other activities at the field/clinical experience site that I will follow all university and field/clinical experience site policies.

I understand that the video recording may be on my personal electronic device, if permitted; and that such video recording is required by the field/clinical experience assignments.

I agree that I will obtain all necessary permission from the children's parents/guardians and relevant field/clinical experience site officials to make such recordings.

I further understand and agree that any video recordings I make are intended and shall be used only for the purpose of fulfilling the field/clinical experience requirements.

I agree to not name any child in the videotapes; however, children will appear in the video and their voices may be heard in the recording.

I understand and agree that all video recordings will only be stored in the _____ (university name) designated platform and will only be shared with my field mentor and university supervisor.

I agree that examples of children's work (e.g., artwork, dictated stories) will only be included in my field/clinical experience portfolio and will not include any child's name or other identifying information.

I agree that I will obtain all necessary permission from the children's parents/guardians and relevant field/clinical experience site officials to collect and include children's work samples in my portfolio.

I have read this document prior to signing it and I understand and agree to its contents.

Student's Signature:

Student's Printed Name:

Date:

Note. This sample agreement and release form includes content that may be included in a student form. Content included in such a form must adhere to the university's and field experience site's confidentiality policies.

Field Experience Documentation of Time

Student's Name:

Field Site:

Field Mentor's Name:

Course/Semester/Year:

University Supervisor:

Date	Time In	Time Out	Activity	Field Mentor's Signature or Initials
Total Time:				

- The field mentor must initial this form after each site activity is completed.
- This documentation form must be provided to the course instructor at the end of the semester.

Student, Field Mentor, and University Supervisor Roles

This section of the guide contains lists of the roles for the student, the field mentor, and the university supervisor during field experiences. Roles vary for field experiences that are more observational in nature and field experiences that require application of knowledge and skills in planning and implementation of assessment and intervention/instruction. Both the student and field mentor sets of roles include expectations for both home/community and center-based placements.

- Student
 - Student Roles in an Observation Focused Field Experience in a Home/Community Setting
 - Student Roles in an Observation Focused Field Experience in a Center-Based Setting
 - Student Roles in an Application Focused Field Experience in a Home/Community Setting
 - Student Roles in an Application Focused Field Experience in a Center-Based Setting
- Field Mentor
 - Field Mentor Roles for an Observation Focused Field Experience in a Home/Community Setting
 - Field Mentor Roles in an Observation Focused Field Experience in a Center-Based Setting
 - Field Mentor Roles for an Application Focused Field Experience in a Home/Community Setting
 - Field Mentor Roles in an Application Focused Field Experience in a Center-Based Setting
- University Supervisor

- University Supervisor Roles for an Observation Focused Field Experience
- University Supervisor Roles for an Application Focused Field Experience

Student Roles in an Observation Focused Field Experience in a Home/Community Setting

- Arrive on time.
- Dress according to the dress code for the placement site.
- Exhibit professional behavior in interactions with staff, children, families, and other community members.
- Adhere to the policies and procedures of the setting.
- Discuss with your field mentor the background of the children and families who you will be observing.
- Research any specific disability conditions that children who you will observe have.
- Research and respect the cultural backgrounds of the children and families who you will observe.
- Acknowledge and address sources of potential implicit and explicit bias.
- Discuss with your field mentor the team model employed.
- Discuss with your field mentor information about community settings in which Part C services are provided other than with the family (e.g., childcare, Early Head Start).
- Introduce yourself, with assistance from your field mentor to the child/children and family(ies) prior to the first visit and upon arrival in the setting.
- Observe and respect the traditions/practices observed in each home.
- Establish a communication plan (i.e., modes and timeframe) with your field mentor.
- Notify your field mentor and university supervisor prior to missing a scheduled time due to illness. Missed field experience hours must be rescheduled.
- Turn off and store your cell phone when in the field placement.

- Observe from an area in which you can see and hear what is occurring in the setting and from which you will not create a distraction.
- Observe one or more of the following based on the specific requirements of the field experience:
 - Child development and differences in child development,
 - A formal assessment/evaluation,
 - An informal assessment,
 - Family-centered assessment (e.g., routines-based interview),
 - Intervention/instructional methods implemented in the setting,
 - The role of the family member(s) in the intervention session,
 - An IFSP meeting (initial, six-month review, and/or transition),
 - Cross disciplinary practices (e.g., team meetings, intervention sessions).
- Take running notes of your observations.
- Obtain permission from the field mentor to take observation notes on your laptop or iPad and only use them for that purpose.
- Maintain confidentiality.
- Complete all requirements for the field experience.
- When applicable, plan for and discuss any needed accommodations with field mentor and university supervisor.

Student Roles in an Observation Focused Field Experience in a Center-Based Setting

- Arrive on time.
- Dress according to the dress code for the placement site.
- Exhibit professional behavior in interactions with staff, children, families, and other community members.
- Adhere to the policies and procedures of the setting.
- Discuss with your field mentor the background of the children and families who you will be observing.
- Research any specific disability conditions that children who you will observe have.
- Research and respect the cultural backgrounds of the children and families who you will observe.
- Acknowledge and address sources of potential implicit and explicit bias.
- Discuss with your field mentor the team model employed.
- Request copies of (if not posted in the classroom) the daily schedule, classroom rules, and roles of classroom staff.
- Establish a communication plan (i.e., modes and timeframe) with your field mentor.
- Notify your field mentor and university supervisor prior to missing a scheduled time due to illness. Missed field experience hours must be rescheduled.
- Turn off and store your cell phone when in the field placement.
- Observe from an area in which you can see and hear what is occurring in the setting and from which you will not create a distraction.
- Observe one or more of the following based on the specific requirements of the field experience:

- Child development and differences in child development,
- A formal assessment/evaluation,
- An informal assessment,
- Aspects of the classroom's social, physical, and temporal environment.
- Classroom routines, transitions, and activities.
- Individual, small group, including centers, and whole group activities.
- Intervention/instructional methods implemented in the setting,
- Implementation of the behavioral support system.
- The roles of the paraprofessional(s) in the setting.
- A home visit with permission of the field mentor and family.
- A parent-teacher conference with permission of the field mentor and family.
- Cross disciplinary practices (e.g., team meetings, intervention sessions).
- Take running notes of your observations.
- Obtain permission from the field mentor to take observation notes on your laptop or iPad and only use them for that purpose.
- Maintain confidentiality.
- Complete all requirements for the field experience.
- When applicable, plan for and discuss any needed accommodations with field mentor and university supervisor.
- Contact the university supervisor immediately if there are concerns or issues with your field mentor.

Student Roles in an Application Focused Field Experience in a Home/Community Setting

- Arrive on time.
- Dress according to the dress code for the placement site.
- Exhibit professional behavior in interactions with staff, children, families, and other community members.
- Discuss with your field mentor, the background of the children and families.
- Research any specific disability conditions that children in this setting have.
- Research and respect the cultural backgrounds of the children and families in this setting.
- Acknowledge and address sources of potential implicit and explicit bias.
- Discuss with your field mentor the team model employed.
- Establish a communication plan (i.e., modes and timeframe) with your field mentor.
- Adhere to the policies and procedures of the setting.
- Maintain confidentiality.
- Introduce yourself, with assistance from your field mentor to the child/children and family(ies) prior to the first visit and upon arrival in the setting.
- Coordinate with your field mentor transportation to the home/community settings.
- Identify a target child and family with assistance from your field mentor.
- Review relevant background information about the target child and family, including the IFSP.
- Complete one or more of the following, based on the specific requirements of the field experience:
 - Use authentic assessment data to co-plan intervention sessions for the target child and family.

- Implement intervention sessions for the target child and family.
- Use an ongoing assessment strategy to assess progress for the target child and family.
- Develop with the target family a routines matrix and embed the target child's outcomes.
- Assist your field mentor in planning and implementing intervention sessions for other children and families.
- Participate in an IFSP meeting with permission from the field mentor and family.
- Participate in other cross-disciplinary activities (e.g., team meetings).
- Self-reflect on your performance (e.g., portfolio entry, discussion with field mentor).
- Accept feedback and follow recommendations of your field mentor and university supervisor.
- Seek clarification when needed.
- Notify your field mentor and university supervisor prior to missing a scheduled time due to illness. Missed field experience hours must be rescheduled.
- Turn off and store your cell phone when in the field placement.
- Use technology only for approved field experience activities.
- Participate in supervision meetings with your field mentor and/or university supervisor.
- Complete all requirements for the field experience.
- When applicable, plan for and discuss any needed accommodations with field mentor and university supervisor.
- Contact the university supervisor immediately if there are concerns or issues with your field mentor.

Student Roles in an Application Focused Field Experience in a Center-Based Setting

- Arrive on time.
- Dress according to the dress code for the placement site.
- Exhibit professional behavior in interactions with staff, children, families, and other community members.
- Discuss with your field mentor, the background of the children and families.
- Research any specific disability conditions that children in this setting have.
- Research and respect the cultural backgrounds of the children and families in this setting.
- Acknowledge and address sources of potential implicit and explicit bias.
- Discuss with your field mentor the team model employed.
- Adhere to the policies and procedures of the setting.
- Maintain confidentiality.
- Establish a communication plan (i.e., modes and timeframe) with your field mentor.
- Identify a target child with assistance from your field mentor.
- Review relevant background information about the target child, including the IEP.
- Complete one or more of the following, based on requirements of the field experience:
 - Assist in implementing small and whole group activities.
 - Assist with daily routines (e.g., meals, hand washing).
 - Use authentic assessment data to plan small group activities that include the target child.
 - Implement small group activities that include the target child.
 - Use authentic assessment data to plan whole group activities that include the target child.
 - Implement whole group activities that include the target child.
 - Develop an inclusion matrix for the target child.

- Implement, analyze, and interpret an environmental assessment.
- Implement, analyze, and interpret a formal assessment.
- Implement a functional behavioral assessment (FBA).
- Develop a behavior intervention plan based on FBA results.
- Participate in team meetings.
- Participate in an IEP meeting with permission from the field mentor and family.
- Assist in planning and implementing a parent-teacher conference.
- Assist in planning and implementing a home visit.
- Assist in planning and implementing a special event for families (e.g., literacy night).
- Self-reflect on your performance (e.g., portfolio entry, discussion with field mentor).
- Accept feedback and follow recommendations of your field mentor and university supervisor.
- Seek clarification when needed.
- Notify your field mentor and university supervisor prior to missing a scheduled time due to illness. Missed field experience hours must be rescheduled.
- Turn off and store your cell phone when in the field placement.
- Use technology only for approved field experience activities.
- Participate in supervision meetings with your field mentor and/or university supervisor.
- Complete all requirements for the field experience.
- When applicable, plan for and discuss any needed accommodations with field mentor and university supervisor.
- Contact the university supervisor immediately regarding concerns or issues with your field mentor.

Field Mentor Roles for an Observation Focused Field Experience in a Home/Community Setting

- Meet with the university supervisor to discuss field experience requirements prior to the beginning of the field experience and/or review documents describing field experience requirements.
- Discuss field experience requirements and obtain permission from families and any other community settings (e.g., childcare) for student to observe,
- Plan and implement an initial meeting with the student to orient them to the program and the children and families that includes:
 - Program philosophy/intervention model,
 - Background information on children and families, including cultures, languages, and disability conditions represented,
 - Information about community settings in which early intervention services are provided,
 - Relevant Part C policies and procedures,
 - Team model,
 - Intervention strategies,
 - Assessment procedures,
 - Use of technology and social media,
 - Dress code, and
 - Discussion of travel arrangements for home/community visits (if applicable).
- Establish a communication plan with the student (i.e., modes and timeframe).
- Introduce the student to colleagues, children, and families as your co-educator.
- Assign a space(s) from which student can observe.

- Provide opportunities for the student to observe one or more of the following, based on the specific requirements of the field experience:
 - Child development and differences in child development,
 - A formal assessment/evaluation,
 - An informal assessment,
 - Family-centered assessment (e.g., routines-based interview),
 - The role of the family member(s) in the intervention session,
 - An IFSP meeting (initial, six-month review, and/or transition),
 - Intervention/instructional methods implemented in the setting, and/or
 - Cross disciplinary practices (e.g., team meetings, intervention sessions).
- Complete required forms, including evaluation forms.
- Notify the university supervisor immediately of any concerns.

Field Mentor Roles for an Observation Focused Field Experience in a Center-Based Setting

- Meet with university supervisor to discuss field experience requirements prior to the beginning of the field experience and/or review documents describing field experience requirements.
- Plan and implement an initial meeting with the student to orient them to the program/school, including discussion of the following:
 - Background information about children and families, including cultures, languages, and disability conditions represented,
 - Program/school philosophy/curriculum model,
 - Policies and procedures (e.g., MTSS, RtI, PBIS, IFSP/IEP meetings, discipline, emergencies),
 - Schedules and routines, including meals, playground, etc.,
 - Team model,
 - Instructional strategies,
 - Assessment procedures,
 - Use of technology and social media,
 - Dress code,
 - Visitor badges and procedures for signing in each day, and
 - Parking locations/required sticker or tag.
- Provide the student with copies of the daily schedule, classroom rules, roles of staff, etc.
- Introduce the student to colleagues, children, and families as your co-educator.
- Assign a space(s) from which student can observe.

- Provide opportunities for the student to observe one or more of the following, based on the specific requirements of the field experience:
 - Child development and differences in child development,
 - A formal assessment/evaluation,
 - An informal assessment,
 - Aspects of the classroom's social, physical, and temporal environment,
 - Classroom routines, transitions, and activities,
 - Individual, small group, including centers, and whole group activities,
 - Routines, such as meals.
 - Implementation of the behavioral support system,
 - Intervention/instructional methods implemented in the setting,
 - Roles of the paraprofessional(s) in the setting,
 - A home visit, and/or
 - A parent-teacher conference.
 - Cross disciplinary practices (e.g., team meetings, intervention sessions).
- Establish a communication plan with the student (i.e., modes and timeframe).
- Complete required forms, including evaluation forms.
- Notify the university supervisor immediately of any concerns.

Field Mentor Roles for an Application Focused Field Experience in a Home/Community Setting

- Meet with student and university supervisor prior to or at the beginning and midpoint of the field experience to discuss field experience requirements.
- Obtain permission from families and any other community settings (e.g., childcare) for student to complete the field experience in the respective location/setting,
- Plan and implement an initial meeting with the student to orient them to the program and the children and families that includes:
 - Program philosophy,
 - Background information on children and families, including cultures, languages, and disability conditions represented,
 - Relevant Part C policies and procedures,
 - Intervention strategies,
 - Assessment procedures, and
 - Discussion of travel arrangements for home/community visits (if applicable).
- Introduce the student to colleagues, families, and children as your co-educator.
- Based on the field experience requirements:
 - Assist the student in identifying a target child and family.
 - Obtain permission from target family for student to assist in planning and implementing intervention.
 - Review the target child and family's IFSP with the student.
 - Model intervention/instruction.

- Support student to gradually assume responsibilities of your early intervention/early childhood special education role as required by the field experience.
- Guide the student in developing intervention/instructional plans.
- Provide the student with intervention/instructional opportunities.
- Involve the student in informal assessment of children's learning and development.
- Observe the student implementing assessment and intervention/instruction.
- Facilitate opportunities for the student to observe and/or participate in IFSP/IEP meetings, parent conferences, co-facilitated intervention sessions, team meetings, and other relevant meetings/activities.
- Observe student using an observation form.
- Conduct a post-observation conference to guide the student in self-assessment and reflective practice.
- Hold regularly scheduled conferences with student to discuss progress toward meeting field experience requirements.
- Complete required forms, including evaluation forms.
- Notify the university supervisor immediately of any concerns.

Field Mentor Roles for an Application Focused Field Experience in a Center-Based Setting

- Meet with student and university supervisor prior to or at the beginning and midpoint of the field experience to discuss field experience requirements.
- Plan and implement an initial meeting with the student to orient them to the program/school, including discussion of the following:
 - Introductions to classroom staff and other professionals with whom student will have contact,
 - Background information about children and families, including cultures, languages, and disability conditions represented,
 - Program/school philosophy/curriculum models,
 - Policies and procedures (MTSS, RtI, PBIS, IFSP/IEP meetings, discipline, emergencies, etc.),
 - Assessment procedures,
 - Resources and resource materials for student's use,
 - Dress code,
 - Visitor badges and procedures for signing in each day, and
 - Parking locations/required sticker or tag.
- Introduce the student to colleagues, families, and children as your co-educator.
- Assign a workspace within the classroom for the student's professional materials.
- Based on the field experience requirements:
 - Model intervention/instruction.
 - Assist the student in identifying a target child.

- Review the target child's IEP with the student.
- Support the student in developing an inclusion matrix for the target child.
- Provide opportunities for the student to implement, analyze, and interpret several types of assessment (e.g., environmental, formal, informal, and/or functional behavioral assessment (FBA)).
- Support the student in developing a behavior intervention plan based on FBA results.
- Allow the student to shadow you in your work with children.
- Allow the student to assist with daily routines (e.g., meals, hand washing).
- Support student to gradually assume responsibilities of your early intervention/early childhood special education role as required by the field experience.
- Guide the student in developing intervention/instructional plans.
- Involve the student in informal assessment of children's learning and development.
- Observe the student implementing assessment and intervention/instruction.
- Facilitate opportunities for the student to observe and/or participate in IFSP/IEP meetings, parent conferences, team meetings, and other relevant meetings/activities.
- Assist the student in planning and implementing a home visit.
- Assist the student in planning and implementing a special event for families (e.g., open house, literacy night).
- Observe student using an observation form.
- Conduct a post-observation conference to guide the student in self-assessment and reflective practice.
- Hold regularly scheduled conferences with the student to discuss progress toward meeting field experience requirements.

- Complete required forms, including evaluation forms.
- Notify the university supervisor immediately of any concerns.

University Supervisor Roles for an Observation Focused Field Experience:

Home/Community and/or Center-Based Settings:

- Place students in settings that promote inclusion and have children and families who represent diversity.
- Schedule, participate, and function as university liaison during an initial planning meeting or conference call at the beginning of the field experience between the student and field mentor to ensure that common expectations have been set and are understood.
- Address any questions or concerns of the field mentor and student.
- Provide information as requested about field experience requirements.
- Be aware of any university support for students with an identified disability and/or mental health issues and provide that information to students and field mentors as needed.
- Communicate with the student, as needed. Communication may occur through individual meetings, phone conversations, and/or email communication.
- Provide contact information to the field mentor and remain available for ongoing communication.
- Collaborate with student and field mentor if challenges arise.
- Assess field experience products and assign grade.
- Schedule and participate in a meeting or conference call at the end of the field experience with the field mentor to thank them for working with the student and to discuss any overall perceptions that the field mentor has related to the student's performance and the field experience requirements.

University Supervisor Roles for an Application Focused Field Experience:

Home/Community and/or Center-Based Settings

- Place students in settings that promote inclusion and have children and families who represent diversity.
- Schedule, participate, and function as university liaison during an initial planning meeting or conference call at the beginning of the field experience between the student and field mentor to ensure that common expectations have been set and are understood.
- Address any questions or concerns of the field mentor and student.
- Provide information as requested about field experience requirements.
- Be aware of any university support for students with an identified disability and/or mental health issues and provide that information to students and field mentors as needed.
- Communicate with the student, as needed. Communication may occur through individual meetings, phone conversations, and/or email communication.
- Provide contact information to the field mentor and remain available for ongoing communication.
- Coordinate with the field mentor to schedule observations of the student.
- Observe the student using observation form.
- Conduct post-observation conference to guide student in self-assessment and reflective practice (may also include field mentor).
- Collaborate with student and field mentor if challenges arise.
- Assess field experience products and assign grade.
- Schedule and participate in a meeting or conference call at the end of the field experience with the field mentor to thank them for working with the student and to discuss any overall

perceptions that the field mentor has related to the student's performance and the field experience requirements.

Guidelines for Instruction/Intervention and Ongoing Assessment for the Student and Field Mentor

This section of the guide includes guidelines for the student and field mentor as the student assists with and/or takes the lead in planning for, implementing, and evaluating intervention/instruction and ongoing assessment in a field experience. The weekly schedule is for use in a multi-week field experience. It would be completed by the student in collaboration with the field mentor to identify key roles for the upcoming week and submitted to the field mentor and university supervisor at the end of each week.

- Home/Community Intervention Plan: Key Components
- Center-Based Lesson Plan: Key Components
- Information about Coaching
- Information about Co-Teaching
- Field Experience: Weekly Schedule

Home/Community Intervention Plan: Key Components

Some home/community field experiences require intervention plans. Intervention plans are written in advance for intervention sessions in which the student takes the lead in facilitating. The field mentor reviews them, provides feedback, and approves the plan prior to its implementation. If the university supervisor is observing the student implementing an intervention session, they would also review the plan and provide feedback.

The following is a template of the key components of the intervention plan.

Student:	Child's Age:
Field Mentor:	Developmental Domain:
University Supervisor:	Date:
Field Site:	Beginning/Ending Time:
Child (pseudonym):	Family Members Present:

State Early Learning Standard(s):

IFSP/IEP Outcomes/Goals: (IFSP outcomes and/or IEP goals to be addressed in the session)

Objective: (intermediate step between the child's current level of functioning and the accomplishment of the IFSP outcome or IEP goal)

Greeting: (description of strategies to greet the child and parent/caregiver and develop rapport)

Review and Joint Planning: (review of what has occurred since the last session based on the last session's plan, discussion of what will occur this session)

Procedures:

- **Observation:** (what the early interventionist [EI] may observe the parent/caregiver saying/doing based on current evidence-based practices [EBPs] being used and the feedback to be provided)
- **Refining and/or Changing EBPs:** (identify reflective questions EI may ask parent/caregiver to discuss specific to the effectiveness of the current EBPs being used and what changes may need to be made)
- **Modeling:** (description of what EI may model using current, refined, or new EBPs and information about how and why EBP being implemented in this manner, note – specific will likely not be possible until the above two steps in the plan occur)
- **Practicing and Reflecting:** (how EI asks parent/caregiver to practice the refined or new EBPs, examples of feedback to provide the parent/caregiver, and sample questions to facilitate their reflection on use of the practices including how to embed in daily routines)

- Joint Planning: (description of what the EI says to facilitate planning with the parent/caregiver what each will do prior to the next session)
- Closure: (summary of what occurred in session and what will occur including data-based outcomes, confirm next session day/time, thank parent/caregiver and child for time together today and end on a positive note)

Center-Based Lesson Plan: Key Components

Some center-based field experiences require lesson plans. Lesson plans for activities that the student implements are written in advance. The field mentor reviews them, provides feedback, and approves the plan prior to its implementation. If the university supervisor is observing the student implementing an activity, they would also review the plan and provide feedback.

The following is a template of the key components of the lesson plan.

Student:	Activity:
Field Mentor:	Content Area/Domain:
University Supervisor:	Date:
Field Site:	Beginning/Ending Time:

Title of Activity:

State Early Learning Standard(s):

Objective(s): (1-3 observable and measurable objectives linked to the Early Learning Standards)

IFSP/IEP Outcomes/Goals: (IFSP outcomes and/or IEP goals to be addressed in the activity)

Materials and Resources Needed:

Procedures for Activity:

- Introduction
- Intervention/Instruction (step-by-step sequence of what the educator will say and do, how materials will be presented, and use of evidence-based strategies [e.g., modeling, prompts])
- Closure (summary of the learning)
- Clean-up Procedures
- Transition to Next Activity

Differentiation: (e.g., UDL, variation in intervention/instructional strategies, materials used,)

Systematic Intervention/Instruction: (based on individual needs)

Role of Other Professionals/Paraprofessionals in the Setting: (e.g., participating in small or large group and assisting as needed, assisting a specific child in small or large group, recording assessment data)

Assessment: (description of assessment data to be collected, how to be used, copy of data forms)

Extensions: (how the objectives for the activity are integrated into other activities [e.g., centers, small group])

Home follow-up: (any home activities for carry-over, generalization)

Information About Coaching

The student plans and facilitates intervention with assistance of the field mentor during the clinical experience in home/community settings and during some field experiences. Both the field mentor and student partner with parents/caregivers to address the resources, priorities, and concerns of individual families as identified in the IFSP. In the clinical experience, the student also plans and implements intervention/instruction independently with permission of the families and with the understanding that the field mentor may assist, if needed.

In many early intervention (EI) programs (see the resources below for other approaches/models), the Primary Service Provider (PSP) Model using evidence-based coaching practices is employed. The PSP is the EI team member identified in the IFSP as the family's primary contact for EI services. While there may be more than one service listed on the IFSP, the PSP is the person who interacts on a regular basis with the family. The PSP receives consultation from the other team members in areas for which the PSP does not have expertise. The student is placed with a field mentor in clinical and field experiences who is in the special instruction role and serves as the PSP for multiple children and families.

Coaching, as implemented by the PSP, has emerged as an evidence-based practice based on key concepts and principles found in early childhood literature. A commonly quoted definition of coaching is that of Rush and Shelden (2020) who define coaching as “an adult learning strategy in which the coach promotes the learner's (coachee's) ability to 1) reflect on his or her actions as a means to determine the effectiveness of an action or practice and 2) develop a plan for refinement and use of the action in immediate and future situations” (p.8).

Coaching is as much a process as it is a practice. While there is variance in descriptions of how the process unfolds, coaching is often discussed as having five key qualities or characteristics (Rush and Sheldon, 2020):

- Joint Planning – a plan agreed upon by the coach and coachee at both the beginning and end of an intervention session as to what they will work on and in what routines or activities.
- Observation – the coach observes the coachee’s and/or the coachee observes the coaches’ actions or practices with the child to be used to develop new skills, strategies, or ideas.
- Action – spontaneous or planned events (e.g., modeling by the coach) that occur within the context of a daily routine that provides the coachee with opportunities to practice, refine, or analyze new or existing skills.
- Reflection – analysis and discussion of existing strategies to determine how they are consistent with evidence-based practices and whether the strategy should continue to be implemented without change or modified to achieve the intended outcome(s).
- Feedback – information provided by the coach based on direct observation of the coachee and/or actions or information reported by the coachee to expand the coachee’s understanding about a specific evidence-based practice or to affirm the coachee’s thoughts or actions related to the intended outcome(s).

The family and child are at the center of this model. Coaching promotes confidence and competence for the parent/caregiver so they can incorporate the strategies into their family’s daily routine which allows opportunities throughout each day for the child to learn new skills.

The following resources provide additional information about the PSP model and coaching.

Early Childhood Technical Assistance Center

- Service delivery approaches and models commonly implemented in Part C of IDEA are identified with links for more information about each model and related resources.

<https://ectacenter.org/topics/eiservices/approaches-models.asp>

The Family, Infant and Preschool Program (FIPP)

- The Early Intervention Series: Primary Service Provider Approach to Teaming examines the characteristics of implementing a PSP approach. The information and practitioners featured in this module also use natural learning environment practices and a coaching interaction style.

<https://fipp.ncdhhs.gov/prof-development/elearning/primary-service-provider/>

- The Early Intervention Series: Coaching introduces the characteristics of coaching in natural learning environments. The module's objectives are for learners to:
 - Understand how the principles of adult learning are used within the context of EI,
 - Identify the characteristics of coaching in an EI session,
 - Use reflective questions and feedback in EI sessions.

<https://fipp.ncdhhs.gov/prof-development/elearning/coaching-practices-in-early-intervention/>

- CASEcollections are collections of web-based journal articles, tools, how-to guides, and bibliographies on a specific topic or theme related to early childhood and family-centered practices. Coaching is one of the topics.

<https://fipp.ncdhhs.gov/publications-products/case-publications/casecollections/>

Virginia Early Intervention Professional Development Center

- The Coaching in Early Intervention section of this website provides a definition of coaching and a variety of resources to support the use of coaching in early intervention.

https://www.veipd.org/main/sub_coaching.html

- Early Intervention Strategies for Success: Tips, Insight, and Support for EI Practitioners provides an interactive blog space for early interventionists to learn about and share strategies that they use in work with children and families. Some of the blogs focus on coaching and related topics.

<https://www.veipd.org/earlyintervention/>

- The Quick Coaching Reference Guide identifies and briefly describes the components of the PSP Coaching Model.

https://www.veipd.org/main/pdf/quick_coaching_reference_guide.pdf

Information About Co-Teaching

For some field experiences in a center-based setting, the student co-plans, co-teaches (co-intervenes/instructs), and co-assesses with the field mentor. Both the field mentor and student address diverse and specific needs of children, including individualized instruction. This model allows for:

- Enhanced adult/child ratio,
- Increased instructional options, and
- Targeted opportunities for the field mentor to mentor the student, including joint reflection.

There are a variety of co-teaching strategies with some most appropriate for large group instruction, others for small group instruction, and some which may be used for either small or large group instruction. Badiali and Titus (2010) identify six co-teaching models, a description of each, and an example of the model being implemented (see this article for the six models

<https://files.eric.ed.gov/fulltext/EJ969840.pdf>).

Supervision: Coaching and Reflective Practice

This section of the guide includes sample guidance information and forms for use by the field mentor and/or university supervisor to facilitate the student's use of reflective practice. The field mentor may support the student's self-reflection and provide feedback on an ongoing basis. However, the student's schedule for recording their self-reflections and the frequency and timing of scheduled post observation conferences by the field mentor and university supervisor would be based on university/state policies.

The following is a list of the guidance information and sample forms included in this section.

- Reflective Mentoring and Supervision
- Discussion Guide: Reflection Conference
- Post Observation Conference Reflection Summary
- Student Self-Reflection: Home/Community Setting
- Student Self-Reflection: Center-Based Setting
- Reflective Practice Growth Plan

Reflective Mentoring and Supervision

Reflective mentoring or supervision supports the student teacher in developing essential skills. Through introspection or self-reflection, the student teacher identifies the evidence-based practices that they are implementing effectively and that are positively impacting children's learning. Through self-reflection, they also identify what changes they may need to make in the implementation of specific practices, as well as their professional development needs. The use of reflection questions or statements during conferences with student teachers engages them in this self-reflection.

The New Teacher Center's (2019) *Facilitative Coaching Stems: Quick Chart* identifies five communication strategies that are used in reflective mentoring and supervision: paraphrasing, clarifying, summarizing, mediating, and interpreting. The chart also provides a brief description of each strategy, and sample questions and statement stems. The chart can be found at <https://newteachercenter.org/reports-tools/?cat=chart,guide>.

Additional resources are available at the following:

- Center for Early Education and Development (CEED), Reflective Practice Center at CEED
<https://ceed.umn.edu/reflective-practice-center/>
- CEED, Reflective Supervision and Consultation Self-Study Modules
<https://ceed.umn.edu/professional-development/reflective-supervision-consultation-self-study-modules/>
- Zero to Three, Three Building Blocks of Reflective Supervision
<https://www.zerotothree.org/resource/three-building-blocks-of-reflective-supervision/>

Discussion Guide: Reflection Conference

Student's Name:

Course/Semester:

Field Mentor's Name:

Field Site:

University Supervisor's Name:

Date:

_____ Post observation conference with student and field mentor

_____ Post observation conference with student and university supervisor

_____ Post observation conference with student, field mentor, and university supervisor

Directions: This form is to be completed collaboratively after reflection and discussion of the observed activity.

Field/Clinical Experience Objective(s):										
What is going well in the field/clinical experience?										
<p>What do you want to do differently in the field/clinical experience? Learn more about? (Identify 2-3 areas that you want to address.)</p> <p>1.</p> <p>2.</p> <p>3.</p>										
<p>What steps will you take to address the 2-3 areas above? (Prioritize and include EI/ECSE Standard and Component, objective, action(s), resources needed, timeline.)</p> <table style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: left; width: 15%;">Standard & Component</th> <th style="text-align: left; width: 25%;">Objective</th> <th style="text-align: left; width: 25%;">Actions</th> <th style="text-align: left; width: 20%;">Resources</th> <th style="text-align: left; width: 15%;">Timeline</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Standard & Component	Objective	Actions	Resources	Timeline					
Standard & Component	Objective	Actions	Resources	Timeline						

How can I support you?

Student Signature:

Field Mentor Signature:

University Supervisor Signature:

Post Observation Conference Reflection Summary

Student's Name:

Field Site:

Field Mentor's Name:

Date of Post-Conference:

University Supervisor's Name:

Date of Summary:

Course/Semester:

_____ Post observation conference with student and field mentor

_____ Post observation conference with student and university supervisor

_____ Post observation conference with student, field mentor, and university supervisor

Directions: This form is to be completed collaboratively after reflection and discussion of the observed activity.

<p>What is working:</p>	<p>Challenges/concerns:</p> <p><u>EI/ECSE Standard(s) and Component(s):</u></p>
<p>Next Steps – Student:</p>	<p>Next Steps – Field Mentor or University Supervisor</p>

Student Signature:

Field Mentor Signature:

University Supervisor Signature:

Student Self-Reflection: Home/Community Setting

Respond to each of the items below for each intervention session for which you took the lead (with assistance) to implement in your field experience. Responses should be placed in your portfolio. The questions below may also be used by your field mentor or university supervisor during a post conference after observing your implementation of the intervention session.

1. Based on the objectives for this intervention session, reflect on the extent to which:
 - You were adequately prepared for the intervention session.
 - The activity was engaging for the children.
 - The intervention strategies that you used were evidence-based.
 - The intervention strategies employed were effective.
 - Your interactions were primarily with the parents/caregivers.
 - You discussed with the parents/caregivers how the strategies had worked in the identified routines since the last intervention session and what should be modified.
 - You planned with the parents/caregivers how the strategies would be embedded in routines until the next intervention session.
2. Based on the assessment employed for this intervention session, reflect on the extent to which:
 - You were able to easily collect assessment data using the method chosen.
 - You used the assessment data in planning for intervention.
3. If you could implement this activity again:
 - What does the data tell you?
 - What would you do the same? Why?
 - What would you do differently? Why?
 - What other resources/supports at your field/clinical experience site might be helpful?

Student Self-Reflection: Center-Based Setting

Respond to each of the items below for each activity implemented in your field experience. Responses should be placed in your portfolio. The questions below may also be used by your field mentor or university supervisor during a post conference after observing you implementing the activity.

1. Based on the objectives for this activity, reflect on the extent to which:
 - You were adequately prepared and had all materials ready and accessible.
 - The instructional strategies that you used were evidence-based.
 - The instructional strategies that you used were effective.
 - The materials that you used were appropriate for the activity.
 - The activity was enjoyable and motivating for the child/children.
 - Any planned adaptations/accommodations were effective and appropriate.
 - You were able to implement the activity as planned.
2. Based on the assessment employed for this activity:
 - Were you easily able to collect assessment data using the method chosen? Explain.
 - What did you learn from the assessment data?
 - How will you use the assessment data in planning for intervention/instruction?
3. If you could implement this activity again:
 - What does the data tell you?
 - What would you do the same? Why?
 - What would you do differently? Why?
 - What other resources/supports at your field/clinical experience site might be helpful?

Reflective Practice Growth Plan

Student's Name:

Field Site:

Field Mentor's Name:

Date Plan Written:

University Supervisor's Name:

Target Completion Date:

Course/Semester:

Date Completed:

Directions: This form is to be completed after reflection and discussion of performance with the field mentor or university supervisor. It can be completed collaboratively or completed by the student with review and input by the field mentor or university supervisor.

<u>EI/ECSE Standard(s) and Component(s):</u>
Goal:
Plan (action steps to be taken):
Support/Resources Needed:
Evidence of Successful Completion

Field Mentor's Signature:

University Supervisor's Signature:

Student's Signature:

Evaluation of Field Experiences

This section of the guide contains sample formative and summative assessments to be used by the field mentor and/or university supervisor to evaluate the student's performance in the field experience. Different response formats (e.g., Likert-scales with varying descriptors, yes/no with notes) are included in the sample assessments as examples. The following is a list of the sample forms included.

- Formative Assessment
 - Observation Form: Session Implementation Home/Community Setting
 - Observation Form: Activity Implementation Center-Based Setting
 - Observation Form: Administration of Formal/Informal Assessment Measure
 - Observation Form: IFSP/IEP Meeting, Chairperson Role
 - Observation Form: IFSP/IEP Meeting, Discipline Specific Team Role
- Summative Assessment
 - Disposition Rating Form: Home/Community or Center-Based Setting
 - Intervention/Instructional Practices and Behaviors Rating Form:
Home/Community Setting
 - Intervention/Instructional Practices and Behaviors Rating Form:
Center-Based Setting

Formative Assessment

Observation Form: Session Implementation Home/Community Setting

Student's Name:

Activity Observed:

Person Observing:

Date/Time of Observation:

Course/Semester:

**EI/ECSE Standard(s) and
Component(s):**

Field Site:

Based on your observation of the student during this early intervention session, rate their skill level for each of the expectations on a Likert-scale as follows: 0 = not observed (N/O), 1 = emerging skill level, 2 = intermediate skill level, and 3 = accomplished skill level. If an item is not applicable for a specific expectation, mark it as NA. Space to record observation notes is provided.

Expectations – The student:	N/O	1	2	3	NA
1. Follows the field mentor's lead in adhering to the family's cultural traditions and values.					
2. Makes attempts to learn and use words and phrases in the family's preferred language.					
3. Establishes rapport with the parents/caregivers.					
4. Uses positive communication strategies to interact with the child (e.g., smiles, warm gazes, voice inflection).					
5. Individualizes interactions based on needs of different family members.					
6. Focuses the intervention session primarily on the parents/caregivers rather than the child.					
7. Collaborates with parents/caregivers to prioritize the IFSP outcomes to be targeted for intervention.					
8. Partners with parents/caregivers to embed strategies based on IFSP outcomes into the family's daily routines (e.g., meals, dressing, bath time, play time).					
9. Communicates with parents/caregivers about how the strategies embedded in daily routines are working and what may need to be modified.					
10. Supports the parents/caregivers in identifying and using materials and toys in the home to implement IFSP outcomes.					
11. Models use of intervention strategy(ies) with the child.					
12. Provides appropriate consequences for the child's developmental and social behavior.					

Expectations – The student:	N/O	1	2	3	NA
13. Discusses with the parents/caregivers how to implement the intervention strategy(ies) and the reason for using those strategies.					
14. Provides opportunities for parents/caregivers to practice using the intervention strategy(ies).					
15. Provides opportunities for parents to ask questions.					
16. Asks reflective questions to engage the parents/caregivers in discussing their use of the intervention strategy(ies) in relationship to the intended outcomes.					
17. Provides feedback to the parents/caregivers to affirm their reflection or provide more information about the strategy(ies).					
18. Plans with the parents/caregivers for what will occur between this early intervention session and the next one.					
19. Recorded ongoing assessment data during or immediately after the session.					

Observation Notes:

Formative Assessment

Observation Form: Activity Implementation Center-Based Setting

Student's Name:

Activity Observed:

Person Observing:

Date/Time of Observation:

Course/Semester:

**EI/ECSE Standard(s) and
Component(s):**

Field Site:

Based on your observation of the student implementing this activity, rate their skill level for each of the expectations on a Likert-scale as follows: 0 = not observed (N/O), 1 = emerging skill level, 2 = intermediate skill level, and 3 = accomplished skill level. If an item is not applicable for a specific expectation, mark it as NA. Space to record observation notes is provided.

Expectations – The student:	N/O	1	2	3	NA
1. Developed a lesson plan with behaviorally stated objectives.					
2. Based lesson plan objectives on state early learning standards.					
3. Included individualization in the lesson plan based on children's IFSP/IEP goals/outcomes.					
4. Included detailed implementation procedures in the lesson plan that reflect evidence-based practices.					
5. Included an assessment in the lesson plan based on the objectives for the activity and children's IFSP/IEP goals/outcomes.					
6. Established behavioral expectations at the beginning of the activity (e.g., reviewed classroom rules).					
7. Introduced the activity with clearly stated instructions and description of any materials and how they would be used.					
8. Used least prompts and guided practice, as appropriate.					
9. Implemented the activity at an appropriate pace.					
10. Used developmentally appropriate language.					
11. Used questions to engage children and assess acquisition of the knowledge/skill reflected in the objectives.					
12. Used strategies to engage all children in the activity.					
13. Arranged the environment/materials to promote child safety.					
14. Provided appropriate positive consequences for developmental and social behavior.					
15. Provided closure to the activity with a planned transition to the next activity/routine.					
16. Recorded ongoing assessment data during or immediately after the session.					

Observation Notes:

Formative Assessment

Observation Form: Administration of Formal/Informal Assessment Measure

Student's Name:

Course/Semester:

Field Mentor's Name:

Assessment Observed:

University Supervisor's Name:

Date/Time of Observation:

Person Observing:

**EI/ECSE Standard(s) and
Component(s):**

Directions: Based on your observations of the student administering the formal/informal assessment measure, rate the extent to which they demonstrated the criteria identified below on a Likert-scale of 1-4 with a rating of 1 being strongly disagree and 4 being strongly agree. If an item is not applicable for a specific assessment measure, mark it as NA. The second page provides space to record observation notes.

Observation Criteria	1	2	3	4	NA
1. Rapport is established with the child.					
2. Rapport is established with the family member(s)					
3. An introduction to the assessment measure is provided (e.g., purpose, types of items/domains included, approximate length).					
4. Reinforcement for responding/effort is varied and not specific to actual responses (e.g., correct, yes).					
5. The space and furniture are arranged to maximize the child's interaction with materials and the assessment administrator.					
6. The space and furniture are arranged to maximize the participation of the family member(s).					
7. All needed materials are accessible.					
8. Item administration adheres to the requirements included in the assessment manual.					
9. The required baseline and ceiling are established.					
10. Items are scored as administered.					
11. Materials are organized and used as required by the assessment guidelines.					
12. The pacing of item administration supports the child's engagement.					
13. Breaks for the child and family member(s) are allowed, as needed.					
14. Next steps, including when and how the assessment results will be shared, are discussed.					
15. The child and family member(s) are thanked for their participation.					

Observation Notes:

1. Communication with the Child and Family Member:
2. Arrangement of the Assessment Environment:
3. Administration of Items Based on Guidelines in The Assessment Manual:
4. Strategies to Engage the Child:
5. Discussion of Follow-up:
6. Other:

Formative Assessment

Observation Form: IFSP/IEP Meeting, Chairperson Role

Student's Name:

Person Observing:

Course/Semester:

**EI/ECSE Standard(s) and
Component(s):**

Date/Time of Observation:

Based on your observation of the student during this simulated IFSP/IEP meeting, record each observation item as "yes" it was observed or "no" it was not observed. Record supporting documentation in the observation notes column.

Observation Item	Yes	No	Observation Notes
1. Team seated to facilitate discussion.			
2. Agenda prepared and distributed.			
3. IFSP/IEP and other relevant forms available.			
4. Recorder appointed.			
5. Introductions made.			
6. Purpose of meeting stated.			
7. Confidentiality discussed.			
8. Parent's rights provided and reviewed.			
9. Information about child's strengths requested.			
10. Information about child's needs requested.			
11. Information about family's resources requested.			
12. Information about family's concerns requested.			
13. Information requested from <i>ALL</i> team members.			
14. Terms clarified as needed.			
15. Variety of communication strategies utilized.			
16. <i>All</i> required components of IFSP/IEP addressed.			
17. Summary of meeting provided.			
18. Follow-up, next steps identified.			

Formative Assessment

Observation Form: IFSP/IEP Meeting, Discipline Specific Team Role

Student's Name:

Person Observing:

Course/Semester:

[EI/ECSE Standard\(s\) and Component\(s\):](#)

Date/Time of Observation:

Based on your observation of the student during this simulated IFSP/IEP meeting, record each observation item as "yes" it was observed or "no" it was not observed. Record supporting documentation in the observation notes column.

Observation Item	Yes	No	Observation Notes
1. Assessment report readily available.			
2. Information presented without using jargon.			
3. Definition and/or examples of terms provided, as needed.			
4. Child's strengths discussed prior to needs.			
5. Specific examples from assessment and/or observation included in discussing child's current developmental or academic performance.			
6. Family member(s) input/priorities requested regarding child's strengths and needs.			
48Information shared/requested about family's resources, as appropriate.			
7. Information shared/requested about family's concerns, as appropriate.			
8. Family member(s) asked to prioritize family resources and concerns, as appropriate.			
9. Specific recommendations offered for child's IFSP/IEP based on assessment data and committee discussion.			

Summative Assessment

Disposition Rating Form: Home/Community or Center-Based Setting

Student's Name:

Date Completed:

Field Mentor's Name:

Person Completing:

University Supervisor's Name:

[EI/ECSE Standard\(s\) and Component\(s\):](#)

Based on your observations of the student during this field/clinical experience, please rate the extent to which they demonstrated the dispositions included in the rating form on a Likert-scale of 1-4 with a rating of 1 being strongly disagree and 4 being strongly agree.

Disposition	1	2	3	4
1. Complied with ethics established by the profession (e.g., <i>DEC Position Statement on Ethical Conduct</i>).				
2. Demonstrated professional behavior (e.g., attendance, dress, appearance, language).				
3. Maintained confidentiality.				
4. Demonstrated respect for all individuals (e.g., culture, ability, gender, age).				
5. Used effective oral communication.				
6. Used effective written communication.				
7. Interacted collaboratively with professionals and paraprofessionals (if applicable).				
8. Interacted collaboratively with parents/caregivers.				
9. Reflected on intervention/instructional practices and outcomes for children and families.				
10. Integrated reflections and feedback into intervention/instructional practices.				

Comments:

Field Mentor's Signature:

University Supervisor's Signature:

Student's Signature:

Summative Assessment

Intervention/Instructional Practices and Behaviors Rating Form:

Home/Community Setting

Student's Name:

Date Completed:

Field Mentor's Name:

Person Completing:

University Supervisor's Name:

[EI/ECSE Standard\(s\) and Component\(s\):](#)

Based on your observations of the student during this field/clinical experience, please rate the extent to which they demonstrated the intervention/instruction practices and behaviors included in the rating form on a Likert-scale of 1-4 with 1 = not demonstrated, 2 = somewhat demonstrated, 3 = demonstrated, and 4 = demonstrated above expectations.

Intervention/Instruction Practices and Behaviors	1	2	3	4
1. Established positive rapport with child/children.				
2. Established positive rapport with parents/caregivers.				
3. Established positive rapport with other professionals in the setting (if applicable).				
4. Initiated interactions with parents/caregivers and child/children.				
5. Demonstrated respect for the families' cultural traditions and values and home language.				
6. Took initiative to assist with intervention activities/routines.				
7. Designed intervention plans appropriate for the child and parents/caregivers considering culture; language; the child's development, experiences, and preferences; and the resources and priorities of the family.				
8. Partnered with parents/caregivers to embed IFSP outcomes into the family's daily routines (e.g., meals, dressing, bath time, play time).				
9. Used evidence-based intervention strategies.				
10. Collected assessment data during or immediately after the intervention session.				
11. Used assessment data to inform intervention.				
12. Reflected on children's attainment of IFSP outcomes.				
13. Reflected on use of collaborative strategies to jointly plan and implement intervention with parents/caregivers.				
14. Initiated communication with field mentor.				
15. Completed tasks, as requested.				

Comments:

Field Mentor's Signature:

University Supervisor's Signature:

Student's Signature:

Summative Assessment

Intervention/Instructional Practices and Behaviors Rating Form: Center-Based Setting

Student's Name:

Date Completed:

Field Mentor's Name:

Person Completing:

University Supervisor's Name:

**EI/ECSE Standard(s) and
Component(s):**

Based on your observations of the student during this field/clinical experience, please rate the extent to which they demonstrated the intervention/instruction practices and behaviors included in the rating form on a Likert-scale of 1-4 with 1 = not demonstrated, 2 = somewhat demonstrated, 3 = demonstrated, and 4 = demonstrated above expectations.

Intervention/Instruction Practices and Behaviors	1	2	3	4
1. Established positive rapport with children.				
2. Initiated interactions with children and adults.				
3. Took initiative to assist with activities and routines.				
4. Designed lesson plans appropriate for children considering culture, language, development, experiences, and preferences.				
5. Designed lesson plans that address children's individual abilities and needs.				
6. Used evidence-based intervention/instructional strategies.				
7. Implemented effective small group, large group, and/or one to one intervention/instruction.				
8. Adapted materials and strategies as needed.				
9. Provided appropriate positive consequences.				
10. Collected assessment data for activities implemented.				
11. Used assessment data to inform intervention/instruction.				
12. Reflected on children's attainment of learning objectives.				
13. Initiated communication with field mentor.				
14. Completed tasks, as requested.				

Comments:

Field Mentor's Signature:

University Supervisor's Signature:

Student's Signature:

Student Performance Issues and Concerns

This section of the guide contains sample forms to be used by the field mentor and/or university supervisor if significant issues or concerns arise during a field experience related to the student's performance in the field experience setting. The following sample forms are included in this section.

- Description of Unsatisfactory Performance
- Procedures for Addressing Unsatisfactory Performance
- Statement of Concern(s)
- Field Experience Improvement Plan/Contract
- Field Experience Assistance Plan/Contract

Description of Unsatisfactory Performance

Dismissal from field/clinical experience could occur for any of the following reasons:

- Failure to adhere to relevant codes of conduct,
- Failure to maintain confidentiality,
- Poor attendance and/or punctuality,
- Poor interpersonal relationships,
- Lack of or ineffective organizational and planning skills,
- Ineffective communication (oral and written) skills,
- Failure to initiate and/or respond to communication with the field mentor and/or university supervisor as required,
- Nonacceptance and lack of responsiveness to feedback from field mentor and/or university supervisor,
- Lack of ability to base plans on content and/or developmental knowledge,
- Poor use of appropriate intervention/instruction strategies,
- Lack of ability to respect and partner with families,
- Late assignments,
- Unacceptable completion of minimum requirements,
- Not meeting the goals identified in a student improvement plan, and
- Criminal charges.

Procedures for Addressing Unsatisfactory Performance

- A student who is struggling to meet expectations will be placed on an improvement plan which includes coaching and support by the university supervisor, field mentor, and/or program administrator.
- The university supervisor, field mentor, and/or program administrator, and/or the university director of field experiences make the determination of successful or unsuccessful completion of an improvement plan.
- If dismissal from the field experience is recommended, a conference will be held to discuss the situation and determine future actions.
- Immediate removal is possible, specifically in cases involving the safety or learning of children, families, and/or others in the setting.
- Depending on the issue for which a student is dismissed from a field experience, they may:
 - receive a failing grade for the field experience or course and be required to re-enroll in the field experience/course, or
 - be dismissed from the Educator Preparation Program and not allowed to enroll in any other courses in the Educator Preparation Program.

Statement of Concern(s)**Student's Name:****Field Placement Site:****Field Mentor's Name:****Person Completing:****University Supervisor's Name:****Date Completed:****Course/Semester:**

This form is for use by the field mentor when significant issues and concerns are present related to the student's performance. The completed form must be emailed to the university supervisor who will then immediately schedule a meeting with the field mentor and student to discuss the concerns and determine next steps.

Directions: List each concern with a detailed description of what has occurred in the field placement site and include objectively stated supporting data.

1. Concern and Description:

2. Concern and Description:

3. Concern and Description:

Field Mentor's Signature:**Date:**

Field Experience Improvement Plan/Contract

Student's Name:

Course/Semester:

Field Mentor's Name:

Field Placement Site:

University Supervisor's Name:

Date Completed:

The problem(s):
Professional Growth Goals:
<p>Goal 1:</p> <p><u>EI/ECSE Standard(s) and Component(s):</u></p> <p>Steps for Improvement:</p> <p>Method of Measurement:</p> <p>Timeline:</p>
<p>Goal 2:</p> <p>EI/ECSE Standard(s) and Component(s):</p> <p>Steps for Improvement:</p> <p>Method of Measurement:</p> <p>Timeline:</p>
<p>Goal 3:</p> <p>EI/ECSE Standard(s) and Component(s):</p> <p>Steps for Improvement:</p> <p>Method of Measurement:</p> <p>Timeline:</p>

Field Experience Agreement Statement:

I, (Student's Name), assisted in developing this Improvement Plan/Contract and accept responsibility for completing the goals and timelines. I understand if I do not meet these goals in the timelines identified that I will be removed from the field experience placement and receive a score of 0 for all field experience assignments. I also understand that failure to successfully complete the field experience will require re-enrollment in the course for which this field experience is required.

Student's Signature:

Date:

Field Mentor's Signature

Date:

University Supervisor's Signature:

Date:

Field Experience Assistance Plan/Contract

Student:
University Supervisor:
Field Site Mentor:

Semester/Year:
Field/Clinical Experience Site:
Date:

Description of Concern(s):

Agreed Upon Solution(s) to Include:

- EI/ECSE Standard(s) and Component(s)
- Objective(s)
- Action Steps
- Resources and Supports
- Due Date

Note: The agreed upon timeline for implementation and improvement is two weeks unless otherwise indicated.

My signature below indicates an acknowledgement of the following:

- I understand the contents of this action plan and the expectations as outlined above.
- I understand I must adhere to the two-week timeline and due dates as specified above.
- I understand that if I do not show significant growth in each of the areas listed above, within the specified timeframe, I will not continue in this field experience placement.
- I understand the consequences for non-continuance in the Field Experience which are: (include here based on university and field site placement policies).

Student Signature: _____ Date: _____

University Supervisor Signature: _____ Date: _____

Field Mentor Signature: _____ Date: _____

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