

Student Teaching

Early Childhood Practicum Guide

Fourth Edition



Jeanne M. Machado and
Helen Meyer Botnarescue

STUDENT TEACHING:

EARLY CHILDHOOD PRACTICUM GUIDE

4th Edition

JEANNE M. MACHADO, EMERITA
San Jose City College

HELEN MEYER-BOTNARESCUE, Ph.D.
California State University—Hayward

DELMAR



THOMSON LEARNING

Australia Canada Mexico Singapore Spain United Kingdom United States



Student Teaching: Early Childhood Practicum Guide, 4E
by Jeanne M. Machado and Helen Meyer-Botnarescue, Ph.D.

Business Unit Director:
Susan L. Simpfinderfer

Acquisitions Editor:
Erin O'Connor Traylor

Development Editor:
Melissa Riveglia

Editorial Assistant:
Alexis Ferraro

Executive Marketing Manager:
Donna J. Lewis

Channel Manager:
Nigar Hale

Executive Production Manager:
Wendy A. Troeger

Project Editor:
Kathryn B. Kucharek

Cover Design:
Dutton & Sherman Design

COPYRIGHT © 2001 by Delmar,
a division of Thomson Learning, Inc.
Thomson Learning™ is a trademark
used herein under license

Printed in the United States of America
2 3 4 5 XXX 05 04 02 01

For more information contact
Delmar,
3 Columbia Circle, PO Box 15015,
Albany, NY 12212-5015.

Or find us on the World Wide Web at
<http://www.delmar.com>

ALL RIGHTS RESERVED. No part
of this work covered by the copyright
hereon may be reproduced or used in
any form or by any means—graphic,
electronic, or mechanical, including
photocopying, recording, taping, Web
distribution or information storage
and retrieval systems—without writ-
ten permission of the publisher.

For permission to use material from
this text or product, contact us by
Tel (800) 730-2214
Fax (800) 730-2215
www.thomsonrights.com

Library of Congress Cataloging-in-
Publication Data
Machado, Jeanne M.
Student teaching: early childhood
practicum guide/Jeanne M. Machado,
Helen Meyer-Botnarescue.—4th ed.
p.000 00.00cm.
Includes bibliographical references.
ISBN 0-7668-1056-9 (softcover)
1. Student teaching—Handbooks,
manuals, etc. 2. Early childhood
education—Curricula. 3. Lesson
planning. I. Meyer-Botnarescue,
Helen. II. Title.
LB2157.A3 M28 2001
370'.71—dc21 00-030684

NOTICE TO THE READER

Publisher does not warrant or guarantee any of the products described herein or perform any independent analysis in connection with any of the product information contained herein. Publisher does not assume, and expressly disclaims, any obligation to obtain and include information other than that provided to it by the manufacturer.

The reader is expressly warned to consider and adopt all safety precautions that might be indicated by the activities herein and to avoid all potential hazards. By following the instructions contained herein, the reader willingly assumes all risks in connection with such instructions.

The Publisher makes no representation or warranties of any kind, including but not limited to, the warranties of fitness for particular purpose or merchantability, nor are any such representations implied with respect to the material set forth herein, and the publisher takes no responsibility with respect to such material. The publisher shall not be liable for any special, consequential, or exemplary damages resulting, in whole or part, from the readers' use of, or reliance upon, this material.

PREFACE

Student Teaching: Early Childhood Practicum Guide is designed for students who are assuming teaching responsibilities under guided supervision. Student teaching is a memorable, individual struggle to put theory into practice. It is a synthesizing experience from which each student emerges with a unique professional style. This text attempts to help each student teacher reach that goal.

It is the authors' wish that this text guide student teachers in their studies and in the practical application of the knowledge acquired. *Student Teaching: Early Childhood Practicum Guide, 4E* will serve as a useful reference tool for teaching tips and problem-solving techniques as the student enters the professional world.

Many aspects of teaching that affect the student teacher, both now as a student and later as a professional, are discussed. The topics are diverse, including, among others, teaching the "special" child, infants, and toddlers; working with parents; principles of classroom management; interpersonal communication skills; observation and assessment (of both children and student teachers); values identification; and trends and issues in early childhood education. Each topic is discussed in detail, using case studies and applying theories.

As the authors watched student teachers struggle with such aspects as wondering what to do during the initial days of student teaching, wanting ideas about classroom management and the "special needs" children in their classroom, assessment, and how to relate to parents, we were inspired to write this text. As it has gone through first one, then another, and now a fourth revision, we feel that each has been better able to meet the needs of both student teachers and their instructors.

ORGANIZATION OF THE TEXT

All chapters offer learning objectives, chapter summaries, suggested activities, review questions, and

lists of references and resources. Comments of former student teachers begin the chapters. These personal revelations may provide insight and reading enjoyment.

Chapter 1, "Introduction to Student Teaching Practicum" includes many different topics such as training guidelines, initial feelings, key participants, the currently employed student teacher, samples of a variety of forms student teachers might have to complete, and an introduction to the National Association for the Education of Young Children's *Code of Ethical Conduct*. Differences between student teaching at the preschool and elementary level are briefly covered, as are topics related to health. Maintaining records, writing in a journal, and preparing for the first days of student teaching are covered in depth with such topics as previsit preparations, introducing yourself to the administrator in charge and your cooperating teacher, staff behavior, and portfolio development.

Chapter 2, "A Student Teacher's Values and Developing Teaching Style," introduces student teachers to the subject of how their values impact their teaching style. Your authors firmly believe that teaching style evolves from our values. Thus, student teachers are presented with exercises designed to help them define their values and how these translate into classroom activities. The acquisition of values is mentioned, as are professional ethics and the development of teaching style. Examples of authoritative and authoritarian styles are given along with precautions related to stereotyping and the need for flexibility.

Chapter 3, "Being Observed: Developing Your Competencies," including such topics as the goals and methods of observation, provides several examples of observation forms college supervisors and/or cooperating teachers might use, and a few self-rating sheets that student teachers could implement. Competency-based

training, critical thinking, and reflective behaviors are introduced because the authors believe that self-analysis is critical to becoming an effective teacher. The concept of NAEYC's developmentally appropriate practice is also introduced but is covered in greater depth in chapter 5.

Chapter 4, "Review of Child Development and Learning Theory" has been updated to include recent discoveries related to memory, critical thinking, and multiple intelligences. Also included is newer research on brain development and emotional intelligence.

Chapter 5, "Instructional Planning," is introduced as student teachers are asked to look at the need to identify child interests and ways to look at early childhood curriculum. Constructivism and developmentally appropriate practice are covered in greater depth than in chapter 3. Authentic assessment is introduced; activity resources and other curriculum approaches are mentioned. The effect of a student teacher's attitudes and beliefs on expectations for children in the classroom is covered briefly, as is NAEYC's ethical responsibility as it relates to curriculum. Play and how it affects learning and the need to be sensitive when instructing non-English-speaking children and the anti-bias curriculum are mentioned.

Written activity plans for preschool and child care center settings and lesson plans for elementary settings are covered in detail. Sample plans and forms a student teacher might use are presented. Topics such as promoting cognitive skills, using community resources, and teaching tips and room environments are found.

Chapter 6, "Classroom Management Goals and Techniques," includes information on conflict resolution in addition to looking at the five areas of management: physical arrangement of the classroom, curriculum choices, time management, managing classroom routines, and the guidance function. New research on guidance as social development and several management techniques are covered.

Chapter 7, "Analyzing Behavior to Promote Self-Control," highlights information related to Erikson and other developmental theorists. The

relationship between Erikson's psychosocial theory and the professional development of student teachers has been added.

Chapter 8, "Common Problems of Student Teachers," focuses on the topic of stress. Both its causes and effects on student teachers are discussed, and ideas for students to implement to reduce the stress are suggested. Conferencing, preparing one-day wonders, utilizing conflict resolution, and developing communication skills all serve to reduce stress.

Chapter 9, "Case Studies, Analysis, and Applications," includes examples of several observation forms together with their applications in looking at specific children. The forms are then analyzed to demonstrate how learning plans for these children can be developed based upon the observations and analyses.

Chapter 10, "Working with Special Needs Children" introduces the student to federal laws that mandate special education and related services to all identified special needs children. Ideas for how a student teacher might be involved in a preliminary diagnosis and strategies for working with children having specific disabilities have been expanded.

Chapter 11, "The Changing American Family," includes the latest available information and statistics on families. Added is material on welfare reform (TANF) and its effects on families. The section on changing children briefly mentions what one researcher believes is our greatest concern regarding children today—the lack of nurturance and protection by the children's families.

Chapter 12, "Parents and Student Teachers," discusses the importance of parent-teacher partnerships and the role of the student teacher. Models of communication allow the student teacher to analyze the narrative of a conference between a parent and a preschool teacher and a home visit. Ideas for conferencing are included, as are several examples of other home-school interactions.

Chapter 13, "Quality Programs," discusses programs in relationship to whether they meet children's needs, provide a balanced program,

and meet other standards of quality programs. The relationship between different types of accreditation and quality are discussed along with findings of several studies that have looked at quality in preschool and child care programs and quality in elementary school programs.

Chapter 14, "Professional Commitment and Growth," looks at the student teacher's (and, indeed, all teachers') growth as a professional. Concerns in the profession, professional behavior and commitment, advocacy, individual learning cycles, NAEYC's professional development position statement, and several professional growth opportunities are covered.

Chapter 15, "Trends and Issues," addresses some of the major trends in early childhood education and education in general—child abuse standards in teacher preparation, growing private investment in preschool programs, the shortage of teachers in kindergarten through grade twelve, charter schools, parent choice, and school-age programs.

Chapter 16, "Student Teaching with Infants and Toddlers," includes updated material on quality indicators and studies related to quality. Special issues such as separation from parents, infant/toddler child care and identity formation, infants born to teenage parents, toilet learning, biting, and several ideas for activities are included.

FEATURES OF THE FOURTH EDITION

The fourth edition has reduced the total number of chapters from twenty-one to sixteen. Chapters one and two are now combined into one comprehensive chapter and provide student teachers with a thorough orientation to the student teaching experience. Reflecting the authors' beliefs that our values determine, in part, how we plan and teach, chapter 2 combines former chapters 3 and 16 into one. Chapter 3 combines former chapters 15 and 17 into a unified whole on the observation of student teachers and how this helps them to recognize and build on their competencies and learn

from their weaknesses. Chapter 5 combines chapters 5 and 6 from the third edition into a comprehensive look at instructional planning and includes an expanded discussion on NAEYC's developmentally appropriate practice.

Extensive revisions have been made on several chapters. In chapter 10, information on the federal laws has been condensed, and the student teacher's roles in helping to diagnose—and, especially, in working with—special needs children has been reorganized and expanded for easier use. Chapter 11 has been updated and includes information about the new welfare reform act of 1996 (TANF) and its effects on families. Chapter 16 has also been updated, reorganized, and revised.



The Online Resources to accompany the fourth edition of *Student Teaching: Early Childhood Practicum Guide* provides evaluation forms from the text that you can download and use in your student teaching experiences. Forms that appear in the Online Resources are identified by an icon in the text.

The reader may notice numerous rather dated references exist in some chapters. A reasonable number of up-to-date publications concerned with the student teaching experience simply do not exist. The authors selected and quoted references we felt were still valuable, pertinent, and so classic that they cannot be overlooked.

USING THE TEXT

Instructors are urged to select those chapters most relevant to the needs of their students. The authors recognize that many associate degree programs have required courses in child development and home, school, and community. They may choose to omit chapters 4 and 11 or ask students simply to skim quickly through them for any possibly new material. Instructors at the baccalaureate level may also choose to omit chapters 4 and 11 if they know their students have already studied the topics in previous courses. In addition, baccalaureate degree

programs may not find chapter 16 pertinent and are advised to omit it.

Instructors in both associate and baccalaureate degree programs may want to pick and choose the trends and issues presented in chapter 15 that they feel are most relevant for their respective students. Another way to work with the topics in chapter 15 would be to have stu-

dents choose and discuss one or two facts that hold interest for them in particular.

Instructors may find the Comprehensive Test Questions of value and are urged to choose those they feel are most appropriate for their students.

Your authors feel that the key to using the fourth edition of *Student Teaching: Early Childhood Practicum Guide* is, first and foremost, flexibility.

ACKNOWLEDGMENTS

The authors wish to express their appreciation to the following individuals and institutions for their contributions to this text.

Reviewers

Elaine Boski, M.Ed.
Program Coordinator, Child Development
Collin County Community College
Plano, Texas

Leanna Manna, M.A.
Education Program Coordinator
Villa Maria College
Buffalo, New York

Catherine Mogharreban, Ph.D.
Associate Professor
Southern Illinois University
Carbondale, Illinois

Sandra M. Stokes, Ph.D.
Assistant Professor
University of Wisconsin—Green Bay
Green Bay, Wisconsin

Paul J. Wirtz, Ph.D.
Associate Professor
Eastern Kentucky University—
College of Education
Richmond, Kentucky

Illustrations and Photos

Nancy Martin
Jayne Musladin
Jody Boyd
The parents of photographed children

Individual Assistance

The director and staff of the San Jose City College and Evergreen Valley College Child Development Centers, and enrolled student teachers.

Barbara Kraybill, Director, Afterschool
Programs, Livermore, CA
Cheryl Needle-Cohn, Instructor, Borough
of Manhattan Community College,
New York, NY

Preschools, Centers, and Elementary Schools

San Jose City College Child Development
Center
Evergreen Valley College Child Development
Center
Young Families Program, San Jose, CA
California State University Associated Students'
Child Care Center
Pexioto Children's Center, Hayward, CA
Parent-Child Education Center, Hayward, CA
Festival Children's Center, Hayward, CA
Jackson Avenue School, Livermore, CA
Harder School, Hayward, CA
St. Elizabeth's Day Home, San Jose CA
Donnelly Headstart, Donnelly, ID
Cascade Elementary School, Cascade, ID
Redeemer Lutheran Church Child Development
Center, Redwood City, CA

We also wish to express our appreciation to We
Care Day Treatment Center, Concord, CA, for
permission to photograph attending children.

Students, Instructors, and Professors

San Jose City College
Evergreen Valley College
California State University, Hayward
Intern Students and Taiwanese preschool teachers
attending National Hispanic University

ABOUT THE AUTHORS

The authors of this text, Jeanne M. Machado and Helen Meyer-Botnarescue, are actively involved in child care and teacher training programs. Jeanne received her M.A. degree from San Jose State University and a Vocational Life Credential from University of California, Berkeley. She has experience as an early childhood education instructor and department chairperson at San Jose City College and Evergreen Valley College. As a past president of two professional associations—Northern California Association for the Education of Young Children (Peninsula Chapter) and California Community College Early Childhood Educators—Jeanne is deeply involved in early childhood teaching issues. Her text *Early Childhood Experiences in the Language Arts* is currently in its sixth edition.

Helen Meyer-Botnarescue received her Ph.D. from the University of Alabama. She also received a Life Credential in Psychology. Currently, Helen is a professor of education in the Department of Teacher Education at California

University, Hayward. In addition, she serves as graduate coordinator of the Early Childhood Education master's program. She is advisor to the campus Early Childhood Center. Helen is an active member of five professional organizations: California Professors of Early Childhood Education and Child Development, an affiliate group of the National Association of Early Childhood Teacher Educators; the California Association for the Education of Young Children, a branch of the National Association for the Education of Young Children; the World Organization for Preschool Education (OMEP); and the Association for Childhood Education International (ACEI). She has served on the governing board of the National Association of Early Childhood Teacher Educators, has been an active member of and presenter at Congresses sponsored by the Organisation Modiale pour l'Éducation Préscolaire (OMEP), and currently is president of the California Association for Childhood Education, the state affiliate of ACEI.

CONTENTS

Preface	ix
Acknowledgments	xiii
About the Authors	xiv

SECTION I: Orientation to Student Teaching

CHAPTER 1	INTRODUCTION TO STUDENT TEACHING PRACTICUM	2
	Training Guidelines 3 Initial Feelings 4 The Mechanics of Student Teaching 4 Key Participants Play a Role in Student Teacher Development 4 Before Placements 5 Orientation 8 Professionalism 11 Student Teaching Goals 18 Preparing for Your First Days 20 Meeting with the Administrator 21 Your Classroom 22 Beginning Days 24 Becoming a Team Member 26 Goals of the Team and Program 26	
CHAPTER 2	A STUDENT TEACHER'S VALUES AND DEVELOPING TEACHING STYLE	44
	Knowing Yourself and Your Values 45 The Acquisition of Values 46 Your Values 49 Personal Values and Activities 50 Professional Ethics 51 Teaching Style 51 Other Teaching Styles 57	
CHAPTER 3	BEING OBSERVED: DISCOVERING YOUR COMPETENCIES	65
	Goals of Observation, Evaluation, and Discussion 66 Methods of Observation 67 Clinical Supervision 71 Reliability 73 Peer Evaluations 84 Competency-based Training 87 The Whole Teacher 87 Reflective Behaviors in Student Teachers 90 Critical Thinking 91 Self-Perception 92 Self-Analysis 95	

SECTION II: Programming

CHAPTER 4	REVIEW OF CHILD DEVELOPMENT AND LEARNING THEORY	106
	Theories of Child Development 107 How Do Children Learn? 108 Review of Selected Current Research 119 Student Teacher Intelligent Behavior 123	

CHAPTER 5 INSTRUCTIONAL PLANNING 131

A Way to Look at Early Childhood Curriculum 132 Identifying Child Interests 133 Constructivism and Developmentally Appropriate Practice 135 Other Curriculum Approaches 138 Activity Resources 139 Curriculum 140 How Language Instruction Fits into All Activity Planning 143 Goals and Objectives 152 Developmental Skills 153 Other Activity Plan Areas 156 Transitions 157 Working with Groups 160 Thematic Teaching 165

SECTION III: Classroom Management Revisited**CHAPTER 6 CLASSROOM MANAGEMENT GOALS AND TECHNIQUES 184**

Classroom Management 185 The Guidance Function in Classroom Management 188 Child Empowerment 190 Classroom Management Techniques 194 Additional Management Strategies 201 Guidance Techniques Used in Elementary Schools 207

CHAPTER 7 ANALYZING BEHAVIOR TO PROMOTE SELF-CONTROL 215

Erikson's Theory of Psychosocial Development and Its Relation to Self-Control 216 Burton White and Self-Control 224 Maslow's Hierarchy of Needs and Its Relation to Self-Control 228 A Case Study to Analyze 232 Cultural Differences 233

SECTION IV: Communication**CHAPTER 8 COMMON PROBLEMS OF STUDENT TEACHERS 242**

Kinds of Problems 243 Seeking Help 246 The Role of Communication 251 Listening: The Ability to Receive 256 Theories in Problem Solving 261 A Problem-Solving Process 262

SECTION V: The Child**CHAPTER 9 CASE STUDIES, ANALYSIS, AND APPLICATIONS 276**

Case Studies 277 Observation Forms 277 Analysis of Observation 280 Observation and Conjecture 288

CHAPTER 10 WORKING WITH SPECIAL NEEDS CHILDREN 302

Laws Relating to the Education of Young Children with Special Needs 303 "Special" Children 306 Working with Special Needs Children 315

SECTION VI: Parents

CHAPTER 11 THE CHANGING AMERICAN FAMILY 324

The American Family in the New Millenium 325 Changes Mandated by the New Welfare Law 326 Early Childhood Education in the Twentieth Century 321
Parents as Volunteers 330 How to Motivate Parents to Volunteer 332

CHAPTER 12 PARENTS AND STUDENT TEACHERS 345

Interacting with Parents 346 The Importance of Parent-Teacher Relationships 347 Models of Communication 349 Planning the Home Visit 356 The Home Visit 358 Other Home-School Interactions 360

SECTION VII: Professional Concerns

CHAPTER 13 QUALITY PROGRAMS 374

Meeting Children's Needs 375 Standard of Quality Programs 378 Types of Quality Programs 379 Who Decides the Quality of a Program? 380
Acceditation and Its Relationship to Quality 384 Total Quality Management 387
The Comer Project for Change in Education 387 Mentoring Programs 388 State Legislative Awareness 388 Defining an Optimal Education and Care System 388

CHAPTER 14 PROFESSIONAL COMMITMENT AND GROWTH 395

Definitions 396 Concerns in the Profession 396 Professional Behavior and Commitment 397 Professional Growth and Development 399
Professional Growth Opportunities 403 Parents' Attitudes Toward Professionalism 408

CHAPTER 15 TRENDS AND ISSUES 414

Trends 415 Issues 424

SECTION VIII: Infant/Toddler Placements

CHAPTER 16 STUDENT TEACHING WITH INFANTS AND TODDLERS 438

Standards 439 Characteristics of a Quality Infant/Toddler Center 439 Student Teaching with Infants and Toddlers 444
Approaching and Working with Children 444 General Rules and Regulations 446 Caregiving as a Teaching Activity 453 A Curriculum

for Infants and Toddlers 454	Activities in the Infant/Toddler Center 454
Child's Physical Environment 458	Awareness of Your Own Needs as a Caregiver 459
	Safety 461

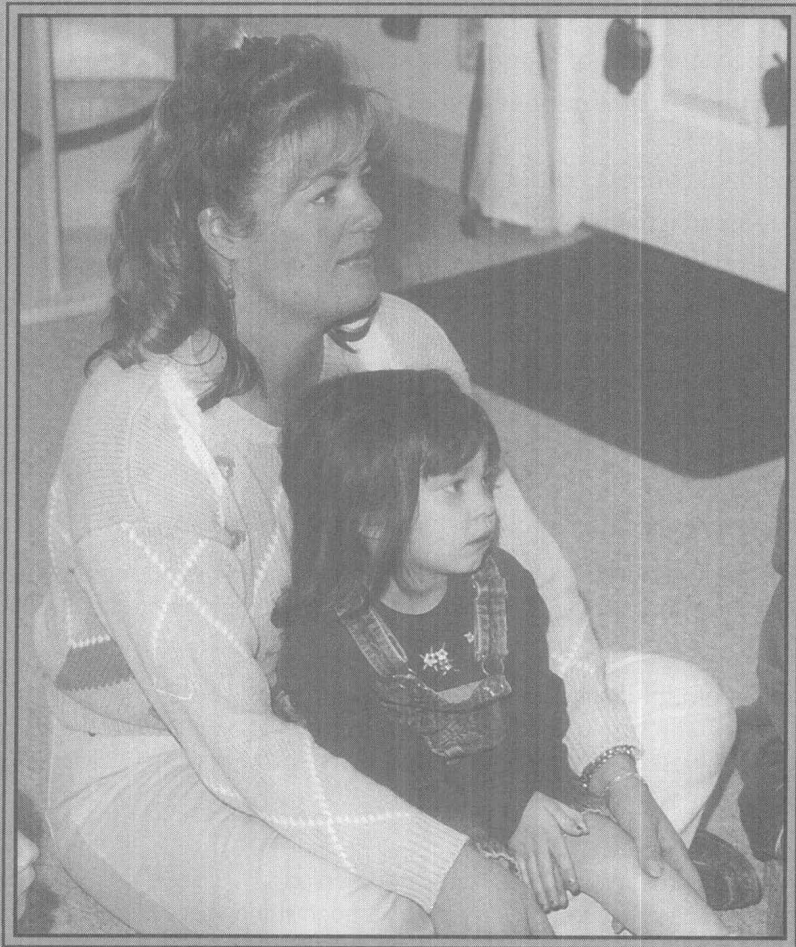
Appendix	466
----------	-----

Glossary	505
----------	-----

Index	511
-------	-----

SECTION I

ORIENTATION TO STUDENT TEACHING



CHAPTER 1

INTRODUCTION TO STUDENT TEACHING PRACTICUM

OBJECTIVES

After studying this chapter, the student should be able to:

1. Identify some important goals of a student teaching experience.
 2. Describe the relationships and responsibilities of student teacher, cooperating teachers, and supervisors.
 3. List three professional conduct considerations for student teachers.
 4. Describe preplacement activities and considerations.
 5. Identify pertinent information to be obtained on a student teacher's first day.
 6. Pinpoint three activities a student teacher can use as an introduction, to learn the children's names, or develop rapport with the children.
 7. Identify three valuable skills for staff meetings.
-

Comments of student teachers after their first week in the classroom:

On the first day of student teaching I was very excited. I felt nervous and tried my best to fit in as though I had been there many times. I memorized all the children's names before the day was over.

—May Valentino

I worked hard to get into this final class in the training program. I did it part-time going evenings after a full day of work with young children. My college supervisor insisted I student teach at a center away from my job. I resented it but found I was able to grow, gain new skills, see quality I'd never experienced.

—Janice Washington

On my first day of student teaching I was scared and nervous . . . shaking in my boots. Not knowing where things were made me feel unsure. It was a good thing that I had a compassionate cooperating teacher; she put me at ease and directed me so I could begin to find my own way.

—Felicia Martinez

I'm employed at the school where I did part-time student teaching. I was so glad when my college supervisor insisted I be assigned to another school. I was able to see different methods.

—Charlotte Zinger

I worried a lot during student teaching about children becoming attached to me, more friendly and affectionate than I observed they were with the cooperating teacher. My cooperating teacher and I had no problem with this after I bravely asked about it. Children are able to form bonds in different ways with different teaching personalities.

—Connie Mock

Oh—the bother of jumping through another hoop to finish the ECE training program! That's what I felt attending a night practicum course while holding a day preschool job. I envied those unemployed classmates in accredited placements. I analyzed—I reflected—I grew and improved with the help of my college supervisor.

—Babette Sambi

Student teaching is both a beginning and an end. It begins a training experience that offers the student a supervised laboratory in which to learn. New skills will develop, and the student will polish professional skills already acquired. Student teaching is usually the final step in a formal training program offering a certificate, degree, license, or credential. It completes a period during which exposure to theory and practical application have occurred. It requires the synthesizing of all previous coursework, training, workshops, and background experience.

Congratulations! You have satisfied all the prerequisites for student teaching. Now you will assume teacher responsibilities and duties with young children and become a member of a professional teaching team.

One of the culminating phases of your professional preparation for teaching, your student teaching provides opportunities to try your wings if you are not presently employed. If employed, the student teaching experience will sharpen and expand already acquired competencies. Hollingsworth (1998) reports former student teachers judge student teaching to be the most valuable experience in preservice training.

TRAINING GUIDELINES

The National Association for the Education of Young Children (NAEYC) in consultation with other professional groups has taken the lead in advocating training guidelines for the preparation of teacher education programs in both associate of arts degree programs and in four- and five-year bachelor's and advanced degree programs. NAEYC's *Guidelines for Preparation of Early Childhood Professionals* (1996) suggests that training programs provide opportunities to apply knowledge and skills in working with children in a variety of field experiences with increasing levels of interaction with children. The importance of supervised practice teaching hasn't been overlooked. The CDA (Child Development Associate) program demands 50 percent or more of a trainee's total training be spent in supervised field work, and NAEYC's guidelines propose a minimum of 150 hours be spent in each of two different settings, serving children of two different age groups (Copple, 1991). Each graduating student is expected to have successfully completed a supervised practicum experience or alternative equivalent during which the student assumes major responsibility for a full range of teaching and caregiving duties for a group of young children. Skills, knowledge, and attitudes gained prepare the student to demonstrate the knowledge and competencies required to meet state licensing requirements and/or permits, certificates and/or credentials.

INITIAL FEELINGS

Many students approach student teaching with mixed feelings of trepidation and exhilaration. The challenge presents risks and unknowns, as well as opportunities for growth, insights, and increased self-awareness. Student teaching will be memorable. You will cherish and share with others this “growing stage” of your development as a person and teacher.

Everyone who comes to the field of early childhood brings some kind of relevant experiences with young children, experiences that form a foundation on which to construct teaching theory and practice (Jones, 1994).

THE MECHANICS OF STUDENT TEACHING

Student teaching (sometimes called practicum, field experience, or internship) in an early childhood program involves three key people—the student teacher, the cooperating teacher who is responsible for a group of young children, and a supervisor who is a college instructor or teacher trainer. The cooperating teacher models teaching techniques and practices, and the supervisor observes and analyzes the development of the student teacher’s skills. Both also serve as consultants and advisors. These three key people are defined as follows:

Student Teacher: A student experiencing a period of guided teaching during which the student takes increasing responsibility for the work with a given group of learners over a period of consecutive weeks. (Other terms used: apprentice, intern.)

Cooperating Teacher: One who teaches young children, models techniques and practices, and who also supervises student teaching and/or other professional laboratory experiences. (Other terms used: supervising teacher, laboratory school teacher, critic teacher, master teacher, directing teacher, resident teacher.)

College/University Supervisor: The college representative responsible for supervising a student teacher or a group of student teachers. (Other terms used: off-campus supervisor, resident supervisor, clinical teacher, teacher trainer.) In some college training programs, two or more instructors are responsible for a student teacher group.

KEY PARTICIPANTS PLAY A ROLE IN STUDENT TEACHER DEVELOPMENT

Personality, settings, child groupings, the commitment and professionalism of individuals, and many other factors contribute and influence the quality and variety of training opportunities. Key participants (student teacher, cooperating teachers, college and university supervisors) each play a role in student teacher development.

Each student teacher is responsible for serious effort. We have all met people who have a desire and knack for getting all possible from a given situation. Their human “antennae” are actively searching, receiving, and evaluating! As a student teacher, you will guide much of your own growth. Your cooperating teacher and college or university supervisor will support and reinforce your commitment to learn. Your increasing skill will depend, in part, on you.

Cooperating teachers, as a first duty, must fulfill the requirements of their positions. Child instruction is paramount. Student teacher direction and guidance are additional tasks for which they may or may not be compensated. Even in laboratory school settings, educating and caring for children supercedes the training of student teachers, which is seen as an auxiliary function.

Cooperating teachers differ. Sudzina, Giebelhaus, and Coolican (1997) have identified two distinct types and described different ways cooperating teachers may view the student teaching situation.

Cooperating teacher A may see a student teacher as needing to assume increasingly more classroom responsibility and follow his or her lead, be receptive to constructive criticism,