

Infant/Toddler Internship Manual
EDUC 405
Spring 2008

Child Development and Family Studies
School of Education
The University of North Carolina at Chapel Hill
Chapel Hill, North Carolina

Infant/Toddler Internship Manual

In EDUC 405, students will participate in an internship experience with infants or toddlers and their respective families during the spring semester of the Junior year. Students will be enrolled concurrently in EDCU 404 (Infant/Toddler Assessment and Teaching Strategies). The internship experience is designed to allow the application of course content presented in EDUC 404.

Goal

The goal of EDUC 405 is to prepare students to work with infants and toddlers with and without special needs and their respective families in inclusive center-based programs, home-based programs, or programs combining modes of service delivery. During the semester, students will demonstrate basic competencies and their associated standards (see pp. 3-4).

Expectations of Students

Students will spend at minimum 10 hours per week (i.e., two 5-hour days) on-site engaged in internship-related activities for a total of at least 140 hours for the semester. These hours combined with the 12 hours spent in infant and toddler rooms last semester and other trips to infant/toddler related programs this semester will meet the 150 hour internship requirement set by NCDPI. Internship-related activities may include the following: direct child interaction, planning and preparing materials, staff meetings, conferences with families and IFSP meetings. Absences are strongly discouraged and must be reported to both the university supervisor and the cooperating teacher. Students are expected to make up missed hours. Internship hours begin on January 14, 15, or 18 and continue through the week of April 21. A make-up week for missed hours is included in the timeline (week of April 21). Students are required to keep track of their hours on-site on a weekly basis using the Internship Time Log form included on page 8. Time Log and Evaluation forms (listed below in Roles and Responsibilities for Students) must be submitted to the university supervisor the week before the spring break (March 13) and again at the final class (April 24).

The Infant/Toddler internship is a *professional* experience. Students are expected to adhere to the policies and procedures of their cooperating programs and to demonstrate professional behavior at all times. Students are expected to:

- Be on time
- Establish a schedule with the cooperating teacher and keep that schedule throughout the semester
- Call to report absence or tardiness
- Dress in a manner consistent with the policies of the cooperating program
- Keep information about children, families, and staff members confidential
- Maintain an environment that is physically safe for children at all times
- Be familiar with the behavioral competencies listed under Standards and responsibilities of the student (pp.3-5).

NC DPI STANDARDS FOR BK LICENSING

Standard 1: Birth-Kindergarten professionals promote child development and learning for ALL young children with and without disabilities, including those at-risk.

Indicator 1: Know theories and principles of human development, growth and learning, including the findings of relevant research.

Indicator 8: Know the social and emotional needs, especially the importance of consistent, positive relationships, for the healthy development of ALL young children.

Indicator 10: Understand the relationship between differing environmental or situational contexts and children's actions.

Standard 2: Birth-Kindergarten professionals understand assessment processes including their goals, benefits and uses.

Indicator 2: Are knowledgeable of informal and formal assessment procedures and the need for collaboration with families and other professionals.

Indicator 4: Understand that appropriate assessment is an embedded (rather than pull-out) process that supports children's development and learning.

Standard 3: Birth-Kindergarten professionals build family and community partnerships.

Indicator 1: Understand that families are the first and most important teachers and key decision makers for their children.

Standard 4: Birth-Kindergarten professionals prepare for teaching and learning by connecting with ALL young children with and without disabilities including those at-risk and their families.

Indicator 1: Use positive, consistent relationships and supportive interactions as the foundation for their work with families and ALL young children.

Indicator 2: Guide and foster interactions

(child-child, child-adult, adult-adult) that facilitate inquiry and discovery.

Indicator 3: Establish principles for guiding ALL young children's behavior, problem solving with children and fostering independence.

Indicator 4: Display warm, nurturing, respectful, and reciprocal interactions with families and ALL young children.

Indicator 5: Use responsive techniques to enhance social interaction among adults and ALL young children to create a caring community of learners.

Standard 5: Birth-Kindergarten professionals prepare for teaching and learning by conducting appropriate, on-going formal and informal assessments.

Indicator 1: Collect and synthesize relevant assessment information that informs practice.

Indicator 2: Share assessment information results with appropriate family members and professionals.

Indicator 3: Link assessment information to practice, including appropriate implementation of Individualized Education Plans (IEPs) and Individualized Family Service Plans (IFSPs).

Indicator 4: Use assessment information, including observation, to plan, implement, and evaluate program(s).

Standard 6: Birth-Kindergarten professionals prepare for teaching and learning by creating an integrated curriculum and responsive environment.

Indicator 1: Use play/active-learning processes as a foundation for ALL young children's learning.

Indicator 2: Plan a suitable balance between child-initiated and adult-initiated activities.

Indicator 3: Create and adapt integrated, meaningful, challenging, and engaging developmentally supportive learning experiences.

Indicator 4: Implement and adapt developmental and functional curricula across all domains (including cognitive, physical, social, emotional, and language) in response to ALL young children's strengths, interests,

needs and differing ability levels.

Indicator 6: Create and adapt developmentally supportive environments with attention to curriculum, interactions, teaching practices, and learning materials.

Indicator 7: Create, manage, and adapt environments with developmentally appropriate interpersonal, spatial, and temporal organization.

Standard 7: Birth-Kindergarten professionals support the learning of ALL young children with and without disabilities, including those at-risk.

Indicator 1: Accommodate individual learning styles, needs, and interests of ALL young children.

Indicator 2: Use strategies and tools that encourage ALL young children's problem solving, thinking skills, and developmental and social competence.

Indicator 3: Use appropriate technology, including software, multimedia, and assistive technology, to support and enhance the learning of ALL young children.

Indicator 4: Use a variety of naturally occurring routines and activities, and responsive and naturalistic teaching techniques to promote emergent skill development.

Indicator 5: Develop, implement and evaluate IFSPs and IEPs in partnership with families and other professionals.

Indicator 6: Facilitate effective transitions throughout the day.

Indicator 7: Use strengths-based practices as a focus for teaching and learning.

Standard 8: Birth-Kindergarten professionals recognize and respect individual differences in program planning and implementation.

Indicator 1: Create an environment that is reflective of the children in the classroom setting that honors diversity.

Indicator 2: Integrate cultural diversity and an anti-bias perspective throughout all instructional activities.

Indicator 3: Are sensitive to and meet the individual needs of children and families with differing backgrounds, i.e. linguistic, culture, geographic, ethnic, and socioeconomic.

Indicator 4: Are sensitive to, and meet the needs of children with different ability levels including those with disabilities and their families.

Indicator 5: Integrate IEP or IFSP goals throughout the daily routines and activities in a developmentally appropriate way.

Standard 9: Birth-Kindergarten professionals demonstrate respectful, reciprocal relationships with families and communities.

Indicator 1: Support families as the primary developmental context for their children's learning and development.

Indicator 2: Respect cultural preferences and socioeconomic influences when identifying family resources, concerns, and priorities.

Indicator 3: Respect diverse cultural values and family structures.

Indicator 4: Communicate effectively with families from diverse backgrounds.

Standard 10: Birth-Kindergarten professionals function professionally.

Indicator 4: Know and follow legal and ethical mandates, policies, and procedures related to services for young children and families.

Indicator 5: Serve in the roles as advocate, consultant, collaborator, and team member.

Indicator 6: Integrate knowledge and strategies from other professionals in designing and implementing learning activities.

Indicator 8: Use strategies such as reflective teaching, cooperative planning, problem solving, and collaboration with others, including therapists, assistant teachers, volunteers, and families, in order to advocate for recommended practices.

Roles and Responsibilities

The responsibilities of the STUDENT are as follows:

1. Test, refine and practice ideas and skills relative to both developmental and functional curricula approaches for infants and toddlers.
2. Develop competencies in planning, implementing, and evaluating developmentally and individually appropriate assessment and teaching methods.
3. Develop skills to function as a team member of a professional staff.
4. Develop skills in working with families of children.
5. Assist in the continuing development, daily operation, and evaluation of an inclusive classroom.
6. Continue to develop areas of strength and to self-assess areas in which more learning, practice, and/or experience is needed.
7. Expand awareness and knowledge of the roles and responsibilities of professional team members.
8. Complete required practice teaching hours and assignments.
9. Gradually assume the lead teacher role, maintain the role for a minimum of three weeks in each classroom, and gradually transfer the role back to the cooperating teacher.
10. Participate in regular feedback meetings with the cooperating teacher and university supervisor and conduct a self-evaluation at the end of the experience.
11. Students are responsible for documenting all hours spent in each classroom. A time log is provided on page 8 for this purpose.

The responsibilities of the COOPERATING TEACHER are as follows:

1. Orient the student to the philosophies and policies of the program.
2. Provide guidance to the student as he/she gradually assumes increasing responsibility by:
 - a. Acquainting and guiding the student as to the availability and use of resources that may aid in understanding the program and the children and families it serves.
 - b. Guiding the student in setting individual and group goals for children and in planning, implementing, and evaluating appropriate activities and materials for meeting those goals.
 - c. Providing the student with experience in working directly with infants and toddlers and their families
3. Provide the student with experience in working with a team of professionals when possible
4. Observe the student in varied situations and provide same-day feedback regarding his/her areas of strength and need for improvement.
5. Assist the student as he/she develops, implements, and evaluates activities in the classroom.
6. Review and approve activity plans before the student implements activities in the classroom.
7. Participate in one or more conferences with the student and university supervisor. At least one evaluation is to be completed during the practice teaching placement.
8. Complete a student evaluation form and program evaluation form at the end of the practice teaching experience.
9. Communicate with the university supervisor regarding the student's progress during on-site conferences and phone conversations or through informal notes.

The responsibilities of the UNIVERSITY SUPERVISOR are as follows:

1. Make on-site observation visits at least five times during each placement. In addition, the supervisor will maintain weekly contact with the student providing feedback through such weekly activities as journaling, seminar participation, phone conferences, and email.
2. Provide verbal and written feedback to the student and the cooperating teacher to document observations regarding the student's areas of strength and need for more learning.
3. Conduct a short conference following each observation visit with the student and, if available, the cooperating teacher.
4. Provide feedback to the faculty to identify the strengths and needs of the CDFS program.
5. Verify that the student is achieving the competencies expected of CDFS majors.

Internship Activity Timeline

Week	Date	Internship Activities
	1/10	Meet with cooperating teachers
1	1/14	Begin internship (1/11-F) (1/14- M/W) (1/15-T/Th)
2	1/21	Establish relationships with children, families, teachers
3	1/28	Assume assigned class responsibilities
4	2/4	Assist in planning, implementing, & evaluating one activity each day
5	2/11	Assist in planning, implementing, & evaluating one activity each day
6	2/18	Assist in planning, implementing, & evaluating two activities each day Mid-term evaluation meeting with cooperating teacher and University supervisor
7	2/25	Assist in planning, implementing, & evaluating two activities each day
8	3/3	Assist in planning, implementing, & evaluating three activities each day
9	3/10-14	Spring Break
10	3/17	Assist in planning, implementing, & evaluating three activities each day; Plan for Lead Teaching
11	3/24	Lead Teaching
12	3/31-4/4	Lead Teaching
13	4/7-11	Lead Teaching

14	4/14-18	Return lead to cooperating teacher
15	4/21	Make-up week/visit other programs; final evaluation meeting

Experience Plan #_

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Experience Plan Format

1. Developmental Observation and Rationale:
 - a. Observation:
 - b. Rationale:
2. Developmental Domain: _____ Developmental Level: _____
3. Experience/Activity Name: _____
4. Objectives for the Child(ren) and targeted domains: _____
5. Materials: _____
6. Method/Procedure:
 - a. Transition in and introduction: _____
 - b. Experiences/Activity: _____
 - c. Adaptations for children with special needs: _____
 - d. Closing and transition out: _____
7. Evaluation: _____

Signature of Cooperating Teacher _____

Date of implementation _____

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Internship Time Log

Student: _____ Placement: _____

Cooperating Teacher: _____

University Supervisor: _____

Document your time each week and have your cooperating teacher sign off on your hours.

Week of	M	T	W	TH	F	Wkly Total	Cooperating Teacher Signature
1/14							
1/21							
1/28							
2/4							
2/11							
2/18							
2/25							
3/3							
3/10	SPRING BREAK						
3/17							
3/24							
3/31							
4/7							
4/14							
4/21							

Notes/Comments:

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**On-Site Observation Records
EDUC 405**

Student: _____ Date: _____

Observer: _____ Time Observed: _____

Site: _____ Teacher: _____

of Children: _____ Age(s): _____

Activity or Routine

Observation Notes

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On-Site Feedback Report

Student: _____ **Date:** _____

Site: _____

Cooperating Teacher: _____

Enthusiasm	1	2	3	4	5	X	_____
Preparation	1	2	3	4	5	X	_____
Positive Guidance	1	2	3	4	5	X	_____
Confidence	1	2	3	4	5	X	_____
Reception	1	2	3	4	5	X	_____

1=excellent; 2=very good; 3=satisfactory, 4=needs improvement; 5=unacceptable; x=not observed

Strengths (Things that worked)	Questions & Suggestions (Things to be improved)

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University Supervisor

Student Teacher

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**Evaluation of Instruction and Management Skills
Early Childhood Program**

Trainee Supervisor: _____ **Date:** _____

Evaluator: _____ **Midterm** **Final**

Circle Evaluator's Role: Student Cooperating Teacher Supervisor

Rate the intern on the following:

1	2	3	4	5
unacceptable	needs improvement	progressing	competent	Highly competent

		Sample Indicators	Midterm	Final
	Arrangement of Environment			
1.	Materials are ready in advance		1 2 3 4 5	1 2 3 4 5
	Maintains healthy and safe environment for children, families, and staff.		1 2 3 4 5	1 2 3 4 5
	Creates an environment that reflects children's lives and honors diversity (8.1)		1 2 3 4 5	1 2 3 4 5
	Teaching and Learning			
1.	Uses play/active-learning processes as a foundation for children's learning.		1 2 3 4 5	1 2 3 4 5
2.	Balances child-initiated and adult-initiated activities.	Strategies are based on, follow the lead of, and responsive to children's behaviors	1 2 3 4 5	1 2 3 4 5
3.	Creates and adapts integrated, meaningful, challenging, and engaging developmentally supportive learning experiences.		1 2 3 4 5	1 2 3 4 5
4.	Implements and adapts developmental and functional curricula across all domains (cognitive, physical, social, emotional, language) in response to each individual child's strengths, interests, needs, culture, and abilities. (7.1, 7.7)	Instruction task is modified to meet individual needs and situations Multiple objectives are integrated within each activity	1 2 3 4 5	1 2 3 4 5
5.	Adapt developmentally supportive learning environment with attention to curriculum,		1 2 3 4 5	1 2 3 4 5

	interactions, teaching practices, and learning materials.			
	Uses strategies and tools that encourage problem-solving, thinking skills, and developmental and social competence.		1 2 3 4 5	1 2 3 4 5
	Uses appropriate technology to support and enhance the learning of all children.		1 2 3 4 5	1 2 3 4 5
	Uses a variety of naturally occurring routines and incidental learning opportunities.		1 2 3 4 5	1 2 3 4 5
	Implements IFSP goals		1 2 3 4 5	1 2 3 4 5
	Facilitates effective transitions throughout the morning		1 2 3 4 5	1 2 3 4 5
	Integrates anti-bias perspective into activities		1 2 3 4 5	1 2 3 4 5
Relationships				
1.	Interacts with children, teachers and parents in supportive manner.		1 2 3 4 5	1 2 3 4 5
2.	Guides and fosters interactions that facilitate inquiry and discovery.		1 2 3 4 5	1 2 3 4 5
3.	Appropriately guides children's behavior, encouraging problem solving and fostering independence.		1 2 3 4 5	1 2 3 4 5
4.	Displays warm, nurturing, respectful, and reciprocal interactions with families and children.		1 2 3 4 5	1 2 3 4 5
5.	Uses responsive techniques to enhance social interaction among children and adults.		1 2 3 4 5	1 2 3 4 5
6.	Demonstrates effective team skills in working with classroom and program staff. (3.6)		1 2 3 4 5	1 2 3 4 5
7.	Maintains confidentiality of children, families and staff.		1 2 3 4 5	1 2 3 4 5
Assessment				
1.	Teacher can articulate purpose of activity		1 2 3 4 5	1 2 3 4 5
2.	Data collection occurs		1 2 3 4 5	1 2 3 4 5
3.	Collects and synthesizes relevant assessment information that informs practice.		1 2 3 4 5	1 2 3 4 5
4.	Shares assessment information results with appropriate family members and professionals.		1 2 3 4 5	1 2 3 4 5
5.	Links assessment information to practice (including IFSP)		1 2 3 4 5	1 2 3 4 5
6.	Uses assessment information, including			

observation, to plan, implement, and evaluate program.

1 2 3 4 5

1 2 3 4 5

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Student Performance

Student Name _____ Date _____

Address _____

Social Security # _____

Infant/Toddler Internship:

Site _____

Address _____

Dates/Hours _____ Semester _____

Performance was _____ successful _____ unsuccessful

Comments:

Signature: _____
(Cooperating Teacher)

Signature: _____
(University Supervisor)

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Cooperating Teacher Evaluation of the Internship

We are interested in your perspective on the Infant/Toddler practicum experience for our students. Your responses to the questions below will be used to design a quality practicum experience. Please feel free to use additional pages or the reverse side of this page to make suggestions for improving the practicum experience. Thank you!

1. Did the student with whom you worked seem prepared to complete the following assignments?

Yes	No	
___	___	Developmental Assessment and Report
___	___	IFSP Matrix/IFSP Goals
___	___	Activity Planning
___	___	Lead Teaching

Comments:

2. Were the assignments appropriate for your setting? ___ yes ___ no

Comments:

Suggestions for additional assignments:

3. Students were required to be on-site for 12 hours per week for 12 weeks. Was there a sufficient amount of time for students to become familiar with policies and procedures of your site and to practice skills needed to assume lead teaching responsibilities?

___ yes ___ no

Comments:

4. Did you receive sufficient direction and support from the student's university supervisor?
_____yes _____ no

Comments:

5. Please provide any additional comments and suggestions:

6. Would you be willing to participate as a cooperating teacher in the Child Development Family Studies Program again? _____ yes _____ no

Program Name _____

Address _____

Telephone _____

Contact Person _____

Thank you for taking the time to complete this evaluation form!

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Evaluation of the University Supervisor

Student _____ Date _____

Please rate the following characteristics of your university supervisor, using the 1-5 rating with 1 being a poor score, 3 being acceptable, and 5 being excellent.

1. Availability of university supervisor
1 2 3 4 5

2. Quality of university supervisor's feedback and ability to refer you to appropriate resources
1 2 3 4 5

3. Quality of university supervisor's support in completing written requirements for practicum placements
1 2 3 4 5

4. University supervisor's knowledge of recommended practices in the development, implementation, and evaluation of early childhood services.
1 2 3 4 5

5. Quality of university supervisor's methods of evaluating student progress
1 2 3 4 5

6. Quality of advisor's ability to inspire you to continue your professional development.
1 2 3 4 5

7. Additional comments that may be used to improve the quality of supervision received by student teachers: