

Memorandum

To: Rala Stone, Regina Church, Robin Goffen, Jimmy Lee, Elena Kleifges , Terri Arcari, Margery Miller, Pat Brice, Jan Hafer, Barbara Bodner- Johnson, Pat Hulsebosch, Marilyn Sass-Lehrer, Fred Mangrubang, Richard Lytle, Sue Gill-Doleac, Deborah Krischbaum, Kay Oman, Sharrell McCaskill, Tonya Thomas-Presswood, Katina Flournoy, Sodartha Guion, Carol Baker, Amiira Bowen, Sibila Munoz, Ethel Harrison, Michelle Matthews, Mary Nelson-Ferguson, Donna James

From: Gail Solit, Director- Clerc Center Early Childhood Education

Re: CDC as a Lab School or Clinical Placement

On November 20, 2000 Katina Flournoy, the new CDC Coordinator and I had a meeting with representatives from the Speech, Language, Audiology department and the Education department on campus. The meeting had three purposes: to have an opportunity for Katina to meet professors and staff from various university departments that work at CDC and they her; for discussion about the nature of student placements at CDC; and to address various concerns related to student placements.

I said that I would type what I heard as the various ways the departments use CDC and present some of the issues raised at that meeting, as well as issues raised by CDC staff and professors over the last couple of years. The following attachment is my attempt to do this. Eventually I hope that a clear description and statement about the relationship between CDC and the University will be written. This will be helpful to professors who want to use CDC, to parents who want to understand more about their early education and care placement they have chosen for their children, and for the CDC staff in understanding their roles.

This exercise should also strengthen our lab school program at CDC. This information will also be helpful in our NAEYC accreditation process, which the CDC staff will be working on this year.

The attachment is incomplete. **(You will notice that there is a place to list the specific courses offered under each type of student placement. Please send me the course number, the course name, the credit hours received, and if it is an undergraduate or graduate level course).**

The attachment is a draft. I want feedback, additions, criticisms, etc. I sent this to everyone who sends students to us. If there is someone else in your department that should read this, please share it.

Below are questions and issues related to the attachment. After hearing from you, Katina and I will rewrite the paper, incorporating your suggestions and send it to you again.

CDC staff have thought about other departments with whom they would like to develop relationships. We thought it would be good to strengthen our current relationships, before adding more.

Two possible relationships are with the interpreter training graduate program and art department. We would like to have interpreter students at CDC at drop off and pick up times to ensure good communication between parents and teachers. Not all of the CDC parents sign. Some CDC teachers are learning to sign, but don't yet feel competent in their signing for long and in-depth conversations. CDC cherishes open and clear communication between teachers and parents, we don't want there to be barriers between this communication. Yet, CDC cannot afford to hire interpreters for two to four hours each day, but it might be a good placement for interpreting students to gain practice and simultaneously help communication at these critical times during the day.

CDC has been thinking about a new logo for CDC. We thought collaborating with the University art department might be an interesting activity for their students and an interesting process for the CDC teachers, children and parents to go through in explaining what we would want in a logo.

The questions and issues stated below will probably make more sense after reading the attached paper. Thanks for giving this your attention.

Questions and issues that need clarification

Expectations clarified. What are the various departments or individual professors expectations about using CDC as a lab site? What are the CDC teachers' expectations about having students in their classrooms or having students working with the children outside their classes? Parents' expectations? Students' expectations?

What information is shared about CDC prior to students entering the Center? Should there be a packet of information (facts and figures, expected behavior, confidentiality issues, CDC philosophy and approach to education, information on Reggio Emilia approach and how that affects our work with children and families, etc) about the center given to each professor that sends students, with the expectation that professors will share this information prior to students using CDC?

Should there be or can there be a stronger link between our work with children and views on education and certain assignments created by professors? For example, sometimes there will be an assignment for a student to observe a science activity or a writing activity. In the early childhood education program, there are not established or separate times for specific subjects, yet science and literacy are integral aspects of our program. So how can the assignment to be written to fit our schedule?

The relationship and roles between the CDC teachers and university students. See the section in the attached paper and determine if what is written in the description adequate? Do the CDC teachers feel comfortable and competent in these roles? Are

there training and/or information that CDC teachers need to do these roles well? What to do when problems or concerns about a university student arises? How should each person (CDC teachers, Coordinator, university professors or staff) proceed? Should there be regularly scheduled meetings between the university students and the CDC staff?

Logistics: scheduling, space, interpreters

Depending on the nature of the assignments and work, university students need to be outside the classrooms. Currently, students use the multipurpose room (kitchen, meeting room, staff lounge and work place) for therapy or one to one work. At times university students use the front area, hallways or movement room. Our space needs are not adequately met by our space. Wonder what creative suggestions, people may have.

Scheduling is sometimes a problem. Comments about limiting numbers of students in a classroom, times of year, etc.

Interpreters are not usually used by the university students. There has been some concern shared about deaf university students interacting or observing hearing children without an interpreter. Comments.

Training for university students by CDC staff. Should there be more and ongoing training of the interns and practicum students while at CDC?

Confidentiality. Is there enough? What about conversations between students, from different departments who may be working with the same child or class? What information should be shared with the university students? What information in the child's file should they have access to, if any?

Should professors that are at the Center on a regular basis have badges? This applies mostly to the Speech, Language, Audiology supervisors—I am thinking yes. I will go ahead and just start this.

Issue of reciprocity. Some of us have talked about this before at the Advisory Council meetings. The Speech, Language and Audiology department screens children for hearing, speech and language delays or impairments. The Education department places two graduate students at CDC for a year, in which the students receive financial support from their department and we received a skilled graduate student in the classroom. What other services can other departments provide to CDC children, families and staff to reciprocate for CDC's lab school role for the university students? Should there be a lab fee charged to the students that would go into the CDC budget?

Please send your comments to these questions and issues and any others that you may have to Katina and myself through email.

After Katina, the staff and I process all of this information, we will rewrite the attached paper. We will send the next copy to parents and some university students who work at CDC for their input.

Like with all relationships, CDC's relationship with the university departments is dynamic. I have very much enjoyed working with each of you over the years. I think the CDC staff feel the same way. I am sure that Katina too will enjoy the relationship. I look forward to clarifying and strengthening what is and what should be the relationship between CDC and Gallaudet's academic and work experience departments. These guidelines should be helpful for all involved.

Thank you so much for reviewing these pages, thinking about and responding to these questions. Please don't forget to send to CDC the course information needed to complete the attached paper, mentioned above in bold print. Plus I would like a copy of each course's syllabus or semester therapy plan to share with the CDC teachers, so that they understand what the university students are to be learning and experiencing while at CDC.

It would be good to have that information between now and when you leave for your semester break. It would be great to have your comments and answers to the above questions no later than January 26, 2001 (sooner if you can).

Katina and I would like to arrange for another meeting at the end of January to share your responses and have a face-to-face dialogue. (At the last meeting, the home baked apple cake got rave reviews). Look for an email to start trying to identify a date for that meeting.

Thanks again.

CC: Vivian Rice
Margaret Hallau
Marilyn Farmer
Kathy Jankowski
Jane Fernandes

The Child Development Center as a Lab School

Currently there are several departments using the Child Development Center (CDC) to supplement or as an integral aspect of the students' course work. These departments include Social Work, Education, Speech, Language, Audiology, Psychology, Family and Consumer Studies and Dance. Departments send both undergraduates and graduate students to CDC.

Kinds of Work Done by University Students

There are six different kinds and levels of involvement for university students. Though there is some overlap between these, this seems to be an accurate representation of the work.

I. Observations are done by a whole class or by individual students. Some students come alone or are accompanied by professors. The observations are to either to look at specific children's behaviors, how teachers' implement specific activities or some aspect of the classroom environment or program. The Education, Psychology and Speech, Language and Audiology departments require their students to make observations. The courses are:

II. One to one work with a specific child for the university student to learn a specific skill (implementing a psychoeducational test) or about specific aspects of a child's behavior (how to talk with children or present academic materials). The Education and Psychology departments are the two departments that use this technique most frequently. The courses are:

III. Activity implementation with a group of children or parents by a university student or groups of students. The Education, Dance, Speech, Language and Audiology departments use the Center in this way. The courses are:

IV. Direct intervention (therapy sessions, play therapy, screenings, assessments) with children or families is done by graduate level students. The Speech, Language, and Audiology and Social Work departments have this level of involvement with children and families. The courses are:

V. Internships or practicum students who are in the classrooms or who work on micro or macro projects for the Center, for a semester or a year, usually for ten hours a week. The Social Work, Education and Family and Consumer Studies, through the Experiential Programs Off Campus use the Center for these placements. The courses are:

VI. CDC students are used as part of a research study. These are not done very often, but when done go through Margaret Hallau's office and through IRB's office as well. The results of the research are shared with parents and the Center.

Procedures Related to University Students

Depending upon the kind of and the level of involvement the students have with the Center certain steps are taken:

I. Interviews

Some students go through an interview process to get a placement at the Center. The CDC Coordinator conducts the interviews. These include students who come to the Center through EPOC and the interns in the graduate school of the Education department. For some students, this interview process is part of the course work.

II. Background Checks

Background checks are needed for students in certain circumstances. These background checks are paid for either by the student or the department. Vivian Rice is in charge of all background checks. The students who need background checks are:

University students in the classroom on a regular basis (see V above.) This is true of all EPOC, Social Work, and Education students. University students providing intervention services (see VI above), without the direct supervision of the course professor. This is the case with the Social Work graduate students. University students leading activities within a classroom, without a professor present. This is true for students from the Education and Dance department.

Background checks are not required for students who are doing observations with or without their professors, nor are they required for students who are constantly under the supervision of their professor. These students are never alone with the CDC children. This is true for the departments of Speech, Language and Audiology, Education, and Psychology.

III. Orientation Meeting

Students who will be in the classroom on a regular basis partake in an orientation session done by the CDC Coordinator. These include EPOC students, intern and practicum students from the Education and Social Work departments. The orientation session includes issues of dress, rules of conduct, confidentiality, role with children, parents and staff, policies and procedures of the Center, languages (ASL and English) used at the Center.

IV. Sign in/out procedures

All students are required to sign in and out as they enter and leave CDC. The book is kept in the secretary's office.

V. Name Tags

Students that are at the Center regularly wear nametags. The nametags include the person's name and a color strip, which identifies their role at the Center (staff, volunteer, intern, substitute)

VI. Health and informational forms

All students who are here on a regular basis (EPOC, interns and practicum students from the Social Work and Education departments) complete a physical (showing them to be free of contagious illnesses and generally healthy) and complete forms of emergency contacts and general background information. All of this information is kept in each student's file in the secretary's office.

VII. Photographs

Photographs of students who are at the Center on a regular basis (interns, practicum students, and interventionists) are hung in the front area, along with the CDC staff photos.

VIII. Parent Permission

Parents sign a general permission slip, when they enroll their children, stating that their children can participate in general activities of the Center. Working with university students is seen as one of those general activities. In addition, when children are seen in one to one activities (Psychology department) or seen in intervention sessions (Speech, Language and Audiology and Social Work) individual parent permission slips are signed.

IX. CDC Teacher – University Student Relationship

When a university student is in a classroom on a regular basis (Education, EPOC/Family and Consume Studies), the CDC teacher becomes that student's main supervisor. Meetings and conversations occur to share information about the classroom, the children, and feedback is given about the university student's work. The CDC teacher completes evaluation forms on these students, along with the CDC Coordinator and meets with the university student for an evaluative meeting.

The CDC teacher is also to serve as a role model as to good teaching, professional behavior and educator.

When a university student is working with a child (ren) in an intervention session (graduate students in Speech, Language, and Audiology, Social Work) the graduate student meets with the teacher and/or submits written progress reports to the teacher. (Reports are also given to the CDC Coordinator for the child's main file).

When a university student works directly in the classroom for a specific activity (language stimulation, dance, read-alouds), the student works with the classroom teacher to ensure that the lesson is appropriate, will meet the needs of the children, fits into the classroom schedule, etc.

X. CDC Teacher – University Student – Parent Relationship

For the most part, university students do not have much direct interaction with parents. Graduate students who are regularly in the classroom or who are providing specific intervention work (Education, Speech, Language and Audiology, Social Work) may talk to parents about specific children with whom they work or what is occurring in the class. Students may participate in individual parent meetings or IFSP or IEP, as appropriate, but more likely are present as observers. At times, linked to course work, graduate students (Social Work, Education) organize and lead meetings for parents. The CDC Coordinator and, at times, the student's professor are present. Those graduate students who provide intervention services to children write progress reports. These reports are given to the parents. (Social Work, Speech, Language, Audiology) University students, who are learning to administer tests to children, write a report as part of the assignment. These practice reports are given to the parents. (Psychology)

XI. Evaluations

Students receive evaluations by the CDC Coordinator and teachers or by their professors or both. In departments of Social Work and Family and Consumer Studies (through EPOC), students write learning contracts. The CDC Coordinator, the student, and the professor sign these.

The CDC teacher, along with the CDC Coordinator, evaluates EPOC students. These evaluations are sent to the EPOC Coordinator.

Other students are evaluated by their professors on the assignments or work done at CDC.

**Undergraduate Early Childhood Education Responses
CDC as a Lab School**

I. Observations:

- EDU 330 ECE Environments
- EDU 410 Home-School-Community Partnerships
- EDU 411 Emerging Literacy
- EDU 424 Integrated Methods:Preprimary

II. One to one work with a specific child:

Suggestions: Add : or to learn about a concept or content area (e.g., literacy, play) by observing child’s knowledge and skills in that area.

- EDU 330 ECE Environments
- EDU 410 Home-School-Community Partnerships
- EDU 411 Emerging Literacy
- EDU 424 Integrated Methods:Preprimary

III. Activity (suggest add: or Methodology or Strategy) Implementation:

- EDU 330 ECE Environments
- EDU 410 Home-School-Community Partnerships
- EDU 411 Emerging Literacy
- EDU 424 Integrated Methods:Preprimary

With the change in the new program, there are five courses that now have required field experiences. Four of the five are primarily or at least partially at the preprimary level, and would seem best suited to CDC. For each course there is a variety of field experience assignments, ranging across the three categories you’ve described. Below I’ve listed the TOTAL number of hours required for each course.

EDU 330	ECE Environments	40 hours
EDU 410	Home-School-Community Partnerships	20 hours
EDU 411	Emerging Literacy	30 hours
EDU 424	Integrated Methods:Preprimary	30 hours
(EDU 426	Integrated Methods: Primary	30 hours)
TOTAL	150 hours before Student Aiding and Student Teaching	

To: Gail Solit, Kendall ECE Director
Katina Flournoy, CDC Coordinator

FROM: Pat Hulsebosch
UG ECE Program Coordinator
Dept. of Education

RE: **Questions and Issues**

DATE: January 20, 2001

Expectations: I try to spell out as much as possible expectations for assignments, and NAEYC's Code of Ethics help to spell out professional expectations. I think your document will help to clarify CDC's expectations.

Information sharing: I'd be happy to provide syllabi, either on file, or each semester, whichever you'd prefer. I like the idea of the CDC packet of information.

Stronger links: I agree, that's much needed. How to best achieve that? For me, seems best way is to, myself spend time at CDC so I better understand the context, but I'm never certain how teachers feel about that. Would love feedback. The CDC packet of information will also help.

Relationship and Roles: Your description looks great to me.

Interpreters: I'm still trying to figure out what seems to make sense and am trying to be careful about being cavalier re. access to communication. My deaf colleagues in the Dept. of Ed. have strong opinions about this. I would love to chat with your deaf faculty to ask their experiences and opinions.

Confidentiality: My feeling is that students in Ed courses, by virtue of beginning to take on professional roles, assume the same responsibilities (individually and among themselves) re confidentiality as teachers. But this is probably something that needs to be discussed initially in every course.

Reciprocity: One hope that I have is that having another (at least semi-) knowledgeable adult in the classroom (i.e., our students) would be a resource for CDC and teachers: another person to do individual work with children who can benefit from it; an additional source of idea; another someone with a lot of energy and enthusiasm (hopefully); and just someone to give the full-time teacher a bit of a break.