

EARLY CHILDHOOD EDUCATION EXPLORATORY EXPERIENCE

--Instructions--

Purpose

- The Early Childhood Education (ECE) Exploratory Experience requires you to spend a minimum of 25 hours in an early childhood settings (private/public preschool, kindergarten, and/or primary grades). Your experience in these settings will include observing the teaching and learning of children, interviewing teachers and administrators, serving in schools, and extending your interests to related agencies and organizations. You will submit a log and report summarizing your experience. This experience is designed to:
 - Help you ***explore the teaching profession*** in a variety of settings;
 - Allow you to ***evaluate your decision*** to pursue a career in Early Childhood Education;
 - Provide the ECE Admission Committee information (together with other components of your application) to make a ***decision regarding your admission into the Early Childhood Education Program***.

Procedures and Guidelines

Please read these instructions carefully.

- Choose three educational settings that meet the following requirements:
 - Minimum of 10 hours in a **preschool or kindergarten classroom** (*no childcare settings*)
 - Minimum of 10 hours in a **primary grade (1st thru 3rd) classroom**
 - Minimum of 5 hours in an **alternative educational setting**. Examples include:
 - Child care center
 - Upper Elementary grades or Middle School
 - Junior High or High School
 - Related career areas such as special education, library science, speech pathology, audiology, school counseling
 - Support agencies such as the Division of Family Services or Justice Center
- To ensure the overall purpose of this assignment is achieved, including an accurate report of your experience, the hours required to complete this Exploratory Experience are not to be counted retroactively. ***Do not include hours spent in educational settings prior to receiving the guidelines for this experience.***
- The time used to complete assignments and observations in other courses can ***not*** be used to count towards the hours required to complete the Exploratory Experience.
- Although you may use the BYU Preschool/Kindergarten as an education setting, hours must be separate from coursework of other courses. For example, if you are required to observe in the preschool/kindergarten for MFHD 221, do ***not*** include that time towards your exploratory experience hours.
- In each setting, you are to:
 - Observe the teaching and learning in the classroom paying attention to management, instructional methods, teacher-child interactions, and other aspects of the classroom;
 - With the permission of the teacher, assist in the teaching and learning process and make yourself available to be of service in any way the teacher needs you;
 - Interview teachers and administrators, addressing the following types of questions:

- What are your major responsibilities?
 - What do you find most rewarding about your work?
 - What do you find most challenging?
 - What advice would you offer to someone going into education?
- If possible, choose schools outside the BYU Partnership Districts (Jordan, Alpine, Provo, Nebo), since most schools in these districts already have BYU field practicum students. You may want to use family, friends, or church contacts to help identify a setting. To have a coherent experience, try to work in full or half-day blocks of time.
 - Remember that *you represent Brigham Young University*. Act professionally throughout your experience. When choosing your settings, be sure to speak with the school principal/director to get permission to visit their program. Explain the purpose of your visit. When you have received authorization from administrators and teachers involved, proceed with your observations and service. At the end of this experience, thank those who shared their classrooms, professional duties and advice.
 - Plan to complete the ECE Exploratory Experience well in advance of the time you intend to apply to the program. You can make arrangements to visit schools during BYU holiday breaks, between semesters, or in the summer where schools are year-round.
 - Upon completion of the Exploratory Experience, fill out the attached Log Sheet. Be sure the log is complete. Signatures of the teachers are required for each school setting. Incomplete logs will void the Exploratory Experience.
 - Provide a written report (about three double-spaced typed pages) about your experiences. This report will be carefully evaluated as part of the admissions process. The report should clearly address the following:
 - Begin with a brief autobiographical summary statement no longer than one paragraph.
 - **Briefly** describe the educational settings in which you participated and how your time was used in each.
 - **Thoroughly reflect on and analyze how these experiences affected you--what meaning you made of them; what you learned about yourself; and the challenges and rewards of teaching. This reflection's analysis of your experience should make up the majority of your report.**
 - Include insights gained from your interviews with teachers and/or administrators.
 - Refer to the *Reflective Questions Rating Scale* in your application instructions in order to be aware how your writing will be evaluated by the ECE Admissions Committee.

**ECE EXPLORATORY EXPERIENCE
LOG SHEET**

Name _____ BYU ID # _____

🍏 **Preschool/Kindergarten (10 hours minimum)**

School _____ Setting _____

Total Time _____ Dates _____
(days/months/year)

Signature of Teacher _____ Phone: _____

🍏 **Primary Grades (1st thru 3rd) (10 hours minimum)**

School _____ Setting _____

Total Time _____ Dates _____
(days/months/year)

Signature of Teacher _____ Phone: _____

🍏 **Field Experience (5 hours minimum)**

Setting _____

Total Time _____ Dates _____
(days/months/year)

Signature of Administrator _____ Phone: _____

Description _____

Please read before signing.

I acknowledge that I have completed the required hours for each setting listed above. I also acknowledge that I completed these hours after receiving the instructions and guidelines for the ECE Exploratory Experience.

Applicant's Signature

Date

EXPLORATORY WRITTEN RESPONSE RATING SCALE

To be used by members of the ECE Admissions Committee.

A. RESPONSE QUALITY AND WRITING SKILLS		
1	2	3
1	2	3
<p>INEFFECTIVE Answers are off-task and discourage reading. Responses are unrelated to questions. Incorrect, confusing, or ambiguous mechanics frequently interfere with meaning; distracting accumulation of errors. No apparent organizing pattern, lack of transitions, no sense of progression.</p>	<p>Responses partially answer questions but are diluted by extraneous material or lack depth. Mechanical problems occasionally interfere with meaning: somewhat distracting accumulation of minor errors. Sense of beginning, middle, and end, though one or more of these do not adequately contribute to the whole; lack of clear topic in some paragraphs.</p>	<p style="text-align: right;">EFFECTIVE</p> <p>Responses invite reading; strong sense of purpose controls all elements; communicates effectively and efficiently. Punctuation, capitalization, spelling, and grammar are used consistently and effectively to enhance meaning. Main idea that generates and unifies essay, paragraphs well organized with smooth transitions.</p>
B. TEACHING MATURITY AND READINESS		
1	2	3
1	2	3
<p>INEFFECTIVE Many responses raise concerns about the candidate's relationship skills, background, or ability to succeed as a teacher.</p>	<p>Responses may raise some concerns about the candidate's suitability for teaching, but do not suggest serious problems.</p>	<p style="text-align: right;">EFFECTIVE</p> <p>Responses show a high level of maturity and suggest the candidate is unusually qualified by personality, background, and skills to be successful as a teacher.</p>
C. REFLECTIVENESS AND PROBLEM SOLVING SKILLS		
1	2	3
1	2	3
<p>INEFFECTIVE Shows little or no reflective thought. Is unable to detect patterns, interpret experience, demonstrate learning or make plans for improvement.</p>	<p>Shows some level of reflectiveness. Is able to see some patterns and demonstrates some capacity for learning from experience.</p>	<p style="text-align: right;">EFFECTIVE</p> <p>High degree of reflectiveness. Able to see patterns, analyze what is happening, and make improvements based on experience.</p>
D. INTERPERSONAL SKILLS AND RELATIONSHIPS		
1	2	3
1	2	3
<p>INEFFECTIVE Responses raise major concerns about the candidate's relationship skills.</p>	<p>Responses may raise some questions, but do not suggest serious problems.</p>	<p style="text-align: right;">EFFECTIVE</p> <p>Candidate displays a high level of relationship skills; appears well qualified in handling interpersonal challenges.</p>
E. ATTITUDES AND DISPOSITIONS		
1	2	3
1	2	3
<p>INEFFECTIVE Responses suggest attitudes that may hinder teaching, learning, and professionalism.</p>	<p>Reports some evidence of possessing dispositions appropriate for teaching.</p>	<p style="text-align: right;">EFFECTIVE</p> <p>Displays highly favorable attitudes and dispositions conducive to success as a teacher; teachable.</p>
F. OVERALL EVALUATION OF EXPERIENCE		
1	2	3
1	2	3
<p>INEFFECTIVE Candidate completed few of the requirements and procedures of the Exploratory experience including: the selection of suitable settings, time required in the settings, interviews, completed log sheet, and all components of the written report.</p>	<p>Candidate completed some of the requirements and procedures of the Exploratory experience including: the selection of suitable settings, time required in the settings, interviews, completed log sheet, and all components of the written report.</p>	<p style="text-align: right;">EFFECTIVE</p> <p>Candidate completed all the requirements and procedures of the Exploratory experience including: the selection of suitable settings, time required in the settings, interviews, completed log sheet, and all components of the written report.</p>

<p>TOTAL SCORE _____ /30 RATER _____</p> <p>GENERAL COMMENTS:</p>
