

Tower-Trench Tangos: Exploring Opportunities for Campus and Community Collaboration in Designing Quality Practica/Field Experiences

Facilitators: Camille Catlett, Patsy Pierce, Flo Thompson & Vicki Turbiville

Objectives:

- To establish the importance of campus – community partnerships in linking coursework and practica/field experiences
- To describe strategies for preparing and/or supporting students in community practica/field experiences
- To discuss strategies for supporting practica/field experiences in sites that better reflect cultural, linguistic and ability diversity
- To discuss ways in which campus-community collaboration can “grow” quality practica/field experiences

I. Importance of campus – community collaboration efforts

- A. Building partnerships to create model internship and field experiences
- B. Enhancing the professional development of practicing professionals and preservice students
- C. Decreasing the gap between research and practice or tower and trench
- D. Improving services for young children and families
- E. Questions to ask (from Stayton, Miller & Dinnebeil, p. 132)
 - In what way do the field experiences contribute to students’ comfort and competence in diverse community settings?
 - In what way do the field experiences provide the students with the opportunity to implement individually, developmentally and culturally appropriate practices?
 - In what way do the field experiences provide students with the opportunity to reflect on their own practices and plan appropriate changes?
 - In what way do the field experiences provide students with the opportunity to learn from their interactions with other adults, including families, professionals, paraprofessionals, community members and peers?

II. Preparing and supporting students in community practica/field experiences

- A. Build opportunities for reflection into class time
 - On the one hand, on the other hand format **[HANDOUT]**
- B. Activities
 - Put on your parental hat
- C. Resources
 - *Mentoring and supervision for teacher development* (Reiman & Thies-Sprinthall, 1997)

 - Reflection Leader Training Guide, Meredith College, Summer 2003 **[HANDOUT]**

III. Building relationships with community partners

- A. Finding practica in non-traditional community settings **[HANDOUT]**
- B. Making contact and establishing relationships
- C. What's in it for us – what's in it for them?

IV. Strategies for supporting practica/field experiences in sites that better reflect cultural, linguistic and ability diversity

- A. Service Learning Opportunities
 - Raleigh Rescue Mission
 - Syllabus for CD 438 – Supporting and Strengthening Families **[HANDOUT]**
 - Resources
 - **Insert Patsy's resources re: service learning here**
 - Service learning as scholarship in teacher education (Buchanan, Baldwin & Rudisill, 2002)
http://www.aera.net/pubs/er/pdf/vol31_08/AERA310809.pdf
 - National Service Learning Clearinghouse
<http://www.servicelearning.org/>
 - The big dummy's guide to service learning: 27 simple **answers to good questions**
<http://www.fiu.edu/~time4chg/Library/bigdummy.html>
 - Service Learning Clearinghouse Project
<http://www.gseis.ucla.edu/slc/>

B. Early Head Start

- Resources
 - Early Head Start National Resource Center at ZERO TO THREE
www.ehsnrc.org/index.htm
 - Locate an Early Head Start program in your area
www.ehsnrc.org/LocateEHS.htm
 - Center on Social and Emotional Foundations for Early Learning
csefel.uiuc.edu

C. Community Partners as Instructional Resources

- Resources
 - Quality in Linking Together (QUILT) Early Education Partnerships
www.quilt.org/home/home.html

D. Interdisciplinary Practica

- Resources
 - Teaming Session handout (Collaboration across Disciplines in Higher Education: Strategies for Getting Started and Keeping Going, Monday at 2:00 in Cape Hatteras)
 - Rosenkoetter, S.E. & Stayton, V.D. (1997). Designing and implementing innovative interdisciplinary practica. Available online at http://www.fpg.unc.edu/~scpp/pdfs/Reforming/18-453_474.pdf

V. Growing New Field Placements

A. Quality Improvement – supporting the program's desire for improvement

B. Adopt-a-Classroom **[HANDOUT]**

- Syllabus for CD 340 – Young Children's Learning Environments
[HANDOUT]

C. The Kidworks Story

D. Using "imperfection" as an instructional opportunity

- Discovering meanings of continuity: Implications for the infant/family field (Sánchez & Thorp, 1998 *Zero to Three*, 18(6), 1-6.
- The use of discontinuity in preparing early educators of culturally, linguistically and ability-diverse young children and their families (Thorp & Sánchez, 1998)

VI. Benefits

- A. Prepares students to collaborate effectively with culturally and linguistically diverse families
- B. Demonstrates teaming and collaboration
- C. Enhances class discussions and assignments
- D. Real world applications to early childhood and early intervention service delivery
- E. Others?

VII. Challenges

- A. Support for community partners and parents
- B. Coordination – cooperation – true collaboration
- C. Administrative support
- D. Supporting the professional development needs of practicing professionals and parents
- E. Professionals and Parents

VIII. Resources

- Reiman, A.J., & Thies-Sprinthall, L. (1997). *Mentoring and supervision for teacher development*. Des Moines, IA: Addison-Wesley.
- Sánchez, S.Y. & Thorp, E.K. (1998). Discovering meanings of continuity: Implications for the infant/family field. *Zero to Three, 18*(6), 1-6.
- Stayton, V. D., Miller, P.S. & Dinnebeil, L.A. (2003). *DEC personnel preparation in early childhood special education: Implementing the DEC recommended practices*. Longmont, CO: Sopris West.
- Thorp, E.K. & Sánchez, S.Y. (1998). The use of discontinuity in preparing early educators of culturally, linguistically and ability-diverse young children and their families. *Zero to Three, 18*(6), 27-33.