Early Educator Preparation Program Collaborative Meeting Minutes
August 18th 2017. 8:30-11:30am, MLK Library, Children’s Exploration Room

8:30-9:00am Welcome, Breakfast, and Introductions
Brief review of the Early Educator Preparation Program goals and objectives, followed by a report on the last meeting (Spring 2017).

9:00-9:15am Defining ‘Experiential Learning’ in Higher Education
For the purpose of this meeting, ‘experiential learning’ will be defined as any activity or assignment that involves (1) direct experience or observation of relevant course concepts, (2) an opportunity to apply course material in real-world settings, and (3) experiences that further students’ understanding of course material. These experiential learning opportunities may include practica, internships, service-learning, fieldwork, and/or structured observations.

9:15-10:00am Small Group Activity: Surveying Experiential Learning across Colleges
Practicum Worksheet
Reflecting on the early childhood education practicum offered by your department... (see attachment for questions and responses).

Summary: Surveys across colleges reveal that there are not a lot of opportunities for students to gain direct experience with infants and toddlers; most students are compensated for their time through course credit; instructors use a broad range of methods and tools to assess learning; many practica have significant prerequisites.

Possible Action Item: Identify high-quality centers serving infants and toddlers to serve as practicum and/or fieldwork sites.

Possible Action Item: Further discuss methods for assessment and determine effectiveness and validity of each (note that this activity aligns with some of the goals pursued by PEACH).

Required Courses Worksheet
Select one required course (CAP8 or Major Requirement) offered by your department... (see attachment for questions and responses).

Summary: Surveys across colleges shows that most required courses include some experiential learning; most assignments require fewer than 20 hours.

Possible Action Item: Develop a shared database of experiential learning assignments across all CAP8 and required courses to share across EEEP Collaborative.

Experiential Learning Worksheet
Thinking about experiential learning opportunities offered through your department... (see attachment for questions and responses).

Summary: Surveys show that these colleges and universities include many experiential learning opportunities across the curriculum; there are many experiential learning sites and activities range from fieldwork to observations to field trips.

Possible Action Item: Think about ways for students to develop more meaningful relationships with the children over brief periods of time.

10:00-10:45am Small Group Discussion: Diverse Learning Experiences with Diverse Children
Each and Every Child
Gaining an appreciation of unique needs/assets of children from diverse backgrounds.

Challenges: Identifying high-quality learning experiences across a diverse network of ECE sites.

Possible Solutions: Leverage relationship with WestEd and Headstart to work with ECE centers that serve diverse populations. Identify how students can help sites and provide a service to children and families.

The Whole Child
Supporting students’ understanding of social, emotional, academic, and special needs.

Challenges: Unclear when and how students learn about atypical development. Without proper attention and oversight, students may be inclined to misapply what they have learned (e.g., over-diagnose). Students are not exposed to work with IEP/IFSPs.
Possible Solutions: Include discussions of inclusive practice across the curriculum. Encourage students to pursue coursework and credentials in special education. Establish a network of inclusive ECE programs for fieldwork and observations.

From the Start

Providing experiential learning opportunities with children of all ages (birth to 5yrs/8yrs).

Challenges: Few opportunities to work with infants and toddlers. Increased requirements for infant and toddler care/participation (e.g., TB and background clearance). Students have few opportunities to explore Kindergarten CCSS and milestones.

Possible Solutions: Expand fieldwork placements/sites to include family-based care. Work with lab schools that serve infants and toddlers (e.g., Mission). Reach out to Primrose Centers. Survey student interest in working with infants and toddlers and in establishing their own centers. Incorporate coursework that explores Kindergarten readiness and Kindergarten learning outcomes – possible links to Elementary Ed.

10:45-11:20am Gallery Walk: Promoting Access and Opportunity

Pooling advice and resources to ensure that...

... students have ample opportunity to engage in experiential learning.
SJSU has service learning partnership/network. Mission and West Valley have campus labs. Foothill invites representatives to do presentations for students. San Jose City has a point-person to coordinate practicum sites.

... instructors can supervise and support quality learning experiences.
Bring materials and community to the classroom. Provide opportunities to reflect on learning outcomes and connect to their own experiences. Engage in rigorous assessments of student learning and provide feedback to students. Integrate lab and lecture components so that students can engage in meaningful discussions about their experiences. Supervisors do observations with a form for feedback. Students evaluate their sites and their teachers. Link Preschool Foundations to Kindergarten CCSS.

... students can easily and effectively transition from supervised field work to careers in the real world.
Students engage in personal reflection and self-assessment, followed by one-on-one conversations with instructor. Facilitate a reunion for practicum students. Ask students to leave one piece of advice for incoming students. Discuss alternative career pathways. Arrange fieldtrips and observations of sites with different philosophies.

11:20-11:30am Wrapping Up and Next Steps

EEPP Collaborative participants are interested in learning more about early childhood STEM, online instruction, supports for working students, and supports for ELL students.

EEPP Collaborative participants would like additional feedback/data on how to support students’ transfers to CSUs and student perceptions of academic preparation and support from current ECE programs.
How many courses include experiential learning?

Where do these experiences take place?

What age group are students working with/observing?
Where does the practicum experience take place?

- Campus Lab: 4 responses
- College/Department Approved Sites: 4 responses
- Instructor Approved Site: 3 responses
- Students’ Current Work Site: 1 response

Are there requirements for placements/sites?

- Campus Lab Only: 5 responses
- QRIS Report/Participation: 4 responses
- CA Mentor Program: 4 responses
- State Licensed: 1 response
What age group are students working with?

- Infants (0yrs-18mo): 2 responses
- Toddlers (18mo-3yrs): 6 responses
- Preschool (3-5yrs): 6 responses
- School Age (5yrs+): 1 response

How is learning assessed?

- Course Exams and/or Assignments: 6 responses
- Competency Based Assessments: 3 responses
- Portfolio Assignment: 4 responses
- Video Assessments: 4 responses
Are students paid or compensated for their time?

- Students are employed at site: 1 response
- Students are not compensated: 5 responses
- Students earn course credit: 2 responses