



Pre-Kindergarten
Laboratory School
est. 1973

Intern Handbook
2021-2022

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LINFIELD UNIVERSITY
Pre-Kindergarten Laboratory School

MISSION STATEMENT |

Linfield Pre-Kindergarten believes that children thrive when they are allowed to learn actively in meaningful, relevant ways. Children are wonderfully curious and imaginative. Teachers receive their inspiration from the children and families. Our environment is one that fosters kindness, intellectual growth, and the joy of discovery. Linfield Pre-Kindergarten strives to make a positive difference in the lives of our young students and their families, as well as the university students that are an integral and crucial part of our lab school. We do this by being a leader in the early childhood field and modeling a high-quality, innovative, and creative early childhood practices.

HANDBOOK POLICY |

Every effort has been made to ensure the accuracy and completeness of this handbook. However, policies, laws, and rules are changed from time to time and may not be reflected in this version of the handbook. Every effort will be made to notify interns of any changes that could alter or affect their internship experience. This handbook does not constitute a contract between the Linfield University Pre-Kindergarten and interns.

INCLEMENT WEATHER |

If McMinnville School District closes due to bad weather, we will too. Listen to the local radio station for information on school closures. Delays and closures are also posted at www.pdxinfo.net and the McMinnville School District's web site: www.msd.k12.or.us.

If McMinnville opens two hours late, our morning session will be canceled. Afternoon sessions will begin at regular times on late start days.

INTERNING IN THE PRE-KINDERGARTEN

OPENING SEMINAR |

As interns you will be applying what you are learning about young children in a Pre-K setting. The early years, as you are learning in your courses, are the foundation upon which future learning is based. This learning is developmental and has general ages and stages. It is very important that the children here have a positive experience every time they come to the Pre-Kindergarten. We all play and develop as we learn here. Ask questions so that you may get the most of your internship experience!

TIPS FOR SUCCESS |

Ask questions Ms. Gurley and Mrs. Flanders are full-time teachers in this program and do things in ways that provide continuity to the children's school day. You may have experiences in other programs that function differently, but while at Linfield Pre-Kindergarten, please follow our lead. Feel free to

ask questions if you are unsure about something.

Smile

Relax and smile while you are here. Parents/guardians observing from the viewing room sometimes comment on university students not smiling while working with the children. We all remind ourselves daily that this is a “smiley” place. This is a professional expectation for those working with young children.

Observations

You will spend time in the viewing room. Please do not talk while you are observing. The room is not sound proof, and people in the classroom can hear what you say. **Do not discuss anything about children or the program with anyone at any time to protect every child’s right to confidentiality. This is mandated by the Federal Educational Rights and Privacy Act (FERPA) and is part of any educational setting.**

Activities

We will not expect you to run a center if you are not comfortable with your assignment. Please tell us if you need more direction than the activity plan gives. We will model teach for you at any center and adjust things as needed. If you are not comfortable, the children will know it—help *us* help *you* make it a great experience. Also, let us know when you are ready to try more, so we can keep you developing, too!

HANDBOOK |

It is important that you read the intern handbook before beginning the Pre-Kindergarten internship experience. There are guidelines and tips covered in the handbook that are important to your success in the program. It is available on the Pre-K website at: <https://www.linfield.edu/pre-k/> . You will also find the program newsletter and monthly/yearly calendars on the website.

As an accredited program, we follow the NAEYC Code of Ethical Conduct. Please read this document before your first internship time: http://www.naeyc.org/positionstatements/ethical_conduct

MANDATORY REPORTERS|

Preschool staff members are mandated by Oregon law to report any suspected child abuse or neglect, following the state guidelines. Please discuss any concerns you have with the director and assistant director. Please visit the following website for additional information: https://www.oregon.gov/dhs/abuse/pages/mandatory_report.aspx
If a teacher is accused of child abuse or neglect, the Linfield University policy of immediately removing the teacher and placing her/him on paid leave will be followed. An investigation will be initiated by Human Resources. The accusation must be reported to Child Protective Services.

DAILY OPERATIONS

ARRIVAL |

We count on you as a vital member of the teaching team. In order to maintain our accreditation—and our excellent reputation—we must ensure that we have a high number of qualified teachers and interns at all times.

Be on time!

Use the entrance on Davis St. from Potter Hall's first floor. Store your gear in the entry in the cupboard outside the classroom.

Sign in on your hours sheet (in the notebook located in the teacher area), or in Paycom if you are a work-study student. Do this every day, so your hours can be easily tabulated when necessary. Please let the lead teacher know when you are leaving from your shift as well.

Activity plans

Read the class activity plans when you arrive, so you will know what is going on each day. The plans are posted on the big bulletin board in the office area.

Dress professionally

Dress comfortably but professionally: no low necklines, torn clothing, inappropriate logos or writing on shirts, too-short shorts, or clothing that prevents you from sitting on the floor. No baseball hats, please! Plan to go outside every day. Because of our bark dust, neither flip-flops nor high heels are appropriate.

Health, Safety, & Emergencies

Please wash your hands as soon as you arrive (and when you leave, if you want to prevent illness for yourself!). Additional hand washing is required after toileting, handling body fluids, before snack or handling food, after water play, after handling pets, and after handling garbage or cleaning. An apron is required in the classroom. You may provide your own or borrow one on the coat rack in the classroom. Aprons have a pocket to keep small notebooks, gloves, and band-aids (and **silence cell phones** if you wish to keep them safe in an apron pocket). If you need to use the bathroom or require any off-floor time during your shift, please let the lead teacher know to coordinate coverage. However, please try to be ready once your shift begins. We are counting on your classroom support while you are here.

Tables are sanitized with bleach water before and after snack time. Water in the play table is changed prior to each group of students and emptied at the end of the day.

Practice safety with blood-borne pathogens. If you receive a cut, immediately apply first aid and ensure that any affected areas of the classroom are sanitized. Notify a teacher. If a child receives a cut, do not touch the blood or affected area. Use the gloves provided in the first aid kit or ask a teacher to attend to the situation. Again, ensure that any

affected areas of the classroom are sanitized. All paid staff have current First Aid and CPR training.

The Pre-K practices regular drills that are for fire and earthquake. Please direct children during these procedures. Classroom doors are locked from the outside only after drop-off and pick-up. Please inform paid staff of anyone requesting access to the classroom. Clearance for a child to be picked up can only be made by a lead teacher. A landline phone is located in the office area with emergency information posted on the bulletin board.

Smoking is not allowed in or near Potter Hall.

INTERACTIONS WITH CHILDREN |

| | |
|------------------------|---|
| <i>Learn names</i> | Learn the children's names right away. This is important for their self-esteem and makes them feel like you know them. |
| <i>Be a role model</i> | Model good behavior. Do not chew gum or sit on tables. Children are not allowed to do this, so we don't either. Do not use cell phones to call or text. This is considered extremely unprofessional in educational settings. Please do not do things for the children that they can do for themselves. You may suggest or guide by asking questions or modeling the desired behavior. Examples: "What happens if we hang up our sweater by the shoulder? I'll do this one, and you do yours." "Oh look. This puzzle piece has a point. Does it fit here or here? What happens if you turn it slowly? Wow! You popped it right in there!" |
| <i>Be respectful</i> | Do not tease the children; it can hurt their feelings. Do not poke, tickle, or wrestle with them. You are a teacher and need to be positive in your interactions with the children. Children this age do not understand sarcasm, and physical contact may be misinterpreted by children or families. |
| <i>Eye-to-eye</i> | The children are small, so you must get down on their level to talk to them. Sit on the floor (or pillow) with them to read or build blocks, etc. Please do not sprawl out on the floor, as children may trip over your legs and feet. |

SOCIALIZATION |

| | |
|------------------------------------|---|
| | Show, don't tell. State directions positively. Rather than saying "No!" or "Don't do that!" say, "Build only as high as your shoulder." Model kindness and calmness at all times. |
| <i>Use words of encouragement:</i> | Example: If a child is crying because someone took his toy, acknowledge the child who took the toy wants it while helping him/her to return it to the original owner. Ask, "How can you tell Emily that you want a turn with that toy?" Help the children decide what to do together so that both of them feel okay. Give ideas if needed. If necessary, redirect the |
| <i>I understand</i> | |

I know it's hard

waiting child to another activity until it is his/her turn to use the disputed toy.

I think you can handle it

Example: If you DO NOT see an incident and another child complains, go help them solve the problem together but **do not take sides!**

Want to give it a try?

Example: If you DO see the incident you may calmly say whatever fits. "John, we do not hit others. Hitting hurts. Use your words to tell Paul that you do not like it when he won't let you play." Or say, "What can you do to make Paul feel better?" Redirect John to another specific area or offer to read or do a puzzle with him.

When you're ready...

If you are unsure how to handle something, get a lead teacher to help. We want you to feel comfortable working in the program—this is your learning experience, too!

Outdoor time is an extension of our learning environment. Please do not visit with college students working with you or passing by for class; you need to be attentive and engaged with the children.

Encourage safe play. Help on the teeter-totter, crawl tube, and climber as needed. However, do not lift children to areas they cannot get to on their own. Supervise activities on the balance beams.

COMMUNICATION |

"Today I noticed..." You are extra eyes and ears for us! We need—and want—your notes on children's interests, problems, noteworthy comments, and so forth. Please leave a daily note in the notebook by the sign-in book. This also develops in you the professional practice of daily reflection on the teaching and learning that occurs in class.

SUPERVISION OF CHILDREN |

Teaching staff supervise children primarily by sight. Supervision for **short** intervals by sound is permissible, as long as teachers check frequently on children who are out of sight.

Important considerations:

- Be aware when children leave the classroom to use the restroom independently and check on them frequently.
- If a child needs help toileting, please get a **paid staff person** to assist him/her. Pre-K students must be toilet trained.
- There must be an adult in the art room if children are in that room.
- Children should be in the hallway only to get a quick drink of water.

No adult shall ever be alone with a child at the Linfield Pre-K.

TRANSITIONS |

We regularly have small group activities for children to rotate through.

We invite children to participate in these activities. They will be more interested in participating if you have not interrupted another activity in which they are engaged. Watch for when they are transitioning from one activity to another to invite them to your activity or let them know they can come to the small group activity when they have completed their current activity. Example: “You can come to the counting activity table when you have finished feeding your baby.”

GUIDANCE |

Basic guidelines we use with the children:

- Walking feet are for inside
- Running feet are for outside
- Quiet voices are for inside
- Noisy voices are for outside
- Be kind to each other

There are three “red flags” that need immediate intervention:

1. If a child is hurting him or herself
2. If a child is hurting others
3. If a child is hurting school property

All other issues are resolved by the children—with a teacher, assistant, intern, or volunteer helping, if needed.

GUIDANCE PHILOSOPHY

We believe that in appropriate environments with knowledgeable adults, children will feel good about themselves and will learn the skills necessary to get along with others. Emotional regulation is a large part of what young children are working on, especially as they are interacting with other children or learning to go with the flow of the classroom routine. It is expected that children will struggle as they learn to cope appropriately with many strong emotions in the classroom (excitement, joy, fear, jealousy, anger, fatigue, etc). Teachers will nurture the children and teach strategies for coping with strong emotions in a socially acceptable way.

Children are taught they have choices in their actions and that they are responsible for their choices, as well as the resulting consequences. The role of the adult is to maintain consistent limits, watch for potential problems, and calmly guide children toward acceptable choices and solutions. Adults function as models for children and strive to instill a sense of caring and sensitivity. It is essential to be understanding and respectful of the child’s feelings, while also communicating that some behaviors are unacceptable. If a child is unable to calm him/herself after guidance from the teachers, a child may be encouraged to go to the quiet area to calm her/his body. If a child is hurting him/herself, others, or the environment, a teacher will accompany the child to the calming area and offer support and assurance until he or she is able to calm her/his body and be safe on his/her own.

Teachers observe the children and their interactions and make adjustments in the

classroom materials or routines to avoid challenging behaviors. The classroom is set up specifically to help avoid challenging behaviors and to encourage children's success. Teachers are attentive in preparing children for transitions to help avoid challenging behaviors.

We do not use, nor allow anyone to use, physical punishment (e.g. shaking, hitting, spanking, etc.), psychological abuse (e.g. humiliation, threats, intimidation etc.), or coercion (e.g. withholding of food as discipline, rough handling, etc.). There is no circumstance when staff are allowed to use physical discipline, psychological abuse, or coercion when disciplining a child. Appropriate use of restraint for safety reasons is permissible.

Guidance Goals:

The focus of guidance at Linfield Pre-K is to help children learn ways to control their own behaviors, to help children learn that everyone in the group has rights, and to help children learn ways to assert their rights as members of the group. Children will have many opportunities to problem solve, negotiate and communicate successfully with their peers and the adults in the classroom. Children will also have the opportunity to practice recognizing emotions in themselves and in others. We want children to leave the program with tools to cope with emotions in a healthy way and to feel comfortable expressing feelings and needs in a healthy way.

Guidance Expectations:

- Children can learn at a young age to be responsible for themselves and their actions.
- Children learn what is acceptable by exploring limits, trying out behaviors, and observing consequences.
- Children may need many consistent and patient reminders of appropriate behavior as they grow and develop. (Emotional co-regulation)
- Because each individual child and each situation is unique, our intervention strategies must be adaptable and flexible.

Inappropriate Behaviors:

Typically, our first response is a gentle reminder of acceptable behavior: "Remember to walk in our room," or "Gentle touch, please."

If a child grabs toys away from another and/or perhaps hits, teachers often say, "Use your words to tell her what you want" or "I understand that you are angry, but I cannot allow you to hurt anyone or anyone to hurt you." We encourage children to acknowledge and express their feelings and needs in a non-destructive manner through the use of language. It is also important to recognize the rights of the injured child in the situation. That child may also need help in expressing his/her feelings and needs. After comforting the injured child, the teacher will often help him/her to tell the child who did the hurting, "I don't like it when you hit me!" Additionally, the hurting child may be asked to help provide comfort to the injured friend by bringing a tissue or ice. However, we do not insist that the children apologize. Saying "Sorry" can lead a child to feel that the behavior is now forgiven and that s/he is no longer responsible for it. Also, if the child is not "sorry" at all, we are encouraging him or her to express a feeling that is not genuine.

If necessary a child may be removed from his/her activity to regain self-control. We wait for the child to show she/he is ready to re-enter the activity and help him/her to re-enter successfully. There are times when a child becomes so angry or frustrated that an adult needs to provide some physical contact to help the child regain control. Most children become calmer while being gently held and spoken to in a soothing voice.

Parents/guardians are included in problem-solving discussions when unacceptable behaviors continue for an unusually long period. These behaviors may include: biting, hitting, kicking, spitting, or making threats to children and staff. On rare occasions, a child's behavior may happen so frequently or be severely inappropriate or disruptive that our usual methods become ineffective. Most problems can be successfully resolved when teachers and families work together. As a team we assess the function of the behavior, and develop an individualized plan to address the behavior that includes positive behavior support strategies. After meeting with parents/guardians, consultation with an outside professional may be requested. It is our intent to limit or eliminate the use of suspension, expulsion and other exclusionary measures. However, in extreme situations, staff and family may decide that a child's best interests, or the best interests of the program as a whole, are not being served by continuing enrollment. The family will then be asked to withdraw. Staff with outside professionals will work with the family to access services and an alternative placement.

PROGRAM GOALS AND CURRICULUM

WHOLE CHILD PHILOSOPHY |

Based on established models

The Linfield Pre-K program is developmentally appropriate and supports a "whole child" philosophy. Activities are at the child's age and ability level. This approach is eclectic, combining developmental experiences from many early childhood models. These models are based on research information from well-known authorities, such as Jean Piaget, who have given us critical knowledge on how young children develop and learn.

Development of higher-level thinking skills

In our Pre-Kindergarten, children are involved in their own learning, so that they develop beyond the basic level of memorization skills to higher level thinking skills such as critical thinking, concept formation, and creative thinking. The children will be given time to play and explore in the classroom environment and have real-world experiences through field trips, books, and guests. Specific goals include developing responsibility, self-direction, socialization skills, self-confidence, as well as an "I Can" attitude and the joy of discovery.

Developmentally appropriate activities that foster the "whole child" acquisition of skills: large and fine motor, social, emotional, language, cognitive and adaptive skills. These skills are facilitated through hands-on, meaningful and concrete activities.

The Linfield Pre-Kindergarten builds a strong foundation for children's continuing development. The pre-kindergarten years

provide opportunities to establish a cooperative family-teacher involvement, which will help to fulfill the child's need for love and respect, belonging, success, and accomplishment. Our program prepares children for the degree of independence and responsibility needed during the next stage of childhood—the early school years.

CURRICULUM |

Curriculum is a plan for learning and development based on children's age and developmental level, the needs of families and individual children, and cultural awareness through established learning practices like block and dramatic play.

Curriculum should involve children in ways that use as many senses as possible, immersing the children in the experience.

Activities are designed to help children make sense of their world, and are based on a well-planned classroom environment with activities and materials that encourage interactions with classmates, materials, and adults. You will know if the curriculum is developmentally appropriate and fits the child's age and individual needs if the child is engaged in the experience.

An “inflexible curriculum” can label a child as slow, just because he/she is not developmentally ready for this kind of instruction. This can lead to low self-esteem because a child feels unable to do things. Children can lose motivation now and later as they begin elementary school.

A “flexible curriculum” allows for varying attention spans and developmental differences. Children stay interested because activities are opened-ended, individualized and at their developmental level. A flexible curriculum emphasizes what a child can do versus what he/she can't do that creates success, self-esteem building, and an “I Can Do It” attitude.

CENTERS |

Centers facilitate activities for curriculum support. The Pre-Kindergarten environment is designed to promote social and developmental learning and growth in children. Everything is at a child's eye-level and easy to look at or reach into, in order for children to feel that this is their own special place.

House Area: Promotes social skills including teamwork. Allows adult modeling and self-expression, opportunity to role-play/dramatize real life.

Library: A place to look at books, relax and feel enjoyment of written words. Listening to stories builds interest in ideas and life understandings, as well as reading readiness skills. It promotes social-

emotional development exploring themes in books, as well as connecting and sharing the experience with others. It enhances identification of letters and words.

Large Motor Areas: Large-muscle development with the use of mini-trampolines, sit-and spins, balance boards, etc. Enhances active play, coordination skills, and social skill development.

Block Center/Trucks/Cars: Building with various block toys will encourage understanding of balance, cause and effect, size relationships, shapes, and design. Promotes creativity, classification, eye/hand coordination, working with others on a plan (teamwork), **and it's lots of fun!**

Table Activities/Puzzles: Small muscle development occurs with use of various manipulatives. Perception, eye-hand coordination, and pre-reading visual skills develop with use of patterning toys and puzzles. Number readiness develops with use of geo-boards, Unifix cubes, and grouping activities. Extends knowledge on matching, sorting and classifying items, and guides children in learning how to complete a task.

Cornmeal Table: Fun with many purposes—eye-hand coordination, development of social skills, such as turn taking and playing with others. Specific items such as shapes, dinosaurs, zoo animals, farm animals, cooking and measuring tools, cars, and trucks that dig and scoop all encourage developmental understanding and follow our classroom activity themes.

Art/Craft/Creative Center: Provides media and materials for self-expression, creativity, fine-motor development, and emotional outlets. Encourages awareness of position and space, to make representations, and to recognize how materials change.

Writing Table: Children develop fine-motor and language skills using drawing, printing, coloring, tracing, cutting, and dictating ideas and /or words.

Listening Center: Listening skills/attention span and music appreciation with use of audio materials and earphones. Develops the love of stories.

Snack Time: Cooking experiences, trying new foods, relaxed conversation. Supports adaptive skills such as hand washing, serving oneself, cleaning up after oneself as well as, promoting prosocial skills like helping and using manners.

Play Dough/Floam Table: A fun way to develop small muscles, socialization and language development. Through exploration with form, color, and creativity.

Science Area: Class and guest pets, insects, collections from our world, books, plants, magnets, magnifying glasses and items stimulate children's curiosity and encourage discovery learning through all of the senses. In addition, children observe, hypothesize and experiment.

Mini-Centers: Small group activities with a teacher available to encourage development. These centers are usually changed each day to provide experiences in certain areas such as thinking (pre-academics), fine-motor, art activities with a specific media, cooking, science discovery, show-and-tell (4-5's) and games with turn taking.

Large Group Activities: Mainly circle times, that includes memorizing rhymes, songs and fingerplays. Also includes calendar, noting the weather, music and movement, playing games to reinforce various concepts, and story time at day's end. Opportunity to discuss plans, develop rules as a group, and review.

Outside Play: Time to socialize, relax, and exercise large muscles and social skills. Outdoor play equipment includes a crawl tube, climber, teeter-totter, and sensory table. Items brought out to use are varied and may include beanbag toss, ring toss, balls, and hoops.

Puppets: Creativity, self-expression, and self-confidence all grow through puppet fun. Children who hesitate to talk will often do so through a puppet. Promotes interaction skills and social-emotional processing.

Water Play: Discoveries about water, pouring for eye-hand coordination, and fine-motor skills—ALL FUN!

VIEWING ROOM |

The Linfield Pre-Kindergarten is an educational lab school which provides a child development program for the preschool child and an educational learning experience for university students.

The viewing room gives university students and parents a chance to watch children in action. During the school year there may be students in the viewing room as part of their university class work, as well as parents watching how their children are settling in and developing through their school experience.

Our goal is for you to learn how to make observations about young children, as well as for you to observe teaching techniques used by experienced teachers.

Please do not talk while you are observing. The room is not sound proof and people in the classroom can hear what you say. Do not

discuss anything about children or the program with anyone. If someone in the viewing room has a question, please tell them they need to ask a lead teacher or come and get one of us.

The viewing room is for adults only and, for safety reasons, has a capacity of eight. **Please stay back at least 1 foot from the windows, so you cannot be seen from the classroom and do not turn on the lights in the room. This distracts the children from their learning.**

Students from a variety of university courses may be using the viewing room for class work. Priority goes to EDUC 200 students and parents of the children in the program. Check with the Pre-Kindergarten teachers, or your instructor, if you are having difficulty arranging observation times.

LINFIELD PRE-KINDERGARTEN STAFF

Angie Gurley, Director

Angie graduated from Kansas State University with a Bachelor of Science in Family Studies, Human Services, and from University of Kansas with a Master of Science Degree in Early Childhood Special Ed. Angie has been working with children and their families for over twenty years. In addition to being director of the laboratory school program, Angie is the lead teacher in the Tues/Thursday classrooms.

Brenda Flanders, Assistant Director

Brenda has over 20 years working with children and their families. She has a Child Development Associate credential (CDA), and numerous trainings and certifications related to working with children and their families. Her most recent jobs include being a lead teacher for preschool classes at St. James Catholic School and Head Start. Brenda has a passion for teaching and connecting with families. Brenda is the lead teacher in the MWF classrooms.

STAFF |

The Linfield Pre-Kindergarten is staffed by dedicated faculty who value children and their development. University students serve as interns within the classrooms.

The student experience varies from beginning interest in working with young children to those who have spent many hours in classrooms as part of their college experience. All of these interns and teachers allow us to provide a very high teacher-child ratio—and a quality experience for children, families, teachers, and college students alike.

JOB DESCRIPTIONS |

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|---------------------|--|
| <i>Director</i> | Coordinates the Pre-Kindergarten program, serves as lead teacher and is a resource for other staff. Mentors college student interns and communicates with parents. The director delegates responsibilities and shows interns what to do. The assistant director fills the role of director in the director’s absence. |
| <i>Lead Teacher</i> | Coordinates the children’s daily program, communicates with parents, and mentors teacher assistants and interns. |
| <i>Assistant</i> | Keeps the day moving, is available to children, helps children with socialization, and directs them when necessary; runs activity centers; is available to children, and generally does whatever is needed. |
| <i>Interns</i> | Community service, practicum, or special volunteers assume responsibilities as directed by the head teacher and assistant teacher. They ask questions when unsure about something and help in whatever capacity is needed to support the program. Interns who are taking EDUC 200 must meet specific criteria to pass this initial professional field experience for the Linfield teacher education program (see below). |

EDUC 200 LEARNING & DEVELOPING INTERNSHIP |

The EDUC 200 Learning & Development field experience takes place in the Linfield University Pre-K Lab School. This 25-30 hour experience serves as the required early childhood field experience for students seeking a teaching license at the early childhood and elementary levels. Gennie VanBeek serves as the instructor of this course. Dr. VanBeek works closely with the Pre-K director and assistant director to ensure that the instruction in the course matches the Pre-K experience—and so that students are clear on the goals of their time in the Pre-K classroom. This team works hard to ensure that interns are learning and growing as professionals in this first official professional experience of the Linfield teacher education program.

Students must earn mostly scores of “Proficient” on each area of the EDUC 200 Final Field Experience Evaluation in order to pass the class with a C or higher—and to move on in the Linfield teacher education program. The evaluation addresses the Linfield teacher education program Professional Characteristics, the dispositions the Education Department has developed as essential for student success in the program and in the profession. This evaluation is completed by the Pre-K director and assistant director. We encourage students to try to “exceed standards” in this internship experience—these criteria are listed below.

| Professional Characteristic | Criteria for “Meets Expectations” |
|-----------------------------|--|
| Personal Demeanor | Interacts courteously with students and staff. Dresses appropriately. |
| Culturally Responsive | Knowledgeable of individual differences and diversity. Exhibits fairness. Adapts instruction, as needed. |
| Initiative / Responsibility | Motivated to learn. Works independently. Communicates when late or absent. Completes tasks on time. |
| Dependability | Present and punctual. Communicates if late or absent. |

| | |
|--|--|
| PK-12 Student Interactions | Completes tasks and assists students competently. Problem solves, redirects, provides guidance & feedback to students with little prompting. |
| Open to Suggestions / Adaptability | Open to suggestions. Able to adapt thinking. |
| Written and Oral Communication | Clear, focused, organized. Occasional minor errors. Comfortable when in group situations or when speaking in front of others. |
| Follows Policies, Rules, & Regulations | Follows all policies, rules, & regulations of host placement (including turning off cell phone). |

EDUC 200 LEARNING & DEVELOPMENT ATTENDANCE & WELLNESS POLICY |

Regular and punctual attendance is expected during this internship experience—the children and teachers are counting on you to make the day’s class the best it can be! Also, this is your first official demonstration of professional skills for the Linfield teacher education program. Therefore, we have created the following attendance guidelines:

- You may be excused from your internship time due to illness/medical emergency or participation in a university-related activity if you call the Pre-K (503) 883-2268 by 8:15 am for the morning class and 10:00 am for the afternoon class. **An email is not accepted, as we are already in the classroom working and may not have the opportunity to check email.** (But please know that you may email us any time with questions or comments related to anything other than attendance.). Please do not come to intern if you have a fever, diarrhea, vomiting, and/or continuous cough until 24 hours past when symptoms have resolved. Please notify the Pre-K if you have a communicable disease such as pink eye, head lice, etc., and do not return to the program until resolved. Please utilize the Student Health Center for treatment of illness and mental health support as well: <https://inside.linfield.edu/student-health/index.html>
- If you call the Pre-K by the accepted time prior to your internship time due to illness or medical emergency, you are allowed one excused absence that you may make up at a later time. If you call the Pre-K by the accepted time prior to your internship time due to an illness or medical emergency more than once, you will need to submit a doctor’s note to make up that time. Please note exceptions due to COVID-19 that are required to be followed: <https://www.linfield.edu/coronavirus-update/index.html>
- If you call in sick due to illness or medical emergency, please do not conduct an observation in the observation room. We do not want you to spread germs in that space, either.
- If you are absent due to participation in a university-related activity, you still need to call the Pre-K by the expected time prior to your internship time to count as excused— *although please let us know as early as you are able, as most of these activities are scheduled well in advance.* In addition, we need documentation from a coach, advisor, and/or professor for the absence.

Failure to follow this policy may result in deduction of points in EDUC 200, a lower score on the Final Field Experience Evaluation, and/or a Plan of Assistance for improving your Professional Characteristics. Such documentation will become part of your teacher education program file. If you have questions, please contact Gennie VanBeek, Angie Gurley, or Brenda Flanders

You may email us any time with non-urgent questions: prek@linfield.edu to reach both of us; or Angie at agurley@linfield.edu; or Brenda at bflanders2@linfield.edu.

Students with disabilities are protected by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. If you are a student with a disability, and feel you may require accommodations for the internship experience, please let Gennie VanBeek know as early as

possible. She will work with Angie and Brenda to determine an appropriate plan.

**Linfield Pre-Kindergarten
2021–2022 School Calendar**

| | | |
|------------------|-------------|--|
| September | 6 | <u>No School</u> – Labor Day |
| September | 7-10 | First Week of Preschool (each child attends 1 designated day) |

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|--|------------|---|
| September | 13-17 | Shortened Days (8:45-10:30 or 12:45-2:30) |
| September | 20-24 | Regular Class Times (8:45-11:15 or 12:45-3:00) (9/24 Pre-K in session- McMinnville schools closed) |
| October | 8 | <u>No School</u> – Staff In-Service |
| October | 28 & 29 | <u>No School</u> - Parent Teacher Conferences |
| November | 11 | <u>No School</u> – Veterans Day (11/12 Pre-K in session- McMinnville schools closed) |
| November | 22-26 | <u>No School</u> -Thanksgiving Vacation/ Linfield Fall Break |
| December | 13 | Last day for Mon/Wed/Fri classes |
| | 14 | Last day for Tues/Thurs classes |
| December | 15 – Jan 2 | NO SCHOOL/WINTER BREAK |
| January | 3 | School Resumes |
| January | 17 | <u>No School</u> – Martin Luther King Holiday |
| February | 4 | <u>No School</u> – Staff In-Service |
| February | 21 | <u>No School</u> – President’s Day |
| March | 21 – 25 | SPRING BREAK |
| April | 14 & 15 | <u>No School</u> - Parent/Teacher Conferences (5/5 & 5/6 Pre-K in session- McMinnville schools closed) |
| May | 19 | Last Day for Tues/Thurs Classes |
| May | 20 | Last Day for Mon/Wed/Fri Classes |
| <i>Shading = School closure dates differ from McMinnville Public Schools' dates.</i> | | |