

**Chat Questions, Comments, and Answers
from May 22, 2020 Practicum Stakeholder Zoom Meeting**

Question or comment in chat	Answer in chat	Answered during meeting	Other answer
Is this being recorded? Just want to share with our colleagues who could not make it today.		Yes and it will be posted on the CCCTPP website	http://teacherprepprogram.org/
Where do we get the agenda?		The agenda was sent as part of the invitation	
I would like a copy of your release forms	We plan to send them to everyone.	We plan to send them to everyone.	They are attached to this email.
<p>You are using the term Work Experience. But are you discussing Practicum, clinical practice?</p> <p>Are we to assume that guidance relative to work experience is the same as guidance for practicum at our lab schools?</p> <p>Supervised Field Experience?</p> <p>Do these new regs include classes where the lab hours are lab hours rather than CWE?</p> <p>Supervised Field Experience is different than work experience -right?</p>	<p>...that update is just work experience as I read it.</p> <p>Title Five has Supervised Field Experience, not a curriculum or college interpretation.</p> <p>What about CTC definition of supervised field experience Supervised field experience may be classified as a lab, practicum, or student teaching (kindergarten level or below only). The criteria for a supervised field experience is supervision by staff from a regionally-accredited college or university, observation of the student interacting with children and earning 3 semester units of course work on an official transcript.</p>		
<p>There are faculty implications to have instructional hours code moving from lab hours to work experience hours</p> <p>How did it impact compensation of faculty?</p>	We are compensated more for lab hours than for work experience supervision		
So CCCCO is now suspending the requirement for a practicum student to work under the supervision of a Master Teacher with MT CD Permit? What about CTE not accepting Coop Ed as supervised field experience?	Sorting through the chat questions, yes, some of your courses may utilize a combination of lecture and lab to satisfy ECE requirements. Others may utilize lecture and work experience to allow for students to gain experience.		

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	<p>Additionally, because permit advancement requires documented hours beyond those in any one course, many colleges use work experience courses to allow students to earn college credit as they work towards permit advancement. And yes, at many colleges, the negotiated salary rate is higher for lab hours than work experience.</p> <p>I have it in writing from our licensing advocate that yes we are allowed to have practicum students in classrooms.</p>		
<p>How is that best practice in terms of ratios? What about integrated programs with children with IEPs?</p> <p>What are the implications for students learning and practicing in programs that do not resemble our understanding of quality in ECE?</p>			<p>High quality experiences for our students that incorporate best practice is essential. As the leaders in our field, it is up to us to develop what we can do to ensure best practice with consideration to the current health and safety concerns, state regulations and advisories. We are in uncharted territory and the intelligence and expertise of those in this group and our colleagues can re-envision what best practice is given the limitations we have in front of us.</p>
<p>How does this affect those colleges whose degrees are CAP aligned?</p>			<p>We will try to find the answer to this.</p> <p>To start, see the memos included in the email.</p>
<p>The technology is called Swivel?</p> <p>Does swivl cost per month?</p> <p>Sounds like a great tool! How does swivel impact students with autism, or families with disabilities with children who have disabilities?</p>		<p>The technology is Swivl, there is no monthly cost. There is an outlay for the Swivl base and the Ipad which is approximately \$1200-\$1500 total (includes both).</p>	<p>More detailed information is provided in the Template for Hard-to-Convert Classes proposal provided in the follow up email for the 5/22/20 meeting.</p> <p>www.swivl.com</p>

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			<p>More information regarding use of the Swivl with children/families with disabilities is needed before this could be answered.</p>
<p>My question is - if the teacher (caregiver) is to stay with the group of 10 children, how does this work with practicum students who come 2 times per week, and 2 sets of student groups? I need to ask my LPA, but if anyone has that answer, please let me know. Thanks.</p>	<p>COVID response CCCCCO - May 21, 2020- CCCCCO Executive Order 20-20-07- with detail on Title 5 exceptions for any Work Experience Class. Lab class configurations are governed by local requirements. Work Exp. structure has Title 5 implications which is why an Executive Order had to be obtained. Colleges use a variety of structures for courses that meet ECE/CDEV needs.</p>		<p>The understanding at this time is that students won't be allowed in classrooms (this may change). Rethinking the way in which students receive training but meet the same required hours is goal for this group and the continuing Community of Practice.</p> <p>Local LPA's have shared that at this moment, there is also recommended that "visitors" do not come into the classroom. The LPA's consulted shared that they would consider students as non-essential and visitors currently.</p>
<p>How do you keep the videos safe, as far as the confidentiality aspect for the children on the videos?</p> <p>If you are streaming video to the world with your lab school children are you concerned about students recording it and using it somewhere else? I know parents and our tech people would have huge concerns.</p>			<p>Zoom provides a variety of privacy compliances and there can be a required password to participate in the live streaming. We are investigating whether recordings that are available for remote viewing can be a view only version and not be downloaded. Parental consent forms are required.</p>
<p>Without interactions with children how will students learn to respond to children in real time? It is like training a doctor to do surgery exclusively through videos? How will that impact the quality of early childhood teachers?</p> <p>Also, please speak to having students learn to interact with children when they have no physical access to them. That's our stumbling block for offering our practicum online</p>		<p>Possible ways to incorporate interactions will be to live stream with children so that some of the experience we know is critical to training teachers is available (e.g. group times).</p> <p>In addition, part of a teaching practicum is the development</p>	<p>Although there are a number of comparisons that could be made regarding the need for hands on training (as most CTE and other lab classes are discussing across the state), each field has its own specific challenges and barriers. Doctors and nurses for example need hands on experience with sick people, this situation unfortunately</p>

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<p>I think there are ways to support our students getting observation experience and curriculum, but how do student teachers actually work with children? If they can get to children then video recording is awesome, but otherwise what do we do?</p> <p>I agree we can create an on-line practicum, but I haven't heard how we're going to do it without placements, actual children, and real teaching experiences - If we can't get in the room how do we do that?</p> <p>I think there are ways to support our students getting observation experience and curriculum, but how do student teachers actually work with children? If they can get to children then video recording is awesome, but otherwise what do we do?</p>		<p>of classroom practices, behavior management, and professional skills. These can be supported through zoom meeting conversations (or debriefs).</p>	<p>provides ample opportunity for that.</p> <p>That is part of the conversation we are hoping to have with this group.</p>
<p>if the swivl videos are stored in the cloud, how come we can't all share these videos across the state?</p>			<p>We are investigating this possibility.</p>
<p>Do the videos need to be closed captioned for accessibility use in our classes?</p>		<p>Canvas Studio can be used to close caption any video.</p>	
<p>How do you do best practices with 10 to 1 ratio? How do you social distance at the table?</p>			<p>These are practical questions that center directors across the United States are asking and coming up with best practice guidelines.</p>
<p>Current CA plan is to move everything but part-day state preschool into DSS as a cost savings - we will need to rally around this to keep early education in CDE. Can we please talk about this in a future meeting?</p>			<p>This topic is of importance to many across the state, however, the focus of this Community of Practice is to focus on solutions for the practicum needs during Fall 2020.</p>
<p>Are there any threats of closing or not opening lab schools if students do not have access.</p> <p>YES! Please advocate for lab schools!</p>			<p>This seems to be a district by district decision based on local needs. Although intertwined with CD students, decisions may be made based on community needs for child care and additional costs</p>

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			associated with increased regulation for health and safety practices.
Do any links have time or length of the video?			Video clips from Eastern Connecticut University have time stamps for lengths.
I want to add, due to the shift of parents having to serve as teachers, I figure they may have a different appreciation for our field. How can we leverage that to get policy changes we need to increase what our field needs (higher pay, etc)?			Could parent focused organizations be brought into this for the long run since this Community of Practice is to focus on solutions for the practicum needs during Fall 2020.
How do we reach out to WestEd to figure out to get longer videos?			We are trying to figure this out and am hoping that the brainpower in this meeting will help us to find a way. Certainly bringing this to the Chancellor's Office, CDE, and the governor's office (as a united voice) could make that happen.
Can we also ensure the raw footage intentionally includes children with exceptionalities whether in inclusive settings, early intervention on self-contained pre-school settings			This would be ideal.
<p>Learning Seed Streaming Videos</p> <p>PLF Videos - streaming Organizational License</p> <p>I have used the videos from Results Matter</p> <p>Childcare Echange videos and Focused Observations</p> <p>Teaching Strategies Creative Curriculum have great videos</p>			
Concern: How do we advocate for those students who are challenged using asynchronous			For practicum hours and lecture, synchronous zoom would provide the most consistency and relationship building with children, instructors and mentor teachers.

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Hi, can we add that connecting with the field of Child Life in Hospitals should be a priority			In those areas that have programs for Child Life, this would be an opportunity to share ideas and resources as well as provide an opportunity for partnerships.
Coaching Companion is free PlayPosit does the same thing as coaching companion and it already LTI with Canvas.	Coaching Companion is a video sharing and community of practice app that was developed by the University of Washington. They are open to creating a license for the CA Chancellors Office now. They are not set up to offer individual licenses to colleges.		
Some states have gone to requiring NAEYC Higher Ed Accreditation for their academic programs in both 2 and 4 year universities		Consistent framework of expectations to help all our systems navigate this time and these efforts would be helpful.	
Because of the possibility of the lab experience being virtual, I am interested in incorporating aspects of home visiting/home based teaching into the practicum What the regulations on FCC providers re:ratio for COVID? Could we place more students in these locations?			These are also ideas that are being discussed along with using student work sites (if they are open). There is a link provided in the email that is from licensing to currently guide practices. This may change though as the governor and public health change directives.
I don't know if this is the right place to ask this, but maybe someone here can direct me. Does anyone know anything about the Child Development Permit? I'm understanding they are not accepting applications currently, but, where can I get information about the SL components required of the permit?	This might provide some clarity. I contacted the CDTC and the Commission regarding the permits and this is what they sent me https://www.ctc.ca.gov/docs/default-source/commission/files/covid-19-child-development-faqs.pdf?sfvrsn=ee4e2cb1_2 I would be happy to help with questions regarding the Child Development Permit. Please email me at pjacobson@ctc.ca.gov . I'm with the Commission on Teacher Credentialing		