

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: FIELDWORK III-view course on WebCT
CODE NO. : ED 209-7 **SEMESTER:** THREE
PROGRAM: EARLY CHILDHOOD EDUCATION
AUTHOR: bev.browning@saultc.on.ca , x438
DATE: Sept 2001 **PREVIOUS OUTLINE DATED:** Sept '00
APPROVED:

DEAN **DATE**
TOTAL CREDITS: 7
PREREQUISITE(S): ED 110, ED116
HOURS/WEEK: 16wks 116 -196 avge field hrs

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School of Health and Human Services
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Corequisites: ED 218, ED 269

Prerequisites: ED 110, ED 116

I: COURSE DESCRIPTION:

Through experiential growth and the support of academic course work, the student is able to further solidify his/her philosophy of early childhood education, while incorporating this into improved teaching techniques. Students are expected to plan and carry out activities designed to extend children's play and learning opportunities and to exhibit developmentally appropriate and anti-biased practices. Added responsibility is placed on the student to lead group experiences as well. Students are scheduled for a one-week block at the start of this third placement to help in their orientation to their assigned field practicum setting.

II: LEARNING OUTCOMES AND ELEMENTS OF PERFORMANCE:

Upon Successful completion of this course the student will demonstrate the ability to:

- 1. Display All of the Competencies Outlined in the Early Childhood Education "Progress Review Form - Semester III, at Least at a "Satisfactory" Level.**

Potential Elements of the Performance:

- *utilize competencies acquired in Semester II as a foundation for achieving the objectives for Semester III*
- *schedule required activities in advance with the Supervising Teacher and submit relevant planning forms on time*
- *initiate discussions with the Supervising Teacher regarding on-going progress*
- *complete duties and responsibilities in a responsible and professional manner*
- *use language appropriate to child's developmental level*

- 2. Present Developmentally-based Anti-biased Curriculum to Children and Determine Appropriate Follow-up Activities or Variations.**

Potential Elements of the Performance:

- *based on careful observations, assess children's developmental needs, both individually and those of the group*
- *research and implement relevant curriculum ideas which are developmentally appropriate, inclusive and anti-biased*
- *analyze the merit and success of curriculum plans and implemented activities*
- *revise ideas based on teacher suggestions and on cues from children*
- *extend children's learning, both in one-to-one and in group situations, and take advantage of teachable moments*
- *initiate positive interactions and use positive guidance to promote compliance*

3. Utilize Positive Guidance Techniques Effectively.

Potential Elements of the Performance

- *monitor and assess children's skills at peer group entry, emotional regulation, conflict resolution, and at maintaining play*
- *develop intervention strategies for improving children's social skills and peer relations*
- *support children's efforts at relating to peers and others*
- *model appropriate social skills*
- *provide appropriate choices for children*
- *present appropriate alternatives for facilitating child guidance*
- *intervene effectively in conflict situations*

4. Perform One's Professional Role Conscientiously

Potential Elements of the Performance

- *follow through on commitments*
- *use body language physical actions and facial expressions consistent with emotions*
- *maintain confidentiality and perform consistently within ethical standards*
- *communicate and respond in ways which increase team effectiveness*
- *assume increased responsibility in the daily program*

5. Examine One's Teaching Behaviours Realistically and Follow Through on Suggested Alternatives

Potential Elements of the Performance

- *analyze his/her own teaching competence*
- *utilize feedback from performance video, Supervising Teacher (s), and College Faculty, to assess one's teaching behaviours and effect change as warranted*
- *establish goals for improvement by using the Progress Review Form Three regularly and by referring to this course outline on an on-going basis.*

III. TOPICS:

Refer to "Early Childhood Education Progress Review Three"

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Texts: *These resource books will be used over the course of the 4 semesters of field work.*

1. *Developmental Profiles: Birth to Six, K.E. Allen & L.R. Marotz, Delmar; ISBN# 0827386052*
2. *Developmentally Appropriate Practice in ECE Programs, Bredekamp & Copple, NAEYC*
3. Students must purchase a **NAME TAG** for wearing during field placement. The following must be indicated: student's full name, Sault College, Early Childhood Education Program.
For further details regarding dress requirements, see the Field Work Policies.

V. EVALUATION PROCESS/GRADING SYSTEM

Field practicum consists of two days per week in an assigned field placement setting. A block at the start of the placement will aid in the student's assimilation into the program of the childcare setting. As well, a one week rotational block in the CHILD DEVELOPMENT CENTER at Sault College is required, during which students are required to arrange for a classmate to take notes and to keep the student current with assignments, etc.

Learning outcomes are achievable through the support and feedback of the Supervising Teacher and College Supervising Faculty. ***The student must demonstrate all of the competencies outlined in Progress Review Three satisfactorily in order to receive a passing grade.***

At the beginning of the placement, the student will be given a Field Placement Binder which will contain the necessary record keeping forms, contracts, and placement procedures to follow. It is crucial that the student read and understand all of the policies and procedures outlined, in order that they can fulfill their contract with the placement.

Guidelines for professionalism and for fulfilling responsibilities must be followed (see Field Placement Policies). **THE STUDENT'S BINDER MUST BE KEPT AT THE PLACEMENT, AND ALL ACTIVITY FORMS SHOULD BE RETAINED IN THE BINDER. IT IS RECOMMENDED THAT THE STUDENT MAKE A PHOTOCOPY IF SHE/HE NEEDS TO REFER TO THE FORM OUTSIDE OF THE PLACEMENT.**

The student will take **responsibility for keeping an accurate record of hours worked and completed “Activity Requirements”** at their placement. The student must schedule the “Minimum Activity Requirements” with the Supervising Teacher at the beginning of the placement. These dates are to be noted on the student’s Time Sheet which is to be posted at the placement for easy referral. The Supervising Teacher will place his/her initial next to the date once the activity has been completed.

If the activities have not been completed as scheduled, this will be noted as well. Students may only reschedule activities for reasons which meet the accepted criteria (see Field Work Policies).

Students must follow the established procedures for evaluation of progress at mid-term and at the end of the placement. ***If these procedures are not followed, the placement may be in jeopardy, and the student may be terminated and/or will have to repeat the placement.***

EVALUATION PROCEDURES:

1. At the beginning of the placement, present the Supervising Teacher with the Field Placement Binder. Sign the placement agreement and confidentiality forms and schedule the “Minimum Activity Requirements”; note these on the Time Sheet and post this at the placement.
2. Request on-going feedback from the placement staff/Supervising Teacher.
3. At mid-term and end of term submit a completed form one week prior to the scheduled evaluation date (See Field Work Schedule).
4. Discuss the evaluation comments with the Supervising Teacher and sign the evaluation form in her presence. (Your signature means that you understand and agree with the evaluation.
5. ***If you disagree with any part of the evaluation, your reasons are to be written down on the form with your signature next to your comments/reasons for disagreement. You must provide examples to support your disagreement.***
6. Field practicum is considered to be a job placement thus reliability and responsibility for actions are emphasized; refer to the Field Placement Policies for further details.
7. ***If the Supervising Teacher and/or the College Supervising Faculty are not notified of an absence, then a penalty of one make-up day per day missed will apply.***
8. If a student misses **any** placement days, these days must be made up and she/he must fill out the Make-up Days Form and have it approved according to the stated procedure. ***If a student leaves the placement early and needs to make up a couple of hours or so, then a full or half day must be made up.***

9. The student will be assigned a grade by the ECE faculty based on the combined evaluations and observations completed by the Supervising Teacher and College Faculty.
10. ***If an evaluation is not satisfactory*** and/or an “R” grade is received, the ***placement hours accumulated will not be counted*** in the student’s total, and this placement must be repeated. The student must successfully complete Semester I prior to registering for Semester II Field Work, etc.

GRADING:

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.	

VI. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VII. PRIOR LEARNING ASSESSMENT:

See the ECE Field Work Policies for details.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.