



**I. COURSE DESCRIPTION:**

Through this course the teacher-in-training will develop skills in presenting developmentally appropriate activities to young children, on both an individual and a group basis. Students are scheduled for field practicum two days/week (with some block periods) in community placement settings. These supervised fieldwork hours assist the student in practicing observation and teaching skills.

A minimum of 600 field practice hours are required for meeting graduation requirements in this program, as well as successful completion of the competencies outlined in the Progress Review Form – SEMESTER II. These competencies are consistent with Provincial Standard Outcomes expected of an entry-level Early Childhood Educator who graduates from an Ontario Community College.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

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

1. **Demonstrate All of the Competencies Outlined in the Early Childhood Education “Progress Review Form - Semester 2”, at a “Satisfactory” Level.**

*Field Practice Competencies are based on ECE Program Standards (2000) Ministry of Colleges and Universities and will meet the following Learning Outcomes*

Potential Elements of the Performance:

1. Plan curriculum that is based on a thorough understanding of child development
2. Plan and implement individual programs and curriculum to meet the developmental needs of children
3. Utilize a variety of observations techniques to enhance work with children
4. Maintain responsive relationships with individual children and groups of children
5. Establish and maintain safe and healthy environments which best meet the requirements of current legislation regulatory bodies and program policies
6. Develop and maintain effective written, oral, nonverbal communication with children, co-workers, employers and individuals
7. Apply relevant legislation policies, procedures, and regulations
8. Apply a personal approach to early child education within the framework of ethical and professional standards
9. Act in a manner consistent with principles of fairness, equity, and diversity to support the development and learning of individual children.

2 ***Provide Guidance and Direction in Spontaneous and Planned Learning Activities***

Potential Elements of the Performance:

- model and reinforce positive behaviour
- support children's efforts at relating to peers and others
- model appropriate social skills
- provide appropriate choices for children
- present appropriate alternatives which facilitate child guidance
- intervene effectively in conflict situations

III. **TOPICS:**

Refer to Early Childhood Education Progress Review Two

IV. **REQUIRED RESOURCES/TEXTS/MATERIALS:**

**MATERIALS:**

- Current **Criminal Records Check**
- Updated **Health and Immunization Card**
- ECE Field Placement **Uniform**: details discussed in class

**TEXTS**

- **Field Practice Binder** (2006) ECE Faculty

The Field Practice Binder insert for Semester II will contain the necessary record keeping forms, contracts, evaluations and placement procedures. It is crucial that students 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). **STUDENTS' BINDERS MUST BE KEPT AT THE PLACEMENT, AND ALL ACTIVITY FORMS SHOULD BE RETAINED IN THE BINDER. IT IS RECOMMENDED THAT STUDENTS MAKE A PHOTOCOPY IF THEY NEED TO REFER TO THE FORM OUTSIDE OF THE PLACEMENT.**

**Resource Texts:** may be used to assist the student in their field practice.

***Previously purchased or purchased in other courses.***

1. \* Kostelnik, ***Developmentally Appropriate Curriculum***. 3<sup>rd</sup> Ed Pearson Publication ISBN 013-049658-8
2. \* Saifer, ***Practical Solutions to Practically Every Problem***.(Revised) Monarch Books. ISBN 1-929610-31-9
3. \* Machado / Botnarescue, ***Student Teaching: Early Childhood Practicum Guide*** 5<sup>th</sup> Ed. Thompson-Delmar. ISBN 1-4018-4853-2
4. \* ***Day Nurseries Act***.
5. \* Cherry, ***Creative Art for the Developing Child***. School Specialty Children's Pub. ISBN: 0-13-087308-X
6. Crowther, Ingrid. (2007) ***Child Development A Primer***. Athabasca University Thomson-Nelson
7. Crowther, Ingrid (2003) ***Creating Effective Learning Environments*** 5<sup>th</sup> Edition. Athabasca University, Thomson-Nelson.

**V. EVALUATION PROCESS/GRADING SYSTEM:**

Field Practice consists of two days per week in an assigned field placement setting. Block placements throughout the semester will help to consolidate the student's competencies in the placement setting.

Learning outcomes are achievable through the support and feedback of the ECE Mentor and College Supervising Faculty. ***Students must demonstrate all of the competencies outlined in Final Progress Review for Field Placement – Semester Two satisfactorily in order to receive a passing grade. Students with competencies at an unsatisfactory or minimal level and/or incomplete minimum requirements may receive a grade of U.***

- **GO OVER** the contents of the Field Practice Binder and **SIGN** the contracts with the ECE Mentor.
- **READ** all of the policies and procedures outlined, in order to fulfill the contract with the placement.
- **FOLLOW** all of the Guidelines for professionalism and responsibilities (see Field Practice Policies).
- **MAINTAIN** an accurate recording of ***hours worked (excluding lunch time) and completed Activity Requirements***.
- **FOLLOW** the scheduled Minimum Activity Requirements as outlined on the Time Sheet.
- **ACTIVITIES WILL NOT** be rescheduled unless initiated by the placement ECE Mentor (eg. conflicts with a field trip)
- **POST** The Time Sheet at the placement for easy referral. The ECE Mentor 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.***
- **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 student may be terminated from the placement and/or will have to repeat the placement.*** (Refer to Student Orientation and Debriefing Checklist or to the time sheet)

**EVALUATION PROCEDURES:**

1. **REQUEST** on-going feedback from the placement staff/ECE Mentor.
2. **SUBMIT** a completed form at mid-term and end of term, one week prior to the scheduled evaluation date (See Field Practice Schedule).
3. **DISCUSS** the evaluation comments with the ECE Mentor and sign the evaluation form in his/her presence. ***Your signature means that you understand and agree with the evaluation. 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.***
4. **RELIABILITY AND RESPONSIBILITY** for actions are emphasized. Field Practice is considered to be a job placement. Refer to the Field Practice Policies for further details.
5. **NOTIFY** the placement and College Supervising Faculty when unable to report in at the scheduled time. ***If the Placement and the Student's College Supervising Faculty are not notified of an absence, then a penalty of one day make-up for each day when a phone call was not received will apply, at the discretion of the ECE Faculty.***

6. **Rescheduled Placement Days** - Any time missed must be negotiated with the ECE Mentor. **FILL** out a copy of the Rescheduled Placement Days Agreement Form and have it approved by your ECE Mentor. This copy must be left in the placement binder. Contact your College Supervising Faculty in writing to inform of the rescheduled dates.

**FIELD WORK GRADE:** *The student will be assigned a grade by the ECE faculty based on the*

- mentor evaluations
- College Supervising Faculty performance evaluation
- completion of placement checklists
- completion of all minimum requirements
- evaluation of activity plans
- observations completed by the ECE Mentor and College Supervising Faculty.

The signed and completed time sheet , evaluations and activity forms must be submitted to faculty the day after their final field placement day.

Failure to do so could result in a U grade.

***If an evaluation is not satisfactory and/or a U grade is received, the **placement hours accumulated will not be counted** in the student's total, and this placement must be repeated.***

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	
A	80 – 89%	4.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

## 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 professor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 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 post-secondary institutions.

### Plagiarism:

Students should refer to the definition of “academic dishonesty” in the *Student Code of Conduct*. 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.

## VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

## 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.