

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY  
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: FIELD WORK III

Code No.: ED 209-7

Program: EARLY CHILDHOOD EDUCATION (E.C.E.)

Semester: THREE

Date: SEPTEMBER 1995 PREVIOUS OUTLINE: SEPT, 1994

Authors: BEV BROWNING

New: \_\_\_ Revision: X

APPROVED: Kitty DeRosario  
Kitty DeRosario, Dean  
School of Human Sciences  
and Teacher Education

DATE: June 28/95

**\*NOTE:** Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.

## ED 209-7 FIELD WORK III

Prerequisite(s): ED 140, ED 110, ED 116  
Corequisite(s) : ED 218, ED 269

### I. PHILOSOPHY/GOALS

Students are scheduled for a block placement in addition to the 2 day/week practicum in a community day nursery setting. Students are expected to plan and carry out activities designed to extend children's play and learning opportunities. Through experiential growth and the support of academic course work the student is able to further solidify his/her philosophy of preschool education.

1. To develop positive interpersonal relationships in the field practicum setting and to participate effectively as a team member.
2. To meet the child's various developmental needs by contributing to the existing program in the field practicum setting.
3. To become an effective educator of children in groups as well as having successful one-on-one interactions.
4. To demonstrate the ability to assume increasing responsibility in the field practicum setting.

### II. STUDENT PERFORMANCE OBJECTIVES

Upon successful completion of this course, the student will be able to:

1. demonstrate effective interpersonal relationships with staff and promote a feeling of team cooperation and professionalism;
2. demonstrate, through the use of planned age-appropriate and anti-biased activities and equipment, the ability to meet the child's social, emotional, physical and intellectual needs and be able to accommodate for these in the child-care setting;
3. stimulate curiosity and participation of children within small groups, keeping in mind the building of the individual child's positive self-concept;
4. assume responsibility and maintain a professional attitude in all aspects of the child-care program;
5. fulfill minimum Activity Requirements for the semester;
6. successfully demonstrate the competencies outlined in the "Progress Review Form" for Semester III;
7. display dependability and reliability;
8. maintain confidentiality;
9. describe one's teaching behaviours and act constructively on suggested alternatives for teaching practices.

## ED 209-7 FIELD WORK III

### III. LEARNING ACTIVITIES/REQUIRED RESOURCES

Field practicum consists of two days per week in an assigned community placement setting. As well, one full week placement in the College's demonstration Child Development Centre (C.D.C.) will be scheduled.

A block of days at the start of field placement will aid in the student's assimilation into their assigned community work placement.

At the beginning of the placement, the student will be given a list of "Minimum Placement Requirements", a brief description of the specific day nursery's program, and any additional requirements of the centre. The student will schedule activity requirements with the supervising teacher. These dates are to be noted on the student's timesheet and **posted** at the placement. The Supervising Teacher will place her initial next to the date once the activity has been completed. If the activities are not completed as scheduled, this will be noted as well. Students may on re-schedule activities if they were missed for legitimate reasons.

Guidelines for professionalism and fulfilling responsibilities must be followed (see field placement policies).

The student will take responsibility for keeping an accurate record of hours worked and completed "activity requirements", at their placement and for completing the established procedures for evaluation of progress at mid-term and at the end of the placement.

1. To gain practice and develop skills as outlined in the Progress Review for Semester III.
2. Complete activity requirements as scheduled.

### IV. EVALUATION PROCEDURES

- 1a) At the beginning of the placement, present the supervisor with the field placement binder the appropriate completed forms including: **Time Sheet** (listing expected dates of placement); **Introductory Sheet** (detailing student needs); a signed **Confidentiality Form**, included in the **Progress Review Form**.
- b) Make arrangements for carrying out minimum placement requirements and put scheduled dates on the time sheet
- c) Have appropriate activity forms completed and initialed by the field seminar teacher and submit to the placement **one week prior** to scheduled presentation date
- d) Request on-going feedback from the placement staff/supervisor
- e) At mid-term and end of term submit a completed form **one week prior** to the scheduled evaluation date; examples must be given to support the self-evaluation.

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### EVALUATION PROCEDURES

- f) Discuss the evaluation comments with the placement supervisor and sign the evaluation form in her presence. (Your signature means that you have read and understand the completed evaluation).
  - g) 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.
  - h) If a student leaves the placement early (regardless of reason), then a complete half day or full day must be made up (see field policies).
2. The student has 1 1/2 days sick leave per semester and any time missed other than this is to be made up on her/his own time. If a student misses more than the allowable 1 1/2 days, she/he must fill out the appropriate form (attached) and have it approved by their faculty field supervisor and their placement supervising teacher.
  3. The student must take responsibility to notify his/her placement when unable to report in at the scheduled time. If the contact person is not notified of an absence, then a penalty of one week make-up per day missed will apply. Also, the student must telephone his/her faculty field supervisor and leave a voice-mail indicating the absence.
  4. Students on a one week block in the C.D.C. must call the CDC 759-2554 ext. 701 the week prior to their scheduled block week. A full week block must be completed in the CDC, or the student will be required to redo the block. An evaluation form will be completed by the CDC staff.
  5. If a final evaluation is not satisfactory and an "R" grade is received, that segment or semester must be repeated. If an "R" is received, the placement hours accumulated will not be counted in the student's total and must be repeated. The student must successfully complete Semester III and the corresponding Integrative Seminar (ED 218) to be eligible for Semester IV Fieldwork.

### V. GRADING - Semester III

- A+ - Consistently outstanding performance
- A - Exceptional integration of theory and practice
- B - Average competence
- C - Minimal performance
- X - As per College Policy
- R - "Repeat" - indicated failure to meet required competency level of that semester and field work course must be repeated.
- W - Withdrawal from course after the "drop deadline".

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### VI. PRIOR LEARNING ASSESSMENT

Not yet available

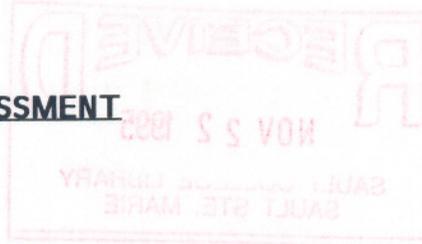
### VII. REQUIRED STUDENT RESOURCES

A Practical Guide to Early Childhood Curriculum, Eliason & Jenkins; Merrill.

### VIII. SPECIAL NEEDS NOTE

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course a he/she deems necessary to meet the needs of students.



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