

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

COURSE OUTLINE



Course Title: FIELD PRACTICE II

Code No.: ED 110

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

Semester: TWO

Date: JANUARY, 1995

Authors: B. Browning

New: Revision: X

APPROVED:

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School of Human Sciences and
Teacher Education

DATE:

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****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 110 – FIELD PRACTICE II

Prerequisite(s): ED 108

Corequisite(s) : ED 140, ED 116

PHILOSOPHY/GOALS

Through this course the teacher-in-training will develop skills in presenting developmentally appropriate activities to young children, on both an individual and group basis. A major focus will be discussing techniques for managing child behaviour. As well, it will be expected that the student-teacher will perform as an effective co-teacher while demonstrating reliability and professionalism.

GOALS – Semester II

1. To schedule required activities with the Supervising Teacher and to discuss ongoing progress.
2. To complete field practice activity requirements as scheduled in the community placement setting.
3. To implement planned activities and analyze their merit.
4. To develop an ability to look objectively and realistically at one's own performance and progress in developing appropriate teaching behaviours.

STUDENT PERFORMANCE OBJECTIVES (OUTCOMES):

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

1. Demonstrate all of the competencies outlined in the "Progress Review Form – Semester II" at a satisfactory (or better) level:
 - a. communicate effectively in the fieldwork placement;
 - b. provide guidance and direction in spontaneous and planned learning activities;
 - c. demonstrate consistent professional practices;
 - d. monitor the environment for health and safety;
 - e. demonstrate strategies for developing guidance techniques and appropriate developmental practices with young children;
 - f. function as a team member, within the confines of the student role.

requirements of the centre. The student will schedule activity requirements of the placement. These dates are to be noted on the student's timesheet and posted at the placement. The supervisor 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.

Guidelines for professionalism and fulfilling responsibilities must be followed.

The student will take responsibility for keeping an accurate record of hours worked and completed "activity requirements", at each placement and for completing the established procedures for evaluation of progress at mid-term and at the end of the placement. Upon graduation, the student's time sheets and Field Evaluations should be retrieved for his/her record.

EVALUATION METHODS

1.
 - a) At the beginning of the placement, present the supervisor with the field work binder including completed forms: Time Sheet (listing expected dates of placement), Introductory Sheet (detailing student needs), and a "Progress Review Form" with signed confidentiality statement.
 - b) Make arrangements for carrying out minimum activity requirements and put scheduled dates on 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, eg. if scheduled for a Monday art activity, then the Art Form must be submitted to the placement, the Monday before the scheduled day of presentation. If this procedure
 - 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.
 - f) Discuss the evaluation comments with the placement supervisor and sign the evaluation form in her presence. (Your signature means that you agree with the 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.

2. The student has 1.5 sick days per semester and any time missed other than this is to be made up on her/his own time, and scheduled through their College field supervisor. The student must take responsibility to notify his/her placement and ECE faculty placement supervisor 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.

3. Students on Rotational Block in the Child Development Centre (CDC) will telephone the Supervisor, Marilyn Robb (945-7201) between 7:30 and 10:30 am. This call should be made the Thursday or Friday morning (at the latest) before the Block week, in order to discuss scheduling. If for any reason you are not able to attend, the call should be made prior to the time of your shift. If any time is missed, the student will be rescheduled for a block at a later date, either during second or third semester.
4. If an evaluation is not satisfactory and/or 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 I and the corresponding Integrative Seminar (ED 115) to be eligible for Semester II Fieldwork and Seminar.

REQUIRED RESOURCES

1. Creative Activities for Children

COLLEGE GRADING POLICY

90 - 100% = A+
80 - 89% = A
70 - 79% = B
60 - 69% = C
BELOW 60% = R

SPECIAL 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 as he/she deems necessary to meet the needs of students.