

**SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY  
SAULT STE MARIE, ON**



**COURSE OUTLINE**

**Course Title: Fieldwork II**

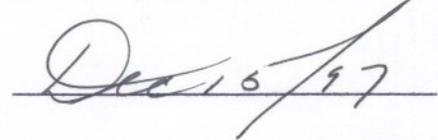
**Code No.: ED 110-7      Semester: Two**

**Program: Early Childhood Education**

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**Date: Jan 98      Previous Outline Date: Jan 97**

**Approved:**   
**D. Tremblay, Dean  
Health, Human Sciences and Teacher Ed.**

**Date:**   
Dec 15 / 97

**Total Credits: 1      Prerequisite(s): ED108, ED140**

**Corequisite(s): ED116, ED269**

**Length of Course:      Total Credit Hours: 7**

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**ED 110 - Field Work II**  
**Early Childhood Education**  
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**Co-Requisites: ED 116, ED 269**

**Prerequisites: ED 108, ED 115**

**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 in community placement settings. These supervised field work hours assist the student in practicing observation and teaching skills.

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

**A. Learning Outcomes:**

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 II, at Least at a Satisfactory Level.**
- 2. Consistently Perform in a Professional Manner.**
- 3. Utilize Appropriate Developmental Practices with Young Children.**
- 4. Expand on Children's Learning in Spontaneous and Planned Activities.**
- 5. Communicate and Interact Effectively with Co-workers.**
- 6. Look Objectively at One's Own Performance and Progress in Developing Appropriate Teaching Techniques.**

**B. Learning Outcomes with Elements of 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 - Semester Two, at Least at a Satisfactory Level.**

**Elements of the Performance:**

- *utilize competencies acquired in Semester I as a foundation for achieving the objectives for Semester II*
- *schedule required activities in advance with the Supervising Teacher and submit relevant planning forms on time*
- *implement planned activities and analyze their merit*
- *initiate discussions with the Supervising Teacher regarding ongoing progress*

**2. Consistently Perform in a Professional Manner.**

**Potential Elements of the Performance:**

- *act in accordance with ethical and Professional Standards*
- *maintain Confidentiality at all times*
- *use available resources and feedback to effect personal and professional change*

**3. Utilize Appropriate Developmental Practices with Young Children.**

**Potential Elements of the Performance:**

- *observe children's behaviours and respond sensitively to children's (ongoing) needs*
- *support children effectively by providing responses geared to the child's developmental level*
- *initiate positive interactions with children*
- *take steps to intervene in potential conflict situations*

**4. Expand on Children's Learning in Both Spontaneous and Planned Activities.**

**Potential Elements of the Performance:**

- *promote respect for the environment and others*
- *encourage self-help and independence*
- *research and prepare developmentally appropriate activities*
- *take advantage of learning opportunities and teachable moments*
- *monitor, educate, and assist children in matters of hygiene and safety*

**5. Communicate and Interact Effectively with Co-Workers.**

**Potential Elements of the Performance:**

- *use sensitive and supportive verbal communication*
- *use body language which portrays openness and approachability*
- *relate positively to children, parents and co-workers*
- *use correct written format for plans and materials*

**6. Look Objectively at One ' s Own Performance and Progress in Developing Effective Teaching Behaviours.**

**Potential Elements of the Performance:**

- request on-going feedback from field placement staff
- accept and follow through on suggested alternatives for improving teaching skills
- use text information and field evaluations as a guide for determining strengths and for areas needing growth

**III. TOPICS:**

Refer to Early Childhood Education Progress Review Two

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

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

1. *Creative Resources by Delmar*
2. *A Practical Guide To Early Childhood Curriculum by Merrill*
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 7 day block at the end of the placement will consolidate the student ' s acquisition of competencies in the child care setting.

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 Two 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 she/he can fulfill the contract with the placement. Guidelines for professionalism and for 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. 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 are 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. The student has 1&1/2 days for personal leave (see Field Placement Policies) per semester and any time missed other than this is to be made up on her/his own time, scheduled through their faculty field supervisor. The student must take responsibility to notify his/her placement when unable to report in at the scheduled time. ***If the Supervising Teacher and/or the student's Supervising Faculty are not notified of an absence, then a penalty of one week make-up per day missed will apply.***
8. If a student misses more than the allowable 1&1/2 days, 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***

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repeated. The student must successfully complete Semester I prior to registering for Semester II Field Work, etc.

#### **GRADING:**

- 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

#### **VI. SPECIAL NOTES:**

##### **Special Needs**

If you are a student with special needs (eg. Physical limitations, visual impairments, hearing impairments, learning disabilities), you are encouraged to discuss required accommodations with the instructor and/or contact the Special Needs Office 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.

#### **VII. PRIOR LEARNING ASSESSMENT**

See the ECE Field Work Policies for details.