



**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 fieldwork hours assist the student in practicing observation and teaching skills.

**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 – Semester 2. The student must achieve a Satisfactory level in all competencies.**  
Potential Elements of the Performance:
  - *utilize competencies acquired in Semester I as a foundation for achieving the objectives for Semester II*
  - *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 teaching behaviors.**

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:**

1. Refer to Early Childhood Education Progress Review Two

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

**Dress Code**

- **Students must wear their Sault College ECE uniform as per dress code requirements. Refer to field placement policies for further details.**

**Field Placement Binder**

- 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 understands all of the policies and procedures outlined, in order that they can fulfill their contract with the placement.

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

- 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**

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

Field practicum consists of two days per week in an assigned field placement setting. A block placement during the semester will help to consolidate the student's competencies in the early years setting.

Learning outcomes are achievable through the support and feedback of the field placement Mentor and Faculty Contact.

*The student must demonstrate all of the competencies outlined in Progress Review Two satisfactorily in order to receive a passing grade.*

*If the activities have not been completed as scheduled, this will be noted.*

*Students may only reschedule activities for reasons, which meet the accepted criteria (see Field Work Policies).*

- **GO OVER** the contents of the Field Placement Binder and **SIGN** the contracts with the Supervising Teacher.
- **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 Placement Policies).
- **MAINTAIN** an accurate recording of *hours worked (excluding lunch time and breaks) and completed Activity Requirements*.
- **FOLLOW** the scheduled Minimum Activity Requirements as outlined on the Time Sheet.
- **You must complete all required days of placement and all minimum activity requirements during your scheduled placement.**
- **POST** The Time Sheet 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.*
- **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 student may be terminated from the placement and/or will have to repeat the placement.*

**EVALUATION PROCEDURES:**

1. **REQUEST** on-going feedback from the placement Mentor
2. **SUBMIT** a completed form at mid-term and end of term, one week prior to the scheduled evaluation date (See Field Work Schedule).
3. **DISCUSS** the evaluation comments with the 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 practicum is considered to be a job placement. Refer to the Field Placement Policies for further details.
5. **NOTIFY** the placement when unable to report in at the scheduled time. *If the Mentor / Placement Supervisor and/or the student's Faculty contact are not notified of an absence, then a penalty of one week make-up per day missed will apply.*
6. **NOTIFY** the placement *and the Faculty* when unable to report in at the scheduled time.
7. *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.*
8. **FIELD WORK GRADE:** The student will be assigned a grade by the ECE faculty based on the combined evaluations and observations completed by the Mentor / Supervisor and Faculty Contact. *If an evaluation is not satisfactory and/or an F 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.*
9. *If evaluation forms are incomplete or are submitted beyond the due date, then a failure grade (F) or an X-grade for the placement may apply.*

:

The following semester grades will be assigned to students

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
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.	

## 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 703 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:**

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.