



**I. COURSE DESCRIPTION:**

This final segment of field practicum encourages the student to develop further strategies for enhancing the young child's developmental abilities based on presenting individual and group experiences. Additional leadership responsibilities provide the student with the opportunity to refine and demonstrate the competencies required of a skilled entry-to practice level of teacher of young children.

A minimum of 650 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 Four. 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 the course the student will demonstrate the ability to:**

1. Display All of the Competencies Outlined in the Early Childhood Education Progress Review Form - Semester IV, at Least at a Satisfactory Level.
2. Present Developmentally-based Anti-biased Curriculum to Children
3. Provide Guidance and Direction in Spontaneous and Planned Learning Activities.
4. Perform One's Professional Role Conscientiously
5. Examine One's Teaching Behaviours Realistically and Follow Through on Suggested Alternatives

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 IV, at Least at a Satisfactory Level.**

**Potential Elements of the Performance:**

- < *utilize competencies acquired in Semester III as a foundation for achieving the objectives for Semester IV*
- < *submit relevant planning forms according to the requirements of your placement agency*
- < *initiate discussions with the ECE Mentor regarding on-going progress*
- < *complete duties and responsibilities in a responsible and professional manner*
- < *use language appropriate to child's developmental level*

**2. Present Developmentally-based Anti-biased Curriculum to Children**

**Potential Elements of the Performance:**

- < *based on careful observations, assess children's developmental needs, both individually and those of the group*
- < *research and implement relevant curriculum ideas which are developmentally appropriate, inclusive and anti-biased*
- < *analyze the merit and success of curriculum planning and implemented activities with children*
- < *revise ideas based on ECE Mentor's suggestions and on cues from children*
- < *extend children's learning, both in one-to-one and in group situations, and take advantage of teachable moments*
- < *initiate positive interactions and use positive guidance to promote compliance*

**3. 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*

#### 4. Perform One's Professional Role Conscientiously

##### Potential Elements of the Performance

- < *follow through on commitments to children and adults*
- < *use body language physical actions and facial expressions consistent with emotions*
- < *maintain confidentiality and perform consistently within ethical standards*
- < *communicate and respond in ways which increase team effectiveness*
- < *assume increased responsibility in the daily program*

#### 5. Examine One's Teaching Behaviours Realistically and Follow Through on Suggested Alternatives

##### Potential Elements of the Performance

- < *analyze his/her own teaching competence*
- < *utilize feedback from performance video, ECE Mentor/Placement Staff, and College Faculty to assess one's teaching behaviours with honesty and in a realistic perspective*
- < *establish realistic goals for improvement and effect change as warranted*

### III. TOPICS:

1. Refer to Early Childhood Education Progress Review Four

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

- **GO OVER** the contents of the Field Placement 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 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.
- **NO** rescheduling will be permitted except by the placement ECE Mentor (if any of the activities conflict with the placement's schedule).
- **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 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 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 Work Schedule).
3. **DISCUSS** the evaluation comments with the ECE Mentor and sign the evaluation form in 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 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. **MAKE-UP DAYS:** Any time missed must be scheduled through the ECE Mentor and the Faculty field supervisor. **FILL** out the Make-up Days Form and have it approved according to the stated procedure. Students may not make up days on an hour-for-hour basis by extending the day. For example, if a half-day is missed, a half-day must be made up. (not the addition of one hour for 6 days).

**FIELD WORK GRADE:** The student will be assigned a grade by the ECE faculty based on the combined evaluations, completion of lesson plans appropriately and in a timely manner, observations completed by the ECE Mentor and College Faculty. ***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.

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The following semester grades will be assigned to students

|             |  |
|-------------|--|
| 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.

## VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor.

## 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.