

ED 230
Practicum III
5 Credits

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ED 230 Version: Version 12



Practicum III

Calendar Description

This first practicum in the second year emphasizes working with children, administrators, and families. Students develop and operate a community-based children's program where they plan and organize their day with guidance from supervising personnel. Students spend 150 hours planning, implementing, and evaluating a childcare project, and 50 hours participating in individual group and feedback sessions. P/F.

Rationale

This is a required course for Early Learning and Child Care diploma students. Work integrated learning provides students with opportunities to observe, develop, implement, and evaluate their interactions with children, families, and colleagues. This experience also allows for opportunities to apply knowledge gained in the Early Learning and Child Care program. Students use the College facilities to set up, implement and evaluate early childhood curriculum.

Prerequisites

Early Learning and Child Care Certificate.

Co-Requisites

Students must have completed or be in the process of successfully completing 4 second year courses including ED 243 with an overall GPA of 2.0 or greater.

Course Learning Outcomes

Upon successful completion of this course, students will be able to

1. demonstrate
 - respect for individuality
 - appropriate work ethics
 - self motivation
 - stamina
 - positive interpersonal communication skills

- appropriate programming skills
 - professional attitude
 - responsibility for materials
 - appropriate guidance techniques
2. design a quality program in terms of
- program timetables
 - statements of philosophy
 - integrated curriculum activities
 - program feedback form for families
 - appropriate materials
3. interact with
- children
 - peers
 - families
 - instructors
 - other personnel
4. evaluate the program in terms of
- philosophy
 - interactions with peers
 - interactions with children and families
 - environment and organization
 - self reflection
5. evaluate self in terms of
- time management skills
 - individual and group interpersonal skills
 - personal philosophy
 - planning and implementation skills
 - guidance techniques utilized
6. provide constructive feedback for
- peer feedback
 - program evaluation

Resource Materials

Early Learning and Child Care course materials.

Conduct of Course

Students use two classrooms and College facilities to design, implement, and evaluate an early learning and child care program. This four-week placement provides students with the opportunity to operate an early learning and childcare facility under the supervision of the Early Learning and Child Care program instructors.

Evaluation Procedures

Students are evaluated through direct observation and constructive feedback from College supervisors, and families, based on the criteria outlined in the Practicum Evaluation (see Appendices A and B).

Midterm Evaluation

This evaluation is designed to give students and supervisors an opportunity to discuss performance and suggestion for improvement. If a student is having *serious* difficulties by this time he/she may be requested to withdraw or may fail the practicum.

Final Mark

A Pass/Fail grade is awarded upon completion of the practicum.

Attendance

Regular attendance at seminars, program, set up and cleanup is necessary for success in the course. Absence for any reason does not relieve a student of the responsibility of completing course work. Absences require make up responsibilities in a childcare facility at the discretion of the instructors. Poor attendance may result in the suspension of a student from the course.

In cases of repeated absences due to illness, the student may be requested to submit a medical certificate. *Instructors have the authority to require attendance at classes.*

Course Units/Topics

1. On Campus Early Learning and Child Care setting
 - Preparation
 - Implementation
 - Evaluation

Appendix A

GROUP EVALUATION

Program Preparation (to be completed by College supervisors)

Program preparation is a group evaluation using the following scale:

- 1. Excellent Performance is exceptional and consistently surpasses requirements.
- 2. Very Good Performance meets requirements.
- 3. Acceptable Performance generally meets requirements and shows potential for improvement.
- 4. Needs Improvement Performance is below an acceptable level at this time.

Performance Criteria

Evaluation

- 1. Open House/Registration _____
 - a) Family Engagement and Welcoming _____
- 2. Family Handbook _____
 - a) policies and procedures _____
 - b) introduction of students/staff _____
- 3. Family survey/evaluation _____
- 4. Set up of the environment _____
 - a) room arrangements _____
 - b) bulletin boards _____
 - c) diapering area _____
- 5. Written outline of utilization of resources _____
 - a) college facilities _____
 - b) other _____
- 6. Snack Menu _____
 - a) menu for snacks for program must be posted _____
 - b) snack plan meets nutritional needs of children _____
 - c) estimated costs _____
- 7. Schedules _____
 - a) developmentally appropriate for each program area
(infant/toddler and mixed ages) _____
 - b) schedules for each age group must be posted _____

Family Evaluation

(evaluation to be compiled by College supervisor)

Students develop a "Family Survey" evaluating their performance with children and family as well as the program. Based on criteria (including a rating scale to determine performance level), check the statement that best describes the students' overall performance. *Do not rate numerically.*

Final Evaluation

- EXCELLENT: Students performance is exceptional and consistently surpasses requirements _____
- VERY GOOD: Student program meets basic expectations and needs of children and families. _____
- ACCEPTABLE: Program met the basic needs of children and families and show potential for improvement. _____
- NEEDS IMPROVEMENT: Program did not meet the basic needs of children and families. _____

Program Clean Up

(evaluation to be completed by College supervisors)

Final Evaluation

- 1. Inventory _____
- 2. Daily maintenance of environment _____
 - a) daily and weekly cleaning
 - b) disinfecting of toys and equipment
 - c) laundry
- 3. Final clean-up _____
 - a) cleaning and drying of toys and equipment
 - b) neat and orderly packing and storage

Comments:

Appendix B

Activity Planning During Program

(to be completed by the College supervisor)

1. Students develop weekly program plans based on observations of the children’s interests.
2. Each student is responsible for contributing to the planning process and implementing planning with the children. This includes the preparation and clean-up of materials.
3. Students are responsible for completing learning stories to share with children and their families.

Weekly plans must be posted for families and supervisors prior to implementation of program.

Activity planning is evaluated by college supervisors according to:

- evidence of research (new ideas, concepts, and experience opportunities)
- professionalism
- developmental appropriateness/age appropriateness
- meets needs of developing "self" and "whole" child
- provides clear instructions for preparation and implementation
- includes reflective evaluations and constructive feedback
- child interest based
- effective planning and preparation

Do not rate numerically.

	Midterm	Final
EXCELLENT: performance is exceptional and consistently surpasses requirements in activity planning.	_____	_____
VERY GOOD: performance meets requirements in activity planning	_____	_____
ACCEPTABLE: generally meets requirements and shows potential for improvement.	_____	_____
NEEDS IMPROVEMENT: performance is below an acceptable level at this time	_____	_____

Midterm comments:

Final comments:

Performance Evaluation

(to be completed by the College Supervisor)

The following scale is used to aid in evaluating the student's performance:

- 1. Excellent Performance is exceptional and consistently surpasses requirements.
- 2. Very Good Performance meets requirements.
- 3. Acceptable Performance generally meets requirements and show potential for improvement.
- 4. Needs Improvement Performance is below an acceptable level at this time.

Performance Criteria

**Midterm
Evaluation**

**Final
Evaluation**

Provides quality programming for children based on their needs and interests.

Demonstrates appropriate work ethics, self motivation and stamina in the work facility.

Sets up and prepares necessary materials to facilitate activities.

Follows appropriate prosocial behavior techniques.

Communicates at an appropriate level with children, families, and colleagues.

Communicates effectively with children using open ended questions or parallel talk that reflects what is happening in interaction.

Respects the confidentiality of the working environment and personnel.

Respects the individuality of each person in the working relationship.

Respects the individuality of each child and family.

Contributed to the development and implementation of the family evaluation of the program.

Demonstrates responsibility for materials and equipment.

Provides effective self evaluation of program participation.

Provides constructive feedback during seminar.	_____	_____
Program plans are intentional and child interest based	_____	_____
Makes an intentional effort at drop off and pick up to engage each family on a personal level.	_____	_____
Appropriate and professional communication with colleagues at all times	_____	_____
Program and Menu planning is visual to families	_____	_____

Self Reflection

(students meet with supervisor at midterm to discuss self reflection)

Please check the statement that best describes the student's self - reflection of performance.

Excellent	Demonstrates exceptional ability to analyze performance from a variety of perspectives in terms of strength, areas requiring improvement, and setting clear, objective goals for improvement.	_____
Very Good	Demonstrates an ability to analyze performance in terms of strengths, areas requiring improvement, and setting reasonable goals for improvement.	_____
Acceptable	Demonstrates some ability to analyze performance in terms of strengths, areas requiring improvement, and setting reasonable goals for improvement. Student shows potential for improvement.	_____
Needs Improvement	Requires more self-reflection to determine own strengths, areas requiring improvement and setting reasonable goals for improvement.	_____

Comments:

PERFORMANCE SUMMARY

(to be completed by college supervisor)

1. Program Preparation & Clean-up			Pass _____	Fail _____
2. Family Survey	Excellent _____	Very Good _____	Acceptable _____	Needs Improvement _____
3. Performance Evaluation	Excellent _____	Very Good _____	Acceptable _____	Needs Improvement _____
4. Weekly Planning	Excellent _____	Very Good _____	Acceptable _____	Needs Improvement _____
5. Learning Stories	Excellent _____	Very Good _____	Acceptable _____	Needs Improvement _____
6. Self-reflection of Performance	Excellent _____	Very Good _____	Acceptable _____	Needs Improvement _____

Pass _____ with an excellent performance
_____ with a very good performance
_____ with an acceptable performance
Fail _____ with performance that needs improvement

Additional comments:

(College Supervisor's signature)



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