

KEYANO COLLEGE

EDUCATIONAL ASSISTANT PROGRAM

PRACTICUM I - EA 110



STUDENT PRACTICUM BOOKLET

Winter 2015

STUDENT'S NAME: _____

NAME OF CENTRE: _____ PHONE: _____

SPONSOR TEACHER: _____ PHONE: _____

DATES OF PRACTICUM: _____

COLLEGE CONSULTANT: _____

EDUCATIONAL ASSISTANT PRACTICUM I

Since our Educational Assistant program trains people to work with children in developmentally appropriate ways, how a student *applies* her/his knowledge is critical and is what determines success in the program. Completion of the program and graduation, however, are dependent on the student striving for excellence in completing the following practicum skills and understandings.

To this end, we have no formal written exams in our Educational Assistant Program. The two student practicums serve as final, comprehensive "exams" for the program. During practicum, the student must demonstrate a thorough understanding of course content by translating it into developmentally appropriate practice with children.

Practicum I is for students who have completed or are currently enrolled in at least 3 EA courses, including EA 104 *Guiding Children's Behaviour*. Practicum I and II are accompanied by a 15-hour practicum seminar in which students gather to raise issues, and examine skills & attitudes through discussion and reflection.

Students are expected to maintain a high standard of professional conduct. If there is a violation of expected appropriate behaviour or ethics, students may be withdrawn from the practicum. Unprofessional conduct is behaviour that causes physical or psychological harm to others or conduct which seriously disrupts the educational activities, services, or events of the learning community. A breach of confidentiality is considered unprofessional behaviour.

A Pass/Fail grade will be determined by:

- the College Consultant's observations
- her evaluation of the student's understandings evident in the practicum booklet.
- informal discussions with the sponsor teacher
- written observations and feedback by the sponsor teacher
- self-evaluation as reflected in the student's practicum booklet and class discussions

Considering all of the above factors and in consultation with the EA Program Chairperson, the student's College Consultant will provide final grading of the Practicum I and II.

A. PROFESSIONALISM/WORK HABITS

Demonstrate professionalism by communicating in an effective manner, inquiring about the program and program policies, practicing ethical behavior, and using feedback for improving practice.

A1. Communicate important information to others:

When did you:

- a) provide your supervisor with a letter of introduction? _____
- b) introduce yourself to children, staff and parents? _____
- c) sign in (if required)? _____
- d) call your practicum supervisor and college consultant when absent or late?

Date	Sponsor Teacher Ph: _____	College Consultant Ph: _____

- e) establish a mutually convenient time for weekly discussions with your supervisor?
DAY/TIME: _____
- f) inform your supervisor of course assignments?

Date	Assignment

A. PROFESSIONALISM/WORK HABITS

A2. Inquire about the program and program practices and policies.

Have you inquired about:	When	What did you learn?
The classroom routines and expectations?		
The school's safety and emergency procedures?		
The school's hours, ages, and number of children in classroom?		
The schools telephone procedure?		
The mission statement of the school?		
Dress code of the school/jurisdiction?		
Where to put personal belongings/work materials?		
The school's guidance policy and practices		
The child abuse protocol of the school and the provincial government?		
The style of discipline (expectation of EA regarding the same).		
Class Schedule (music, P.E.)		

A. PROFESSIONALISM/WORK HABITS

A3. Practice ethical behaviour:

Do you?

- maintain confidentiality about individual children and their families.
- respect the confidential nature of college discussions
- direct questions and concerns to staff members at appropriate times and in a positive manner
- ask for clarification to ensure you understand a program practice and the reason
- refrain from inappropriately discussing your own private life at the school
- maintain appropriate communication with parents as determined by teacher
- refer parent concerns to the classroom teacher
- address conflict with the teacher first

RECORDS:

A. PROFESSIONALISM/WORK HABITS

A4. Use feedback for improving practice.

Do you?

- make a conscientious effort to apply specific feedback provided by your sponsor teacher and/or your college consultant
- communicate appreciation for a person's feedback and support
- after trying a new skill, ask for feedback from your sponsor teacher

RECORDS:

A. PROFESSIONALISM/WORK HABITS

A5. Maintain and model appropriate work ethic for children.

Do you?

- understand your own work
- complete satisfactory volume of work
- demonstrate neatness and accuracy
- work consistently and diligently with a high degree of persistence and conscientiousness
- use your time productivity and effectively
- stay in control under pressure
- start work on time

RECORDS:

B. TAKING INITIATIVE

Take progressively more initiative for staff responsibilities and routines, contributing ideas/resources and planning for children's experiences.

B1. Is aware of and appropriately carries out staff responsibilities and program routines.

Do you?

- verify your understanding of assigned tasks or activities
- assist children with assignments
- assist with social interaction
- help to clean up
- notice and carry out staff responsibilities in the program
- notify co-workers of any changes of plans
- take initiative to prepare, set up materials and work centres as they relate to routines in the classroom

RECORDS:

B. TAKING INITIATIVE

B2. Work harmoniously as a member of your teaching team.

Do you?

- clarify your understanding of why something is done a certain way in the program
- support staff members carry out their responsibilities e.g. sitting and modeling appropriate participation during group time
- take a risk by trying something you haven't done before
- when possible attend and become involved in planning meetings
- support and contribute to team concept
- respond in an appropriate way (friendly, promptly)
- contribute to effective work climate
- accept and implement changes in methods and procedures
- practice courteous, cooperative behavior
- assist with classroom appearance projects

RECORDS:

B. TAKING INITIATIVE

B3. Contribute ideas to program planning and keep records of student progress.

Do you?

- contribute practical suggestions (e.g. a new way of organizing material for art, room set-up)
- find and contribute resources (e.g. words to a song or finger play, directions to make a prop for a play, a snack recipe)
- assist in the planning, implementation and adjustment of instructional plans
- assist in the development of program plans to meet the needs of specific students
- maintain appropriate record of student progress

RECORDS:

C. HEALTH AND SAFETY PRACTICES

Apply health and safety understandings and practices personally and in daily supervision of young children.

C1. Aware of and apply health practices when supervising young children.

Do you?

- ensure that children routinely wash hands before eating
- ensure that each child is prepared for routines and completes these routines e.g. clean and comfortably sated for eating
- encourage each child to care for her/his own body i.e. nose blowing, hair combing, etc.

RECORDS:

C. HEALTH AND SAFETY PRACTICES

C2. Model personal health habits and caring for self:

Do you?

- routinely wash hands after nose-wiping, diapering, etc.
- dress appropriately for working with young children
- model wearing appropriate outdoor clothing
- maintain appropriate hygiene and eating habits
- appear rested and able to accomplish with sufficient energy

RECORDS:

C. HEALTH AND SAFETY PRACTICES

C3. Ensure the child's physical safety indoors or outdoors.

Do you?

- position yourself to be able to view all the children
- check and scan the environment and respond immediately to safety concerns
- check traffic ways and clear them from clutter
- notice and bring attention to broken or hazardous equipment
- assist children to use equipment safely
- remain close enough to risky situations while still encouraging adventurous play

RECORDS:

D. COMMUNICATING WITH CHILDREN

Demonstrate a willingness to listen and speak to children as an interested partner in communication.

D1. Demonstrate respect for children in all of your interactions with them.

Do you?

- establish positive social relationship with students
- position yourself at the child’s level and address the child by name
- communicate caring nonverbally e.g. smile, a soft touch on the shoulder
- in a verbal interaction begin by listening to what the child says
- help each child through routines in a manner which shows through touch and voice, respect for the child
- carry on friendly, informal conversations with children using turn taking techniques
- demonstrate an understanding of the importance of fostering independence in children

RECORDS:

D. COMMUNICATING WITH CHILDREN

D2. Use appropriate verbal and nonverbal communication.

Do you?

- model correct speech, grammar, and diction
- speak clearly and slowly enough for children
- use appropriate non-verbal behaviors to reinforce communication (i.e. eye contact, body contact, facial expression and gesture)
- gain a child's attention before giving a direction, explaining a requirement or reinforcing verbal communication attention (i.e. by touching, taking a child's hand, moving close to a child, making eye contact)
- use strategies to maintain child's attention during conversation

RECORDS:

A. COMMUNICATING WITH CHILDREN

D3. Use affirmations to acknowledge each child.

Do you?

- enhance each child's self-esteem through noticing and stroking
- regularly use positive "I" messages
- comment on what a child is doing by using descriptive words and phrases i.e. specific encouragement vs. praise (see narrating in Reynolds chp. 6)
- reinforce children's positive behavior

RECORDS:

D. COMMUNICATING WITH CHILDREN

D4. Actively listen to a child's ideas/opinions, feelings, and needs.

Do you?

- paraphrase a child's idea or opinion using other words (synonyms)
- narrating a child's non-verbal behavior by describing what you see
- thoughtfully interpret and name a child's feeling or need, e.g. positive feelings, feelings of distress, needs such as privacy or hunger
- communicate nonverbally to recognize the intensity of a child's feeling
- wait for the child's response
- demonstrate appropriate responses to student initiated inquiry

RECORDS:

E. PROBLEM SOLVING APPROACH TO GUIDANCE

Understand and apply a problem solving guidance approach as discussed in EA 104, Guiding Children's Behavior.

E1. Support children learning to solve their problems.

Do you?

- Provide children with opportunities to make choices and decisions about their activities (individually and as part of a group)
- Model problem solving communication when you play or interact with children
- Notice when children apply their solutions
- Support the child who is learning to problem solve by helping the child name a feeling or state a need and listen to the other child
- Facilitate listing and choosing alternatives which are acceptable to the problem solvers

RECORDS:

E. PROBLEM SOLVING APPROACH TO GUIDANCE

E2. Appropriately communicate limits to children:

Do you?

- Practice using "I" messages as a strategy to help children understand a limit e.g. I feel _____ when _____ because I _____
- Refrain from phrasing a requirement as a question when a choice is not available
- Phrase requirements positively rather than negatively e.g. "your coat goes in the cupboard"
- Explain the reason for the limit
- Avoid using "no", "don't" "you need to", and "stop"
- Allow ample time for each child to comprehend and act on a requirement or expectation
- Model appropriate behaviour to reinforce learning a limit
- Positively reinforce a child's behaviour which shows understanding of the limit

RECORDS:

E. PROBLEM SOLVING APPROACH TO GUIDANCE

E3. Respond to a guidance situation using appropriate guidance strategies.

Do you?

- use an "I" message to help child understand how his/her behaviour is affecting you
- recognize when a natural consequence is appropriate
- apply logical consequences positively, allowing the child to make a choice
- appropriately apply contingencies
- as a last resort use appropriate removing and sitting apart

RECORDS:

E. PROBLEM SOLVING APPROACH TO GUIDANCE

E4. Recognize how the program environment contributes to behaviour.

Do you?

- appreciate the aspects of a problem-solving environment that are in place in your practicum program
- observe the relationship between a behaviour of concern and the program environment
- suggest changes to the environment to support positive behaviour (e.g. materials, space, routines, schedule)

RECORDS:

F. SUPPORT AND EXTEND CHILDREN'S LEARNING

F1 Observe, support, and record children's academic progress through adaptations of materials and learning resources.

Do you?

- have a basic knowledge of the program curriculum
- prepare materials for use by students needing adaptations
- assist with monitoring and recording of student progress
- act as a resource for any student
- demonstrate knowledge of developmental abilities of children
- have knowledge of supplementary resources

RECORDS:

FINAL
PRACTICUM I SELF-EVALUATION

Please reflect in the goals of Practicum I. Identify your strengths and areas still needing to be developed.

A. PROFESSIONALISM/WORK HABITS

<u>Strengths</u>	<u>Areas for continued development</u>

B. TAKING INITIATIVE

<u>Strengths</u>	<u>Areas for continued development</u>

PRACTICUM I SELF-EVALUATION - Continued...

C. HEALTH AND SAFETY PRACTICES

<u>Strengths</u>	<u>Areas for continued development</u>

D. COMMUNICATING WITH CHILDREN

<u>Strengths</u>	<u>Areas for continued development</u>

PRACTICUM I SELF-EVALUATION - Continued...

E. PROBLEM SOLVING APPROACH TO GUIDANCE

<u>Strengths</u>	<u>Areas for continued development</u>

F. SUPPORT AND EXTEND CHILDREN'S LEARNING

<u>Strengths</u>	<u>Areas for continued development</u>