

KEYANO COLLEGE
EDUCATIONAL ASSISTANT CERTIFICATE PROGRAM
PRACTICUM I – EA 110



SPONSOR TEACHER PRACTICUM BOOKLET

STUDENT'S NAME: _____

NAME OF CENTRE _____ PHONE: _____

SPONSOR TEACHER _____ PHONE: _____

DATES OF PRACTICUM _____

PLEASE NOTE: This booklet is for your reference only. Please use it as a guideline for expectations of Educational Assistant students in practicum placements. Sponsor Teachers are asked to complete and review with the student the **Final Evaluation** by _____.

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 If there is a violation of expected appropriate behaviour or ethics, students may be withdrawn from the practicum.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 sponsor teacher with a letter of introduction?
- _____ b. introduce yourself to children, staff and parents?
- _____ c. regularly signed in (if required) and kept time sheet up-to-date?
- _____ d. call your sponsor teacher and college consultant when absent or late?
- _____ e. establish a mutually convenient time for weekly discussions with your supervisor?
- _____ f. inform your sponsor teacher of course assignments?

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

Has the student inquired about:

- _____ The classroom routines and expectations?
- _____ The school's safety and emergency procedures?
- _____ The school's hours, and number of children in classroom?
- _____ The school's 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.)

A3. Practice ethical behaviour:

Does the student?

- | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• 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 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

A4. Use feedback for improving practice.

Does the student?

- | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• make a conscientious effort to apply specific feedback provided by you and/or her college consultant |
| <ul style="list-style-type: none">• communicate appreciation for a person's feedback and support |
| <ul style="list-style-type: none">• after trying a new skill, ask for feedback from you |

A5. Maintain and model appropriate work ethic for children.

Does the student?

- | |
|--------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• understand her own work and start work on time |
| <ul style="list-style-type: none">• complete satisfactory volume of work |
| <ul style="list-style-type: none">• demonstrate neatness and accuracy |
| <ul style="list-style-type: none">• work consistently and diligently with a high degree of persistence and conscientiousness |
| <ul style="list-style-type: none">• use her time productivity and effectively |
| <ul style="list-style-type: none">• stay in control under pressure |

B TAKING INITIATIVE

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

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

Does the student?

• take responsibility for assigned tasks
• assist children with assignments
• assist with social interaction
• help to clean up
• notice and carry out staff responsibilities in the program

B2. Model a responsible and enthusiastic approach to working with children by carrying out tasks and plans assigned by your sponsor teacher(s).

Does the student?

• make a note of requests from children and the sponsor teacher
• verify your understanding of assigned tasks or activities
• willingly follow through on assigned tasks or activities as planned
• notify co-workers of any changes in plans
• show enthusiasm when carrying out an activity or task
• take the initiative to prepare, set up materials and work centres as they relate to routines in the classroom.

B3. Work harmoniously as a member of your teaching team.

Does the student?

• 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 grouptime
• 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
• participate in staff meetings and case conferences (as appropriate)
• assist with classroom appearance projects

B4. Contribute ideas to program planning and keep records of student progress.

Does the student?

• 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, directions to make a prop for a play)
• 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

C. HEALTH AND SAFETY PRACTICES

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

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

Does the student?

<ul style="list-style-type: none">• routinely wash hands after diapering, nose blowing, etc. (if applicable)
<ul style="list-style-type: none">• ensure that children routinely wash hands before eating
<ul style="list-style-type: none">• ensure that children dress appropriately to go outdoors
<ul style="list-style-type: none">• ensure that each child is prepared for routines and completes these routines e.g. clean and comfortably seated for eating
<ul style="list-style-type: none">• encourage each child to care for her/his own body i.e. nose blowing, hair combing, etc.

C2. Model personal habits and caring for self:

Does the student?

<ul style="list-style-type: none">• dress appropriately for working with young children
<ul style="list-style-type: none">• model wearing appropriate outdoor clothing
<ul style="list-style-type: none">• maintain appropriate hygiene and eating habits
<ul style="list-style-type: none">• appear rested and able to accomplish tasks with sufficient energy

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

Does the student?

<ul style="list-style-type: none">• position herself to be able to view all the children
<ul style="list-style-type: none">• check and scan the environment and respond immediately to safety concerns
<ul style="list-style-type: none">• notice and bring attention to broken or hazardous equipment
<ul style="list-style-type: none">• assist children to use equipment safely

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.

Does the student?

• 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 students with special needs

D2. Use appropriate verbal and nonverbal communication.

Does the student?

• 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 (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

D3. Use affirmations to acknowledge each child.

Does the student?

• enhance each child's self-esteem through noticing and affirming
• regularly use positive "I" messages
• comment on what a child is doing by using descriptive words and phrases i.e. specific encouragement vs. praise
• reinforce children's positive behavior

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

Does the student?

• paraphrase a child's idea or opinion using other words (synonyms)
• narrate 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
• show enthusiasm when working with individual children
• respect the dignity of the child
• demonstrate appropriate responses to student initiated inquiry

E. PROBLEM SOLVING APPROACH TO GUIDANCE

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

E.1 Appropriately communicate limits to children:

Does the student?

• practice using "I" messages as a strategy to help children understand a limit e.g. I feel ___ when ___ because _____
• 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 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

E2. Respond to a guidance situation using appropriate guidance strategies.

Does the student?

• recognize how the program environment contributes to behaviour
• make necessary changes in the environment to support positive behaviour
• anticipate and prevent unacceptable behaviour of infants or young toddlers by distraction or redirection (if applicable)
• give minimal information when a child is not following a known limit and add to the information as needed
• use an "I" message to help child understand how his/her behaviour is affecting her
• 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

E3. Support children learning to solve their problems.

Does the student?

• 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 listening and choosing alternatives which are acceptable to the problem solvers

F. SUPPORT AND EXTEND CHILDREN'S LEARNING

F.1 Observe, support, and record children's academic progress through adaptations of materials and learning resources.

Does the student?

• 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
• assist with assessment for students i.e. oral tests , marking tests assist with assessment for students i.e. oral tests , marking tests
• demonstrate knowledge of developmental abilities of children demonstrate knowledge of developmental abilities of children
• have knowledge of supplementary resources

F2. Thoughtfully examine program practices for developmental appropriateness. (Developmentally Appropriate Practice)

Does the student?

- apply what you've read in DAP to understanding the appropriateness of a specific practice in your program. (if applicable)
- when you are unsure of a specific practice consult DAP. (if applicable)

RECORDS:

Practice in Program	What DAP says

FINAL EVALUATION (To be completed April 24, 2009)

STUDENT: _____ Sponsor Teacher: _____ Date: _____

PRACTICUM I SPONSOR TEACHER FEEDBACK

Please reflect on the goals of Practicum I. Identify the 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>

C. HEALTH AND SAFETY PRACTICES

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

Comments: _____

STUDENT: _____ Sponsor Teacher: _____ Date: _____

D. COMMUNICATING WITH CHILDREN

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

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>

Comments: _____

