EDUCATIONAL ASSISTANT
PRACTICUM II

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.

Students are accepted into Practicum II on the basis of academic performance, professional suitability, fitness and conduct.

Practicum II is for students who have strongly demonstrated the basic personal skills needed to work with children in Practicum I, and who are now ready to undertake the progressively independent programming and integrating skills required of educational assistants.

Students are expected to maintain a high standard of professional conduct. If there is a violation of expected appropriate behavior or ethics, students may be withdrawn from the practicum. Unprofessional conduct is behavior 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 behavior.

A Pass/Fail grade will be determined by:

- the College Consultant’s observations
- his/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

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

A1. Communicate important information to others:

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?

_____ e. establish a mutually convenient time for weekly discussions with your supervisor?

_____ f. inform your supervisor of course assignments?

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

Did you inquire about:

_____ a. the school’s routines and expectations?

_____ b. the school’s safety and emergency procedures?

_____ c. the school’s hours, ages and numbers of children?

_____ d. the school’s telephone procedures?

_____ e. smoking policy?

_____ f. where to put personal belongings?

_____ g. the school’s guidance policy and practices.

_______ h. the child abuse protocol of the school, district and the provincial government.
A. PROFESSIONALISM

A3. Practice ethical behaviour:

Do you continue to?

☑ 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 program
☑ secure written records or notes when not in use

RECORDS:
A4. Use feedback for improving practice.

Do you continue to?

☑ make a conscientious effort to apply specific feedback provided by your supervisor and/or your college consultant
☑ communicate appreciation for a person's feedback and support

Do you also?

☑ ask for feedback from co-workers, supervisors and your college consultant
☑ try a new skill or practice a number of times to learn it
☑ assess the difference a new skill or practice makes

RECORDS:
B. TAKING INITIATIVE

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

B1. Show awareness of and appropriately carries out staff responsibilities and program routines.

Do you?
☐ set up the program and/or prepare materials
☐ assist children with learning activities
☐ assist with snacks and lunches
☐ help to clean up
☐ notice and carry out other staff responsibilities in the program

Do you also?
☐ demonstrate neatness and accuracy in your work
☐ complete satisfactory volume of work
☐ use time productively and effectively

RECORDS:
B. TAKING INITIATIVE

B2. Model a responsible and enthusiastic approach to working with children by carrying out activities and assignments as planned with the sponsor teacher(s).

Do you?

☐ make a note of requests
☐ understand your own work
☐ check out your understanding of activities or assigned tasks
☐ follow through as planned
☐ notify co-workers of any changes in plans
☐ show enthusiasm when carrying out an activity or task

RECORDS:
B3. 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 to carry out their responsibilities e.g. sitting and modelling appropriate participation during group time
- contribute practical suggestions to the program e.g. a new way of organizing materials for art
- contribute ideas to the program
- take a risk by trying something you haven't done before
- when possible attend and become involved in planning, staff meetings or case conferences

RECORDS:
B4. Plan and carry out a range of experiences for students.

Do you?

- plan learning experiences for students
- extend children’s art experiences with different art media
- select and share appropriate resources with individual or groups of children i.e. stories, research
- contribute ideas and plans for children’s creative expression by adding drama, music and movement to group experiences.
- adapt learning resources to meet student needs
- know where and how to find resources in the school

RECORDS:
C. EXCEPTIONALITIES

Demonstrate an understanding of a variety of exceptionalities as well as the strategies, issues, techniques and interventions for working with exceptional children.

C1.

Do you

- use appropriate strategies when communicating with and about students with exceptionalities
- respect the abilities and limitations of children
- assist children with exceptionalities to reach their full potential
- encourage all children to do their best
- avoid giving unnecessary assistance to students with exceptionalities
- celebrate the accomplishments of students with exceptionalities
- use appropriate terminology when referring to students with exceptionalities

Do you also?

- observe, record and communicate student achievement and progress
- employ a variety of strategies when working with children diagnosed with an exceptionality
- understand the issues involved in working with students with exceptionalities

RECORDS:
C. EXCEPTIONALITIES

C2. Understand the range of services provided to students with exceptionalities as well as the professionals who provide services to students and their families.

Do you?

☐ understand how children with exceptionalities are affected.
☐ know the role of the professionals who provide services to students and families
☐ understand the role of the classroom teacher as it relates to the consulting professionals such as Speech Language Pathologists, Occupation Therapists and Audiologists

RECORDS:
C. EXCEPTIONALITIES

C3. Develop awareness of the adaptive devices used by students with exceptionalities.

Do you?

☑ show an interest in learning about common assistive devices used in classrooms
☑ actively seek to develop new skills with assistive devices (hearing aids, FM systems,)

RECORDS:
D. CURRICULUM

Understand and apply knowledge of Alberta Program of Studies in working with teachers and students.

D1. Appropriately apply curriculum knowledge to classroom learning activities.

Do you?

- assist students with classroom learning activities
- assist students and teachers in locating resources at appropriate grade level
- know teacher’s expectation for correcting student work
- know appropriate grade expectation for correcting student work

RECORDS:
E1. Respond using appropriate guidance techniques.

Do you continue to?

- recognize how the program environment contributes to behaviour
- make necessary changes in the environment to support positive behaviour
- anticipate and prevent unacceptable behaviour by distraction or redirection

Do you also?

- help children recognize how their harmonious interactions with others results in positive feelings (self-esteem, contentment) e.g. "I saw you helping Peter with his boots. That must have made you feel proud!"
- first give information when a student is not following a known directive
- use an "I-message" to help a student 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

RECORDS:
E. PROBLEM SOLVING APPROACH TO GUIDANCE

E2. 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 own 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:
F. MEDIA AND TECHNOLOGY

Develop skills with a variety of media and technological equipment.

F1. Gain skills in using a variety of equipment and resources in preparing classroom and materials and working with students.

Do you?

☐ understand the school's policy regarding the use of media and computer equipment
☐ demonstrate proficiency with photocopiers, laminating machine, overhead projector etc.
☐ know how to use the word processor and access e-mail and the internet.
☐ integrate computers as a part of your work with students

Do you also?

☐ have knowledge of a variety of grade appropriate software for subjects such as Math, Science, Language Learning and Social Studies

RECORDS:
G. CREATIVE EXPERIENCES

G1.

Do you continue to?

☑ design materials that are developmentally appropriate for student learning
☑ create learning materials to add to a centre or lesson
☑ help children decide what materials they need to extend their learning
☑ assist the classroom teacher in adding to the attractiveness of the classroom (display shelves or bulletin boards)
☑ develop a repertoire of skills to assist teachers in producing materials for student work

Do you also?

☑ add appropriate materials to the classroom
☑ extend or change the available space for student work
☑ add creative visual resources to interest centers i.e. pictures, books
☑ assist teacher with special creative projects such as plays or
☑ keep an idea bank of creative resources

RECORDS: (LIST ON THIS SHEET YOUR WEEKLY CONTRIBUTIONS)
Please reflect on the goals of Practicum II. Identify your strength and areas still needing to be developed.

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### C. EXCEPTIONALITIES

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