

KEYANO COLLEGE  
EDUCATIONAL ASSISTANT CERTIFICATE PROGRAM  
PRACTICUM II - EA 210



COACH PRACTICUM BOOKLET

WINTER 2016

STUDENT'S NAME \_\_\_\_\_

NAME OF SCHOOL \_\_\_\_\_ Phone#: \_\_\_\_\_

COACH \_\_\_\_\_ Phone#: \_\_\_\_\_

DATES OF PRACTICUM \_\_\_\_\_

COLLEGE CONSULTANT \_\_\_\_\_

Phone#:(work) \_\_\_\_\_ (home) \_\_\_\_\_

## 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 If there is a violation of expected appropriate behavior or ethics, students may be withdrawn from the practicum.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
- her evaluation of the student’s understandings evident in the practicum booklet.
- informal discussions with the coach
- written observations and feedback by the coach
- 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 Pass or Fail in Practicum I and II.

Students will be filling in their own booklets that are aligned with the competencies described below. You *MAY* fill in each section along the way, and we ask that you *DO* fill in the final summary pages outlining the student’s strengths and areas for continued development, when we get to the end of our Winter semester - due mid-April.

## 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 the student:

- \_\_\_\_\_ a. provide you with a letter of introduction?
- \_\_\_\_\_ b. introduce herself to children, staff and parents?
- \_\_\_\_\_ c. sign in (if required)?
- \_\_\_\_\_ d. call when absent or late?
- \_\_\_\_\_ e. establish a mutually convenient time for weekly discussions with you?
- \_\_\_\_\_ f. inform you of course assignments?

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

Did the student inquire about:

- \_\_\_\_\_ a. the school's routines and expectations?
- \_\_\_\_\_ b. the school's safety and emergency procedures?
- \_\_\_\_\_ c. the classroom'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?



**B. TAKING INITIATIVE**

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

F Frequently P Practicing  
 NE Needs Encouragement NO/NA Not Observed/Not Applicable

**B1. Show awareness of, and appropriately carry out staff responsibilities and program routines.**

Did the Student:	F	P	NE	NO/NA
• set up the program and/or prepare materials?				
• assist children with learning activities?				
• assist with snacks and lunches?				
• notice and carry out other staff responsibilities in the program?				
Did she also:				
• demonstrate neatness and accuracy in her work?				
• complete satisfactory volume of work?				
• use time productively and effectively?				

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

Did the student:	F	P	NE	NO/NA
• make a note of requests?				
• understand her own work?				
• check out her 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?				

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

Did the student:	F	P	NE	NO/NA
• clarify her understanding of why something is done a certain way in the program?				
• support staff members to carry out their responsibilities e.g. sitting and modeling appropriate participation during grouptime?				
• contribute practical suggestions to the program e.g. a new way of organizing materials for art?				
• contributes ideas to the program?				
• take a risk by trying something she hadn't done before?				
• when possible attend and become involved in planning, staff meetings or case conferences?				

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

Did the student:	F	P	NE	NO/NA
• 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?				
<p><b>COMMENTS:</b>  Section B - Taking Initiative</p>				

## C. EXCEPTIONALITIES

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

F Frequently  
NE Needs Encouragement

P Practising  
NO/NA Not Observed/Not Applicable

C1.

Did the student:	F	P	NE	NO/NA
• 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 special needs?				
• use appropriate terminology when referring to students with exceptionalities?				
Did she also:				
• observe, record, and communicate student achievements and progress?				
• employ a variety of strategies when working with children diagnosed with an exceptionality?				
• understand the issues involved in working with students with special needs?				

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

Did the student:	F	P	NE	NO/NA
• understand how children with exceptionalities are affected by that exceptionality?				
• 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?				











FINAL

EA 210 - PRACTICUM II TEACHER FEEDBACK

Please reflect on the goals of practicum II. Identify the student's strengths and areas still needing to be developed.

<b>A. PROFESSIONALISM</b>	
Strengths:	Areas needing continued development:

<b>B. TAKING INITIATIVE</b>	
Strengths:	Areas needing continued development:

<b>C. EXCEPTIONALITIES</b>	
Strengths:	Areas needing continued development:

**D. CURRICULUM**

Strengths:	Areas needing continued development:
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**E. PROBLEM SOLVING APPROACH TO GUIDANCE**

Strengths:	Areas needing continued development:
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**F. MEDIA AND TECHNOLOGY**

Strengths:	Areas needing continued development:
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**G. CREATIVE EXPERIENCES**

Strengths:	Areas needing continued development:
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