

ECED 126: Practicum 1

Course Description

Practicum 1 provides students the opportunity to demonstrate their knowledge, skills and abilities in licensed early childhood settings. Students will begin to integrate theory to practice with children aged 30 months to 12 years.

Course Hours: 190

Course Credits: 4

Course Prerequisites: Minimum 65% in either English 12, English Studies 12, English First Peoples 12, ENGL 090, or equivalent (refer to Course Equivalency Information on the College website).

Successful completion of ECED 105, ECED 113, ECED 125, ECED 129, ECED 137, CYFS 101 and CYFS 102.

Pre/Co-requisites: CYFS 103

Format

Students who register for Flexible Assessment credit must provide evidence of their competency in the form of a portfolio and submit this evidence online to the designated ECE Faculty Assessor two weeks before the end of the semester.

The portfolio submission must include the following information:

1. A table of contents with page numbers that follow the learning outcomes of the course, in the order the learning outcomes are listed on the *Flexible Assessment Documentation Form* below;
2. A labeled heading between each learning outcome and course activity;
3. Concrete evidence (i.e., photos, letters, logbook, video recording, observations) of each learning outcome in the order listed below along with brief explanations of the relevance of each piece of evidence;
4. A completed copy of the recording form below with the type and page number of each piece of evidence in the portfolio submission.

What You Need To Do

Document your knowledge and implementation of each learning outcome for ECED 126 (below) by providing a minimum of four examples for each outcome, with the exception of the learning outcomes that are met by the Additional Flexible Assessment Criteria (AFAC). The examples for the learning outcomes can include a combination of written examples, photos, observations, course/workshop certificates, log-books, video recordings, evaluations and practical applications. Each example must include a written component that clearly explains how the evidence has informed your professional practice.

Additional Flexible Assessment Criteria

AFAC 1: Provide a minimum of 10 examples of activities from a variety of curriculum areas, (for example, cooking, science, art, creative movement) that you have implemented with children three to five years old.

In each example identify:

- Name of activity
- Curriculum area
- How did this activity connect to children's specific skills, interests and needs?
- Identify your objectives for planning this activity from SPICE (social, physical, intellectual, creative, emotional).
- How did you/would you introduce this activity to children?
- List two ways children were involved hands on for this activity.
- What are two examples of open ended questions you could ask during this process?
- How did you know your objectives were met?
- What would you differently next time you offer it?
- How could you extend this activity?
- If you were observing yourself, what feedback would you provide - strengths and skills to develop?

AFAC 2: You are required to answer, in depth and detail, each of the journal questions to highlight your experience and knowledge.

1. List and discuss two goals you have for this Flexible Assessment experience.
2. What have you learned about children and families attending the early childhood program?
3. What do you know about the cultures and communities they represent?
4. How do you incorporate children's views into your practice?
5. Share three guiding experiences you have had with children.
6. What do you want to work on in terms of guiding skills and techniques?
7. What is your leadership style? What of your leadership abilities are you most proud of?
8. Reflect on your interactions with the children, families and staff. What worked well? What would you like have improved? What are you unsure about? What do you want to celebrate?
9. Explore your development as a learner during this process of Flexible Assessment
10. What are your goals for the last practicum?

Additional Required Documentation

Please Note: The following documentation **MUST** be included, or the portfolio will **NOT** be marked.

Proof of Employment

Verify you have 380 hours of Early Childhood Education work experience in a licensed childcare setting under a certified early childhood educator within the last five years. This could be a record of employment or a written letter from employers with the employers' current contact information.

Practical experience hours used for Flexible Assessment can only be used for one practicum in the ECE certificate/diploma program. Duplicate hours WILL NOT be recognized.

Resume

Include your resume with the following topics: formal education, employment history with details of your jobs; informal education (workshops, training sessions); hobbies; and volunteer work. Include experiences that would be relevant to ECED 126.

Assessment Letters

Submit two letters from colleagues/employers which clearly outline your demonstration of the learning outcomes. This is not a letter of reference but rather an assessment of your skills and abilities. (Information is posted online to give to the colleague/employer as a guide).

Competencies Evaluation

This portion of the portfolio must be completed by a certified Early Childhood Educator who has their BC Certificate to Practice and who has observed your daily work. A copy of the Certificate to Practice must be included with the evaluation. Comments must be included in each section. The evaluation form is found at the end of this document.

ECED 126: Practicum 1

Learning Outcomes and Additional Flexible Assessment Criteria

Proof of Employment	Types of Evidence	Page Number(s)	Value <i>(for office use only)</i>	Faculty Assessor's Comments <i>(for office use only)</i>
380 hours of Early Childhood Education work experience in a licensed childcare setting under a certified Early Childhood Educator.				
Learning Outcomes	Types of Evidence	Page Number(s)	Value <i>(for office use only)</i>	Faculty Assessor's Comments <i>(for office use only)</i>
Build positive and trusting relationships.				
Observe and record children's behaviours.				
Demonstrate professionalism respect, acceptance, attitude of inclusion.				
Communicate professionally with centre staff and parents.				

Learning Outcomes	Types of Evidence	Page Number(s)	Value <i>(for office use only)</i>	Faculty Assessor's Comments <i>(for office use only)</i>
Accept feedback and input from instructors and centre staff.				
Use practicum as a learning experience: ask questions, take initiative.				
Develop appropriate relationships with children, teachers and parents.				
Demonstrate ability to apply developmentally appropriate guidance of children's behaviours.				
Demonstrate ability to supervise small and large groups of children under the guidance of the practicum supervisor.				
Model health and safety practices.				
Plan, implement and evaluate developmentally appropriate activities for young children.	AFAC 1			

Learning Outcomes	Types of Evidence	Page Number(s)	Value <i>(for office use only)</i>	Faculty Assessor's Comments <i>(for office use only)</i>
Demonstrate the ability to apply principles of ECE practices.				
Demonstrate the ability to take into account principles of diversity, inclusion and anti-bias when planning and implementing curriculum.				
Self-reflect in journal and self-evaluate activities.	AFAC 2			
Comply with child protection responsibilities as outlined in legislation, regulations, protocols and court orders.				
Adhere to center's policies and procedures.				
Assist teachers and children.				
Demonstrate awareness to children's and centre's needs.				

Link components in the Early Learning Framework into early childhood education practice.				
Resume	Types of Evidence	Page Number(s)	Value <i>(for office use only)</i>	Faculty Assessor's Comments <i>(for office use only)</i>
			Complete Yes No	
Assessment Letters	Types of Evidence	Page Number(s)	Value <i>(for office use only)</i>	Faculty Assessor's Comments <i>(for office use only)</i>
			Complete Yes No	
Competencies Evaluation	Types of Evidence	Page Number(s)	Value <i>(for office use only)</i>	Faculty Assessor's Comments <i>(for office use only)</i>
	See form at the end of this document		Complete Yes No	
Certificate to Practice of Person Filling out Evaluation	Types of Evidence	Page Number(s)	Value <i>(for office use only)</i>	Faculty Assessor's Comments <i>(for office use only)</i>
			Complete Yes No	



College of the Rockies
Child, Youth and Family Studies Program
EARLY CHILDHOOD EDUCATION SPECIALTY

ECED 126: Competencies Evaluation
for Flexible Assessment Package

Student name: _____

Name of certified Early Childhood Educator filling out form: _____

Worked with student in what capacity: _____

Known student for how long? _____

This student has chosen the Flexible Assessment (FA) option.

Flexible Assessment is an option for College of the Rockies (COTR) students who believe they have acquired course equivalent college-level learning through life experiences such as self-directed study, paid employment, volunteer work, travel and non-college courses.

This evaluation is one tool to measure the learning in the Flexible Assessment Process.

Please answer each item using the scale provided as well as comment on the student's skills in each area. There is also a space at the end of this form for general comments you may wish to make. If you feel it would be helpful to put anything into context from the outset, please feel free to do so below. For example: a description of the student's duties in their work setting.

Initial Comments:

Evaluation Criteria:

Please note that in this evaluation we are interested in the student's positive attributes as well as areas for continued growth. An accurate identification of the student's present functioning will aid the student in his/her personal and education growth.

As well as comments, use the following rating scale to evaluate the students performance.

Constantly Demonstrated: A "CD" indicates skills are observed consistently and meet professional level standards.

Occasionally Demonstrated: A "OD" indicates skills are observed but not regularly and without direction from team members.

Emerging: A "E" indicates skills are demonstrated occasionally and with support. The student is demonstrating effort towards demonstration but may need guidance and monitoring.

Not Demonstrated: A "ND" indicates skills are not demonstrated and are below professional standards. The student may need constant guidance or monitoring.

The coding scheme on the practicum evaluation is converted into the following point system. The College supervisor will convert and total the marks.

CD - 3

OD - 2

E - 1

ND - 0

EVALUATION FORM

	<u>Competency Components</u>	<u>Scale</u>	<u>General Comments:</u>
<p>1. Personal and Professional Practice</p>	<ul style="list-style-type: none"> - Demonstrates an enthusiastic and positive approach to working with young children and their families - Maintains confidentiality - Models appropriate language and behavior - Shares ideas, insights and concerns as it relates to early childhood philosophies - Is aware of personal presentation within the childcare setting - Respectful of program policies - Demonstrates confidence in practice - Risk taking (a willingness to try new approaches and ideas) - Receptive to feedback and open to sharing personal perspectives (ideas and concerns) 	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	

	<u>Competency Components</u>	<u>Scale</u>	<u>General Comments:</u>
2. Team Relationships	<ul style="list-style-type: none"> - Develops positive working relations with adults - Communicates ideas and concerns in an open and constructive manner - Communicates with families (if applicable) - Demonstrates sensitivity - Develops supportive relationships with team members 	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
3. Adult Guiding Planning and Implementation	<ul style="list-style-type: none"> - Plans are submitted prior to implementation - Extends children's learning by introducing new vocabulary, asking open ended questions and drawing children's attention to relationships and concepts - Demonstrates awareness of early childhood theory to practicum applications (SPICE – Social, Physical, Intellectual, Creative and Emotional) - Uses a variety of interesting, diverse and age appropriate ideas (music, art, creative movement, math, science, cooking, games, literature, media and socials) 	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	

4. Communication and Relationship Building	<u>Competency Components</u>	<u>Scale</u>	<u>General Comments</u>
	<ul style="list-style-type: none"> - Initiates and interacts with young children - Places her/himself at a child's level to communicate - Encourages and appears able to assist children in the program, (selecting an activity, sustaining interest, building relationships, supporting efforts towards skill development) - Adapts to the children's various developmental levels, abilities and interests - Speaks clearly and slowly enough for children 	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	

5. Guiding	<u>Competency Components</u>	<u>Scale</u>	<u>General Comments</u>
	<ul style="list-style-type: none"> - Gains a child's attention (e.g., by word, touch, taking a child's hand) before giving a direction and allows time for each child to comprehend and act on a requirement or expectation 	_____	
	<ul style="list-style-type: none"> - Gives children choices only when a choice exists 	_____	
	<ul style="list-style-type: none"> - Uses a variety of positive guiding strategies 	_____	
	<ul style="list-style-type: none"> - Attempts to follow through with clarified expectations 	_____	
	<ul style="list-style-type: none"> - Attempts to follow through with guiding strategies with a positive and support approach 	_____	
	<ul style="list-style-type: none"> - Attempts to encourage children to be involved in problem solving 	_____	
	<ul style="list-style-type: none"> - Helps each child through routines in a manner which shows through touch, voice, and respect for the child 	_____	
	<ul style="list-style-type: none"> - Demonstrates an awareness of individual children (scanning, proximity, body positioning) 	_____	
	<ul style="list-style-type: none"> - Lets the children know it's okay to express feelings 	_____	

