

ECED 229: Infant Toddler Practicum

Course Description

In this course emphasis is placed on integration of theory, program planning, program implementation, parent partnerships and community partnerships along with personal growth. The student demonstrates resourcefulness and responsibility related to the practicum setting and the children.

Course Hours: 200

Course Credits: 6

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).

Child, Youth and Family Studies Program: Early Childhood Education Specialty Certificate or a Certificate in Early Childhood Education from an accredited college as well as successful completion of ECED 201, ECED 213 and ECED 218.

Co-requisites: None

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 follows 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 229 (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 Required Documentation

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

Proof of Employment

Verify you have 400 hours of employment working with Infants and Toddlers in a licensed Infant Toddler Early Childhood Setting under a certified Infant Toddler 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 your experiences that would be relevant to ECED 229.

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 the applicant's 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 Infant Toddler Educator who has their BC Infant Toddler Certificate to Practice and who has observed your daily work in the Infant Toddler Setting. 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 229: Infant Toddler Practicum

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>
400 hours of Infant Toddler work experience in an IT setting under a certified Infant Toddler 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>
Apply observing and recording skills.				
Develop positive and trusting relationships with infants and toddlers.				
Use developmentally appropriate prevention and intervention strategies.				
Design and implement developmentally appropriate and culturally responsive activities for infants and toddlers.				

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>
Create inclusive, safe and nurturing environments for infants and toddlers.				
Maintain and model health and safety standards and practice.				
Work effectively as a team within the practice setting.				
Practice professionalism with families, staff, instructors and other professionals.				
Consider diversity and inclusion when working with infants and toddlers.				
Seek guidance and incorporate Indigenous perspectives, knowledge, cultural values, and practices related to working with infants and toddlers.				
Demonstrate becoming a reflective practitioner who can self-reflect, self-assess and be open to feedback.				

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>
Link components of the BC Early Learning Framework to practice when working with infants and toddlers.				
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 229: Infant Toddler Practicum
Competencies Evaluation for Flexible Assessment Package

Student name: _____
Name of person 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 educational growth.

As well as comments, use the following rating scale to evaluate the student's 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 or monitoring.

Not Demonstrated: An "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. Your College supervisor will convert and total the marks.

CD - 3

OC - 2

E - 1

ND - 0

Please note that the performance evaluation is only one tool that assists the College of the Rockies Early Childhood Education Instructor in determining the final letter grade. Issues surrounding children's safety, health and relationships can significantly affect the successful completion of this practicum.

ASSESSMENT FORM

	<u>Competency Components</u>	<u>Scale</u>	<u>General Comments:</u>
<p>1. Theoretical Knowledge</p>	<ul style="list-style-type: none"> - Demonstrates knowledge of child development relating to infants and toddlers - Incorporates theoretical knowledge in program planning - Links child development theory to practice - Articulates information regarding child development accurately to parents and co-workers <p>Other: _____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	

2. Experiences	<p><u>Competency Components</u></p> <ul style="list-style-type: none"> - Provides experiences for physical development (large, small and kinesthetic co-ordination) - Provides experiences for cognitive development (sensory, perception, language, creativity) - Assists children in building self-concepts, self-help and emotional self-management - Encourages children to share their ideas and supports children's initiatives - Demonstrates diversity and innovation in the development and implementation of activities, promoting individual development and inclusion <p>Other: _____</p>	<p><u>Scale</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><u>General Comments:</u></p>
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3. Written Communications	<u>Competency Components</u>	<u>Scale</u>	<u>General Comments:</u>
	<ul style="list-style-type: none"> - Maintains clear and concise records - Communicates objectively and respectfully with parents through letters, release of information forms and individualized program plans - Work is professionally presented <p>Other: _____</p>	<hr/> <hr/> <hr/>	

4. Environment	<u>Competency Components</u>	<u>Scale</u>	<u>General Comments:</u>
	<ul style="list-style-type: none"> - Establishes and maintains a safe environment - Establishes and maintains a healthy environment - Provides a stimulating learning environment - Demonstrates an awareness of environmental influences on behaviors and experiences <p>Other: _____</p>	<hr/> <hr/> <hr/> <hr/>	

5. Guiding Young Children's Behaviors and Experiences	<u>Competency Components</u> <ul style="list-style-type: none"> - Demonstrates, through guiding, an understanding of age appropriate practices - Demonstrates a wide range of pro-active guiding strategies - Utilizes approaches that fit with individual personalities, temperaments and abilities - Demonstrates warmth, flexibility and humor - Gives clear specific guidelines and follows through <p>Other: _____</p>	<u>Scale</u> <hr/> <hr/> <hr/> <hr/> <hr/>	<u>General Comments:</u>

6. Home and Centre Interactions	<u>Competency Components</u> <ul style="list-style-type: none"> - Initiates and sustains relationships with parents - Facilitates communication and creative problem solving - Respects cultural and familial differences and values - Addresses issues and concerns to individuals directly involved - Shares ideas about the program with team members <p>Other: _____</p>	<u>Scale</u> _____ _____ _____ _____ _____	<u>General Comments:</u>
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7. Resourcefulness and Responsibility	<u>Competency Components</u> <ul style="list-style-type: none"> - Provides a safe and consistent routine - Allows for freedom and discovery - Supervises uninterrupted playtime - Demonstrates sensitivity and objectivity in his/her observations - Provides age and individually appropriate materials - Plans for and implements individual learning experiences <p>Other: _____</p>	<u>Scale</u> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<u>General Comments:</u>

8. Personal Qualities and Attributes	<u>Competency Components</u>	<u>Scale</u>	<u>General Comments:</u>
	- Demonstrates self-direction	_____	
	- Demonstrates consistently a professional code of ethics	_____	
	- Demonstrates genuineness and respect for children	_____	
	- Demonstrates genuineness and respect in his/her relationships with family members	_____	
	- Presents himself/herself confidently	_____	
	- Demonstrates initiative and self-motivation	_____	
	- Other qualities and talents		
	Other: _____		

9. Self-Evaluation	<u>Competency Components</u>	<u>Scale</u>	<u>General Comments:</u>
	<ul style="list-style-type: none"> - Identifies strengths with evidence - Identifies areas for growth - Articulates a plan of action for continued learning - Articulates his/her personal philosophy and practices - Reflects upon feedback from team members, supervisors and parents - Responds to feedback actively and constructively <p>Other: _____</p>	_____ _____ _____ _____ _____ _____	

Overall, what would you identify as this student's strengths?

What would you identify as areas where the student has shown growth?

Additional Comments:

Supervisor's Signature: _____

Date: _____