

ECED 253: Inclusive Practice Practicum

Course Description

This course is designed to give the student practice in implementing the skills developed throughout the Early Childhood Education Diploma Program. Emphasis is placed on the ability to support children with diverse abilities in an inclusive environment. The student should be able to demonstrate integration of theory, adapt and implement programs and activities and, develop parent and community partnerships along with personal goals.

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 250.

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 253 (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 Children who have Extra Support Needs in an Early Childhood Setting under a certified Special Needs 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 253.

Assessment Letters

Submit two letters from colleagues/employers which 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 the colleague/employer as a guide).

Competencies Evaluation

This portion of the portfolio is completed by a certified Early Childhood Educator who has their BC Special Needs 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 253: Special Needs 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 work experience with children who have extra support needs under a certified Special Needs 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.				
Design and implement developmentally appropriate and culturally responsive individual care plans.				
Adapt environment and learning activities to meet the needs of individual children.				
Guide children's behaviour using positive guiding strategies.				

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>
Seek guidance and incorporate Indigenous perspectives, knowledge, cultural values, and practices related to working with children who have diverse abilities.				
Practice professionalism with families, staff, instructors and other professionals.				
Work effectively as a team member by participating in team discussions and planning.				
Demonstrate becoming a reflective practitioner who can self-reflect, self-assess and be open to feedback.				
Develop responsive, positive and trusting relationships with children.				

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>
Maintain and model health and safety standards and practice.				
Incorporate considerations of diversity and inclusion into their work with children who have diverse abilities.				
Link components of the BC Early Learning Framework to practice when working with children who have diverse abilities.				
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 253: Special Needs Practicum
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

1. Theoretical Knowledge	<u>Competency Components</u>	<u>Scale</u>	<u>General Comments:</u>
	<ul style="list-style-type: none"> - Demonstrates knowledge of child development and its relationship to children who have diverse needs - Demonstrates the ability to access information to enhance his/her current understanding regarding a child's particular special need - Incorporates child development theory in program planning - Incorporates theoretical knowledge in program planning - Links child development theory to practice - Articulates information regarding child development accurately to parents and co-workers 	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	



2. Experiences	<ul style="list-style-type: none">- Selects experiences that set children up for success- Provides opportunities for physical development (large, small and kinesthetic co-ordination)- Provides opportunities 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- Supports and expands children's initiatives- Demonstrates diversity and innovation in the development and implementation of activities, promoting individual development and inclusion	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<u>General Comments:</u>
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	<p><u>Competency Components</u></p>	<p><u>Scale</u></p>	<p><u>General Comments:</u></p>
<p>3. Written Communications</p>	<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 - Maintains an organized and easily accessible written communication system - Completes projects that are free of errors 	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><u>General Comments:</u></p>
<p>4. Environment</p>	<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 - Adapts materials and environment(s) to enhance inclusion as well as to meet the individual needs of children with additional support needs 	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><u>General Comments:</u></p>

	<u>Competency Components</u>	<u>Scale</u>	<u>General Comments:</u>
5. Guiding Young Children's Behaviors and Experiences	<ul style="list-style-type: none"> - Demonstrates, through guiding, an understanding of age appropriate approaches - Demonstrates a wide range of pro-active guiding strategies - Utilizes approaches that fit with individual personalities, temperaments and abilities - Demonstrates warmth, flexibility and humor - States expectations clearly and respectfully - Follows through with guiding strategies consistently - Assist children in advocating for themselves 	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	



6. Centre Interactions	<ul style="list-style-type: none">- Initiates and sustains positive relationships with parents- Facilitates communication and creative problem solving in his/her relationships- Respects cultural and familial differences and values- Addresses issues and concerns to individuals directly involved- Asks for clarification regarding program philosophies, policies and expectations- Shares ideas about the program with team members- Encourages and facilitates friendships among children	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<u>General Comments:</u>
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	<u>Competency Components</u>	<u>Scale</u>	<u>General Comments:</u>
<p>7. Resourcefulness and Responsibility</p>	<ul style="list-style-type: none"> - Provides a safe and consistent routine - Allows for freedom and discovery - Effectively supervises uninterrupted playtime - Demonstrates sensitivity and objectivity in his/her observations then utilizes these observations to support his/her care giving practices - Follows through with personal commitments to the program team members, families and children - Assumes the responsibility for seeking out local, national or international resources for support 	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	



8. Personal Qualities and Attributes	<ul style="list-style-type: none">- Demonstrates self-direction- Demonstrates consistently a professional code of ethics- Demonstrates genuiness and respect for children- Demonstrates genuiness and respect in his/her relationships with family members- Presents himself/herself confidently- Demonstrates initiative and motivation- Other qualities and talents	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<u>General Comments:</u>
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	<u>Competency Components</u>	<u>Scale</u>	<u>General Comments:</u>
9. Self-Evaluation	<ul style="list-style-type: none"> - Identifies caregiving strengths and provides evidence - Identifies areas for growth - Articulates a plan of action for continued learning - Articulates his/her personal philosophy and practices relating to working with children and families with additional support needs - Accepts and reflects upon feedback from team members, supervisors and parents - Responds to feedback actively and constructively 	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	

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