

EAP 104: Practicum 1

Course Description

The content of this course is specific to developing the skills, knowledge, and values of an Education Assistant in a school setting. Students have the opportunity to begin integrating theory and skills learned in the classroom within a school setting.

Course Hours: 120

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), CYFS 101, CYFS 102, and EAP 112.

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 EA 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 EAP 104 (below) by providing a minimum of four examples for each outcome. 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**Proof of Employment**

Verify you have 240 hours of Education Assistant work experience. This could be a record of employment or a written letter from employers with the employers' current contact information.

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 EAP 104.

Assessment Letter

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 your skills and abilities.

Competencies Evaluation

This portion of the portfolio is to be completed by a Teacher, Education Assistant or Principal who would have observed your daily work. Comments must be included for each section. The evaluation form is found at the end of this document.

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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>
240 hours of Education Assistant Work Experience.				
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>
Understand the contents of an Individualized Education Plan for a K-12 student, and how it connects to professional practice				
Understand the various government funding categories and the implications in schools and classrooms.				
Support K-12 students, academically, socially, and emotionally, using a range of 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>
Demonstrate initiative when working with K-12 students and teachers in the classroom setting.				
Demonstrate persistence, positivity, accountability, and enthusiasm in the school environment.				
Differentiate the various roles and responsibilities of the teacher versus the EA.				
Observe and record students, as directed by the classroom teacher or student services teacher, to provide professional documentation.				
Work collaboratively as part of a Learning Services team within the school to support student learning.				

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>
Establish rapport with staff and K-12 students				
Integrate and demonstrate strong interpersonal communication skills across all settings in the school environment.				
Self-reflect on their practice, and set goals for continued development of EA skills, knowledge, and attitude.				
Resume	Types of Evidence	Page Number(s)	Value <i>(for office use only)</i>	Faculty Assessor's Comments <i>(for office use only)</i>

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>
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 the form at the end of this document			
Telephone Interview	Date	Faculty Assessor's Comments <i>(for office use only)</i>		



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

EAP 104: Practicum 1
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

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

- ND Not Demonstrating** – Competencies are not evident. The students needs constant guidance and/or monitoring.
- B Beginning** – Competencies are demonstrated occasionally, with direct support and/or monitoring, and may not be demonstrated independently.
- D Developing** – Competencies are demonstrated with some consistency, and support and/or monitoring may be needed. Some appropriate initiative and independence is being demonstrated.
- P Proficient** – Competencies are demonstrated consistently and independently. Little guidance and/or monitoring is required.
- NA Not Applicable** – The student has not had the opportunity to demonstrate competence in this area.

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Skill Demonstration	Rating	Comments and/or Examples of Skills
A. Knowledge and Understanding		
Uses People first language (ie: student with a disability vs disabled student)	ND B D P E NA	
Demonstrates an awareness and sensitivity to diverse strengths and needs	ND B D P E NA	
Demonstrates an understanding of FOIPPA and confidentiality	ND B D P E NA	
Observes and records student information to share/communicate with teacher	ND B D P E NA	

Skill Demonstration	Rating	Comments and/or Examples of Skills
Provides requested documentation for student files (data collection, record keeping, objective recording)	ND B D P E NA	
Is familiar with IEPs (knowing goals & adaptations, Ministry category, documentation needs & progress)	ND B D P E NA	
Maintains confidentiality and respects privacy	ND B D P E NA	
B. Supporting Learning (Under the Direction of a Teacher)		
Carries out instruction effectively, under the direction of classroom teacher(s)	ND B D P E NA	
Supports students' literacy	ND B D P E NA	
Supports students' numeracy	ND B D P E NA	
Supports students' physical, social, emotional and behaviour needs	ND B D P E NA	
Facilitates students' motivation and participation	ND B D P E NA	
Helps to build students' self-esteem	ND B D P E NA	
Use technology to support student learning	ND B D P E NA	
Follows IEP mandated goals and adaptations	ND B D P E NA	
Encourages students' self-advocacy and independence	ND B D P E NA	

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: _____