

EARLY CHILDHOOD EDUCATION PROGRAM



FIELD PLACEMENT 2

LEARNING OUTCOMES FEEDBACK FORM

Student's Name:
Field Placement Site:
Age Group:
Field Placement Mentor:
Field Placement Specialist: (Please highlight your FPS)
Melanie Graham melanie.graham@mohawkcollege.ca 905-575-1212 x3252
Karen MacDonald karen.macdonald4@mohawkcollege.ca 905-575-1212 x3045
Karen Shurvin karen.shurvin@mohawkcollege.ca 905-575-1212 x4374
Dates of Field Placement:

Mid-Term Evaluation

Date:	
Signatures:	
Student	
F.P. Mentor	
F.P. Specialist	

Final Evaluation

Date:	
Signatures:	
Student	
F.P. Mentor	
F.P. Specialist	

***Please use pen to complete this Learning Outcomes Feedback Form. One form is used for mid-term and final.**

Field Placement 2 provides the student with additional opportunities to transfer the knowledge and skills learned in the college classroom to the field classroom. There are increased responsibilities regarding planning and the student will continue to observe the children (perhaps practicing additional methods) in order to plan and facilitate developmentally appropriate activities with them. The student is expected to demonstrate more consistency with the learning outcomes and elements.

Teaching is more than a set of observable skills. Learning to be a good Early Childhood Educator happens with feedback, guidelines, support and practice. It happens best in an environment of respect. It is ongoing. We are preparing our graduates for entry to practice. We hope to instill in our students a love of learning and a desire to continue to develop as educators of young children, as partners with parents and as reflective, collaborative co-learners.

Field Placement Mentors play a pivotal role in nurturing our novice educators. This Learning Outcomes Feedback Form will provide ongoing (mid-term and final) feedback to the student. It will make the role of the Field Placement Mentor more apparent. It will also make the student's voice visible. It is geared to ongoing learning, both the Field Placement Mentor and the student share in documenting growth and learning over the placement period.

The evaluation on this form includes 3 categories for each of the Learning Outcomes and Learning Elements – **Yes**, **No** and **Sometimes**. Field Placement Mentors are asked to circle the appropriate category as it relates to the student's performance. In some instances, 'sometimes' is not an option. The mid-term and final evaluation requires the Field Placement Mentor to indicate the category as well as providing written feedback. Your thoughtful and careful feedback is valued. In order to complete a successful Second Field Placement, the student must have **most** of the outcomes and elements circled as **yes and sometimes and all Field Placement assignments, activities and projects implemented.** The student is also required to complete all of the required Field Placement **days/hours** and document on their "Attendance Form" signed by the Field Placement Mentor. Recognizing that Mohawk College maintains the authority and responsibility to assign grades (*as per the Ministry of Training, Colleges and Universities*), Field Placement Mentors are asked to **recommend** whether or not they feel the student has the skills to proceed to the next Field Placement.

Field Placement 2 Requirements

1.	Field Placement Confirmation Form <i>(complete on the first day)</i>	Date of Completion: _____ F.P. Mentor's Signature: _____
2.	Calendar <i>(complete within the first two weeks in collaboration with your Field Placement Mentor)</i>	Date of Completion: _____ F.P. Mentor's Signature: _____
3.	Sign off on Agency/Site Policies, Program Statement, Curriculum Documents <i>(complete during Agency/Site Orientation)</i>	Date of Completion: _____ F.P. Mentor's Signature: _____
4.	Picture Profile <i>(post on the first day of Field Placement)</i>	Date of Completion: _____ F.P. Mentor's Signature: _____

STEP 1

The student will use the following tools, #1 to 4, to gather information **prior to the implementation** of any activities: (To be shared with the Field Placement Mentor 1 week prior to implementation).

1.	Observations <i>(minimum of 8)</i> 1 2 3 4 5 6 7 8	Date of Completion: _____ F.P. Mentor's Signature: _____
2.	Interest Web <i>(one web based on the interest determined from observations)</i>	Date of Completion: _____ F.P. Mentor's Signature: _____
3.	Curriculum Planning Ideas <i>(one web based on the determined interests, skills and abilities of the children)</i>	Date of Completion: _____ F.P. Mentor's Signature: _____
4.	Resource List	Date of Completion: _____ F.P. Mentor's Signature: _____

IMPORTANT: All Field Placement paperwork must be typewritten and a hard copy must be provided the Field Placement Mentor one week in advance.

STEP 2

Once the student has completed requirements in STEP 1, the student can plan and implement the following, in any order:

6. The student will plan and implement 2 Learning Areas and 2 Small Group Activities over a 2-week period based on the children's emerging skills and interests. The student will be responsible for the set up for the 2-week period and implement on their assigned Field Placement days. (The 2 Learning Areas are carried out for 2 weeks each within the same 2-week period)

Part One: 2-week Planning of 2 Learning Areas

Learning Area 1 _____

- ☐ Weekly Curriculum Planning Chart (Week 1)
- ☐ Weekly Curriculum Planning Chart (Week 2)
- ☐ 2 Week Implementation
- ☐ Reflection

Learning Area 2 _____

- ☐ Weekly Curriculum Planning Chart (Week 1)
- ☐ Weekly Curriculum Planning Chart (Week 2)
- ☐ 2 Week Implementation
- ☐ Reflection

Part Two: 2 Small Group Activities

c) Small Group Activity 1 _____

- ☐ Learning Experience Plan
- ☐ Implementation
- ☐ Reflection

d) Small Group Activity 2 _____

- ☐ Learning Experience Plan
- ☐ Implementation
- ☐ Reflection

Date of Completion: _____

F.P. Mentor's Signature: _____

Date of Completion: _____

F.P. Mentor's Signature: _____

Date of Completion: _____

F.P. Mentor's Signature: _____

Date of Completion: _____

F.P. Mentor's Signature: _____

7.	1 Gross Motor Activity (during indoor or outdoor play) _____
<input type="checkbox"/> Learning Experience Plan <input type="checkbox"/> Implementation <input type="checkbox"/> Reflection	Date of Completion: _____ F.P. Mentor's Signature: _____

8.	1 Creative Movement Activity (Indoor or Outdoor) _____
<input type="checkbox"/> Learning Experience Plan <input type="checkbox"/> Implementation <input type="checkbox"/> Reflection	Date of Completion: _____ F.P. Mentor's Signature: _____

9.	Field Placement Reflective Journal
Student will keep a journal of personal reflections (one a week) linking specific experiences with either children, families or staff from their Field Placement to one of the foundations in <u>How Does Learning Happen?</u> <i>Students may also use the "Questions for Reflection" at the end of each foundation in HDLH to help guide their thinking.</i>	Date of Completion: _____ F.P. Mentor's Signature: _____

FIELD PLACEMENT VISIT: The Field Placement Specialist will visit the student on any Field Placement at the request of the Field Placement Site/Agency. Other visits will occur as requested by the College Faculty or student. The Field Placement Mentors will have the opportunity to discuss the student's progress at this time. Telephone/email conversations with the Field Placement Mentors will take place as needed for all Field Placement experiences.

The student is required to complete their written requirements on the Learning Outcomes Feedback Form before they submit it to the Field Placement Mentor for completion.

For more information refer to the Field Placement Mentor Guide for assignment expectations.

Performance Levels

Y Consistently performs task	S Sometimes performs task	N Does not perform task
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Checklist: Please circle one that best describes the student's performance

➡	LEARNING OUTCOME: Maintains attentive, responsive, respectful relationships with children and adults
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Essential Employability Skills: #1, 2, 3, 4, 5, 13 (please see back page)

With respect to children:				
Mid-Term:	Y	S	N	Initiates positive warm interactions and engages in children's play and exploration
Final:	Y	S	N	
Mid-Term:	Y	S	N	Uses appropriate voice tone, language, and non-verbal methods to communicate
Final:	Y	S	N	
Mid-Term:	Y	S	N	Displays appropriate affection and attentiveness
Final:	Y	S	N	
Mid-Term:	Y	S	N	Listens and responds to children
Final:	Y	S	N	
Mid-Term:	Y	S	N	Models relationships that reflect anti-bias practice
Final:	Y	S	N	
With respect to parents:				
Mid-Term:	Y	S	N	Acknowledges (verbally and/or non-verbally) and greets the parents
Final:	Y	S	N	
With respect to the team members:				
Mid-Term:	Y	S	N	Maintains effective and respectful communication
Final:	Y	S	N	
Mid-Term:	Y	S	N	Respects availability/other responsibilities
Final:	Y	S	N	
Mid-Term:	Y	S	N	Explains reasons for actions, feelings, and activities to others
Final:	Y	S	N	

Field Placement Feedback

Mid-Term Evaluation

Student's view of performance in this area:

Action Plan – Student's goals and strategies for further development in this area:

Field Placement Mentor's view of student performance in this area:

Final Evaluation

Student's view of performance in this area:

Action Plan – Student's goals and strategies for further development in this area:

Field Placement Mentor's view of student performance in this area:

Performance Levels

Y Consistently performs task	S Sometimes performs task	N Does not perform task
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Checklist: Please circle one that best describes the student's performance

LEARNING OUTCOME: Guides children toward self-awareness and self-regulation

Essential Employability Skills: #1, 2, 3, 4, 5, 13 (please see back page)

Mid-Term:	Y S N	Is empathetic
Final:	Y S N	
Mid-Term:	Y S N	Provides minimal level of intervention appropriate to the situation (involves children in the deciding on course of action, guides rather than directs)
Final:	Y S N	
Mid-Term:	Y S N	Helps children to accept and appreciate each other – encourages pro-social behaviour
Final:	Y S N	
Mid-Term:	Y S N	Encourages autonomy and perseverance for individual children to build self-help skills
Final:	Y S N	
Mid-Term:	Y S N	Encourages collaboration among children
Final:	Y S N	
Mid-Term:	Y S N	Supports and guides children during routines and transitions
Final:	Y S N	
Mid-Term:	Y S N	Is positive with children when redirecting; explains reasons
Final:	Y S N	
Mid-Term:	Y S N	Scans, positions, moves around in response to activity in room/playground
Final:	Y S N	
Mid-Term:	Y S N	Observes to understand behaviour
Final:	Y S N	
Mid-Term:	Y S N	Seeks help and support from placement mentor in difficult situations
Final:	Y S N	
Mid-Term:	Y S N	Offers comfort/support
Final:	Y S N	
Mid-Term:	Y S N	Suggests alternatives to children when appropriate (encouraging cooperation, turn-taking, etc.)
Final:	Y S N	
Mid-Term:	Y S N	Promotes pro-social behaviour (getting along with others)
Final:	Y S N	

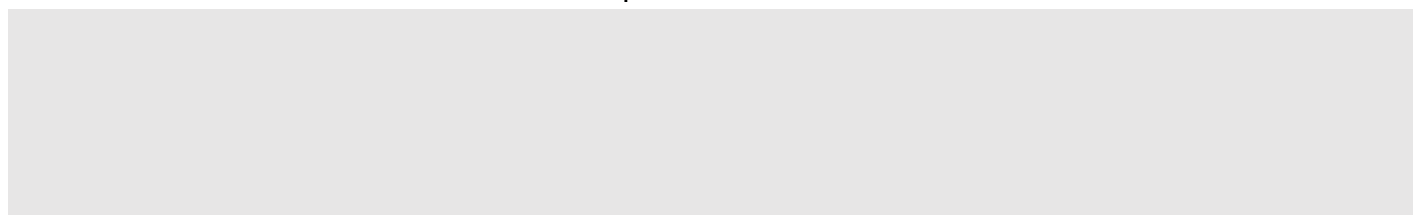
Field Placement Feedback

Mid-Term Evaluation

Student's view of performance in this area:

Action Plan – Student's goals and strategies for further development in this area:

Field Placement Mentor's view of student performance in this area:

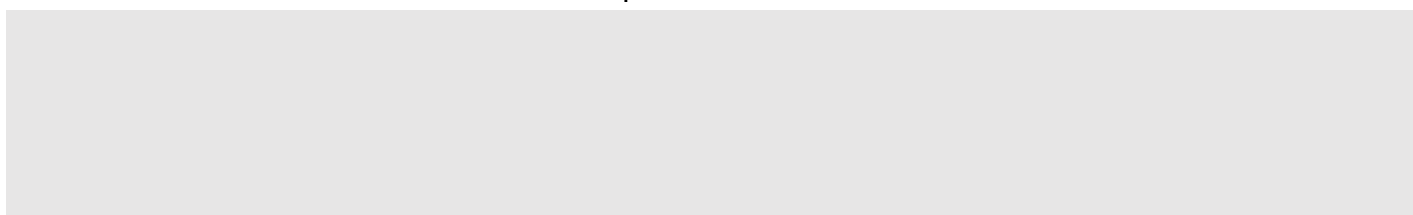


Final Evaluation

Student's view of performance in this area:

Action Plan – Student's goals and strategies for further development in this area:

Field Placement Mentor's view of student performance in this area:



Performance Levels

Y Consistently performs task	S Sometimes performs task	N Does not perform task
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Checklist: Please circle one that best describes the student's performance

➡ **LEARNING OUTCOME: Contributes to a safe, healthy, and nurturing environment**

Essential Employability Skills: #1, 2, 3, 4, 5, 13 (please see back page)

With respect to personal wellness:				
Mid-Term:	Y	S	N	Develops strategies to ensure proper health and stamina to work with children – i.e. gets adequate rest and nutrition, dresses appropriately for weather, washes hands after wiping noses, before serving food
Final:	Y	S	N	
Mid-Term:	Y	S	N	Recognizes the impact of stress on feelings, perceptions, and behaviour
Final:	Y	S	N	
With respect to children:				
Mid-Term:	Y	S	N	Identifies potential hazards and takes appropriate action
Final:	Y	S	N	
Mid-Term:	Y	S	N	Protects children from physical harm
Final:	Y	S	N	
Mid-Term:	Y	S	N	Encourages and assists children to follow common safety and health practices—i.e. washing hands, getting shoe laces tied, getting nose wiped, dressing appropriately for weather, etc.
Final:	Y	S	N	
Mid-Term:	Y	S	N	Participates in daily routines (diapering, washroom, meals, etc.)
Final:	Y	S	N	
Mid-Term:	Y	S	N	Maintains awareness of numbers of children ('head count') and flow of their play
Final:	Y	S	N	
Mid-Term:	Y	S	N	Reviews procedures for reporting "incidents" that may involve themselves or the children
Final:	Y	S	N	
Mid-Term:	Y	S	N	Responds to unsafe and emergency situations
Final:	Y	S	N	
Mid-Term:	Y	S	N	Reviews Health Check and Playground Safety Policies and Procedures
Final:	Y	S	N	
Mid-Term:	Y	S	N	Participates in a snack or lunch routine
Final:	Y	S	N	

Field Placement Feedback

Mid-Term Evaluation

Student's view of performance in this area:

Action Plan – Student's goals and strategies for further development in this area:

Field Placement Mentor's view of student performance in this area:

Final Evaluation

Student's view of performance in this area:

Action Plan – Student's goals and strategies for further development in this area:

Field Placement Mentor's view of student performance in this area:

Performance Levels

Y Consistently performs task	S Sometimes performs task	N Does not perform task
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Checklist: Please circle one that best describes the student's performance

➡ **LEARNING OUTCOME: Acts in a professional manner**

Essential Employability Skills: #1 through 13 (*please see back page*)

Mid-Term:	Y S N	Contributes as a team member
Final:	Y S N	
Mid-Term:	Y S N	Shows initiative and enthusiasm about learning
Final:	Y S N	
Mid-Term:	Y S N	Maintains good attendance and is punctual
Final:	Y S N	
Mid-Term:	Y S N	Complies with Field Placement Site/Agency policies
Final:	Y S N	
Mid-Term:	Y S N	Dresses appropriately and participates in the program; wears Mohawk ID
Final:	Y S N	
Mid-Term:	Y S N	Fulfills responsibilities; posts picture profile
Final:	Y S N	
Mid-Term:	Y S N	Adheres to confidentiality
Final:	Y S N	
Mid-Term:	Y S N	Seeks clarification and responds to feedback
Final:	Y S N	
Mid-Term:	Y S N	Uses oral and written language appropriately
Final:	Y S N	
Mid-Term:	Y S N	Maintains documents that convey comprehensive, concise, factual, and objective information
Final:	Y S N	
Mid-Term:	Y S N	Uses professional writing, grammar, and spelling on all paperwork and planning forms
Final:	Y S N	

Field Placement Feedback

Mid-Term Evaluation

Student's view of performance in this area:

Action Plan – Student's goals and strategies for further development in this area:

Field Placement Mentor's view of student performance in this area:

Final Evaluation

Student's view of performance in this area:

Action Plan – Student's goals and strategies for further development in this area:

Field Placement Mentor's view of student performance in this area:

Performance Levels

Y Consistently performs task	S Sometimes performs task	N Does not perform task
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Checklist: Please circle one that best describes the student's performance

➡ **LEARNING OUTCOME: Plans and implements a curriculum based on an understanding of child development**

Essential Employability Skills: #1, 2, 3, 4, 5, 6, 7, 8, 9, 13 (please see back page)

Mid-Term:	Y S N	Obtains verbal permission or approval of written plan in advance from Field Placement Mentor
Final:	Y S N	
Mid-Term:	Y S N	Negotiates scheduling and timing of planned activities
Final:	Y S N	
Mid-Term:	Y S N	Engages children in play and exploration, is a co-learner with children
Final:	Y S N	
Mid-Term:	Y S N	Provides appropriate level of challenge in activities, based on observations, using methods and skills acquired in class
Final:	Y S N	
Mid-Term:	Y S N	Contributes to the development of an anti-bias curriculum
Final:	Y S N	
Mid-Term:	Y S N	Follows children's lead, adapts for each child's uniqueness
Final:	Y S N	
Mid-Term:	Y S N	Applies knowledge of children's emerging skills, abilities, and interests to plan curriculum
Final:	Y S N	
Mid-Term:	Y S N	Demonstrates responsibility for set-up and clean-up of activities
Final:	Y S N	
Mid-Term:	Y S N	Uses specified documents when planning curriculum
Final:	Y S N	
Mid-Term:	Y S N	Demonstrates reflective practice
Final:	Y S N	

Field Placement Feedback

Mid-Term Evaluation

Student's view of performance in this area:

Action Plan – Student's goals and strategies for further development in this area:

Field Placement Mentor's view of student performance in this area:

Final Evaluation

Student's view of performance in this area:

Action Plan – Student's goals and strategies for further development in this area:

Field Placement Mentor's view of student performance in this area:

Essential Employability Skills

1. **Essential Employability Skill:** Communicate clearly, concisely, and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of audiences.
2. **Essential Employability Skill:** Take responsibility for her or his own actions and decisions.
3. **Essential Employability Skill:** Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
4. **Essential Employability Skill:** Evaluate her or his own thinking throughout the steps and processes used in problem solving and decision-making.
5. **Essential Employability Skill:** Manage the use of time and other resources to attain personal and/or project-related goals.
6. **Essential Employability Skill:** Adapt to new situations and demands by applying and/or updating her or his knowledge and skills.
7. **Essential Employability Skill:** Use a variety of computer hardware and software and other technological tools appropriate and necessary to the performance of tasks.
8. **Essential Employability Skill:** Reframe information, ideas, and concepts using the narrative, visual, numerical, and symbolic representations, which demonstrate understanding.
9. **Essential Employability Skill:** Collect, analyze and organize relevant and necessary information from a variety of sources.
10. **Essential Employability Skill:** Evaluate the validity of arguments based on qualitative and quantitative information in order to accept or challenge the findings of others.
11. **Essential Employability Skill:** Create innovative strategies and/or products that meet identified needs.
12. **Essential Employability Skill:** Apply a wide variety of mathematical techniques with the degree of accuracy required to solve problems and make decisions.
13. **Essential Employability Skill:** Represent her or his own skills, knowledge and experience realistically for personal and employment purposes.

Field Placement 2 Attendance Form

Student's Name:	Field Placement Site:
Field Placement Specialist:	Field Placement Site Phone Number:
Field Placement Dates:	Field Placement Mentor:

Date		Arrival Time	Departure Time	Absent-Reason	F.P. Mentor (initial)	Date		Arrival Time	Departure Time	Absent-Reason	F.P. Mentor (initial)
Orient.						14					
1						15					
2						16					
3						17					
4						18					
5						19					
6						20					
7						21					
8						22					
9						23					
10						24					
11											
12											
13											
# Times Late:						# Days to be Made Up:					
Make-Up Dates		Arrival & Departure Times		Field Placement Mentor (initial)		Make-Up Dates with Documentation		Arrival & Departure Times		Field Placement Mentor (initial)	
1											
2											
3											

Field Placement Mentor's Signature Verifying Completion of 24 Days (18 Days for Intensive/McMaster Students), Plus 1 Day for an Orientation: _____

Field Placement Mentor's Additional Comments:

In order to complete a successful Second Field Placement, the student must have most of the outcomes and elements circled as yes and sometimes and all Field Placement assignments, activities and projects implemented. The student is also required to complete all of the required Field Placement days/hours and document on their "Attendance Form" signed by the Field Placement Mentor.

It is my recommendation that _____ has successfully completed this Field Placement. (Please circle) Yes No

(Field Placement Mentor's Signature)

To be completed by Mohawk College:

Mohawk College Assessment:		
Requirements Met:	Yes	No