

EARLY CHILDHOOD EDUCATION PROGRAM



FIELD PLACEMENT 3

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.

Third Field Placement is the student's entry to practice into the field of Early Childhood Education. The student will continue to observe the children (using a variety of methods) in order to plan and facilitate developmentally appropriate activities with them; however, they will have an increased responsibility to assume a leadership role during routines, transitions and planning. The student needs to consistently demonstrate initiative and function as a full team member during this Field Placement experience.

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 instil in our students a love of learning and a desire to continue to develop as educators of young children, as partners with and supports and guides for 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 require the Field Placement Mentor to indicate the category and provide written feedback. Your thoughtful and careful feedback is valued. In order to complete a successful Third Field Placement, the student must have **most** of the outcomes and elements circled as **yes 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 Sheet" 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 3 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 <u>two weeks</u> in collaboration with your 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: _____
3.	Interest Web <i>(one web based on the interest determined from observations)</i>	Date of Completion: _____ F.P. Mentor's Signature: _____
4.	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: _____
5.	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 to 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:

6. The student will plan and implement 4 Learning Areas and 3 Large Group Activities over a 2-week period based on the children's emerging skills and interests and follow the facilitation checklist below during the same 2-week period. The student will be responsible for the set up for the 2-week period and implement on their assigned Field Placement days. **(The 4 Learning Areas are carried out for 2 weeks each within the same 2-week period)**

Part One: 2-week Planning of 4 Learning Areas

- a) Learning Area 1 _____
- ☐ Weekly Curriculum Planning Chart (1 Week)
 - ☐ Weekly Curriculum Planning Chart (2 Week)
 - ☐ 2 Week Implementation
 - ☐ Reflection
- b) Learning Area 2 _____
- ☐ Weekly Curriculum Planning Chart (1 Week)
 - ☐ Weekly Curriculum Planning Chart (2 Week)
 - ☐ 2 Week Implementation
 - ☐ Reflection
- c) Learning Area 3 _____
- ☐ Weekly Curriculum Planning Chart (1 Week)
 - ☐ Weekly Curriculum Planning Chart (2 Week)
 - ☐ 2 Week Implementation
 - ☐ Reflection
- d) Learning Area 4 _____
- ☐ Weekly Curriculum Planning Chart (1 Week)
 - ☐ Weekly Curriculum Planning Chart (2 Week)
 - ☐ 2 Week 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: _____

Part Two: 3 Large Group Activities

- e) Large Group 1 _____
- ☐ Weekly Curriculum Planning Chart
 - ☐ Reflection ☐ Implementation
- f) Large Group 2 _____
- ☐ Weekly Curriculum Planning Chart
 - ☐ Reflection ☐ Implementation
- g) Large Group 3 _____
- ☐ Weekly Curriculum Planning Chart
 - ☐ Reflection ☐ Implementation

Date of Completion: _____

F.P. Mentor's Signature: _____

Date of Completion: _____

F.P. Mentor's Signature: _____

Date of Completion: _____

F.P. Mentor's Signature: _____

Part Three: Facilitation Checklist

h) Field Placement Mentor please circle:

- | | | | | | |
|---|---|--|---|---|---|
| Y | N | Initiates transitions | Y | N | Demonstrates awareness of rules & regulations |
| Y | N | Initiates routines | Y | N | Facilitates implementation of plans |
| Y | N | Facilitates program changes as necessary
(i.e. due to weather, trips, etc.) | | | |

7.	Spontaneous Experiences with Children	
	a) Spontaneous Experience 1 <input type="checkbox"/> Reflection	Date of Completion: _____ F.P. Mentor's Signature: _____
	b) Spontaneous Experience 2 <input type="checkbox"/> Reflection	Date of Completion: _____ F.P. Mentor's Signature: _____
8.	1 Negotiated Activity/Task Discuss with your Field Placement Mentor what will benefit their program (e.g. resource bin, parent board, additional activities, parent survey, etc.)	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**

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	
Mid-Term:	Y	S	N	Shares feedback with the parents about their child's day (i.e. a favourite activity, child's art work, etc.)
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	Supports children's emerging understanding of self and development of self esteem
Final:	Y S N	
Mid-Term:	Y S N	Demonstrates respect for diversity
Final:	Y S N	
Mid-Term:	Y S N	Supports children's increasing ability to express feelings constructively and to regulate their own behaviour
Final:	Y S N	
Mid-Term:	Y S N	Anticipates and intervenes before problems escalate
Final:	Y S N	
Mid-Term:	Y S N	Promotes self-control and collaborative problem solving in children
Final:	Y S N	
Mid-Term:	Y S N	Uses a variety of positive guidance techniques
Final:	Y S N	
Mid-Term:	Y S N	Models and provides positive conflict resolution strategies in all relationships with children, family members, co-workers, and others
Final:	Y S N	
Mid-Term:	Y S N	Intervenes sensitively with children to enhance their interactions
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	Deals with personal stress in a healthy way
Final:	Y	S	N	
With respect to children:				
Mid-Term:	Y	S	N	Protects children from physical harm
Final:	Y	S	N	
Mid-Term:	Y	S	N	Changes the environment to encourage cooperation and well-being
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	Considers aesthetics and the environment in both planning and problem solving
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	Identifies potential hazards and takes appropriate action
Final:	Y	S	N	
Mid-Term:	Y	S	N	Participates in daily routines (diapering, washroom, meals, etc.) and facilitates a snack or lunch routine
Final:	Y	S	N	
Mid-Term:	Y	S	N	Reviews Health Check and Playground Safety Policies and Procedures
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	Demonstrates reflective practice
Final:	Y S N	
Mid-Term:	Y S N	Demonstrates flexibility and problem solving skills
Final:	Y S N	
Mid-Term:	Y S N	Is aware of and acts in accordance with ethical and professional standards
Final:	Y S N	
Mid-Term:	Y S N	Develops awareness of centre community life and teamwork
Final:	Y S N	
Mid-Term:	Y S N	Recognizes and acknowledges appreciation for support and guidance throughout the Field Placement
Final:	Y S N	
Mid-Term:	Y S N	Demonstrates effective teamwork and team membership through effective collaboration and consultation
Final:	Y S N	
Mid-Term:	Y S N	Complies with operational and functional policies and procedures
Final:	Y S N	
Mid-Term:	Y S N	Confers with Field Placement Mentor and adheres to program policies
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	Dresses appropriately, wears Mohawk ID and participates in program
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	Identifies developmental milestones and variations in children
Final:	Y S N	
Mid-Term:	Y S N	Plans and provides a curriculum and environment which are inclusive and are reflective of practice without bias
Final:	Y S N	
Mid-Term:	Y S N	Evaluates and revises curriculum to ensure children's group and individual needs are met
Final:	Y S N	
Mid-Term:	Y S N	Supports the development and learning of individual children within the context of his/her family, culture, and society
Final:	Y S N	
Mid-Term:	Y S N	Uses results of new research, literature, and other resources to develop programs and curriculum
Final:	Y S N	
Mid-Term:	Y S N	Designs and implements curriculum which will effectively meet the emerging skills, abilities, and interests of children in the program.
Final:	Y S N	
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 curriculum
Final:	Y S N	
Mid-Term:	Y S N	Demonstrates responsibility for set-up and clean-up of activities
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 3 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 Third Field Placement, the student must have most of the outcomes and elements circled as yes 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 Sheet" 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