

**CLD 262  
FIELD EDUCATION II  
Course Outline**

Faculty Advisor:

Office Hours: To be posted by each Faculty Advisor

Email: @ryerson.ca

In accordance with Policy 157, Ryerson requires that any electronic communication by students to Ryerson faculty or staff be sent from their official Ryerson email account.

**Course Description**

Students will increase their knowledge and skills in settings that include EarlyON Centres, family resource programs, kindergarten classrooms, Language Instruction for Newcomers to Canada programs and the Ryerson Early Learning Centre. The weekly on-line seminar supports the students' placement experience. On-line discussions will focus on developing supportive relationships with families and their young children based on family support principles; planning and implementing early learning experiences, and collaborating with the educator team. This course is graded on a pass/fail basis.

Prerequisite: CLD 161 and CLD212

Corequisite: CLD231

**Course Details**

**Course Resources**

- Field Education web page at [www.ryerson.ca/ecs](http://www.ryerson.ca/ecs)
- All forms related to the field education course (e.g., Field Education Evaluation Form, Attendance Record)
- Required readings from CLD 231 and CLD 212
- Student Guide to Professionalism

**Teaching Methods**

- Field Work
- Weekly On-line Seminars
- PowerPoint Presentations

### **Weekly Seminar Topics**

Week One: Engaging in Reflective Practice

Week Two: Student Guide to Professionalism

Week Three: Planning and Implementing Responsive Learning Activities

Week Four: Family Engagement

Week Five: Developing Supportive Relationships

Week Six: Strategies for Communicating and Connecting with Coworkers and Families

Week Seven: Inclusion, Equity, and Diversity

Week Eight: Self-Care, Mental Health, and Balance

Week Nine: 12 E-Portfolios

Weeks Ten and Eleven: PowerPoint Presentations

### **Learning Outcomes**

Building on knowledge and skills developed in previous placements, students will on a consistent basis:

- demonstrate initiative and independence in daily program observations, planning and implementation
- build and establish relationships with families
- promote families' increased involvement in their children's learning and development
- provide a range of educational supports for all children
- demonstrate a sensitivity to and skills in working with diverse ethno-racial, cultural and socio-economic groups
- demonstrate knowledge of the community in which the placement site is situated and articulate the strengths of the community
- demonstrate professionalism at all times
- collaborate with the Field Educator

### **Participation Requirements**

Students must complete a field education experience of 22 full days in total. Students are required to make up any absences and professional development days in which they do not participate in. Make up time is completed beginning December 2, 2019. All make up time must be completed by December 13, 2019. Students who are absent from placement more than two

consecutive weeks, must submit a Ryerson Student Health Certificate AND an Academic Consideration Request form within five business days of the absence and may be required to withdraw from the placement. Students who are absent from placement more than four days during the term, will be required to meet with the Field Education Coordinator and Associate Director within five business days of the fourth absence, and may be required to withdraw from the placement.

Participation in on-line discussions is a critical component of the course and is directly linked with students' work in the field. As such, regular participation and active engagement are essential –failure to participate in on-line seminars may jeopardize students' potential for success in the course.

## **Assignments**

### **1. Learning Plans**

Curriculum: complete 8 learning plans.

All learning plans are completed during the required 22 placement days.

Four learning plans must be completed by the placement mid-term.

### **2. Program Specific Report**

Assignment due date will be determined by the faculty advisor. Assignments submitted more than 7 days late without relevant documentation will not be accepted.

#### **For students placed in EarlyON sites:**

- a) Choose three principles from The Guiding Principles of Family Support. Explain the intent of the principles and provide specific examples as to how the placement site demonstrates these principles.
- b) Describe to what extent families are involved in the placement program.
- c) Summarize the setting's mandate or vision statement on family involvement. Provide examples as to how program staff meet the program's mandate or vision.
- d) Drawing on your coursework, discuss the value of having families involved. How can families become more involved? Identify strategies to enhance parent and family involvement.

#### **For students placed in a Kindergarten Classroom**

- a) Choose three of the four primary goals from The Kindergarten Program: support every child reach every student (p. 8). Explain the intent of the chosen goals and provide specific examples as to how the placement site incorporates these goals into their curriculum
- b) Describe to what extent families are involved in the classroom.
- c) Review p. 109-111; Parents and Families The Kindergarten Program: support every child reach every student. Provide specific examples as to how the teacher strives to meet these expectations

- d) Drawing on your coursework, discuss the value of having families involved. How can families become more involved in their child's program? Identify strategies to enhance parent and family involvement.

**For students Placed in a Language Instruction for Newcomers to Canada Program (LINC)**

- a) Read the Benefits of the Care of Newcomer Children (CNC) that LINC programs provide in Care for Newcomer Children: A step-by-step guide for new programs (pg. 7). Provide specific examples as to how the placement program demonstrates these benefits in their program.
- b) Describe to what extent families are involved in the placement program.
- c) Summarize the setting's statement of philosophy, specifically regarding family support and involvement. Provide examples as to how the program staff meet the philosophy statement.
- d) Drawing from your coursework, discuss the value of having families involved. How could families become more involved? Identify strategies to enhance parent and family involvement.

**For students placed at the Ryerson Early Learning Centre**

Read the four foundations from How Does Learning Happen? Ontario's Pedagogy for the Early Years. Explain the intent of learning through relationships with respect to Belonging, Engagement, Expression and Well-being. Provide specific examples as to how the classroom integrates these four foundations in the program.

- a) Describe to what extent families are involved in the placement program.
- b) Summarize the setting's philosophy with respect to family involvement. Provide examples as to how the program meets the philosophy statement.
- c) Drawing from your coursework, discuss the value of having families involved. How can families become more involved in this setting? Identify strategies to enhance parent and family involvement.

**3. PowerPoint Presentation**

Students will develop a PowerPoint presentation. Presentations will be uploaded to D2L in Week 10 and Week 11.

Content will include:

- A description of the placement.
- Description of the organization (e.g., who does it serve, types of programs and services, philosophy)
- Three (3) artifacts that showcase your placement experiences (e.g., photos, drawings, lesson plans). Include a narrative to describe each artifact
- Connections between your academic course work and your placement experience. You may use artifacts, narrative, drawings or photos.

The presentation should be colourful and engaging and include artifacts reflecting your experiences. The audience for the poster presentation is your Faculty Advisor and your classmates. Your presentation should reflect your experiences and highlight those which are most pertinent to share. Your descriptions and accounts must be professional and sensitive to cultural bias, stereotypes and generalizations.

You will be expected to complete and submit feedback on your classmates' presentations.

#### **4. E-Portfolio:**

Students are expected to continue to develop their e-portfolio.

Details will be provided by the faculty advisor in Week 9

Students are required to use APA style for all assignments and created materials that are submitted to their Faculty Advisor and/or to individuals at their allocated sites.

The following criteria must be met for students to achieve a **PASS**

- Successful completion of 22 placement days
- Three quarters of 'Ds and/or Es' in each evaluation form category
- Participation in D2L discussions
- Completion of 8 learning plans
- Submission of all assignments and all placement forms in accordance with the due dates set by the Faculty Advisor
- Completion of all assignments
- E-Portfolio is well organized and reflective of individual interests and skills.
- Completed field education self- evaluation form and signed time sheet are submitted to faculty advisor within 2 days of placement completion
- Effective communication with the Faculty Advisor and Field Educator as required
- Submission of PowerPoint presentation

A **FAIL** may be given when any of the following conditions apply

- Unsuccessful completion of 22 placement days
- Fewer than three quarters of 'Ds and/or Es' in each evaluation form category
- Minimal to no participation in D2L discussions
- Completion of fewer than 8 learning plans
- Failure to submit assignments and/or placement forms in accordance with the due dates set by the Faculty Advisor
- E-Portfolio is not submitted or is considered unsatisfactory
- Failure to submit completed field education self evaluation form and signed attendance form, to the Faculty Advisor within 2 days of completing placement
- Lack of communication with the Faculty Advisor and/or Field Educator
- PowerPoint presentation is not submitted or is considered unsatisfactory

#### **University Policies**

### **Missed Placement days and/or Evaluations**

When possible, students are required to inform their instructors of any situation which arises during the semester which may have an adverse effect upon their academic performance, and must request any consideration and accommodation according to the relevant policies as far in advance as possible. Failure to do so may jeopardize any academic appeals.

- Students whose placement start date is delayed more than one week will be withdrawn from the placement course.
- Students are required to inform the placement site and their Faculty Advisor prior to any placement absences.
- Students who are absent from placement more than four days during the term, will be required to meet with the Field Education Coordinator and Associate Director, within five business days of the fourth absence, and may be required to withdraw from the placement course.
- Students are required to make up any absences and professional development days in which they do not participate.
- Any absence of more than two hours will be made up as a full day.
- Make-up time must be completed within two weeks of the placement end date. Students are expected to attend make-up days during the exam period with the exception of days that they are writing an exam. All make up time must be completed by December 13, 2019
- *Health certificates* – If a student misses the deadline for submitting an assignment, or other evaluation component, or is absent from their placement site for two consecutive weeks, they should notify their instructor as soon as possible, and submit an online Academic Consideration Request (ACR) form within 3 working days of the missed date. The form is available at <https://www.ryerson.ca/senate/resources/>
- *Religious, Aboriginal and Spiritual observance* – If a student needs accommodation because of religious, Aboriginal or spiritual observance, they must submit a Request for Accommodation of Student Religious, Aboriginal and Spiritual Observance AND an Academic Consideration Request form within the first 2 weeks of the class. If the requested absence occurs within the first 2 weeks of classes, or the dates are not known well in advance as they are linked to other conditions, these forms should be submitted with as much lead time as possible in advance of the absence. Both documents are available at <http://www.ryerson.ca/senate/forms/reobservforminstr.pdf> **Documentation is submitted to Maria Burgos.**
- *Academic Accommodation Support* – Before the first graded work is due, students registered with the [Academic Accommodation Support office \(AAS\)](#)

should provide their instructors with an Academic Accommodation letter that describes their academic accommodation plan.

### **Academic Integrity**

Ryerson's Policy 60 (the *Academic Integrity policy*) applies to all students at the University. Forms of academic misconduct include plagiarism, cheating, supplying false information to the University, and other acts. The most common form of academic misconduct is plagiarism – a serious academic offence, with potentially severe penalties and other consequences. It is expected, therefore, that all examinations and work submitted for evaluation and course credit will be the product of each student's individual effort (or an authorized group of students). Submitting the same work for credit to more than one course, without instructor approval, can also be considered a form of plagiarism.

Suspensions of academic misconduct may be referred to the Academic Integrity Office (AIO). Students who are found to have committed academic misconduct will have a Disciplinary Notation (DN) placed on their academic record (not on their transcript) and will normally be assigned one or more of the following penalties:

- A grade reduction for the work, ranging up to and including a zero on the work (minimum penalty for graduate work is a zero on the work)
- A grade reduction in the course greater than a zero on the work. (Note that this penalty can only be applied to course components worth 10% or less, and any additional penalty cannot exceed 10% of the final course grade. Students must be given prior notice that such a penalty will be assigned (e.g. in the course outline or on the assignment handout)
- An F in the course
- More serious penalties up to and including expulsion from the University

The unauthorized use of intellectual property of others, including your professor, for distribution, sale, or profit is expressly prohibited, in accordance with Policy 60 (Sections 2.8 and 2.10). Intellectual property includes, but is not limited to:

- Slides
- Lecture notes
- Presentation materials used in and outside of class
- Lab manuals
- Course packs
- Exams

For more detailed information on these issues, please refer to the *Academic Integrity policy* and to the *Academic Integrity Office website*.

### **Important Resources Available at Ryerson**

- **The Library** provides research workshops and individual assistance. Inquire at the Reference Desk on the second floor of the library, or go to [www.ryerson.ca/library/info/workshops.html](http://www.ryerson.ca/library/info/workshops.html)
- **Student Learning Support** offers group-based and individual help with writing, math, study skills and transition support, and other issues.