Ryerson University

School of Early Childhood Studies

Field Education Manual for Distance Placement Field Educators

Copyright @ 2018 by the School of Early Childhood Studies, Ryerson University. All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a data base or retrieval system, without the prior written permission of the Director of the School of Early Childhood Studies, Ryerson University.
Table of Contents

About the School of Early Childhood Studies……..3
  The School’s Vision Statement ...............5
  The School’s Mission Statement ..............5
  The School’s Diversity Policy...............5
  Field Education................................7
  Third Year Placement ......................... 8
  Fourth Year Placement .......................10

Role of the Field Educator .......................11
  Support for the Field Educator ...............13
  Evaluating a Student ..........................14
  What to Do When a Student is Experiencing
  Difficulty .....................................16

Role of the Faculty Advisor .....................18

Role of the Student .............................19
  Confidentiality ................................20

Administrative Reporting .......................21

Contact Information ............................25
About The School of Early Childhood Studies

The Ryerson University School of Early Childhood Studies, formerly the School of Early Childhood Education, is the oldest school of its kind in Canada with a proud history and an excellent reputation locally, nationally and internationally. Our name emphasizes the broad scope of learning incorporated in our curriculum and the wide range of opportunities available to our graduates. The School is linked globally with other institutions that specialize in early childhood education and related fields.

From its origins in 1959 as the Preschool Education Option (a two year diploma program) of the Home Economics Department, the program evolved to a three year diploma in the mid-sixties. In 1972, a four year Bachelor of Applied Arts degree program was initiated.

In 1982, the School again broke new ground by offering a direct entry program to graduates of two year community college diploma programs in Early Childhood Education. The program continues to expand as more college graduates choose to build on their Early Childhood Education diplomas and achieve a baccalaureate degree. The direct entry program is available on a part-time as well as full-time basis and is attracting students from across Canada.
In 2002, the School was authorized to grant the Bachelor of Arts degree to students who complete the four year undergraduate program and Ryerson was officially recognized as Ryerson University.

In 2005, the School began offering an innovative Master of Arts (MA) degree in Early Childhood Studies. The program is unique among graduate programs in North America with a focus on integrating diversity into early childhood studies. Terms such as “diversity” and “inclusion” are used in the broadest sense to include issues of linguistic, cultural and racial identity as well as disability, gender, class, sexuality, age and migration status. This approach is in recognition of a child’s need to develop a positive identity, not only as an individual but also as a member of a group. Through a critical and reflective process, students develop a deep understanding of the complex issues that affect children and their families.

In spring 2019 the School will began to offer a consecutive Bachelor of Education program in collaboration with York University. This innovative program is offered primarily on Ryerson’s campus and allows students to earn a Bachelor of Education (Primary/Junior) in four continuous semesters.
The School’s Vision Statement
The Ryerson School of Early Childhood Studies and Education aims to provide leading university graduate and undergraduate programs contributing to the advancement of the quality of life for all children and families. We will lead the development of knowledge, research and advocacy in disciplines related to early childhood.

The School’s Mission Statement
The Ryerson School of Early Childhood Studies and Education, the oldest undergraduate program of its kinds in Canada, offers a multidisciplinary program of study to undergraduate and graduate students. The School prepares students to adopt leadership roles in careers involving children and families in our diverse society. Our teaching, research, scholarship, and community service contributes new knowledge in the early childhood field, nationally and globally.

The School’s Diversity Policy
The School of Early Childhood Studies at Ryerson University encourages critical reflective practice in work with children and families. In particular, we encourage early childhood professionals to:
• Recognize our commonalities and value difference(s) and diversity
• Question and evaluate the conventions, biases and expectations inherent in a variety of dominant cultural experiences
• Question notions of development that claim universality
• Identify exclusion, inequality, equity and social justice
• Support families from a diversity of backgrounds by listening to families’ priorities and aspirations for their children, and adapting programs and curricula to facilitate their children’s sense of belonging and success.

We also recognize that it is essential that all students, staff and faculty feel respected, safe and included in our School community.

Finally, as a School, we seek to promote and model social responsibility and social justice practices as they relate to a wide range of diversities, such as Aboriginal issues, race, nationality, religion, spiritual beliefs, ethnicity, language diversity, family composition, socio-economic status, sexual orientation, disability, and gender issues and experiences.
Field Education

General Information

Field Educators play the pivotal role in providing students the opportunity to implement the theory they are learning in the classroom into practice. Through their mentorship, students gain valuable hands on experience needed to enter into the field of early childhood studies, or related early childhood fields, with skill and confidence.

Students benefit from:

• An on-going model of effective teaching practice, behaviour guidance strategies, program planning and professional behaviour
• Opportunities to integrate theory into practice
• A positive and supportive risk-taking environment
• Encouragement to try alternate approaches and strategies
• Assistance in developing reflective and critical professional practice and self-awareness

In addition:

• No student can be left alone with any child or group of children at any time
• No student, during the course of their placement, may be considered part of the adult to child ratio and may not be asked to fill in for any staff member at any time.
• students may not accept paid or volunteer work with their placement site or agency, until completion of the placement course

Students have two required field education courses as part of their degree requirements. These field education courses build on students’ previous knowledge from their college field placements and work experience. Extensive field education experience permits students to develop their confidence, teaching and leadership skills, and ethical practices.

Field education experiences are planned progressively to enhance the student’s learning, allow for personal growth through new experiences and to prepare the student for the workplace and/or further education or professional training. Courses are graded on a pass or fail basis by the student’s Faculty Advisor. Students complete their field education courses in a three or five full day a week format. Students are expected to shadow the schedule of their field educator as appropriate. Each placement day must be a minimum of six (6) hours and a maximum of eight (8) hours excluding the student’s break time.

**Third Year Placement**

In this placement, students continue to apply their knowledge and skills working with young children who may have identified disabilities. These placements
may involve inclusive settings, early childhood care and education settings and primary classrooms. Students may also be placed in specialized programs devoted to children with specific exceptionalities. Students assess and focus on planning and implementing learning activities that are developmentally appropriate and adapted specifically to address the child's extra support needs and learning styles. Developing supportive relationships with families, the community, and working with colleagues is also emphasized. Students are expected to shadow the schedule of their field educator and assist with all daily routines.

The on-line discussion component of the course supports the students’ placement experience.

In the third year placement students will consistently demonstrate the ability to:

- Use positive behaviour supports applicable to the learning environment.
- Complete a developmental profile of a young child using a range of observation and recording methods.
- Plan and implement learning activities based on a child’s IPP/IEP or developmental profile.
- Embed individual program objectives into daily learning activities and routines where possible.
- Articulate the site’s philosophy and principles of practice.
- Use family-centred principles of practice.
• Perform professionally at all times. Work collaboratively with the Field Educator and other professionals involved in the program.

Fourth Year Placement

In fourth year, students complete a self-selected internship that involves an area of specialization within the broad scope of their studies.

Students select from two options: a field placement, or a research/development project. The research/development project offers students the opportunities to work with a Professor conducting research in the field of early childhood studies. Over the course of the placement, students are expected to assume greater responsibility and eventually take on the role of their field educator as is appropriate for the placement site.

The on-line discussion component of the course supports the students’ placement experience. In the fourth year placement students will reliably demonstrate the ability to:

• Evaluate their personal competencies and plan for on-going professional growth
• Apply knowledge and theory, previous field experiences and professional growth to build their skills and abilities.
• Collaborate with their Faculty Advisor and Field Educator in establishing appropriate learning outcomes and tasks for the fourth year internship and successfully meet them
• Perform professionally at all times, specifically in relation to areas such as communication, working with a team, regular attendance, punctuality and completion of the documents related to the field education course
• Learn through self-reflection, seek and utilize feedback

Role of the Field Educator

Field Educator Responsibilities
It is helpful for the Field Educator to remember their own experience as a student and what helped them in their development as a professional in the field.
• Welcome the student and empathize with his or her natural nervousness
• Introduce the student to the children (and parents, if applicable) and determine how the student should be addressed by the children
• Describe the program, routines and the philosophy of the program to the student
• Discuss the student’s responsibilities and expectations for participation during the whole field education experience
• Review the student’s field education learning outcomes and tasks as outlined in the electronic evaluation form, add extra information relevant to your site, and plan for the learning activities that will take place

• Introduce the student to any useful and/or required resources (i.e. guidelines, policy documents, books, organizations, individuals, etc.)

• Establish who will be completing the electronic evaluation form and inform the student. Ensure the School of ECS has the correct email address of the Field Educator. The evaluation form should be completed by the Field Educator who is with the student for the most part and who acts as their mentor

**Administrative Responsibilities**

• Review written learning activity plans prior to implementation as appropriate

• Ensure students complete required number of learning activity plans as appropriate

• Complete all administrative forms (i.e. Field Education Agreement Confirmation)

• Complete student mid-term and final electronic evaluations. Links to evaluation forms will be sent via email

• Maintain communication (electronic, telephone, etc.) with student’s Faculty Advisor

• Sign completed time sheet
• Provide on-going feedback, verbally and written, to encourage students’ personal and professional growth

Please do not hesitate to make contact with the student’s Faculty Advisor. Open communication between the Field Educator, student, and Faculty Advisor will enhance the placement experience and provide an excellent learning opportunity for the student.

Initially, the student should be given an orientation to the setting by the most appropriate and available representative (i.e. Director, Supervisor, Principal, Vice Principal, Teacher, etc.).

**Support for the Field Educator**
Throughout the placement experience, the student’s Faculty Advisor will support both the student and the Field Educator. The Faculty Advisor will arrange to meet with the Field Educator, by phone or video conference, to discuss the student’s progress, at least once during the placement. The time of the meeting varies according to the format of the placement. The Field Education Coordinator is also a source of support. The field education component of the School is managed by the Field Education Coordinator who serves as a liaison between professionals/sites in the field and the students.
Evaluating a Student

Providing feedback is an important aspect of the field education experience and the Field Educator’s role. Although not always easy to provide, an honest evaluation is in every student’s best interest. It provides them the opportunity to learn about their strengths, become more aware of the gaps in their repertoire of knowledge and skills, and develop to their potential.

Constructive feedback allows students to understand their own behaviour and performance against objective standards. It encourages students to commit themselves to a personal plan to move toward those agreed upon standards of behaviour and performance. Essentially, when you give feedback to a student, you are helping them learn new knowledge and skills or improved behaviours and performance.

When providing constructive feedback, consider the following:

- State it in the positive and refer to something specific.
- Give it as close to the event(s) to which it refers as possible, in a quiet location away from others, where time and attention can be specifically dedicated.
- Concentrate on factual behaviour and performance, giving examples, as opposed to judgment and personality statements.
- Ask probing questions
• Avoid putting down or belittling as a means to triggering change
• Be sure to address positive behaviours and performance, not just those that are requiring change

Formal evaluation takes place using the Field Education Electronic Evaluation Form. Two evaluations occur for the duration of the placement – one at the mid-term and the other at the end. Time should be set aside for both of these evaluation forms in terms of completing them and discussing them with the student in a one-on-one format. The evaluation form includes a checklist and areas for comment. Your comments provide the student with concrete advice on what they are doing well and how they can improve. You are encouraged to provide informal, verbal feedback on a daily basis. This type of feedback is as valuable to the student as the written evaluations.

At mid-term, review the learning that has taken place, problem solve concerns and issues, and revise goals and tasks. The mid-term evaluation should allow room for the student to grow and develop his or her skills in the final days of the field education experience. At the end of the placement period, the final evaluation form needs to be completed before the student leaves the field education site. Students are required to make up any missed time from placement. **Note that should any make-up time be required of the student, the final**
electronic evaluation should not be filled out until the make-up time has been completed.

Evaluations should be realistic and an honest appraisal is sought. It is important for the student’s learning and the School’s ability to gauge a student’s progress. An evaluation therefore should reflect an accurate picture of the student’s ability.

The completed evaluation is one of the components for a grade of pass or fail in a field education course. The student’s Faculty Advisor determines the final grade based on the evaluation input provided by the Field Educator in combination with the student’s participation in seminars and quality of course assignments submitted.

What to Do When a Student is Experiencing Difficulty
Although the School prepares students as much as possible for entrance into a placement setting, there will inevitably be issues that arise ranging from the practical to those more philosophical in nature. In these situations:

1. If there are concerns about the student’s performance, these should be initially addressed one-on-one in a quiet setting with the student. Have a candid conversation about the issues and provide explicit ideas and instructions about the change you would like to see. Seek to resolve
any issues that arise as soon as possible to avoid escalation.

2. If the behaviour(s) persist, involve the student’s Faculty Advisor. Problem solve with the Faculty Advisor about how to proceed with the student. If necessary, the Faculty Advisor may meet with the Field Educator and the student via phone or video conference. The Faculty Advisor will also have a conversation with the student, reiterating the changes that the Field Educator would like to see. At this point, an action plan may need to be developed that outlines to the student goals and tasks to be accomplished within a certain time frame that is mutually agreed upon by the Field Educator, Faculty Advisor and student. Careful monitoring by the Faculty Advisor will occur at this stage to confirm compliance and improvement on the part of the student.

3. If the behaviours continue to persist, it is important to remain in close communication with the student’s Faculty Advisor who may also contact the Field Education Coordinator for guidance. Each situation will be carefully analyzed in consultation with the Field Educator and Faculty Advisor and may result in extending the students’ time at the setting, repeating the placement at an alternative setting or permanent withdrawal from placement without the option of repeating.
Role of the Faculty Advisor

A Faculty Advisor supports each student’s developing confidence and learning processes, encourages efforts, individualizes field education experiences, mediates and assists the problem solving process, and provides professional advising.

Faculty Advisor Responsibilities

- Lead on-line discussions. Discussions are designed to address specific topics, issues and concerns related to the placement experience.
- Ensure that administrative forms are completed accurately and collected in a timely fashion
- Assign pass or fail grade to students at the end of term based on attendance and participation at seminars, quality of assignments required of the field education course, and evaluative feedback of Field Educators
- Meet via phone or video conference at least once during the placement experience. If warranted, especially during times of difficulty, Faculty Advisors may meet more than once
- Contact field educator by e-mail as necessary.
- Ensure that the School’s standards of practice are upheld at each site.
Role of the Student

Field education is an excellent opportunity for invaluable work experience in the student’s chosen field of study. Students are encouraged to take advantage of each field education experience by making it a vehicle for learning, personal and professional development, and a networking opportunity.

Student Responsibilities

- Reliably attend placement on their designated days. Students are expected to adhere to the site’s protocols regarding being absent. Any absences, other than statutory holidays, must be made up in a mutually agreed upon time between the student, Field Educator and Faculty Advisor.
- Demonstrate enthusiasm, initiative and professionalism at all times while at the site
- Students are expected to adhere to the sites’ dress code requirements
- Take part in any orientations required by the site as applicable
- Ensure that all administrative forms are accurately completed and signed by their Field Educator
- Ensure that all assignments are discussed with the Field Educator and completed within the placement period
- Seek feedback from the Field Educator and demonstrate a willingness to change
• Self-evaluate at the mid-term and final point of the placement and discuss their evaluation with that of their Field Educator
• Participate in on-line discussions with their Faculty Advisor and peers. This is an opportunity to share accomplishments, discuss challenges, and address any other issues or concerns related to their field education experience.
• Accurately complete and submit all administrative forms to their Faculty Advisor in a timely fashion
• Complete and submit all assignments related to their field education course to their Faculty Advisor

Confidentiality
Respect for confidentiality is a key component within a field education course. All students are expected to honour the confidentiality of all documents, information, or conversations regarding any child or family with whom they are working with. All personal information concerning children, families and staff at any field education site is considered confidential and cannot be shared verbally or in writing without specific written consent of the individuals or individuals’ legal guardian. Students are expected to sign a confidentiality agreement at a site’s request.
School of ECS Guide to Professionalism
Field placements in Early Childhood Studies provide students with an opportunity to apply theory to practice in employment environments. These hands-on learning experiences deepen students’ understanding of the field, enhance their knowledge and skills, and promote personal and professional growth. Professionalism is an essential set of attitudes and behaviours expected of all Early Childhood Studies students. The Student Guide to Professionalism is applicable in all contexts and circumstances in which students are, or could reasonably be considered to be, representing Ryerson University, including both real-world and on-line settings, and traditional and workplace placements. The principles articulated in the Student Guide to Professionalism do not replace or limit the legal or ethical standards established by the Ontario College of Early Childhood Educators, regulatory bodies, or by any other applicable Ryerson University standard, policy or procedure. In addition to the standards for professional behaviour outlined in this document, students are required to adhere to the Ryerson University Student Code of Non-Academic Conduct for non-academic offences.

Definitions
College of Early Childhood Educators - “regulates and governs Ontario’s Registered Early Childhood Educators (RECEs) in the public interest” (College of Early Childhood Educators, para. 1, 2018). ECS students who are also members of the College have additional professional obligations.
**Faculty Advisor** – School of Early Childhood Studies’ field education placement instructor.

**Field Educator** - Professional at the field placement site who is responsible for supervising the student at the placement site.

**Field Placement** - Required courses where students are placed in actual employment environments related to children birth to eight years and their families.

**Placement Site** - Physical location where students attend placement.

**Traditional Field Placement**-Field placement where students are not employed by the placement site.

**Workplace Placement**-Field placement site where students are employed by the placement site.

**I. Professional Behaviour Standards**

ECS students will:

1. Adhere to the regulations and policies of Ryerson University and the School of Early Childhood Studies, including:
   - Adhere to program policies regarding field education courses, criminal reference checks, immunization requirements, Ontario Ministry of Labour Health and Safety Training, Environmental Health and Safety Training for Students in an External Placement, and the submission of field placement allocation forms.
   - Adhere to Ryerson University policies regarding academic and non-academic conduct.
   - Attend all placement related interviews and orientations.
   - Adhere to deadlines for the submission of forms and non-academic documents to the program.
• Complete and submit all course related assignments and evaluations according to due dates set by the faculty advisor.

• Check Ryerson University email on a consistent basis, including when the student is not enrolled in field education courses and responding to email requests in a timely and appropriate manner.
• Ensure that all correspondence (including email) is written in a courteous and professional manner.

2. Demonstrate Respect for the Rights of Others

ECS students will:
• Behave in a manner that does not disrupt or disrespect others.
• Treat others with courtesy and respect. This includes, but is not limited to: children, families, other students, field educators, faculty, staff, guest speakers, community members, administrators, custodial staff, and any persons on campus or affiliated with any placement site.
• Be cooperative.
• Use inclusive language.
• Refrain from behavior or language that is discriminatory or harassing in nature.

• Resolve conflict in an open, timely and respectful manner.
• Demonstrate competency in working respectfully and skillfully across differences of identity such as, but not limited to, ability, age, class, economic status, education background, ethnicity, gender, geographical location,
language, race, religion, reproductive and parenting decisions, and sexual orientation.

3. Support the Learning Process for Themselves and Others
ECS students will:
- Attend seminars and the placement site regularly and will be punctual.
- Be prepared for seminars and field placement.
- Actively participate in seminars, on-line discussions related to the field placement course, and in their field placement.
- Promote and support learning in their field placement program.
- Take responsibility for their own learning in the field placement program.
- Avoid dominating in class and on-line conversations.
- Welcome and be open to the ideas and opinions of others.

4. Respect for the Environment
ECS students will:
- Respect Ryerson University buildings, grounds and overall property, field education placement site, and families’ homes.

II. Professional Behavior during Field Placements
Students are expected to:
- Demonstrate exemplary professional behavior.
- Be punctual.
- Dress according to the placement site’s expectations.
- Be respectful and polite at all times.
• Seek out and integrate feedback from field educator, faculty advisor and others involved in the field placement site and reflect on performance in seminars and on-line discussions.
• Actively attempt to address learning needs through self-study and skills practice.
• Accept learning opportunities offered by children, families, field educators, other staff at the field placement site, and their faculty advisor.
• Inform the field educator and faculty advisor of any issues that might affect their performance at the placement site. Students experiencing personal difficulties should consider accessing Ryerson University’s student services and/or seek guidance from their faculty advisor.

III. Use of Social Media and Digital Communication
These guidelines apply to social media platforms, such as Facebook, Twitter, Snapchat and others for personal use during traditional field placements and workplace placements. They also apply to the use of digital communication, including personal and Ryerson email and the development of e-portfolios.

There are standards of appropriate professional, ethical and legislated behavior for persons who work with children, families, caregivers, guardians, and other vulnerable groups of persons who receive your care, education and services during a field placement. In addition, The College of Early Childhood Educators sets registration requirements and ethical and professional standards for registered early childhood educators (RECEs) and governs member conduct through a complaints and discipline process. Ryerson students
enrolled in the School of Early Childhood Studies who are also members of the College have to abide by both sets of standards.

- The privacy and confidentiality of children and families is paramount.

Do not post private, confidential, or anecdotal information about children, families, other vulnerable persons, or placement staff on your personal social media sites, in online forums, or through digital communication – even if you remove identifying details. This includes photos and images. E-portfolios may not contain photos or images of children, families, other vulnerable persons, or placement staff.

- Use of digital communication

Do not share information about children and families through personal email or other forms of digital communication for personal use. If your placement site uses social media and digital communication involving information or images about children and families, caregivers, or guardians, you are expected to follow guidelines and procedures for confidentiality and exchange of information as set out by the placement site. Postings permitted by the site must be for professional purposes and directly associated with the placement site. Postings for personal use are not permitted. Ask your field educator for the appropriate procedures and expectations.

- Practitioner boundaries and use of social media

Ryerson students may not exchange personal information with children and/or their immediate or extended families, guardians or caregivers (for
example, becoming Facebook “friends” on a personal social media account).

- Using social media to resolve conflict
  If you have a conflict, concern, or are experiencing harassment or discrimination at your placement site, social media is not the channel to address it. The School of Early Childhood Studies and Ryerson University has policies and procedures in place to help support students who are experiencing concerns in their placement. In addition, your placement site should have policies and procedures in place with respect to harassment, discrimination, or complaints. In the event that the site does not have appropriate policies, or is not taking your concerns seriously, your field educator and the School of Early Childhood Studies can provide support.

- Social media and feedback
  Social media is not an appropriate way to criticize your placement organization, field educator, faculty advisor, colleagues, or fellow students. Demonstrating respect is critical to preventing harassment and discrimination and is an important value and skill. If you have concerns about a field educator, faculty advisor, colleague, employer, instructor, or fellow student, follow Ryerson University policies in bringing your concern forward. If you have feedback to give a person or organization, look for an appropriate way to share
your feedback (for example: one-on-one, through a meeting, through a faculty advisor etc.).

A breach of any of the guidelines outlined in the *Student Guide to Professionalism* may result in the deferral of the placement course, or withdrawal of the student from their placement for the semester. Depending on the situation and circumstances, there may be further academic and/or legal consequences for the student(s) involved, under the following institutional, provincial, and civil legislation and policies:

- Ryerson University Senate Policy 60: Academic Integrity
- Ryerson University Senate Policy 61: Student Code of Non-Academic Conduct
- Placement agreement between Ryerson University and the placement site
- Field education placement site’s policies and procedures (note that contravention may result in independent actions by the placement site)
- Provincial privacy legislation
- Intentional Torts (e.g., being sued for libel, slander, invasion of privacy).

- College of Early Childhood Educators (College of Early Childhood Educators, By-law 39, Code of Ethics and Standards of Practice)
Administrative Reporting

The ECS website contains information especially for field educators, including the following forms:

**Confirmation of Placement**
This will verify the placement agreement; state the students’ name(s) who will be attending the placement setting and outline the start and end dates for the placement period.

**Important Names, Phone Numbers and E-Mails**
This document contains the student’s personal contact information and is intended to remain at the placement location for the duration of the placement period. It will also include their Faculty Advisor’s and the Field Education Department’s contact information. The student should have this document filled out prior to arriving at the site.

**Field Education Confirmation Agreement**
This document outlines the agreement between the School and the site for placement purposes. Together, the Field Educator and student complete all sections and sign in the applicable areas. This document is required to be completed and submitted to the student’s Faculty Advisor within two days of the start of the placement period.

**Attendance Record**
The Attendance Record tracks the days and hours a student attends placement and should be filled out every day that the student is on site. Students are
required to complete full days. A full day is anywhere between six to eight hours (excluding student’s break) as each setting varies in their schedule. Students are required to shadow the schedule of their Field Educator, even if it varies day to day or week to week. It is recommended that this form stay on site for the duration of the placement period. On the last day of placement, the Field Educator and student will both sign the form as an agreement that the student has completed the hours listed on the Attendance Record and it must be returned to the student’s Faculty Advisor at the end of term.

**Course Outline**

The course outline includes the course’s description, student learning outcomes, requirements, regulations, assignments, and resources.

**Sample Evaluation Forms**

All evaluations are completed electronically. Samples of all evaluations may be found on the ECS website. Links to the applicable electronic evaluation (i.e. third or fourth year) will be sent to the Field Educator via system generated emails. Reminder emails will also be sent near the evaluation due date. The student is to be evaluated at the half way and end point of their placement. In year three, the document is a checklist, but also provides opportunities to include written and anecdotal commentary that will be helpful in the personal and professional growth and development of the student.
The fourth year evaluations provide opportunities for students to identify their own learning outcomes. Students are assessed on their ability to complete these outcomes. Students are expected to review their learning outcomes with their field educator at the beginning of the placement. The tasks and actions required to satisfy these outcomes are determined by the Field Educator in collaboration with the student.

Written and anecdotal commentary regarding the student’s performance is helpful in their personal and professional growth. Please review the evaluation during or before the first week of the student’s placement to become familiar with the learning outcomes for the student placement experience, as well as the tasks and actions that will need to be observed and assessed in the student. Students complete an electronic self-evaluation using the same learning outcomes which can be compared and contrasted to the Field Educator’s electronic evaluation at the mid-term and final evaluation discussions.
Contact Information

School of Early Childhood Studies, Ryerson University
350 Victoria Street
Toronto, Ontario
M5B 2K3

Phone: 416-979-5000
Fax: 416-979-5239

www.ryerson.ca/ecs

Martha Anapliotis, Field Education Coordinator
martha.anapliotis@ryerson.ca
Extension 6389

Caitlin Wood, Field Education Administrative Assistant
caitlin.wood@ryerson.ca
Extension 2527