

Columbia College
Education Assistant Certificate Practicum (HSPD241)
Lecture 1
Course Outline

Semester Dates: January 02, 2017 – February 04, 2017

Please note that when a holiday falls during the week, your class will be rescheduled for the Friday of that week. Students are required to make arrangements to be present at the rescheduled class.

Facilitator: Lucy Dooley, B.A., M.Ed. (Special Education) Email: lucyd@columbia.ab.ca

Class Time: 3:00 PM – 5:00 PM (Monday) Room: 805-114

Credit: 3 Prerequisite: Successful completion of appropriate courses as identified by the department

Note: It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Course Description:

This 6-month course offers students an opportunity to learn from experience – “learn by doing”. Students will take part in a combination of practicum experience and monthly workshops. Students are required to complete 150 hours of practicum placement. In addition, students will be engaged in 6 workshops held once a month for a total of 12 hours. Each student will be writing a reflective journal piece to bring to the workshop to submit to the Practicum Facilitator for feedback and will be building a Professional Portfolio. Students will be meeting with the Practicum Facilitator as requested to review progress. Each student will be under the supervision of their Columbia College Practicum Facilitator and a Field Experience Supervisor at their respective practicum site. Attendance at all scheduled workshops and practicum appointments are compulsory.

Prerequisite: In order to be approved for a practicum placement, the student must maintain a standing Grade Point minimum Average (GPA) of 2.0. Other factors will also be considered such as preparedness for practicum and professional behavior. Part-time students will be approved for practicum only after they have successfully completed enough courses as identified by the Practicum Facilitator.

N.B. In this course, you will be required to attend a 12-hour Non-Violent Crisis Intervention Workshop (CPI course) which will be scheduled during your program.

This program is part of the Human Services Professional Department.

Learning Outcomes:

As a result of active participation in these sessions, a student can expect to:

- Explain the duties and responsibilities associated with being an education assistant.
- Demonstrate knowledge of organizational objectives and processes used in the workplace setting.
- Understand the Human Services Code of Professional Conduct as it applies to an Education Assistant.
- Identify challenges that may arise in given work situations, and propose appropriate responses that could be taken by an education assistant.
- Demonstrate how to deal with ethical dilemmas in an appropriate professional manner.
- Understand principles guiding your practice, including legal implications of practice.
- Articulate relationships between classroom topics and situations encountered during the practicum.
- Communicate in ways and use methods appropriate to a professional environment.
- Think critically to solve problems, anticipate outcomes, use and organize information.

- Demonstrate appropriate workplace attitudes and behaviours (responsibility, accountability, initiative, trustworthiness, diligence, friendliness, empathy, etc.).
- Work effectively and harmoniously with others to achieve results: show leadership, initiative, conflict resolution skills, etc.
- Describe developing insights into one's own preferences, aptitudes, work habits, style of interaction, and learning processes.
- Plan a career development strategy that will incorporate learning, achievements, and contacts made through the practicum.
- Learn how to create a professional portfolio.

Course Format:

This course consists of a classroom component (workshops) and a field placement (practicum). You will experience a variety of teaching/learning methods including discussion, personal reflection, experiential exercises, student presentations, role-plays, group activities and case studies. Our faculty aims to create a learning environment where the learner is actively engaged in inquiry, critical thinking and problem solving. The classroom provides you with a place where you can learn with and from others in a cooperative and collaborative manner. Your field placement (practicum) provides you with an opportunity to become immersed in the real world of functioning as an education assistant. You will begin your field experience early in your program and gradually gain practical knowledge, apply theory you learn in class, and meet the challenges of everyday practical experiences, gaining self-awareness and confidence.

You are expected to take a very active part in **class discussions** and take responsibility for your own learning. Be a positive and co-operative team member. Columbia College uses a facilitation model of instruction where the facilitator's role is to facilitate your learning. The expectation is that you will come to class prepared with reading and assignments completed. Your enthusiastic and positive approach in the classroom will create an atmosphere that will help every student develop the knowledge, skills and attitudes that are needed for success.

The **workshops** are designed to bring about your self-awareness and professional growth. You must be ready to embrace change. You will be providing a summary of your practicum experiences, asking questions of your facilitator and your colleagues, and engaging in relevant and important topics on being an educational assistant. An important component is to understand your roles and responsibilities and the legal implications of being an educational assistant. To help you prepare for interviewing for a job, you will actively responding to interview questions in most of your classes to help you feel comfortable in doing this.

How you **conduct yourself in our classes (engagement)** will, to a large extent, mirror your conduct in society and your future work site. For example, if you have a tendency to ask questions, challenge the ideas of others in a respectful manner, draw out the best from your colleagues, and encourage both group development and task accomplishment in this class, it is likely you will do the same at work. A high level of student involvement and **developing professionalism** is expected in the classroom as you work towards your goal. This demonstration of professional growth is important as it will form the basis from which your practicum facilitator will consider if they will provide you with a job reference if requested. Many aspects go into this picture such as: your attendance and participation at workshops, the quality of your reflective journals, the quality of your portfolio, the professionalism of your communication (electronic and in-class) and general participation in class.

Required Textbooks and Equipment:

Columbia College Student Practicum handbook – to be provided
 Teachers and Educational Assistants: Roles and Responsibilities, Alberta Teacher's Association – to be provided.

Recommended Readings and Resources:

Alberta Teachers' Association – <https://www.teachers.ab.ca>

Diversity, Equity and Human Rights

- Aboriginal Education – Education is our Buffalo
- Gender Equity
- Intercultural Education
- Sexual Orientation and Gender Identity

Alberta Education - <https://education.alberta.ca>

Learning with Technology Policy Framework (2013)

This describes Alberta Education's vision for the role of technology in education and establishes a set of Policy Directives for school authorities.

Guide to Education 2015; Summary of Key Changes May 16, 2016.

Students may access the following sources from the College and from home.

Career Cruising

- www.careercruising.com
Username: columbia
Password: discovery

ALIS – Alberta Learning Information Service

- www.alis.alberta.ca

Alberta Wage Info (OCCinfo) – Occupations and Educational Programs

- www.alis.alberta.ca/occinfo/

Homework Assignment Due for the First Workshop

- You will receive your course outline at the first workshop for review and discussion.

Evaluation - Assessment of Student Performance: The final assessment in the course will be based on the following elements. Please refer to Appendix 1 for Assignment Descriptions and further Assessment Information.

Title of Assignment/Examination	Length	Due Date	Weight
Practicum Journals (Total: 5)	400 words per journal	Every Class except Class #1	Pass/Fail *based on points scored
Practicum Evaluation*	N/A	At 150 hours	Pass/Fail
My Educational Statement	400 words	Mar. 20, 2017	Pass/Fail
Your Professional Portfolio	N/A	May 29, 2017	Pass/Fail
Student Engagement	N/A	Every Class Participation	Pass/Fail

*If you do your practicum in more than one school/organization, you will need to submit a final evaluation and a separate Hours Log from each school.

Please note that all homework and assignments are due at the beginning of each class.

In order to take part in a practicum placement or to continue in the placement, please note that you are required to:

- Satisfactorily complete all academic coursework and maintain a minimum 2.0 GPA.
- Maintain a professional behavior in all your classes, on campus, and on field placement.
- Maintain excellent attendance.

Students who do not meet the above requirements may be withdrawn from their practicum or not permitted to begin their practicum until ready to do so. All requirements in this course outline must be met in order to pass this course.

Practicum Information:

1. Students are required to satisfactorily complete the following:
 - Attend Orientation – be engaged and committed; fulfil the requirements;
 - Complete 150 hours of practicum placement throughout the program;
 - Attend and participate in practicum workshops - Total - 12 hours;
 - Complete all requirements as stated in this course outline;
 - Complete a well thought out Professional Portfolio;
 - Attend coaching sessions as required.
2. It is recommended that students undertake their practicum placement on a part-time basis of six to eight hours per week during their program. Do not expect to be paid. This is your opportunity to gain practical experience.
3. Complete a satisfactory resume and cover letter according to requirements prior to starting the practicum search. Submit your resume and cover letter to the Practicum Facilitator for approval.
4. The student is to find a suitable practicum placement. It is important that the student begin a practicum by the second month of the program. Please do not select your child's school or a school in your community. This is a conflict of interest. It can become uncomfortable for you, the school, and the community.
5. If you are having difficulty securing a practicum site, the Practicum Facilitator will provide support. It is the student's responsibility to ask for help.
6. Visit your school of choice and ask to see the principal. If the principal agrees to take you as a practicum student, you must email the necessary information to your Practicum Facilitator. Please provide the name of the school, contact names, phone numbers, and email addresses for the principal and your assigned teacher mentor. After the school gives you your assignment and schedule, email this information to the Practicum Facilitator. If you speak another language/s besides English, you may want to do a practicum at a school that has a high population of students who speak this language.
7. The Practicum Facilitator must approve your placement before you can begin your practicum. Please be aware that all school districts have different practicum procedures. If you begin your practicum before receiving approval from the Practicum Facilitator, these hours will not count towards your practicum hours. You do so at your own risk, as no approved contractual agreement exists between the school/organization and Columbia College. See your Student Practicum Handbook for further information on how to proceed.
8. When you go out on a non-paid practicum, you are covered for Workers' Compensation provided by Columbia College. In order for this to be in effect, Columbia College must have a signed original contract (not a photocopy or scanned document) with the school district/organization and must be filed with the Practicum Facilitator. This particularly applies to private organizations and school districts that are not CBE or CSSD. A student may only begin their practicum when this process is complete and the student is approved by the Practicum Facilitator to begin their practicum.

Without a signed original agreement, filed with the Practicum Facilitator, Worker's Compensation coverage is not available to the student, and the student is working at his/her own risk. Please see further information in your Student Practicum handbook.
9. Should a student be working at the practicum placement where a contract is needed, and it not been filed with the Practicum Facilitator, the student does this as volunteer work that will not be counted towards his/her practicum hours. There is no Worker's Compensation by Columbia College. The student is working at their own risk. Original contracts are to be provided – not to be scanned and sent by email.
10. The student is responsible for ensuring that final evaluation is completed and submitted at 150 hours. Log Hours (signed) are to be handed in to the Practicum Facilitator with the Final Evaluation which must be handed in by the last day of the program. If you are working in more than one school, you must use a separate Log form for each school. Original documents are to be submitted. The Practicum Facilitator must sign these documents to make them valid. You may have a copy of the completed documents. It would be advisable to keep copies of the documents that have been signed by the Practicum Facilitator.

11. Practicum Extension: If you do not complete your practicum course by the end of the program, you will not be able to receive your Education Assistant Professional certificate and graduate. You may request an extension of up to two months by filling out a Practicum Extension Form and submitting it to your Practicum Facilitator. Please be sure to provide specific details as to why you are seeking a practicum extension. The fee for the extension is \$300. Payment must be made at the time the form is submitted to the Registrar's office unless the student is requesting that the fee be waived. This form is available on Columbia's website under Forms, the Main Office in Building 802, or the Practicum Facilitator. Submit your Practicum Extension Form prior to the end of the program. If you do not do so, you will receive a FAIL and have to repeat the course at your cost.
12. Practicum Extension – Waiving of the Fee: A request to have the fee waived may be made if it is evident that the student has demonstrated every effort from the second month of the program that they have been seeking a practicum placement, but have not been able to secure one, and have asked for assistance from the Practicum Facilitator or that the host site has not been able to accommodate the student with enough hours due to circumstances beyond their control. Each student's case will be considered on an individual basis. Please note that not being able to secure a site early in the program is an unusual situation, as there are many schools to approach.
13. If a student does not complete their practicum course by the end of the extension period, the student will be required to repeat the course and pay the tuition fee assessed by the program. In unusual circumstances, a further extension may be permitted.
14. Human Services Professional Program Diploma Students: Please note that you are expected to complete HSPD241 within the required timelines.

Evaluation - Assessment of Student Performance:

Grading in this course is on a pass-or-fail basis, subject to the student's satisfactory completion of the practicum requirements as outlined in this course outline. The student should demonstrate growth through the practicum experience attained and at the practicum workshops.

Submission and Completion of Assignments:

You are expected to submit assignments by the due date. If you are unable to submit an assignment on the due date, you must request an extension **before** the due date by filling out an *Application for Assignment Extension form (SSPP-F012)* that is to be submitted to the Practicum Facilitator for approval. This form is available on Columbia's website, Bldg. 802 – Main Office and from the Practicum Facilitator.

Attendance Requirements:

Columbia College believes that students are committed to their program and learning experiences. However, it is understood that there are times when students may be absent. Any absences can be viewed as a potentially serious disruption of the learning process and necessary achievement of the learning objectives. Being late to class is also considered unacceptable as it interferes with the learning opportunities of others. Please refer to Columbia College's *Attendance Policy and Regulations (ADM-P151)* for detailed information on Attendance Requirements. Attendance at monthly workshops is compulsory. Non-attendance and lates for monthly workshops and/or practicum experience may result in the student being placed on Academic Alert and/or Academic Probation, and could result in failure of the course and/or withdrawal from the course.

If you are going to be absent from your workshop or coaching session, please inform your Practicum Facilitator by email of your absence as soon as possible. This is part of your professionalism.

Academic Integrity:

Academic dishonesty is a serious offence and can result in suspension or expulsion from Columbia College.

There is no tolerance for academic dishonesty and any student caught plagiarizing is subject to serious sanctions as outlined in the *Student Code of Conduct Policy (ADM-P229)*. Students are encouraged to familiarize themselves with this policy and avoid any behavior that could possibly be seen as cheating, plagiarizing, misrepresenting, or putting into question the integrity of one's academic work.

Inaccurate reporting of practicum hours completed is considered a serious offense which may result in including criminal charges.

Student Conduct:

It is the responsibility of each student to uphold the expectations and responsibilities outlined in the *Student Code of Conduct Policy (ADM-P229)*, *Columbia's Commitment to Human Rights and Diversity Policy (ADM-P029)*, and any additional requirements established by your program.

Generally, each student will:

- be respectful and courteous toward others;
- demonstrate appropriate and supportive communication skills, and coach, assist, advise and otherwise support other students in their studies;
- manage any personal stress and conflict in a positive and resourceful manner, and assist others to do the same;
- be dressed in a manner appropriate for their workplace or learning environment, as established by the program;
- conduct themselves in a professional manner with regard to their communication with others and their behavior in class, on campus, at off-campus events, and at a practicum placement
- conduct themselves with academic integrity in all of their learning activities, tests, exams, and assignments
- keep up with day-to-day classroom and course expectations.

Important Dates:

Description	Date
Last to add/drop courses	5 school operating days from the start of the semester OR before the third scheduled class, whichever is greater
Last day to withdraw without academic penalty	50% or less of the semester has been completed
Final Examination	A final exam may take many formats. If a final exam is scheduled, it will be taken in an assigned room under the supervision of a Test Proctor. <u>Students must be on time as they will not be permitted to enter once the exam has started.</u> Exam dates, times, and location are posted by all buildings and on our website. <u>It is the student's responsibility to check this exam posting.</u>

Appeals:

Please refer to the *Student Appeal Policy (ADM-P177)*.

Students with Temporary or Permanent Disabilities or Medical Condition:

Students with temporary or permanent disabilities or medical condition may apply for accommodations. To be considered for an accommodation, a student must register with Columbia College's Accessibility Services by making an appointment with an Accessibility Services Advisor – Main Office – Bldg. 802 or emailing accessibilityservices@columbia.ab.ca. The Department Chair or facilitator is not able to provide you with any accommodations without you taking this step. Please refer to Columbia College's website to review the *Student Accommodation Policy (ADM-P188)* and the *Student Guide to Accessibility Services (SSCM-001)*.

Student Support:

Students should be aware that Life Coaching, Career and Accessibility Services, and Student Support Services (i.e. tutoring, academic strategists, etc.) are provided by Columbia College. Inquire how to request these services at the Main Office in building 802. It is the student's responsibility to discuss their specific learning needs with the appropriate service provider.

Class Schedule/Overview:

Please note that this schedule is subject to change. Any changes or cancellations will be emailed to you. It is your responsibility to check the email address you have given to the school on a daily basis for any messages from the Department Chair/designate, facilitator or College Administration. It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Workshop Session	Workshop Date	Topics
1	Dec. 13. 2017	<ul style="list-style-type: none"> • Workshop expectations • Review course outline • Review of Student Practicum Handbook • Job Descriptions • Students will receive the document on Teachers and Educational Assistants – Role and Responsibilities to read and prepare questions for the next workshop • NO REFLECTIVE JOURNAL DUE
2	Jan. 9 2017	<ul style="list-style-type: none"> • Sharing • Interview Questions • Your resume • Preparing your Practicum Package – handouts to be provided • Knowing the Field - Teachers & Educational Assistants – Roles & Responsibilities – Discussion as students are expected to have read the document. • REFLECTIVE JOURNAL #1 DUE.
3	Feb. 13 2017	<ul style="list-style-type: none"> • Sharing • Practicum Issues • Discussion on creating “My Educational Statement” • How emotionally and realistically are you prepared for this job? This workshop will focus on working with children with complex needs. • Guest Speaker • REFLECTIVE JOURNAL #2 DUE
4	Mar. 20 2017	<ul style="list-style-type: none"> • Sharing • Practicum Issues • Interview Questions • What to do when... • How prepared are you to deal with Discipline? This workshop will focus on application of Choice Theory and using Restitution Principles. • “My Educational Statement” is due. Email to the facilitator by 11:59 p.m. • REFLECTIVE JOURNAL #3 DUE
5	Apr. 24 2017	<ul style="list-style-type: none"> • Sharing • Practicum Issues • What to do when... • How do you maintain professional relationships? • Guest Speaker • REFLECTIVE JOURNAL #4 DUE
6	May 29 2017	<ul style="list-style-type: none"> • Sharing • Practicum Issues • Interviewing Workshop – Career Services Presentation – This workshop prepares you for your job interviews. • REFLECTIVE JOURNAL #5 DUE • PROFESSIONAL PORTFOLIO DUE • Last Class
	June 24 2017	<ul style="list-style-type: none"> • End of the course. Final Evaluation and Practicum Log Hours Due. Anyone who has not completed their practicum may apply for a Practicum Extension if they meet the requirements. They should apply <u>prior</u> to the end of the course.

COLUMBIA COLLEGE HUMAN SERVICES PROFESSIONAL DIPLOMA (EDUCATION SPECIALIZATION)

Advantages to completing a Human Services Professional Diploma after completing the Education Assistant Professional Certificate:

- The Human Services Professional Diploma (Education Specialization) is an advanced credential for an Education Assistant. Students who wish to work as community support workers with adults with disabilities or community workers require a diploma. Students may consider enrolling in the Education Specialization or Youth Worker Specialization after completing the Education Assistant Professional Certificate. You will only be 8 courses, 150 hours of practicum, and 2-3 specialized workshops away from your diploma.
- Opportunity to receive an *Alberta Government Child Development Worker Certificate*. Students would need to do an additional 100 hours of practicum to meet requirements for this certificate (in addition to the 150 hours completed in HSPD242 diploma program). This certification is of particular value to those who wish to work in an early childhood setting (For example, Montessori, Daycare, Pre-school, etc.) <http://www.humanservices.alberta.ca/family-community/child-care-providers>.
- Youth Worker – this is another option if the student determines that they would like to work with youth in residential care or programs/services that are focused on youth. In this specialization you will take the following 8 courses below and 2 specialized workshops.
- The Human Services Professional Diploma reflects your on-going commitment to learning, and positions you in a flexible job market position and enhances your career advancement possibilities, both within the Education field and the youth worker field.

Should you wish to complete a Human Services Professional Diploma (Education Specialization), all successfully completed courses in the Education Assistant Certificate program are transferable to the Diploma program, leaving you with 8 courses and a further 150 hours of practicum experience to complete. You will continue to learn more and more in specific areas, strengthening your knowledge as a human services worker.

Courses in the Columbia College Human Services Professional Diploma (Education Specialization)

Courses:

Will take the following courses:

- PHIL 275 – Policies, Issues, Ethics and Professional Practices
- HSPD 295 – Mental Health Issues and Addiction
- HSPD 245 – Family Systems, Dynamics & Support
- SOCI 110 – Introduction to Sociology
- POLI 265 – Human Rights and Diversity Issues
- HSPD 285 – Special Topics in Human Services
- HSPD 250 – Community Development & Advocacy
- HSPD 242 – Human Services Diploma Practicum (150 hours)

Workshops:

Will attend the following 2 specialized workshops: (subject to change)

- Autism Spectrum Disorder
- Cognitive and Development Disabilities

If you are considering continuing with the diploma, please speak to the Program Director and your Admission Advisor.

Appendix 1 Assignment Outlines

Journal

Due Date: Every class after Class #1 – 1 journal (Total: 5)

Weight: Pass/Fail at the end of course evaluation

You will be submitting a reflective journal (minimum of 400 words) typed, double-spaced, spell and grammar checked in a word document each time you come to your practicum workshop. Please bring a hardcopy, as the facilitator will not be printing out emailed journal submissions. You are asked to apply critical thinking by synthesizing knowledge, skills and behaviours from both the classroom experience and your practicum experience. The rationale for this exercise is that you will understand yourself better and gain solid knowledge, professional attitudes and skills that are required for success as an Education Assistant. The Practicum Facilitator will give you feedback on your journals. This is the method by which your facilitator will be communicating with you on the progress you are making at self-awareness and reflective thinking.

John C. Maxwell, a New York Bestselling Author, and author of the book, “How Successful People Think”, states that, “Reflective thinking is like the Crock-Pot of the mind. It encourages your thoughts to simmer until they’re done...By mentally revisiting past situations, you can think with greater understanding. (p.72).

As an education assistant in training, you will be valued for your ability to think critically. Critical thinking is enhanced by the power of reflective thinking. Being a reflective educator, you will be able to think critically about what you are doing, what you see, and what else you can do in different situations, with different students, and how helpful you can become. You will learn how to relate theory and practice. Reflective thinking will increase your confidence in decision-making.

A reflective journal is not a list of events that took place in the classroom. Please do not copy part of your text book as your reflective thoughts. Examples of reflective journals are shown in your Student Practicum Handbook. The reflective journal shows how and what you think as you gain awareness through your Education Assistant Professional Certificate program. In particular, it is to be focused on your practicum experiences. Prior to securing a practicum placement, your first journal may reflect your thoughts about what you are learning here at Columbia College.

I would recommend that one section of your Professional Portfolio contain some of your best reflective journals. These will give the principal, your practicum teacher, the recruiter and others a good example of the kind of thinker you are and show how valuable an employee you will be. More information will be provided in your first seminar session, as well as, detailed information is provided in your Student Practicum Handbook.

My Educational Statement

Due Date: Mar. 20, 2017

Weight: Pass/Fail

The objective of this paper is to express your thoughts and beliefs about the education of children. You will focus on your vision and philosophy. Inclusive education is an important component of your statement. Describe your contribution to this vision as an Education Assistant. This statement will become part of your Portfolio. 400 words, Times New Roman, 12 font, double-spaced. More details are provided in your Student Practicum Handbook.

Professional Portfolio

Due Date: May 29, 2017

Weight: Pass/Fail at the end of course evaluation

Employers are seeking Educational Assistants who are knowledgeable in both global and specific areas. These individuals have attended specialized workshops and other personal growth opportunities. They

are able to provide evidence of learning and growth as a professional. In this course, you will receive specific information on how to develop a Professional Portfolio. You will also be offered some opportunities to decide on what will go into the portfolio that can be used as evidence of your learning and professional growth. This can become a valuable tool to be used in an employment interview and when seeking a promotion.

While your Portfolio will be graded on a Pass/Fail basis, you will also receive an evaluation that indicates whether it is:

- Outstanding – demonstrates professional growth and solid, strong reflective practice
- Good – clearly demonstrates an understanding of one's professional growth and above average reflective practice
- Satisfactory – demonstrates a basic understanding of one's professional growth and an acceptable level of reflective practice
- Developing – demonstrates some professional growth and reflective practice, but at a minimal level
- Fail – fails to provide enough evidence of professional growth and reflective practice

Students who score below a Satisfactory Level will be required to improve their portfolio and resubmit it for evaluation.

- The purpose of this evaluation is to help you improve your portfolio and to assist you in building a professional tool that will be useful for you throughout your professional career. You will be building this portfolio throughout the program.

More information is provided in your Student Practicum Handbook.

Participation and engagement in workshops

Due Date: Final evaluation

Weight: Pass/Fail at the end of course evaluation

Students are expected to be prepared for each workshop and be actively and thoughtfully engaged. This is an opportunity for you to develop your professional skills in a safe setting. Please see the attached Student Engagement rubric.

**Appendix 2
Assignment Rubrics**

**Columbia College
Education Assistant Certificate Practicum
Student Engagement Rubric
Last Revised: November, 2016**

Student's Name _____

Course Code _____

Date _____

Facilitator/Evaluator's Name _____

Area	10	9 - 8	7 - 5	4 - 3	2 - 0	Score
Preparation for class	<ul style="list-style-type: none"> Demonstrates completion of readings or assignment and awareness of all key concepts contained in readings or assignment on a daily basis. Brings in Reflective Journal for each class. 	<ul style="list-style-type: none"> Demonstrates completion of readings or assignment and awareness of most of the key concepts on a daily basis. Usually brings in Reflective Journal for each class. None missing. 	<ul style="list-style-type: none"> Demonstrates awareness of some key concepts or ideas contained in readings or assignment on a daily basis. Has at least 3 journal entries submitted. 	<ul style="list-style-type: none"> Inconsistently demonstrates awareness of concepts or ideas contained in readings or assignment; inconsistent daily preparation. Has less than 3 journal entries submitted. 	<ul style="list-style-type: none"> Demonstrates little or no awareness of key concepts or ideas contained in readings or assignment; little to no daily preparation. Has less than 3 journal entries submitted. 	
Quality of Participation	Comments significantly add to the learning process; consistently demonstrates high order thinking, analysis, synthesis, and evaluation; demonstrates ability to appropriately apply concepts to real-life situations; always participates constructively in discussion on a daily basis; consistently contributes to group understanding	Comments contribute to learning process; shows evidence of ability to apply concepts to real-life situations; mostly demonstrates higher order thinking skills; generally participates constructively in discussion on a daily basis; most times contributes to group understanding	Comments show evidence of awareness and understanding of concepts covered in the reading or assignment; inconsistently demonstrates high-order thinking; inconsistently participates in a constructive manner.	Comments show background knowledge of basic concepts covered in the readings or assignment; little demonstration of higher-order thinking; generally, participation is not constructive; contributes little to group understanding.	Comments show no evidence of awareness of concepts covered in the readings or assignment; shows no evidence of higher-order thinking; shows general lack of interest; does not contribute to the group process.	

Total Score out of 20: _____ **Pass/Fail:** _____

Facilitator/Evaluator's Comments:

Columbia College
Education Assistant Certificate Practicum
Professional Portfolio Evaluation Rubric
Last Revised: November, 2016

Student's Name		Course Code	Date	Facilitator/Evaluator's Name	Format (Paper/Electronic)
Area	Exceeded Expectation (4 pts.)	Met Expectations (3 pts.)	Working Towards Expectations (2 pts.)	Yet to Meet Expectations (1 or 0 pts.)	Score
Organization	Organization is clearly and explicitly evident; organizational aids used throughout. Title Page, Table of Contents and well developed Personal Autobiography that captures the reader is included.	Organization is generally satisfactory and evident; Organizational aids are used. Title page, Table of Contents and Cover letter are included. Personal Autobiography is well developed.	Organization is somewhat evident. Some use of organizational aids, though not consistently. A limited Table of Contents may be included. May contain a Title Page and Cover Letter, but not all included. Personal Autobiography is brief.	Organization is unclear or generally inconsistent. No organizational aids are used. Lack of order. No Title page, Table of Contents and Cover Letter or if there, they are incomplete. No Personal Autobiography.	
Resume	Functional Resume meets all requirements to address general job description for an education assistant. Personalized and creative with no errors.	Functional Resume is satisfactory in meeting requirements to address general job description for an education assistant.	Resume is missing some areas to meet requirements. In development stage.	Resume is missing some key areas and others are incomplete. Shows little development.	
Artifacts (evidence)	Artifacts represent a wide variety of examples and sources. They demonstrate excellent progress towards mastery of requisite skills and competencies.	Artifacts represent a fairly wide variety of examples and sources. They demonstrate general progress towards mastery of requisite skills and competencies.	Artifacts represent a limited number and variety of examples and sources. They demonstrate some progress towards mastery of requisite skills and competencies.	Few artifacts or none. Little evidence of progress towards mastery of requisite skills and competencies.	

Area	Exceeded Expectation (4 pts.)	Met Expectations (3 pts.)	Working Towards Expectations (2 pts.)	Yet to Meet Expectations (1 or 0 pts.)	Score
Rationale & Support	Notations are provided throughout the portfolio that clearly explains the contents and the reason for inclusion. Choice of information is excellent.	Notations are provided in a number of places that explain reason for inclusion. Choice of information is usually well selected.	Notations are provided on a limited basis. Reason for inclusion is not always clearly expressed.	Notations are missing or very limited. Reason for inclusion is missing or unclear.	
Visual Appeal	Attention to visual detail highly evident (type of binder, colours used in binder, font, etc.) Few, if any, insignificant grammar and mechanical errors.	Attention to visual detail is evident (type of binder, colours used in binder, font, etc.). Generally, correct mechanics, though there are some grammar and/or mechanical errors.	Some attention to visual detail (type of binder, colours used in binder, font, etc.) is evident, though it is sporadic and sometimes careless. Grammar and/or mechanical errors are evident and begin to interfere with the appearance and readability of the content.	Little to no attention to visual detail (type of binder, colours used in binder, font, etc.) is evident; inconsistent, not very neat. Numerous grammar and/or mechanical errors interfering with appearance and readability of content.	

Total Score: 20/ %

- Outstanding: 20-19 - Portfolio is exceptionally professional in format, content, and in appearance.
- Good (Proficient): 18-16 - Portfolio is generally professional in format, content, and in appearance.
- Satisfactory: 15-14 - Portfolio is acceptable, but could be improved with a bit more work.

***Students who score below the Satisfactory level will need to make changes and resubmit their Professional Portfolio.**

- Developing:* 13-10 - Portfolio is beginning to become professional in format, content, and appearance, but needs more work. **NEEDS TO BE RESUBMITTED.**
- Fail:* (Unacceptable) 9 and below - Portfolio is poorly developed/presented. **NEEDS TO BE RESUBMITTED.**

Comments:

Columbia College
Education Assistant Certificate Practicum
My Education Rubric
 Last Revised: November, 2016

Student's Name		Course Code	Date	Facilitator/Evaluator's Name		
Skills	10-9	8-7	6-5	4-3	2-1	Score
Depth of Reflection	Demonstrates a conscious and thorough understanding of the assignment. Demonstrates excellent insightful reflection.	Demonstrates a thoughtful understanding of the assignment. Demonstrates good insightful reflection.	Demonstrates a basic understanding of the assignment. At times, information is not always clear. Demonstrates satisfactory reflection.	Demonstrates limited understanding of the assignment. Needs to develop more effective reflective practice.	Demonstrates little or no understanding of the assignment. Response is not clearly written. Limited to no reflection demonstrated.	
Use of examples and details to support points being made	Uses specific and convincing examples and details to support opinion and reflection, making the response insightful.	Uses relevant examples and details to create a good reflective answer.	Uses some examples and details to support points being made. More examples, details and explanation needed.	Uses incomplete or vaguely developed examples and/or details to only partially support points being made. More examples, details, and explanation needed.	No examples or details to support points being made. Limited attempt.	
Professional Presentation	Professionally presented, meeting all requirements.	Mostly professionally presented, meeting most requirements.	Satisfactory presentation.	Lacks adequate professional presentation.	No presented professionally.	

Total Score out of 30: _____

Pass/Fail: _____

Facilitator/Evaluator's Comments: