

**Columbia College**  
**Education Assistant Certificate Practicum (HSPD241)**  
**Lecture 2**  
**Course Outline**

Semester Dates: January 02, 2018 – June 23, 2018

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.

|  |   |
|--|---|
| Education Assistant Practicum Facilitator:   | Email: lucyd@columbia.ab.ca   |
| Lucy Dooley, B.A., M.Ed. (Special Education) |   |
| Class Time: 3:00 PM – 5:00 PM (Tue.)         | Room: 805-114   |
| See the schedule in the Course Overview.     |   |
| Credit: 3                                    | Prerequisite: Successful completion of appropriate courses as identified by the HSPD Department |

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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 field-based 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 each workshop for submission. Throughout the program the student will be building a Professional Portfolio to use in their job interview. 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 a 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 Human Services Department.

N.B. In this course, you will be required to attend a 7.5 hour Non-Violent Crisis Intervention Workshop (CPI course) which will be scheduled during your program. (See Course Overview for date).

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 and Columbia's Code of Professional Behaviour as it applies to 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 a professional manner 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 (developing self-awareness).
- Develop resume writing and job search skills; learn interviewing techniques and job application strategies
- 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 be 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 Education Assistant Handbook – to be provided at orientation  
 Anderson, L.E. (2016). *Professionalism: Skills for Workplace Success*. Toronto, ON: Pearson Education  
 Teachers and Educational Assistants: Roles and Responsibilities, Alberta Teacher's Association – to be provided at orientation.  
 Other Handouts

## 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](http://www.careercruising.com)

Username: columbia

Password: discovery

ALIS – Alberta Learning Information Service

- [www.alis.alberta.ca](http://www.alis.alberta.ca)

Alberta Wage Info (OCCinfo) – Occupations and Educational Programs

**Homework Assignment Due for the First Workshop:** You will receive your course outline for review and discussion at orientation. Assignments will be discussed at that time.

**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. Detailed information is provided in your Education Assistant Handbook.

| Title of Assignment/Examination | Length                      | Due Date                         | Weight    |
|---------------------------------|-----------------------------|----------------------------------|-----------|
| Practicum Journals (Total: 6)   | 300 - 400 words per journal | Every workshop after Orientation | Pass/Fail |
| Practicum Evaluation            | N/A                         | At 75, 150 hours                 | Pass/Fail |
| My Educational Statement        | 400 words                   | Feb. 6, 2018                     | Pass/Fail |
| Professional Portfolio          | N/A                         | May 22, 2018                     | Pass/Fail |
| Student Engagement              | N/A                         | Every Class Participation        | Pass/Fail |

The student should demonstrate growth through the practicum experience attained and at the practicum workshops.

Please note that all homework and assignments are due in hard copy at the beginning of each class unless otherwise stated.

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. Be on time and remain for the entire session.

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.

**Overview - Practicum Information: Please note that detailed information is provided in the Education Assistant Handbook and will be reviewed with you at Orientation and throughout your workshops.**

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 Non-violent Crisis Intervention Training (7.5 hours) as scheduled by the College;
  - Attend coaching sessions as required.
2. Each school district has a different process for securing a practicum placement. Instructions are provided in your Education Assistant Handbook. The information will be explained to you at Orientation.
3. It is recommended that students undertake their practicum placement on a part-time basis of six to eight hours per week during their program.
4. Each student must first complete a satisfactory resume and cover letter. Submit your resume to the Practicum Facilitator for review and feedback. The resume will be shown to the practicum host site.
5. The Practicum Facilitator must approve your placement site before you can begin your practicum. 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 (you do not have Workers' Compensation).
6. Upon completion of your practicum, you are to provide the Practicum Facilitator with the original signed Performance Reviews (at 75 hours and 150 Hours) and the original signed Log Hours Form. This must be done within the program timelines.
7. 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 by filling out a Practicum Extension Form and submitting it to the Human Services Program Director prior to the end of the course. 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 to the Registrar's office unless the student is requesting that the fee be waived. The Accounting Department will determine if the fee should be waived. This form is available on Columbia's website under Forms, the Main Office in Building 802, and on the course Moodle Site.
8. 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.
9. Human Services Professional Program Diploma Students: Please note that you are expected to complete HSPD241 within the required timelines to qualify for an Education Assistant Certificate.

### **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 or late from your workshop or coaching session, please inform your Practicum Facilitator by email of your absence as soon as possible. If you are going to be absent or late from your practicum site, you must notify your Practicum-site Supervisor. This is part of being a professional.

## **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:

| <b>Description</b>                            | <b>Date</b>   |
|---|---|
| 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](mailto: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 Learning Support Services (i.e. tutoring, learning coach, academic strategists, etc.) are provided by Columbia College. Inquire how to request these services at the Main Office in building 802 or contact [learningservices@columbia.ab.ca](mailto:learningservices@columbia.ab.ca).

It is the student's responsibility to discuss their specific learning needs with the appropriate service provider.

## **COLUMBIA COLLEGE HUMAN SERVICES PROFESSIONAL DIPLOMA (EDUCATION SPECIALIZATION) – HOW TO TRANSFER EDUCATION ASSISTANT COURSES TO HUMAN SERVICES DIPLOMA (Get an Education Assistant Professional Certificate & a Human Services Professional Diploma)**

Should you wish to complete a Human Services Professional Diploma, all successfully completed courses in the Education Assistant Certificate program are transferable to the Diploma program. You will continue to learn more and more in specific areas, strengthening your knowledge as a human services worker. You will be able to earn an Education Assistant Professional Certificate and a Human Services Professional Diploma.

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

- The Human Services Professional Diploma positions you in a flexible job market in the education, social work assistant, and youth worker fields. It enhances your career advancement possibilities and demonstrates your commitment to life-long learning. Should there be changes to your present employment field, you will have advanced learning in other human services fields that you can turn to.
- The Human Services Professional Diploma is an advanced credential for Education Assistant. Students who wish to work as community support workers with adults with disabilities or community workers. School districts are also requesting a Youth Worker accreditation for education assistants who wish to work specifically with youth in schools.
- You have an opportunity to apply for an *Alberta Government Child Development Worker Certificate*. This certification is of particular value to those who wish to work in an early childhood setting (For example, Montessori, Daycare, Pre-school, etc.) Please consult: <http://www.humanservices.alberta.ca/family-community/child-care-providers>.

## Courses in the Columbia College Human Services Professional Diploma that you would be taking:(subject to change)

- PHIL 275 – Policies, Issues, Ethics and Professional Practices
- HSPD 200 - Interviewing & Counselling Skills for Human Services Workers
- PSYC 107 – Human Growth and Development Across the Lifespan
- HSPD 114 – Theory and Methods in Human Services
- HSPD 103 – Understanding and Working with Individuals with Exceptionalities
- SOCI 110 – Introduction to Sociology
- PSYC 110 – Basic Concepts of Psychology
- SOCI 255 – Introduction to Gender Studies
- HSPD 250 – Community Development & Advocacy
- HSPD 242 – Human Services Diploma Practicum Part B (150 hours)

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

### **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  |
|------------------|---------------------------------------|---|
| Orientation Week | Dec. 11-13 2018<br>Agenda for Dec. 12 | <ul style="list-style-type: none"> <li>• Education Assistant Professional Program</li> <li>• Resume Preparation – Career Services Presentation – (1.5 hours)</li> <li>• Review course outline</li> <li>• Review of Student Practicum Handbook</li> <li>• Students will receive the document on <u>Teachers and Educational Assistants – Role and Responsibilities</u> to read and prepare questions for the first workshop in January.</li> </ul>   |
|                  | Jan. 3, 2018                          | <ul style="list-style-type: none"> <li>• Resume due by email by 11:59 p.m. to the Practicum Facilitator -</li> </ul>  |
| 1                | Jan. 9, 2018                          | <ul style="list-style-type: none"> <li>• Sharing &amp; Questions</li> <li>• Interviewing Questions and Tips – Career Services – Preparation for Practicum Interview and Job Search (1.5 hours)</li> <li>• Practicum Package to be distributed</li> <li>• Knowing the Field - Teachers &amp; Educational Assistants – <i>Roles &amp; Responsibilities</i> – Introductory Discussion</li> <li>• REFLECTIVE JOURNAL #1 DUE – Why I chose to become an Education Assistant (self-awareness)</li> <li>• <i>Read Professionalism: Chapter 14 and be prepared to discuss.</i></li> </ul> |
|                  | Thursday Jan. 18                      | <p><b><u>Compulsory Attendance</u></b></p> <ul style="list-style-type: none"> <li>• <b>Non-Violent Crisis Intervention Training (CPI)</b><br/><b>Bldg. 4-157</b><br/><b>9:00 – 4:30 p.m.</b></li> </ul>   |
| 2                | Jan. 23 2018                          | <ul style="list-style-type: none"> <li>• Sharing &amp; Questions</li> <li>• Discussion on creating “My Educational Statement”</li> <li>• Continuation of discussion on <i>Roles and Responsibilities</i> document</li> <li>• Importance and influence of personal goal setting – Self Awareness</li> <li>• Working on an Education Team &amp; Resolving Conflict</li> <li>• REFLECTIVE JOURNAL #2 DUE – Three goals I have set for myself that impact my career direction</li> <li>• <i>Read Professionalism – Chapter 11, 12, 13, 15 and be prepared to discuss</i></li> </ul>   |
| 3                | Feb. 6 2018                           | <ul style="list-style-type: none"> <li>• Sharing &amp; Questions</li> <li>• Working with children with complex needs. How prepared are you? (Guest Speaker (2 hr.))</li> <li>• “My Educational Statement” is due. Email to the facilitator by 11:59 p.m.</li> <li>• REFLECTIVE JOURNAL #3 DUE – practicum-based</li> <li>• <i>Read Professionalism – Chapter 1 and be prepared to discuss</i></li> </ul>  |
| 4                | March 13 2018                         | <ul style="list-style-type: none"> <li>• Sharing &amp; Questions</li> <li>• How prepared are you to deal with Discipline? This workshop will focus on application of Choice Theory and using Restitution Principles to help you make good decisions in the key area of behavior management. (1.5 hr.)</li> <li>• REFLECTIVE JOURNAL #4 DUE * practicum-based</li> <li>• <i>Read Professionalism – Chapter 9 and be prepared to discuss</i></li> </ul>   |
| 5                | April. 17 2018                        | <ul style="list-style-type: none"> <li>• Sharing &amp; Questions</li> <li>• How do you maintain professional workplace relationships? What are workplace Dos and Don'ts? Where does ethics fit into your decision making? (Guest Speaker)</li> <li>• REFLECTIVE JOURNAL #5 DUE – practicum-based</li> <li>• <i>Read Professionalism – Chapter 3, 4, 5, 6, 7 and be prepared to discuss</i></li> </ul>   |

| Workshop Session | Workshop Date   | Topics   |
|------------------|-----------------|--|
| 6                | May. 22<br>2018 | <ul style="list-style-type: none"> <li>• Sharing &amp; Questions</li> <li>• Preparing for the job interview – Career Services presentation &amp; interview practice</li> <li>• REFLECTIVE JOURNAL #5 DUE – practicum-based</li> <li>• PROFESSIONAL PORTFOLIO DUE* Please hand in or bring to Bldg. 802 Main Office as arranged with the Practicum Facilitator</li> <li>• <i>Read Professionalism – Chapter 8, 10 and be prepared to discuss</i></li> </ul> |
|                  | June 23<br>2018 | <ul style="list-style-type: none"> <li>• End of the course. No workshop this month. Final Evaluation and Practicum Log Hours Due.</li> <li>• Anyone who has not completed their practicum may apply for a <i>Practicum Extension</i> if they meet the requirements. Apply <u>prior</u> to the end of the course. Submit the Practicum Extension Form to the Program Director for approval.</li> </ul>  |

## **Appendix 1 Assignment Outlines**

### **Journal**

**Due Date: Every class after Orientation – (Total: 6)**

**Weight: Pass/Fail at the end of course evaluation**

You will be submitting a hard copy of a reflective journal (minimum of 350 - 400 words) typed, double-spaced, spell and grammar checked in a word document each time you come to your practicum workshop. You are asked to apply critical thinking by synthesizing knowledge, skills and behaviours from both the classroom experience and your practicum experience.

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 visiting past situations, you can think with greater understanding. (p.72).

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 your facilitator will be using to communicate with you on the progress you are making at self-awareness and reflective thinking. Examples are provided in your Education Assistant Handbook – Practicum Section.

### **My Educational Statement**

**Due Date: Feb. 6, 2018**

**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. Approximately 400 words, Times New Roman, 12 font, double-spaced. More details are provided in your Education Assistant Handbook – Practicum section. Please see the attached rubric.

### **Professional Portfolio**

**Due Date: May 22, 2018**

**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. Information is provided in your Education Assistant Handbook – Practicum Section. 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, good, satisfactory, developing or unsatisfactory (fail). Please see the attached rubric.

### **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 Evaluation rubric.

**Appendix 2**  
**Assignment Rubrics**  
**Columbia College**  
**Education Assistant Certificate Practicum**  
**Student Engagement Rubric**  
 Last Revised: November, 2016

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**Student's Name**                      **Course Code**                      **Date**                      **Facilitator/Evaluator's Name**

| Area                            | 10   | 9 - 8   | 7 - 5  | 4 - 3   | 2 - 0   | Score |
|---------------------------------|--|---|--|---|---|-------|
| <b>Preparation for class</b>    | <ul style="list-style-type: none"> <li>• Demonstrates completion of readings or assignment and awareness of all key concepts contained in readings or assignment on a daily basis.</li> <li>• Brings in Reflective Journal for each class.</li> </ul>  | <ul style="list-style-type: none"> <li>• Demonstrates completion of readings or assignment and awareness of most of the key concepts on a daily basis.</li> <li>• Usually brings in Reflective Journal for each class. None missing.</li> </ul>   | <ul style="list-style-type: none"> <li>• Demonstrates awareness of some key concepts or ideas contained in readings or assignment on a daily basis.</li> <li>• Has at least 3 journal entries submitted.</li> </ul>  | <ul style="list-style-type: none"> <li>• Inconsistently demonstrates awareness of concepts or ideas contained in readings or assignment; inconsistent daily preparation.</li> <li>• Has less than 3 journal entries submitted.</li> </ul>   | <ul style="list-style-type: none"> <li>• Demonstrates little or no awareness of key concepts or ideas contained in readings or assignment; little to no daily preparation.</li> <li>• Has less than 3 journal entries submitted.</li> </ul>                         |       |
| <b>Quality of Participation</b> | <ul style="list-style-type: none"> <li>• 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</li> </ul> | <ul style="list-style-type: none"> <li>• 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</li> </ul> | <ul style="list-style-type: none"> <li>• 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.</li> </ul> | <ul style="list-style-type: none"> <li>• 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.</li> </ul> | <ul style="list-style-type: none"> <li>• 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.</li> </ul> |       |

**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)   |              |
|---------------------------------|--|--|--|---|--------------|
| <b>Area</b>                     | <b>Exceeded Expectation<br/>(4 pts.)</b>   | <b>Met Expectations<br/>(3 pts.)</b>   | <b>Working Towards<br/>Expectations (2 pts.)</b>   | <b>Yet to Meet Expectations<br/>(1 or 0 pts.)</b>   | <b>Score</b> |
| <b>Organization</b>             | 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. |              |
| <b>Resume</b>                   | 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.   |              |
| <b>Artifacts<br/>(evidence)</b> | 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 |
|--------------------------------|--|---|--|---|-------|
| <b>Rationale &amp; Support</b> | 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.  |       |
| <b>Visual Appeal</b>           | 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 Educational Statement Rubric**  
 Last Revised: November, 2016

| Student's Name  | Course Code  | Date  | Facilitator/Evaluator's Name   |   |  |              |
|---|--|---|--|---|--|--------------|
| <b>Skills</b>   | <b>10-9</b>  | <b>8-7</b>  | <b>6-5</b>   | <b>4-3</b>  | <b>2-1</b>   | <b>Score</b> |
| <b>Depth of Reflection</b>                                      | 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. |              |
| <b>Use of examples and details to support points being made</b> | 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.  |              |
| <b>Professional Presentation</b>                                | 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:**