



**KENNEBEC VALLEY COMMUNITY COLLEGE
FAIRFIELD, MAINE
Early Childhood Education
Social Sciences Department**

Practicum Evaluation - Feedback on Teaching Skills and Strategies

Student: _____ Placement Site: _____

Date: _____ Mid-Semester End of Semester
(Circle one)

Your evaluation of this student's practicum experience helps identify areas in which the student is strong as well as those areas where improvement is needed.

Instructions: Using the following scale, please rate the student's performance at the time of the evaluation in the areas listed by circling the appropriate number.

Proficient (5): Consistently demonstrates skill at exceptionally high level

Developing (3-4): Demonstrates skill at above average level

Emerging (1-2): Demonstrates skill at satisfactory level

Not Present (0): Skill is not demonstrated at a satisfactory level

N/A: Not able to observe or Not applicable

I. Knowledge of Early Childhood Education Principles And Practices <i>Addresses NAEYC Standard #1: Promoting Child Development and Learning</i>	5 Proficient	3-4 Developing	1-2 Emerging	0 Not Present	N/A
a. Uses developmental knowledge to contribute to a healthy, respectful, supportive and challenging learning environment.	5	3 4	1 2	0	N/A
b. Utilizes appropriate guidance techniques that support children's growth (e.g., redirects, sets clear limits, models and encourages expected behavior, attaching words to emotions and feelings.)	5	3 4	1 2	0	N/A
c. Uses a variety of appropriate techniques and skills to maintain children's engagement when working with small groups.	5	3 4	1 2	0	N/A
d. Uses a variety of appropriate techniques and skills to maintain children's engagement during whole-group activities.	5	3 4	1 2	0	N/A
e. Balances a global awareness by scanning the entire room or outdoors with direct engagement with children.	5	3 4	1 2	0	N/A
f. Shows good judgment about when to step into a situation.	5	3 4	1 2	0	N/A
<i>Describe at least one strength in the area of Knowledge of Early Childhood Education Principles and Practices:</i>					

List a goal in the area of **Knowledge of Early Childhood Education Principles and Practices:**

Additional comments on student's **Knowledge of Early Childhood Education Principles and Practices:**

II. Knowledge of Early Childhood Education Curriculum		5	3-4	1-2	0	
<i>Addresses NAEYC Standard #4: Teaching and Learning</i>		Proficient	Developing	Emerging	Not Present	N/A
a.	Actively participates in curriculum planning sessions to develop clear learning objectives for optimal learning.	5	3 4	1 2	0	N/A
b.	Plans and implements developmentally appropriate learning experiences and activities related to program curriculum, children's interests and learning goals.	5	3 4	1 2	0	N/A
c.	Makes and implements learning accommodations to meet the wide range of developmental abilities (including special needs) of young children in a group.	5	3 4	1 2	0	N/A
d.	Demonstrates spontaneity and flexibility in adapting curriculum plans to respond to children's immediate interests and needs (i.e., shows a commitment to follow a child's lead rather than only a teacher's plan).	5	3 4	1 2	0	N/A

Describe at least one strength in the area of **Knowledge of Early Childhood Education Curriculum:**

List a goal in the area of **Knowledge of Early Childhood Education Curriculum:**

Additional comments on student's Knowledge of Early Childhood Education Curriculum:

III. Teacher-Child Interactions	5	3-4	1-2	0	N/A
<i>Addresses NAEYC Standard #4: Teaching and Learning</i>	Proficient	Developing	Emerging	Not Present	
a. Interacts with children at their level (e.g., squats to talk with children). Exhibits comfort in interactions with children.	5	3 4	1 2	0	N/A
b. Shows affection for children in words and actions. Exhibits caring and patience. Focuses on the positive characteristics and traits of all children.	5	3 4	1 2	0	N/A
c. Actively works to get to know children as well as establishing and maintaining rapport with students.	5	3 4	1 2	0	N/A
d. Respects and responds to children's interests. Knows when to become involved with children in their play and when to give them space and time for their own pursuits.	5	3 4	1 2	0	N/A
e. Moves around the room, supporting and interacting with all children as appropriate.	5	3 4	1 2	0	N/A
f. Engages children by being an active participant in child-initiated and planned activities and experiences.	5	3 4	1 2	0	N/A
g. Promotes children's higher order thinking skills (e.g., modeling, scaffolding, self and parallel talk, concept development, advanced language, and open-ended questioning.)	5	3 4	1 2	0	N/A

Describe at least one strength in the area of Teacher-Child Interactions:

List a goal in the area of Teacher-Child Interactions:

*Additional comments on student's **Teacher-Child Interactions**:*

IV. Communication Skills	5	3-4	1-2	0	N/A
<i>Addresses NAEYC Standard #4: Teaching and Learning</i>	Proficient	Developing	Emerging	Not Present	
a. Communicates clearly with children (e.g. states expectations positively, uses praise sparingly and appropriately, acknowledges children's actions and successes)	5	3 4	1 2		
b. Uses clear and concise language that is appropriate to the developmental levels of young children (using rich and varied vocabulary, expanding upon children's language, modeling appropriate sentence length and structure).	5	3 4	1 2	0	N/A
<i>Describe at least one strength in the area of Communication Skills:</i>					
<i>List a goal in the area of Communication Skills:</i>					
<i>Additional comments on student's Communication Skills:</i>					

V. Relationships with Families	5	3-4	1-2	0	N/A
<i>Addresses NAEYC Standard #2: Building Family and Community Relationships</i>	Proficient	Developing	Emerging	Not Present	

a. Shows knowledge about and understanding of diverse family and community characteristics.	5	3	4	1	2	0	N/A
b. Supports and engages families and communities through respectful, reciprocal relationships	5	3	4	1	2	0	N/A
c. Demonstrates cultural competence and effective collaboration to involve families and communities in children's development and learning.	5	3	4	1	2	0	N/A
d. Appropriately and respectfully initiates communication with and responds to communication from children's families, with the approval of Mentor Teacher.	5	3	4	1	2	0	N/A
<i>Describe at least one strength in the area of Relationships with Families:</i>							
<i>List a goal in the area of Relationships with Families:</i>							
<i>Additional comments on student's Relationships with Families:</i>							

VI. Professional Conduct	5	3-4	1-2	0	N/A		
<i>Addresses NAEYC Standard #5: Becoming a Professional</i>	Proficient	Developing	Emerging	Not Present			
a. Uses self-reflection, knowledge of child development, Developmentally Appropriate Practice and understanding of the experiences of children and families to recognize own strengths as well as areas in need of further professional development.	5	3	4	1	2	0	N/A
b. Seeks assistance and information as appropriate in order to work toward improving teaching skills.	5	3	4	1	2	0	N/A
c. Welcomes constructive feedback about teaching capabilities	5	3	4	1	2	0	N/A

and uses this feedback effectively to improve teaching skills.						
d. Honors the confidentiality of information gathered through observation and shared by families and colleagues.	5	3	4	1	2	0 N/A
e. Demonstrates professionalism in appearance and behavior (e.g. is dependable and prompt in attendance, is organized and prepared, and follows program dress code.)	5	3	4	1	2	0 N/A
<i>Describe at least one strength in the area of Professional Conduct:</i>						
<i>List a goal in the area of Professional Conduct:</i>						
<i>Additional comments on student's Professional Conduct:</i>						

I am/ am not willing to supervise a KVCC ECE student next semester.

(Circle one)

Reason:

Student: _____ Site: _____

Evaluator's signature: _____

Student comments: