



Practicum Evaluation - Feedback on Teaching Skills and Strategies

Student:

Placement Site:

Evaluator Name:

Evaluator Signature:

Date:

Mid-Semester

End of Semester

The KVCC Early Childhood Education Program recognizes the NAEYC Professional Preparation Standards as a set of expectations to prepare our students for success in the education field. This evaluation is designed to assess the students' progress towards meeting the standards. For more information about them please visit appendix H in the Practicum Handbook.

Instructions:

1. Using the following scale, please rate the student's performance in the areas listed by making a mark under the appropriate descriptor. The following standards contain 1-3 sets of indicators. Please use the following indicators as follows:
 - If in practicum one please evaluate using only the first set of indicators
 - If in practicum two please evaluate using the *first and second* set of indicators
 - If in practicum three please evaluate using *all* sets of indicators

In addition to marking the appropriate descriptors we value your comments and suggestions. You are our eyes and ears to hands on performance and we appreciate examples of the students' skills. The students also respond well to the review portion of the evaluation when there are specific examples.

2. The last page is a review of the student's executive skills which can be hard to capture in the standards. These skills are the backbone of working in the education field and we recognize their importance. Please rate and comment to the best of your ability as we value any feedback to ensure success and progress in this course.
3. Review the evaluation with the student and sign upon review. The student must sign also. The evaluation can be turned in to the instructor during a site visit, scan/email, fax, or drop box submission in Black Board. It is ultimately up to the student to assure the evaluation is submitted.

<i>NAEYC Standard #1: Promoting Child Development and Learning</i>	Almost Always	Usually	Sometimes	Seldom	Never
Practicums I & II & III					
a. Responds appropriately to the individual needs of children					
b. Follows health and safety protocols					
c. Treats all children equally and models appropriate behavior					
d. Individualizes through play, spontaneous activity and guided investigations					
Practicums II & III only					
e. Asks open ended questions and allows time for child to respond					
f. Extends child's thinking by using "What if" or "I wonder" statements					
<i>Provide example(s) of Promoting Child Development and Learning:</i>	<i>Suggested strategies for improvement in Promoting Child Development and Learning:</i>				

<i>NAEYC Standard #2: Building Family and Community Relationships</i>	Almost Always	Usually	Sometimes	Seldom	Never
Practicums I & II & III					
a. Distributed a letter to families and introduced themselves as allowed					
b. Respectfully engages in conversations with children about family					
Practicums II & III only					
c. Maintains professional characteristics when interacting with colleagues					
d. Shows respect and displays warm demeanor towards families					
Practicum III only					
e. Shows respect for <i>all</i> families diverse and individual needs					
f. Uses families as a resource to develop activities					
g. Engages families through individual communication					
h. Supports family engagement through home-school connections					
<i>Provide example(s) of Building Family and Community Relationships</i>	<i>Suggested strategies for improvement in Building Family and Community Relationships</i>				

<i>NAEYC Standard #3: Observing, Documenting, and Assessing to Support Young Children and Families</i>	Almost Always	Usually	Sometimes	Seldom	Never
Practicums I & II & III					
a. Uses observation as an assessment tool to inform lesson planning					
b. Uses observation, documentation and assessment to evaluate lessons and improve activities for children					
c. Adjusts interactions and individualizes for children after assessing developmental abilities					
Practicum III only					
d. Uses observation and assessment to discuss child progress with families					
e. Uses a variety of observation, documentation & assessment to support children					
<i>Provide example(s) of Observing, Documenting, and Assessing to Support Young Children and Families</i>	<i>Suggested strategies for improvement in Observing, Documenting, and Assessing to Support Young Children and Families</i>				

<i>NAEYC Standard #4: Using Developmentally Effective Approaches to Connect with Children and Families</i>	Almost Always	Usually	Sometimes	Seldom	Never
Practicums I & II & III					
a. Displays welcoming body language and facial expressions					
b. Uses appropriate tone with the message delivered					
c. At eye level when speaking with a student					
d. Uses positive language and behavior guidance					
e. Provides consistency in messages and routine					
f. Respects boundaries and space – understands when to interact and when to step back					
g. Listens and provides ample opportunity for others to speak					
h. Personalizes interactions with children and families					
<i>Provide example(s) of Using Developmentally Effective Approaches to Connect with Children and Families</i>	<i>Suggested strategies for improvement in Using Developmentally Effective Approaches to Connect with Children and Families</i>				

<i>NAEYC Standard #5: Using Content Knowledge to Build Meaningful Curriculum</i>	Almost Always	Usually	Sometimes	Seldom	Never
Practicums I & II & III					
a. Creates appropriate lesson plans according to child interest and skill level					
b. Creates appropriate lesson plans that align with classroom curriculum					
c. Activities are purposeful and incorporate important developmental domains					
Practicums II & III only					
d. Allows children to explore and attempt challenges– knows when to step in					
e. Guides problem solving and thinking skills					
f. Uses teachable moments to expand and extend child learning					
<i>Provide example(s) of Using Content Knowledge to Build Meaningful Curriculum</i>	<i>Suggested strategies for improvement in Using Content Knowledge to Build Meaningful Curriculum</i>				

<i>NAEYC Standard #6: Becoming a Professional</i>	Almost Always	Usually	Sometimes	Seldom	Never
Practicums I & II & III					
a. Arrives on time and when scheduled					
b. Is appropriately dressed for daily activities, including outdoor play					
c. Maintains a positive attitude					
d. Respects confidentiality					
e. Adheres to the NAEYC Code of Ethical Conduct					
f. Accepts feedback and uses suggestions to build knowledge and growth					
g. Makes an appropriate effort to build knowledge and skills through experiences					
h. Respects professional boundaries of the mentor teacher and other support staff					
i. Respects other's knowledge, ideas and beliefs without judgment					
j. Is mindful of how and when to voice questions and concerns to the supervising teacher (without disruption of daily routines)					
<i>Provide example(s) of Becoming a Professional</i>	<i>Suggested strategies for improvement in Becoming a Professional</i>				

Executive Skills

	Makes a genuine effort and is making progress	Makes some effort but is not consistent	Little to no effort
1. Arrives mentally and physically prepared to work with children and colleagues Example and/or comment:			
2. Is dependable and reliable Example and/or comment:			
3. Takes initiative to be a part of the class routine and helpful to the teacher Example and/or comment:			
4. Is able to follow simple and complex directions Example and/or comment:			
5. Sets goals and actively works on them Example and/or comment:			
6. Tolerates uncertainty – is able to go with the flow and adjust to sudden changes Example and/or comment:			
7. Is able to identify their own needs and communicate them appropriately Example and/or comment:			
8. Displays appropriate judgment and decision making Example and/or comment:			
9. Ability to self-reflect and process professional growth appropriately Example and/or comment:			
10. Is able to build upon prior learning experiences and put that knowledge into practice Example and/or comment:			

Please provide two areas of strength for the student:

- 1.
- 2.

Please provide two suggested strategies for improvement (from above) that *is a priority* for this student:

- 1.
- 2.

Please provide a brief description of areas in which the student has demonstrated professional growth.

Based on this evaluation I (the supervising teacher) recommend a letter grade of _____.

Student Comments:

By signing you agree that the evaluation has been rated and reviewed in a manner in which all parties understand.

Student: _____

Supervising Teacher: _____