

**Early Childhood Education Field Evaluation**

**Placement 1**

*Please indicate who completed this evaluation:*

Placement Site Evaluation  Student Self-Evaluation

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Placement Site Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Placement Mentor Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date(s) of Days Absent: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date(s) of Make-Up Days: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*This evaluation form has been reviewed and discussed as part of the field evaluation. The student and mentor evaluation forms were presented and discussed at this review.*

MID-TERM: Yes \_\_\_\_\_ No \_\_\_\_\_ FINAL: Yes \_\_\_\_\_ No \_\_\_\_\_

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Placement Mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Placement Mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Discussed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sheridan Professor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Sheridan Professor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NOTE: *It is the responsibility of students to photocopy this document for their own records,*

*prior to submission.*

EVALUATION GUIDELINES:

This evaluation form is to be completed at mid-term (left-hand side of page) and at the end of each placement (right-hand side of page).

The placement mentor is asked to reflect on the student’s current level of performance in each competency area as related to the provincial standards revised by the Ministry of Training, Colleges and Universities in 2012. Sheridan students will be evaluated in the following competency areas

1. Perform Professionally
2. Build Caring and Nurturing Relationships
3. Maintain a Safe and Healthy Learning Environment
4. Observe, Document and Reflect on Children’s Play and Learning
5. Plan and Implement Responsive, Play-Based Learning Experiences
6. Promote the Development of the Children’s Well-being

Students are required to complete their own copy of the form INDEPENDENTLY; their self-evaluation will facilitate discussion and clarification of performance evaluation, and should be discussed in detail, and signed by both student and placement mentor. This form does not grade students; it describes their skills and abilities.

The final grade for the course is the responsibility of the Sheridan field visitor/professor.

Competency Guidelines:

For each competency area please indicate the student’s overall performance level:

1. Demonstrates the skill level on a consistent basis (without external prompting) Consistent
   * Has achieved mostly *Yes* and *Sometimes* skill ratings
2. Demonstrates the skill level inconsistently (requires some external prompting) Emerging

* Has achieved mostly *Sometimes* and *Never* skill ratings

To support your overall performance rating, each competency has been broken down into several key skills. Please rate each skill using the following guidelines;

Yes- student has demonstrated this skill at least 80% of the time

Sometimes- student has demonstrated this skill at least 60% of the time

Never/Rarely- student rarely demonstrates this skill: less than 50% of the time

Early Childhood Education - Field Evaluation

Placement 1

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| **Midterm:**  **C E** | PERFORM PROFESSIONALLY *Please indicate overall performance in this area:*  C= Consistent E= Emerging | Final:  C E |
| Indicate if the student is able to perform these skills:  **Yes-80% of the time Sometimes-60-70% of the time Never/rarely- less than 50%** | | |
| **Y S N** | Seek and obtain direction and feedback. | **Y S N** |
| **Y S N** | Respond to feedback in a professional manner | **Y S N** |
| **Y S N** | Demonstrates a self-awareness of values and personal biases. | **Y S N** |
| **Y S N** | Fulfill professional responsibilities (i.e., dress code, punctuality, submission of paperwork in a timely manner). | **Y S N** |
| **Y S N** | Respect the rights of others | **Y S N** |
| **Y S N** | Discuss information with confidentiality | **Y S N** |
| **Y S N** | Take initiative within the structure of a team in routines and transitions. | **Y S N** |
| **Y S N** | Regulate own feelings in a professional way. | **Y S N** |

(The above competencies can be further explored in Standard IV and V of the Code of Ethics and Standards of Practice <https://www.college-ece.ca/en/Members/professionalstandards>)

**Comments:**

**Midterm**

*Areas of strength*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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*Areas of professional growth*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Final**

*Areas of strength*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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*Areas of professional growth*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Midterm:**  **C E** | BUILD CARING AND NURTURING RELATIONSHIPS *Please indicate overall performance in this area:*  C= Consistent E= Emerging | Final:  C E |
| Indicate if the student is able to perform these skills:  **Yes-80% of the time Sometimes-50-70% of the time Never/rarely- less than 50%** | | |
| **Y S N** | Interact with children in a supportive manner, responsive to their individual needs. | **Y S N** |
| **Y S N** | Demonstrate active listening when communicating with children, families and colleagues. | **Y S N** |
| **Y S N** | Initiate communication (ie, introduce themselves, greetings, check-in) with families. | **Y S N** |
| **Y S N** | Demonstrate positive, respectful, professional communication skills (i.e., words, voice tone, facial and body expressions, etc.). | **Y S N** |
| **Y S N** | Use clear verbal and written communication with children, colleagues, families and other professionals. | **Y S N** |
| **Y S N** | Promote the child’s dignity through positive interactions (i.e., patience, enjoyment of children, positive physical affect and regard) | **Y S N** |
| **Y S N** | Is able to express needs, clarify understanding and meet challenging interpersonal situations respectfully. | **Y S N** |

(The above competencies can be further explored in Standard I, II, V of the Code of Ethics and Standards of Practice <https://www.college-ece.ca/en/Members/professionalstandards>)

**Comments:**

**Midterm**

*Areas of strength*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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*Areas of professional growth*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Final**

*Areas of strength*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Midterm:**  **C E** | MAINTAIN A SAFE AND HEALTHY LEARNING ENVIRONMENT *Please indicate overall performance in this area:*  C= Consistent E= Emerging | Final:  C E |
| Indicate if the student is able to perform these skills:  **Yes-80% of the time Sometimes-50-70% of the time Never/rarely- less than 50%** | | |
| **Y S N** | Monitor the environment, on an ongoing basis, for potential hazards and health concerns. | **Y S N** |
| **Y S N** | Position self to maximize view of area. | **Y S N** |
| **Y S N** | Scan environment and children frequently. | **Y S N** |
| **Y S N** | Assist in guiding children in routine situations. | **Y S N** |
| **Y S N** | Maintain a sense of order so materials are easily found and assist with the program’s policy on disinfecting. | **Y S N** |
| **Y S N** | Assist in maintaining sanitary conditions. | **Y S N** |
| **Y S N** | Maintain a safe environment by ensuring materials introduced by student meet safety standards. | **Y S N** |
| **Y S N** | Assist in supervision of all program areas both indoors and outdoors. | **Y S N** |
| **Y S N** | Demonstrates an awareness and understanding of program’s emergency policies including fire drills. | **Y S N** |

(The above competencies can be further explored in Standard 3 of the Code of Ethics and Standards of Practice <https://www.college-ece.ca/en/Members/professionalstandards>)

**Comments:**

**Midterm**

*Areas of strength*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Final**

*Areas of strength*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Midterm:**  **C E** | OBSERVE, DOCUMENT AND REFLECT ON CHILDREN’S PLAY AND LEARNING *Please indicate overall performance in this area:*  C= Consistent E= Emerging | Final:  C E |
| Indicate if the student is able to perform these skills:  **Yes-80% of the time Sometimes-50-70% of the time Never/rarely- less than 50%** | | |
| **Y S N** | Observe and participate in children’s play and exploration | **Y S N** |
| **Y S N** | Collect observational data during free play and daily routines | **Y S N** |
| **Y S N** | Reflect on observations to better understand children’s play and learning | **Y S N** |
| **Y S N** | Reflect on observations to generate ideas for new learning materials and experiences. | **Y S N** |
| **Y S N** | Create pedagogical documentation in the form of Learning Stories | **Y S N** |

(The above competencies can be further explored in Standard 2 of the Code of Ethics and Standards of Practice <https://www.college-ece.ca/en/Members/professionalstandards>)

**Comments:**

**Midterm**

*Areas of strength*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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*Areas of professional growth*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Final**

*Areas of strength*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Midterm:**  **C E** | PLAN AND IMPLEMENT PLAY BASED LEARNING EXPEREINCES *Please indicate overall performance in this area:*  C= Consistent E= Emerging | Final:  C E |
| Indicate if the student is able to perform these skills:  **Yes-80% of the time Sometimes-50-70% of the time Never/rarely- less than 50%** | | |
| **Y S N** | Use flexibility when implementing daily life routines to support and respond to individual abilities and temperaments. | **Y S N** |
| **Y S N** | Participate with the children in both planned and spontaneous learning experiences to build genuine relationships with individual children | **Y S N** |
|  | Provide appropriate and engaging learning materials. | **Y S N** |
|  | Plan and implement simple, play-based learning experiences inspired by the *opportunities and possibilities* section of their Learning Stories | **Y S N** |
|  | Use appropriate language and communication strategies to engage children in planned learning experiences | **Y S N** |
|  | Observe and engage in conversation with children to understand their ideas and intentions during planned experiences | **Y S N** |
|  | Reflect on one’s own role in facilitating children’s learning and incorporate the feedback of others to modify implementation strategies for learning experiences | **Y S N** |

(The above competencies can be further explored in Standard 2 of the Code of Ethics and Standards of Practice <https://www.college-ece.ca/en/Members/professionalstandards>)

**Comments:**

**Midterm**

*Areas of strength*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Final**

*Areas of strength*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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*Areas of professional growth*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Midterm:**  **C E** | PROMOTE THE DEVELOPMENT OF CHILDREN’S WELL BEING *Please indicate overall performance in this area:*  C= Consistent E= Emerging | Final:  C E |
| Indicate if the student is able to perform these skills:  **Yes-80% of the time Sometimes-50-70% of the time Never/rarely- less than 50%** | | |
| **Y S N** | Observe and interpret children’s behaviours positively and objectively, to respond in a manner that supports children’s well-being | **Y S N** |
| **Y S N** | Encourage and reinforce children’s efforts and behaviours consistently throughout the day by using observational comments and “I wonder’ statements | **Y S N** |
| **Y S N** | 1. Acknowledge and reflect children’s expressions of feelings through the use of such strategies as “I” messages and positive words in a non-judgmental manner | **Y S N** |
| **Y S N** | Help children develop an awareness of individual uniqueness through expressions of empathy and collaboration | **Y S N** |
| **Y S N** | 5. Model self-regulation and demonstrate prosocial behaviours to be inclusive of all children | **Y S N** |
| **Y S N** | Use constructive, positive words and directions when responding to children’s behaviour so they understand what is acceptable, rather than what is not acceptable | **Y S N** |
| **Y S N** | Anticipate challenges experienced by children and provide time for children to independently problem solve when safe to do so | **Y S N** |

(The above competencies can be further explored in Standard 3 of the Code of Ethics and Standards of Practice <https://www.college-ece.ca/en/Members/professionalstandards>)

**Comments:**

**Midterm**

*Areas of strength*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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*Areas of professional growth*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Final**

*Areas of strength*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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*Areas of professional growth*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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