

**Early Childhood Education Field Evaluation**

**Placement 2**

*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.

Competency Guidelines:

If the student:

1. Demonstrates the skill level on a consistent basis (without external prompting) Consistent
2. Demonstrates the skill level inconsistently Emerging

(Skill is evident but may require some external prompting)

NOTE: Additional clarification and examples of this competency rating scale may be found in the ECE Program Field Manual distributed to programs. 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.

Early Childhood Education - Field Evaluation

Placement 2

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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 **(Y-consistently, S-sometimes, N-never)** |
| **Y S N** |  Seek and obtain direction and feedback. | **Y S N** |
| **Y S N** |  Accept and act upon feedback in a professional manner. | **Y S N** |
| **Y S N** | Be respectful, positive and open minded, reflecting awareness of personal bias.  | **Y S N** |
| **Y S N** |  Discuss information with confidentiality | **Y S N** |
| **Y S N** | Take initiative for functioning as a team member throughout the daily routine. | **Y S N** |
| **Y S N** | Establish professional, responsive and authentic relationships with children, families & colleagues. | **Y S N** |
| **Y S N** | Demonstrate healthy practices to support the well-being of self. | **Y S N** |
| **Y S N** | Fulfill professional responsibilities (i.e., dress code, punctuality, submission of paperwork on a timely basis). | **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 **(Y-consistently, S-sometimes, N-never)** |
| **Y S N** | Interact with children in a supportive manner, responsive to their individual needs by identifying specific strategies and evaluating their effectiveness.  | **Y S N** |
| **Y S N** |  Demonstrate active listening when communicating with children, families and colleagues, responding appropriately to their ideas, concerns and needs  | **Y S N** |
| **Y S N** | Initiate and facilitate ongoing communication with families, share positive anecdotes, experiences and observations. | **Y S N** |
| **Y S N** | Model positive, respectful and professional communication skills (words, voice tone, facial and body expressions, etc). Showing a strong awareness of self and others. | **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 negotiate needs, clarify understanding and resolve interpersonal conflict 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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*Areas of professional growth*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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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 **(Y-consistently, S-sometimes, N-never)** |
| **Y S N** | Monitor the environment and materials, on an ongoing basis, for potential hazards and health concerns. | **Y S N** |
| **Y S N** | Demonstrate an awareness of other adults in the room and position self to maximize view of area. | **Y S N** |
| **Y S N** | Scan children and environment frequently and responds quickly to unsafe situations. | **Y S N** |
| **Y S N** | Guide children in routine situations and transitions. | **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 and appropriate hygiene and healthy lifestyle practices (e.g. nutrition and physical activity). | **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 III 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** | 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 **(Y-consistently, S-sometimes, N-never)** |
| **Y S N** | Scaffold children’s learning during free play, transitions and daily routines | **Y S N** |
| **Y S N** | Observe and collect data about children’s learning in various parts of the program, both indoors and outdoors | **Y S N** |
| **Y S N** | Engage children in reflection about their play and learning experiences | **Y S N** |
| **Y S N** | Reflect on observations to inform curriculum planning and interactions with children | **Y S N** |
| **Y S N** | Use Learning Stories to document and explain children’s interests, abilities, ideas and temperaments. | **Y S N** |

(The above competencies can be further explored in Standard II 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 **(Y-consistently, S-sometimes, N-never)** |
| **Y S N** | Initiate and follow through with all elements of the daily schedule facilitating smooth transitions through an engaging and playful learning environment. | **Y S N** |
| **Y S N** | Plan and implement responsive, play-based learning experiences for *all* areas of the program, based on children’s interests as identified in Learning Stories. | **Y S N** |
| **Y S N** | Provide appropriate, engaging and inclusive learning materials. | **Y S N** |
| **Y S N** | Participate with children as a co-learner in both planned and spontaneous experiences to inspire and extend children’s learning. | **Y S N** |
| **Y S N** | Encourage children to express their observations, questions and ideas to support inquiry-based learning. | **Y S N** |
| **Y S N** | Use a variety of implementation strategies to include each child in individual, small group and large group experiences. | **Y S N** |
| **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 II 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** | 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 **(Y-consistently, S-sometimes, N-never)** |
| **Y S N** | 1. Observe and interpret children’s behaviours positively and objectively, to utilize positive child guidance strategies that support children’s well-being, dignity and independence  | **Y S N** |
| **Y S N** | 1. Encourage and reinforce children’s behaviours consistently to include opportunities for choices, decision-making, and risk-taking when they are available | **Y S N** |
| **Y S N** | 5. Acknowledge and reflect children’s expressions of feelings and self-assertion by role modelling prosocial ways for children to express emotions.  | **Y S N** |
| **Y S N** |  Help children develop an awareness of and understanding of individual uniqueness through expressions of empathy and collaboration | **Y S N** |
| **Y S N** | Provide clear expectations of prosocial behaviours consistently for all children by separating ‘behaviour’ from the ‘child’ (E.g. avoid words like ‘bad, naughty, aggressive, cute’ when speaking with or about a child)  | **Y S N** |
| **Y S N** | Use your voice as a teaching tool where words, voice tone, facial and body expressions are consistent with the situation when providing immediate feedback to children’s behaviour | **Y S N** |
| **Y S N** | Anticipate challenges experienced by children and provide time for children to independently problem solve. Observe and gather information from the children and remain neutral as a facilitator to support their resolution.  | **Y S N** |

(The above competencies can be further explored in Standard II, III 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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