

**Early Childhood Education Field Evaluation**

**Placement 3**

*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 3

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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** | Actively participate and reflect in one’s evaluation and feedback on a daily basis | **Y S N** |
| **Y S N** | Recognize effect of own behaviour on others and vice versa | **Y S N** |
| **Y S N** | Act positively upon direction and constructive feedback to develop professional learning goals | **Y S N** |
| **Y S N** | Function as an independent, professional team member in all areas of the program | **Y S N** |
| **Y S N** | Demonstrate respect for diversity, equity and inclusion. | **Y S N** |
| **Y S N** | Demonstrate healthy practices to support the wellbeing of others. | **Y S N** |
| **Y S N** | Respect the privacy of children, family and colleagues with an appropriate level of confidentiality. | **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:  **Yes-80% of the time Sometimes-60-70% of the time Never/rarely- less than 50%** | | |
| **Y S N** | Discuss and create responsive strategies in partnership with children to support reflection as a means to develop insight and collaborative problem solving. | **Y S N** |
| **Y S N** | Demonstrates active listening when communicating with children, families and colleagues, responding appropriately to the ideas, concerns and needs of children, families and colleagues. | **Y S N** |
| **Y S N** | Initiate and exchange ongoing positive communication with families by exchanging knowledge and sharing practices and resources ( as per placement expectations/policies) | **Y S N** |
| **Y S N** | Contributes to providing a welcoming and nurturing environment through respectful, authentic and professional interactions with children, families and colleagues. | **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** | Acts professionally when negotiating needs and clarifying understanding. Is able to resolve interpersonal conflict and challenging situations in an assertive and respectful manner. | **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:  **Yes-80% of the time Sometimes-60-70% of the time Never/rarely- less than 50%** | | |
| **Y S N** | Monitor the environment and materials, on an ongoing basis, for potential hazards and health concerns. | **Y S N** |
| **Y S N** | Ensure children’s safety through proper positioning and frequent scanning, responding to quickly to unsafe conditions. | **Y S N** |
| **Y S N** | Guide children in routine situations and transitions, while supporting children’s development of self-help skills. | **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** | Model appropriate hygiene and healthy lifestyle practices (e.g. nutrition and physical activity) by educating and supporting the child in these areas. | **Y S N** |
| **Y S N** | Maintaining a safe environment by ensuring materials introduced by student meet safety standards. | **Y S N** |
| **Y S N** | Supervise all program areas both indoors and outdoors. | **Y S N** |
| **Y S N** | Demonstrate an understanding of program’s emergency policies including fire drills, following through when appropriate. | **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**

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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:  **Yes-80% of the time Sometimes-60-70% of the time Never/rarely- less than 50%** | | |
| **Y S N** | Facilitate spontaneous, play-based learning experiences throughout the day, in collaboration with children | **Y S N** |
| **Y S N** | Collect various forms of observational data such as written notes, pictures and samples of children’s work or language. | **Y S N** |
| **Y S N** | Engage in ongoing reflection about children’s participation in planned curriculum experiences and use the insight gained in future planning and interactions with children. | **Y S N** |
| **Y S N** | Use pedagogical documentation to engage in ongoing reflection about children’s learning and inform emergent curriculum planning. | **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:  **Yes-80% of the time Sometimes-60-70% of the time Never/rarely- less than 50%** | | |
| **Y S N** | Plan and implement integrated, responsive, play-based curriculum experiences, based on children’s interests to support their holistic development and learning. | **Y S N** |
| **Y S N** | Engage in authentic and meaningful interactions and experiences with children throughout the day to promote their learning and growth in all areas of development. | **Y S N** |
| **Y S N** | Provide appropriate, engaging and inclusive learning materials. | **Y S N** |
| **Y S N** | Support the play and learning of multiple children engaged in a variety of activities. | **Y S N** |
| **Y S N** | Assume a leadership role in planning and implementing all aspects of the daily program, including transitions and routines. | **Y S N** |
| **Y S N** | Engage in ongoing reflection about one’s role and effectiveness as an educator and identify opportunities for professional growth. | **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:  **Yes-80% of the time Sometimes-60-70% of the time Never/rarely- less than 50%** | | |
| **Y S N** | Observe and interpret children’s behaviours including accurate developmental expectations, to respond in a positive manner that supports children’s well-being, dignity and independence. | **Y S N** |
| **Y S N** | Encourage and reinforce the development of prosocial behaviours to facilitate children’s self-regulation, self-esteem and well-being | **Y S N** |
| **Y S N** | Acknowledge and support children’s expressions of feelings without judgment and reprimand to create an environment which maintains children’s self-esteem and feelings of belonging | **Y S N** |
| **Y S N** | Support children’s understanding of individual uniqueness through expressions of empathy and collaboration | **Y S N** |
| **Y S N** | Utilize a variety of intentional positive guidance strategies to support the development of all children’s prosocial behaviours to ‘be safe, be responsible, be respectful’ (e.g. redirection, collaborative consequences, choices, clear expectations, limits, independent problem-solving) | **Y S N** |
| **Y S N** | Provide immediate, positive feedback to children’s behaviours and follow through on stated expectations with sensitivity | **Y S N** |
| **Y S N** | Empower children’s ability for independent conflict resolution and support children’s mutually agreed upon solutions as long as they are safe, responsible and respectful | **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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