

HCC Early Childhood Practicum Evaluation Form CHLD 201: Infant/Toddler Placement

Students: Complete your self-evaluation by writing comments and providing concrete examples for each of the criteria. Give the evaluation to your cooperating teachers a week before it is due so they have a week to assign points and provide feedback..

Cooperating Teachers: Put number from rating scale in boxes and provide some feedback to support rating.

4 – Evident at an exemplary level

Outstanding performance of an indicator. Student goes well beyond the expectation of a pre-service teacher.

3- Consistently evident

Above average performance of an indicator. Student demonstrates desired behavior consistently.

2 – Sometimes evident

Average performance of an indicator. Student does not consistently demonstrate desired behavior.

1 – Not evident

Below average performance of an indicators. Student does not demonstrate desired behavior.

0 - Unacceptable

Unsafe **or** Inappropriate behavior

The student appears knowledgeable and demonstrates competence in tasks associated with:

1. **Competence in tasks associated with caring for infants and toddlers:** (ex. Diapering and toileting, Feeding, Holding, Comforting -crying/fussy infant or distraught toddler, Practicing safe sleep practices)

Teacher's feedback

2. **Providing warm, consistent, responsive caregiving**

Teacher's feedback

3. **Ensuring safety for each child** (ex. Vigilant in visual and auditory supervision, Aware of entire group even when interacting 1- on -1, Alert to choking prevention)

Teacher's feedback

4. **Modeling procedures for preventing the spread of infectious disease, including:** (ex. hand hygiene, cough and sneeze etiquette; cleaning and disinfection of toys and equipment; food handling)

Teacher's feedback

5. **Facilitating opportunities for child-initiated activities**

Teacher's feedback

6. **Promoting physical activity through age-appropriate activities and limiting sedentary behaviors.**

Teacher's feedback

- 7. Stimulating communication and language development** (Mileau teaching strategies such as Play and engage, Notice and respond, Turn-taking, Mirror and map, Modeling and Expanding, Play and communicate; Meal time conversations, Uses open-ended questions)

Teacher's feedback

- 8. Stimulating pre-literacy skills through play, shared reading, song, rhyme, and lots of talking**

Teacher's feedback

- 9. Promotes cognitive, physical and social/emotional development** (Maximizes incidental and intentional teaching opportunities; Expands learning during play episodes; Ensures participation of all children by differentiating instruction; Makes adaptations for children with special needs)

Teacher's feedback

10. Utilizes classroom resources effectively(ex. Aware of equipment, materials and supplies available and is proactive in accessing and incorporating into activities)

Teacher's feedback

11. Developing appropriate relationships and interactions with:

- a. Children

- b. Families (Maintains role boundaries in communications; Demonstrates cultural competence)

- c. Staff

Teacher's feedback

12. Utilizes positive approaches to support diversity of culture, language and ability.

Teacher's feedback

13. Utilizes positive methods of behavior management and guidance techniques (Example: helps children find appropriate ways of expressing and dealing with emotions rather than immediately deferring to the teachers. Follows teachers' model.)

Teacher's feedback

14. Student operates effectively as a member of professional team (for ex. asks questions regarding role/expectations, adheres to schedule, shares responsibility for room maintenance, etc.)

Teacher's feedback

15. Student shows a developing sense of professionalism (ex. appropriately groomed, dependable, punctual and adhering to the NAEYC Professional Code of Ethics)

Teacher's feedback

Cooperating teacher's signature and date

Evaluation #1, #2

Name _____

Criteria adapted from National Health and Safety Performance Standards; Guidelines for Early Care and Education. Programs: Standard 1.3.2.4: Additional Qualifications for Caregivers/Teachers Serving Children Three to Thirty-five Months of Age