

Evaluation Form – Practicum

Salish Kootenai College
Mid-Term and Final Evaluation of Practicum Candidates

Form completed by College Coordinator and Supervising Teacher
May also be used for self-evaluation

Explanation of levels of proficiency in the NAEYC standards and indicators as well as SKC Professional Dispositions

- **1 = Unacceptable** – The candidate exhibits some knowledge, skills or dispositions that are inappropriate or ineffective for early childhood student learning. Remediation is necessary if the candidate is to remain in the practicum. In order to successfully complete the practicum experience, the final evaluation must contain **no** “unacceptable” ratings.
- **2 = Developing** – The candidate is developing the knowledge, skills or dispositions for effective early childhood student learning, but has not, yet, attained a level of proficiency appropriate for a first year teacher. How well the candidate follows through on recommendations for improvement will be evaluated at a later date. In order to successfully complete the practicum experience, the overall NAEYC Standard along with SKC professional dispositions must be rated proficient with no more than one of the indicators under each standard rated developing, and no indicators can be at the “unacceptable” level.
- **3 = Proficient** – The candidate exhibits knowledge, skills or dispositions that are proven to be appropriate and effective for early childhood student learning. The level of proficiency is that expected for a first year teacher. Each NAEYC Standard and professional disposition is assessed overall, and several indicators under each standard are assessed separately. Candidates must attain an overall developing score of 2.0 in each of the NAEYC Standards and SKC professional dispositions overall. To successfully pass the practicum, no indicators can be at the “Unacceptable” level.

Note: Each NAEYC Standard and professional disposition is assessed separately. Indicators under standards are assessed separately as well.

Candidate: _____ School/City: _____

Observer Name: _____ Date: _____

Salish Kootenai College
Early Childhood Observation Form – Integrating CDA Functional Areas

1=Unacceptable 2=Developing 3=Proficient ND=Not Demonstrated or Observed
 (Bold items refer to the overall NAEYC Standards. The overall standard/disposition is rated as an average of the indicator scores.) **Each standard must receive an average overall score of 2.0 to pass.**

NAEYC Standard 1: Child Development and Learning	1	2	3	ND
Promoting Child Development and Learning. Candidates use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.				
1. Health				
2. Safety				
3. Learning Environment				

NAEYC Standard 2: Building Family and Community Relationships	1	2	3	ND
Building Family and Community Relationships. Candidates know about, understand, and value the importance of complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.				
11. Families				
12. Program Management				

NAEYC Standard 3: Observing, Documenting and Assessing to Support Young Children.	1	2	3	ND
Observing, Documenting, and Assessing to Support Young Children. Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systemic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children’s development and learning.				
0. Observation & Assessment				

NAEYC Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families	1	2	3	ND
Candidates understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families:				
8. Self				

9. Social				
10 Guidance				

NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum	1	2	3	ND
Candidates use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child.				
4. Physical				
5. Cognitive				
6. Communication				
7. Creativity				

NAEYC Standard 6: Becoming a professional.	1	2	3	ND
Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.				
13. Professionalism				

Comments: