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| **KENNEBEC VALLEY COMMUNITY COLLEGE**  **FAIRFIELD, MAINE**  **Department of Social Sciences**    **ECE 155 Practicum I - Feedback on Teaching Skills and Strategies -** | | | |
| Student name: |  | Field Placement Site: |  |

Please identify where you feel the student’s performance would fall on the continuum at the time of the evaluation.

**Key:** N = Not Present; E = Emerging; D = Developing; P= Proficient, NA

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| **Observe:** | | P | D | E | N |  |
|  | Watch individual children while scanning the environment |  |  |  |  |  |
|  |  |  |  |  |  |
|  | Intervene when necessary to support, direct, stimulate or stretch |  |  |  |  |  |
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| Comment: | |  |  |  |  |  |
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|  |  |  |  |  |  |  |
| **Support:** | | P | D | E | N |  |
|  | Be attentive to children, listen and attune to their actions and initiatives |  |  |  |  |  |
|  |  |  |  |  |  |
|  | Attach words and actions to child’s products, actions and feelings |  |  |  |  |  |
|  |  |  |  |  |  |
|  | Co-construct and play with children, supporting without taking over the play |  |  |  |  |  |
|  |  |  |  |  |  |
|  | Greet children with smiles, physical affection, voice tones and music |  |  |  |  |  |
|  |  |  |  |  |  |
|  | Be sensitive to children’s individual styles and sensory preferences |  |  |  |  |  |
|  |  |  |  |  |  |
| Comment: | |  |  |  |  |  |
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| **Stretch:** | | P | D | E | N |  |
|  | Provide materials and ideas that add a challenge or stimulate re-representation |  |  |  |  |  |
|  |  |  |  |  |  |
|  | Ask connecting questions that stimulate use of child’s prior experiences |  |  |  |  |  |
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|  | Encourage child’s re-representation in a different symbol system |  |  |  |  |  |
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|  | Put children in touch with each other to stimulate ideas and joint problem-solving |  |  |  |  |  |
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| **Direct**: | | P | D | E | N |  |
|  | Demonstrate and model desired behavior, procedures, use of tools and materials |  |  |  |  |  |
|  |  |  |  |  |  |
|  | Create and enforce ground rules that lead children to safe and appropriate behavior |  |  |  |  |  |
|  |  |  |  |  |  |
|  | Focus children’s attention; Redirect to alternative experiences or new materials |  |  |  |  |  |
|  |  |  |  |  |  |
|  | Present situations to help children resolve conflict; gain another perspective |  |  |  |  |  |
|  |  |  |  |  |  |
|  | Require children to take responsibility for their actions, as appropriate |  |  |  |  |  |
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| **Professionalism:** | | P | D | E | N |  |
|  | Practice appropriate communication: confidentiality, appropriate language, courtesy |  |  |  |  |  |
|  |  |  |  |  |  |
|  | Recognize and accept each child and family, greet families |  |  |  |  |  |
|  |  |  |  |  |  |
|  | Present a professional appearance, be prepared |  |  |  |  |  |
|  |  |  |  |  |  |
|  | Practice health and safety habits and routines |  |  |  |  |  |
|  |  |  |  |  |  |
|  | Be dependable in attendance and in assistance/consultation with cooperating teacher |  |  |  |  |  |
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| Comment: | |  |  |  |  |  |
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| **Other:** | |  |  |  |  |  |
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| Student: |  |  | Site: |  |  | # of adults: |  |
| Date: |  |  | Observer: |  |  | #of children: |  |