

School of Early Childhood Studies  
Faculty of Community Services

**CLD 464 SENIOR INTERNSHIP  
FIELD EDUCATION EVALUATION FORM  
#1\***

**The following document is provided as a sample of the CLD464 evaluation form #1. Evaluations are completed electronically using a link sent by the School of ECS to the field educator. The electronic forms will look different, however the content will be the same as this sample. The electronic evaluation is completed mid-way during the placement and at the placement completion.**

**\*NB-This evaluation form is to be used in sites where students have daily interaction with children and carry out daily programming; i.e. child care centres, early primary classrooms, family support programs.**

This field education course is designed to facilitate students' learning in the following areas:

- I Curriculum Planning and Implementation
- II Communicating and Interacting with Children and Families
- III Professional Role and Relationships
- IV Contributing to the Program
- V Connecting with the Community and Other Professionals

**NB Students are expected to meet with their field educator prior to the placement start date to establish daily responsibilities. Students are expected to plan inquiry based learning activities every day of their internship and assume the role of co-teacher by the fifth internship day.**

# I Curriculum Planning and Implementation

Learning Goals	Tasks/Actions	Learning Outcomes
<p>-Guide children's behaviour effectively in classroom routines and in individual, small and large group activities</p> <p>-Plan and implement inquiry based, play-based learning experiences in a variety of curriculum areas</p> <p>-Adapt, extend and enhance the planned learning experiences both spontaneously and within the plan for the range of abilities of children in the program</p> <p><b>Additional Goals:</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>	<p>-Learn the safety routines of the program</p> <p>-Learn the children's names</p> <p>-Implement regular program routines</p> <p>-Reinforce the limits/rules (code of behaviour) of the program</p> <p>-Observe and record children's play behaviours, current interests, and unique traits for the purposes of curriculum planning</p> <p>-Respond spontaneously to children's suggestions and cues</p> <p>-Plan daily curriculum that includes:</p> <ul style="list-style-type: none"> <li>• Learning materials/supplies needed</li> <li>• Methods/strategies for implementation</li> <li>• Modifications/accommodations that address the individuals needs of the children in the program</li> <li>• Methods/strategies for assessing children's' progress</li> </ul> <p>-Implement planned play based, inquiry based learning experiences</p> <p>-Implement individual, small group and large group inquiry based, play based learning experiences</p> <p>-Submit learning experience plans at least one week ahead of implementation or as agreed by the Field Educator</p> <p>-Request advice and feedback</p> <p><b>Tasks/Actions Related to student generated learning goals:</b></p>	

**Mid-Term Evaluation**

Field Educator Assessment

Explain how the student is meeting the learning goals:

Indicate areas where the student is exceeding the learning goals:

**Final Evaluation**

Field Educator Assessment

Explain how the student met the learning goals:

Indicate areas where the student exceeded the learning goals:

**II Communicating and Interacting with Children and Families**

<b>Learning Goals</b>	<b>Tasks/Actions</b>	<b>Learning Outcomes</b>
<p>-Build relationships with children and families</p> <p>-Develop sensitivity to and skills in working with diverse ethno racial and socio economic groups</p> <p>-Promote families' increased involvement in their child's development</p> <p>-Promote full inclusion of children and families taking into consideration the diversity of abilities, cultures, sexual orientations, races, and religious/spiritual beliefs</p> <p><b>Additional Goals:</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>	<p>-Observe children and families and use as a basis for establishing contact</p> <p>-Be aware and sensitive to the different cultural and spiritual beliefs/practices present in a multicultural setting</p> <p>-Communicate with families on a daily basis using multiple forms of communication</p> <p>-Be aware and sensitive to the diverse abilities, cultures, sexual orientations, and races present at your site</p> <p><b>Tasks/Actions related to student generated learning goals:</b></p>	

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### **Final Evaluation**

Field Educator Assessment

Explain how the student met the learning goals:

Indicate areas where the student exceeded the learning goals:

SAMPLE

### III Professional Role and Relationships

Learning Goals	Tasks/Actions	Learning Outcomes
<p>-Demonstrate professional behaviour at all times</p> <p>-Demonstrate enthusiasm and comfort while working with children and families</p> <p>-Work collaboratively with the Field Educator</p> <p><b>Additional Goals:</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>	<p>-Arrive and leave at appropriate times</p> <p>-Contact the site in the event of illness or other reason to be absent</p> <p>-Respect confidential information</p> <p>-Demonstrate willingness to practice and learn</p> <p>-Be appropriate in personal presentation</p> <p>-Be enthusiastic</p> <p>-Be prepared for all tasks and responsibilities</p> <p>-Actively support Field Educator wherever possible (e.g. yard duty, staff meetings, etc.)</p> <p>-Demonstrate a positive learning attitude by seeking resources, asking questions and demonstrating initiative</p> <p><b>Tasks/Actions related to student generated learning goals:</b></p>	

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**IV Contributing to the Program**

<b>Learning Goals</b>	<b>Tasks/Actions</b>	<b>Learning Outcomes</b>
<p>-Take initiative and exhibit commitment and collaboration</p> <p>-Ensure that inquiry based learning plans are integral to the curriculum framework used in the program</p> <p>Ensure learning plans are inclusive and foster diversity in all areas</p> <p>Contribute materials and/or ideas to the program that have continued impact after the placement completion</p> <p><b>Additional Goals:</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>	<p>-Be self-directed</p> <p>-Know when to take initiative</p> <p>-Imbed individual program objectives into daily activities and routines</p> <p>-Plan and facilitate diverse and inclusive learning plans</p> <p>-Consult with Field Educator to determine needs of program??</p> <p>-Research, source and develop tangible resources to remain in program at completion of placement</p> <p><b>Tasks/Actions related to student generated learning goals:</b></p>	

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Field Educator Assessment

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Indicate areas where the student exceeded the learning goals:

## **V Connecting with the Community and Other Professionals**

<b>Learning Goals</b>	<b>Tasks/Actions</b>	<b>Learning Outcomes</b>
Articulate the site's philosophy and principles of practice  Demonstrate knowledge of community in which the program is situated  <b>Additional Goals:</b> 1. 2. 3.	Observe and describe the role of other professionals who may be involved in the program  Articulate knowledge of community from a strength based perspective  Welcome community partners and other professionals into the program  <b>Tasks/Actions related to student generated learning goals:</b>	

## **Mid-Term Evaluation**

Field Educator Assessment

Explain how the student is meeting the learning goals:

Indicate areas where the student is exceeding the learning goals:

## **Final Evaluation**

Field Educator Assessment

Explain how the student met the learning goals:

Indicate areas where the student exceeded the learning goals:

## **Summative Comments: (To be filled out collaboratively between the Field Educator and student):**

Please comment with respect to the student's strengths and challenges in all areas.