

## Rubrics for Evaluating Graduate Fieldwork

Graduate fieldwork provides opportunities to expand a student's knowledge through its connection to practice. Reflective practice is the goal of any successful fieldwork experience. Reflective practice is a means of developing a greater sense of awareness about the nature and impact of an individual's performance. Self-reflection in combination with appropriate supervision aids in the development and growth of emerging professional skills and abilities.

Fieldwork sites may be complex places where analysis and reflection is at a premium. However, for students the primary goal of this experience is the provision of the time and space needed to think about their own individual role in working with children and families.

What does reflective practice involve?

1. Identification of areas of expertise needing development or improvement. Personal analysis of areas of strength and weakness.
2. Identification of strategies for development or improvement.
3. Implementing and monitoring strategies for improvement. This includes identifying resources including the appropriate utilization of supervision.
4. Evaluation of change over time. How have you developed professionally? How do you move forward from here?

Reflective practice is driven by inquiry. Examination of experiences ( including narrative accounts and dialogue with the preceptor) are relevant ways to gain insight into the personal learning process (Amulya, 2009). Journaling is similar to dialogue with another person as it enables the student to 'dialogue' with themselves about pertinent events.

Amulya, J ). What is reflective practice? Center for Reflective Community Practice, Massachusetts Institute of Technology. Retrieved on January 19, 2009, <http://learningorinnovation.com/what%20is%20reflective%20practice.pdf>.

Please rate the student on the following indicators. Qualitative comments are welcomed. Please sign and date your evaluation and return to the graduate advisor in the Department of Child and Family Studies at CSULA.

Rubrics for Preceptor Evaluation

Indicator	Beginning	Progressing	Proficient	Advanced	Comments
Personal Impact; integration of child development understanding	Evaluates self in ways that are inaccurate or unrealistic; does not integrate their understanding of child development	Generally able to reflect on their impact and shows some integration of their understanding of child dev	Consistently and accurately reflects on their impact; consistently and accurately integrates their understanding of dev	Is able to critically analyze their impact and effectively integrates their understanding of development	
Asks for feedback	Rarely asks for feedback; seems to resent or avoid observation	Beginning to recognize the need for feedback	Asks for feedback	Frequently asks for specific feedback from supervisor/preceptor	
Utilizes constructive feedback	Unreceptive to constructive feedback; blames others for problems	Sometimes open to constructive criticism; occasionally makes excuses	Listens attentively to constructive criticism and makes use of the feedback	Seeks out constructive criticism and implements change as soon as possible	
Attendance and punctuality; is always prepared	Has unacceptable excuses for absences; is continually late	Has a fairly good record of attendance and is on time	Has a record of excellent attendance and is always on time	Has a record of excellent attendance and is always on time; makes advance preparations in lieu of planned absence	
Dress and professional appearance	Does not dress as a professional; wears inappropriate or immodest apparel; does not follow good grooming guidelines	Usually follows dress and grooming guidelines; has to be occasionally reminded of dress code	Follows dress and grooming guidelines; professional image is appropriate	Seeks out and follows dress and grooming guidelines; always projects a highly professional image	
Professional oral and written communication	Discusses inappropriate topics; oral and written language is often immature, unprofessional or grammatically incorrect	Uses appropriate language in the setting; oral and written language has occasional errors	Uses appropriate and professional oral and written language; oral and written language is correct and functional	Uses appropriate and professional oral and written language; written and oral language is exemplary	
Articulates relevant developmental issues	Does not mention developmental issues in discussion	Occasionally mentions developmental issues in discussion	Capably articulates developmental issues relevant to a particular situation or a particular child/family	Appropriately articulates developmental issues relevant to a particular situation or a particular child/family	
Professional ethics	Often exhibits unprofessional behavior (violating confidentiality, unfairness, unaware of legal responsibilities)	Usually demonstrates professional ethics, has to be reminded of issues such as confidentiality, fairness and legal responsibilities)	Demonstrates professional ethics in most aspects,	Demonstrates the highest professional standards; holds high standards in even difficult situations	

Signature

Date

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