

California State University, Los Angeles
Child and Family Studies

CHDV 220 The Young Child- PRACTICUM EVALUATION

STUDENT'S NAME: _____

EVALUATOR'S NAME: _____

This is the evaluation for all practicum students. At the 5th week of the quarter, please fill out the appropriate corresponding letter for the Midterm section of this evaluation. Please give the completed midterm evaluation to the student so they can hand it in to the CHDV 220 instructor. During the 10th week of the quarter, the student will return this evaluation to the supervising teacher to complete the Final section of the evaluation. Please give the completed final evaluation along with other evaluation forms to the student. Thank you for your support of California State University, Los Angeles, Department of Child and Family Studies, and the CHDV 220 The Young Child.

If you have any question or comments about a student, this evaluation tool, or the Child Development 220 course, please do not hesitate to contact the instructor.

Use the following code for evaluating practicum students. Please write any comments explaining a "P", "D", or "U".

- E = Exceed expectations.
- M = Meet expectations.
- P = Partially meet expectations.
- D = Does not meet expectations.
- U = Unacceptable performance.

STUDENT-CHILD RELATIONS

	U	D P	M E	Midterm	Final
Knowledge of children's needs	Does not recognize needs and abilities of this age group, or does not make use of this knowledge in planning activities.	Work indicates limited knowledge of needs and abilities of this age level.	Use knowledge of needs and abilities in planning and working with children.		
Awareness of group routines	Poor techniques in helping children with routine (either too rigidly involved with routines or not enough involvement)	Indicate awareness of routine but has some difficulty assisting children in making transition.	Is aware of group routines and directs children easily in making transitions.		
Teacher/child interactions	Does not respond to children, is rarely involved in conversations with children.	Calls children by names and is responsive if approached by children, but does not initiate contact or take advantage of teachable moments.	Talks at children's level, uses children's name, listen to children, acts in an educational role to facilitate learning and development.		
Respect for children's ideas	Does not listen to children, belittles their ideas, does not act on their suggestions.	Listen to children but rarely takes the opportunities to facilitate implementing their ideas.	Communicates values and respect for children's ideas, facilitate putting children's ideas into practice.		
Group control	No group control, children misbehave excessively to test limits.	Gaining confidence and ability to control group.	Has confidence and ability to control large group. Is able to monitor individual child within the group situation.		
Encourage desirable behavior	Uses threats, bribes, shame, or competition, states directions negatively.	Alternates between positive and negative directions.	Uses positive guidance. Children in turn listen to and respect practicum student teachers.		
General involvement	Is passive or disinterested.	Generally positive, but sometimes seems uninvolved.	Appears to enjoy experience with children. Works with enthusiasm.		
Involvement in conflict situations	Does not step in to direct children or to prevent conflict situations, intervenes only after children are deeply involved or not at all.	Usually steps in before control is lost, but rarely acts to prevent problems.	Intervenes at appropriate times to avert difficulty, foresees and acts to prevent trouble as appropriate.		
Safety	Does not know or ignores established limits.	Attempts to maintain established limits but is not consistent.	Knows and consistently maintain established safety limits.		

STUDENT CURRICULUM

	U	D P	M E	Midterm	Final
Planning	Work indicates a lack of planning and preparation.	Work indicates some planning and preparation.	Work indicates exceptional planning, preparation and creativity.		
Preparation of materials	Is not prepared, or does not know how to prepare various materials.	Is usually prepared for general use of materials.	Correctly prepares materials for optimum use without help.		
Ability to initiate the activity	Is very hesitant to initiate anything.	Is aware of possibilities and attempting to work through them.	Is perceptive of children's involvement and aware of student-teacher role in their learning. Show initiative in carrying out teaching duties.		
Handling of transitions	Is unable to estimate when a transition is necessary, or how to handle transitions at all.	Usually manages to handle transitions effectively.	Is well aware of a natural transition time and able to keep children flowing smoothly from one activity to another.		
Lesson plans	Lesson plans are not turned in by the day activity is to be presented.	Lesson plans are typed and ideas are clearly expressed.	Lesson plans are well written and thorough. Effort and creativity in planning is evident.		
Developmental awareness	Activities are not developmentally appropriate for the age group they are presented to.	Activities are developmentally appropriate for the group.	Activities show sensitivity and awareness of both individual and group's developmental levels.		

STUDENT-ADULT RELATIONS

	U	D P	M E	Midterm	Final
Sensitivity to other adults in classroom	Limited knowledge of how to interact with other adults in room.	Attempts to understand and work as a team.	Values the efforts of all members of the team and encourages open and positive interactions.		
Cooperation	Does not aid other teachers, shows little interest or enthusiasm for other projects or ideas.	Helps others if they are doing something that interests him/her. Show some enthusiasm.	Active cooperation in whatever capacity is needed. Displays enthusiasm and encouragement.		
Dependability	Is not dependable, reliable or punctual.	Is usually dependable, occasionally lapses in dependability.	Is always ready and prepared on time. Can be counted on.		
Taking direction	Is not responsive to teachers. Does not follow through on requests.	Is responsive to teachers and follow through on requests in a cooperative manner.	Is responsive, takes direction well, follows through on requests and takes initiatives.		

STUDENT PERSONAL QUALITIES

	U	D	P	M	E	Midterm	Final
Emotional quality	Demonstrations of affection and sympathy are unobservable, extreme, of inappropriate	Demonstrates affection and sympathy when need is obvious.		Shows affection and enjoyment in interactions, gets an affectionate response from children. Attracts children to activities s/he is involved in.			
	Often gloomy or depressed.	Usually displays pleasant disposition, some sense of humor.		Almost always cheerful, good sense of humor, happy.			
	Resents suggestions, rationalizes, reluctant to change.	Accepts suggestions and makes an effort to adapt them to teaching.		Seeks suggestions and evaluations, profits from them.			
Self-evaluation	Depends heavily on teacher's praise and criticism.	Seems reasonably sure of self in classroom		Confident in the preschool setting with both children and adults. Can accurately evaluate children's needs and direct own behavior in conjunction with these needs.			

Please write down any additional comments you would like the CHDV 220 instructor to know about this student in relations to their work in your classroom and their suitability to the field of early childhood education.
