



Practicum IV Feedback Form

Student Name: _____

Site: _____ Age Group: _____

Contact Teacher: _____

NSCECE Practicum Advisor: _____

FOR OFFICE USE ONLY	
Term:	_____
Grade:	_____
Notes:	_____ _____

SCALE:

Exceeds Expectations

Student consistently demonstrates skill and competency above expectations. Works independently with confidence and skill; takes initiative; shows leadership; adapts to special situations; and seeks additional responsibilities.

Demonstrates Knowledge/Ability/Attitude

Student performs in this area with occasional mentor support. Student demonstrates skill competently with confidence, on a regular basis. Is able to initiate and complete this task with little guidance or direction.

Learning in Progress

Student is developing skills and knowledge in this area. Seeks guidance. Student benefits from regular modeling, direction, supervision, and mentor support. Ability, skill, knowledge, and confidence are beginning to emerge.

No Demonstration

Skill is not being independently initiated or demonstrated. Student requires invitation, supervision, direction, guidance, and role modeling.

No Opportunity

There was no opportunity provided for the student to demonstrate this knowledge/skill.

Please note: Three quarters of "In Progress/No Demonstration" in any category may result in a FAIL. Practicum pass or fail is determined by the College based on the Faculty Advisor's observations/recommendations; successful completion of all activities, hours and binder elements; seminar participation; and demonstration of learning and progress as documented in this feedback form.

Dear Contact Teacher – PRACTICUM IV,

Thank you for agreeing to mentor a student for their fourth practicum experience. We believe that students learn best when they have an opportunity to observe a quality childcare environment and to integrate what they are seeing with information presented in their courses.

We are asking you to be a role model and a mentor, to offer regular feedback and encouragement, and to guide students by explaining what you are doing and why you are choosing to do it that way. The student's Faculty Advisor is available to support and mentor you in your role as a contact teacher and to mediate any problem solving process if required.

All NSCECE students are expected to be on time, to be pleasant, to be helpful and to show an attitude that demonstrates a willingness to learn. In Practicum IV students should be ready to take on most of the responsibilities of an ECE after the initial day or two of orientation to your room. We expect these students to display initiative and independence but they still need your support, guidance and positive role modeling. We expect that by the end of term they will be competently demonstrating most, but not necessarily all, of the skills listed. Like you they will continue to grow and improve in their practice with experience, reflection and ongoing professional development.

NSCECE Program of Studies

First Semester

- ◆ Child Growth & Development (ECE 101)
- ◆ Observing & Recording (ECE 111)
- ◆ Introduction to Curriculum (ECE 113)
- ◆ Nutrition (ECE 137)
- ◆ Behaviour Guidance I (ECE 147)
- ◆ Communications I (COM 100)
- ◆ Practicum I

Second Semester

- ◆ Curriculum II (ECE 203)
- ◆ Infant/Toddler Child Care (ECE 204)
- ◆ Health & Safety (ECE 217)
- ◆ Movement, Active Play & Wellbeing (ECE 223)
- ◆ Inclusive Environments for Families (ECE 229)
- ◆ Practicum II

Third Semester

- ◆ Children With Special Needs (ECE306)
- ◆ Behaviour Guidance II (ECE307)
- ◆ Parents As Partners (ECE309)
- ◆ Research Issues in ECE (ECE 311)
- ◆ Emergent Literacy (ECE 320)
- ◆ Professionalism & Advocacy (ECE 330)
- ◆ Practicum III

Fourth Semester

- ◆ Interpersonal Skills (COM 430)
- ◆ School Age Child Care (ECE 403)
- ◆ Program Planning for Children With Special Needs (ECE 406)
- ◆ Emergent Curriculum (ECE 418)
- ◆ Administration & Management (ECE 425)
- ◆ Practicum IV

Practicum gives students the opportunity to integrate theory and practice in real world settings. Students grow in their ability to make connections & demonstrate knowledge throughout the program of studies.

Make an X under the appropriate column at mid-term and final

Competency	A.1 Uses a Variety of Observation & Documentation Techniques	No Opportunity		No Demonstration		Learning in Progress		Demonstrates Consistently		Exceeds Expectations	
		Mid-T	Final	Mid-T	Final	Mid-T	Final	Mid-T	Final	Mid-T	Final
A. Observe children and interpret observations to facilitate child development.	Observe children's play and interactions with peers and adults										
	Observe children's interactions with materials and the environment										
	Document observations using a range of methods (e.g. notes, checklists, photos, video)										
	Use objective, non-biased, descriptive language										
	Interpret observations to plan activities										
	Exchange information and share observations with team members										
Task/Actions	A.2 Interprets and Uses Observations to Facilitate Development of Children										
		Mid-T	Final	Mid-T	Final	Mid-T	Final	Mid-T	Final	Mid-T	Final
A.1 A.2	Based on observations identify strategies to further promote emerging skills in all developmental domains										
	Facilitate experiences that support and promote each child's development										
	Facilitate children in the planning and follow-through of their chosen activities										
	Provide open-ended activities with varied stimulating materials to choose and use										

Mid-Term Strengths/Goals:

Final Strengths/Goals:

Make an X under the appropriate column at mid-term and final

Competency	B.1. Develop Infant, Toddler, or Pre-School Program	No Opportunity		No Demonstration		Learning in Progress		Demonstrates Consistently		Exceeds Expectations	
		Mid-T	Final	Mid-T	Final	Mid-T	Final	Mid-T	Final	Mid-T	Final
B. Plan program activities that are developmentally appropriate for children.	Develop activities based on: <ul style="list-style-type: none"> • Observations • Developmental needs of children • Interests of children 										
	Contribute ideas and/or materials to the learning centres available to the children in the program										
	Choose materials that are culturally inclusive, diverse and reflect an anti-bias approach										
	Provide developmental activities to enrich skills and abilities										
Task/Actions	Support each child's participation by planning for the specific needs of individual children and the group										
	Plan activities that incorporate sensory and motor areas, physical knowledge skills and cognitive and social play levels (e.g. learning styles)										
B.1	Demonstrate understanding of classroom routines and curriculum approach										
	Develop a written plan for each activity prior to implementation (except spontaneous)										
	Share the activity plan in a timely manner with team members and review ongoing progress										
	Make learning visible through documentation and learning stories										

Mid-Term Strengths/Goals:

Final Strengths/Goals:

Make an X under the appropriate column at mid-term and final

Competency	B.2 Build Meaningful Relationships With The Children	No Opportunity		No Demonstration		Learning in Progress		Demonstrates Consistently		Exceeds Expectations	
		Mid-T	Final	Mid-T	Final	Mid-T	Final	Mid-T	Final	Mid-T	Final
B. Plan program activities that are developmentally appropriate for children.	Initiate greetings with children and family members										
	Engage in active listening										
	Engage in respectful communication (e.g., positive language, tone, position self at child's level, body language)										
	Provide reassurance and support										
	Provide opportunities for children to experience success										
	Respond to the child's cues (e.g., verbal, non-verbal)										
	Converse with children about what they are doing										
Task/Actions	Encourage children (e.g., choices, problem solving, decision making)										
	B.3 Identify and Expand Upon Spontaneous Learning Opportunities/Teachable Moments										
B.2 B.3		Mid-T	Final	Mid-T	Final	Mid-T	Final	Mid-T	Final	Mid-T	Final
	Identify and respond to learning opportunities by offering children ideas, challenges, materials, and support										
	Foster child-initiated activities										
	Enter play to stimulate children's thinking and elaborate learning										
	Sustain play by providing opportunities for repeated practice										

Mid-Term Strengths/Goals:

Final Strengths/Goals:

Make an X under the appropriate column at mid-term and final

Competency	C.1 Implement Program (Curriculum Activities)	No Opportunity		No Demonstration		Learning in Progress		Demonstrates Consistently		Exceeds Expectations		
		Mid-T	Final	Mid-T	Final	Mid-T	Final	Mid-T	Final	Mid-T	Final	
C. Implement program and curriculum activities.	Select and prepare materials that are appropriate for planned activities (e.g., ensure sufficient materials and space)											
	Plan strategies for introducing activities that enrich and support the children's active participation											
	Plan a range of activities to address the needs and learning styles of all children											
	Demonstrate awareness and sensitivity to individual needs and interests											
	Use a variety of intentional strategies to support learning during play and small group activities - some examples include:											
	<ul style="list-style-type: none"> • Respond to what children do with materials • Ask open-ended questions • Give children time • Participate actively • Provide positive encouragement, coaching and guidance • Demonstrate • Converse with children about their work and ideas • Scaffold • Allow children to make "mistakes" 											
	Explain guidelines and rules in a developmentally appropriate manner											
	Initiate routines, activities and transitions according to program schedule											
	Adapt schedule and plans when required (e.g., flexible to shifting program needs)											
	C.1											

Mid-Term Strengths/Goals:

Final Strengths/Goals:

Make an X under the appropriate column at mid-term and final

Competency	D.1 Evaluate Program (Curriculum Activities) (*Score based on written reflections & conversations)	No Opportunity		No Demonstration		Learning in Progress		Demonstrates Consistently		Exceeds Expectations	
		Mid-T	Final	Mid-T	Final	Mid-T	Final	Mid-T	Final	Mid-T	Final
D. Engage in reflective practice.	Interpret observations and outcomes relating to: <ul style="list-style-type: none"> Children's engagement with activities Children's ability to remain attentive Achievement of intended goals 										
	Self-evaluate re: instructional methods and interactions with children										
	Seek and integrate opinions from mentor teacher and team members										
Task/Actions	Seek and integrate feedback from children										
	Identify strengths and weaknesses in activity plan and implementation										
	Draw relevant conclusions in written reflections										
D.1	Adjust activity plans based on personal reflections and feedback from mentor teacher and team members										
	Focus on ways to improve for the future										
	Maintain a positive attitude (e.g., use less successful experiences as stepping stones to future growth)										

Mid-Term Strengths/Goals:

Final Strengths/Goals:

Make an X under the appropriate column at mid-term and final

Competency	<i>E.1 Implement Preventative Health and Safety Measures</i>	<i>No Opportunity</i>		<i>No Demonstration</i>		<i>Learning in Progress</i>		<i>Demonstrates Consistently</i>		<i>Exceeds Expectations</i>	
		Mid-T	Final	Mid-T	Final	Mid-T	Final	Mid-T	Final	Mid-T	Final
E. Meet children's health, safety and well-being needs.	Follow the program's health, hygiene, and safety policies and procedures										
	Sterilize and sanitize play materials and equipment										
	Use universal hand washing/sanitizing procedures										
	Recognize signs of various communicable diseases										
	Take precautions when planning and implementing field trips and celebrations										
Task/Actions	<i>E.2 Follow Safe Toileting/Diapering Procedures</i>										
		Mid-T	Final	Mid-T	Final	Mid-T	Final	Mid-T	Final	Mid-T	Final
E.1 E.2	Follow health and hygiene standards issued by government and licensing authorities										
	Use proper diaper-handling and disposal procedures										
	Promote self-help skills as children are ready										
	Promote and model good sanitation and hygiene habits										

Mid-Term Strengths/Goals:

Final Strengths/Goals:

Make an X under the appropriate column at mid-term and final

Competency	E.3 Promote Healthy Eating	No Opportunity		No Demonstration		Learning in Progress		Demonstrates Consistently		Exceeds Expectations	
		Mid-T	Final	Mid-T	Final	Mid-T	Final	Mid-T	Final	Mid-T	Final
E. Meet children's health, safety and well-being needs.	Respect any food restrictions (e.g., allergies, intolerances, vegetarian diets)										
	Follow food safety principles and rules										
	Use mealtimes as an opportunity for learning about healthy eating										
	Support a positive social and emotional atmosphere at mealtimes (e.g., sit together, converse with children)										
E.4 Actively Supervise Children											
Task/Actions		Mid-T	Final	Mid-T	Final	Mid-T	Final	Mid-T	Final	Mid-T	Final
	Position self to maximize view of activity areas										
	Scan frequently to maintain awareness of space and group dynamics										
	Recognize when redirection and intervention is required										
E.3 E.4	Redirect children when appropriate										
	Count and communicate ongoing number of children										
	Monitor for unsafe conditions (e.g., remove unsafe or un-hygienic equipment and materials from play space)										

Mid-Term Strengths/Goals:

Final Strengths/Goals:

Make an X under the appropriate column at mid-term and final

Competency	F.1 Foster Positive Behaviour in the Program	No Opportunity		No Demonstration		Learning in Progress		Demonstrates Consistently		Exceeds Expectations	
		Mid-T	Final	Mid-T	Final	Mid-T	Final	Mid-T	Final	Mid-T	Final
F. Guide children's behaviour.	Select guidance strategies based on: <ul style="list-style-type: none"> • Observations • Needs of the child (e.g., temperament, development) • Behaviour Guidance Policy of the program 										
	Model positive social skills and desired behaviour										
	Promote self-regulation and impulse control through the use of games and learning activities										
	Demonstrate adaptability, flexibility and patience when guiding children										
Task/Actions	Use positive, polite language when responding to and guiding the child's behaviour (e.g., use positive voice tone, body language, and directions)										
	Listen to children's opinions and views in a respectful manner										
F.1	Ensure equipment and materials are suited to the age level (e.g., can touch versus can't touch environment)										
	Allow children the time they need to complete tasks										
	Respect and respond to children's needs (e.g., shorten wait time, comfort when distressed, add outdoor time)										
	Make comforting gestures and demonstrate empathy										

Mid-Term Strengths/Goals:

Final Strengths/Goals:

Make an X under the appropriate column at mid-term and final

Competency	F.2 Use Positive Behaviour Guidance Strategies	No Opportunity		No Demonstration		Learning in Progress		Demonstrates Consistently		Exceeds Expectations	
		Mid-T	Final	Mid-T	Final	Mid-T	Final	Mid-T	Final	Mid-T	Final
F. Guide children's behaviour.	Provide the child with "real" choices										
	Apply logical consequences while respecting the child's level of development										
	Use teaching and limiting responses to give the child information about expected behaviour										
	Seek to understand the child's need and to help the child achieve it in a socially acceptable manner										
	Reinforce positive behaviour and encourage the child										
Task/Actions	Foster children's social interactions										
	<ul style="list-style-type: none"> Refer children to each other for ideas and problem solving Model conflict resolution methods Encourage children to respect the rights of others and cooperate with each other Help generate alternatives Model "friendly" language 										
F.2	Help children to verbalize their feelings and needs and expand their problem solving and emotional vocabulary										

Mid-Term Strengths/Goals:

Final Strengths/Goals:

Make an X under the appropriate column at mid-term and final

Competency	G.1 Create Partnerships with Team Members	No Opportunity		No Demonstration		Learning in Progress		Demonstrates Consistently		Exceeds Expectations	
		Mid-T	Final	Mid-T	Final	Mid-T	Final	Mid-T	Final	Mid-T	Final
G. Develop professional relationships.	Demonstrate integrity in all professional relationships (e.g., honesty, reliability, respect, self-esteem)										
	Work collaboratively as a team member through effective communication strategies										
	Welcome and communicate with parents as appropriate to the program										
	Meet with contact teacher as needed										
	Resolve interpersonal conflicts and differences in a respectful manner										
Task/Actions	Demonstrate a positive attitude (e.g., tone, facial expression, body language, energy)										
	Demonstrate positive communication skills (e.g., active listening, eye contact, body language)										
	Demonstrate initiative in assisting children and colleagues with routine tasks										
G.1	Actively support team members and follow through with their suggestions										
	Familiarize self with existing policies and procedures										
	Seek help as needed and request advice and feedback										

Mid-Term Strengths/Goals:

Final Strengths/Goals:

Make an X under the appropriate column at mid-term and final

Competency	H.1 Maintain Professionalism	No opportunity		No Demonstration		Learning in Progress		Demonstrates Consistently		Exceeds Expectations	
		Mid-T	Final	Mid-T	Final	Mid-T	Final	Mid-T	Final	Mid-T	Final
H. Conduct self professionally.	Dress appropriately indoors and outdoors (adhere to dress code)										
	Be punctual										
	Demonstrate dependability										
	Demonstrate consistent, reliable attendance										
	Always call in a timely manner if late or absent (adhere to NSCECE attendance policy)										
Task/Actions	Submit and discuss activity plans with contact teacher prior to implementation (except spontaneous)										
	Ensure written work is neatly and clearly presented										
	Be open-minded and accepting of constructive feedback										
	Conduct a self-evaluation and actively participate in evaluation process										
H.1	Participate in goal-setting and decision-making										
	Respect and maintain confidentiality (adhere to NSCECE confidentiality agreement)										
	Respect the dignity and privacy of self, children, families and centre staff										

Mid-Term Strengths/Goals:

Final Strengths/Goals:

Fourth semester students take *Emergent Curriculum* and *Program Planning for Children with Special Needs*; they have completed *Children with Special Needs* and *Behaviour Guidance II*. Following observations of the children and communication with the contact teacher, the student will plan, implement and reflect on activities from the following curriculum areas...

Minimum of Eighteen (18) Activities*

- 2 **small group** activities
- 2 **circle** activities
- 2 **language/literacy** activities
- 2 **math/science** activities
- 2 **outdoor** activities
- 4 **spontaneous** activities**
- 4 **additional curriculum** activities of the student's choice

*An unsuccessful activity is as important to student learning as a "hit". Students will use mentor feedback and personal reflections about activities to plan for the next activity or they can repeat an unsuccessful activity with changes and count it as another activity.

A spontaneous activity/teachable moment is one that emerges during play. The activity plan is submitted after the activity. **FOR ALL OTHER ACTIVITIES, a completed activity plan must be submitted and discussed with the contact teacher before implementation. After completion of every activity the student will provide a written self-reflection and pass in the completed plan sheet for feedback.

Small Group Activities

Activity Name/Description	Date of Implementation	Activity Elements (Please Check)
1)		<input type="checkbox"/> Plan submitted and discussed prior to implementation <input type="checkbox"/> Reflection completed
2)		<input type="checkbox"/> Plan submitted and discussed prior to implementation <input type="checkbox"/> Reflection completed

Circle Activities

<i>Activity Name/Description</i>	<i>Date of Implementation</i>	<i>Activity Elements (Please Check)</i>
1)		<input type="checkbox"/> Plan submitted and discussed prior to implementation <input type="checkbox"/> Reflection completed
2)		<input type="checkbox"/> Plan submitted and discussed prior to implementation <input type="checkbox"/> Reflection completed

Language/Literacy Activities

<i>Activity Name/Description</i>	<i>Date of Implementation</i>	<i>Activity Elements (Please Check)</i>
1)		<input type="checkbox"/> Plan submitted and discussed prior to implementation <input type="checkbox"/> Reflection completed
2)		<input type="checkbox"/> Plan submitted and discussed prior to implementation <input type="checkbox"/> Reflection completed

Math/Science Activities


<i>Activity Name/Description</i>	<i>Date of Implementation</i>	<i>Activity Elements (Please Check)</i>
1)		<input type="checkbox"/> Plan submitted and discussed prior to implementation <input type="checkbox"/> Reflection completed
2)		<input type="checkbox"/> Plan submitted and discussed prior to implementation <input type="checkbox"/> Reflection completed

Outdoor Activities

Activity Name/Description	Date of Implementation	Activity Elements (Please Check)
1)		<input type="checkbox"/> Plan submitted and discussed prior to implementation <input type="checkbox"/> Reflection completed
2)		<input type="checkbox"/> Plan submitted and discussed prior to implementation <input type="checkbox"/> Reflection completed

Spontaneous Activities

Activity Name/Description	Date of Implementation	Activity Elements (Please Check)
1)		<input type="checkbox"/> Reflection completed <input type="checkbox"/> Feedback Offered
2)		<input type="checkbox"/> Reflection completed <input type="checkbox"/> Feedback Offered
3)		<input type="checkbox"/> Reflection completed <input type="checkbox"/> Feedback Offered
4)		<input type="checkbox"/> Reflection completed <input type="checkbox"/> Feedback Offered

 Feedback is about sharing strengths that were observed as well as skills that were not demonstrated. Feedback is... 

- Specific *not* General
- Descriptive *not* Evaluative
- Informative *and* Helpful
- Timely *and* Expected
- More/Less *not* Either/Or
- Based on Observations (I think, I saw, I noticed...)

Additional Activities

Activity Name/Description	Date of Implementation	Activity Elements (Please Check)
1)		<input type="checkbox"/> Plan submitted and discussed prior to implementation <input type="checkbox"/> Reflection completed <input type="checkbox"/> Feedback Offered
2)		<input type="checkbox"/> Plan submitted and discussed prior to implementation <input type="checkbox"/> Reflection completed <input type="checkbox"/> Feedback Offered
3)		<input type="checkbox"/> Plan submitted and discussed prior to implementation <input type="checkbox"/> Reflection completed
4)		<input type="checkbox"/> Plan submitted and discussed prior to implementation <input type="checkbox"/> Reflection completed

Contact Teacher Final Comments:

Suggested goals for the next experience with children:

Student's Signature

Date

Contact Teacher's Signature

Date

Faculty Advisor Assessment of Placement Performance:

PASS _____

FAIL _____

Comments:

Faculty Advisor Signature