



The only bilingual institution of higher education in the Midwest

1333-45 West Argyle Street / Chicago Illinois 60640-3593 (773) 878-3819

## Early Childhood Education Practicum Faculty Evaluation/ Field Visit Form

Name of Student \_\_\_\_\_

Organization Name \_\_\_\_\_

Date: \_\_\_\_\_

Is the site accredited            yes /no

Age Group \_\_\_\_\_

At the conclusion of the program all students should be able to demonstrate the ECE 232, Early Childhood Practicum course objectives and the competencies of student teaching as identified in the NAEYC standards and supported by NCATE (National Council for Accreditation of Teacher Education):

### *National Association for the Education of Young Children (NAEYC) Standards*

**Standard 1: Promoting Child Development and Learning**

**Standard 2: Building Family and Community Relationships**

**Standard 3: Observing, Documenting, and Assessing to Support Young  
Children and Families**

**Standard 4: Using Developmental Approaches**

**Standard 5: Using Content Knowledge to Build Meaningful Curriculum**

**Standard 6: Becoming a Professional**

**To evaluate each skill, place a number in the column according to the following codes:**

1-----2-----3-----4-----5

**Poor**

**Fair**

**Average**

**Above Average**

**Excellent**

**NAEYC: STANDARD 1.**

**PROMOTING CHILD DEVELOPMENT AND LEARNING**

**Rating \_\_\_\_\_**

**The student uses their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.**

**Comments:**

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**NAEYC: STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS**

**Rating \_\_\_\_\_**

- The student understands that successful early childhood education depends upon partnerships with children’s families and communities.
- The student knows about, understands, and values the importance and complex characteristics of children’s families and communities.
- The student uses understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.

**Comments:**

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**NAEYC: STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES**

Rating \_\_\_\_\_

- **The student understands that child observations, documentations, and other forms of assessments are central to the practice of all early childhood professionals.**
- **The student knows about and understands the goals, benefits, and uses of assessments.**
- **The student knows about and uses systematic observations, documentations, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.**

**Comments:**

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**NAEYC: STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES**

Rating \_\_\_\_\_

- The student understands that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur.
- The student understands and uses positive relationships and supportive interactions as the foundation for their work with young children and families.
- The students knows, understands, and uses a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning.

**Comments:**

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**NAEYC: STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM**

**Rating \_\_\_\_\_**

- **The student uses their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child.**
- **The student understands the importance of developmental domains and academic (or content) disciplines in early childhood curriculum.**
- **The student knows the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding.**
- **The student uses their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.**

**Comments:**

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**NAEYC: STANDARD 6. BECOMING A PROFESSIONAL**

Rating \_\_\_\_\_

- **The student identifies and conducts themselves as members of the early childhood profession.**
- **The student knows and uses ethical guidelines and other professional standards related to early childhood practice.**
- **The student is a continuous, collaborative learner who demonstrates knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources.**
- **They are informed advocates for sound educational practices and policies.**

Comments:

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**Strength and / or Improvements:**

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**Professor Signature:** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**GRADING SYSTEM (100%)**

**Divide the total sum of the ratings by 30 to get the percentage of the grade:**

**90 – 100 = A / 80 – 89 = B / 70 – 79 = C / 60 – 69 = D / 0 - 59 = F**



