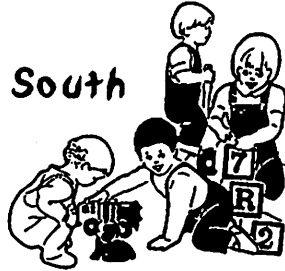


South Eugene High School
Practicum Student Evaluation

Kids Down South



Student Name _____

Evaluation: Ratings are assigned and jointly reviewed by the student and the supervisor of the experience. Evaluations are also reviewed with the instructor and shared with the student's parents or guardians.
 4 = Exceeds expectations in performing this task/skill.
 3 = Can perform this task/skill satisfactorily without supervision.
 2 = Can perform this task/skill satisfactorily with supervision; needs additional work.
 1 = Cannot perform this task/skill satisfactorily.
 NA = Not observed or not applicable at this time.

Preliminary Self-Evaluation	Tasks/Skills	Mid-Point Evaluation		Final Evaluation	
		Student	Advisor	Student	Advisor
CAREER-RELATED LEARNING STANDARDS					

Personal Management: Exhibit appropriate work ethic and behaviors in school, community, and workplace.

- Maintain regular attendance and be on time. -----
- Identify tasks that need to be done and initiate action to complete them. -----
- Be accountable for decisions and actions. -----
- Plan, organize, and complete tasks on time, meeting agreed upon standards of quality. -----
- Interact appropriately with colleagues. -----

Problem Solving: Apply decision-making and problem solving techniques in school, community, and workplace.

- Use problem solving and decision-making skills to address workplace problems. -----

Communications: Demonstrate effective communication skills to give and receive information in school, community, and workplace.

- Read technical/instructional materials for information and apply to specific tasks. -----
- Speak clearly to provide information and directions. -----
- Write clearly and accurately. -----

Preliminary Self-Evaluation	Tasks/Skills	Mid-Point Evaluation		Final Evaluation	
		Student	Advisor	Student	Advisor
CAREER-RELATED LEARNING STANDARDS					

-----	Listen attentively.	-----	-----	-----	-----
Teamwork: Demonstrate effective teamwork in school, community, and workplace.					
-----	Work effectively as a member of a team.	-----	-----	-----	-----
-----	Demonstrate respect and flexibility in team situations.	-----	-----	-----	-----
Employment Foundations: Demonstrate academic, technical, and organizational knowledge and skills required for successful employment within a career endorsement area.					
-----	Follow health and safety practices.	-----	-----	-----	-----
-----	Dress appropriate to work environment.	-----	-----	-----	-----
-----	Analyze theories of child development.	-----	-----	-----	-----
-----	Demonstrate basic curriculum development.	-----	-----	-----	-----
-----	Analyze how nutrition, environment, heredity, and health status influence the development of the child.	-----	-----	-----	-----
-----	Guide sensory integration activities of infants and toddlers.	-----	-----	-----	-----
-----	Guide self-help activities of infants and toddlers.	-----	-----	-----	-----
-----	(1) Plan, implement and evaluate age-appropriate nutritional snacks.	-----	-----	-----	-----
-----	Plan and implement developmentally appropriate physical activities for preschool children.	-----	-----	-----	-----
-----	Guide the language and literacy development of preschool children.	-----	-----	-----	-----
-----	Guide the creative development of preschool children.	-----	-----	-----	-----
-----	Guide the social development of preschool children.	-----	-----	-----	-----
-----	Demonstrate a basic knowledge of child growth and development as it relates to school-age children.	-----	-----	-----	-----
-----	Plan and provide for developmentally appropriate care-giving environments for students with special needs.	-----	-----	-----	-----
-----	Provide care-giving skills related to the universal infection control system specific to special needs children.	-----	-----	-----	-----
-----	Plan and implement classroom management techniques for infants, toddlers, preschoolers and school age children (birth through age twelve).	-----	-----	-----	-----
-----	Demonstrate how schedules, spaces, and experiences create environments that promote children's total growth and development.	-----	-----	-----	-----
-----	Apply knowledge of program elements needed to create a successful developmentally appropriate curriculum.	-----	-----	-----	-----
-----	Demonstrate the ability to motivate children and to interact professionally with children, parents, and staff.	-----	-----	-----	-----
-----	Demonstrate activities that are anti-bias, nonviolent, and have a multicultural perspective.	-----	-----	-----	-----
-----	Demonstrate the ability to provide for inclusion of children with special needs.	-----	-----	-----	-----
-----	Demonstrate mentor skills for team building and collaboration.	-----	-----	-----	-----

Preliminary Self-Evaluation	Tasks/Skills	Mid-Point Evaluation		Final Evaluation	
		Student	Advisor	Student	Advisor
SPECIFIC LEARNING OBJECTIVES FOR Child Care Center Operations					

-----	Identify the types of child care centers and programs.	-----	-----	-----	-----
-----	Demonstrate skills in managing the finances of a child care center.	-----	-----	-----	-----
-----	Demonstrate personnel management skills.	-----	-----	-----	-----
-----	Develop a food service program to meet the nutritional needs of children.	-----	-----	-----	-----
-----	Initiate and facilitate communication with a community representative, staff, parents, and children.	-----	-----	-----	-----
-----	(1) Advocate for child care in the community.	-----	-----	-----	-----
-----	(2) Market child care centers in the community.	-----	-----	-----	-----
-----	(3) Develop family friendly policies for the center.	-----	-----	-----	-----

Advisor Comments:

Student Comments:

Review of Learning Plan:

Student:

Date

Parent/Guardian:

Date

Instructor:

Date

Advisor:

Date

Evaluation Completed:

Student:

Date

Advisor:

Date

Instructor:

Date

Evaluation Reviewed:

Parent/Guardian:

Date