Site mentor RECE/Staff: Please complete the following checklist for the student in your classroom and share it with the student at the end of their placement. Please ensure you are also providing ongoing feedback throughout the placement. Options for the student’s progress are SATISFACTORY (S), NEEDS IMPROVEMENT (NI), UNSATISFACTORY (U) OR NOT APPLICABLE (N/A). Near the student’s last day of placement, please give this document to the student so this can be submitted to the faculty. Faculty are available to connect with you during the placement time should you wish to discuss the student’s progress.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **PROFESSIONALISM** | **S** | **NI** | **U** | **N/A** | **Comments** |
| Reviews the site’s Policies and Procedures, including Health Check and Playground Safety Polices |  |  |  |  |  |
| Follows assigned schedule of mentor and discusses possible variations in schedule with supervisor/mentor teacher |  |  |  |  |  |
| Notifies program of lateness or absence before student’s start time and is consistently prompt |  |  |  |  |  |
| Student has been present or made up any missed time. Student also maintains a calendar with all days of placement reported. |  |  |  |  |  |
| Dresses appropriately for work with children and according to the individual field site’s policies, while adhering to college policies |  |  |  |  |  |
| Upholds College of ECE Standards of Practice and Code of Ethics |  |  |  |  |  |
| Uses oral and written language appropriately |  |  |  |  |  |
| Demonstrates initiative throughout the day in appropriate ways |  |  |  |  |  |
| Demonstrates a positive attitude towards all aspects of placement and has established a positive rapport with all centre staff |  |  |  |  |  |
| Responds and is receptive to feedback in a positive manner and implements changes |  |  |  |  |  |
| **INTERACTIONS WITH FAMILIES**  | **S** | **NI** | **U** | **N/A** | **Comments** |
| Introduces self to all families at the start of placement, in person (if applicable) and via an information sheet that every family has access to |  |  |  |  |  |
| Recognizes and connects children to their family |  |  |  |  |  |
| Connects with families beyond the initial introduction in a professional manner that works for that classroom (ie. Blog, website, newsletter, etc.) |  |  |  |  |  |
| **INTERACTIONS WITH STAFF** | **S** | **NI** | **U** | **N/A** | **Comments** |
| Asks ongoing questions regarding their role and the program |  |  |  |  |  |
| Follows directions when given; asks for clarification at appropriate time and place |  |  |  |  |  |
| Talks directly to person(s) involved when/if concerns or problems arise |  |  |  |  |  |
| Develops appropriate and positive professional relationships with all staff and administration  |  |  |  |  |  |
| **HEALTH, CARE AND SAFETY** | **S** | **NI** | **U** | **N/A** | **Comments** |
| Learns each child’s name and uses it |  |  |  |  |  |
| Positions self so they can effectively supervise the entire play area (inside and outside) |  |  |  |  |  |
| Maintains awareness of the number of children (especially during transitions) and consistently can tell the RECE’s how many children are present in the class |  |  |  |  |  |
| Encourages and assists children in following common safety and health practices (ie. Cleaning up, washing hands, dressing appropriately for outside, etc.) |  |  |  |  |  |
| Responds appropriately to unsafe/emergency situations when necessary |  |  |  |  |  |
| Takes initiative to maintain a clean and safe environment by sanitizing and cleaning, in keeping with the program’s policies |  |  |  |  |  |
| Support children’s autonomy |  |  |  |  |  |
| Uses the adult-child interaction strategies throughout the day in appropriate ways |  |  |  |  |  |
| Uses a variety of inclusive and appropriate strategies to support children’s learning  |  |  |  |  |  |
| Supports children in conflict resolution in developmentally appropriate ways |  |  |  |  |  |
| Adheres to all College field placement policies that pertain to health and safety as found in the placement booklet |  |  |  |  |  |
| **PLANNING AND EVALUATING**  | **S** | **NI** | **U** | **N/A** | **Comments** |
| Makes activity plans available if requested and is able to discuss the plans in time for feedback and revision if necessary  |  |  |  |  |  |
| Uses professional writing, grammar, and spelling on all paperwork and planning forms  |  |  |  |  |  |
| Student initiates professional communication with mentor regarding the planning and implementation of emergent curriculum assignments |  |  |  |  |  |
| Negotiate scheduling and timing of planned activities and prepares all materials ahead of time |  |  |  |  |  |
| Shares observation information with placement site teacher throughout the placement |  |  |  |  |  |
| **STUDENT LED**  | **S** | **NI** | **U** | **N/A** | **Comments** |
| Prepares an outline that demonstrates an awareness of the routines of the classroom and include unique plans based on observations of the children. |  |  |  |  |  |
| Student is knowledgeable, prepared and needs little to no guidance about the routine and transition times in partnership with RECE(’s) |  |  |  |  |  |
| Reflects on their role, identifies areas of improvement, shares reflection with RECE(‘s) and implements possible changes |  |  |  |  |  |