

Site mentor RECE/Staff:

Please complete the following checklist for the student in your classroom and share it with the student at the middle and 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 or email this form directly to the faculty.

Faculty are available to connect with you during the placement time should you wish to discuss the student's progress. Please refer to the contact information provided in the field placement guidelines booklet.

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					

Comments: