



Apprenticeship for Child Development Specialist

## Apprentice Site Visit – School Age

Please complete the following information:

**Apprentice:** \_\_\_\_\_

**Instructor:** \_\_\_\_\_

**Name of Work Site:** \_\_\_\_\_

**Time of Arrival:** \_\_\_\_\_ **Time of Departure:** \_\_\_\_\_

**Number of Children Present:** \_\_\_\_\_ **Total Number of Staff Present:** \_\_\_\_\_

**Date of Site Visit:** \_\_\_\_\_ **Age Group of Children:** \_\_\_\_\_

Instructor Apprentice Site Visit Directions/Requirements:

- Observe apprentice at work site at least one hour (3<sup>rd</sup> or 4<sup>th</sup> semester)
- Complete the entire form and review with apprentice within two weeks
- Signatures of the apprentice, site supervisor and instructor are required
- The apprentice should place the original document in portfolio
- Instructor should send a copy to the site supervisor
- Instructor should place a copy in apprentice file

The site visit is designed to observe the competencies learned in the classroom and evidence of teaching practices in the apprentice’s environment adopted by the Apprenticeship for Child Development Specialist program. Please use the following scale to evaluate the quality of the apprentice’s performance in relation to the specific criteria.

If the item is not observed, please check DNO (Did Not Observe).

Rating	Description
1	Fails to meet basic requirements
2	Meets basic requirements
3	Exceeds basic requirements
DNO	Did not observe

<b>Family Ties and Relationship Building</b>	1	2	3	DNO
<b>1. Consistently interacts with families to build positive relationships.</b> <i>(Examples: newsletters, information sheets, bulletin boards, parent meetings, sharing family custom with class, informal conversations with parents)</i>				
<b>2. Communicates with families when developing goals based on assessment results.</b> <i>(Examples: Through parent conferences/agendas for parent conferences)</i>				

Please provide examples of apprentice/student’s behavior that support the above ratings:

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Rating	Description
1	Fails to meet basic requirements
2	Meets basic requirements
3	Exceeds basic requirements
DNO	Did not observe

Developmentally Appropriate Lesson Plans	1	2	3	DNO
<b>1. Creates developmentally appropriate lesson plans using the WV Early Learning Standards Framework Guidebook (Preschool) that includes all the necessary components.</b> <i>(Example: Shows progression of learning, learner outcome, objectives, procedure, materials needed and references)</i>				
<b>2. Includes strengths, weaknesses and modifications in lesson planning.</b> <i>(Examples: Lesson plans include any modifications needed for special needs, review of lesson after teaching to evaluate strengths and weaknesses of plan).</i>				
<b>3. Creates developmentally appropriate lessons for English Language Arts, Math, Science and Creative Arts).</b>				
Please provide examples of apprentice/student's behavior that support the above ratings:				

English Language Arts/Pre-K	1	2	3	DNO
<b>1. Provides activities that develop language skills.</b> <i>(Examples: At least one planned language arts activity daily, good language model, children are encouraged to use expressive language throughout the day).</i>				
<b>2. Provides activities that encourage emergent writing skills.</b> <i>(Examples: Items labeled in classroom, writing center with paper and writing tools, opportunities for drawing, child dictated stories, etc.).</i>				
<b>3. Creates an environment where children have access to a variety of</b>				

<b>developmentally appropriate materials to support emergent literacy.</b> <i>(Examples: Children's books, picture lotto and card games, flannel board materials, puppets, variety of paper, pencils, crayons etc.)</i>				
Please provide examples of apprentice/student's behavior that support the above ratings:				

Rating	Description
1	Fails to meet basic requirements
2	Meets basic requirements
3	Exceeds basic requirements
DNO	Did not observe

Math and Science/Pre-K	1	2	3	DNO
1. Provides activities that develop math skills. <i>(Examples: Sequence cards, same/different games, size and shape toys, sorting games, sensory tables and utensils/toys for dumping, pouring and measuring with appropriate materials).</i>				
2. Children have opportunities to identify and describe measurable characteristics of objects, such as length, weight, small, big, short, tall, empty, full, heavy and light.				
3. Utilizes scientific inquiry in preschool programs. <i>(Examples: Encourages children to explore cause and effect, ask "what if..." questions, and helps children to find answers without giving them the answer).</i>				
4. Creates a sense of time through participation in daily routines.				
5. Incorporates activities that develop science skills. <i>(Examples: Materials available to children: magnifying glasses, magnets, plants/terrarium, fish aquarium, paints, etc.)</i>				
Please provide examples of apprentice/student's behavior that support the above ratings:				

Rating	Description
1	Fails to meet basic requirements
2	Meets basic requirements
3	Exceeds basic requirements
DNO	Did not observe

Arts/Pre-K	1	2	3	DNO
<p>1. Provides activities that promote creative expression in art, music/movement and dramatic play.  <i>(Examples: Variety of accessible art materials for free play, 3 dimensional materials, variety of music, dance props, musical instruments, dramatic play props, pictures, stories and trips to enhance dramatic play; adequate space indoors and outdoors for dramatic play).</i></p>				
<p>2. Plans and conducts activities that encourage creativity.  <i>(Examples: Planned activities, teacher interactions with children, discussions to enhance play).</i></p>				
<p>Please provide examples of apprentice/student's behavior that support the above ratings:</p>				

Approaches to Learning/Pre-K	1	2	3	DNO
<p>1. Provides appropriate ways to stimulate initiative and curiosity.  <i>(Examples: Activities and materials are provided that encourage children to explore and investigate).</i></p>				
<p>2. Targets ways to encourage persistence and attentiveness.  <i>(Examples: Projects/activities that continue for an extended amount of time, children create and implement plans; children use trial and error to find solutions).</i></p>				
<p>3. Enhances cooperation.  <i>(Example: Teacher provides opportunities for children to work together in learning and play experiences with peers).</i></p>				

Please provide examples of apprentice's behavior that support the above ratings:

Rating	Description
1	Fails to meet basic requirements
2	Meets basic requirements
3	Exceeds basic requirements
DNO	Did not observe

Guidance, Behaviors, Scheduling and Conflict Resolution	1	2	3	DNO
1. Uses developmentally appropriate practices for guiding preschoolers. (Examples: I messages, conflict resolution and conscious discipline).				
2. Arranges the environment in a way that helps support the development of self-regulation. (Examples: Quiet space, break up large open areas, etc.)				
3. Follows consistent and responsive routines/transitions.				

Please provide examples of apprentice's behavior that support the above ratings:

Social/Emotional Development-Preschool	1	2	3	DNO
1. Provides a caring environment while educating children				
2. Provides a quality learning environment by adjusting self and the environment to each child's temperament (goodness of fit).				
3. Assesses children regularly for social/emotional development delays.				
4. Creates a safe and trusting environment for learning to occur.				

Please provide examples of apprentice/student's behavior that support the above ratings:

**Additional Comments/Observations**

\_\_\_\_\_  
Instructor Signature

\_\_\_\_\_  
Date

Indicates you completed the evaluation and reviewed with apprentice/student.

\_\_\_\_\_  
Apprentice/Student Signature

\_\_\_\_\_  
Date

Indicates you have read and discussed this evaluation with your supervisor.

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date

Indicates you completed the evaluation and reviewed with apprentice/student.

“This program is being presented with financial assistance as a grant from the West Virginia Department of Human Services and is administered by West Virginia Early Childhood Training Connections and Resources, a program of River Valley Child Development Services.”