



## EARLY INTERVENTION EVALUATION FORM SITE SUPERVISOR EVALUATION FORM

Student: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Instructions: The Site Supervisor is to complete the evaluation form twice per semester. Please return the completed form to the practicum student after the midterm evaluation. They will keep the form and make any necessary improvements by the final evaluation. The form will be returned to the Site Supervisor for a final evaluation at the end of the semester. Each competency should receive a rating comment based on the scales provided.

**1 = Demonstrates Limited Skills**

Student demonstrates limited knowledge and skills in the competency area

**2 = Demonstrates Intermediate Skills**

Student demonstrates early understanding of the knowledge and skills underlying the competency, but the demonstrated level of skills are not satisfactory

**3 = Demonstrates Satisfactory Skills**

Student demonstrates limited knowledge and skills underlying this competency at a satisfactory level

**4 = Demonstrates Independent Skills**

Student can perform the skill at an intermediate level of practice

**5 = Demonstrates Outstanding Skills**

Student demonstrates the knowledge and skills underlying this competency in a manner that reflects considerable knowledge and skills

Core Competencies	Midterm	Final
Ability to describe the early intervention system and discuss the options and opportunities available to families.		
Comprehensive knowledge of community resources available to support and assist infants, toddlers, and their families.		
Ability to recognize signs of emotional distress, child abuse, and neglect in young children, and follow proper reporting procedures (if available).		
Utilizes the supports and services approach by embedding activities into families' daily routines and natural learning opportunities.		
Utilizes the coaching approach and assists in helping families understand how to support their child's development.		

Comments:

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<b>Infant and Toddler Development</b>	<b>Midterm</b>	<b>Final</b>
Understanding of typical infant/toddler development, including knowledge of developmental sequences, the impact of maturation, the interrelatedness of developmental domains, and the variability of development from child to child.		
Knowledge of how atypical development impacts functional abilities.		
Knowledge of common disabilities in young children and the implications for infant/toddler development.		

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<b>Family Centered Practices</b>	<b>Midterm</b>	<b>Final</b>
Respect for diverse family structures, dynamics, learning styles, copying styles, daily activities, routines, and environments.		
Interacts competently with family members using effective verbal communication and listening skills.		
Ability to effectively communicate in written form with families in a jargon free and culturally sensitive manner.		

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<b>Team Practice</b>	<b>Midterm</b>	<b>Final</b>
Ability to effectively communicate with team members in a jargon free and culturally sensitive manner.		
Ability to work effectively and consult with a variety of early intervention team members and community partners.		
Asks good questions and shows initiative with team members to enhance learning opportunities.		

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<b>Eligibility Determination &amp; Assessment for Service Planning</b>	<b>Midterm</b>	<b>Final</b>
Implements and scores with accuracy the infant/toddler screening assessment to determine needs, concerns, and priorities for the child's development.		
Engage family members as active participants during screening and assessments.		
Provides written and/or verbal reports that include functional and relevant descriptions of the infant/toddlers' abilities, written in language that is sensitive and easily understood by families and provides information in regard to the child's performance in daily activities and routines within the home and community.		

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<b>Individualized Family Service Plan</b>	<b>Midterm</b>	<b>Final</b>
Assist families in identifying everyday routines and activities in which the supports and services strategies will be improved.		
Engages in effective planning, preparation, and review related to IFSP.		
Ability to assess the child and family's ongoing progress and satisfaction through data collection, interview, informal, and formal assessment methods.		
Ability to provide families with the information they need to make informed decisions.		
Provides families with accurate choices to help them make informed decisions regarding transition.		

Comments:

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<b>Expected Student Behaviors</b>	<b>Midterm</b>	<b>Final</b>
Follows rules and regulations.		
Responds favorably to suggestions for improvement.		
Acts with poise, mature judgment, fairness, and self-control.		
Demonstrates ability to respond and adapt to changing situations.		
Is punctual and in regular attendance.		

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Meets deadlines (if available).		
Demonstrates willingness to learn.		
Strives continually for professional growth and development.		
Exhibits creativity, initiative, and enthusiasm.		
Reflects on personal skills and modifies skills as needed.		

Comments:

Please check the appropriate box for the following:

Early Intervention Process	Midterm			Final		
	Observed	Participated	N/A	Observed	Participated	N/A
Screening						
Eligibility						
Assessment Administration						
Assessment Reporting						
Initial IFSP Writing						
IFSP Goal Writing						
IFSP Review						
Transitioning						

Please check the appropriate box for the following:

Service Providers	Midterm			Final		
	Traveled With	Not Yet	N/A	Traveled With	Not Yet	N/A
Service Coordinator						
Developmental Service Provider						
Physical Therapist						
Occupational Therapist						
Speech and Language Pathologist						

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## EARLY INTERVENTION EVALUATION FORM STUDENT SITE EVALUATION FORM

\_\_\_\_\_  
Student

\_\_\_\_\_  
Academic Year

\_\_\_\_\_  
Practicum Site

\_\_\_\_\_  
Site Supervisor

1. How would you qualify/rate your impression of the practicum experience?

An excellent experience? \_\_\_\_\_  
A good experience? \_\_\_\_\_  
A fair experience? \_\_\_\_\_  
A poor experience? \_\_\_\_\_

2. Give three phrases to support your answer to #1:

a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_

3. During the experience, were you made to feel a part of the staff team?

Yes                      No                      Please explain your answer:

4. Were you able to establish a working relationship with several members of the staff/team?

Yes                      No                      Please explain your answer:

5. Did the Site Supervisor make an effort to provide experiences tailored to your needs/requirements?

Yes                      No                      Please explain your answer:

6. Was the staff receptive and willing to teach you about the program and its services?

Yes                      No                      Please explain your answer:

7. Was time regularly allotted for you and the Site Supervisor to discuss your questions, issues, and concerns and was this time sufficient??

Yes                      No                      Please explain your answer:

8. Did you feel that the placement provided a sufficient opportunity to learn about the EI process?

Yes                      No                      Please explain your answer:



9. Would you recommend a student teaching placement at this site? Please explain why or why not.

10. Additional comments and recommendations:

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