

**Wisconsin Preschool Credential
Capstone Checklist Self Evaluation**

Last Revised January 2012



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The NAEYC criteria for National Accreditation are used for the Capstone Checklist to demonstrate alignment with the Standards and to familiarize the student with this national accreditation process.¹

Complete the self evaluation, including descriptions of behaviors and/or situations that illustrate how you meet the criteria. Attach documents as needed to show meeting of the criteria, and use separate paper if you need more space. In some cases, documentation may be what you are using for a sample in your portfolio. Then indicate what the sample is and what category it is for.

Indicator Definitions:

- Not present:** 0 – means you observe no evidence that the statement accurately describes the professional being observed; and/or you observe evidence of behavior contrary to the statement.
- Emerging:** 1 – means you observe a little evidence that the statement accurately describes the professional.
- Present:** 2 – means you observe some evidence that the statement accurately describes the professional, but some criteria are missing.
- Mastered:** 3 – means you observe a great deal of evidence that this statement accurately describes the professional and there are no missing criteria.

COMPETENCY 1. Implement strategies that support diversity and anti-bias perspectives when working with children, families and community.

NAEYC CRITERIA		
1.D. CREATING A PREDICTABLE, CONSISTENT, AND HARMONIOUS CLASSROOM	comments	score
1.D.01 Teacher counters potential bias and discrimination by <ul style="list-style-type: none"> <input checked="" type="checkbox"/> treating all children with equal respect and consideration. <input checked="" type="checkbox"/> initiating activities and discussions that build positive self-identity and teach the valuing of differences. <input checked="" type="checkbox"/> intervening when children tease or reject others. <input checked="" type="checkbox"/> providing models and visual images of adult roles, differing abilities, and ethnic or cultural backgrounds that counter stereotypical limitations. <input checked="" type="checkbox"/> avoiding stereotypes in language references. (Examples given of situations where teacher would act to counter bias in child attitudes and behavior)	- All children are treated equal + valued as a individual. - We use the Csefel site tools to assist. "I can be a Super friend book." - Posters are displayed throughout the room.	3
3. B. CREATING CARING COMMUNITIES FOR LEARNING	comments	score
3.B.04 Teacher is active in identifying and countering any teaching practices, curriculum approaches, or materials that are degrading toward gender, sexual orientation, age, language, ability, race, religion, family	- Beyond the non-bias curriculum we use, we provide a nurturing + welcoming environment for all	

<p>structure, background, or culture. (Examples given of situations where teacher would act to counter bias in materials and adult attitudes and behavior)</p>	<p>We have a child who enjoys Dora, pink + glitter. He is welcome + nurtured others do not question. Should they I encourage all are welcome to love pink. We may use puppets or books + dramatic play clothing to promote anti bias.</p>	<p>3</p>
<p>3. F. MAKING LEARNING MEANINGFUL FOR ALL CHILDREN</p>	<p>comments</p>	<p>score</p>
<p>3.F.06 Teacher offers children opportunities to engage in classroom experiences with members of their families. (Examples given of family involvement opportunities in classroom and in center)</p>	<p>-We have a family open-house every fall - I offer families to read to us in March for Dr. Seuss - I have "Super Kid" + families have a visit + read.</p>	<p>3</p>
<p>7.A. KNOWING & UNDERSTANDING THE PROGRAM'S FAMILIES</p>	<p>comments</p>	<p>score</p>
<p>7.A.10 The teacher works with families on shared child caregiving issues, including routine separations, special needs, the food being served and consumed, and daily care issues. (Examples provided of methods for gathering information from families verbally or in written form both prior to intake and ongoing basis.)</p>	<p>-We use intake questionnaires prior to start -We also use an initial assessment form with our curriculum (Preschool 1st)</p>	<p>3</p>
<p>1.A. BUILDING BETTER RELATIONSHIPS AMONG TEACHERS AND FAMILIES</p>	<p>comments</p>	<p>score</p>
<p>1.A.03-05 Teacher communicates with family members on an ongoing basis to</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learn about children's individual needs <input checked="" type="checkbox"/> Ensure a smooth transition between home and program <input checked="" type="checkbox"/> Share information with families about child's activities, interests and development. <p>(Examples provided of written and verbal methods for giving information to families and encouraging two-way communication about child's needs, adjustment, and activities.)</p>	<p>We use intake questionnaires prior to start date. We have daily conversation @ arrival + departure. We provide a website + bi-monthly newsletter</p>	<p>3</p>

Sample

Sample

COMPETENCY 2. Follow governmental regulations and professional standards as they apply to health, safety, and nutrition.

<p>2.K CURRICULUM CONTENT AREA FOR COGNITIVE DEVELOPMENT: HEALTH AND SAFETY AND NUTRITION</p>	<p>comments</p>	<p>score</p>
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<p>2.K.01 Children are provided varied opportunities and materials that encourage good health practices, including rest, good nutrition, exercise, hand washing, and brushing teeth. (Examples listed for a variety of health practices and these practices are observed).</p>	<p>We comply with state nutritional standards for snack + lunch.</p> <ul style="list-style-type: none"> - Children nap daily - I provide 30-mins of outdoor time 2 times daily also 2-15 min teacher lead activities 	<p>3</p>	<p>Menu</p>
<p>2.K.02 Children are provided varied opportunities and materials to help them learn about nutrition, including (Examples are listed and observed.)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Identifying sources of food and <input checked="" type="checkbox"/> Recognizing, <input checked="" type="checkbox"/> Preparing, <input checked="" type="checkbox"/> Serving and feeding themselves and <input checked="" type="checkbox"/> Valuing healthy foods. 	<ul style="list-style-type: none"> - We provide diverse + balanced meals + snacks. - I discuss healthy meal + snack choices in lesson plans. - Children plant + care for garden + enjoy results. - I also have planned opportunities for the kids to cook "Kid Cooks" 	<p>3</p>	<p>sample</p>
<p>2.K.03 Children are provided varied opportunities and materials that increase their awareness of safety rules and emergency procedures in their classroom, home, and community. (Examples are listed and observed.)</p>	<ul style="list-style-type: none"> - I do a fire prevention + safety unit every October - We practice fire + tornado drills monthly - We have classroom rules for safety 	<p>3</p>	<p>sample</p>
<p>3.C SUPERVISING</p>	<p>comments</p>	<p>score</p>	
<p>3.C.01 Teacher supervises by positioning self to see as many children as possible. (Examples are listed and observed.)</p>	<p>Indoors + outdoors I stand/sit where I can see all children.</p>	<p>3</p>	
<p>3.D USING TIME, GROUPING AND ROUTINES TO ACHIEVE LEARNING GOALS</p>	<p>comments</p>	<p>score</p>	
<p>3.D.07 At meal and snack times, teacher</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sit and eat with children and <input checked="" type="checkbox"/> Engage them in conversation. <p>(Examples are listed and observed.)</p>	<p>I join the children at lunch after all groups are served + needs are met.</p>	<p>3</p>	

<p>3.D.08 Teacher coaches and supports children as they learn to participate in daily cleanup and maintenance of the classroom. (Examples are listed and observed.)</p>	<p>I assist in clean up + maintenance. As we do so we sing. "oh we can work together" song.</p>	<p>3</p>
<p>5.C MAINTAINING A HEALTHFUL ENVIRONMENT</p>	<p>comments</p>	<p>score</p>
<p>5.C.02 Procedures for sanitation and standard precautions that comply with state licensing regulations are used. (Examples of knowledge of procedures for handling blood borne pathogens to minimize spread of infection are reported. proper following of sanitation procedures observed.)</p>	<p>I'm aware of policy + procedure</p>	<p>3</p>

COMPETENCY 3. Analyze social, cultural and economic influences on child development.

<p>NAEYC CRITERIA</p>		
<p>3. B. CREATING CARING COMMUNITIES FOR LEARNING</p>	<p>comments</p>	<p>score</p>
<p>3.B.01 Teacher's daily interactions demonstrate their knowledge of</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> the children they teach. <input checked="" type="checkbox"/> the children's families. <input checked="" type="checkbox"/> the social, linguistic, and cultural context in which the children live. <p>(Formal and informal methods in place to promote knowledge of children and families; examples of specific families and children given.)</p>	<p>Children + families are often encouraged to visit prior to starting @ the center. Families are given a questionnaire prior to the start date. We also maintain daily contact during arrival + departure. This keeps us up on day-to-day life outside the center. We also conduct conferences biannually.</p>	<p>3</p>

<p>3.B.07 Teacher's responses to challenging, unpredictable, or unusual behavior are informed by their knowledge of children's home and classroom life.</p> <p>(Examples of situation where teacher had to adjust strategies with regard to specific families and children given.)</p>	<p>I follow the guidance policy established by the center.</p> <p>When necessary, I will confer with my administrator to handle more difficult situations.</p> <p>For example setting up a child with soft/calming music + a quiet area as a calming technique.</p>	<p>3</p>
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COMPETENCY 4. Analyze the development of children age three through age five.

NAEYC CRITERIA		
3.E RESPONDING TO CHILDREN'S INTERESTS AND NEEDS	comments	score
<p>3.E.03 Teacher uses children's interest in and curiosity about the world to engage them with new content and developmental skills.</p> <p>(Examples are provided of how teacher uses knowledge of children's interests and abilities to plan activities that support developing skills.)</p>	<p>I intentional teach. I use our curriculum, + observations to develop personal goals + outcomes. I use those goals to guide my lessons. I also ask the children KWL re themes</p> <p>What do you <u>KNOW</u>?</p> <p>What do you <u>WANT</u> to know?</p> <p>What did you <u>LEARN</u>?</p>	<p>3</p>
<p>3.E.04 Teacher uses their knowledge of individual children to modify strategies and materials to enhance children's learning. (Examples are provided of modifications for child's special needs.)</p>	<p>I make quarterly goals for the children.</p> <p>I assess the kids quarterly + daily to determine their needs.</p> <p>I make adaptations such as communication boards + use brushing techniques.</p>	<p>3</p>
<p>3.E.08 Teacher uses their knowledge of children's social relationships, interests, ideas, and skills to tailor learning opportunities for groups and individuals. (Examples are provided of how teacher adapted an activity for different</p>	<p>I tailor most lessons to meet their interests. with KWL (explained above)</p> <p>*We did a lesson plan on Spring, talking a bit of Robins. Their interest grew in birds. We did several more weeks on birds.</p>	<p>3</p>

<p>children based on their interests or reactions.)</p>		
<p>3.E.09 Throughout the day, teaching staff actively seek out children's ideas and discern how they understand things by</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Observing, <input checked="" type="checkbox"/> Talking with <input checked="" type="checkbox"/> Listening to them. <p>(Examples are provided of regular observations and analysis of children that are used for implementing curriculum plans. Observe teacher observing, talking and listening during activities.)</p>	<p>I make ongoing observations on each child to be entered into a portfolio</p> <p>I scaffold conversation to make conversation a learning experience.</p> <p>"I see you have used <u>several long</u> blocks to make your tower."</p> <p>"How many eggs did you use to make this pie?"</p>	<p>3</p>

Sample

COMPETENCY 5. Establish a developmentally appropriate environment.

NAEYC CRITERIA	comments	score
<p>2.A CURRICULUM: ESSENTIAL CHARACTERISTICS</p>		
<p>2.A.08 Materials and equipment used to implement the curriculum reflect the lives of the children and families as well as the diversity found in society including</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> gender <input checked="" type="checkbox"/> age <input checked="" type="checkbox"/> language, including children's home language <input checked="" type="checkbox"/> abilities <p>Materials and Equipment</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> provide for children's safety while being appropriately challenging <input checked="" type="checkbox"/> encourage exploration, experimentation, and discovery <input checked="" type="checkbox"/> promote action and interaction <input checked="" type="checkbox"/> are organized to support independent use <input checked="" type="checkbox"/> are rotated to reflect changing curriculum and to accommodate new interests and skill levels <input checked="" type="checkbox"/> are rich in variety <input type="checkbox"/> accommodate children's special needs <p>(Examples of each are listed and observed.)</p>	<p>Environment + curriculum is non bias + diverse.</p> <ul style="list-style-type: none"> - Diverse Books + posters + toys - Gender + non gender specific clothing + toys - Holidays follow + respect family values <p>Materials + equipment checked daily for safety.</p> <p>The environment is set up based on the Youngstar recommendations (quiet areas near each other, science near natural light)</p> <p>Toys are rotated on a monthly basis or as needed to reflect the theme.</p>	<p>3</p>
<p>3.A DESIGNING ENRICHED LEARNING ENVIRONMENTS</p>		
<p>3. A. 02 Teacher designed an environment that protects</p>		

<p>children's health and safety at all times. (Examples of environmental features that promote health and that promote safety are listed and observed. Observe no hazards in the environment.)</p>	<p>Classroom rules posted. Hand washing poster My plate poster</p>	<p>3</p>
<p>3.A.06 Teacher creates classroom displays that help children reflect on and extend their learning <input checked="" type="checkbox"/> Teachers ensure that children's recent works predominate in classroom displays (e.g., art, emergent writing, graphic representation, and three-dimensional creations). <i>(Materials are displayed on shelves and walls to extend learning of current interests and themes.)</i></p>	<p>Marshmallow painting - Camping Very Hungry Caterpillars hanging Symmetrical Butterfly paintings → Butterfly Life cycle</p>	<p>3</p>
<p>3.A.04 Teachers organize space and select materials in all content and developmental areas to stimulate <input checked="" type="checkbox"/> exploration, experimentation, discovery <input checked="" type="checkbox"/> conceptual learning <i>(Space is arranged so that materials reflect curriculum areas and developmental domains).</i></p>	<p>- Blocks + Building - Dramatic Play - Math - Science - Gross Motor - Writing/Art - Book Nook - Music - Sm Manipulatives - Outdoor play - Sensory table</p>	<p>3</p>
<p>3.A.07 Teacher and children work together to arrange classroom materials in predictable ways so children know where to find things and where to put them away. <i>(Materials are arranged so children can find them, with labels and intentional organization.)</i></p>	<p>- Print rich environment with photos for toy placement - Also centers provided as stated above</p>	<p>3</p>
<p>9.A INDOOR AND OUTDOOR EQUIPMENT, MATERIALS AND FURNISHINGS</p>	<p>comments</p>	<p>score</p>
<p>9.A.08 Materials and equipment are available <input checked="" type="checkbox"/> To facilitate focused individual play or play with peers.</p>	<p>Shapes @ centers indicate the # of children allowed @ each center. 1-4 kids max.</p>	<p>3</p>

Sample

<input checked="" type="checkbox"/> In sufficient quantities to occupy every child in activities that meet his or her interests. <i>(Examples are listed and observed.)</i>	Enough toys / experiences available to engage <u>all</u> !	
9.A.12 Indoor and outdoor space is designed and arranged to <input checked="" type="checkbox"/> Accommodate children individually, in small groups, and in a large group <input checked="" type="checkbox"/> Divide space into areas that are supplied with materials organized in a manner to support children's play and learning <input checked="" type="checkbox"/> Provide semiprivate areas where children can play or work alone or with a friend <input checked="" type="checkbox"/> Provide children with disabilities full access (with adaptations as necessary) to the curriculum and activities in the indoor space <i>(Examples are listed and observed.)</i>	Centers accommodate 1-4 children depending on activity Centers placed via youngstar recommendations Centers available for 1-2 people (computer, sensory, book nook) As needed	3

COMPETENCY 6. Develop activity plans that promote child development and learning.

NAEYC CRITERIA	comments	score
2.A. ESSENTIAL CHARACTERISTICS		
2.A.07-.11 The curriculum guides the development of a daily schedule that is predictable yet flexible and responsive to individual needs of the children. The schedule <input checked="" type="checkbox"/> Provides time and support for transitions <input checked="" type="checkbox"/> Includes both indoor and outdoor experiences <input checked="" type="checkbox"/> Is responsive to a child's need to rest or be active Incorporates time for play, self-initiated learning, creative expression, large group, small group, and child-initiated activity. <i>(Daily schedule and explanation provided of how it meets the elements.)</i>	- Schedule posted + flexible. - 2 outdoor experiences daily - > 4hrs of free play + scheduled group time	3
2.B. AREAS OF DEVELOPMENT: SOCIAL-EMOTIONAL DEVELOPMENT	comments	score

sample

<p>2.B.03-.04-.05 Children have varied opportunities to:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learn the skills needed to regulate their emotions, behavior, and attention <input checked="" type="checkbox"/> Develop a sense of competence and positive attitudes toward learning, such as persistence, engagement, curiosity, and mastery and <input checked="" type="checkbox"/> Develop skills for entering into social groups, developing friendships, learning to help, and other pro-social behavior. <p><i>(Examples of activities to support children's social emotional development are reported and observed.)</i></p>	<p>- We use the Csefel site + tools to teach + incorporate social-emotional skills.</p> <p>- Read books (My many colored days, I can be a super friend)</p> <p>- I model proper social skills</p>	<p>3</p>
<p>2.C AREAS OF DEVELOPMENT: PHYSICAL DEVELOPMENT</p>		<p>comments</p>
<p>2.C.03 Children are provided varied opportunities and materials that support fine-motor development. <i>(Examples of activities to promote manipulative skills are reported and observed.)</i></p>	<p>Small Manipulative shelf</p> <ul style="list-style-type: none"> - Trio blocks - Pegs - Beads + laces - play dough - LEGOS <p>- Writing center w/ writing utensils.</p>	<p>3</p>
<p>2.C.04 Children have varied opportunities and are provided equipment to engage in large motor experiences that</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Stimulate a variety of skills <input checked="" type="checkbox"/> Enhance sensory-motor integration <input checked="" type="checkbox"/> Develop controlled movement (balance, strength, coordination) <input checked="" type="checkbox"/> Enable children with varying abilities to have large-motor experiences similar to those of their peers <input checked="" type="checkbox"/> Range from familiar to new and challenging <input checked="" type="checkbox"/> Help them learn physical games with rules and structure <p><i>(Examples of activities to promote active movement and coordination are reported and observed.)</i></p>	<p>- offered both indoor + outdoor</p> <ul style="list-style-type: none"> - Gym set - Climber - Bouncy Balls - Monkey bars - Bats + balls - Slides 	<p>3</p>
<p>2.D AREA OF DEVELOPMENT: LANGUAGE DEVELOPMENT</p>		<p>comments</p>
<p>2.D.02-.03-.04 Children have varied opportunities to develop communication and vocabulary by</p> <ul style="list-style-type: none"> <input type="checkbox"/> Responding to questions. <input type="checkbox"/> Communicating needs, thoughts, and experiences. 	<p>- Large Group + Small Group interactions daily</p> <p>- Anecdotal notes taken daily</p>	

Sample

<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Describing things and events. <input checked="" type="checkbox"/> Conversations <input checked="" type="checkbox"/> Experiences such as field trips and <input checked="" type="checkbox"/> Books <input checked="" type="checkbox"/> Opportunities to experience oral and written communication in a language their family uses or understands. <p><i>(Examples of activities to promote language development are reported and observed.)</i></p>	<p>Dictating illustrations</p> <ul style="list-style-type: none"> - Field trips to the college + virtual field trips to enhance conversation - Super kid gives children + families time to tell us about themselves. 	3
<p>2.E CURRICULUM CONTENT AREA FOR COGNITIVE DEVELOPMENT: EARLY LITERACY</p>	<p>comments</p>	<p>score</p>
<p>2.E.03 Children have opportunities to become familiar with print. They are actively involved in making sense of print, and they have opportunities to become familiar with, recognize, and use print that is accessible throughout the classroom</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Items belonging to a child are labeled with his or her name. <input checked="" type="checkbox"/> Materials are labeled. <input checked="" type="checkbox"/> Print is used to describe some rules and routines. <input checked="" type="checkbox"/> Teaching staff help children recognize print and connect it to spoken words. <p><i>(Examples of activities to familiarize children with the use of printed words are reported and observed.)</i></p>	<ul style="list-style-type: none"> - Centers + shelves labeled - Names + pictures labeled on wall, cubby box + hook. - Classroom schedule + rules posted. 	3
<p>2.E.04 Children have varied opportunities with books to</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Be read books in an engaging manner in group or individualized settings at least twice a day in full-day programs and at least once daily in half-day programs. <input checked="" type="checkbox"/> Explore books on their own and have places that are conducive to the quiet enjoyment of books. <input checked="" type="checkbox"/> Have access to various types of books, including storybooks, factual books, books with rhymes, alphabet books, and wordless books. <input checked="" type="checkbox"/> Engage in conversations that help them understand the content of the book. <p><i>(Examples of activities to meet this area are reported and observed.)</i></p>	<ul style="list-style-type: none"> - Books read aloud in both large + small groups - Book nook available at all times of the day - Print rich books, picture books, magazines, fiction + non fiction. Story boards as well 	3
<p>2.E.05 Children have multiple and varied opportunities to write.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Writing materials and activities are readily available in art, 		

<p>dramatic play, and other learning centers.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Various types of writing are supported, including scribbling, letter-like marks, and developmental spelling. <input checked="" type="checkbox"/> Children have daily opportunities to write or dictate their ideas. <input checked="" type="checkbox"/> Children are provided needed assistance in writing the words and messages they are trying to communicate. <input checked="" type="checkbox"/> Children are given the support they need to write on their own, including access to the <ul style="list-style-type: none"> <input checked="" type="checkbox"/> alphabet (e.g., displayed at eye level or on laminated cards) and <input checked="" type="checkbox"/> to printed words about topics of current interest. <input checked="" type="checkbox"/> Children see teacher model functional use of writing and are helped to discuss the many ways writing is used in daily life. (Examples of activities to meet this area are reported and observed.) 	<p>Various types of writing utensils available + paper types.</p> <ul style="list-style-type: none"> + Name cards - Alphabet cards posted on wall - I write as they dictate on pictures + projects - I use the white board to write in front of children as well as make observations in sight. 	3
<p>2.E.06 Children are regularly provided multiple and varied opportunities to develop phonological awareness:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Children are encouraged to play with the sounds of language, including syllables, word families, and phonemes, using rhymes, poems, songs, and finger plays. <input checked="" type="checkbox"/> Children are helped to identify letters and the sounds they represent. <input checked="" type="checkbox"/> Children are helped to recognize and produce words that have the same beginning or ending sounds. <input checked="" type="checkbox"/> Children's self-initiated efforts to write letters that represent the sounds of words are supported. (Examples of activities to meet this area are reported and observed.) 	<p>I use the Handwriting without Tears program</p> <ul style="list-style-type: none"> - Writing + Readiness - Language + Literacy <p>The sound around box for beginning sounds, Rhymes.</p>	
<p>2.H CURRICULUM CONTENT AREA FOR COGNITIVE DEVELOPMENT: TECHNOLOGY-where applicable</p>	comments	score
<p>2.H.01 Developmentally appropriate use of technology in the classroom such as media such as television, film, videotapes, and audiotapes is limited. (Limited (or no) use of TV, video, etc. and developmentally appropriate access to computers are reported and observed.)</p>	<p>The children are welcome to use the ipad/or Computer for no more the 15 mins a day.</p>	3
<p>2.J CURRICULUM CONTENT AREA FOR COGNITIVE DEVELOPMENT: CREATIVE EXPRESSION AND APPRECIATION FOR THE ARTS</p>	comments	score
<p>2.J.01-.04-.06 Children are provided varied opportunities to gain an appreciation of, to learn new concepts and vocabulary related to</p>		

<p>and express themselves creatively in ways that reflect diversity through</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Art <input checked="" type="checkbox"/> Music <input checked="" type="checkbox"/> Drama and <input checked="" type="checkbox"/> Dance activities <p>(Examples of activities to meet this area are reported and observed.)</p>	<p>Dramatic play, music + art are offered for free choice a substantial portion of the day.</p> <p>Teacher lead music activity 10mins daily + art as appropriate.</p>	<p>3</p>
<p>2.J.05 Children are provided open ended opportunities to develop and widen their repertoire of skills that support artistic expression (e.g., cutting, gluing, and caring for tools). (Art tools are accessible for children to choose freely as well as during adult guided activities.)</p>	<p>Art tools (paint, glue, hole punch, stamps etc) are available for a substantial portion of the day.</p>	<p>3</p>
<p>3.D USING TIME, GROUPING AND ROUTINES TO ACHIEVE LEARNING GOALS</p>	<p>comments</p>	<p>score</p>
<p>3.D.02 Teaching staff use routine care to facilitate children's</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Self-awareness <input checked="" type="checkbox"/> Language, and <input checked="" type="checkbox"/> Social interaction <p>(Examples of use of daily routines (meals, toileting, napping, dressing/undressing) used as opportunities for learning are reported and observed.)</p>	<p>Children encouraged to independantly toilet, + dress.</p> <p>Children set the table.</p>	<p>3</p>
<p>3.G. USING INSTRUCTION TO DEEPEN CHILDREN'S UNDERSTANDING AND BUILD THEIR SKILLS & KNOWLEDGE</p>	<p>comments</p>	<p>score</p>
<p>3.G.05 Teachers support and challenge children's learning during interactions or activities that are teacher initiated and child initiated. (Examples of appropriate balance - some activities that are teacher initiated and a variety of activities that are child initiated are reported and observed.)</p>	<p>We meet youngstar guidelines re: teacher lead activity time + free choice</p>	<p>3</p>

COMPETENCY 7. Analyze factors that affect the behavior of children.

<p>NAEYC CRITERIA</p>		
<p>1.B BUILDING POSITIVE RELATIONSHIPS BETWEEN TEACHERS AND CHILDREN</p>	<p>comments</p>	<p>score</p>
<p>1.B.07 Teacher evaluates and changes their responses based on individual needs. Teachers vary their interactions to be sensitive and responsive to</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Differing abilities <input checked="" type="checkbox"/> Temperaments 		

<input checked="" type="checkbox"/> Activity levels, and <input checked="" type="checkbox"/> Cognitive and <input checked="" type="checkbox"/> Social development <i>(Examples of teacher knowledge of and adaptation to specific child characteristics are reported and observed.)</i>	I adapt my teaching to each child's individual needs.	3
1.D. CREATING A PREDICTABLE, CONSISTENT, AND HARMONIOUS CLASSROOM	comments	score
1.D.03 Teacher anticipates and takes steps to prevent potential behavior problems. <i>(Example provided of a specific situation reported, and awareness and prevention strategies observed.)</i>	The classroom is set up to eliminate conflict (limit # of children @ center, enough supplies given) Problem solving cards @ each center. These help promote independence in problem solving.	3
1.E ADDRESSING CHALLENGING BEHAVIOR	comments	score
1.E.03 Rather than focus solely on reducing the challenging behavior, teacher focuses on <ul style="list-style-type: none"> <input type="checkbox"/> Teaching the child social, communication, and emotional regulation skills and <input type="checkbox"/> Using environmental modifications, activity modifications, adult or peer support, and other teaching strategies to support the child's appropriate behavior. <i>(Example is provided of a specific situation, and teacher demonstrates understanding of how the room environment and child's level of social skills contributes to behavior.)</i>	I teach the concept. "May I use that when you're finished?" Each center has a limited # of children allowed. For example the sensory table is for 2 people. It is smaller + not adequate for more than 2 people.	3
3. B. CREATING CARING COMMUNITIES FOR LEARNING	comments	score
3.B.08-.12 Teacher notices patterns in children's challenging behaviors to provide thoughtful, consistent, and individualized responses and address challenging behavior by <ul style="list-style-type: none"> <input checked="" type="checkbox"/> assessing the function of the child's behavior. <input checked="" type="checkbox"/> convening families and professionals to develop individualized plans to address behavior. <input checked="" type="checkbox"/> Using positive behavior support strategies. 	Each child has individual goals. If a specific child is having behaviors, we will talk about it as a group (teachers + families) + develop a plan on the goal sheet. Discussed @ parent/teacher conf.	3

(Examples are provided of **process of analyzing** child's challenging behavior and working with families to address.)

COMPETENCY 8. Document children's behavior.

NAEYC CRITERIA	comments	score
1.B BUILDING POSITIVE RELATIONSHIPS BETWEEN TEACHERS AND CHILDREN	comments	score
1.B.04 Teacher encourages and recognizes children's work and accomplishments. <i>(Examples of methods to recognize and document children's work are provided. List types of observation tools and methods used, and provide samples of completed observations.)</i>	Art work is displayed. Art samples, observations, pictures + Milestones are documented in individual portfolios.	3
3.G USING INSTRUCTION TO DEEPEN CHILDREN'S UNDERSTANDING AND BUILD THEIR SKILLS AND KNOWLEDGE	comments	score
3.G.02 Teacher uses multiple sources including results of formal assessments (observation records, checklists, portfolios, developmental screening, etc.), as well as informal assessments (children's initiations, questions, interests, and misunderstandings) to <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Identify what children have learned. <input checked="" type="checkbox"/> Adapt curriculum and teaching to meet children's needs and interests. <input checked="" type="checkbox"/> Foster children's curiosity. <input checked="" type="checkbox"/> Extend children's engagement. <input checked="" type="checkbox"/> Support self-initiated learning. <i>(Provide samples of completed assessments and explanation of how they are implemented.)</i>	-Preschool first initial + continued assessment -Handwriting Without Tears Readiness screener -cdc milestone Checklist	3
4.D ADAPTING CURRICULUM, INDIVIDUALIZING TEACHING, AND INFORMING PROGRAM DEVELOPMENT	comments	score
4.D.07 Teacher talks and interacts with individual children and encourage their use of language to inform assessment of children's strengths, interests, and needs. <i>(Provide an example of an interaction with a child that helped to assess child abilities and needs.)</i>	Documented in observations	3

Sample

Sample

COMPETENCY 9. Practice positive guidance strategies.

NAEYC CRITERIA		
1.B. BUILDING POSITIVE RELATIONSHIPS BETWEEN TEACHERS AND CHILDREN	comments	score
<p>1.B.01-.02 Teacher expresses warmth through behaviors such as physical affection, eye contact, tone of voice, and smiles and create a positive emotional climate as reflected in behaviors such as frequent social conversations, joint laughter, and affection. <i>(Examples reported and observed.)</i></p>	<p>- Warm welcome & greeting. - I get down e eye level & make hand contact with children.</p>	3
<p>1.B.05 Teacher functions as a secure base for children. They respond promptly in developmentally appropriate ways to children's</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Positive initiations <input checked="" type="checkbox"/> Negative emotions, and <input checked="" type="checkbox"/> Feelings of hurt and fear <input checked="" type="checkbox"/> By providing comfort, supports and assistance <p><i>(Examples reported and observed of teacher offering comfort to child and children checking in for support and encouragement.)</i></p>	<p>In the case of a child needing comfort, it is first given to the "hurt" child, then the situation is addressed. - Hug offered</p>	3
<p>1.B.09 Teacher never uses physical punishment such as shaking or hitting and do not engage in psychological abuse or coercion. <i>(None observed.)</i></p>	<p>Correct! I use positive guidance strategies.</p>	3
<p>1.B.10 Teacher never uses threats or derogatory remarks and does not withhold or threaten to withhold food as a form of discipline. <i>(None observed.)</i></p>	<p>Correct!</p>	3
1.C HELPING CHILDREN MAKE FRIENDS	comments	score
<p>1.C.04 Teacher assists children in resolving conflicts by helping them</p>		

<input checked="" type="checkbox"/> Identify feelings, <input checked="" type="checkbox"/> Describe problems, and <input checked="" type="checkbox"/> Try alternative solutions. <i>(Examples reported and observed.)</i>	By using the useful tools, we identify the feeling on the feeling wheel + then the problem solving cards sort out the situation	3
1.C.05-.06 Teacher facilitates positive peer interaction for children who are <input checked="" type="checkbox"/> Socially reserved or withdrawn and for <input checked="" type="checkbox"/> Those who are bullied or excluded. <input checked="" type="checkbox"/> And guide children who bully, isolate, or hurt other children to learn and follow the rules of the classroom. <i>(Examples reported and observed of situations of support for a specific child or children.)</i>	All children are encouraged to attend. They are welcome to participate @ their comfort level. I will encourage them to participate with me.	3
1.D CREATING A PREDICTABLE, CONSISTENT, AND HARMONIOUS CLASSROOM	comments	score
1.D.04 -.05 Teacher promotes pro-social behavior by interacting in a respectful manner with all staff and children. They <input checked="" type="checkbox"/> help children talk about their own and others emotions. <input checked="" type="checkbox"/> model turn taking and sharing as well as caring behaviors. <input checked="" type="checkbox"/> help children negotiated their interactions with one another and with shared materials. <input checked="" type="checkbox"/> engage children in the care of their classroom. <input checked="" type="checkbox"/> ensure that each child has an opportunity to contribute to the group. <input checked="" type="checkbox"/> encourage children to listen to one another. <input checked="" type="checkbox"/> encourage and help children to provide comfort when others are sad or distressed. <input checked="" type="checkbox"/> use narration and description of ongoing interactions to identify pro-social behaviors. <i>(Examples reported and observed of specific interactions for several of the points.)</i>	Through the use of appropriate social-emotional books + puppets we talk about appropriated + expected social behavior.	3
1.E. ADDRESSING CHALLENGING BEHAVIOR	comments	score
1.E.04 Teacher responds to a child's challenging behavior, including physical aggression, in a manner that <input checked="" type="checkbox"/> Provides for the safety of the child. <input checked="" type="checkbox"/> Provides for the safety of others in the classroom. <input checked="" type="checkbox"/> Is calm. <input checked="" type="checkbox"/> Is respectful to the child.	The child is offered a quiet place such as the book nook or their sleeping bag + a book +/or a soft toy. When the child is ready, we talk about it. Then talk with anyone else involved if needed.	3

sample

<input checked="" type="checkbox"/> Provides the child with information on acceptable behavior. <i>(Examples reported and observed.)</i>		
1.F PROMOTING SELF-REGULATION	comments	score
1.F.02 Teacher helps children manage their behavior by guiding and supporting children to <input checked="" type="checkbox"/> Persist when frustrated. <input checked="" type="checkbox"/> Play cooperatively with other children. <input checked="" type="checkbox"/> Use language to communicate needs. <input checked="" type="checkbox"/> Learn turn taking. <input checked="" type="checkbox"/> Gain control of physical impulses. <input checked="" type="checkbox"/> Express negative emotions in ways that do not harm others or themselves. <input checked="" type="checkbox"/> Use problem-solving techniques. <input checked="" type="checkbox"/> Learn about self and others. <i>(Examples reported and observed of specific situations of helping a child control impulses and regulate behavior.)</i>	<i>Encouraged to try + try again. w/ positive guidance</i> <i>"I'm sorry, <u>How can I make you feel better?</u>"</i> <i>Use "When you feel so mad that you want to roar, take a deep breath + count to 4."</i> <i>"May I have a turn when you're finished?"</i>	3
3.B CREATING CARING COMMUNITIES FOR LEARNING	comments	score
3.B.05 - .06 Teacher manages behavior and <input checked="" type="checkbox"/> implement classroom rules and expectations in a manner that is consistent and predictable. <input checked="" type="checkbox"/> help individual children learn socially appropriate behavior by providing guidance that is consistent with the child's level of development . <i>(Examples reported and observed of teacher guiding children in following classroom rules that are developmentally appropriate.)</i>	<i>Rules posted in the room.</i>	3

COMPETENCY 10. Examine the critical role of play.


NAEYC CRITERIA		
1.C HELPING CHILDREN MAKE FRIENDS	comments	score
<p>1.C.03 Teacher supports children as they practice social skills and build friendships by helping them</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Enter into, <input checked="" type="checkbox"/> Sustain, and <input type="checkbox"/> Enhance play. <p>(Examples of teacher support of social play are reported and observed.)</p>	<p>I encourage social interaction amongst all children.</p> <p>I offer props + ideas to enhance play.</p> <p>I give ample time for play.</p>	3
2.A ESSENTIAL CHARACTERISTICS	comments	score
<p>2.A.12 The curriculum guides teacher to plan for children's engagement in play (including dramatic play and blocks) that is integrated into classroom topics of study.</p> <p>(Examples of planning for and encouraging play are provided and curriculum plans reflect emphasis on play-based learning.)</p>	<p>The dramatic play area offers multiple uses. (ie, ice cream shop, airport, camp site,) along with free play.</p> <p>The block center houses multiple block types along with props to enhance play.</p>	3
3.G USING INSTRUCTION TO DEEPEN CHILDREN'S UNDERSTANDING AND BUILD THEIR SKILLS AND KNOWLEDGE	comments	score
<p>3.G.12 Teacher promotes children's engagement and learning by</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Responding to their need for and interest in practicing emerging skills. <input checked="" type="checkbox"/> Enhancing and expanding activities children choose to engage in repeatedly. <p>(Examples of teacher strategies to promote learning through play are provided and observed.)</p>	<p>Center areas often coordinate + reflect upon the lesson plan topic.</p> <p>For example during <i>The Very Hungry Caterpillar</i> they are able to retell the story, measure with caterpillars, explore the life cycle at the Science table.</p>	3

COMPETENCY 11. Demonstrate responsible and ethical behavior as an early childhood education professional.

NAEYC CRITERIA		
6.A PREPARATION, KNOWLEDGE, AND SKILLS OF TEACHING STAFF	comments	score
<p>6.A.01 Teacher knows and uses ethical guidelines in their conduct as members of the early childhood profession (See NAEYC Code of Ethical Conduct). <i>(Examples of ethical conduct are reported and observed, and knowledge and understanding of Code is demonstrated.)</i></p>		
<p>6.A.02 When working with children, teacher demonstrates the ability to</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Interact with children without using physical punishment or any form of psychological abuse. <input checked="" type="checkbox"/> Recognize health and safety hazards and protect children from harm. <input checked="" type="checkbox"/> Encourage and provide children with a variety of opportunities for learning. <input checked="" type="checkbox"/> Encourage and provide children with a variety of social experiences. <input checked="" type="checkbox"/> Adapt and respond to changing and challenging conditions in ways that enhance program quality. <input checked="" type="checkbox"/> Communicate with children and families. <p><i>(Examples are provided and teacher behavior is observed to adhere to this criterion.)</i></p>	<p>- Positive guidance strategies used.</p> <p>- All learning domains provided.</p> <p>- Communicate w/ families daily.</p>	3

COMPETENCY 12. Implement effective teaching strategies to promote the development and learning of children age 3-5.

NAEYC CRITERIA	comments	score
<p>1.B. BUILDING POSITIVE RELATIONSHIPS BETWEEN TEACHERS AND CHILDREN:</p>		
<p>1.B.03 Teacher is consistent and predictable in their physical and emotional care of all children.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> giving warnings for transitions <input checked="" type="checkbox"/> following predictable schedule <input checked="" type="checkbox"/> responding consistently to child needs and behavior <p>(Examples are provided and teacher behavior is observed.)</p>	<p>5 min warning @ clean-up + outdoor transitions</p> <p>Refer children to schedule when needed.</p>	<p>3</p>
<p>1.B.08 Teacher supports children's competent and self-reliant exploration and use of classroom materials. (Examples are provided and teacher behavior is observed to adhere to this criterion.)</p>	<p>Children are welcome to independently explore the center + use materials as needed.</p> <p>Support of exploration of materials is given.</p>	<p>3</p>
<p>3.B. CREATING CARING COMMUNITIES FOR LEARNING</p>		
<p>3.B.03 Teacher develops individual relationships with children by providing care that is</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Responsive (reacting to child needs) <input checked="" type="checkbox"/> Attentive (present, aware, and focused on children) <input checked="" type="checkbox"/> Consistent (applies predictable reinforcements and limits) <input checked="" type="checkbox"/> Comforting (providing emotional and physical support) <input checked="" type="checkbox"/> Supportive (meets emotional and developmental needs) <input checked="" type="checkbox"/> Culturally sensitive (aware of individual and cultural variations) <p>(Examples are provided and teacher behavior is observed to adhere to this criterion.)</p>	<p>Each child is treated + respected as an individual.</p>	<p>3</p>
<p>3.D. USING TIME, GROUPING, AND ROUTINES TO ACHIEVE LEARNING GOALS</p>		
<p>3.D.03 Teacher provides time and materials daily for children to select their own activities. (Explanation provided and daily schedule reflects adequate time for child choice of play activities, and ample materials for all children.)</p>	<p>The children are provided all areas of play for a substantial portion of the day > this</p> <p>Each center has enough materials for the # of children allowed at each center</p>	<p>3</p>

<p>3.B.10 Teacher organizes time and space on a daily basis to allow children to work or play</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> individually and <input checked="" type="checkbox"/> in pairs, <input checked="" type="checkbox"/> to come together in small groups, and <input checked="" type="checkbox"/> to engage as a whole group. <p>(Explanation provided and daily schedule is balanced and followed flexibly.)</p>	<p>Individual, pairs + sm groups may play at centers during free choice Large + sm group time usually from 9-10 Sm + Large group time also outdoors.</p>	<p>3</p>
<p>3.E. RESPONDING TO CHILDREN'S INTERESTS & NEEDS</p>	<p>comments</p>	<p>score</p>
<p>3.E.02 Teacher scaffolds children's learning by</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> modifying the schedule, <input checked="" type="checkbox"/> intentionally arranging the equipment, and <input checked="" type="checkbox"/> making self available to children. <p>(Examples of teacher scaffolding child learning are provided and observed.)</p>	<p>Example: while talking about bugs we may have group time outdoors OR if talking about veggies we may have snack out near the garden.</p>	<p>3</p>
<p>3.G USING INSTRUCTION TO DEEPEN CHILDREN'S UNDERSTANDING AND BUILD THEIR SKILLS AND KNOWLEDGE</p>	<p>comments</p>	<p>score</p>
<p>3.G.10 Teacher joins children in learning centers to extend and deepen children's learning. They</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> observe children. <input checked="" type="checkbox"/> engage children in conversations. <input checked="" type="checkbox"/> position themselves at eye level with the children. <p>(Examples provided and observed.)</p>	<p>I engage in play during free choice with different groups. During that time we have conversation to develop language skills. "You sorted them by color!" OR "You put those blocks vertical, they are tall!"</p>	<p>3</p>
<p>3.G.13 Teacher promotes children's engagement and learning by guiding them in acquiring specific skills and explicitly teaching those skills.</p> <p>(Examples provided and observed of targeted skills identified and activities implemented to support the identified skills.)</p>	<p>While working toward letter recognition + hopping on one foot, we will play Name Hopscotch!</p> 	<p>3</p>

List of Materials to have on hand prior to the observation:

Status	Physical and Written Evidence	Description
	Family Communication	Documentation of communication with families <ul style="list-style-type: none"> <input type="checkbox"/> regarding classroom rules, expectations, routines <input type="checkbox"/> gathering input on family traditions, priorities and preferences. <input type="checkbox"/> through daily notes, weekly/monthly newsletters and displays.
	Daily Schedule	Documentation of a daily schedule that includes a balance of: <ul style="list-style-type: none"> <input type="checkbox"/> indoor and outdoor <input type="checkbox"/> active and quiet <input type="checkbox"/> adult-initiated <input type="checkbox"/> child-initiated activities and <input type="checkbox"/> health and safety practices
	Observation & Assessment	Documentation of use of various observation techniques: <ul style="list-style-type: none"> <input type="checkbox"/> to record children's activities, interests, and abilities <input type="checkbox"/> to assess children's development and progress <input type="checkbox"/> to share information with families <input type="checkbox"/> to assess appropriateness of teaching strategies
	Lesson Plans	Documentation that teachers' knowledge of children's interests, ideas, skills are used: <ul style="list-style-type: none"> <input type="checkbox"/> to plan and implement activities <input type="checkbox"/> to tailor learning opportunities for groups and individuals Documentation that children have an opportunity to participate in a wide variety of learning activities, including art and other creative expression, music and movement, manipulative and construction, and food preparation.
	Field Trips	Documentation of events that enrich the curriculum

Competency	Number of items	Points Possible for Competency	Total Score for Competency
1. Implement strategies that support diversity and anti-bias perspectives when working with children, families and community.	5	15	
2. Follow governmental regulations and professional standards as they apply to health, safety, and nutrition.	7	21	
3. Analyze social, cultural and economic influences on child development.	2	6	
4. Analyze the development of children age three through age five.	4	12	
5. Establish a developmentally appropriate environment.	7	21	
6. Develop activity plans that promote child development and learning.	14	42	
7. Analyze factors that affect the behavior of children.	4	12	
8. Document children's behavior.	3	9	
9. Practice positive guidance strategies.	10	30	
10. Examine the critical role of play.	3	9	
11. Demonstrate responsible and ethical behavior as an early childhood education professional.	2	6	
12. Implement effective teaching strategies to promote the development and learning of children age 3-5.	8	24	
NUMBER OF ITEMS:	69	207	
TOTAL SCORE:			
GRADE:			

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