

Lorrie Beuki

Wisconsin Preschool Professional Credential Capstone Checklist

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.

Competencies

1. Implement strategies that support diversity and anti-bias perspectives when working with children, families and community.
2. Follow governmental regulations and professional standards as they apply to health, safety, and nutrition.
3. Analyze social, cultural and economic influences on child development.
4. Analyze the development of children age three through age five.
5. Establish a developmentally appropriate environment.
6. Develop activity plans that promote child development and learning.
7. Analyze factors that affect the behavior of children.
8. Document children's behavior.
9. Practice positive guidance strategies.
10. Examine the critical role of play.
11. Demonstrate responsible and ethical behavior as an early childhood education professional.
12. Implement effective teaching strategies to promote the development and learning of children age 3-5.

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.

Note to “Qualified Observer” completing the Checklist – refer to the candidate’s Self Evaluation Checklist as you observe her/him in the classroom to guide you in rating her/his understanding, application and performance on each criterion. Candidate should provide you with a copy of their completed Self-Evaluation Checklist.

Criteria Color Key:

The criteria outlined in this checklist have been color coded to assist the “Qualified Observer” complete the evaluation.

No Shading	= Readily observable
Darker Shading	= Observable through classroom climate
Light Shading	= Assessed through documentation provided by the student. These criteria might also be observed or verified through observation.

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 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 type="checkbox"/> intervening when children tease or reject others. <input type="checkbox"/> providing models and visual images of adult roles, differing abilities, and ethnic or cultural backgrounds that counter stereotypical limitations. <input type="checkbox"/> avoiding stereotypes in language references. <i>(Examples given of situations where teacher would act to counter bias in child attitudes and behavior)</i>	greeting song during group posters pictures of children	2
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 structure, background, or culture. <i>(Examples given of situations where teacher would act to counter bias in materials and adult attitudes and behavior)</i>	warm & welcome environment	3
3. F. MAKING LEARNING MEANINGFUL FOR ALL CHILDREN	comments	score
3.F.06 Teacher offers children opportunities to engage in classroom experiences with members of their families. <i>(Examples given of family involvement opportunities in classroom and in center)</i>	Refer to documentation supplied by the student. open house sharing at drop off	3

7.A. KNOWING & UNDERSTANDING THE PROGRAM'S FAMILIES	comments	score
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. <i>(Examples provided of methods for gathering information from families verbally or in written form both prior to intake and ongoing basis.)</i>	Refer to documentation supplied by the student. <i>drop off conversation newsletter + calendar</i>	3
1.A BUILDING BETTER RELATIONSHIPS AMONG TEACHERS AND FAMILIES	comments	score
1.A.03-05 Teacher communicates with family members on an ongoing basis to <ul style="list-style-type: none"> <input type="checkbox"/> Learn about children's individual needs <input checked="" type="checkbox"/> Ensure a smooth transition between home and program <input type="checkbox"/> Share information with families about child's activities, interests and development. <i>(Examples provided of written and verbal methods for giving information to families and encouraging two-way communication about child's needs, adjustment, and activities.)</i>	Refer to documentation supplied by the student. <i>Send each family as they arrive</i>	3

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

2.K CURRICULUM CONTENT AREA FOR COGNITIVE DEVELOPMENT: HEALTH AND SAFETY AND NUTRITION	comments	score
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. <i>(Examples listed for a variety of health practices and these practices are observed).</i>	<i>"and it was gross so I had to wash my hands" handwashing</i>	3
2.K.02 Children are provided varied opportunities and materials to help them learn about nutrition , including <i>(Examples are listed and observed.)</i> <ul style="list-style-type: none"> <input type="checkbox"/> Identifying sources of food and <input type="checkbox"/> Recognizing, <input type="checkbox"/> Preparing, <input type="checkbox"/> Serving and feeding themselves and <input type="checkbox"/> Valuing healthy foods. 	Refer to documentation supplied by the student. <i>Cooking with children Healthy Snack</i>	3

<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. <i>(Examples are listed and observed.)</i></p>	<p>walking feet ruler for center</p>	<p>3</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. <i>(Examples are listed and observed.)</i></p>	<p>with the group of CD on within eye sight</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 type="checkbox"/> Sits and eats with children and <input checked="" type="checkbox"/> Engages them in conversation. <p><i>(Examples are listed and observed.)</i></p>		<p>2</p>
<p>3.D.08 Teacher coaches and supports children as they learn to participate in daily cleanup and maintenance of the classroom. <i>(Examples are listed and observed.)</i></p>	<p>guiding questions during clean up.</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. <i>(Examples of knowledge of procedures for handling blood borne pathogens to minimize spread of infection are reported. Proper following of sanitation procedures observed.)</i></p>	<p>Refer to documentation supplied by the student.</p> <p>washing of hands sun screen water for outside</p>	<p>3</p>

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

NAEYC CRITERIA	comments	score
<p>3. B. CREATING CARING COMMUNITIES FOR LEARNING</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 type="checkbox"/> the social, linguistic, and cultural context in which the children live. <p><i>(Formal and informal methods in place to promote knowledge of children and families; examples of specific families and children given.)</i></p>	<p>Observation based on documentation provided by the student.</p> <p><i>asks questions about family activities</i></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><i>(Examples of situation where teacher had to adjust strategies with regard to specific families and children given.)</i></p>	<p><i>center policy for behavior</i></p> <p><i>knowledge of children + their families</i></p>	<p>3</p>

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. <i>(Examples are provided of how teacher uses knowledge of children's interests and abilities to plan activities that support developing skills.)</i></p>	<p>Ingo about a butterfly. used math skills, language oral + written</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. <i>(Examples are provided of modifications for child's special needs.)</i></p>	<p>Goals set for children - opportunities provided to assess w/ meeting goals</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. <i>(Examples are provided of how teacher adapted an activity for different children based on their interests or reactions.)</i></p>	<p>Guiding questions during group</p>	<p>3</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 type="checkbox"/> Observing, <input checked="" type="checkbox"/> Talking with <input checked="" type="checkbox"/> Listening to them. <p><i>(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.)</i></p>	<p>During discussion of butterfly + laying eggs.</p>	<p>3</p>

COMPETENCY 5. Establish a developmentally appropriate environment.

NAEYC CRITERIA		
2.A. CURRICULUM: ESSENTIAL CHARACTERISTICS	comments	score
<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 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 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>wide variety of materials available</p>	<p>3</p>
3.A DESIGNING ENRICHED LEARNING ENVIRONMENTS	comments	score
<p>3. A. 02 Teacher designed an environment that protects 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. Awareness and adaptations by the student to the environmental factors that are not within their control.)</p>	<p>open Ample light + space. Clean Bathroom facilities easily accessible</p>	<p>3</p>

<p>3.A.06 Teacher creates classroom displays that help children reflect on and extend their learning</p> <p><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).</p> <p><i>(Materials are displayed on shelves and walls to extend learning of current interests and themes.)</i></p>	<p>art work is displayed, labeled with their name</p>	<p>3</p>
<p>3.A.04 Teachers organize space and select materials in all content and developmental areas to stimulate</p> <p><input checked="" type="checkbox"/> exploration, experimentation, discovery</p> <p><input checked="" type="checkbox"/> conceptual learning</p> <p><i>(Space is arranged so that materials reflect curriculum areas and developmental domains).</i></p>	<p>Science center is strategically placed All content areas represented</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.</p> <p><i>(Materials are arranged so children can find them, with labels and intentional organization.)</i></p>	<p>materials + shelving is labeled.</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</p> <p><input checked="" type="checkbox"/> To facilitate focused individual play or play with peers.</p> <p><input checked="" type="checkbox"/> In sufficient quantities to occupy every child in activities that meet his or her interests.</p> <p><i>(Examples are listed and observed.)</i></p>	<p>Variety of materials attractively offered</p>	<p>3</p>
<p>9.A.12 Indoor and outdoor space is designed and arranged to</p> <p><input checked="" type="checkbox"/> Accommodate children individually, in small groups, and in a large group</p> <p><input checked="" type="checkbox"/> Divide space into areas that are supplied with materials organized in a manner to support children's play and learning</p> <p><input checked="" type="checkbox"/> Provide semiprivate areas where children can play or work alone or with a friend</p> <p><input checked="" type="checkbox"/> Provide children with disabilities full access (with adaptations as necessary) to the curriculum and activities in the indoor space</p> <p><i>(Examples are listed and observed.)</i></p>	<p>room for all to interact or be alone. wall organized.</p>	<p>3</p>

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

NAEYC CRITERIA		
2.A. ESSENTIAL CHARACTERISTICS	comments	score
<p>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</p> <ul style="list-style-type: none"> <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 <p>Incorporates time for play, self-initiated learning, creative expression, large group, small group, and child-initiated activity. (Daily schedule and explanation provided of how it meets the elements.)</p>	<p>evening for clean up + transition time</p>	<p>3</p>
2.B AREAS OF DEVELOPMENT: SOCIAL-EMOTIONAL DEVELOPMENT	comments	score
<p>2.B.03-.04-.05 Children have varied opportunities to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learn the skills needed to regulate their emotions, behavior, and attention <input type="checkbox"/> Develop a sense of competence and positive attitudes toward learning, such as persistence, engagement, curiosity, and mastery and <input type="checkbox"/> Develop skills for entering into social groups, developing friendships, learning to help, and other pro-social behavior. <p>(Examples of activities to support children's social emotional development are reported and observed.)</p>	<p>we do the Here Today song during group modeling of appropriate behavior</p>	<p>3</p>
2.C AREAS OF DEVELOPMENT: PHYSICAL DEVELOPMENT	comments	score
<p>2.C.03 Children are provided varied opportunities and materials that support fine-motor development. (Examples of activities to promote manipulative skills are reported and observed.)</p>	<p> puzzles, small building material, scissors, tracers</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 type="checkbox"/> Stimulate a variety of skills <input type="checkbox"/> Enhance sensory-motor integration <input checked="" type="checkbox"/> Develop controlled movement (balance, strength, coordination) <input type="checkbox"/> Enable children with varying abilities to have large-motor experiences similar to those of their peers <input type="checkbox"/> Range from familiar to new and challenging <input 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>movement songs during large group outside time</p>	<p>3</p>
<p>2.D AREA OF DEVELOPMENT: LANGUAGE DEVELOPMENT</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 checked="" type="checkbox"/> Responding to questions. <input checked="" type="checkbox"/> Communicating needs, thoughts, and experiences. <input checked="" type="checkbox"/> Describing things and events. <input checked="" type="checkbox"/> Conversations <input type="checkbox"/> Experiences such as field trips and <input checked="" type="checkbox"/> Books <input 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. All criteria may not be observed during the visit. Refer to student documentation for activities not observed.)</i></p>	<p>many opportunities for conversation - small group + large group. "I Spy" activity</p>	<p>3</p>
<p>2.E CURRICULUM CONTENT AREA FOR COGNITIVE DEVELOPMENT: EARLY LITERACY</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. cost books <input checked="" type="checkbox"/> Materials are labeled. <input type="checkbox"/> Print is used to describe some rules and routines. <input 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</i></p>	<p>Reading of fire jars in housekeeping Book reading during group Use of book as resource material</p>	<p>3</p>

<p>and observed. All criteria may not be observed during the visit. Refer to student documentation for activities not observed.)</p>		
<p>2.E.04 Children have varied opportunities with books to</p> <ul style="list-style-type: none"> <input 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 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. All criteria may not be observed during the visit. Refer to student documentation for activities not observed.)</i></p>	<p>Book corner Big books Reference books</p>	<p>3</p>
<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, dramatic play, and other learning centers. <input type="checkbox"/> Various types of writing are supported, including scribbling, letter-like marks, and developmental spelling. <input type="checkbox"/> Children have daily opportunities to write or dictate their ideas. <input type="checkbox"/> Children are provided needed assistance in writing the words and messages they are trying to communicate. <input 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 type="checkbox"/> alphabet (e.g., displayed at eye level or on laminated cards) and <input type="checkbox"/> to printed words about topics of current interest. <input type="checkbox"/> Children see teacher model functional use of writing and are helped to discuss the many ways writing is used in daily life. <p><i>(Examples of activities to meet this area are reported and observed. All criteria may not be observed during the visit. Refer to student documentation for activities not observed.)</i></p>	<p>Paper, variety of writing utensils, templates, paper mat man</p> <p>Evident in children's assessment portfolio</p>	<p>3</p>
<p>2.E.06 Children are regularly provided multiple and varied opportunities to develop phonological awareness:</p> <ul style="list-style-type: none"> <input 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 type="checkbox"/> Children are helped to identify letters and the sounds they represent. <input type="checkbox"/> Children are helped to recognize and produce words that have the same beginning or ending sounds. <input type="checkbox"/> Children's self-initiated efforts to write letters that represent the sounds of words 	<p>Handwriting w/o Bear mat man</p>	<p>3</p>

<p>are supported. <i>(Examples of activities to meet this area are reported and observed. All criteria may not be observed during the visit. Refer to student documentation for activities not observed.)</i></p>		
<p>2.H CURRICULUM CONTENT AREA FOR COGNITIVE DEVELOPMENT: TECHNOLOGY-where applicable</p>	<p>comments</p>	<p>score</p>
<p>2.H.01 Developmentally appropriate use of technology in the classroom such as media such as television, film, videotapes, and audiotapes is limited. <i>(Limited (or no) use of TV, video, etc. and developmentally appropriate access to computers are reported and observed.)</i></p>	<p>used a picture of her garden on I had you spy game computer center available</p>	<p>3</p>
<p>2.J. CURRICULUM CONTENT AREA FOR COGNITIVE DEVELOPMENT: CREATIVE EXPRESSION AND APPRECIATION FOR THE ARTS</p>	<p>comments</p>	<p>score</p>
<p>2.J.01-.04-.06 Children are provided varied opportunities to gain an appreciation of, to learn new concepts and vocabulary related to and express themselves creatively in ways that reflect diversity through</p> <ul style="list-style-type: none"> <input type="checkbox"/> Art <input checked="" type="checkbox"/> Music <input type="checkbox"/> Drama and <input checked="" type="checkbox"/> Dance activities <p><i>(Examples of activities to meet this area are reported and observed. All criteria may not be observed during the visit. Refer to student documentation for activities not observed.)</i></p>	<p>Songs during group Dramatic play</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>Tools are available</p>	<p>3</p>

3.D USING TIME, GROUPING AND ROUTINES TO ACHIEVE LEARNING GOALS	comments	score
<p>3.D.02 Teaching staff use routine care to facilitate children's</p> <ul style="list-style-type: none"> <input type="checkbox"/> Self-awareness <input 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>	work together during clean up	3
3.G. USING INSTRUCTION TO DEEPEN CHILDREN'S UNDERSTANDING AND BUILD THEIR SKILLS & KNOWLEDGE	comments	score
<p>3.G.05 Teachers support and challenge children's learning during interactions or activities that are</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teacher initiated and <input checked="" type="checkbox"/> Child initiated <p>(Examples of appropriate balance - some activities that are teacher initiated and a variety of activities that are child initiated are reported and observed.)</p>	Group time - Questions + comments about butterfly	3

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

NAEYC CRITERIA		
1.B. BUILDING POSITIVE RELATIONSHIPS BETWEEN TEACHERS AND CHILDREN	comments	score
<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 type="checkbox"/> Differing abilities 	knows the CD + their interests + abilities	3

<ul style="list-style-type: none"> <input type="checkbox"/> Temperaments <input type="checkbox"/> Activity levels, and <input type="checkbox"/> Cognitive and <input type="checkbox"/> Social development <p><i>(Examples of teacher knowledge of and adaptation to specific child characteristics are reported and observed.)</i></p>		
<p>1.D. CREATING A PREDICTABLE, CONSISTENT, AND HARMONIOUS CLASSROOM</p>	<p>comments</p>	<p>score</p>
<p>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></p>	<p>Explained that materials were from home & they should be handled with care.</p>	<p>3</p>
<p>1.E ADDRESSING CHALLENGING BEHAVIOR</p>	<p>comments</p>	<p>score</p>
<p>1.E.03 Rather than focus solely on reducing the challenging behavior, teacher focuses on</p> <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. <p><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></p>	<p>Explained in more detail what "stop" means. To not continue to do what you are doing...</p>	<p>3</p>
<p>3. B. CREATING CARING COMMUNITIES FOR LEARNING</p>	<p>comments</p>	<p>score</p>
<p>3.B.08-12 Teacher notices patterns in children's challenging behaviors to provide thoughtful, consistent, and individualized responses and address challenging behavior by</p> <ul style="list-style-type: none"> <input type="checkbox"/> assessing the function of the child's behavior. <input type="checkbox"/> convening families and professionals to develop individualized plans to address behavior. <input checked="" type="checkbox"/> Using positive behavior support strategies. 	<p>individual plans for behavior</p>	<p>3</p>

(Examples are provided of process of analyzing child's challenging behavior and working with families to address.)		
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COMPETENCY 8. Document children's behavior.

NAEYC CRITERIA	comments	score
1.B BUILDING POSITIVE RELATIONSHIPS BETWEEN TEACHERS AND CHILDREN		
1.B.04 Teacher encourages and recognizes children's work and accomplishments. (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.)	work is displayed in room anecdotes + pictures are recorded	3
3.G USING INSTRUCTION TO DEEPEN CHILDREN'S UNDERSTANDING AND BUILD THEIR SKILLS AND KNOWLEDGE		
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 type="checkbox"/> Identify what children have learned. <input type="checkbox"/> Adapt curriculum and teaching to meet children's needs and interests. <input type="checkbox"/> Foster children's curiosity. <input type="checkbox"/> Extend children's engagement. <input type="checkbox"/> Support self-initiated learning. (Provide samples of completed assessments and explanation of how they are implemented.)	multiple forms of assessment including pictures, anecdotes + formal checklists	3
4.D ADAPTING CURRICULUM, INDIVIDUALIZING TEACHING, AND INFORMING PROGRAM DEVELOPMENT		
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.	anecdotal observations	3

(Provide an example of an interaction with a child that helped to assess child abilities and needs.)

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, <u>eye contact</u>, <u>tone of voice</u>, and smiles and create a positive emotional climate as reflected in behaviors such as frequent social conversations, joint laughter, and affection. (Examples reported and observed.)</p>	<p>Very evident that the children are comfortable in their room - warm atmosphere</p>	<p>3</p>
<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 type="checkbox"/> Positive initiations <input type="checkbox"/> Negative emotions, and <input type="checkbox"/> Feelings of hurt and fear <input checked="" type="checkbox"/> By providing comfort, supports and assistance <p>(Examples reported and observed of teacher offering comfort to child and children checking in for support and encouragement.)</p>	<p>Come to Flovie for assistance</p>	<p>3</p>
<p>1.B.09 Teacher never uses physical punishment such as shaking or hitting and do not engage in psychological abuse or coercion. (None observed.)</p>		<p>3</p>

<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>3</p>
<p>1.C HELPING CHILDREN MAKE FRIENDS</p>	<p>comments</p>	<p>score</p>
<p>1.C.04 Teacher assists children in resolving conflicts by helping them</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify feelings, <input checked="" type="checkbox"/> Describe problems, and <input checked="" type="checkbox"/> Try alternative solutions. <p><i>(Examples reported and observed.)</i></p>	<p>Discussion of what stop means when a friend asks you to stop</p>	<p>3</p>
<p>1.C.05-.06 Teacher facilitates positive peer interaction for children who are</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Socially reserved or withdrawn and for <input type="checkbox"/> Those who are bullied or excluded. <input type="checkbox"/> And guide children who bully, isolate, or hurt other children to learn and follow the rules of the classroom. <p><i>(Examples reported and observed of situations of support for a specific child or children.)</i></p>	<p>assists child who has just transitioned to room interact with her peers</p>	<p>3</p>
<p>1.D. CREATING A PREDICTABLE, CONSISTENT, AND HARMONIOUS CLASSROOM</p>	<p>comments</p>	<p>score</p>
<p>1.D.04 -.05 Teacher promotes pro-social behavior by interacting in a respectful manner with all staff and children. They</p> <ul style="list-style-type: none"> <input 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. 		<p>3</p>

<ul style="list-style-type: none"> <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 type="checkbox"/> encourage and help children to provide comfort when others are sad or distressed. <input type="checkbox"/> use narration and description of ongoing interactions to identify pro-social behaviors. <p><i>(Examples reported and observed of specific interactions for several of the points. All criteria may not be observed during the visit. Refer to student documentation for activities not observed.)</i></p>	<p>input by all during group respectful during group discussion</p>	
<p>1.E ADDRESSING CHALLENGING BEHAVIOR</p>	<p>comments</p>	<p>score</p>
<p>1.E.04 Teacher responds to a child's challenging behavior, including physical aggression, in a manner that</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides for the safety of the child. <input 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. <input type="checkbox"/> Provides the child with information on acceptable behavior. <p><i>(Examples reported and observed. All criteria may not be observed during the visit. Refer to student documentation for activities not observed.)</i></p>	<p>Calm + respectful in her interactions</p>	<p>3</p>
<p>1.F PROMOTING SELF-REGULATION</p>	<p>comments</p>	<p>score</p>
<p>1.F.02 Teacher helps children manage their behavior by guiding and supporting children to</p> <ul style="list-style-type: none"> <input 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 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. <p><i>(Examples reported and observed of specific situations of helping a child control impulses and regulate behavior. All criteria may not be observed during the visit. Refer to student documentation for activities not observed.)</i></p>	<p>"Remember to move so you don't hit your neighbor"</p>	<p>3</p>

3.B. CREATING CARING COMMUNITIES FOR LEARNING	comments	score
<p>3.B.05 -.06 Teacher manages behavior and</p> <ul style="list-style-type: none"> <input type="checkbox"/> implement classroom rules and expectations in a manner that is consistent and predictable. <input type="checkbox"/> help individual children learn socially appropriate behavior by providing guidance that is consistent with the child's level of development. <p><i>(Examples reported and observed of teacher guiding children in following classroom rules that are developmentally appropriate. All criteria may not be observed during the visit. Refer to student documentation for activities not observed.)</i></p>	<p>Classroom rules</p>	<p>3</p>

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 type="checkbox"/> Sustain, and <input checked="" type="checkbox"/> Enhance play. <p><i>(Examples of teacher support of social play are reported and observed.)</i></p>	<p>Guided transitions child to interact w/ others very aware</p>	<p>3</p>
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><i>(Examples of planning for and encouraging play are provided and curriculum plans reflect emphasis on play-based learning.)</i></p>	<p>variety of materials available</p>	<p>3</p>

3.G USING INSTRUCTION TO DEEPEN CHILDREN'S UNDERSTANDING AND BUILD THEIR SKILLS AND KNOWLEDGE	comments	score
3.G.12 Teacher promotes children's engagement and learning by <ul style="list-style-type: none"> <input 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. (Examples of teacher strategies to promote learning through play are provided and observed. All criteria may not be observed during the visit. Refer to student documentation for activities not observed.)	songs during group repeated	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
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). (Examples of ethical conduct are reported and observed, and knowledge and understanding of Code is demonstrated .)	observed but didn't see evidence of reported documentation	2
6.A.02 When working with children, teacher demonstrates the ability to <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Interact with children without using physical punishment or any form of psychological abuse. 		

<p> <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 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. <i>(Examples are provided and teacher behavior is observed to adhere to this criterion. All criteria may not be observed during the visit. Refer to student documentation for activities not observed.)</i> </p>	<p> <i>seen screen</i> <i>variety in planning</i> <i>large + small group</i> </p>	<p>3</p>
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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. <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 <i>(Examples are provided and teacher behavior is observed. All criteria may not be observed during the visit. Refer to student documentation for activities not observed.)</i> </p>	<p> <i>warning for clean up time</i> <i>Daily schedule</i> </p>	<p>3</p>
<p> 1.B.08 Teacher supports children's competent and self-reliant exploration and use of classroom materials. <i>(Examples are provided and teacher behavior is observed to adhere to this criterion.)</i> </p>	<p> <i>time given to explore</i> </p>	<p>3</p>

3.B. CREATING CARING COMMUNITIES FOR LEARNING	comments	score
<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 type="checkbox"/> Culturally sensitive (aware of individual and cultural variations) <p>(Examples are provided and teacher behavior is observed to adhere to this criterion. All criteria may not be observed during the visit. Refer to student documentation for activities not observed.)</p>	<p>warm + nurturing evident she enjoys the children</p>	<p>3</p>
3.D. USING TIME, GROUPING, AND ROUTINES TO ACHIEVE LEARNING GOALS	comments	score
<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. All criteria may not be observed during the visit. Refer to student documentation for activities not observed.)</p>	<p>Variety of materials for children - well organized visually appealing</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. All criteria may not be observed during the visit. Refer to student documentation for activities not observed.)</p>	<p>free play large group</p>	<p>3</p>
3.E. RESPONDING TO CHILDREN'S INTERESTS & NEEDS	comments	score
<p>3.E.02 Teacher scaffolds children's learning by</p> <ul style="list-style-type: none"> <input 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. All criteria</p>	<p>very available to CD</p>	<p>3</p>

<p>may not be observed during the visit. Refer to student documentation for activities not observed.)</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>on the floor w/ children - asking questions, discussing + completing house-keeping activities</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>knowledge of abilities + follow up goals</p>	<p>3</p>

Keri Maxwell
7/16/13

List of Documents 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 <p>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.</p>
	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	14
2. Follow governmental regulations and professional standards as they apply to health, safety, and nutrition.	7	21	20
3. Analyze social, cultural and economic influences on child development.	2	6	6
4. Analyze the development of children age three through age five.	4	12	12
5. Establish a developmentally appropriate environment.	7	21	21
6. Develop activity plans that promote child development and learning.	14	42	42
7. Analyze factors that affect the behavior of children.	4	12	12
8. Document children's behavior.	3	9	9
9. Practice positive guidance strategies.	10	30	30
10. Examine the critical role of play.	3	9	9
11. Demonstrate responsible and ethical behavior as an early childhood education professional.	2	6	5
12. Implement effective teaching strategies to promote the development and learning of children age 3-5.	8	24	24
NUMBER OF ITEMS:	69	207	204
TOTAL SCORE:			