

ECD 350L Lab Experience with Toddlers: 2nd Toddler Lead Teaching Observation Rubric

Name: Becca Maisey

Date: 6/7/18

Semester: Spring 2018

Faculty: Jillisa Cranmer

Scoring for the toddler teaching evaluation form reflects the student's degree of ability to accomplish the tasks outlined on the evaluation form. Use the following continuum description to score his/her performance.

Level 1: Unsatisfactory Score:

Performance: A toddler teacher at this level does not understand the concepts underlying the skills of planning and implementation or does not care to apply the knowledge effectively. They make many mistakes and continue to rely heavily on support and guidance in a highly structured environment. Consequently, performance at this level is below the licensing stand of "do no harm."

Level 2: Emerging Score:

Performance: A toddler teacher at this level is given opportunities to try the use of basic skills learned and observed relating to planning and implementation yet they have fragmented skills in regards to planning and implementation, with some developed further than others. They continue to learn through trying new skills, making mistakes, and continue to require significant support and guidance.

Level 3: Developing Score:

Performance: A toddler teacher at this level has skills relating to planning and implementation that are beginning to be applied more consistently and confidently, and with fewer mistakes, yet continues to require some support and guidance.

Level 4: Applying Score:

Performance: A toddler teacher at this level is able to plan and implement effective instruction with minimal input or assistance. They apply with confidence and regularity the skills they have acquired over their experiences well enough to merit confidence from others with minimal support and guidance.

1. Classroom Environment: Creating and Managing a Learning Environment (20%)

Level of performance - The toddler teacher:

| Applying | Developing | Emerging | Unsatisfactory | Comments: |
|---|---|---|--|--|
| a. Four or more of the activities are inviting, accessible, safe, and have a variety of materials that promote independence in exploration, skill development, and child-directed play. | Activities (at least three) are generally inviting, accessible, and safe with some variety in materials and promote independence in exploration, skill development, and child-directed play some of the time. | Activities (two or more) are inconsistent in accessibility, safety, and variety and inconsistently promote independence, exploration, skill development, and child-directed play. | Does not understand how to create an environment that is safe, accessible, inviting, or that promotes independent exploration and skill development. Lack of knowledge could lead to a harmful, negligent environment. | Glow sticks in the sensory table with water and scoops, Fine Motor color/counting frogs, Peek-a-boo mailboxes, chalk art. All were set up to invite children and promote exploration. I think additional items in the glow stick sensory table or creating a dard experience would've enhanced their exploration of this area. Something to consider for the future. Item Score: |
| 5.0 - 4.5 points | 4.45 - 4.0 points | 3.95 - 3.5 points | 3.45 - 0 points | 4.5 |

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| b. Practices room and playground awareness by positioning self to see the areas, with the intention of acting as needed to resolve issues or evening out teacher/child ratios. | Generally practices room and playground awareness by positioning self to see the areas and acting as needed most of the time. | Inconsistently practices room and playground awareness by positioning self to see the areas and/or inconsistently acting as needed. | Does not understand the concept of room awareness, positioning oneself to see areas or how to act with intention on what is observed. Behavior resembles negligence. | This is getting better. I read you communicating more and positioning to see the room more intentionally. Work on acting to prevent situations now. With these two other skills in place, acting is the next step. Item Score: |
| 5.0 - 4.5 points | 4.45 - 4.0 points | 3.95 - 3.5 points | 3.45 - 0 points | 4 |
| c. Follows all the health and safety procedures on the lead teaching checklist, established for each activity, and outlined in the student handbook (i.e. hand washing, nose wiping, emergency backpack, diapering, health checks, accident reports, fire drills). | Generally follows the health and safety procedures on the lead teaching checklist, activities, and in the student handbook with no more than two omissions (i.e. hand washing, nose wiping, emergency backpack, diapering, health checks, accident reports, fire drills) | Inconsistently follows the health and safety procedures on the lead teaching checklist, activities, and in the student handbook with three or more omissions (i.e. hand washing, nose wiping, emergency backpack, diapering, health checks, accident reports, fire drills) | Does not understand the health and safety procedures of the lead teaching checklist, planned activities, or student handbook or how to implement them. Lack of knowledge could be considered harmful and negligent. | Item Score: |
| 5.0 - 4.5 points | 4.45 - 4.0 points | 3.95 - 3.5 points | 3.45 - 0 points | 5 |
| d. Leads all the routines of the class confidently and independently (without any help) and keeps the routine of the class on schedule. | Generally leads the routines of the class independently (with some help) and keeps it on schedule. Is confident most of the time. | Inconsistently leads the routines of the class (with a lot of support), somewhat keeps it on schedule, and is confident some of the time. | Does not know the routines, how to lead them or how to keep the class on schedule. Behavior could be considered negligent. | You did a really good job today watching your clock and being more confident leading the routines. You got your bins down, closed the slide and sensory table all during the warning music. Item Score: |
| 5.0 - 4.5 points | 4.45 - 4.0 points | 3.95 - 3.5 points | 3.45 - 0 points | 4.45 |
| Category Score: | | | | 90% |

2. Instruction: Free Play Engagement & Instruction of Children (20%)

Level of performance - The toddler teacher:

| Applying | Developing | Emerging | Unsatisfactory | Comments |
|----------|------------|----------|----------------|----------|
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| a. Shows respect for every child by interacting at their level, showing interest and concern for them and making and maintaining eye contact. | Generally shows respect for most children by interacting at their level, showing interest and concern for them most of the time and generally making and maintaining eye contact. | Inconsistently shows respect for some children by interacting at their level, sometimes showing interest and concern for them and inconsistently making and maintaining eye contact. | Does not understand the importance of being engaged with children at their level, being respectful to them, or making eye contact with them. Behavior could be considered negligent and harmful to children. | You were with Dawoud at the fine motor activity as he placed frogs in containers. You joined Caili at the blocks and then you both shifted to dramatic play and joined Kenzie. You commented on Sadie and Addie playing on the slide, so they knew you were watching them. You were with Adam at the flop and drop trying to help him calm. You helped Gabby crawl (see comment below) You helped Grayson as he tried the balance beam, you saw Morgann was interested in going on the balance beam and asked him if he wanted a turn and then assisted him as he needed. Item Score: |
| 5.0 - 4.5 points | 4.45 - 4.0 points | 3.95 - 3.5 points | 3.45 - 0 points | 5 |
| b. Promotes independence in skill development and encourages child-directed exploration/play at each activity and during all aspects of the routine. | Generally promotes independence in skill development (including self-help skills), child-directed exploration and play purposefully and with confidence. | Inconsistently promotes independence in skill development (including self-help skills), child-directed exploration and play with some purpose and confidence. | Does not understand how to promote independence in skill development or support children at play or during the routines of the class. Actions could be considered negligent or harmful. | Item Score: |
| 5.0 - 4.5 points | 4.45 - 4.0 points | 3.95 - 3.5 points | 3.45 - 0 point | 4 |
| c. Consistently sets suitable behavioral expectations for every child during play and the routines of the class by explaining and following through appropriately. | Generally sets suitable behavioral expectations for most children and explains, and follows through appropriately most of the time. | Inconsistently sets somewhat suitable behavioral expectations for some children, explains, and follows through some of the time. | Does not understand how to set expectations and follow through for children during play or the routines of the class. Behavior could be considered negligent or harmful. | This is coming as you are getting more confident. One thing I will help you is practicing making statements and staying away from "o.k.?"s" Even when you make a statement you end with an "O.k.?" which then turns it into a choice, so they chose no. :-) Item Score: |
| 5.0 - 4.5 points | 4.45 - 4.0 points | 3.95 - 3.5 points | 3.45 - 0 points | 3.95 |

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| d. Consistently uses atleast five strategies to support every toddler in their skill development and language acquisition. | Uses some strategies to support most toddlers in their skill development and language acquisition most of the time. | Inconsistently uses a few strategies to support some toddlers in their skill development and language acquisition some of the time. | Does not use strategies or understand how to support children in their development and behavior could be considered negligent or harmful. | I heard you use parallel talk and descriptive language at dramatic play. You helped Gabby position and move her legs to crawl from the balance beam to sensory. Item Score: |
| 5.0 - 4.5 points | 4.45 - 4.0 points | 3.95 - 3.5 points | 3.45 - 0 points | 4 |
| | | | Category Score: | 85% |

3. Instruction: Large Group Engagement & Instruction of Children (20%)

Level of performance - The toddler teacher:

| Applying | Developing | Emerging | Unsatisfactory | Comments |
|--|---|--|--|--|
| a. Consistently leads large group and all transitions independently and confidently including preparing the large group area and being ready with all materials before gathering the children. | Generally leads large group and all transitions independently and confidently including preparing the large group area and being ready with all materials before gathering the children most of the time. | Inconsistently leads large group and some transitions independently, including preparing the large group area and being ready with all materials before gathering the children. Is somewhat confident. | Does not understand how to prepare for or lead large group. Behavior could be considered irresponsible. | You were very thorough in prepping your area, closing down the sensory table, and gathering your materials before you started your large transition. You were sitting and ready for them to come to you. This was very nicely done. Item Score: |
| 7 - 6.3 points | 6.23 - 5.6 points | 5.53 - 4.9 points | 4.83 - 0 points | 6.23 |
| b. Confidently introduces activities, sets expectations for involvement, models how to participate, and hands out and collects props appropriately. | Generally introduces activities, sets expectations for involvement, models how to participate, and hands out and collects props confidently and appropriately. | Inconsistently introduces activities, sets expectations for involvement, models how to participate, and hands out and collects props somewhat confidently and appropriately. | Lacks confidence and does not know how to introduce the activities, set expectations for involvement, model how to participate, or hand out and collect props from the children. Behavior could be considered irresponsible. | You were much louder and more confident today as you led this. You stated the expectations and reminded children how they could participate. If you aren't going to have the children themselves jump then invite them to sit down so everyone can see. Handing out and collecting props went much smoother today as well. This is getting better. Item Score: |
| 7 - 6.3 points | 6.23 - 5.6 points | 5.53 - 4.9 points | 4.83 - 0 points | 5.6 |

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| c. Consistently engages the children in the activities appropriately with purpose and confidently manages all children's behaviors during large group efficiently and effectively. | Generally engages most of the children in the activities appropriately with purpose and confidently manages most of the children's behaviors during large group efficiently and effectively. | Inconsistently engages some of the children in the activities with purpose and somewhat confidently manages some of the children's behaviors during large group. | Does not know how to engage children in a group activity or manage their behavior. Actions could be considered negligent and/or irresponsible. | Your enthusiasm and confidence, as well as the repetition has helped engagement. One thing you could add next time is having the children identify how many monkeys are left. Count the them with them before you sing the next verse. Item Score: |
| 6 - 5.4 points | 5.34 - 4.8 points | 4.74 - 4.2 points | 4.14 - 0 points | 4.8 |
| | | | Category Score: | 83% |
| 4. Teacher Presence in the Classroom (20%) | | | | |
| Level of performance - The toddler teacher: | | | | |
| Applying | Developing | Emerging | Unsatisfactory | Comments |
| a. Is professionally dressed (based on toddler lab standards) well-groomed and demonstrates proper hygiene. | Is generally professionally dressed, well-groomed and demonstrates proper hygiene. | Inconsistently dresses professionally, may be somewhat casual in dress, grooming and hygiene. | Does not understand appropriate dress, grooming and hygiene standards. | Item Score: |
| 6 - 5.4 points | 5.34 - 4.8 points | 4.74 - 4.2 points | 4.14 - 0 points | 6 |
| b. Consistently shows enthusiasm and a positive attitude as he/she engages and supports children individually and as a group. | Generally shows enthusiasm and a positive attitude as they engage and support most of the children individually and as a group. | Inconsistently shows enthusiasm and a positive attitude as they engage and support some of the children individually and as a group. | Does not show enjoyment at being with children and has a negative attitude about engaging with them. | Item Score: |
| 7 - 6.3 points | 6.23 - 5.6 points | 5.53 - 4.9 points | 4.83 - 0 points | 7 |
| c. Consistently uses appropriate statements and questions with children including appropriate grammar (no "guys or o.k.'s"), syntax, tone, and volume of voice as they talk with children in both one-on-one and group situations. | Generally uses appropriate statements and questions with children including appropriate grammar (no slang terms such as "guys"), syntax, tone, and volume of voice as they talk with children in both one-on-one and group situations. | Inconsistently uses appropriate statements and questions with children including appropriate grammar (no slang terms such as "guys"), syntax, tone, and volume of voice as they talk with children in both one-on-one and group situations. | Does not use appropriate language with children or tone and volume of voice. Communications are considered inappropriate or disrespectful. | "Guys and o.k." seem to be your nemesis. I did hear you say boys and girls once during large group, but the majority was "guys" Item Score: |
| 4 - 3.6 points | 3.56 - 3.2 points | 3.16 - 2.8 points | 2.76 - 0 points | 2.8 |

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| d. Consistently demonstrates flexibility to meet the needs of the children both individually and as a group during all activities and aspects of the daily routine. | Generally demonstrates flexibility to meet the needs of most children both individually and as a group. | Inconsistently demonstrates flexibility to meet the needs of some of the children both individually and as a group. | Does not understand how to be flexible and meet the needs of children during activities and the routine of the class. | We did the fire drill today. :-) Item Score: |
| 3 - 2.7 points | 2.67 - 2.4 points | 2.37 - 2.1 points | 2.07 - 0 points | 3 |
| Category Score: | | | | 94% |

5. Professional Commitment & Responsibility (20%)

Level of performance - The toddler teacher:

| Applying | Developing | Emerging | Unsatisfactory | Comments |
|--|---|--|---|---|
| a. Is prepared for lead teaching day with revised and approved activity plans, parent handouts, and send-home activities. | Is generally prepared for their lead teaching day with revised and approved activity plans, parent handouts, and send-home activities and is generally respectful and responsive to feedback. | Is inconsistently prepared for their lead teaching day with revised and approved activity plans, parent handouts, and send-home activities and is inconsistent in being respectful and responsive to feedback. | Does not understand the need to be prepared for lead day with approved plans, parent handouts, and send home activities. Behavior is considered disrespectful and irresponsible. | Item Score: |
| 7 - 6.3 points | 6.23 - 5.6 points | 5.53 - 4.9 points | 4.83 - 0 points | 7 |
| b. Is punctual arriving to lab and other set-up times and is prepared with any materials brought from home and all documents and set-up instructions for support teachers. | Is generally punctual arriving to lab and for any other set-up times and is most always prepared with any materials brought from home and set-up instructions for support teachers. | Is inconsistent in being on time to lab and for any other set-up times and is sometimes prepared with materials brought from home and set-up instructions for support teachers. | Does not understand the importance of being on time for lab and set-up times, prepared with materials and plans for support teachers. Behavior is considered irresponsible and negligent. | Item Score: |
| 5.0 - 4.5 points | 4.45 - 4.0 points | 3.95 - 3.5 points | 3.45 - 0 points | 5 |
| c. Consistently starts and leads pre and post conferences on time with confidence, purpose and direction collaborating with lab team and reviewing child progress. | Generally starts and leads pre and post conferences on time with confidence, purpose and direction collaborating with lab team and, reviewing child progress most of the time | Inconsistently starts and leads pre and post conferences on time with some confidence, purpose and direction sometimes collaborating with lab team and, reviewing child progress. | Does not start pre and post conference on time and does not respect the conference process of collaboration and review of child progress or know how to implement them. Behavior is considered irresponsible and negligent. | Started pre-conference on time. Post conference was a little late. Item Score: |
| 4 - 3.6 points | 3.56 - 3.2 points | 3.16 - 2.8 points | 2.76 - 0 points | 3.2 |

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| d. Is courteous in communication and interactions with parents, peers, community partners, mentors, and faculty throughout the day. | Is generally courteous in communication and interactions with parents, peers, community partners, mentors, and faculty throughout the day. | Is inconsistently courteous in communication and interactions with parents, peers, community partners, mentors, and faculty throughout the day. | Does not understand respectful communication. Interactions are considered disrespectful and harmful | Item Score: |
| 4 - 3.6 points | 3.56 - 3.2 points | 3.16 - 2.8 points | 2.76 - 0 points | 4 |
| Category Score: | | | | 96% |

Category 1: Classroom

Category 2: Free Play

Category 3: Large Group

Category 4: Presence

Category 5: Professionalism

90%

85%

83%

94%

96%

Final Overall Score:

0.90

Final Overall Percentage

90%