

# ECD 350L Lab Experience with Toddlers: Final Toddler Lead Teaching Observation Rubric

Name: Becca Maisey

Date: 6/26/18

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.	Flop and drop weather themed books and materials, large soft blocks in the block area for them to explore, dramatic play gardening area with baskets, hats, fake flowers, plastic vegetables, and gardening tools, and large waffle blocks with balls inside to lift, carry and move. <b>Item Score:</b>
5.0 - 4.5 points	4.45 - 4.0 points	3.95 - 3.5 points	3.45 - 0 points	4.45

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<b>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.</b>	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.	You positioned yourself at centers to see the room and moved about to where you were needed. I did not hear as much communication between you and the other teachers today about where children were going and what they were doing. <b>Item Score:</b>
<b>5.0 - 4.5 points</b>	<b>4.45 - 4.0 points</b>	<b>3.95 - 3.5 points</b>	<b>3.45 - 0 points</b>	<b>4.5</b>
<b>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).</b>	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.	Followed all procedures, remembered backpack etc. <b>Item Score:</b>
<b>5.0 - 4.5 points</b>	<b>4.45 - 4.0 points</b>	<b>3.95 - 3.5 points</b>	<b>3.45 - 0 points</b>	<b>5</b>
<b>d. Leads all the routines of the class confidently and independently (without any help) and keeps the routine of the class on schedule.</b>	<b>Generally leads the routines of the class independently (with some help) and keeps it on schedule. Is confident most of the time.</b>	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 nice job watching your clock and leading the routines of the class independently. Giving warnings, starting music etc. remember to close down the slide and get the bins out during the transition so that we limit distractions and are ready for clean-up. <b>Item Score:</b>
<b>5.0 - 4.5 points</b>	<b>4.45 - 4.0 points</b>	<b>3.95 - 3.5 points</b>	<b>3.45 - 0 points</b>	<b>4.45</b>
			<b>Category Score:</b>	<b>92%</b>

**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 helped Adam as he transitioned in away from his mom and was having a hard time. You distracted him and got him engaged. You greeted Jace as he came in. You joined Sadie a the salt art activity, You were with Gabby and Sadie on the slide, Addie and Morgann at the salt art shakers. Grayson joined you. You chose Kenzie to select an activity at large group <b>Item Score:</b>
<b>5.0 - 4.5 points</b>	<b>4.45 - 4.0 points</b>	<b>3.95 - 3.5 points</b>	<b>3.45 - 0 points</b>	<b>5</b>
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.	It was Gabby's first day back after a long absence. You followed her lead allowing her to choose where she wanted to go and supporting her as needed crawling, sitting, manipulating objects. <b>Item Score:</b>
<b>5.0 - 4.5 points</b>	<b>4.45 - 4.0 points</b>	<b>3.95 - 3.5 points</b>	<b>3.45 - 0 point</b>	<b>5</b>
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.	You helped Adam and Jace understand that they could both play wi the trucks in the sensory table and followed through with Adam, giving Jace his car back. You helped Jace put the wooden block back on the shelf, this required patience and follow through. <b>Item Score:</b>
<b>5.0 - 4.5 points</b>	<b>4.45 - 4.0 points</b>	<b>3.95 - 3.5 points</b>	<b>3.45 - 0 points</b>	<b>5</b>

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d. Consistently uses at least 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.	You used guidance strategies, distraction, turn-taking and sharing supports, parallel talk, descriptive language. <b>Item Score:</b>
5.0 - 4.5 points	4.45 - 4.0 points	3.95 - 3.5 points	3.45 - 0 points	5
			<b>Category Score:</b>	<b>100%</b>

**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 got your area prepped (closed down slide, covered sensory table) and moved over all your materials. You were in position and ready before you started singing the transition song. You transitioned them back to play afterwards competently. <b>Item Score:</b>
7 - 6.3 points	6.23 - 5.6 points	5.53 - 4.9 points	4.83 - 0 points	7
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.	The children came and made monkey sounds. You handed out the props quickly. It was hard to hear you because your support teachers were so loud. I did hear you setting expectations about how to jump the monkeys. You did a good job giving instructions for both the Freeze Dance and the Shake Your Sillies out and collecting and handing out props in between. <b>Item Score:</b>
7 - 6.3 points	6.23 - 5.6 points	5.53 - 4.9 points	4.83 - 0 points	7

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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.	manner to engage the children. "All right boys and girls, you get to choose the next activity. I am going to have Kenzi come and choose." You did a nice job telling the children to go and stand by Ms Holly and Ms. Melany, so they were not crowding you and Kenzi as she chose what to do. She chose the Freeze Dance. The music to the Freeze Dance was very quiet, why didn't you use the blue tooth speaker? This would've helped engagement, as the children could hear the music. You then had Adam choose the next activity and he chose the bells to Shake your Sillies Out. You did a nice job introducing this new "child choose" concept at large group and managing the children. <b>Item Score:</b>
6 - 5.4 points	5.34 - 4.8 points	4.74 - 4.2 points	4.14 - 0 points	6
			<b>Category Score:</b>	<b>100%</b>
<b>4. Teacher Presence in the Classroom (20%)</b>				
<b>Level of performance - The toddler teacher:</b>				
<b>Applying</b>	<b>Developing</b>	<b>Emerging</b>	<b>Unsatisfactory</b>	<b>Comments</b>
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.	<b>Item Score:</b>
6 - 5.4 points	5.34 - 4.8 points	4.74 - 4.2 points	4.14 - 0 points	6

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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.	I did not hear any "guys" at large group (yay!) and I did hear you use "boys and girls". This is an improvement. It was quite loud during large group you needed to speak in a louder voice. Don't be afraid to tell your support teachers you need them to use be quiet or use a quieter voice. Item Score:
4 - 3.6 points	3.56 - 3.2 points	3.16 - 2.8 points	2.76 - 0 points	3.6
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.	Item Score:
3 - 2.7 points	2.67 - 2.4 points	2.37 - 2.1 points	2.07 - 0 points	3
			Category Score:	98%

**5. Professional Commitment & Responsibility (20%)**

Level of performance - <i>The toddler teacher:</i>				
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

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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.	Pre-conference - You started on time and discussed the activities but you didn't discuss children and where you planned for them. Post Conference you started on time, the booth person shared their feedback some issues were discussed and resolutions brain stormed. Then you started the discussion on the toddlers. Item Score:
4 - 3.6 points	3.56 - 3.2 points	3.16 - 2.8 points	2.76 - 0 points	3.56
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:				98%

**Category 1: Classroom**

**Category 2: Free Play**

**Category 3: Large Group**

**Category 4: Presence**

**Category 5: Professionalism**

92%

100%

100%

98%

98%

**Final Overall Score:**

0.98

**Final Overall Percentage**

98%