

## Preschool Qualified Observer Evaluation

Capstone Student Name: \_\_\_\_\_ Observation Date: \_\_\_\_\_  
 Qualified Observer Name: \_\_\_\_\_ Age range of children: \_\_\_\_\_

*This form must be filled out by a qualified observer. Criteria for determining a qualified observer is noted in the Registry Preschool Credential Portfolio Guide.*

**The Wisconsin Registry credential guidelines require a student must pass this evaluation with 80% proficiency.** Using the criterion scale below, mark each competency with an X or checkmark to document the student's growth.

*If a competency is not observed, those potential points must be removed from the total points possible for that category. To accurately calculate the passing score, the new total for the category must be used. For example, if the total points possible for the category is 14 and one competency is not observed, the new total for the category is 12. No more than five competencies can be marked in total as not observed.*

*Be sure to add comments for each competency category in the comment area. **To be a valid evaluation, comments must be included in each competency category, preferably handwritten, for authenticity.** For those competencies not observed, note in the comment area the circumstances that prevented the observation.*

Criterion Scale		Description of Competency
<b>Proficient</b>	<b>2</b>	Consistently performs effectively, efficiently, and independently the majority of the observation.
<b>Developing</b>	<b>1</b>	Shows emerging skill and performs adequately at least half of the observation. May need some supervision and/or guidance to effectively run a classroom.
<b>Needs Work</b>	<b>0.5</b>	Little or no evidence of competence in behavior or skill. Always needs to work under the supervision of a teacher.
<b>Not Observed</b>	<b>N/A</b>	Competency was not observed during the evaluation.

### 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 aged three through age five.
5. Establish a developmentally appropriate environment.
6. Develop activity plans that promote child development and learning.
7. Document children's behavior.
8. Analyze factors that affect the behavior of children.
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 aged 3-5.

## Preschool Qualified Observer Evaluation

Competency Category: <b>Child Development</b>		Proficient (2)	Developing (1)	Needs Work (0.5)	Not Observed (N/A)
1. Applies developmentally appropriate practices based on current development of children in health and physical development. <i>(Examples: allows child to try dressing themselves before assisting, promotes gross motor activities, allows child trial and error before stepping in, etc.)</i>					
2. Responds to and promotes developmentally appropriate social and emotional interactions.					
3. Applies developmentally appropriate practices based on current development of children in language and communication development. <i>(Examples: modeling and promoting active listening skills, uses verbal and nonverbal communication strategies, etc.)</i>					
4. Applies developmentally appropriate practices based on current development of children in approaches to learning. <i>(Examples: asks open-ended questions to promote curiosity, encourages persistence, uses a variety of teaching methods to support learning styles, etc.)</i>					
5. Applies developmentally appropriate practices based on current development of children in cognition and general knowledge <i>(Examples promotes numbers and counting, encourages sensory experiences based on child's comfort level, uses scaffolding to promote discovery, etc.)</i>					
<b>Total Points</b>					
<b>Total Points Possible Minus Any Points Possible for Competencies Not Observed</b>		<b>Total Category Points</b>			
<b>Comments:</b>          <b>Not Observed Comments:</b>					

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Competency Category: <b>Health, Safety and Nutrition</b>		Proficient (2)	Developing (1)	Needs Work (0.5)	Not Observed (N/A)
1. Adheres to all DCF licensing regulations.					
2. Supervises children by positioning self to see as many children as possible. Is always aware of children's location and monitors by sound when they may be out of visual range <i>(as when toileting, etc.)</i> .					
3. Follows proper hand-washing procedures individually and with the children. Supervises children in handwashing and helps where needed.					
4. Recognizes and/or responds to immediate health and safety concerns of children. <i>(Examples: attentive to child crying, injury, biting, rough play, etc.)</i>					
5. Is aware of and adheres to children's special health care needs, nutrition needs or allergies. <i>(Examples: child allergies or health concerns listed in room, informal health checks observed, etc.)</i>					
6. Sits and eats with children during meal and snack times and engages them in conversation.					
7. Uses care routines such as toileting, meal, and nap routines as opportunities to build relationships, language, concepts <i>(Examples: food classification, nutrition, healthy living, manners, etc.)</i> and to build child's self-awareness, social interaction, and self-help skills.					
8. Handles and serves food using proper safety precautions and sanitary techniques.					
9. Coaches and supports children as they learn to participate in daily cleanup and maintenance of the classroom.					
<b>Total Points</b>					
<b>Total Points Possible Minus Any Points Possible for Competencies Not Observed</b>		<b>Total Category Points</b>			
<b>Comments:</b>          <b>Not Observed Comments:</b>					

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Competency Category: <b>Guidance</b>		Proficient (2)	Developing (1)	Needs Work (0.5)	Not Observed (N/A)
1. Expresses warmth through behaviors such as physical affection, eye contact, tone of voice, and smiles and creates a positive emotional climate as reflected in behaviors such as frequent social conversations, joint laughter, and affection.					
2. Uses appropriate guiding techniques such as visual reminders, proximity control, countdowns, etc.					
3. Establishes and conveys to children clear and consistent classroom rules and expectations.					
4. Remains calm while guiding children's behavior.					
5. Implements smooth and meaningful transitions.					
6. Uses teaching strategies that align with Pyramid Model ( <i>Examples: Tucker Turtle, visual schedule, rules and expectations, social stories, etc.</i> ).					
7. Explains to children why behavior needs to change.					
8. Supports children in the identification of solutions to conflict/problem-solving situations when appropriate.					
<b>Total Points</b>					
<b>Total Points Possible Minus Any Points Possible for Competencies Not Observed</b>		<b>Total Category Points</b>			
<p><b>Comments:</b></p>          <p><b>Not Observed Comments:</b></p>					

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## Preschool Qualified Observer Evaluation

Competency Category: <b>Professionalism</b>		<b>Proficient (2)</b>	<b>Developing (1)</b>	<b>Needs Work (0.5)</b>	<b>Not Observed (N/A)</b>
1. Models appropriate manners ( <i>Examples: please, thank you, welcome, excuse me, etc.</i> ).					
2. Courteous and respectful with children, other staff, and other adults ( <i>family/community visitors</i> ).					
3. Displays appropriate appearance. Is well groomed, dressed appropriately and meets center's dress code.					
4. Demonstrates behavior that aligns with NAEYC statement of ethical conduct.					
5. Keeps personal life from interfering with teaching and caring for children. Prioritizes children over personal matters.					
6. Communicates and cooperates respectfully with co-workers and functions smoothly as a team to meet child and family needs.					
<b>Total Points</b>					
<b>Total Points Possible Minus Any Points Possible for Competencies Not Observed</b>		<b>Total Category Points</b>			
<b>Comments:</b>          <b>Not Observed Comments:</b>					

Summary Page				
Competency Category	Number of Competencies Per Category	Points Possible Per Category	Total Points Possible Minus Any Points Possible for Competencies Not Observed	Total Category Points
1. Child Development	5	10		
2. Health, safety, and nutrition.	9	18		
3. Guidance	8	16		
4. Developmentally Appropriate Preschool Teaching Practices and Environments	7	14		
5. Diversity	3	6		
6. Professionalism	6	12		
TOTAL SCORE		76		

Final Comments
An area of strength the student excelled at is...
An opportunity for growth the student can work on is...

\_\_\_\_\_  
Qualified Observer Signature

\_\_\_\_\_  
Date