

Performance Evaluation Rubric

<i>Interactions Among Teachers and Children</i>			
<i>Element</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>
<i>A-6a, b, 7,8. Teachers facilitate the development of responsibility, self-regulation, & self-control in children</i>	Teacher displays little knowledge of developmental characteristics of age group. Expectations are unclear, limits are unfair and environments are not conducive to self-regulation. Children are scolded for mistakes. Adult voices are predominant. Loud voices and a large number of “no’s” are heard. Solutions are imposed by the teacher. Inappropriate behavior is observed i.e., negative discipline that hurts, humiliates, or frightens children.	Teacher displays generally accurate knowledge of developmental characteristics of age group. Teacher sets clear, consistent, fair limits and engineers the environment for successful actions and interactions. Mistakes are acknowledged. A mix of teacher and child problem-solving is observed. Children’s feelings are acknowledged. Teacher applies quick, natural consequences. A minimal number of “no’s” are heard and overall sound of group is pleasant most of the time.	Teacher displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns. Teachers help children set clear, consistent, fair limits. Mistakes are used as learning opportunities. Children are encouraged to evaluate the problem, verbalize feelings/ideas, and pose solutions using various strategies to solve conflicts. Children’s feelings are respectfully responded to. Teacher models and encourages appropriate behavior. Teacher applies natural, developmentally and age-appropriate consequences. Group sounds pleasant all the time.
<i>A-9. Prosocial behaviors are recognized and encouraged.</i>	Teacher pays little attention to and/or displays little knowledge of students’ interests including cultural heritage. Teachers are aware of and respond to safe interactions.	Teacher recognizes the value of understanding students’ interests and cultural heritage but displays this knowledge for the whole class only. Expectations of children’s social behaviors are developmentally appropriate. Children are encouraged to cooperate in small groups.	Teacher displays knowledge of the interests and cultural heritage of each student. Teachers support children’s beginning behaviors and provide opportunities for them to learn from each other as well as adults. Opportunities are available to participate in large group, small group, and quiet/alone activities.
<i>A-10. Teachers use a variety of teaching strategies to enhance children’s learning throughout the day.</i>	Activities change little from day to day and children are infrequently exposed to new challenges. Frustration and boredom are common and often lead to behavioral concerns.	Children’s thinking is stimulated. Problems are posed, questions asked, and comments/suggestions made primarily by the teacher. Children are introduced to new challenges but without apparent frustration.	Children’s thinking is verbally extended and the children pose problems, ask questions, and make comments and suggestions. Children are coached in the acquisition of specific skills needed as they acquire new skills, ideas, and challenges. Children are empowered and exhibit little or no signs of frustration.

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Curriculum			
Element	Unsatisfactory	Basic	Proficient
B-4, 4a, 4b, 4c, 4d, 4e. <i>The daily schedule provides a balance of activities.</i>	The daily schedule lacks a balance of activities and most of the time is spent in large-group, teacher-initiated activities.	The daily schedule provides a balance of activities, alternating periods of quiet and active play, large-muscle/small muscle activities and teacher-initiated activity is limited. Book corners, tunnels, playhouses are available and easy to supervise. Creative movement is evident.	The balanced daily schedule takes into consideration the child's total daily experience including what happens before, during, and after the program. More than one option for grouping is available to children most of the day. The environment includes soft elements i.e., rugs, cushions, soft furniture, comfortable chairs for sitting with children, window treatments, etc. Creative movement, activity songs, and complex manipulative toys such as pegboards, puzzles, lacing cards, woodworking, drawing, and modeling.
B-5f., 6a, 7b, 7c, 7d, 7e <i>Developmentally appropriate materials and active media children can control are available.</i>	Materials are not age-appropriate, respect multiple modalities, or accessible.	Active play equipment and materials are available such as bats and balls for organized games, construction materials for woodworking, unit blocks, art/science projects, hobby materials, books, and board/card games. Children receive a high degree of assistance from teachers in the use of technology.	Active play equipment and materials for organized and constructive play are plentiful and include complex, manipulative toys, and active media such as videotaping, cameras, audiotaping, and DAP computer software. Equal access is provided for all children to technology and teachers help children use multi-media opportunities as independently as possible.
B-7c, 7d <i>Children's thinking, reasoning, questioning, experimenting, and literacy development.</i>	Planned activities demonstrate low-level thinking skills. Children are read to and spoken to. Items are not labeled.	Opportunities exist to use numbers, counting objects, take walks, engage in sand/water play, label, classify, and sort by characteristics. Open-ended activities include time concepts, observation of natural events i.e. growing seeds, life cycle of pets. Children are read to and tell own stories. Items are labeled at children's eye level.	Opportunities exist to learn basic science and math concepts through exploration, construction, and working with levers, pulleys, scales, and other simple machines. Children are involved in observing and investigating natural events and objects, as well as sustained project work. Children represent their understanding in various ways such as drawing, writing, speaking. The environment is print-rich. Children's emerging interest in writing, including invented spelling is evident.

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Health and Safety			
Element	Unsatisfactory	Basic	Proficient
B-7f. <i>Health, safety, and nutritional practices.</i>	Foods meet minimal nutritional standards. Items are not typically put away and areas show lack of care. Adults do not sit with but rather “wait on” children.	A variety of nutritious foods are served and adequate exercise and rest is encouraged. Toys are picked up after each use. Adults sit with children but conversation is primarily directives.	Good nutrition is actively discussed and good health principles are practiced. Children study topics such as the human body, nutrition, and life skills. Children are owners of their environment and assist in set up and restoration of areas after each use. Mealtime is a pleasant, social, learning experience. Adults engage children in social and nutritional conversations. Children assist with serving and clean-up. Practices are swift and thorough.
B-7g. <i>Creative expression, representation, and the arts.</i>	Adult-made models, patterns, and pre-drawn forms are frequently used.	Creative expression is encouraged such as brush painting with a resulting product; however adult-made models, patterns, and pre-drawn forms are used infrequently. Children participate in song and dance.	Children engage in a variety of art motifs i.e., brush painting, drawing, collages, playdough with offerings viewed as exploration of process rather than to produce a product. Art is extended to include singing, dancing, musical instruments, and drama.
B-7h <i>Cultural diversity</i>	Children are not viewed holistically. Token cross-cultural items may be present i.e., dolls, books. Culture has a “tourist” approach. Stereotyping might be heard and family participation is not encouraged.	There is a sense of classroom community, but the classroom is a melting pot as opposed to a salad bowl. Stereotyping is avoided. Families are invited to participate in special events.	Teacher builds a sense of community, bringing each child’s home culture and language into the shared culture in addition to books and materials that reflect diverse cultures that children may not likely see. Foods from varied and contemporary cultures are cooked and served. Families are encouraged to participate in all aspects of the program. Children take trips to museums, etc. All aspects of the curriculum are infused with cultural perspectives.
B-8, 9, 10, <i>Leadership in transitions and responses to changes in planned routines.</i>	Transitions are regimented, and children frequently move as a group. Teacher is inflexible and follows their schedule, needs, interests, rather than the children’s. Teacher is the primary planner of the routines.	Transitions are unregimented and smooth. Children are given advance notice to prepare them for transitions ahead of time and their right to not participate is respected. Teacher adjusts to external changes in weather or other unexpected situations in a relaxed way without upsetting children.	Transitions are seamless and the new activity is prepared (sometimes by the teacher, sometimes by children) before the transition from the completed activity to avoid prolonged waiting. Teacher adjusts to external changes and internal changes of the children and frequently follows the needs or interests of the children.

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H-14b. Handwashing	Staff do not wash hands, use gloves when needed, or wear hat/hairnets as directed.	Staff and children wash their hands at appropriate times. Staff wash their hands upon arrival, before/after serving food or assisting children, after toileting/nose wiping, after contact with any potentially infectious materials, including bodily fluids.	Proper procedures are followed in hand washing including the use of warm, running water for 10 seconds, single disposable towel use, and contamination avoidance by turning off faucets with a towel. Children are educated by staff and engage in proper practices.
H-15a Playground & Products	Equipment is not safe or safely monitored. Cleaning supplies are not in original, labeled containers or locked cabinets.	Equipment is maintained in safe, clean condition and in good repair. Resilient surfaces are used and large pieces of equipment are securely anchored. Ground cover is properly distributed. Chemicals are inaccessible to children and are in original, labeled containers.	Safe and developmentally appropriate toys and activities are plentiful. Regular playground sweeps are conducted, outdoor sandboxes are covered when not in use, and the water table is cleaned and sanitized daily when in use. Care is taken to avoid standing water.
Families			
	Families are tolerated and invited for limited functions.	Families are accepted and welcome for many functions.	Families are embraced as a vital part of the team, welcome in an open-door environment, and viewed as the most important person in their child's life.