Pennsylvania

School-Age Professional Credential

Observation Instrument

For use by Advisor and SAC Assessor

Pennsylvania Early Learning

Keys to Professional Development

Instructions

Your purpose in observing the Candidate is to gather information about the Candidate's competence in working with school-age children – how s/he manages children's health and safety, s/he interacts with children and parents, how s/he guides the well-being of children, and so forth.

Because your time is limited you can't expect to see as much as you might need to assess the Candidate's competence. On any given day, you won't be able to observe the Candidate fulfilling every competence that the Pennsylvania School-Age Professional Credential expects. For this reason, the information you gather in this observation is added to other information gathered by other Local Assessment Team Members and when reviewed together will provide a more comprehensive assessment of the Candidate's competence.

This observation instrument is used by the Advisor and the SAC Assessor. The Advisor must observe the Candidate within six (6) months prior to the submission of the Assessment Visit Request Form.

The SAC Assessor uses this observation instrument when they observe the Candidate at their work site as a part of the Local Assessment Review process.

This instrument is designed to help you make the most of your observation time by reminding you of things to look for. The instrument follows the PA School-Age Competency Standards, listing Competency Goals, Functional Areas, Competencies and indicators in the same order as the competency standards. (NOTE: Functional Area – Program Management is not assessed with this instrument).

However, you may not necessarily complete the form in order. You will observe for a period of time, turn to the appropriate functional area, make notes, observe again, turn to another appropriate functional area and so forth. You should attempt to observe and make notes in all of the functional areas.

The observation instrument does not stand alone. It is a companion piece to the competency standards. You should be familiar with the competency standards so that you understand the reason behind some of the competencies and/or indicators – reasons that may not be clear from the briefer observation instrument.

On the following pages, you will find a brief description of each Functional Area and numbered competencies followed by indicators which help define each competency. Below is an example:

Competency

FUNCTIONAL AREA 1: SAFE

Candidate provides a safe environment to prevent and reduce injuries.

OBSERVATION NOTES

Score Box

1-1.   Candidate demonstrates prevention of injuries and harm to children.

☐   Follows DPW safety regulations and Policies and Procedures to keep children safe.

☐   No unsafe materials or equipment in sight.

Write down brief examples of what the Candidate did – or did not do. Explain why it seems that an indicator or a competency does not apply (DNA).

Indicator

Indicator

Scoring the Competency

As you observe, check off the relevant indicators. You need not check off all the indicator statements. Checking off an indicator does not mean that you are approving positive performance; it means, instead, that you have considered this aspect before you decided the competency score. When you have seen enough to make an assessment of how frequently the Candidate exhibits the competency, then you will give a score in the box next to the competency number.

Competencies are rated on a scale from 1 to 3. There are two additional options **I** and **DNA.** Definitions for scoring are in the chart on page 3. Usually, if you check off all the indicators listed, you will score the competency as a 3, but not always. Just because you have observed an indicator, does not mean that you have observed the Candidate taking that action repeatedly or consistently. In those cases, you might rate the competency as a 1 or a 2.

Each competency is scored using the following scale.

1 = Rarely	While observing, you saw the Candidate do this infrequently, or take inappropriate action.
2 = Sometimes	You saw some evidence of this action.
3 = Mostly	You saw the Candidate repeatedly demonstrating the behavior described.
I = Needs follow-up documentation or interview discussion	You were unable to see any evidence of this particular competency – and you believe that this is due to circumstances – the day of your visit, lack of time, and so forth – rather than to the Candidate's lack of competence in that area. Therefore, you may rate a competency with an "I" to remind yourself that you will need to, seek documentation of the competency, and/or discuss it in the interview. WARNING: Resist the temptation to use the "I" rating often, as you could be making more work for yourself, and the Candidate.
DNA = Does not apply	From what you are able to observe, this competency does not apply to the Candidate's situation. You will need to follow up with the Candidate to determine if the competency does not apply, or if it does and you were unable to observe it on the particular day you visited. If the latter is true, you'll want to ask the Candidate to explain (Interview) or document (Portfolio or Resource File) how it applies and how s/he demonstrates that competency in his/her work.

Take Notes

It is important that you take notes as you observe indicators, and score competencies in all of the Functional Areas. These notes will explain your reasons for scoring each competency. When taking notes write down brief examples of what the Candidate did – or did not do. Explain why it seems that an indicator or a competency does not apply (DNA). Note if a competency seems as though it may be beyond the Candidate's control (for example, the availability of storage space). Your notes will help guide you as you complete the assessment process.

There is space to make additional comments following each functional area. Use that space to identify anything else you observed related to the Candidate's competence in that area, but which may not be already described in one of the area's competency statements.

Completing Your Observation and the Observation Instrument

By the time you complete your observation, you should

- Have written a score (1, 2, 3, I, or DNA) by each numbered competency;
- Have checked off most of the indicators and;
- Have made notes to help you remember your rational for a particular score;
- Have made a list of competencies that require further discussion/documentation.

Competency Goal I

FUNCTIONAL AREA 1: SAFE Candidate provides a safe environment to prevent and reduce injuries.	OBSERVATION NOTES
☐ 1-1. Candidate demonstrates prevention of injuries and harm to children. ☐ Candidate follows DPW safety regulations and Policies and Procedures to keep children safe. ☐ Candidate ensures there are no unsafe materials or equipment in sight. ☐ Candidate designates separate areas for quiet and active play. ☐ Candidate arranges environment so children are visible to staff at all times. ☐ Candidate checks daily to see that equipment and supplies are cleaned up and stored appropriately. ☐ Candidate intervenes immediately when children are involved in unsafe play or not following safety rules.	
☐ 1-2. Candidate ensures that children are supervised at all times. ☐ Candidate maintains appropriate child-adult ratios and group sizes (according to DPW regulation). ☐ Candidate uses sign-in and sign-out procedures to ensure that children are supervised by staff or authorized family members.	
☐ 1-3. Candidate is prepared to act quickly and calmly if an accident or injury should occur. ☐ Candidate maintains first-aid and safety supplies and ensures these accompany children to the playground and off site. ☐ Candidate maintains emergency information of child including phone numbers for children's parents, police, fire, ambulance, and poison control next to an easily accessible telephone or with the phone if a cordless or cell. ☐ Candidate responds quickly and calmly to children in distress.	

FUNCTIONAL AREA 2: HEALTHY	OBSERVATION NOTES
Candidate promotes good health and nutrition and provides an environment that contributes to the prevention of illness.	

☐	2-1.	Candidate models habits that promote good health and nutrition to children. ☐ Candidate does not use tobacco, alcohol, and other drugs, soft drinks, or excessive candy while with children. ☐ Candidate uses safe and healthy practices regarding universal precautions, disinfecting equipment and surfaces, and safe food handling practices. ☐ Candidate provides meals and snacks that meet the USDA or CACFP guidelines. ☐ Children are encouraged to drink lots of water, especially when active or weather is hot. ☐ Candidate provides fresh air daily through opening windows and/or providing outdoor time if weather and circumstances permit.	
☐	2-2.	Candidate provides healthy, nutritious and pleasant snack and food experiences. ☐ Candidate makes self- service snacks available, allowing for children to eat when, what and how much. ☐ Candidate serves meals in a relaxed atmosphere, and when able, Candidate sits with children to eat. ☐ Candidate provides opportunities for children to plan, prepare and serve meals and snacks.	
☐	2-3.	Candidate is prepared to deal common illness and allergies ☐ Candidate demonstrates the ability to comfort and care for children with signs of illness and to prevent spread of infection. ☐ Candidate is aware of all children's allergies and makes necessary provisions.	

FUNCTIONAL AREA 2: HEALTHY (cont.)	OBSERVATION NOTES
☐ 2-4. Candidate maintains and makes available supplies and resources that help children and families practice healthy habits. ☐ Candidate ensures basic supplies are available (e.g. tissues and feminine sanitary products). ☐ Candidate provides health resources available to children and parents (e.g. magazines, pamphlets).	

FUNCTIONAL AREA 3: OUT-OF-SCHOOL ENVIRONMENTS Candidate uses space, relationships, materials, and routines as resources for constructing an interesting, secure, and enjoyable environment that encourages play, exploration, and learning.	OBSERVATION NOTES
☐ 3-1. Candidate separates interest areas so that simultaneous activities of different natures can take place. ☐ Candidate creates a variety of well-equipped, inviting, and responsive interest areas, with clearly marked boundaries. ☐ Candidate rotates areas with materials and props to reflect changing skills and interests, keeping the children's ideas and suggestions in mind. ☐ Candidate separates quiet and noisy activities to provide optimal concentration for the areas that require it. ☐ Candidate supports older children as they create spaces designated for their use only.	
☐ 3-2. Candidate provides pace supports a balance of activities ☐ Candidate provides a quiet area with adequate lighting, tables, chairs and supplies (dictionaries, writing supplies, pencil sharpener and calculator) where children can do homework. ☐ Candidate provides comfortable indoor and outdoor areas where children can enjoy time alone. ☐ Candidate arranges for regular use of indoor and outdoor areas for large muscle play. ☐ Candidate has adapted the environment, when necessary, to accommodate children with special needs.	

FUNCTIONAL AREA 3: OUT-OF-SCHOOL ENVIRONMENTS (cont.)	OBSERVATION NOTES
☐ 3-3. Candidate provides materials which engage children's interests and abilities. ☐ Candidate provides reflect diversity and show no bias. ☐ Candidate offers a variety of materials children can use in different ways. ☐ Candidate provides materials to build on academic standards as well as interests children develop outside the program.	
☐ 3-4. Candidate establishes schedules and routines that give children freedom within structure. ☐ Candidate provides a schedule that is familiar to the children, with time to do planned group activities, a time for free play, a time for homework, and a time for large gross motor play daily. ☐ Candidate manages transitions so children do not have to wait with nothing to do. ☐ Candidate allows for children to meet their personal needs on individual schedules.	
☐ 3-5. Candidate has a systematic storage area and plan. ☐ Candidate has arranged the storage of materials categorically, labeled and so they are easily assessable to the children for play. ☐ Candidate uses portable items such as baskets and carts to arrange materials in shared space.	

FUNCTIONAL AREA 4: PHYSICAL Candidate provides a variety of equipment, activities, and opportunities to promote the physical development of school-age children.	OBSERVATION NOTES

☐   4-1. Candidate provides space, time and equipment to support physical development.
 	
    ☐ Candidate provides space and time for children to participate in active play everyday.
 	
    ☐ Candidate provides a variety of materials and activities to challenge a wide range of physical capabilities including fine motor skills.	

☐   4-2. Candidate provides leadership, and enthusiasm to encourage physical activity.
 	
    ☐ Candidate encourages children to make up and organize their own games.
 	
    ☐ Candidate introduces children to games and activities that encourage physical development and cooperation.
 	
    ☐ Candidate introduces new games and activities regularly so children learn different ways to use their muscles.
 	
    ☐ Candidate encourages children to track their own progress rather than compare themselves to others.	

☐   4-3. Candidate plans developmentally appropriate activities.
 	
    ☐ Candidate encourages all children to engage in relaxing activities (e.g. artwork, puzzles, Legos® or blocks) on a daily basis.
 	
    ☐ Candidate provides alternatives so that children of different ages, sizes, and skills, can all find ways to engage safely in active play and in activities that promote fine motor development.
 	
    ☐ Candidate plans and implements increasingly difficult activities in which large and small muscles are used and that promote development of physical skills.	

FUNCTIONAL AREA 5: COGNITIVE Candidate provides hands-on activities, experiences, and opportunities that encourage curiosity, exploration, and problem solving appropriate to the developmental levels and learning styles of school-age children and support appropriate academic standards.	**OBSERVATION NOTES**

☐   5-1. Candidate encourages children to take charge of their own learning.
 	
    ☐ Candidate offers children space and time to develop and carry out their plans.
 	
    ☐ Candidate provides open-ended materials which children can explore and use in many different ways.
 	
    ☐ Candidate solicits, respects and accepts children's ideas, suggestions, and solutions.
 	
    ☐ Candidate follows a schedule that allows children to choose what they want to do and provides enough time for long-term projects (especially older children).	

☐   5-2. Candidate helps children develop their critical thinking and language skills.
 	
    ☐ Candidate talks to and questions children about what they are observing and learning.
 	
    ☐ Candidate encourages children's emerging sense of humor.
 	
    ☐ Candidate offers a wide range of books and magazines that reflect children's diverse interests and reading abilities.	

☐   5-3. Candidate encourages children to develop their inter- and intra-personal intelligences (knowing themselves and others).
 	
    ☐ Candidate allows children make decisions and solve problems on their own, without adult assistance.
 	
    ☐ Candidate involves children in planning and evaluating the program's activities and routines.
 	
    ☐ Candidate provides opportunities for children to demonstrate their growing cognitive skills and apply them to new situations.	

☐   5-4. Candidate taps into children's desire to explore adult skills to make and produce things
 	
    ☐ Candidate provides opportunities for children to have hands-on experiences, to learn by doing. For example, sculpture, photography, dance, drama, etc.
 	
    ☐ Candidate provides opportunities for children, especially 8-12 year-olds, to participate in and learn about their community.	

FUNCTIONAL AREA 5: COGNITIVE (cont.)	OBSERVATION NOTES
☐ 5-5. Candidate balances children's academic needs with their needs to relax, have snacks, learn new skills, get exercise, and develop social skills. ☐ Candidate provides a schedule that offers a balance of homework assistance with appropriate fun learning activities to develop and strengthen skills. ☐ Children are encouraged to do homework and exercise academic self-discipline as part of – but not the only element of the daily routine. ☐ Candidate responds to children's requests for assistance. ☐ Candidate has written plans showing how some activities help children meet Pennsylvania or national learning standards.	
☐ 5-6. Candidate support children's developing math skills. ☐ Candidate provides a wide range of games/ cards, building materials and measurement tools. ☐ Candidate provides activities on a daily basis that require the use of math in a creative and fun manner (e.g. cooking, projects requiring data collection and analysis).	
☐ 5-7. Candidate helps children develop curiosity about science and the natural world. ☐ Candidate provides categorized materials on topics such as magnetism, static electricity, solar energy, and weather. ☐ Candidate make available materials that help children learn to classify, sequence, and understand cause and effect. ☐ Candidate provides opportunities for children to explore natural science and the outdoor environment.	

FUNCTIONAL AREA 6: COMMUNICATION	
Candidate actively communicates with school-age children and provides opportunities and support for school-age children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings.	**OBSERVATION NOTES**
☐ 6-1 Candidate models positive communication skills in interactions with other staff members and parents as well as with children ☐ Candidate listens attentively to what children have to say and shows respect for their ideas. ☐ Candidate accepts children's use of slang and popular expressions while serving as a model for standard use of language. ☐ Candidate uses the different languages spoken by children and their families as a sign of respect and to enrich the program's language environment. ☐ Most communication is not for the sole purpose of giving direction or disciplining.	
☐ 6-2. Candidate provides materials that encourage language development activities. ☐ Candidate encourages children to read and write for pleasure. ☐ Candidate provides materials that encourage reading and writing in all areas (e.g. books, magazines, pens, pencils, paper, computer, binding materials). ☐ Candidate provides opportunities for children to record their storytelling, plays, skits, music and other creations through writing, audio or video taping.	

FUNCTIONAL AREA 6: COMMUNICATION (cont.)	OBSERVATION NOTES
☐ 6-3. Candidate builds opportunities for children to develop and use communication skills into all program activities, not just those specifically related to reading, writing, and speaking. ☐ Candidate shows knowledge of developmental stages to promote communication (e.g. using printing or cursive writing on signs, bulletin boards, and other written materials based on the age of the children who use the area). ☐ Candidate uses group meetings as opportunities for children to share their ideas, raise concerns, and discuss solutions. ☐ Candidate provides places where children can work, play, and talk in small groups. ☐ Candidate helps children plan and implement special interest clubs that use or explore communication skills (e.g. publishing a newspaper, planting a garden, discussing favorite books, or learning about television production). ☐ Candidate helps children find the words to express their ideas and feelings. ☐ Candidate is alert to children's nonverbal cues (e.g. body language, dramatic play, drawings, and stories) and uses the cues to ask questions about their ideas and feelings.	
☐ 6-4. Candidate introduces more complex communication skills such as assertiveness, conflict resolution, and refusal skills as children develop and demonstrate a grasp of more basic skills. ☐ Candidate helps children express their feelings and discuss problems verbally rather than use aggression to solve a problem. ☐ Candidate teaches the use of brainstorming so children can use it as a problem-solving tool.	

FUNCTIONAL AREA 7: CREATIVE	
Candidate provides opportunities that stimulate school-age children to play with sound, rhythm, languages, materials, space, and ideas in individual ways and to express their creative abilities.	**OBSERVATION NOTES**

☐   7-1.   Candidate models and offers enthusiastic leadership for creative thinking and projects
 	
   ☐   Candidate utilizes community resources to expose children to a variety of creative experiences.
 	
   ☐   Candidate offers activities that introduce new ideas and allow children to develop and carry out their own plans.
 	
   ☐   Candidate encourages children to take risks, learn from their mistakes, and try again.
 	
   ☐   Candidate interacts positively so that children feel valued for their uniqueness.
 	
   ☐   Candidate encourages children to express their ideas and feelings.
 	
   ☐ Candidate helps children try out many new experiences in a spirit of discovery and curiosity.	

☐   7-2.   Candidate creates an environment that encourages children's creativity.
 	
   ☐   Candidate offers materials that allow children to explore subjects and interests introduced at school and through experiences, such as field trips.
 	
   ☐   Candidate plans a schedule that allows for blocks of time where children are free to organize their own games and activities without adult involvement.
 	
   ☐ Candidate arranges the environment so children spread, out, explore and be messy.	

☐   7-3.   Candidate introduces new, creative processes, ideas, and activities to children.
 	
   ☐   Candidate provides activities that include sensory experiences.
 	
   ☐   Candidate extends children's dramatic play.
 	
   ☐ Candidate plans a variety of cultural activities that introduce children to the arts (e.g. drama, dance, music, literature, film, painting, drawing, and sculpture).	

FUNCTIONAL AREA 7: CREATIVE (cont.)	OBSERVATION NOTES

☐   7-4. Candidate encourages children to develop their creative abilities.
 	
   ☐ Candidate asks a variety of questions that encourage children to think about things in new ways.
 	
   ☐ Candidate helps children understand that it takes hard work and practice to develop their talents.
 	
   ☐ Candidate responds to children's ideas for projects and activities.	

Competency Goal III

FUNCTIONAL AREA 8: SELF Candidate provides physical and emotional security for each school-age child and helps each school-age child to know, accept, take pride in him/herself and develop a sense of independence.	OBSERVATION NOTES

☐   8-1. Candidate respects the individuality of children.
     ☐ Candidate shows children they are appreciated, valued, and enjoyed.
     ☐ Candidate works with colleagues to make sure children receive the individual attention they need.
     ☐ Candidate allows children to choose what they want to do and allows children to choose not to participate in an activity.
     ☐ Candidate makes no bias remarks, or allows children to make bias marks with out corrective action.	

☐   8-2. Candidate helps children identify, plan, and pursue their own interests and talents.
     ☐ Identifies children's interests through observation, surveys and conversation.
     ☐ Candidate provides children with time and resources need to pursue their interests or master a skill.	

☐   8-3. Candidate provides opportunities for children to experience success.
     ☐ Candidate uses gentle, physical or nonverbal contact—a hug, a touch, a smile to let children know they are cared for.
     ☐ Candidate uses praise and recognition to acknowledge children's efforts and accomplishments.	

☐   8-4. Candidate encourages children to solve their own problems.
     ☐ Candidate intervenes only when it seems that children can not find a solution or when someone might get hurt.
     ☐ Candidate helps children deal with their setbacks by accepting their feelings and failures and responding respectfully.	

FUNCTIONAL AREA 8: SELF (cont.)	OBSERVATION NOTES
☐ 8-5. Candidate involves children in activities that help children learn positive social values. ☐ Candidate allows children to demonstrate responsibility as they participate in program's daily operations (e.g. set up of activities) ☐ Candidate allows children to use their growing independence in safe and age-appropriate ways. ☐ Candidate provides opportunities for children to develop citizenship and leadership skills.	

FUNCTIONAL AREA 9: SOCIAL Candidate helps each school-age child feel accepted in the group, helps children learn to communicate and get along with others, and encourages feelings of empathy and mutual respect among school-age children and adults.	**OBSERVATION NOTES**
☐ 9-1. Candidate facilitates learning of social skills through environmental experiences, intentional teaching and role modeling. ☐ Candidate models acceptable ways to interact with other people of all ages and acceptable ways to express feelings. ☐ Candidate observes and listens to learn how each child relates to others in the program and what each child's individual needs may be. ☐ Candidate assists children who have difficulty being accepted by their peers. ☐ Candidate provides opportunities for children to socialize (e.g. self selected activities, time to talk to others).	
☐ 9-2. Candidate builds a sense of community among children and staff. ☐ Candidate plans multi-age activities that encourage cooperation and allow older children to play the role of leader and mentor. ☐ Candidate encourages children to help each other. ☐ Provides opportunities for children to belong to groups.	

FUNCTIONAL AREA 9: SOCIAL (cont.)	OBSERVATION NOTES

☐   9-3. Helps children feel part of larger community.
 	
    ☐ Candidate provides opportunities for children to be involved in the community.
 	
    ☐ Candidate invites community members to share their special knowledge and skills with the children.	

FUNCTIONAL AREA 10: GUIDANCE Candidate provides a supportive environment in which children can learn and practice appropriate and acceptable behaviors as individuals and as a group.	**OBSERVATION NOTES**

☐   10-1. Candidate creates an environment of respect.
 	
    ☐ Candidate speaks respectfully, using an appropriate tone with children and other adults and requires children to do the same.
 	
    ☐ Candidate redirects children from inappropriate to appropriate behavior (for example, from play wrestling in the quiet area to playing a game in the gym).
 	
    ☐ Candidate provides a supportive environment by prohibiting name calling, bullying, and other emotionally harmful interactions.	

☐   10-2. Candidate uses positive problem-solving and problem prevention methods.
 	
    ☐ Candidate allows children to experience the natural or logical consequences of their behavior [when safe and appropriate to do so].
 	
    ☐ Candidate listens to and accepts children's angry feelings while helping them understand the consequences of expressing those feelings inappropriately.
 	
    ☐ Candidate talks to children about their day at school, their friends, their concerns, and their feelings.
 	
    ☐ Candidate models appropriate ways to express negative feelings.	

FUNCTIONAL AREA 10: GUIDANCE (cont.)	OBSERVATION NOTES

☐   10-3.   Candidate helps children develop and practice conflict resolution techniques.
 	
    ☐   Candidate holds group where children can raise concerns and grievances and work together to solve problems.
 	
    ☐ Candidate gives children opportunities to handle their disagreements without adult assistance.	

☐   10-4.   Candidate follows a schedule that allows freedom within structure.
 	
    ☐   Candidate plans some activities that require cooperation rather than competition.
 	
    ☐ Candidate limits children's exposure to violence.	

Competency Goal IV

FUNCTIONAL AREA 11: FAMILIES Candidate maintains an open, friendly and cooperative relationship with each school-age child's family, encourages their involvement in the program, and supports the school-age child's relationships with his or her family, respects the diversity of family structures and understands that children develop within the context of their families and culture.	**OBSERVATION NOTES**

☐   11-1.   Candidate demonstrates understanding that it is important to establish a relationship with children's parents/families.
 	
     ☐   Candidate calls family members by name.
 	
     ☐   Family members talk easily with Candidate.
 	
     ☐ Candidate shows respect for diversity in family make up.	

☐   11-2.   Candidate develops a system of regular communication with parents and families.
 	
     ☐   Candidate uses a variety of communication strategies to inform parents and families about the program.
 	
     ☐   Candidate recognizes that parental/family involvement is not restricted to formal meetings, but happens at every point of intersection.
 	
     ☐   Candidate shares interesting, positive information about each child's day.
 	
     ☐ Candidate gives families information about their child' routines; for example, that the child did not eat snack, etc	

Competency Goal V

Functional Area 12: Program Management Candidate is a manager who uses all available resources to ensure an effective operation. The Candidate is a competent organizer, planner, record keeper, communicator, and a cooperative co-worker.
This Functional Area is assessed through the Portfolio and Resource File documentation.

Competency Goal VI

FUNCTIONAL AREA 13: PROFESSIONALISM Candidate makes decisions based on knowledge of school-age development theories and practices, promotes quality in school-age services, maintains confidentiality at all times, and takes advantage of opportunities to improve competence, both for personal and professional growth and for the benefit of school-age children and families.	OBSERVATION NOTES
☐ 13-1. Candidate demonstrates professionalism ☐ Candidate maintains confidentiality at all times. For example, when speaking to families or children about confidential matters, candidate ensures that they can not be overheard.	
Other aspects of this Functional Area are assessed through the Portfolio and Resource File documentation.	

Growth Strategies

Instructions: Record at least one growth strategy in each goal area. Strategies should be a goal statement for improvement and provide specific suggestions on how to accomplish the goal.

Goal Statement	Growth Strategy
1. To establish and maintain a safe, healthy environment conducive to learning.	
2. To advance physical and intellectual competence.	
3. To support social and emotional development and provide positive guidance.	
4. To establish positive and productive relationships with families.	
5. To ensure a well-run purposeful program responsive to participant needs.	
6. To maintain a commitment to professionalism.	

Observation Instrument Summary Score Sheet

Instructions: Please record the score for each item in the appropriate space below. Indicate and "I" after the score for any item where the Candidate's interview comments contributed to your rating.

Candidate Name	
Last four digits of Social Security #	

	1-1		4-1		6-3		9-2
	1-2		4-2		6-4		9-3
	1-3		4-3		7-1		10-1
	2-1		5-1		7-2		10-2
	2-2		5-2		7-3		10-3
	2-3		5-3		7-4		10-4
	2-4		5-4		8-1		11-1
	3-1		5-5		8-2		11-2
	3-2		5-6		8-3		13-2
	3-3		5-7		8-4		
	3-4		6-1		8-5		
	3-5		6-2		9-1		