WORKFORCE SERVICES CHILD CARE

The Utah Registry for Professional Development's Demonstrated Competency Observation Tool

Please contact URPD at urpd@usu.edu or 435-797-2468 with any questions on this tool.

Candidate Name: _____

Program Name: _____

Candidate's Street Address: _____

City: _____ State: _____ Zip: _____

Observer Name: _____ Date: _____

This observation tool is based on the Comprehensive Scoring Instrument with permission from the Council for Professional Recognition and reflects a baseline of competent practices for all professionals working with groups of young children.

The observation will take between 2-2 ½ hours. This includes an interview, so the candidate will need to have another person work with the children during that time. The 43 items will be scored 1-3 as follows:

1 = there is little or no evidence of the indicator
2 = there is some evidence of the indicator
3 = there is a great deal of evidence of the indicator

To determine the total score, all of the items' scores are added together. Candidates must earn a score of 97 or higher in order to pass the observation. A score of 97 is representative of 75% of the 129 possible points.

If the candidate works in a family child care program, at least three children must be present at the time of the observation. If the candidate works in a child care center, at least half of the children who are expected to attend during the day and time of the observation must be present at the time of the observation.

Section 1: Environment and Materials

Criteria	Score 1-3	Comments
1. All materials, equipment and environments are safe		
2. All materials, equipment and environments are clean		
3. Environments are pleasant, welcoming, and provide appropriate levels of stimulation		
4. Environments are arranged and organized to meet the developmental needs of the children		

Criteria	Score 1-3	Comments
5. Materials are developmentally appropriate, including books appropriate to the age group		
6. There is a variety of materials for children to explore		
7. There is a sufficient number of materials to accommodate the group size		
8. Materials are accessible to children throughout the day		
9. Environment is non- biased and multicultural (posters, books, dolls, puzzles, etc.)		
10. Room displays and materials reflect respect for various communities, cultural groups, and families		
Section Subtotal	/30	

Section 2: Schedules

Criteria	Score 1-3	Comments
1. Schedule allows for routine needs of children to be met		
2. Schedule meets children's needs for play		
3. Whole group times, if offered are developmentally appropriate. (Mark as 3 if no group times)		
4. Weekly plans provide a variety of developmentally appropriate activities		
5. Flexibility within the schedule is acceptable as needed		
6. Transitions are pleasant and well prepared		
Section Subtotal	/18	

Section 3: Activities

Criteria	Score 1-3	Comments
1. Opportunities for gross motor activities are offered		
2. Opportunities for fine motor activities are offered		
3. Opportunities for cognitive development are offered		
4. Opportunities for language and literacy development are offered		
5. Opportunities for writing development are offered		
6. Opportunities for creative expression are offered (art, music, movement)		
7. Opportunities for sensory experiences are offered		
8. Activities involve developmentally appropriate, hands- on experiences		
9. Children are read to every day		
10. Activities provide frequent opportunities to talk, listen, and express their ideas		
11. Activities and materials encourage children to develop their creative imagination		
Section Subtotal	/33	

Section 4: Promotion of Skills

Criteria	Score 1-3	Comments
1. Environment supports the development of positive self-image		
2. Environment supports the development of social skills		
3. Environment is arranged to promote positive interactions and limit disruptive behavior		
4. Children wash their hands properly		
Section Subtotal	/12	

Section 5: Interactions

Criteria	Score 1-3	Comments
1. Interactions promote relationship building for staff and children		
2. Interactions promote relationship building for staff and families		
3. Interactions encourage children's social interactions		
4. Meal/snack times are interactive		
5. Interactions promote thinking and problem solving		
6. Interactions show respect for the feelings and needs of each child		
7. Interactions help children develop a sense of independence		
8. Interactions are positive when addressing negative behavior		
Section Subtotal	/24	

Section 6: Interview

Criteria	Score 1-3	Comments
1. Nap and rest times meet the needs of all children		
2. Opportunities to communicate with families is provided		
3. Observations and assessments are used to record information about children and plan curriculum		
4. Professional growth is taken advantage of		
Section Subtotal	/12	

Observation Score

Section 1: Environment and Materials Subtotal	/30
Section 2: Schedule Subtotal	/18
Section 3: Activities Subtotal	/33
Section 4: Promotion of Skills Subtotal	/12
Section 5: Interactions Subtotal	/24
Section 6: Interview Subtotal	/12
TOTAL Observation Score*	/129

*Candidate must earn a score of 97 or higher in order to pass the observation.

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