

Daily Activities Assessment Tools

This is the Vermont Child Care Apprenticeship Program's first collection of assessment tools. This resource is designed to support and document growth in the knowledge and skills needed by early childhood professionals.

Mentors in the first year of the Vermont Registered Child Care Apprenticeship Program felt that daily activity assessment tools, such as those in this book, would help them provide clear supportive feedback to their apprentices. These assessment tools do in fact provide a clear framework for planning, conducting and assessing activities and they have proven to be helpful in ways anticipated by the mentors who first proposed them.

The mentors first compiled a list of daily activities and identified relationships to national standards. Over the next few years they and their apprentices practiced to determine which format for documenting skills was most useful. They also checked to ensure appropriate observable skills were included for each activity.

Industry standards, when clearly applied to specific activities, can help new and experienced early childhood professionals apply best practice. By using defined units of activity to document skill development, the learning professional can clearly see growth and thus be recognized for success in incremental steps. These incremental steps then can build in a continuum of professional development. The overarching goal of this resource is to support early childhood teachers in applying best practice at all times. The strategy, however, is to support the development of skills through a series of well-designed steps.

National and state standards contribute to the validity of the *Daily Activities Assessments Tools #1*. The standards section of this book lists these standards and also links them to each daily activity. This process of linking can support the early childhood educator's understanding of how these standards should appear in specific activities.

The book contains assessment tools for 20 common child care activities. For an example, see Hand Washing assessment below.

Level I #3

Hand Washing (Page 1 of 4)

Apprentice (name) _____ **Observation #** _____
Mentor (name) _____ **Date:** _____ **Time**
AM or PM: Begin: _____ **End:** _____
Program Name and Town: _____
Hand Washing Setting (Such as, "In children's bathroom prior to snack time"): _____

Ages and number of children: _____
Special Issues?: _____

P= Proficiency rating scale 4=expert, 3=advanced. 2=intermediate, 1=novice
C= Consistency rating scale 4= consistently/nearly always 3=frequently,
 2=sometimes, 1=rarely or never

CRITERIA	OBSERVATIONS	P/C
1. Environment and Preparation		
<i>a. Teacher has ensured the environment is safe and includes the following:</i> <ul style="list-style-type: none"> • Water from one spigot • Appropriate water temperature (less than 120F) • Soap dispenser and disposable paper towels are accessible by children • Steps and stools are sturdy and appropriate to age group • Signs depict and describe proper hand washing procedures • Adequate lighting • Appropriate room temperature 		
a. Teacher is present and prepared to assist and/or supervise children.		

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2. Social Emotional Skills		
a. Tone of voice is positive, clear and moderated to the setting.		
b. Behavior and safety concerns are identified promptly and handled calmly, clearly and carefully.		
c. Teacher's attitude and demeanor demonstrates that hand washing can be fun and a learning experience.		
d. Recognizes and praises specific behaviors related to the hand washing setting and procedures.		
e. The routine of hand washing is understood and accepted by children as evidenced by general cooperation and positive social behavior.		

3. Infant and Assisted Hand Washing		
a. All of "#2 Social Emotional" apply to infants and when assisting any child with hand washing.		
b. Children's negative feelings (if evident) are acknowledged while appropriate hand washing is accomplished in as sensitive and timely manner as possible.		

4. Hand Washing Procedures		
a. Instruction in proper hand washing procedures is provided clearly, using age appropriate words and methods.		

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<p>b. Instruction includes procedure to leave hand-washing area and move to next activity.</p>		
<p><i>c. Teacher demonstrates and oversees the following procedures:</i></p> <ul style="list-style-type: none"> • Wet hands and lather with liquid soap and warm running water • Vigorously rub together all surfaces of lathered hands for 10-15 seconds • Rinse hands thoroughly under a stream of warm water • Dry hands completely with a clean dry, paper towel • Turn off faucet with paper towel and throw paper towel in trash. 		

Additional observation notes:

Degree of understanding rating:

Thorough and complete=4, substantial=3, partial=2, incomplete=1

Observations/Comments:

Overall Effectiveness Rating

4=highly effective, 3=moderately effective, 2=minimally effective, 1= ineffective

Comments:

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Overall Hand Washing Assessment Summary:

Identified area(s) of strength:

Identified area(s) to improve:

Plan(s) to address improvement: (Recommendation is to focus on no more than 2-3 areas)

Tentative Date and Time to reassess: Date: _____ Time: _____

Signed: (apprentice) _____ (Date) _____

Signed (mentor) _____ (Date): _____

Comments:

Hand Washing

Vermont's Framework of Standards and Learning Opportunities Related Assignments

Read the Following:

1. Developmentally Appropriate Practice in Early Childhood Programs (NAEYC) sections that apply to the age of child, or children, in the hand washing assessment.
2. (Vermont) Early Childhood Program Licensing Regulations, section V. Health and Safety including "Hand Washing"
3. An article or other printed material recommended by a Healthy Child Care Vermont Nurse Consultant.

Report orally and in writing on the following: 1. Your assessment of how the developmental age of the children in the hand washing assessment can support and challenge hand washing procedures. 2. Two activities you can do with children that will help support regular and effective hand washing in child care. 3. Ten circumstances during the course of the day that a child or teacher in a licensed center must wash her/his hands and why. 4. An analysis of how the child care environment supports or challenges hand washing procedures.

VFSLO Vital Results - Communication Standards. 1.3 Expression, 1.4 Information, Technology/Information Literacy, 2. Reasoning and Problem Solving Standards 2.1 Questioning and Problem Solving, 2.1 Problem Solving, 2.2 Approach 2.3 Abstract and Creative Thinking,

VFSLO Fields of Knowledge - 6.5 Concepts of Culture, 7. Science, Mathematics and Technology Standards 7.1, Scientific Method 7.2 Investigation 7.14 The Human Body

I certify that I have observed _____ demonstrate proficiency in the area of **Hand Washing**. I further certify that the above assignments have been discussed and/or reviewed and approved by me. As a result, I recommend awarding a certificate of proficiency in this area.

Name of Approved Industry Representative: _____

Signature: _____

Title: _____ Date: _____

Comments: