

Competency SD3004: Analyzing Positive Classroom Communities: Analyze positive classroom communities based on positive guidance approaches and opportunities for healthy social-emotional development and learning.

Assessment Rubric

	0 Not Present	1 Needs Improvement	2 Meets Expectations
Topic 1: Environments that Support Positive Social and Emotional Development			
<p>Record at least two observations that demonstrate how Ms. Long’s classroom environment supports positive behaviors and a sense of community and belonging. Provide a rationale for your thinking.</p> <p>LO1: Analyze how a specific preschool environment supports positive behaviors and a sense of community and belonging.</p>	Response is not present.	Analysis of how Ms. Long’s classroom environment supports positive behaviors and a sense of community and belonging is vague, inaccurate, and/or incomplete.	Response provides a clear, accurate, research-based analysis of how Ms. Long’s classroom environment supports positive behaviors and a sense of community and belonging.

<p>Recommend at least two strategies for improvement in this area. Provide a rationale for each strategy.</p> <p>LO2: Analyze a specific preschool environment in order to provide justified recommendations for improvement related to supporting positive behaviors and a sense of community and belonging.</p>	<p>Response is not present.</p>	<p>Recommendations and rationales for improvement related to supporting positive behaviors and a sense of community and belonging in a specific preschool environment are vague, inaccurate, and/or incomplete.</p>	<p>Response provides clear, accurate, research-based, recommendations and rationales for improvement related to supporting positive behaviors and a sense of community and belonging in a specific preschool environment,</p>
<p>Topic 2: Daily Schedules and Routines that Foster Positive Social and Emotional Development</p>			
<p>Record at least two observations that demonstrate how Ms. Long’s classroom’s daily schedule, routines, class meetings, and transitions support positive behavior and a sense of community.</p> <p>LO1: Analyze how a specific preschool classroom’s daily</p>	<p>Response is not present.</p>	<p>Analysis of how Ms. Long’s classroom daily schedule, routines, class meetings, and transitions support positive behaviors and a sense of community and belonging is vague, inaccurate, and/or incomplete.</p>	<p>Response provides a clear, accurate, research-based analysis of how Ms. Long’s classroom daily schedule, routines, class meetings, and transitions support positive behaviors and a sense of community and belonging.</p>

<p>schedule, routines, class meetings, and transitions support positive behaviors and a sense of community and belonging.</p>			
<p>Recommend at least two strategies for improvement in this area. Provide a rationale for each strategy.</p> <p>LO2: Analyze a specific preschool classroom’s daily schedule, routines, class meetings, and transitions to provide justified recommendations for improvement related to supporting positive behaviors and a sense of community and belonging.</p>	<p>Response is not present.</p>	<p>Recommendations and rationales for improving daily schedule, routines, class meetings, and transitions are vague, inaccurate, and/or incomplete.</p>	<p>Response provides clear, accurate, research-based, recommendations and rationales for improving daily schedule, routines, class meetings, and transitions that support positive behaviors and a sense of community and belonging.</p>
<p>Topic 3: Interactions and Intentional Strategies That Build Trusting Relationships</p>			

<p>Record at least two observations that demonstrate how interactions and intentional strategies in Ms. Long’s classroom develop, model, and support trusting relationships. Provide a rationale for your thinking.</p> <p>LO1: Analyze how interactions and intentional strategies in a specific preschool classroom develop, model, and support trusting relationships.</p>	<p>Response is not present.</p>	<p>Analysis of how interactions and intentional strategies in Ms. Long’s classroom develop, model, and support trusting relationships is vague, inaccurate, and/or incomplete.</p>	<p>Response provides a clear, accurate, research-based analysis of how interactions and intentional strategies in Ms. Long’s classroom develop, model, and support trusting relationships.</p>
<p>Recommend at least two strategies for improvement in this area, with a rationale explaining how each strategy aligns with the “NAEYC Code of Ethical Conduct Ideals and Principles for Children, Families, Colleagues and Community/Society.”</p> <p>LO2: Analyze</p>	<p>Response is not present.</p>	<p>Recommendations and rationales for improving interactions and intentional strategies for developing, modeling, and supporting trusting relationships are vague, inaccurate, and/or incomplete.</p>	<p>Response provides clear, accurate, research-based recommendations and rationales for improving trusting relationships aligned with the NAEYC Code of Ethical Conduct Ideals and Principles for Children, Families, Colleagues and Community/Society.</p>

interactions and intentional strategies to provide recommendations for improving trusting relationships aligned with the NAEYC Code of Ethical Conduct Ideals and Principles for Children, Families, Colleagues and Community/Society.			
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Professional Skill Assessment

In this Competency Assessment, you will be assessed on the following Professional Skill: **Written Communication**. This skill counts toward your achievement of the Competency and the Professional Skill.

Written Communication: Write with clarity, coherence, and purpose.			
	0 Not Present	1 Needs Improvement	2 Meets Expectations
LO1: Construct complete and correct sentences. (AWE 2; Sentence-Level Skills)	Sentences are incoherent and impede reader’s access to ideas.	Sentences are incomplete and/or include fragments and run-on sentences, limiting reader’s access to ideas.	Sentence structure effectively conveys meaning to the reader.
LO2: Demonstrate the effective use of grammar and mechanics. (AWE 2; Sentence-Level Skills)	Multiple inaccuracies in grammar and mechanics impede reader’s access to ideas.	Some inaccuracies in grammar and mechanics limit reader’s access to ideas.	Use of grammar and mechanics is straightforward and effectively conveys meaning to reader.

LO3: Create cohesive paragraphs with a clear central idea. (AWE 2; Paragraph-Level Skills)	Paragraphs, or lack of paragraphs, impede reader's access to ideas.	Construction of main idea and/or supporting paragraphs limit reader's access to ideas.	Main idea and/or supporting paragraphs effectively convey meaning to reader.
LO4: Use supporting material to support a claim. (AWE 2; Use of Evidence)	Supporting materials are not present.	Supporting material is used inconsistently or inappropriately.	Supporting material is used to enhance meaning. Writing is appropriately paraphrased and uses direct quotes as applicable.
LO6: Identify sources. (AWE 2; Credit to source)	Sources are missing.	Writing inconsistently identifies or misrepresents sources.	Writing clearly identifies the source of non-original material and/or ideas.

Mastery Rubric

In order to achieve mastery of this Competency, you must achieve a "2" on every rubric row in addition to meeting the additional expectation indicated in the Mastery Rubric.

Mastery Rubric	
Exceeds Expectations: In-Depth Analysis	
LO1: Synthesizes in-depth information from relevant sources.	<p>Analysis of whether a preschool classroom is based on positive guidance approaches and opportunities for healthy social-emotional development and learning synthesizes information from relevant sources to demonstrate a thorough understanding of the relationship between positive classroom communities and social-emotional growth.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>