

Marzano Teacher Evaluation Model:	Danielson Framework for Teaching:	What this could look like in Family Home/Community Childcare Settings:	What this could look like in Center-Based Preschool Settings :
Domain 2: Planning and Preparing	Domain 1: Planning and Preparation		
<p><b>Nebraska’s Core Competencies for Early Childhood Professionals</b></p> <p><u>Related Competencies:</u></p> <p>A. Child Growth and Development</p> <p>C. Learning Environments</p> <p>D. Planning Learning Experiences/Curriculum</p> <p>E. Interacting with Children and Providing Guidance to Children</p> <p>F. Observation, Documentation and Assessment</p> <p>G. Partnerships with Families and Communities</p>		<ul style="list-style-type: none"> <li>• Early interventionist reflects on previous visit with family/caregiver (e.g. reviews action steps as documented on visit note from previous session—asks family/caregiver how things are going with that action step)</li> <li>• Instructional outcomes are based on family concerns and priorities (Individual Family Service Plan—IFSP, or Individual Education Plan—IIEP)</li> <li>• Early interventionist has a copy of the child’s outcomes (as determined at the IFSP/IIEP meeting) for reference at the visit and provides or has provided a copy of the outcomes to the family/caregiver</li> <li>• Early interventionist asks family/caregiver about the child’s interests and daily activities</li> <li>• Evidence of accessing Services Coordination or other support services to address family needs based on family concerns/needs raised during the visit</li> <li>• Recommendations/activities are embedded in the child’s daily routine</li> <li>• Early interventionist discusses “next steps” in development with the parent/caregiver (EI demonstrates strong child development knowledge) or brings printed information to the parent/caregiver related to upcoming developmental milestones</li> <li>• Early interventionist shares resources with families and caregivers (e.g. upcoming parent trainings, upcoming childcare provider trainings, community</li> </ul>	<ul style="list-style-type: none"> <li>• Early interventionist plans reflect developmentally appropriate activities</li> <li>• Early interventionist responds to questions from preschoolers (care is taken to redirect off-topic comments/questions which can be characteristic of preschool settings)</li> <li>• Evidence of planned questions related to the learning target—these questions are differentiated to accommodate different learning needs of preschoolers (e.g. after reading a story early interventionist asks one child with significant language delays “What animal?” while pointing to a picture of a cat, and a child with typical language development “Why did the cat hide under the couch?”)</li> <li>• Outcomes include modifications and differentiated instruction (e.g. if the class is stringing fruit “O” cereal to make a necklace, some children are using string while others might use a pipe cleaner to provide more stability; Some might be asked to make a specific ABBA pattern while other children are asked to “find green” for their necklace)</li> <li>• Early interventionist invites guest speakers (e.g. local health and wellness office, local library,</li> </ul>

	<p>activities—this might also be provided to families by the Services Coordinator)</p> <ul style="list-style-type: none"><li>• Early interventionist assists the family/caregiver with locating learning resources already <u>in their home/childcare setting</u> that can be used to facilitate the child’s development</li><li>• Early interventionist demonstrates evidence of using their team to address areas of concern (e.g. “I visited with the Occupational Therapist in regard to the concern you raised at our last visit with the limited amount of food Terri is able to chew during mealtime...”)</li><li>• Early interventionist obtains information through a variety of sources (e.g. parent/caregiver report, direct observation) related to the Objectives for Development and Learning in GOLD</li></ul>	<p>parents) to share information related to learning outcomes</p> <ul style="list-style-type: none"><li>• Materials for learning are prepared and ready</li><li>• There is limited “wait time” between activities; Early interventionist has transition activities prepared (e.g. singing a song) to minimize unstructured time</li><li>• Learning activities are engaging for preschoolers as demonstrated by their participation, comments, and questions</li><li>• Paraeducators and other support staff are engaged with children during learning activities</li><li>• Paraeducators have clear expectations (e.g. written daily schedule) and efficiently carry out their duties in the classroom</li><li>• Written schedules reflect direct contact with children not simply materials prep</li><li>• Learning activities naturally include opportunities for GOLD data collection (e.g. when finished with circle time, children are asked to “hop on one leg” to line up at the door)</li><li>• There is evidence of ongoing observation/data collection (e.g. use of Assessment Opportunity tools, multiple child data collection tools, paraeducators/support staff taking notes during center time)</li></ul>
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Domain 1: Classroom Strategies and Behaviors	Domain 2: The Learning Environment	<ul style="list-style-type: none"> <li>Child goals/outcomes are based on family concerns and priorities—the agenda for the visit is established by the parent/caregiver (e.g. Early interventionist might start with a question such as “How have things been going?” <i>(from McWilliam Vanderbilt Home Visit Script—VHVS)</i>)</li> <li>Early interventionist is responsive to and empathetic with families (e.g. asks questions, incorporates siblings into activities)</li> <li>Early interventionist might ask questions such as “Do you have anything new you want to ask me about?” <i>(from McWilliam Vanderbilt Home Visit Script—VHVS)</i></li> <li>Intervention is focused on increasing parent/caregiver competence in naturally occurring, developmentally appropriate activities with peers, siblings, family members</li> <li>Early interventionist might ask the parent/caregiver if they would like them (EI) to demonstrate a particular strategy (e.g. “Would you like me to show you?”)</li> <li>Daily routines are established by the parent/caregiver</li> <li>Intervention activities utilize materials found in the home or community setting</li> <li>Early interventionist works with parent/caregiver to adapt existing materials/toys to meet the needs of the child</li> <li>Early interventionist has a relationship with parent/caregiver (e.g. EI is greeted</li> </ul>	<ul style="list-style-type: none"> <li>ECERS-R (Early Childhood Environment Rating Scale, Revised) is completed annually in accordance with Results Matter requirements</li> <li>ECERS-R (Early Childhood Environment Rating Scale, Revised) data is used to make adjustments to the classroom environment/arrangement</li> <li>Social skills are specifically taught</li> <li>Paraeducators/adults in the classroom use modeling and direct instruction to ensure children understand classroom rules and expectations</li> <li>GOLD assessment data is used to adapt and modify activities to meet the social emotional needs of children in the classroom</li> <li>Children are engaging in self-directed (not teacher-directed) activities for a substantial portion of the instructional day</li> <li>Learning activities include opportunities to engage in a variety of developmental skills (e.g. classroom has a “restaurant” center which includes pencils and notepads for taking “orders,” children work on math skills by placing one plate on the table for each child, social-communication skills are used to take “orders,” etc.)</li> <li>Children are encouraged to ask and find answers through active</li> </ul>
<p><b>Nebraska’s Core Competencies for Early Childhood Professionals</b></p> <p><u>Related Competencies:</u></p> <p>A. Child Growth and Development</p> <p>B. Health, Safety and Nutrition Competencies</p> <p>C. Learning Environments</p> <p>D. Planning Learning Experiences/Curriculum</p> <p>E. Interacting with Children and Providing Guidance to Children</p>			

	<p>warmly by the parent/caregiver, EI appears to understand the family routine/blends naturally into whatever activity was occurring at the time of the visit)</p> <ul style="list-style-type: none"><li>• Early interventionist builds on existing parent/caregiver resources, works with Services Coordinator to identify additional resources/supports as needed</li><li>• Parent/caregiver works with early interventionist to establish criteria for tracking child progress</li><li>• Early interventionist not only has a relationship with the family, but they clearly have a relationship with the child (e.g. interactions are warm, child is engaged, EI makes adjustments based on the reaction of the child—for example, they lower their tone of voice if the child begins crying during vocal interactions)</li><li>• Conversation with parent/caregiver is focused on what the child can do, and activities/interventions include developmentally appropriate “next steps” in the child’s developmental trajectory</li><li>• Early interventionist engages in problem-solving discussions with their EI team during regular team meetings; information gathered during coaching sessions with the EI team is shared with the family</li></ul>	<p>exploration</p> <ul style="list-style-type: none"><li>• Learning activities are founded on what children know—early interventionists use scaffolding to build on this existing knowledge</li><li>• Learning activities include motor/movement and reflect the need for young children to be active participants during learning activities</li><li>• Behavior in the classroom is managed through positive direct and indirect guidance (e.g. re-direction, problem solving, prompts)</li><li>• Transitions are smooth, daily routines are predictable and clearly communicated (e.g. daily visual schedule)</li><li>• Changes in the daily routine are anticipated and early interventionist plans to prevent potential problems</li><li>• Children are active participants in the management of the preschool day (e.g. preschoolers have daily jobs)</li><li>• Early interventionist demonstrates flexibility during instruction (e.g. teaching/activity is adjusted to accommodate restless preschoolers)</li><li>• Materials are prepared ahead of time to minimize transitions and “wait” time; materials are accessible and organized</li></ul>
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Domain 3: Reflecting on Teaching	Domain 3: Instruction	<ul style="list-style-type: none"><li>• Early interventionist asks the parent/caregiver how things are going— reflection on the intervention/instruction is based on parent/caregiver response and feedback</li><li>• Early interventionist is aware of the Nebraska Early Learning Guidelines for Ages 0-3 and 3-5</li><li>• Early interventionist has a plan for sharing assessment information with families (e.g. awareness of various report features in the Teaching Strategies GOLD online system)</li></ul>	<ul style="list-style-type: none"><li>• Early interventionist records children’s explanations on projects, art work, block designs, and related learning moments</li><li>• Early interventionist is aware of the Nebraska Early Learning Guidelines for Ages 0-3 and 3-5</li><li>• Early interventionist (and other adults—paraeducators) collect and organize information on each child (e.g. anecdotal notes, photos of art projects or block designs created during center time)</li><li>• Early interventionist has a plan for sharing assessment information with families (e.g. awareness of various report features in the Teaching Strategies GOLD online system)</li><li>• Early interventionist involves families and other professionals in observation, documentation and assessment</li><li>• Early interventionist utilizes GOLD data at each checkpoint to monitor and/or adjust instruction and/or to target specific areas of development</li></ul>
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Domain 4: Collegiality and Professionalism	Domain 4: Professional Responsibilities		
<p><b>Nebraska's Core Competencies for Early Childhood Professionals</b></p> <p><u>Related Competencies:</u> H. Professionalism and Leadership Competencies</p>		<ul style="list-style-type: none"> <li>• Early interventionist understands Nebraska Department of Education Rule for special education/early intervention eligibility and services</li> <li>• Early interventionist understands the differences between an IFSP and IEP and can explain these differences effectively to parents</li> <li>• Early interventionist participates in team meetings and regular coaching opportunities with other team members</li> <li>• Early interventionist accepts feedback from colleagues during coaching sessions</li> <li>• Early interventionist brings suggestions from coaching sessions with colleagues back to families/caregivers</li> <li>• Early interventionist understands and complies with Results Matter</li> <li>• Early interventionist recognizes family outcomes are a shared responsibility between the EI team members (including parents/caregivers)</li> </ul>	<ul style="list-style-type: none"> <li>• Early interventionist understands Nebraska Department of Education Rule for special education/early intervention eligibility and services</li> <li>• Early interventionist understands and complies with Results Matter</li> <li>• Paraeducators are treated with respect (e.g. tone of voice used to give directions/feedback is positive)</li> <li>• Early interventionist demonstrates flexibility when working with related service providers</li> </ul>