# Preschool Classroom Walkthrough



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| School Site: | | |
| Teacher: | Date: | Observer: |

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| **Classroom Environment** (ECERS-3: Space and Furnishings pages 15–27) | | | | |
|  | Furnishings child-sized, arranged with space to move freely | | | |
|  | Defined cozy area with soft furnishings | | | |
|  | Quiet area for one-to-two children to work | | | |
|  | Children's work/photos predominate in classroom displays | | | |
|  | Authentic representation of family culture | | | |
|  | Current NM preschool lesson plans posted and complete (pages 1 and 2) | | | |
|  | Schedule posted in a child-friendly format | | | |
| **Learning Centers/Activities** (ECERS-3: Learning Activities pages 47–67) | | | | |
|  | At least eight, well-equipped learning centers (see NM Preschool Lesson Plan) with materials for child choice | | | |
|  | Each center has the focus indicator (objective) from the New Mexico Early Learning Guidelines (ELG) clearly posted. ELG posting change as activities change. | | | |
|  | Learning is hands-on and interactive; worksheets are not appropriate | | | |
|  | Art activities are process-oriented (not coloring sheets or teacher cut-outs) | | | |
|  | Teacher and educational assistant (EA) actively participate in center activities; they scaffold instruction and interact with children | | | |
|  | Materials are rotated to reflect and enhance interest | | | |
|  | Books and writing and drawing materials are available in each center (e.g. cookbook and shopping list in dramatic play; building blocks, maps, markers, and paper in the block center) | | | |
|  | Learning embedded in play through use of educational games and play materials | | | |
|  | All centers open & available to children for at least 1 hour for 450 hour programs & 2 hours for 900 hour programs | | | |
|  | There is a balance of teacher-directed and student-directed centers/activities | | | |
| **Grouping For Learning Activities** (ECERS-3: Program Structure pages 79–83) | | | | |
|  | Whole group activities are limited to 15 minutes | | | |
|  | Majority of activities in small group (10–15 minutes) or individual | | | |
|  | At least one small group time daily for 450 hour programs; must be outside of center time for 900 hour programs | | | |
|  | Many opportunities for children to select group activities | | | |
|  | Children wait less than three minutes during transitions and are engaged in phonological awareness or math activities during wait | | | |
|  | Electronic media use limited to 15 minutes per child—30 minutes per week in half-day programs, 60 minutes per week in full-day programs | | | |
| **Teacher Role** (ECERS-3: Interactions pages 69–77) | | | | |
|  | Shares classroom oversight with EA (if applicable) to ensure safety of all | | | |
|  | Actively engages with children; assists children to interact with peers | | | |
|  | Provides a predictable, but flexible, routine | | | |
|  | Adjusts/scaffolds activities so all children succeed | | | |
|  | Accepts children's independent attempts | | | |
|  | Helps children learn discipline by modeling self-control, problem solving, and effective praise | | | |
|  | Provides provocations to increase learning by getting children to go further in their thinking | | | |
|  | Documents children’s learning | | | |
| **Teacher Language** (ECERS-3: Interactions pages 69–77) | | | | |
|  | Language is warm and respectful | | | |
|  | Most language is used to exchange information or for social interaction, rather than to manage behavior | | | |
|  | Teacher encourages language development: | | | |
|  | conversation (five or more exchanges) |  | open-ended vs. right answer questions |
|  | expands on child’s comments |  | how and why questions |
|  | home language is heard |  | asks for predictions |
|  | uses realia—objects from real life, discussion, books, and technology to build background knowledge | | |
| **Integration Of Literacy** (ECERS-3 Language and Literacy pages 37–45) | | | | |
|  | Reading and writing materials are available throughout the room. Literature (fiction) and informational (non-fiction) books are readily available. Classroom should have a minimum of 20 books available for 10 children or 30 books for 15 children plus one more for each additional child; ideally, classroom should have 5 books available per child | | | |
|  | Informal reading to individual children or small groups occurs daily (should include informational text—must be documented) | | | |
|  | Teacher models finding evidence in text to support responses, as well as using books and technology to gain information to answer children’s questions. | | | |
|  | Phonological awareness activities occur throughout the day | | | |
|  | At least one large group read-aloud per day | | | |
|  | Alphabet is posted at children’s eye level | | | |
|  | Letter names and sounds are taught holistically, not as “letter of the week” | | | |
|  | Teacher models writing with “think-alouds”, using strategies such as morning message | | | |
|  | Materials and environment are labeled in English, Diné (Navajo), Spanish, and other home languages as appropriate | | | |
|  | Children’s books are available in English, Diné, Spanish, and other home languages as appropriate | | | |
|  | Staff has an organized method of tracking that all children are read aloud to individually or in  groups of two to four at least once a week for 450 hour programs, twice a week for 900 hour programs | | | |
|  | Staff label child’s work with dictation from the child | | | |
|  | Children’s attempts at writing are valued, encouraged, and appropriately scaffolded to the next developmental level. Handwriting, worksheets, or requiring lined paper is not appropriate. | | | |
|  | Other literacy/communication materials available (e.g., interactive boards, flannel boards, listening center, games, puppets.) | | | |
| **Integration Of Mathematics And Science** (ECERS-3: Learning Activities pages 59–63) | | | | |
|  | Materials for counting, measuring, comparing, ordering, sorting by size and shape, and written numbers are available throughout the room | | | |
|  | Intentional small and large group math and science activities occur throughout the week | | | |
|  | Realia is evident in science center, along with magnifying glass and other tools for observation | | | |
|  | Intentional sensory experiences are included weekly | | | |
|  | Informational text books with math and science topics are available in the centers and read aloud to children | | | |
|  | Teacher models the finding of evidence in text to support responses as well as using books and technology to gain information to answer children’s questions | | | |
|  | Daily activities and routines promote acquisition of numeracy skills (one-to-one correspondence, number sense, etc.) | | | |

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| **Comments/Recommendations:** |

# Definitions for Classroom Walkthrough Clarifications/Rationale

**Classroom Environment** should provide a comfortable transition from home to school.

**Conversations** should strive to extend to five or more exchanges.

**Cozy Area** is a place where children can relax away from more active play, such as a comfortable reading area. Softness includes puppets, cushions, pillows, etc.

**Dictation** involves writing down children's comments for them to see on art work, class charts, class books, etc.

**Family Culture** can be represented by items familiar to children present in dramatic play, family photos, favorite books, or tapes of songs from home, etc.

**Learning Centers** must include, at a minimum: 1) class library, 2) writing, 3) math, 4) dramatic play, 5) art, 6) blocks, 7) science/sensory, 8) manipulatives. Computer centers are optional, and children must be limited to 15 minutes at a time, no more than 30 minutes per week of screen time for half-day programs.

**Literacy Includes Daily Informal Reading** to an individual child and/or small groups, which must be documented.

**Realia** (actual items) should be used instead of photos or models whenever possible.

**Teachers Accept Independent Attempts** rather than correcting children's work or doing it for them to produce a product. Teachers engage with children to scaffold learning and encourage children to complete projects through their own efforts.

**Teachers Expand** **Language** to slightly more complex language than that used by a child (e.g., if a child points and says "truck," the teacher might say, "Yes, that is a big, red, fire truck").

**Transitions** should be well planned. For example, rather than having children wait silently in line, teachers use this time for counting and phonological awareness activities including rhymes, songs, etc. to keep children engaged.

# FOCUS Criteria Responsibility\*

**Teacher and Support Staff (OT, PT, SLP, SW, Behavior Specialist)—areas of responsibility**

• Lesson Plans

Full Participation of Each Child

♣ Family engagement

♣ Inclusive practices

♣ Culture and language

♣ Promoting social relationships

♣ Intentional teaching

♣ Learning environments

* + ECOT/ECO
  + Professional Learning Communities (PLC) and required FOCUS training
  + Home visits
  + Family conferences
  + Verification in collaboration with administration as the lead
  + IEP meetings
  + Continuous Quality Improvement Process in the classroom
  + Meeting with coach at least 30 minutes after each two-week cycle of planning, focused observation, and feedback for debriefing

**Nurses and Health Aide—areas of responsibility**

• Health, safety, nutrition, and developmental screenings—Nurse or health aide as lead

o Checking for immunizations

o PreK—school health manual

**Administration—areas of responsibility**

• Special education, Title 1, NM PreK, bilingual superintendents, special education directors, and principals (siloed programs are no longer funded)

o Lead the verification self-study in collaboration

o Ensure that policies and procedures include roles and responsibilities

o Create a structure to support the completion of the ECO and the COSF

o Ensure staff’s professional qualifications

o Maintain teacher/student ratios and group size

o Monitor the district continuous quality improvement process

o Ensure the Continuous Quality Improvement Process in the building and district

o Take monthly classroom walkthroughs

o Ensure inclusion and the least restrictive environment

o Ensure all aspects of transportation

o Provide for growth and program success

o Create a system for ensuring at least 30-minute debriefs after each two-week cycle of planning, focused observation, feedback, and debriefing with teacher

\* *Programs are not successful without administrations’ belief and support. Teachers and support providers must be able to concentrate on classroom and support practices.*