

PreK Administrative Check List

and Resources

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**PreK Handbook.** NM PreK staff at the Public Education Department (PED) must approve your PreK Family Handbook. Review your Pre-K handbook with your staff. Family engagement activities must total 90 hours for the school year. These include your program’s home visits, three family/teacher conferences, and at least four family engagement activities. Please include a schedule of family engagement activities in your handbook. An exemplar for the handbook is located on the [NM PED PreK website](https://webnew.ped.state.nm.us/wp-content/uploads/2019/01/Brown-Early-Childhood-Center-Family-Handbook-for-2018-19.pdf).



ADMINISTRATOR CHECKLIST FOR PREK

**PreK Handbook Procedures.** Print your PreK handbook for families. This handbook was submitted with your

application and reviewed by the PED. Any edits requested by PED should be complete before printing. Printed handbooks go with your teachers on home visits.

**Home Visits.** Your teachers must visit with parents before school starts, either at the student’s home or in a neutral location. Your teachers will take with them to the visit 1) the [Home Visit form](https://webnew.ped.state.nm.us/wp-content/uploads/2019/07/Preschool-Home-Visit-Information.docx), 2) a printed school Pre-K handbook, 3) school calendar, 4) a breakfast/lunch calendar, 5) [photo release](https://webnew.ped.state.nm.us/wp-content/uploads/2019/07/PED-Photograph-and-video-release-form.docx) permission, 6) a classroom letter to families, 7) a list of community resources, and 7) the developmental screener for each family, printed in the family’s home language.

**Practice-Based Coaching (PBC).** [Meet the coach](https://www.cdd.unm.edu/ecln/ped-focus/pdfs/Contact-List-PEDFOCUS.pdf) assigned to your program. If you have a new coach, you will receive an introductory email. Set up a meeting with your coach and teachers to discuss expectations and responsibilities, including the goals your staff will work on from the [Menu of Practices](https://webnew.ped.state.nm.us/bureaus/early-childhood-bureau/)—either site wide or district wide.

**Coaching.** Create a system for ensuring that at least 30-minute debriefs occur between the coach and teacher after each two-week cycle of planning, focused observation, feedback, and debrief.



**Translator.** Make arrangements to have all documents translated into your families’ home languages. Translators should be available at all family engagement activities to support your teachers and meet your families’ needs.

**Registration.** Keep records of recruitment activities, assure eligibility, and track attendance for your PreK students in your student attendance system.

**Mandatory Meetings.** Plan for, and attend, the fall and spring administrators’ meetings. If your district has more than five sites, your PreK coordinator may host a district administrators’ meeting in lieu of the statewide meeting.

**Home Visits.** Check in with your teachers to make sure they have completed home visits with their families.

**Administrator** [**Trainings**](https://hscmoodle.health.unm.edu/course/index.php?categoryid=64)

* + The web-based PED FOCUS Leadership Academy includes:
    - Intentional Teaching Overview
    - New Mexico Pyramid Framework Overview
    - The Full Participation of Each Child Overview
* The Early Childhood Environment Rating Scales (ECERS)-3 online training
* Language Essentials for Teachers of Reading and Spelling (LETRS)– Early Childhood
* Early Childhood Observation Tool (ECOT) training
* WIDA online modules 1–5



**Professional Development (PD)**. Sign Up for [Early Childhood Observation Tool (ECOT) training](http://campaigns.pcgus.com/education/pls/nmpepper/) and take it online. This training will help you support your teachers as they gather beginning-of-the-year (BOY) data.

Please note that there are two options for training, one for new administrators and one for those who are returning.

**Data Reporting in the Student Teacher Accountability and Reporting System (STARS).** Make sure that the STARS coordinator

in your district has your PreK classroom rosters to enter into STARS for ECOT. BOY rubric ratings must be finalized in ECOT by the 30th *instructional* day from the first day of child attendance (including portfolio forms and a creativity sample).

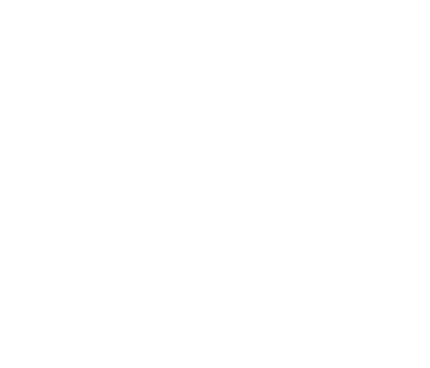
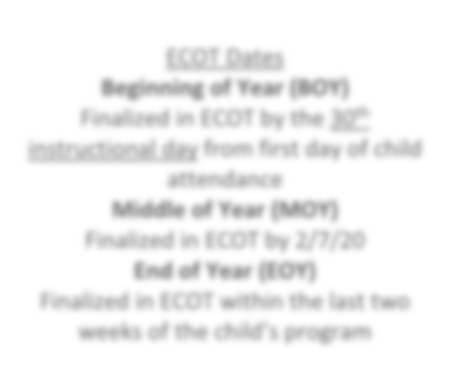
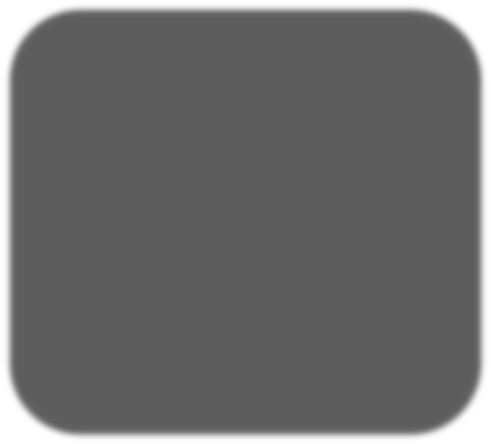
**Students with Special Needs.** Do you have students with IEPs? Who is their case manager? Your teachers may require training regarding [Individualized Education Program (IEP](https://webnew.ped.state.nm.us/wp-content/uploads/2018/03/Developing-Quality-IEPs.pdf)) and [IDEA](https://webnew.ped.state.nm.us/bureaus/special-education/laws-rules-guidance/) (the Individuals with Disabilities in Education Act). [The Developing Quality](https://webnew.ped.state.nm.us/wp-content/uploads/2018/03/Developing-Quality-IEPs.pdf) [IEPs PED manual](https://webnew.ped.state.nm.us/wp-content/uploads/2018/03/Developing-Quality-IEPs.pdf) will answer many questions about IEPs and ways to support students with special needs.

**Early Childhood Outcomes (ECO).** Please meet with all teachers and service providers to discuss the ECO process. ECO are due to your STARS coordinator 30 *calendar* days from the day that student starts school as a student with an IEP throughout the school year. The ECO assessment is an important part of the Early Childhood Outcomes process. The ECO form is in the appendix or found by clicking [here](#_bookmark7). Guidance for the ECO process is [here](http://ectacenter.org/%7Epdfs/eco/Guidance_for_reviewing_COSFs.pdf).

**Verification.** Collect [Verification Phase I Part A documents](http://www.cdd.unm.edu/ecln/ped-focus/) required at the beginning of each school year. These include the

1) Practice-Based Coaching Agreement, 2) School Information Sheet, and 3) Training Needs Assessment. Please update and submit by September 15th.

**Walkthroughs.** Start monthly [classroom walkthroughs](https://webnew.ped.state.nm.us/wp-content/uploads/2019/08/CLASSROOM-Walkthrough-Crosswalk.docx) (see Appendix). Complete the entire walkthrough during the first month, then choose specific sections to observe each subsequent month.



**Lesson Plans.** NM PreK uses a specific lesson plan format. Read the [lesson plan procedures](https://webnew.ped.state.nm.us/wp-content/uploads/2019/07/Lesson-Plan-Checklist.docx) and the [online lesson plan](https://webnew.ped.state.nm.us/wp-content/uploads/2019/07/PC-PED-Preschool-Lesson-Plan-2019.docx). Your teachers are required to create a spot to display the public part of the plans for families to see.

**Sign In Sheets.** Create a school sign-in sheet to be used at all family Engagement activities and conferences.

ECOT Dates

### Beginning of Year (BOY)

Finalized in ECOT by the 30th instructional day from first day of child attendance

**Middle of Year (MOY)** Finalized in ECOT by 2/7/20 **End of Year (EOY)**

Finalized in ECOT within the last two weeks of the child’s program



**ECOT.** Meet with teachers to discuss strategies for ECOT data collection and its analysis. Please ensure that teachers have [essential indicator labels](https://webnew.ped.state.nm.us/wp-content/uploads/2019/07/Preschool-Essential-Indicator-Classroom-Labels-FY18.docx) posted throughout the classroom.



**ECOT Data.** The BOY [ECOT](https://ecot.ped.state.nm.us/logon.aspx) is due for students by the 30th instructional day from the first day of each child’s attendance.

Reach out to see if your teachers need support. Make sure your teachers FINALIZE their observations in the ECOT system. This is baseline data for your students; please ensure that your teachers capture student ratings as early as possible in the

school year.

**Early Childhood Outcomes (ECO).** ECO are due for preschool students with IEPs 30 calendar days from the child’s first day of attendance; an IEP must remain in place throughout the school year. Please read the [ECO guidance](http://ectacenter.org/eco/pages/cos.asp) and convene each child’s team to complete the ECOS.

[Family/Teacher Summary Report](https://ecot.ped.state.nm.us/logon.aspx). This summary report, generated by ECOT online, is reviewed with the family at all conferences. Please ensure that teachers add input from families at the conference. For children with an IEP, one IEP meeting may suffice for one family-teacher conference and for completing the Family-Teacher Summary Report.

**Early Childhood Environmental Ratings Scale-3 (ECERS-3).** Please check in with your staff to assure that they have completed the ECERS-3 self-assessment. It is due by *October 15th*.

**Professional Development Plans (PDP).** Each teacher and EA must complete a professional development plan (PDP). Use the [NMTEACH New Mexico PreK Training Workbook](https://webnew.ped.state.nm.us/wp-content/uploads/2018/01/NMTEACH-NMPreK-Workbook-Final-Revised.pdf). It has resources to help your teachers complete their PDPs. Educational Assistant PDP forms are available on the PreK [Website](https://webnew.ped.state.nm.us/bureaus/early-childhood-bureau/).

**Child Find.** Give parents information about the IDEA Child Find procedures in your district. Child Find is a parental right and an ongoing process for your district, not an event.



**Full Inclusion.** Read the New Mexico Early Childhood Guide for Inclusion and ensure that teachers complete the [Inclusive Practices Checklist.](https://webnew.ped.state.nm.us/wp-content/uploads/2019/07/Inclusive-Practices-Tool.docx)



**PreK Application**. Meet with other early childhood providers in your area to collaborate on family activities, professional development, and to coordinate expansion of PreK. Work to ensure that Head Start will not be negatively affected by PreK.

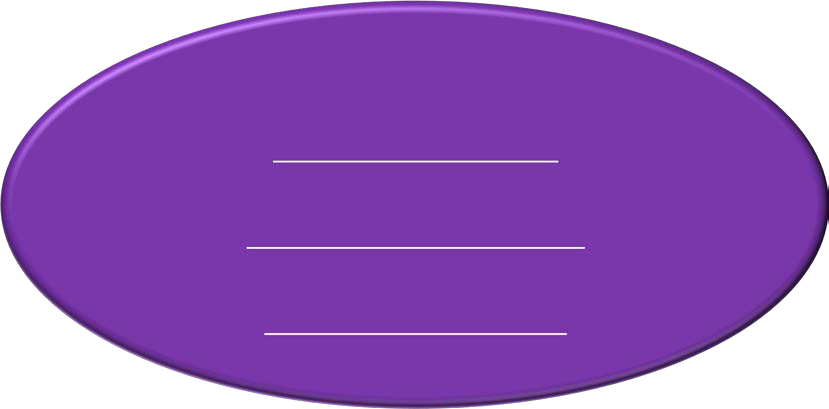
**Program Resources.** Take a look at [NM PED RESOURCES.](https://webnew.ped.state.nm.us/bureaus/early-childhood-bureau/) These resources will support you as you implement PreK. Please contact PED PreK staff for support. We are here to help.

**Family Resources.** Consider creating a Family Resource Center in your school as an exemplary practice for FOCUS 5-Star Criteria.

**Health Screenings.** Health, vision, hearing, and dental screenings must be completed for each child in your program within the first three months of their attendance. Create a procedure and documentation to comply with this requirement.

**ECO**. ECO continue to be due for students with IEPs who join your program throughout the school year. Please submit an ECO summary 30 calendar days from the first day of attendance for a student with an IEP or for a student who becomes eligible for special education services.



## To infinity and

beyond

**Middle of Year (MOY) Rubrics.** Rubric ratings for the MOY must be finalized in ECOT by the first Friday in February (February 7, 2020). MOY data collection window opens October 16 and closes the first Friday of February at 5pm. The second Family/Teacher conference must occur after the close of the MOY window.

**End of Year (EOY) Rubrics.** Rubric ratings must be finalized in ECOT within the last two weeks of the child’s program

(including portfolio forms and creativity sample). EOY data collection window opens February 8, 2020. The third family/teacher conference must occur after the close of the EOY window.

**Data Analysis.** Provide training for your teachers to complete the data analysis required for your application for SY20–21 NM PreK.

**Transition to Kindergarten.** Create and facilitate transition activities for your families to make the move to kindergarten smooth and supported. Be sure to include your kindergarten teachers, childcare, and Head Start providers in the transition activities.

**Family Survey.** Create or modify your district’s family survey to capture important information about your program’s successes and challenges.

NM PED PREK IS HERE TO SUPPORT YOU—

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APPENDIX:

# HELPFUL DOCUMENTS



PRESCHOOL HOME VISIT INFORMATION

Date: Child’s Name:

Time of arrival: Time of Departure: Length of Visit:

Location of visit if not in the home: People present:

|  |  |  |
| --- | --- | --- |
| Documents | **Completed**  **during visit** | **Share** |
| Developmental Screening (\*Please see note below) | ☐ | ☐ |
| Photo Release Form | ☐ | ☐ |
| Handbook | ☐ | ☐ |
| Family photo (to place in classroom on child’s first day)  Teacher may need to take the photo, with family permission | ☐ | ☐ |
| Class schedule and class calendar | ☐ | ☐ |
| Bus schedule (if applicable) | ☐ | ☐ |
| Supply list (if applicable) | ☐ | ☐ |
| Optional resources | ☐ | ☐ |

**CHILD/FAMILY INFORMATION**

1. What are your hopes and dreams for your child? What do you envision as your child’s future?
2. What are your child’s strengths?
3. What are your child’s interests?
4. What is your child’s favorite book or story?
5. Tell us about your family. Who are the most important people in your child’s life?



1. Does your child speak a language other than English with you or other family members? Which language does your child use most when with family? Would you like written materials in a language other than English?
2. What are the most important things that you want your child to learn this year?

**FAMILY ENGAGEMENT**

1. What kinds of activities or topics are you interested in participating in or learning more about (such as volunteering in the classroom, chaperoning on a field trip, donating classroom materials, parenting classes, serving on a parent board, etc.)?
2. What kind of activities would you like to share with us (such as hobbies, customs, employment, etc.)?
3. Does your family have a favorite celebration you would like to share? Are there any holiday events that your family does not celebrate?
4. What are the best times for you to attend classroom activities/events?

**HEALTH, SAFETY, AND NUTRITION**

1. What do you want to know about our classroom routines (e.g., meals, bathroom, transitions, health screenings)?
2. Is there any significant medical or health information about your child that we need to know (e.g., allergies, medical conditions)? If yes, does your child require a school health plan?

### Signatures: Parent/Guardian Teacher/EA

\*The district may choose the specific screening instrument, but it must contain a social-emotional component. If this screening is intended to be completed in whole or part by the family, as does the ASQ-3 and ASQ-SE, it must be completed as an interview. The screening must not be sent home with the child or left after the home visit to be completed solely by the family. Optimally, this screening is completed as an interview during the home visit (10–15 minutes). If this is not possible, the teacher will schedule an appointment at school to complete the questionnaire.



**SUPPLEMENTAL INFORMATION**

**GOALS**

This school year, what goals do you have for your child’s learning in these three areas? (From Early Childhood Outcomes— ECO)

1. Positive social-emotional skills (such as turn-taking and being a good friend):
2. Getting and using knowledge and skills (such as early language and communication):
3. Use of appropriate behaviors to meet individual needs (such as self-care, getting from place to place, and playing with toys):

Share with the family a copy of the “Catch ‘Ems” to document success at home and dates the information will be collected.

### Growth and Development

Is your child receiving any services to support their growth and development? If so, please answer the following:

1. Prior to age three, did your family participate in an early intervention program? Name the program(s).
2. Did you have any concerns with your child’s development prior to age three? What were they?

Most recent evaluation: Date of IEP (if applicable) .

1. Is your child exhibiting behaviors that you think might affect his/her learning? If so, what interventions and/or guidance strategies are supporting your child?

PED PHOTOGRAPH/VIDEOTAPING PERMISSION

Dear Family Member:

The New Mexico PreK, Title 1, and special education preschool programs administered by the Public Education Department (PED) along with our contractor, UNM Center for Development and Disability (UNM-CDD, are asking permission to take photographs and/or to videotape your child during their time in the NM PreK classroom.

In order to do this, we must first have parental/guardian permission to photographs or videotape your child. Copies may be used by the PED or UNM-CDD in ongoing research, reports, or marketing materials to promote New Mexico PreK, etc.

Pictures/film of your child may be used for training purposes or in future professional publications.

For all of the above, we require your permission. **If you do not want your child’s photograph taken at all, you have the option of not granting your permission or not signing this authorization form.**

Thank you for your cooperation and support.

The undersigned parent or legal guardian does hereby consent for their child to be photographed or videotaped, and does hereby authorize the State of New Mexico or its contractor, UNM Center for Development and Disability staff to take photographs or videotapes, which will be used for research, training, brochures, reports, marketing, and the like.

The undersigned does hereby release the State of New Mexico or its contractor, UNM-CDD staff, from any and all claims for damages for libel, slander, invasion of the right of privacy, or any claims based on the use of said material. This includes compensation of any sort now or in the future, in the event that your child’s photograph or videotape is used in any of the aforementioned materials, including professional publications, marketing, training, reports, etc. developed by the PED and their contractor, UNM Continuing Education.

Please check the boxes  that apply.

* + I authorize my child to be videotaped and/or photographed and the use of my child’s image for publication in reports, professional articles and books, professional development, and promotional/marketing materials.
  + I do not want my child to be videotaped or photographed.

I CERTIFY all of the following:

This form has been explained to me, and/or I have read the contents of this form, or the contents have been read to me. I understand the contents of this form and/or the explanation of the contents of this form. All blanks or statements requiring insertion or completion were filled in, and all items not applicable were stricken before I signed.

Name of Child (Please print)

\_

Name of Parent/Guardian (Please print) Date

\_

Address Phone

City, State, Zip Code

Signature of Parent/Guardian

EARLY CHILDHOOD INCLUSIVE PRACTICES SELF-ASSESSMENT TOOL

**Directions:** With your team, reflect on past experiences and discuss the following statements to come to consensus on the rating. Mark an X in the appropriate column.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** |
| Not Yet Implemented |  | Partially Implemented |  | Fully Implemented |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Self-Assessment Statement** | **1** | **2** | **3** | **4** | **5** |
| **1. Sense of Belonging**-—Ensure that children with disabilities experience a sense of belonging and have optimal opportunities to learn, develop, and form positive relationships alongside their peer models. |  |  |  |  |  |
| **2. Integrated Service Delivery**-—Assessment is on-going, done within the context of routines, and has input of all the partners. IFSP/IEP outcomes/goals are written in functional terms, with input from all the partners and are supported by a functionally based, age-appropriate curriculum. These goals are embedded into daily routines and activities that are planned for jointly, i.e., the input of all identified partners. |  |  |  |  |  |
| **3. Reciprocal Consultation**—The knowledge base and skill level of everyone is honored. Service providers and classroom staff share knowledge, learn from, and communicate with one another. Reciprocal consultation between classroom staff and service providers is on-going to determine needs, develop strategies, assess progress, and maximize learning opportunities within the context of the routines of  the child’s day. |  |  |  |  |  |
| **4. Therapies**-—Therapeutic and specialized services and approaches are integrated into the child’s routines within the context of the daily routines of the classroom. Classroom staff and service providers share their respective expertise and explore routine-based strategies within the natural settings. These strategies and approaches reduce and eliminate the need for pull-out therapy services. |  |  |  |  |  |
| **5. Materials**—Materials that are already present in a typical classroom are used. Accommodations and adaptations to these materials and the environment are made when appropriate. The use of specialized toys and materials is minimized. Learning materials are age appropriate and accessible to all children. |  |  |  |  |  |
| **6. Professional Development**—Service providers and classroom staff have professional development opportunities that raise their level of knowledge and skill over time. They have access to the latest research, resources, and technical assistance and are supported to explore new approaches. |  |  |  |  |  |
| **7. Community Partnerships**—Partnerships are established with other early care and education programs within the community, providing a variety of inclusive options for young children and families. Partners collaborate to embed IFSP/IEP outcomes/goals and strategies into the daily routines and activities of  the program and children. |  |  |  |  |  |
| 8. **Collaborative Agreements**—Administrators of partnering agencies meet together to develop and sign collaborative agreements (i.e., Memorandum of Understanding) to establish the working relationship and commitments of their individual agencies. |  |  |  |  |  |
| **9. Program Philosophy, Policies, and Procedures**—Policies and procedures are in place and aligned that support inclusion and the use of inclusive practices. Policies and procedures are supported by a strong, well-understood, and well-articulated position and philosophy statement on inclusion (refer to Policy & Procedure Checklist for more information). |  |  |  |  |  |
| **10. Parent-School Partnerships**—Practices are in place that provide a welcoming environment for families, which in turn sets the tone for the parent/agency partnerships. |  |  |  |  |  |
| **11. Transition**—Children and families are supported in transition, in and out of early care and education settings and services. Families are fully informed about all options for inclusion. Sending and receiving families, service providers, and classroom staff meet to plan for transition. |  |  |  |  |  |

REFLECTION ON INCLUSIVE PRACTICES

1. What do you see as your areas of strength related to inclusive practices?
2. What areas do you want to work on to improve the quality of services you provide?

FOR PROMOTING COMMUNITY COLLABORATION & PARTNERSHIP

**DIRECTIONS:** Think about the current policies and procedures of your program or agency. Review the following questions to determine if they are in need of revision to clarify your commitment to providing inclusive services and supports.

Do you have a written policy articulating your program’s value and priority for the inclusion of young children in early care and education settings?

Do your policies address collaboration and partnership with other early care and education entities in providing services for young children?

Do your policies address collaboration and communication with other agencies and community partners in meeting the needs of young children with IFSPs/IEPs?

Do your policies address the development and signing of written collaborative agreements with early care and education agencies on inclusion?

Is there a systematic way that these policies are shared with staff?

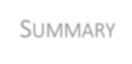
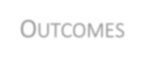
Do your procedures support creating shared goals, objectives, and/or outcomes for young children to be implemented by agency partners?

Do your procedures support integrating specialized services documented on IFSPs/IEPs into daily routines and activities?

Do your procedures address providing time and resources for collaborative activities?

Do your procedures promote mutual trust, respect, and open communication between other early-care and education programs in your community as part of your collaborative endeavors to provide inclusive services?

Do your procedures support parent participation in meetings, communication, planning, and strategies development and implementation for inclusion?



CHILD OUTCOMES SUMMARY FORM

To be used for early childhood students with IEPs

Date / /

### Child Information

Name: \_

Date of birth: **/ /**

Mos Day Yr

ID:

### Persons involved in deciding the summary ratings:

|  |  |
| --- | --- |
| **Name** | **Role** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**Family information on child functioning** (Check all that apply):

Received in team meeting

Collected separately

Incorporated into assessment(s)

Not included

© 2005 SRI International. Version: 4-20-06 Permission is granted to reproduce this form for state and local program use. Identify as “Developed by the Early Childhood Outcomes Center with support from the Office of Special Education Programs,

U.S. Department of Education.” Please contact [staff@the-ECO-center.org i](mailto:staff@the-eco-center.org)f you wish to use or adapt the form.

* 1. POSITIVE SOCIAL-EMOTIONAL SKILLS

(INCLUDING SOCIAL RELATIONSHIPS)—TO BE USED FOR STUDENTS WITH IEPS

**DIRECTIONS:** To answer the questions below, think about the child’s functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child).

* + - Relating with adults
    - Relating with other children
    - Following rules related to groups or interacting with others (if older than 18 months)

1a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations on this outcome? (Circle one number)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Not Yet** |  | **Emerging** |  | **Somewhat** |  | **Completely** |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |

### Supporting evidence for answer to Question 1a

|  |  |  |
| --- | --- | --- |
| **Source of information** | **Date** | **Summary of Relevant Results** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**1b.** (If Question 1a was answered): Has the child shown any new skills or behaviors related to positive social-emotional skills (including positive social relationships) since the last outcomes summary? (Circle one number)

|  |  |  |
| --- | --- | --- |
| **Yes** | **1**➔ | Describe progress: |
| **No** | **2** |  |

* + - 1. | P a g e
  1. ACQUIRING AND USING KNOWLEDGE AND SKILLS

TO BE USED FOR STUDENTS WITH IEPS

**DIRECTIONS:** To answer the questions below, think about the child’s functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child).

* + - Thinking, reasoning, remembering, and problem solving
    - Understanding symbols
    - Understanding the physical and social worlds

2a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations on this outcome? (Circle one number)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Not Yet** |  | **Emerging** |  | **Somewhat** |  | **Completely** |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |

### Supporting evidence for answer to Question 2a

|  |  |  |
| --- | --- | --- |
| **Source of Information** | **Date** | **Summary of Relevant Results** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

2b. (If Question 2a was answered): Has the child shown any new skills or behaviors related to acquiring and using knowledge and skills since the last outcomes summary? (Circle one number)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Yes** |  |  | **1**➔ Describe progress: | |
| **No** |  |  | **2** |  |

* + - 1. | P a g e
  1. TAKING APPROPRIATE ACTION TO MEET NEEDS

TO BE USED FOR STUDENTS WITH IEPS

**DIRECTIONS:** To answer the questions below, think about the child’s functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

* + - Taking care of basic needs (e.g., showing hunger, dressing, feeding, toileting)
    - Contributing to own health and safety (e.g., if older than 24 months follows rules, assists with hand washing, avoids inedible objects )
    - Getting from place to place (mobility) and using tools (e.g., forks, strings attached to objects)

3a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations on this outcome? (Circle one number)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Not Yet** |  | **Emerging** |  | **Somewhat** |  | **Completely** |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |

### Supporting evidence for answer to Question 3a

|  |  |  |
| --- | --- | --- |
| **Source of Information** | **Date** | **Summary of Relevant Results** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**3b.** (If Question 3a was answered) Has the child shown *any* new skills or behaviors related to taking appropriate action to meet needs since the last outcomes summary? (Circle one number)

|  |  |  |
| --- | --- | --- |
| **Yes** | **1**➔ | Describe progress |
| **No** | **2** |  |

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PRESCHOOL CLASSROOM WALKTHROUGH



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

|  |  |
| --- | --- |
| **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 |

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| --- | --- | --- | --- | --- |
| **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.) | | | |

**Comments/Recommendations:**

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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.

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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
  + 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)
  + Lead the verification self-study in collaboration
  + Ensure that policies and procedures include roles and responsibilities
  + Create a structure to support the completion of the ECO and the COSF
  + Ensure staff’s professional qualifications
  + Maintain teacher/student ratios and group size
  + Monitor the district continuous quality improvement process
  + Ensure the Continuous Quality Improvement Process in the building and district
  + Take monthly classroom walkthroughs
  + Ensure inclusion and the least restrictive environment
  + Ensure all aspects of transportation
  + Provide for growth and program success
  + 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.*

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