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| 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-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 is 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 changes 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 actively participate in center activities, scaffolding instruction and conversing with children | | | | | |
|  | Materials are rotated to reflect and enhance interest | | | | | |
|  | Books, writing and drawing materials are available in each center (Ex: cookbook and shopping list in dramatic play; building books, maps, markers and paper in the block center) | | | | | |
|  | Learning embedded in play through use of educational games and play materials | | | | | |
|  | All centers open and available to children for at least one hour for 450 hour programs and two 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 ½ 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 (5 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, 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 per child available) | | | | | |
|  | 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 “letter of the week” | | | | | |
|  | Teacher models writing with “think-alouds” using strategies such as morning message | | | | | |
|  | Materials and environment 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 2 to 4 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 scaffold to the next developmental level (Handwriting worksheets or requiring lined paper is not appropriate) | | | | | |
|  | Other literacy/communication materials available (interactive boards, flannel boards, listening center, games, puppets, etc.) | | | | | |
| INTEGRATION OF MATHEMATICS AND SCIENCE (ECERS-3: Learning Activities pages 59-63) | | | | | | |
|  | Materials for counting, measuring, comparing, ordering and sorting, size and shape, and written numbers 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 finding 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:** |

**Clarifications/Rationale**

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

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

**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: class library, writing, math, dramatic play, art, blocks, science/sensory, 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 ½ day programs.

**Literacy Includes Informal Reading** to an individual child and/or small groups daily (must be documented).

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

**Teachers Accept Independent Attempts r**ather 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 (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.