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| School Site: | | | | | | | | |
| Teacher: | | | Date: | | | Observer: | | |
| CLASSROOM ENVIRONMENT (ECERS-3: Space and Furnishings Pages 15-27; LETRS: 1st and/or 2nd ed.; Inventory of Practices; FOCUS Criteria) | | | DOMAIN 1 | DOMAIN 2 | | DOMAIN 3 | DOMAIN 4 |
|  | Furnishings child-sized; arranged with space to move freely | |  | 2B - Organizing Physical Space  2D - Managing Classroom Procedures | |  |  |
|  | Defined cozy area with soft furnishings | |  | 2B - Organizing Physical Space  2C - Establishing a Culture for Learning  2E - Managing Student Behavior | |  |  |
|  | Quiet area for one-two children to work | |  | 2B - Organizing Physical Space  2E - Managing Student Behavior | |  |  |
|  | Children's work/photos predominant in classroom displays | |  | 2A - Creating Environment of Respect and Rapport  2C - Establishing a Culture for Learning | |  |  |
|  | Authentic representation of family culture | | 1E - Knowledge of Students | 2A - Creating Environment of Respect and Rapport  2C - Establishing a Culture for Learning | |  |  |
|  | Current NM preschool lesson plans posted and complete (pages 1 and 2) | | 1A - Knowledge of Content  1C - Setting Instructional Outcomes  1D - Knowledge of Resources  1F - Designing Student Assessment | 2A - Creating Environment of Respect and Rapport  2D - Managing Classroom Procedures | |  | 4A - Communicating with families  4D - Demonstrating Professionalism  4F - Maintaining accurate records |
|  | Schedule is posted in a child-friendly format | | 1A - Knowledge of Content  1C - Setting Instructional Outcomes | 2A - Creating Environment of Respect and Rapport  2B - Organizing Physical Space  2D - Managing Classroom Procedures | |  |  |
| Notes: | | | | | | | |
| LEARNING CENTERS/ACTIVITIES (ECERS-3: Learning Activities pages 47-67; LETRS: 1st and/or 2nd ed.; Inventory of Practices; FOCUS Criteria) | | | DOMAIN 1 | DOMAIN 2 | | DOMAIN 3 | DOMAIN 4 |
|  | At least eight well-equipped learning centers (see NM Preschool Lesson Plan) with materials for child choice | | 1B - Designing Coherent Instruction  1C - Setting Instructional Outcomes | 2A - Creating Environment of Respect and Rapport  2B - Organizing Physical Space  2E - Managing Student Behavior | | 3C - Engaging Students in Learning |  |
|  | Each center has the focus indicator (objective) from the New Mexico Early Learning Guidelines (ELG) clearly posted. ELG changes as activities change. | | 1A - Knowledge of Content  1C - Setting Instructional Outcomes  1D - Knowledge of Resources  1F - Designing Student Assessment | 2B - Organizing Physical Space | | 3D - Assessment in Instruction |  |
|  | Learning is hands-on and interactive; worksheets are not appropriate | | 1B - Designing Coherent Instruction  1C - Setting Instructional Outcomes | 2A - Creating Environment of Respect and Rapport  2C - Establishing a Culture for Learning | | 3A - Communicating w/Students  3B - Using Questioning & Discussion Techniques  3C - Engaging Students in Learning |  |
|  | Art activities are process-oriented (not coloring sheets or teacher cut-outs) | | 1B - Designing Coherent Instruction  1C - Setting Instructional Outcomes  1D - Knowledge of Resources | 2B - Organizing Physical Space | | 3C - Engaging Students in Learning |  |
|  | Teacher and educational assistant actively participate in center activities, scaffolding instruction and conversing with children | |  | 2A - Creating Environment of Respect and Rapport  2C - Establishing a Culture for Learning | | 3A - Communicating w/Students  3B - Using Questioning & Discussion Techniques  3C - Engaging Students in Learning  3D - Assessment in Instruction  3E - Demonstrating Flexibility & Responsiveness |  |
|  | Materials are rotated to reflect and enhance interest | | 1A - Knowledge of Content  1B - Designing Coherent Instruction  1C - Setting Instructional Outcomes  1E - Knowledge of Students | 2B - Organizing Physical Space | | 3C - Engaging Students in Learning |  |
|  | 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) | | 1A - Knowledge of Content  1D - Knowledge of Resources | 2B - Organizing Physical Space | | 3C - Engaging Students in Learning |  |
|  | Learning embedded in play through use of educational games and play materials | | 1D - Knowledge of Resources  1C - Setting Instructional Outcomes  1E - Knowledge of Students | 2C - Establishing a Culture for Learning | | 3A - Communicating w/Students  3B - Using Questioning & Discussion Techniques  3C - Engaging Students in Learning |  |
|  | All centers open and available to children for at least one hour for 450 hour programs and two hours for 900 hour programs | |  |  | |  | 4D - Demonstrating Professionalism |
|  | There is a balance of teacher-directed and student-directed centers/activities | | 1B - Designing Coherent Instruction  1E - Knowledge of Students | 2D - Managing Classroom Procedures | | 3A - Communicating w/Students  3B - Using Questioning & Discussion Techniques  3C - Engaging Students in Learning |  |
| Notes: | | | | | | | |
| GROUPING FOR LEARNING ACTIVITIES (ECERS-3: Program Structure pages 79-83; LETRS: 1st and/or 2nd ed.; Inventory of Practices; FOCUS Criteria) | | | DOMAIN 1 | DOMAIN 2 | | DOMAIN 3 | DOMAIN 4 |
|  | Whole group activities are limited to 20 minutes | | 1B - Designing Coherent Instruction | 2D - Managing Classroom Procedures | | 3C - Engaging Students in Learning | 4D - Demonstrating Professionalism |
|  | Majority of activities in small group (10-15 minutes) or individual | | 1B - Designing Coherent Instruction | 2D - Managing Classroom Procedures | | 3C - Engaging Students in Learning | 4D - Demonstrating Professionalism |
|  | At least one small group time daily for 450 hour programs; must be outside of center time for 900 hour programs | |  | 2D - Managing Classroom Procedures | |  | 4D - Demonstrating Professionalism |
|  | Many opportunities for children to select group activities | | 1B - Designing Coherent Instruction  1C - Setting Instructional Outcomes  1E - Knowledge of Students | 2C - Establishing a culture for learning  2D - Managing Classroom Procedures | | 3C - Engaging Students in Learning  3E - Demonstrating Flexibility & Responsiveness |  |
|  | Children wait less than three minutes during transitions and are engaged in phonological awareness or math activities during wait time | |  | 2D - Managing Classroom Procedures  2E - Managing Student Behavior | | 3C - Engaging Students in Learning |  |
|  | 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 | | 1C - Setting Instructional Outcomes | 2D - Managing Classroom Procedures | |  | 4D - Demonstrating Professionalism |
| Notes: | | | | | | | |
| TEACHER ROLE (ECERS-3: Interactions pages 69-77; LETRS: 1st and/or 2nd ed.; Inventory of Practices; FOCUS Criteria) | | | DOMAIN 1 | DOMAIN 2 | | DOMAIN 3 | DOMAIN 4 |
|  | Shares classroom oversight with EA (if applicable) to ensure safety of all | |  |  | |  | 4B - Participating in a Professional Community  4C - Reflecting on Teaching  4D - Demonstrating Professionalism  4E - Growing and Developing Professionally |
|  | Actively engages with children; assists children to interact with peers | | 1C - Setting Instructional Outcomes  1E - Knowledge of Students | 2A - Creating Environment of Respect and Rapport  2C - Establishing a culture for learning  2E - Managing Student Behavior | | 3A - Communicating w/Students  3B - Using Questioning & Discussion Techniques  3C - Engaging Students in Learning  3E - Demonstrating Flexibility & Responsiveness |  |
|  | Provides a predictable, but flexible routine | | 1C - Setting Instructional Outcomes | 2C - Establishing a culture for learning  2D - Managing Classroom Procedures  2E - Managing Student Behavior | | 3C - Engaging Students in Learning  3E - Demonstrating Flexibility & Responsiveness |  |
|  | Adjusts/scaffolds activities so all children succeed | | 1A - Knowledge of Content  1B - Designing Coherent Instruction  1C - Setting Instructional Outcomes  1E - Knowledge of Students  1F - Designing Student Assessment | 2C - Establishing a culture for learning  2D - Managing Classroom Procedures  2E - Managing Student Behavior | | 3A - Communicating w/Students  3C - Engaging Students in Learning  3D - Assessment in Instruction  3E - Demonstrating Flexibility & Responsiveness |  |
|  | Documents children’s learning | | 1F - Designing Student Assessment |  | | 3D - Assessment in Instruction | 4A - Communicating with Families  4F - Maintaining Accurate Records |
|  | Accepts children's independent attempts | |  | 2A - Creating Environment of Respect and Rapport | | 3A - Communicating w/Students  3E - Demonstrating Flexibility & Responsiveness |  |
|  | Helps children learn discipline by modeling self-control, problem solving, and effective praise | |  | 2A - Creating Environment of Respect and Rapport  2C - Establishing a culture for learning  2E - Managing Student Behavior | | 3A - Communicating w/Students  3B - Using Questioning & Discussion Techniques |  |
|  | Provides provocations to increase learning by getting children to go further in their thinking | | 1C - Setting Instructional Outcomes  1E - Knowledge of Students |  | | 3A - Communicating w/Students  3B - Using Questioning & Discussion Techniques  3C - Engaging Students in Learning |  |
| Notes: | | | | | | | |
| TEACHER LANGUAGE (ECERS-3: Interactions pages 69-77; LETRS: 1st and/or 2nd ed.; Inventory of Practices; FOCUS Criteria) | | | DOMAIN 1 | DOMAIN 2 | | DOMAIN 3 | DOMAIN 4 |
|  | Teacher encourages language development:  Conversation (Strive for 5)  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 | | 1B - Designing Coherent Instruction  1C - Setting Instructional Outcomes  1D - Knowledge of Resources | 2A - Creating Environment of Respect and Rapport  2B - Organizing Physical Space  2C - Establishing a culture for learning | | 3A - Communicating w/Students  3B - Using Questioning & Discussion Techniques  3C - Engaging Students in Learning  3E - Demonstrating Flexibility & Responsiveness |  |
|  | Language is warm and respectful | |  | 2A - Creating Environment of Respect and Rapport | | 3A - Communicating w/Students  3B - Using Questioning & Discussion Techniques | 4A - Communicating with Families |
|  | Most language is used to exchange information or for social interaction, rather than to manage behavior | | 1C - Setting Instructional Outcomes | 2A - Creating Environment of Respect and Rapport | | 3A - Communicating w/Students  3B - Using Questioning & Discussion Techniques  3C - Engaging Students in Learning |  |
| Notes: | | | | | | | |
| INTEGRATION OF LITERACY (ECERS-3 Language and Literacy pages 37-45; LETRS: 1st and/or 2nd ed.; Inventory of Practices; FOCUS Criteria) | | | DOMAIN 1 | DOMAIN 2 | | DOMAIN 3 | DOMAIN 4 |
|  | Informal reading to individual children or small groups occurs daily (should include informational text – must be documented) | | 1C - Setting Instructional Outcomes  1D - Knowledge of Resources | 2C - Establishing a culture for learning  2D - Managing Classroom Procedures | | 3C - Engaging Students in Learning | 4D - Demonstrating Professionalism  4F - Maintaining Accurate Records |
|  | 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)  Children’s books are available in English, Diné, Spanish, and other home languages as appropriate | | 1B - Designing Coherent Instruction  1D - Knowledge of Resources | 2B - Organizing Physical Space  2C - Establishing a culture for learning | | 3C - Engaging Students in Learning | 4D - Demonstrating Professionalism |
|  | Phonological awareness activities occur throughout the day | | 1B - Designing Coherent Instruction  1C - Setting Instructional Outcomes  1D - Knowledge of Resources  1E - Knowledge of Students | 2C - Establishing a culture for learning  2D - Managing Classroom Procedures | | 3A - Communicating w/Students  3B - Using Questioning & Discussion Techniques  3C - Engaging Students in Learning  3D - Assessment in Instruction |  |
|  | Alphabet is posted at children’s eye level | | 1D - Knowledge of Resources | 2B - Organizing Physical Space | |  |  |
|  | Teacher models finding evidence in text to support responses as well as using books and technology to gain information to answer children’s questions.  Literacy  Math  Nature/Science | | 1A - Knowledge of Content  1B - Designing Coherent Instruction  1C - Setting Instructional Outcomes | 2B - Organizing Physical Space | | 3A - Communicating w/Students  3B - Using Questioning & Discussion Techniques  3C - Engaging Students in Learning  3D - Assessment in Instruction |  |
|  | Materials and environment labeled in English, Diné (Navajo), Spanish, and other home languages as appropriate | | 1E - Knowledge of Students | 2A - Creating Environment of Respect and Rapport  2B - Organizing Physical Space  2C - Establishing a culture for learning | |  | 4A - Communicating with Families |
|  | At least one large group read-aloud per day following 1st Read, 2nd Read, 3rd Read process | | 1A - Knowledge of Content  1B - Designing Coherent Instruction | 2D - Managing classroom procedures | | 3B - Using Questioning & Discussion Techniques  3C - Engaging Students in Learning |  |
|  | Letter names and sounds are taught holistically, not “letter of the week” (LETRS 143) | | 1A - Knowledge of Content  1B - Designing Coherent Instruction  1C - Setting Instructional Outcomes | 2D - Managing classroom procedures | | 3A - Communicating w/Students  3C - Engaging Students in Learning  3D - Assessment in Instruction  3E - Demonstrating Flexibility & Responsiveness |  |
|  | Teacher models writing:  Own-name writing  Handwriting and writing tools  Message writing  Picture Story/Word Story  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)  Writing opportunities | | 1A - Knowledge of Content  1B - Designing Coherent Instruction  1C - Setting Instructional Outcomes | 2C - Establishing a culture for learning  2D - Managing classroom procedures | | 3A - Communicating w/Students  3B - Using Questioning & Discussion Techniques  3C - Engaging Students in Learning  3D - Assessment in Instruction |  |
|  | 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 | | 1F - Designing Student Assessment | 2D - Managing Classroom Procedures | | 3D - Assessment in Instruction | 4F - Maintaining Accurate Records |
|  | Other literacy/communication materials available (interactive boards, flannel boards, listening center, games, puppets, etc.) | | 1B - Designing Coherent Instruction  1D - Knowledge of Resources | 2B - Organizing Physical Space | |  |  |
| Notes: | | | | | | | |
| INTEGRATION OF MATHEMATICS AND SCIENCE (ECERS-3: Learning Activities pages 59-63; LETRS: 1st and/or 2nd ed.; Inventory of Practices; FOCUS Criteria) | | | DOMAIN 1 | DOMAIN 2 | | DOMAIN 3 | DOMAIN 4 |
|  | Materials for counting, measuring, comparing, ordering and sorting, size and shape, and written numbers available throughout the room | | 1A - Knowledge of Content  1B - Designing Coherent Instruction  1C - Setting Instructional Outcomes  1D - Knowledge of Resources  1F - Designing Student Assessment | 2B - Organizing Physical Space | |  |  |
|  | Intentional small and large group math and science activities occur throughout the week | | 1B - Designing Coherent Instruction  1C - Setting Instructional Outcomes  1D - Knowledge of Resources  1F - Designing Student Assessment | 2C - Establishing a culture for learning  2D - Managing Classroom Procedures | | 3A - Communicating w/Students  3B - Using Questioning & Discussion Techniques  3C - Engaging Students in Learning  3D - Assessment in Instruction  3E - Demonstrating Flexibility & Responsiveness | 4F - Maintaining Accurate Records |
|  | Realia is evident in science center, along with magnifying glass and other tools for observation | | 1D - Knowledge of Resources | 2B - Organizing Physical Space  2C - Establishing a culture for learning | |  |  |
|  | Informational text books with math and science topics are available in the centers and read aloud to children | | 1B - Designing Coherent Instruction  1D - Knowledge of Resources | 2B - Organizing Physical Space  2C - Establishing a culture for learning | | 3C - Engaging Students in Learning |  |
|  | Intentional sensory experiences are included weekly | | 1D - Knowledge of Resources  1E - Knowledge of Students | 2B - Organizing Physical Space  2C - Establishing a culture for learning  2D - Managing Classroom Procedures | | 3C - Engaging Students in Learning |  |
|  | Daily activities and routines promote acquisition of numeracy skills (one-to-one correspondence, number sense, etc.) | | 1B - Designing Coherent Instruction  1C - Setting Instructional Outcomes  1D - Knowledge of Resources  1F - Designing Student Assessment | 2C - Establishing a culture for learning  2D - Managing Classroom Procedures | | 3A - Communicating w/Students  3C - Engaging Students in Learning  3D - Assessment in Instruction | 4F - Maintaining Accurate Records |
| Notes: | | | | | | | |

**FOCUS Criteria: PreK program administrators must conduct the PreK Classroom Walkthrough at least monthly (pg. 34)**

**Comments/Recommendations:**

|  |
| --- |
| **August:** |
| **September:** |
| **October:** |
| **November:** |
| **December:** |
| **January:** |
| **February:** |
| **March:** |
| **April:** |
| **May:** |

**\***Thank you to Mary Ellen Farrelly, Director, Early Childhood Programs, Albuquerque Public Schools, for your input and guidance in creating this document.