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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 Space2C - Establishing a Culture for Learning2E - Managing Student Behavior |  |  |
|[ ]  Quiet area for one-two children to work |  | 2B - Organizing Physical Space2E - Managing Student Behavior |  |  |
|[ ]  Children's work/photos predominant in classroom displays |  | 2A - Creating Environment of Respect and Rapport2C - Establishing a Culture for Learning |  |  |
|[ ]  Authentic representation of family culture | 1E - Knowledge of Students | 2A - Creating Environment of Respect and Rapport2C - Establishing a Culture for Learning |  |  |
|[ ]  Current NM preschool lesson plans posted and complete (pages 1 and 2) | 1A - Knowledge of Content1C - Setting Instructional Outcomes 1D - Knowledge of Resources 1F - Designing Student Assessment | 2A - Creating Environment of Respect and Rapport2D - Managing Classroom Procedures |  | 4A - Communicating with families4D - Demonstrating Professionalism4F - Maintaining accurate records |
|[ ]  Schedule is posted in a child-friendly format | 1A - Knowledge of Content1C - Setting Instructional Outcomes | 2A - Creating Environment of Respect and Rapport2B - Organizing Physical Space2D - 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 Instruction1C - Setting Instructional Outcomes  | 2A - Creating Environment of Respect and Rapport2B - Organizing Physical Space2E - 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 Content1C - 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 Instruction1C - Setting Instructional Outcomes  | 2A - Creating Environment of Respect and Rapport2C - Establishing a Culture for Learning | 3A - Communicating w/Students3B - Using Questioning & Discussion Techniques3C - Engaging Students in Learning |  |
|[ ]  Art activities are process-oriented (not coloring sheets or teacher cut-outs) | 1B - Designing Coherent Instruction1C - 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 Rapport2C - Establishing a Culture for Learning | 3A - Communicating w/Students 3B - Using Questioning & Discussion Techniques3C - Engaging Students in Learning3D - Assessment in Instruction3E - Demonstrating Flexibility & Responsiveness |  |
|[ ]  Materials are rotated to reflect and enhance interest | 1A - Knowledge of Content1B - Designing Coherent Instruction1C - 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 Content1D - 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 Resources1C - Setting Instructional Outcomes 1E - Knowledge of Students | 2C - Establishing a Culture for Learning  | 3A - Communicating w/Students 3B - Using Questioning & Discussion Techniques3C - 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 Instruction1E - Knowledge of Students | 2D - Managing Classroom Procedures | 3A - Communicating w/Students 3B - Using Questioning & Discussion Techniques3C - 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 Instruction1C - Setting Instructional Outcomes1E - Knowledge of Students | 2C - Establishing a culture for learning2D - Managing Classroom Procedures | 3C - Engaging Students in Learning3E - 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 Procedures2E - 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 Community4C - Reflecting on Teaching4D - Demonstrating Professionalism4E - 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 Rapport2C - Establishing a culture for learning2E - Managing Student Behavior | 3A - Communicating w/Students3B - Using Questioning & Discussion Techniques3C - Engaging Students in Learning3E - Demonstrating Flexibility & Responsiveness |  |
|[ ]  Provides a predictable, but flexible routine | 1C - Setting Instructional Outcomes  | 2C - Establishing a culture for learning2D - Managing Classroom Procedures2E - Managing Student Behavior  | 3C - Engaging Students in Learning3E - Demonstrating Flexibility & Responsiveness |  |
|[ ]  Adjusts/scaffolds activities so all children succeed | 1A - Knowledge of Content1B - Designing Coherent Instruction1C - Setting Instructional Outcomes 1E - Knowledge of Students1F - Designing Student Assessment | 2C - Establishing a culture for learning2D - Managing Classroom Procedures 2E - Managing Student Behavior | 3A - Communicating w/Students3C - Engaging Students in Learning3D - Assessment in Instruction3E - Demonstrating Flexibility & Responsiveness |  |
|[ ]  Documents children’s learning | 1F - Designing Student Assessment |  | 3D - Assessment in Instruction | 4A - Communicating with Families4F - Maintaining Accurate Records |
|[ ]  Accepts children's independent attempts |  | 2A - Creating Environment of Respect and Rapport | 3A - Communicating w/Students3E - Demonstrating Flexibility & Responsiveness |  |
|[ ]  Helps children learn discipline by modeling self-control, problem solving, and effective praise |  | 2A - Creating Environment of Respect and Rapport2C - Establishing a culture for learning2E - Managing Student Behavior | 3A - Communicating w/Students3B - 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/Students3B - Using Questioning & Discussion Techniques3C - 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 Instruction1C - Setting Instructional Outcomes 1D - Knowledge of Resources | 2A - Creating Environment of Respect and Rapport2B - Organizing Physical Space2C - Establishing a culture for learning | 3A - Communicating w/Students3B - Using Questioning & Discussion Techniques3C - Engaging Students in Learning3E - Demonstrating Flexibility & Responsiveness |  |
|[ ]  Language is warm and respectful |  | 2A - Creating Environment of Respect and Rapport | 3A - Communicating w/Students3B - 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/Students3B - Using Questioning & Discussion Techniques3C - 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 learning2D - 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 Instruction1D - Knowledge of Resources | 2B - Organizing Physical Space2C - Establishing a culture for learning | 3C - Engaging Students in Learning | 4D - Demonstrating Professionalism |
|[ ]  Phonological awareness activities occur throughout the day | 1B - Designing Coherent Instruction1C - Setting Instructional Outcomes 1D - Knowledge of Resources1E - Knowledge of Students | 2C - Establishing a culture for learning2D - Managing Classroom Procedures  | 3A - Communicating w/Students3B - Using Questioning & Discussion Techniques3C - Engaging Students in Learning3D - 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 Content1B - Designing Coherent Instruction1C - Setting Instructional Outcomes  | 2B - Organizing Physical Space | 3A - Communicating w/Students3B - Using Questioning & Discussion Techniques3C - Engaging Students in Learning3D - 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 Rapport2B - Organizing Physical Space2C - 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 Content1B - Designing Coherent Instruction | 2D - Managing classroom procedures | 3B - Using Questioning & Discussion Techniques3C - Engaging Students in Learning |  |
|[ ]  Letter names and sounds are taught holistically, not “letter of the week” (LETRS 143) | 1A - Knowledge of Content1B - Designing Coherent Instruction1C - Setting Instructional Outcomes  | 2D - Managing classroom procedures | 3A - Communicating w/Students3C - Engaging Students in Learning3D - Assessment in Instruction3E - 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 Content1B - Designing Coherent Instruction1C - Setting Instructional Outcomes  | 2C - Establishing a culture for learning2D - Managing classroom procedures | 3A - Communicating w/Students3B - Using Questioning & Discussion Techniques3C - Engaging Students in Learning3D - 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 Instruction1D - 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 Content1B - Designing Coherent Instruction1C - Setting Instructional Outcomes 1D - Knowledge of Resources1F - Designing Student Assessment | 2B - Organizing Physical Space |  |  |
|[ ]  Intentional small and large group math and science activities occur throughout the week | 1B - Designing Coherent Instruction1C - Setting Instructional Outcomes 1D - Knowledge of Resources1F - Designing Student Assessment | 2C - Establishing a culture for learning2D - Managing Classroom Procedures | 3A - Communicating w/Students3B - Using Questioning & Discussion Techniques3C - Engaging Students in Learning3D - Assessment in Instruction3E - 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 Space2C - 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 Instruction1D - Knowledge of Resources | 2B - Organizing Physical Space2C - Establishing a culture for learning | 3C - Engaging Students in Learning |  |
|[ ]  Intentional sensory experiences are included weekly | 1D - Knowledge of Resources1E - Knowledge of Students | 2B - Organizing Physical Space2C - Establishing a culture for learning2D - 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 Instruction1C - Setting Instructional Outcomes 1D - Knowledge of Resources1F - Designing Student Assessment | 2C - Establishing a culture for learning2D - Managing Classroom Procedures | 3A - Communicating w/Students3C - Engaging Students in Learning3D - 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:**

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| **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.