

District Advisory Council
Preschool and Kindergarten Quality Walkthrough for Classrooms Serving
CPP/ECARE Funded Children

Observer: _____ Teacher(s): _____

Date: _____ # of children: _____

Activity at time of visit: _____

Social-Emotional Climate

Social-Emotional Climate				
High		Mid		Low
5	4	3	2	1
<p>Teacher is warm, relaxed smiling with children. Hugging and physical affection observed. Children relaxed, smiling.</p> <p>Adults use social conflicts as an opportunity to teach children social and emotional skills. Social and emotional skills are intentionally taught. Later in the year, children may be demonstrating these skills without adult support. Adults intentionally set up activities for peer interactions. Positive descriptive acknowledgement is present to reinforce desired behavior.</p>		<p>The teacher demonstrates warmth and enthusiasm some of the time at others may appear disconnected.</p> <p>Many children are relaxed and smiling, while a few may appear upset or crying.</p> <p>There is some positive descriptive acknowledgement.</p>		<p>Teacher is tense, unsmiling. Children whining, crying upset.</p> <p>Punitive behavior methods are used, such stop light chart or time out.</p> <p>Children are not intentionally taught social and emotional skills. Adults use negative language such as “stop, no, don’t, quit.”</p>

Observations:

Physical Environment

High	Mid		Low
5	4	3	2
<p>Classroom appears well lit—natural light, clean, no obvious safety hazards i.e. no cleaning solutions in reach of children.</p> <p>Learning materials are organized on low shelving for easy access by children.</p> <p>Learning Centers are partitioned by shelving etc. allowing for organization of children’s play.</p> <p>Furniture is sized appropriately for kindergarten or preschool children as appropriate. Furniture appears clean and in good repair.</p> <p>Each child has a cubby or place to hang jackets and store personal items such as artwork in the classroom.</p> <p>Teachers have a separate space, outside of the classroom for a furniture/desk. The classroom space is utilized for children’s materials only.</p>	<p>Some areas of the classroom appear clean and well organized while others are neglected.</p> <p>Some furniture may be dilapidated or in need of cleaning.</p> <p>Teacher desk takes up minimal space in the classroom.</p>	<p>2</p>	<p style="text-align: center;">1</p> <p>Classroom does not appear clean. Lighting dim, artificial, safety hazards present i.e. chemicals or there are materials labeled “keep out of reach of children” that children can access.</p> <p>Classroom appears cluttered. Materials not organized for easy access by children—shelving too high or storage is in cabinets or closets.</p> <p>Furniture is dilapidated or in need of cleaning.</p> <p>Chairs and tables not appropriate for kindergarten or preschool children as appropriate.</p> <p>There are no cubbies or space for children to hang jackets and store personal items.</p> <p>Teacher desk/furniture takes away space from the children’s learning environment.</p>

Observations:

Language Modeling

High 5	4	Mid 3	2	Low 1
<p>There are frequent conversations in the classroom.</p> <p>Lunch, snack and other routine activities are seen as an opportunity for deeper conversations between teachers and children.</p> <p>The teacher asks many open ended questions and has many back and forth communication exchanges with children. (Questions that require <u>more</u> than a one-word response.)</p> <p>The teacher often uses words that are unfamiliar to children and embed the definition in the course of discussion or conversation. Teachers extend children's learning by using unfamiliar words and defining them, embedding the definition in course of discussion or conversation.</p> <p>Evidence of Intentional teaching of vocabulary within the context of instructional content (evidence may be seen or heard.)</p>		<p>There are some conversations in the classroom.</p> <p>The teacher uses a mix of open and close ended questions.</p> <p>The teacher sometimes use unfamiliar (tier 2) words but without fast mapping.</p> <p>Ample evidence of Intentional teaching of vocabulary within the context of instructional content (evidence may be seen or heard.)</p>		<p>There are few or no conversations in the classroom.</p> <p>Language is mainly used to give children directions and in the course of whole group instruction.</p> <p>The teacher asks mainly questions requiring a one-word response.</p> <p>The teacher rarely uses unfamiliar words.</p>

Observations:

Learning Environment

High 5	4	Mid 3	2	Low 1
<p>Learning centers present in room and include: library</p> <ul style="list-style-type: none"> ○ dramatic play ○ art ○ blocks ○ writing center ○ toys and games. ○ Sand and water table ○ Science <p>A variety of materials are located in each center. Materials are organized, labeled with pictures and written word. Materials have all parts and pieces and are not broken ripped or damaged.</p> <p>The classroom walls are representative of the students' work, which are placed at eye level and adult created items are limited to less than 50%. The walls are organized and have limited materials posed.</p> <p>Overall the classroom space is pleasing to the eye and inviting. About 60% of the wall space is left empty to eliminate visual clutter.</p> <p>There is a space to accommodate a child who needs to regain emotional equilibrium to choose to be alone. i.e. a cozy corner.</p> <p>There is a large open space for class meetings (large rug or space in carpet).</p> <p>Restroom is located in classroom.</p> <p>Children work together at tables, or in spaces designed the collaboration of multiple children as opposed to desks.</p>	<p>There are a few learning centers present in the room.</p> <p>The restroom is located outside of but near the classroom.</p> <p>The children are seated at desks arranged in clusters and appear to work together sometimes.</p> <p>Some materials are present in each center, but are not labeled or organized. Materials have some missing pieces or are damaged. Walls are 50% teacher items and 50% student created items.</p> <p>There are some elements present that contribute to the aesthetics of the classroom though there is room for improvement.</p>	<p>No learning centers present in room.</p> <p>No space for large group meetings.</p> <p>Desks arranged in rows.</p> <p>Restroom is a significant distance from classroom.</p> <p>Most items posted are adult made.</p> <p>Items are high and not at children's eye level.</p> <p>Most wall space is covered with items.</p> <p>Classroom is not aesthetically pleasing in appearance. May appear "institutional".</p>		
<p>Observations:</p>				

Teacher/Child Ratio

High 5	4	Mid 3	2	Low 1
<p>Class size is not more than 24 children. *Preschool class size cannot exceed 16.</p> <p>There is an assistant teacher if there are more than 15 children present in the classroom. *Preschool must maintain a ratio of 1 adult to 8 children during the entire day.</p> <p>Classrooms are made up of a mix of students who are considered both at-risk (CPP/ECARE), not at-risk, and children with disabilities. Students are not intentionally segregated by funding source or because of disabilities. This does not apply if there is only one kindergarten/preschool classroom in the school district.</p>		<p>Class size is not more than 30 children for kindergarten.</p> <p>There is an assistant teacher if there are more than 15 children present in the kindergarten classroom.</p>		<p>Class size is over 15 with one teacher present.</p> <p>The school district has "CPP/ECARE" classrooms. Classrooms are intentionally segregated by funding source.</p>

Observations:

Instructional Approach

High	Mid		Low	
5	4	3	2	
5	4	3	1	
<p>Instructional emphasis is on children learning through exploration, play and interaction with real materials and objects.</p> <p>Children are observed working in small groups. The teacher may be supporting one small group. Children appear engaged and busy.</p> <p>Teaching of math, literacy and other subjects, is embedded throughout the entire day and based on the developmental levels and individual needs of children. Activities are also reinforced in active learning opportunities in small group settings.</p> <p>Children learn by doing and spend minimal (20 minutes or less for half day programs; Whole day programs may schedule large group time 2-3 times per day, but limit each group time to 20 minutes or less) amounts of time in whole group instruction. Whole group time is used for community building.</p> <p>The goals and objectives of the classroom's current activity are apparent. Activities are planned with intentional purpose. Activities are interesting and meaningful to children.</p> <p>Academic intervention activities take place in the classroom and often appear as differentiated instruction.</p> <p>Adults provide and support sequential activities such as puzzles, sorting and scenarios in dramatic play. For example, in dramatic play, adults ask "how does a post office work? What do people do in a grocery store?"</p>	<p>4</p>	<p>Instructional emphasis appears to be a mixture of both worksheets or workbooks and active learning. Worksheets are not present in preschool settings.</p> <p>Some children appear engaged while others may appear bored, frustrated and restless. (Worksheets are all at one level. Whole group time goes too long.)</p> <p>The goals and objectives of the classroom's current activity are somewhat apparent.</p> <p>The process is somewhat valued versus the product created.</p> <p>Children are pulled to the side for intervention activities.</p>	<p>2</p>	<p>Instructional emphasis is on learning through worksheets, workbooks or textbooks. Learning is very abstract with limited use of real materials and objects. Isolated instructional techniques, such as letter of the day and monthly calendar are used.</p> <p>Children are in whole group instruction for longer than 20 minutes and whole group is scheduled many times throughout the day. Teaching is often didactic (teacher standing at the front of the room.)</p> <p>Many children appear bored, frustrated, or restless.</p> <p>The goals and objectives of the classroom's current activity are not apparent. Activities may include crafts or adult designed and modeled projects.</p> <p>Children are "pulled out" of the classroom for intervention activities.</p>

Observations:

Schedule

High		Mid		Low
5	4	3	2	1
<p>A schedule is posted at the child’s eye level on wall, in a child friendly form such as pictures with words and time</p> <p>It is evident that there is a period of at least 60 minutes of time in which children have free choice access to learning centers (see above). Teachers interact with children during free choice time.</p> <p>Transitions are minimized so that learning opportunities are maximized. Materials for next activity are ready before the next activity begins. Transitions are managed a few children at a time rather than the whole group. Transitions are used as learning opportunities.</p> <p>Children are engaged in learning activities during transition times.</p> <p>Specials such as art and music are almost seamlessly integrated into the kindergarten day.</p> <p>Students remain with the same teacher and in the same classroom with the exception of participation in specials etc. for the entire school day. *For preschool children activities such as art, music, motor, library are provided within the everyday routines of the preschool day and provided with the classroom teachers.</p>		<p>Schedule is posted for adults.</p> <p>Time is scheduled for learning center use but it is less than 60 minutes.</p> <p>There are some transitions but they do not dominate. Children are sometimes engaged in learning activities during transitions. i.e. songs and games.</p>		<p>No schedule is posted for children to follow.</p> <p>The day is broken into many transitions, including specials.</p> <p>Children are observed waiting in line or sitting quietly for excessive length of time during transition.</p> <p>No time is scheduled for learning centers.</p> <p>It appears that each subject is broken out into individual time slots rather than being integrated throughout the day.</p> <p>Students are placed with another teacher for a portion of the day for “enrichment” or other activities.</p> <p>*Preschool children transition to another location for art, music, library and motor activities. These activities are provided in isolation of everyday routines. An unfamiliar adult, leads these activities.</p>

Observations:

Overall impressions of visit:

Recommendations:
