



District Advisory Council Early Childhood Classroom Quality Walkthrough

Date:

Number of Children:

Observer:

Activity at time of visit:

Teacher(s):

Social-Emotional Climate

High		Mid		Low
5	4	3	2	1
<input type="checkbox"/> Teacher is warm, relaxed smiling with children. Hugging and physical affection observed. Children relaxed, smiling. <input type="checkbox"/> 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.	<input type="checkbox"/>	<input type="checkbox"/> The teacher demonstrates warmth and enthusiasm some of the time at others may appear disconnected. <input type="checkbox"/> Many children are relaxed and smiling, while few a may appear upset or crying. <input type="checkbox"/> There is some positive descriptive acknowledgement.	<input type="checkbox"/>	<input type="checkbox"/> Teacher is tense, unsmiling. Children whining, crying upset. <input type="checkbox"/> Punitive behavior methods are used, such stop light chart or time out. <input type="checkbox"/> Children are not intentionally taught social and emotional skills. Adults use negative language such as “stop, no, don’t, quit.”

Observations:

Physical Environment

High		Mid		Low
5	4	3	2	1
<p><input type="checkbox"/> Classroom appears well lit—natural light, clean, no obvious safety hazards i.e. no cleaning solutions in reach of children.</p> <p><input type="checkbox"/> Learning materials are organized on low shelving for easy access by children.</p> <p><input type="checkbox"/> Learning Centers are partitioned by shelving etc. allowing for organization of children’s play.</p> <p><input type="checkbox"/> Furniture is sized appropriately for preschool children as appropriate. Furniture appears clean and in good repair.</p> <p><input type="checkbox"/> Each child has a cubby or place to hang jackets and store personal items such as artwork in the classroom.</p> <p><input type="checkbox"/> 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><input type="checkbox"/></p>	<p><input type="checkbox"/> Some areas of the classroom appear clean and well organized while others are neglected.</p> <p><input type="checkbox"/> Some furniture may be dilapidated or in need of cleaning.</p> <p><input type="checkbox"/> Teacher desk takes up minimal space in the classroom.</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/> 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><input type="checkbox"/> Classroom appears cluttered. Materials not organized for easy access by children— shelving too high or storage is in cabinets or closets.</p> <p><input type="checkbox"/> Furniture is dilapidated or in need of cleaning.</p> <p><input type="checkbox"/> Chairs and tables not appropriate for preschool children as appropriate.</p> <p><input type="checkbox"/> There are no cubbies or space for children to hang jackets and store personal items.</p> <p><input type="checkbox"/> Teacher desk/furniture takes away space from the children’s learning environment.</p>

Observations:

Language Modeling

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

Observations:

Learning Environment

High 5	4	Mid 3	2	Low 1
<p><input type="checkbox"/> Learning centers present in room and include:</p> <ul style="list-style-type: none"> • library • dramatic play • art • blocks • writing center • toys and games. • Sand and water table • Science <p><input type="checkbox"/> A variety of materials are 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><input type="checkbox"/> 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><input type="checkbox"/> 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><input type="checkbox"/> 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><input type="checkbox"/> There is a large open space for class meetings (large rug or space in carpet). Restroom is in classroom.</p> <p><input type="checkbox"/> Children work together at tables, or in spaces designed the collaboration of multiple children as opposed to desks.</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/> There are a few learning centers present in the room.</p> <p><input type="checkbox"/> The restroom is located outside of but near the classroom.</p> <p><input type="checkbox"/> The children are seated at desks arranged in clusters and appear to work together sometimes.</p> <p><input type="checkbox"/> 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><input type="checkbox"/> There are some elements present that contribute to the aesthetics of the classroom though there is room for improvement.</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/> No learning centers present in room.</p> <p><input type="checkbox"/> No space for large group meetings.</p> <p><input type="checkbox"/> Desks arranged in rows.</p> <p><input type="checkbox"/> Restroom is a significant distance from classroom.</p> <p><input type="checkbox"/> Most items posted are adult made.</p> <p><input type="checkbox"/> Items are high and not at children's eyelevel. Most wall space is covered with items.</p> <p><input type="checkbox"/> Classroom is not aesthetically pleasing in appearance. May appear "institutional".</p>

Observations:

Teacher-Child Ratio

High 5	4	Mid 3	2	Low 1
<input type="checkbox"/> Class size is not more than 24 children. <i>*Preschool class size cannot exceed 16.</i> <input type="checkbox"/> There is an assistant teacher if there are more than 15 children present in the classroom. <i>*Preschool must maintain a ratio of 1 adult to 8 children during the entire day.</i> <input type="checkbox"/> 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.	<input type="checkbox"/>	<input type="checkbox"/> Class size is not more than 30 children for kindergarten. <input type="checkbox"/> There is an assistant teacher if there are more than 15 children present in the kindergarten classroom.	<input type="checkbox"/>	<input type="checkbox"/> Class size is over 15 with one teacher present. <input type="checkbox"/> The school district has "CPP/ECARE" classrooms. Classrooms are intentionally segregated by funding source.

Observations:

Instructional Approach

High		Mid		Low
5	4	3	2	1
<p><input type="checkbox"/> Instructional emphasis is on children learning through exploration, play and interaction with real materials and objects.</p> <p><input type="checkbox"/> Children are observed working in small groups. The teacher may be supporting one small group. Children appear engaged and busy.</p> <p><input type="checkbox"/> 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><input type="checkbox"/> 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 of less) amounts of time in whole group instruction. Whole group time is used for community building.</p> <p><input type="checkbox"/> 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><input type="checkbox"/> Academic intervention activities take place in the classroom and often appear as differentiated instruction.</p> <p><input type="checkbox"/> Adults provide and support sequential activities such as puzzles, sorting and scenarios in dramatic play.</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/> Instructional emphasis appears to be a mixture of both worksheets or workbooks and active learning. Worksheets are not present in preschool settings.</p> <p><input type="checkbox"/> 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><input type="checkbox"/> The goals and objectives of the classroom's current activity are somewhat apparent.</p> <p><input type="checkbox"/> The process is somewhat valued versus the product created.</p> <p><input type="checkbox"/> Children are pulled to the side for intervention activities.</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/> 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><input type="checkbox"/> 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><input type="checkbox"/> Many children appear bored, frustrated, or restless.</p> <p><input type="checkbox"/> 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><input type="checkbox"/> Children are "pulled out" of the classroom for intervention activities.</p>

Observations:

Schedule

High		Mid		Low
5	4	3	2	1
<p><input type="checkbox"/> 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><input type="checkbox"/> 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><input type="checkbox"/> 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><input type="checkbox"/> Children are engaged in learning activities during transition times.</p> <p><input type="checkbox"/> Specials such as art and music are almost seamlessly integrated into the kindergarten day.</p> <p><input type="checkbox"/> Students remain with the same teacher and in the same classroom except for participation in specials etc. for the entire school day. <i>*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.</i></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/> Schedule is posted for adults.</p> <p><input type="checkbox"/> Time is scheduled for learning center use, but it is less than 60 minutes.</p> <p><input type="checkbox"/> 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><input type="checkbox"/></p>	<p><input type="checkbox"/> No schedule is posted for children to follow.</p> <p><input type="checkbox"/> The day is broken into many transitions, including specials.</p> <p><input type="checkbox"/> Children are observed waiting in line or sitting quietly for excessive length of time during transition.</p> <p><input type="checkbox"/> No time is scheduled for learning centers.</p> <p><input type="checkbox"/> It appears that each subject is broken out into individual time slots rather than being integrated throughout the day.</p> <p><input type="checkbox"/> Students are placed with another teacher for a portion of the day for “enrichment” or other activities. <i>*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.</i></p>

Observations:



COLORADO
Department of Education

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Overall impressions of visit:

Recommendations:

