



PRESCHOOL CLASSROOM WALKTHROUGH



Classroom:	Date:	Observer:
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CLASSROOM ENVIRONMENT (ECERS-3: Space and Furnishings pages 15-27)	
<input type="checkbox"/>	Furnishings child-sized; arranged with space to move freely
<input type="checkbox"/>	Defined cozy area with soft furnishings
<input type="checkbox"/>	Quiet area for one-two children to work
<input type="checkbox"/>	Children's work/photos predominate in classroom displays
<input type="checkbox"/>	Authentic representation of family culture
<input type="checkbox"/>	Current NM PreK lesson plans posted and complete (pages 1 and 2)
<input type="checkbox"/>	Schedule is posted in a child-friendly format
LEARNING CENTERS/ACTIVITIES (ECERS-3: Learning Activities pages 47-67)	
<input type="checkbox"/>	At least eight well-equipped learning centers (see NM PreK Lesson Plan) with materials for child choice
<input type="checkbox"/>	Each center has the focus indicator (objective) from the New Mexico Early Learning Guidelines (ELG) clearly posted. ELG changes as activities change.
<input type="checkbox"/>	Learning is hands-on and interactive; worksheets are not appropriate
<input type="checkbox"/>	Art activities are process-oriented (not coloring sheets or teacher cut-outs)
<input type="checkbox"/>	Teacher and educational assistant actively participate in center activities, scaffolding instruction and conversing with children
<input type="checkbox"/>	Materials are rotated to reflect and enhance interest
<input type="checkbox"/>	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)
<input type="checkbox"/>	Learning embedded in play through use of educational games and play materials
<input type="checkbox"/>	All centers open and available to children for at least one hour for 450 hour programs and two hours for 900 hour programs
<input type="checkbox"/>	There is a balance of teacher-directed and student-directed centers/activities
GROUPING FOR LEARNING ACTIVITIES (ECERS-3: Program Structure pages 79-83)	
<input type="checkbox"/>	Whole group activities are limited to 15 minutes
<input type="checkbox"/>	Majority of activities in small group (10-15 minutes) or individual
<input type="checkbox"/>	At least one small group time daily for 450 hour programs; must be outside of center time for 900 hour programs
<input type="checkbox"/>	Many opportunities for children to select group activities
<input type="checkbox"/>	Children wait less than three minutes during transitions and are engaged in phonological awareness or math activities during wait
<input type="checkbox"/>	Electronic media use limited to 15 minutes per child
TEACHER ROLE (ECERS-3: Interactions pages 69-77)	

<input checked="" type="checkbox"/>	Shares classroom oversight with EA (if applicable) to ensure safety of all	
<input type="checkbox"/>	Actively engages with children; assists children to interact with peers	
<input type="checkbox"/>	Provides a predictable, but flexible routine	
<input type="checkbox"/>	Adjusts/scaffolds activities so all children succeed	
<input type="checkbox"/>	Accepts children's independent attempts	
<input type="checkbox"/>	Helps children learn discipline by modeling self-control, problem solving, and effective praise	
<input type="checkbox"/>	Provides provocations to increase learning by getting children to go further in their thinking	
<input type="checkbox"/>	Documents children's learning	
TEACHER LANGUAGE (ECERS-3: Interactions pages 69-77)		
<input type="checkbox"/>	Language is warm and respectful	
<input type="checkbox"/>	Most language is used to exchange information or for social interaction, rather than to manage behavior	
<input type="checkbox"/>	Teacher encourages language development:	
	<input type="checkbox"/> conversation	<input type="checkbox"/> open-ended vs. right answer questions
	<input type="checkbox"/> expands on child's comments	<input type="checkbox"/> how and why questions
	<input type="checkbox"/> home language is heard	<input type="checkbox"/> asks for predictions
	<input type="checkbox"/> uses realia, discussion, books and technology to build background knowledge	
INTEGRATION OF LITERACY (ECERS-3 Language and Literacy pages 37-45)		
<input type="checkbox"/>	Reading and writing materials are available throughout the room. Literature (fiction) and informational (non-fiction) books are readily available (Classroom should have a <u>minimum</u> of 20 books <u>available</u> 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)	
<input type="checkbox"/>	Informal reading to individual children or small groups occurs daily (should include informational text – must be documented)	
<input type="checkbox"/>	Teacher models finding evidence in text to support responses as well as using books and technology to gain information to answer children's questions.	
<input type="checkbox"/>	Phonological awareness activities occur throughout the day	
<input type="checkbox"/>	At least one large group read-aloud per day	
<input type="checkbox"/>	Alphabet is posted at children's eye level	
<input type="checkbox"/>	Letter names and sounds are taught holistically, not "letter of the week"	
<input type="checkbox"/>	Teacher models writing with "think-alouds" using strategies such as morning message	
<input type="checkbox"/>	Materials and environment labeled in English, Diné (Navajo), Spanish, and other home languages as appropriate	
<input type="checkbox"/>	Children's books are available in English, Diné, Spanish, and other home languages as appropriate	
<input type="checkbox"/>	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	



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<input type="checkbox"/>	Staff label child's work with dictation from the child
<input type="checkbox"/>	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)
<input type="checkbox"/>	Other literacy/communication materials available (interactive boards, flannel boards, listening center, games, puppets, etc.)
INTEGRATION OF NUMERACY AND SCIENCE (ECERS-3: Learning Activities pages 59-63)	
<input type="checkbox"/>	Materials for counting, measuring, comparing, ordering and sorting, size and shape, and written numbers available throughout the room
<input type="checkbox"/>	Intentional small and large group math and science activities occur throughout the week
<input type="checkbox"/>	Realia is evident in science center, along with magnifying glass and other tools for observation
<input type="checkbox"/>	Intentional sensory experiences are included weekly
<input type="checkbox"/>	Informational text books with math and science topics are available in the centers and read aloud to children
<input type="checkbox"/>	Teacher models finding evidence in text to support responses as well as using books and technology to gain information to answer children's questions
<input type="checkbox"/>	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.

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.



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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.

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 rather 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.