

Classroom Observation and Teacher Debrief Questions for 187 Review

Key Performance Area 3 Providing High Quality Teaching and Learning

KPA3.2: The program supports children with identified and recurring medical, dental, developmental concerns or disabilities and their families

3.2 Classroom Observation

- Is the environment aligned with the curriculum?
The CC for Preschool 5th Edition is organized around interest areas, daily routines and inquiry-based studies. The classroom environment is organized into the interest areas of the CC (library, blocks, sand & water, art, toys & games, dramatic play, music & movement, discovery, outdoors). The daily routine and class expectations are posted visually so that children can learn to understand them, and they are used to help children understand what is expected. The materials in the classroom support the current study as well as individual interests/goals of children.
- Is the lesson plan aligned with the curriculum's scope and sequence? The CC for Preschool Ed 5 provides a scope and sequence that is adaptable for individual children. Intentional Teaching cards provide suggestions on the developmental learning sequences for specific activities. Lesson plans reflect both the overall curriculum sequence and how instruction is adapted for individualization.
- Is the schedule being followed, and does it allow for a flexible response based on the needs of each child and of the group? Schedules are posted and followed, when changes are needed to respond to the needs of the child or the group the teacher let's children know about the changes.
- Does the teacher implement the lesson plan?
Posted lesson plans should match instruction observed in the classroom. Lesson plans are monitored and observations/coaching are given to insure implementation.
- Does the teacher use the recommended materials?
Teachers have received initial training on how to use daily teaching resources. Teaching Guides, Intentional Teaching Cards – provide support for small group instruction, Mighty Minutes – support circle time and transition activities, Read Alouds/Curriculum Books for individual, small group and large group reads and study-related materials for project-based approach learning. Creative Curriculum Foundational volumes provide information on how to arrange the classroom, provision interest areas, and support literacy and math instruction.
- Are there written individual care plans for children?
.Is the environment rich with language so that children hear words and language describing experiences (e.g. talking during transitions)?
Question of the Day, Inquiry-based approach, Book Discussion Cards, and Mighty Minutes support language-rich conversations and interactions.
- Does the teacher use transitional periods to promote quality interactions and learning?
Each transition is planned with a primary development or learning objective identified. (Mighty Minutes and adaptations of Mighty Minutes.)

3.2 Teacher Debrief Questions

- As you implement your lesson plans, how do you consider each child's progress?
Assessment and Instruction are linked. CC Materials support ability to scaffold at child's level of development/learning. Small groups are designed and adapted to address individual needs. Weekly planning time is used to reflect on child's progress and response to instruction, next week's plan uses that information to select activities/plan adaptations.
- Describe how the program uses your professional development plan (PDP)

| | |
|--|--|
| | <p>to encourage your growth as a teacher? Professional development plans are developed yearly to link our programmatic goals and individual teacher needs. CD's work with Teachers to identify training and coaching resources linked to their development.</p> <ul style="list-style-type: none"> • Do you feel supported by the program? <p>For Classrooms serving Dual Language Learners: LINGUISTIC RESPONSIVENESS</p> <ul style="list-style-type: none"> • What do you do if you do not speak the language of the children in your classroom? Access Bilingual Instructional Assistants for children and work with the BIA to support First Language retention and continued growth, and English Language Acquisition. Provide information to families about the curriculum in their language. Ask for family input on their family's cultural practices, ways to reflect their knowledge and experience in the classroom and within the curriculum, and to develop shared view of the goals for the child. If PreK GLAD trained, use PreK GLAD strategies and materials to provide comprehensible input and access to classroom content and growth in English Language Vocabulary and use. |
|--|--|

KPA 3.3 The program individualizes services for children and families.

| | |
|----------------------------------|--|
| <p>3.3 Classroom Observation</p> | <ul style="list-style-type: none"> • Does the teacher have a classroom schedule that includes time for child-initiated and adult-directed activities? Large Group, Small group and choice times are all required in the curriculum. This should be evident from posted lesson plan, online plan and daily schedule. • Does the teacher adapt, as needed, to meet individual and group needs? Lesson plans are developed to meet individual needs and teachers have the flexibility to adapt for their group in pre-planning and in the moment. The link between the curriculum and assessment gives teachers the opportunity to differentiate for each child/small group. Individualization should be noted on posted lesson plans. • Does the room arrangement provide opportunities for individual, small-group, and large-group activities to meet the needs of children? Classrooms are designed in alignment with the CC for Preschool. Room arrangement specifically addresses each of these areas. • Describe how the classroom reflects the ethnic and cultural diversity of the teachers and children. Family photos, books, pictures, music/songs and other materials mirroring the races, cultures, and abilities of the children are evident. Props representing the children's cultures are available in dramatic play. Labels with children's languages are visible and referred to. |
|----------------------------------|--|

| | |
|--|--|
| <p>3.3 Assessment Criteria</p> <p>Does the program:</p> <ul style="list-style-type: none"> • Have a room arrangement that facilitates learning • Have diverse and engaging learning materials • Have a structure that facilitates individual and small-group learning experiences | |
|--|--|

| | |
|--|--|
| <p>3.3 Quality Measures</p> <p>The program assesses the number of daily transitions and how much time children spend in transitions. The program works to promote quality interactions during transition periods (e.g. eating, toileting, and oral care). These moments offer great opportunities for quality interactions that promote teaching and learning.</p> <p>The classroom environment reflects the ethnic and cultural diversity of the teachers and children.</p> | |
|--|--|