



CLASSROOM COACH

Improving Preschool Classroom Quality

Classroom Coach — Improving Preschool Classroom Quality

I. LEARNING ENVIRONMENT

I-A: The indoor space has a variety of interest areas that have names and are intentionally organized.

I-B: Classroom materials are plentiful.

I-C: There is a safe outdoor play area with ample space, structures, and materials to support many types of movement.

I-D: Children's work and environmental print are on display.

II. TEACHING AND LEARNING ROUTINES and ADULT-CHILD INTERACTIONS

II-A: The classroom follows a consistent sequence of events during the school day.

II-B: There is time each day for child-initiated activities in the classroom and during outdoor time.

II-C: Adults support children's ideas, actions, and developmental levels during child-initiated activities.

II-D: There is time each day for adult-initiated, large-group activities that support each child's developmental level.

II-E: There is time each day for adult-initiated, small-group activities that support each child's developmental level.

II-F: Adults create a sensitive and responsive learning environment for all children.

II-G: Adults encourage and support children to make plans for and reflect upon their work.

II-H: Adults support children's language and literacy development throughout the day.

II-I: Adults support children's mathematics development throughout the day.

II-J: Adults support children's reasoning and problem solving throughout the day.

II-K: Adults encourage thoughtful social interaction among all children throughout the day.

II-L: Adults diffuse conflicts and support all children in resolving conflicts.

III. CURRICULUM, PLANNING, ASSESSMENT, and FAMILY ENGAGEMENT

III-A: Adults use a comprehensive, evidence-based educational model(s)/approach(es) to guide teaching practices.

III-B: Adults document the developmental progress of each child using measures validated for preschool-aged children.

III-C: Adults record and use anecdotal notes to create lesson plans that are connected to learning goals and focused on learning through developmentally appropriate practices (play).

III-D: Adults provide many family engagement options, encourage two-way sharing of child information, and support families with resources about child development and program transitioning.

Assessment Protocols

Four steps for completing the Classroom Coach:

1. Observe in a preschool classroom while recording objective evidence and completing the Classroom Materials Checklist (CMC). It is recommended that the assessor schedule time prior to the start of the school day for the completion of the CMC and Section I: Learning Environment.
2. Ask all of the guiding questions in Section III.
3. Record objective evidence for each row (within online Classroom Coach).
4. Read the descriptor(s), scoring note(s), and objective evidence and assign the appropriate row score level (1, 2, 3, or 4).

Descriptors: Some descriptors are written on a continuum of no or poor quality to high quality. This is represented in several ways, including *rarely or never*, *sometimes*, *usually*, and *always*.

- *Rarely or never* should be selected when there is no evidence to support a higher level.
- *Sometimes* should be thought of as more than once but not used consistently throughout the observation.
- *Usually* should be thought of as more than a few and frequently used throughout the observation.
- *Always* should be selected if there is no evidence throughout the observation contrary to the highest level. *Always* only refers to when you are observing.

Some descriptors are represented by the words *none*, *few*, *some*, and *many*. Professional experience, knowledge, and judgment should guide the scoring for these descriptors.

Closed bulleted point lists: When closed bulleted points are used in a list, every bullet point must be met to score a level 4.

Open bulleted point lists: Open bulleted points are examples; not every example must be met. The open bulleted lists are not exhaustive lists — they are simply examples.

Classroom Coach — Improving Preschool Classroom Quality
Program/Classroom/Assessor Information

Program information		Hours program/classroom in session	
Name of agency:		Days of week (circle all that apply)	
Name of center: Little Fish Nursery		MON ☒ TUE ☒ WED ☒ THU ☒ FRI ☒ SAT	
Name of classroom being observed: Preschool 4 yrs			
		Time session begins each day: 6:30 AM	
		Time session ends each day: 6:30 PM	
Program director/administrator or contact person		Assessor information	
Name: Ugochi Wall		Name:	
Position/title: Director		Phone: Ext:	
		Fax:	
		Email:	
Contact information of program/classroom being observed		Classroom Coach administration information	
City/state/zip: Cypress, TX 77		Date of observation: 01/30/2024	
Phone: Ext:		Beginning time: 2:30 PM	
Fax:		Ending time: 4:30 PM	
Email: l.littlefishnursery.com			
Classroom staff		Comments or notes about administering the Classroom Coach in this classroom:	
Name head/lead teacher: Reama Owuor			
Name associate teacher: Falyn campaz			
Other staff:			
Name:	Position/title:		
Name:	Position/title:		
Name:	Position/title:		
Children			
Number in the classroom: 22		Rater's signature:	
Age range of children: 4 yrs		Date:	

I. LEARNING ENVIRONMENT

Item I-A The indoor space has a variety of interest areas that have names and are intentionally organized.

SCORE		Levels	Notes:			Evidence:
Row 1 	A variety of interest areas that provide diverse activities (e.g., creative, construction, dramatic play, inquiry based, literacy) are evident and have names.	1-None 2-Few 3-Some 4-Many	Scoring note: To score a 4 , interest areas have names and are evident, and it is clear that the adults and children know the names of the interest areas.			
Row 2 	Level 1 Materials are minimally organized or are not organized into interest areas.	Level 2 At least one of the bullets in level 4 is in place.	Level 3 At least two of the bullets in level 4 are in place.	Level 4 The materials in the interest areas are - Intentionally organized. - Grouped by function. - Accessible to children throughout the day.	Scoring note: To score a 4 , the materials must be accessible to all children throughout the day. Putting the same items in multiple interest areas, where they may contribute to children's play, is acceptable (e.g., writing utensils in the home area as well as the art area). Examples of grouping by function or types: - Things that fasten (e.g., tape, stapler, paper clips) - Things to build with (e.g., unit blocks, Bristle Blocks, cardboard blocks)	

Item I-B Classroom materials are plentiful. (Use Classroom Materials Checklist for scoring.)

SCORE	Level 1	Level 2	Level 3	Level 4	Notes:	Evidence:
Row 1 ☐	<u>Limited Quantity:</u> Score of 8 or less on the literacy content area.	<u>Moderate Quantity:</u> Score of 9 or 10 on the literacy content area.	<u>Adequate Quantity:</u> Score of 11 on the literacy content area.	<u>Plentiful Quantity:</u> Score of 12 on the literacy content area.	Scoring note: Only enter the TOTAL observed score for evidence.	
Row 2 ☐	<u>Limited Quantity:</u> Score of 6 or less on the mathematics content area.	<u>Moderate Quantity:</u> Score of 7 or 8 on the mathematics content area.	<u>Adequate Quantity:</u> Score of 9 on the mathematics content area.	<u>Plentiful Quantity:</u> Score of 10 on the mathematics content area.	Scoring note: Only enter the TOTAL observed score for evidence.	
Row 3 ☐	<u>Limited Quantity:</u> Score of 7 or less on the perceptual, motor, and physical development content area.	<u>Moderate Quantity:</u> Score of 8 or 9 on the perceptual, motor, and physical development content area.	<u>Adequate Quantity:</u> Score of 10 on the perceptual, motor, and physical development content area.	<u>Plentiful Quantity:</u> Score of 11 on the perceptual, motor, and physical development content area.	Scoring note: Only enter the TOTAL observed score for evidence.	
Row 4 ☐	<u>Limited Quantity:</u> Score of 2 or less on the social studies/social and emotional content area.	<u>Moderate Quantity:</u> Score of 3 or 4 on the social studies/social and emotional content area.	<u>Adequate Quantity:</u> Score of 5 on the social studies/social and emotional content area.	<u>Plentiful Quantity:</u> Score of 6 on the social studies/social and emotional content area.	Scoring note: Only enter the TOTAL observed score for evidence.	
Row 5 ☐	<u>Limited Quantity:</u> Score of 1 or none on the science content area.	<u>Moderate Quantity:</u> Score of 2 on the science content area.	<u>Adequate Quantity:</u> Score of 3 on the science content area.	<u>Plentiful Quantity:</u> Score of 4 on the science content area.	Scoring note: Only enter the TOTAL observed score for evidence.	
Row 6 ☐	<u>Limited Quantity:</u> Score of 2 or less on the diversity of human experiences content area.	<u>Moderate Quantity:</u> Score of 3 on the diversity of human experiences content area.	<u>Adequate Quantity:</u> Score of 4 on the diversity of human experiences content area.	<u>Plentiful Quantity:</u> Score of 5 on the diversity of human experiences content area.	Scoring note: Only enter the TOTAL observed score for evidence.	

Item I-C There is a safe outdoor play area with ample space, structures, and materials to support many types of movement.						
SCORE	Level 1	Level 2	Level 3	Level 4	Notes:	Evidence:
Row 1 ☐	The outdoor play area is unsafe or there is no outdoor play area.	The outdoor play area is safe, and there is space and play structures that allow for a few types of movement.	The outdoor play area is safe, and there is space and play structures that allow for some types of movement.	The outdoor play area is safe, and there is space and play structures that allow for many types of movement.	Scoring note: If children do not go outside during the observation, score the outside area and note in the evidence column why the outside area was not used that day (e.g., lack of time, dangerous weather [i.e., lightning, heavy rain, hail, strong winds, blizzards, very high or low temperatures]). Examples of types of movement: - o Jumping - o Climbing - o Swinging - o Sliding - o Running - o Digging	
Row 2 ☐	There are no portable materials for the outdoor play area.	The outdoor play area includes portable materials for a few types of active play.	The outdoor play area includes portable materials for some types of active play.	The outdoor area includes portable materials for many types of active play.	Scoring note: If needed, ask where portable materials are stored. Examples of portable materials: - o Tricycles - o Sleds - o Balls - o Stones - o Boxes - o Buckets - o Chalk - o Scarves - o Paintbrushes	

Item I-D Children's work and environmental print are on display.

SCORE	Level 1	Level 2	Level 3	Level 4	Notes:	Evidence:
Row 1 	One or none of the bulleted points in level 4 is/are in place.	At least two of the bulleted points in level 4 are in place.	At least three of the bulleted points in level 4 are in place.	Adults display children's work • At child level. • Throughout the learning environment. The displays consist of • Mostly child-initiated work (not adult-initiated art projects). • A variety of children's work, such as artwork, photos of block structures, samples of emergent writing, and results of scientific experiments.	Scoring note: Adults may display children's work in or outside the classroom (such as hallways), but they should display the work where it is visible to children and where children and their families spend a substantial amount of time while in school.	
Row 2 	Many examples of environmental print that encourage children to write letters, numbers, names, and words are intentionally placed throughout the classroom.	Levels 1-None 2-Few 3-Some 4-Many	Scoring note: To score a 4, there must be specific evidence of print that encourages children to write letters, numbers, names, and words. Examples of environmental print that encourage children to write letters, numbers, names, and words: - o Sign-in sheets that include children's age - o Interest area signs - o Shelf/toy labels with numbers of objects - o Alphabet and numerical strips - o Attendance charts with date - o Job charts with names - o Children's names on cubbies - o Hand-washing reminders with step 1, step 2 - o Labeled objects - o Clock with numerals - o Calendars with all dates and days of the week			

II. TEACHING AND LEARNING ROUTINES and ADULT-CHILD INTERACTIONS

Item II-A The classroom follows a consistent sequence of events during the school day.

SCORE		Levels	Notes:	Evidence:
Row 1 <input data-bbox="113 302 195 378" type="checkbox"/>	Adults support children's understanding of the consistent routine and sequence of events during the school day.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	Examples of supporting children's understanding of the sequence of events: - Adults post the daily routine at child level in a format that is easy for all children to understand, such as text along with pictures or symbols. - Adults review the daily routine throughout the day. - Adults let children know about changes in the routine ahead of time.	
Row 2 <input data-bbox="100 768 182 844" type="checkbox"/>	Adults are thoughtful about letting children know when transitions to a different area (within and outside of the classroom), group, or activity will occur.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	Examples that are thoughtful: - Announcing that snack will come after large-group time, before small-group time begins. - Quietly telling children who have a lot to put away that play time is ending soon. Examples that are not thoughtful: - Loudly announcing to everyone, "Five more minutes until cleanup time." - Saying "One, two, three eyes on me," and making children stop playing or interrupting children as they eat and converse.	

Item II-B There is time each day for child-initiated activities in the classroom and during outdoor time.

SCORE		Levels	Notes:	Evidence:
Row 1	Adults allow children to carry out their intentions using all accessible materials during classroom child-initiated activity for an extended period of time.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	Scoring notes: To score a 4, there must be specific evidence that shows ALL children are able to carry out their intentions. There cannot be any evidence that contradicts the examples provided below. Research supports that child-initiated activities should be for at least 30 minutes; however, longer periods of time may be beneficial as evidenced in the best practices of many high-quality programs that allow 60 minutes for child-initiated work/play time. Examples of adults allowing children to carry out their intentions: - o Children are free to choose areas, people, and materials. - o Children are free to pretend, play alone, or play in groups. - o Children are free to invent activities. - o Children are free to move materials throughout the classroom. - o Children are free to use materials creatively. - o Children are free to change activities.	

Item II-B (Continued) There is time each day for child-initiated activities in the classroom and during outdoor time.				
SCORE		Levels	Notes:	Evidence:
Row 2 	Adults allow children to carry out their intentions using all accessible equipment and materials during the outdoor child-initiated activity for an extended period of time.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	Scoring notes: To score a 4, there must be specific evidence that shows ALL children are able to carry out their intentions. There cannot be any evidence that contradicts the examples provided below. Score, even if children do not go outside during the scheduled time, based on ability of children to carry out their intentions (e.g., if adults read aloud during this time, then assign a score of 1). The recommended amount of time for outdoor play is at least 30 minutes; however, research supports up to 60 minutes. Examples of adults allowing children to carry out their intentions: - o Children are free to choose people, equipment, and materials to play with. - o Children are free to pretend, play alone, or play in groups. - o Children are free to invent activities. - o Children are free to move materials throughout the outdoor area. - o Children are free to use materials creatively. - o Children are free to change activities.	

II-C Adults support children's ideas, actions, and developmental levels during child-initiated activities.

SCORE		Levels	Notes:	Evidence:
Row 1 ☐	Adults are intentional about entering children's work/choices/play.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	Scoring note: To score a 4 , there must be specific evidence that teachers are intentional as described in the examples below. Examples of ways to intentionally enter children's work/choices/play: ○ Observing and listening before and after entering children's work/choices/play ○ Imitating how a child is using materials ○ Not interrupting children's concentration ○ Assuming roles within play context as suggested by children or adult	
Row 2 ☐	Adults support and intentionally scaffold children at their developmental level by helping them extend and add complexity to their work/play.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	Examples of ways to extend and add complexity to work or play: ○ Following children's cues about the content and direction as work/play develops ○ Offering suggestions for extending work/play ○ Suggesting additional materials ○ Helping children think through a sequence of steps ○ Helping children connect to their real-world experiences ○ Encouraging children to take the lead in ongoing projects and investigations ○ Modeling new ways of playing ○ Asking children how else they can play or use the tools/materials	

Item II-D There is time each day for adult-initiated, large-group activities that support each child's developmental level.				
SCORE		Levels	Notes:	Evidence:
Row 1 ☐	Adults provide large-group activities daily during which all adults participate in the activities and intentionally scaffold learning for each child, as needed.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	Scoring note: To score a 4 , all adults must participate and there must be specific evidence that adults intentionally scaffold learning such as: - o Adults assisting children who are having difficulty with a task - o Adults asking questions that extend a child's thinking - o Adults moving closer to children to assist in self-regulation behaviors	
Row 2 ☐	Adults lead large-group activities so that children can contribute their own ideas and participate at their own developmental levels.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	Scoring note: To score a 4 , there must be specific evidence that children are able to contribute their own ideas and participate at their own developmental levels such as the examples listed below. Examples of adults allowing children to participate at their own developmental levels: - o Children are free to explore and use the same set of materials in their own ways. - o Children are free to move in their own ways. - o Children are free to try out one another's ideas for singing and moving. - o Children are free to take turns leading others.	

Item II-D (Continued) There is time each day for adult-initiated, large-group activities that support each child's developmental level.

SCORE		Levels	Notes:	Evidence:
Row 3 	Adults support and use many strategies to extend children's ideas and actions during adult-initiated large-group learning opportunities by: - o Assuming children's physical level - o Letting children be leaders - o Following up on children's suggestions and modifications - o Modeling new ways of using words, movements, or materials - o Prompting children for their ideas about using words, movements, or materials	1-Rarely or never 2-Sometimes 3-Usually 4-Always		

Item II-E There is time each day for adult-initiated, small-group activities that support each child's developmental level.

SCORE		Levels	Notes:	Evidence:
Row 1 ☐	Adults provide small-group learning opportunities daily during which children are allowed to explore and learn age-appropriate concepts and skills, and adults intentionally scaffold learning for each child, as needed.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	Scoring note: To score a 4, there must be specific evidence that the opportunities are intentionally planned such as: - o The materials are readily available. - o The concept or skill is age appropriate and is introduced in a way that stimulates child interest. - o Adults intentionally scaffold learning for each child by - Moving from child to child, making the tasks easier or harder depending on the child's level of development. - Asking open-ended questions based on the child's level of development.	
Row 2 ☐	Adults lead small-group activities so that children can contribute their own ideas and participate at their own developmental levels.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	Scoring note: To score a 4, there must be specific evidence that children are able to contribute their own ideas and participate at their own developmental levels as listed below. Examples of adults allowing children to participate at their own developmental levels: - o Children are free to explore and use the same set of materials in their own ways. - o Children are free to move in their own ways. - o Children are free to try out one another's ideas. - o Children are free to take turns leading others.	

Item II-E (Continued) There is time each day for adult-initiated, small-group activities that support each child's developmental level.

SCORE		Levels	Notes:	Evidence:
Row 3 ☐	Adults support and use many strategies to extend children's ideas and actions during adult-initiated small-group learning opportunities by: ☐ Assuming children's physical level ☐ Letting children be leaders ☐ Following up on children's suggestions and modifications ☐ Modeling new ways of using words, movements, or materials ☐ Prompting children for their ideas about using words, movements, or materials	1-Rarely or never 2-Sometimes 3-Usually 4-Always		

Item II-E (Continued) There is time each day for adult-initiated, small-group activities that support each child's developmental level.

SCORE		Levels	Notes:	Evidence:
Row 4 ☐	Adults intentionally introduce concepts or skills that are moderately challenging* in small-group settings. *Moderately challenging concepts or skills are those beyond what children already know or can do but not so difficult that children become frustrated or disengaged. If the concept or skill is moderately challenging, the adult can adjust the complexity for an individual child by adding more or less support. The level of support is often determined by the level of child engagement and/or success. The goal is to have the child successfully engaged.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	Scoring note: If all children are doing the same concept or skill, at the same level, and with the same support, then score a level 1.	

Item II-F Adults create a sensitive and responsive learning environment for all children.				
SCORE		Levels	Notes:	Evidence:
Row 1 ☐	Adults acknowledge the feelings of all children who are distressed or upset and comfort them.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	Scoring note: If no distress is observed, then score this row a 4. Examples of distress: - o Separation or reunion with caregivers - o Injuries or illness - o Conflict with other children Examples of acknowledging feelings and comforting children: - o “I see you are crying. Sometimes people are sad when they say good-bye.” - o “Would you like to stand by the window and wave good-bye to your dad?” - o “These children are just pretending to be zombies; they are not real. You don’t have to be afraid of them.” - o “Were you startled by that noise? It is over now.”	
Row 2 ☐	Adults interact with all children positively, calmly, and respectfully and clearly explain in a calm, positive way what is expected and what they can do.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	Scoring note: To score a 4 , all adults have to display positive, calm, and respectful interactions, and no adult can display any negative interactions. Examples of positive interactions: - o Greet children when they arrive. - o Say good-bye when children leave. - o Smile, hug, and/or nod. - o Use a calm voice. - o Make eye contact. - o Get down to the child’s level. - o Listen attentively.	

Item II-F (Continued) Adults create a sensitive and responsive learning environment for all children.				
SCORE		Levels	Notes:	Evidence:
Row 3 3	Adults encourage children by providing positive feedback on individual children's efforts.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	Examples of positive feedback on effort: - o "I saw you working hard on that puzzle all by yourself." - o "I see you mixed colors together to make pink. How did you do that?" - o "I noticed you helping Jill clean up all of those blocks. That was very helpful." - o "Cleaning up that mess all by yourself took a lot of work. Thank you." Examples of praise (not positive feedback on effort): - o Giving high-fives and thumbs-up. - o "Good job!" - o "Oh, that's beautiful!" - o "You're so smart!" - o "Everyone did a great job!"	T1 said to C1 during transition to snack time, " I noticed that you tied Trevor's shoelace for him. Thank you for being so helpful. C1 responded, "yeah because he can trip and fall and hurt himself. Thats why I tied it." Outside on the playground, children were running and chasing one another. One child said, guys, "lets play catch the monkey." He gave 6 classmates small buckets and said, "we can pretend these are the monkeys." When it was time to return from outside, the same child put the buckets back in their designated area. T1 said, "I saw you return all of the buckets back to box by yourself."

Item II-G Adults encourage and support children to make plans for and reflect upon their work.

SCORE		Levels	Notes:	Evidence:
Row 1 4	Adults encourage and support children to make plans for child-initiated activities and intentionally scaffold each child's planning by encouraging each child to expand upon his or her plans, such as sequencing the events, thinking through each step of the plan, or deciding to play alone or with others.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	Scoring notes: To score a 4, there must be specific evidence of adults encouraging children to expand their plans as in the examples below. Adults may encourage and prompt children in a variety of ways, and children may not necessarily respond. If this happens, a score of 2–4 is still acceptable. Examples of planning for child-initiated activities: ○ Children tell an adult what they will play with. ○ Children point to what they want to play with. ○ A child draws a plan. ○ A child writes a plan. ○ A child plans with another child. ○ Children tell what part they will do in a longer project with multiple children. ○ Children tell what they will do in the makerspace. ○ Children tell their plans for a project-based learning opportunity. Examples of ways to encourage children to expand their plans: ○ Asking children questions about their plans, such as "What materials do you need?" ○ Helping children think through each step of their plan. ○ Suggesting other children who can help them with their plan.	C1 and C2 were in the art center. C1 said to C2 "Let's play paint shop. I'm going to paint cars like my daddy." C1 said to T1 "I need all of the big paint brushes, mask, spray bottles, gloves and foam paper. Ms. Reama, can you help me and Blaine cover the car tires and mirrors with the foam paper?" T1 said, "yes and what other materials do you think a painter will use?" C2 said, "paint, we forgot to get the paint." T1 asked two other classmates to help both boys get assorted colors of paint. T1 said, "How do you think paint is made?"

Item II-G (Continued) Adults encourage and support children to make plans and reflect upon their work.				
SCORE		Levels	Notes:	Evidence:
Row 2 3	Adults encourage and support children to reflect upon what they did during child-initiated activities and intentionally scaffold each child's reflections by encouraging each child to expand upon his or her reflections, such as telling the sequence of events, the steps taken to complete the plan, or if the child played alone or played with others.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	Scoring notes: To score a 4, there must be specific evidence that adults encourage children to expand upon their reflections such as in the examples below. Adults may prompt children in a variety of ways, and children may not necessarily respond. If this happens, a score of 2–4 is still acceptable. Examples of reflecting upon child-initiated activities: - o Children tell adults what they played with. - o Children point to what they played with. - o Children tell what they would do differently next time they build a tower. - o A child explains what he or she liked or didn't like about creating a puppet show to another child. - o A child tells about the part he or she played in creating a project and whether he or she would play that part again. Examples of ways to encourage children to expand their plans: - o Asking children questions about their plans, such as "What materials did you use?" - o Having children tell an adult each step they did to complete their plan. - o Asking children if they played alone or with others and whom they played with and why.	T1 said, "now that you have your materials, how are you going to get the car ready to paint?" C1 said, "we have to put on our mask, and gloves." C2 said, "then we have to put the foam over the car mirrors, and tires so we don't accidentally paint those. C1 added, " now put the paint in the spray bottles and spray the car with the paint. If you miss a spot we can use the paint brushes for that." T1 said "wow, you boys really know how to paint!" T1 asked, why do you like painting? C1 said, I like mixing all the colors together. T1 said, what do you think will happen if you mix the purple, green and white paint together?"

Item II-H Adults support children's language and literacy development throughout the day.				
SCORE		Levels	Notes:	Evidence:
Row 1 ☐	Adults support and intentionally scaffold children's development of language by attending to children who are speaking to them, listening and talking to children during mealtimes, conversing with children in a give-and-take manner, asking questions and responding to children's questions, and rarely interrupting children when they are conversing with others or are engaged in play.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	Scoring notes: If adults are interrupting children during conversations or while engaged in play, except in the case of a safety concern, then assign a score of 1. To score a 4, the conversations between adults/children must be give and take, conversations between adults/children need to take place during meal- and snack times (if there are meal/snacks), and adults should not be asking a series of questions about what a child or group of children are talking about.	
Row 2 ☐	Adults support and intentionally scaffold children's development of letter knowledge and letter sounds during child-initiated activities and conversations and/or adult-initiated activities (large group, small group, and transitional activities).	1-Rarely or never 2-Sometimes 3-Usually 4-Always	Scoring note: If no adult-initiated activities are observed, score based on support and intentional scaffolding provided during child-initiated activities, conversations, and other teachable moments during the day. Example in the context of child-initiated activity: Child says to adult, "I want to write a letter to my mom. How do you spell <i>mom</i> ?" Adult says, "Mom starts with /m/. What letter makes the /m/ sound?" Child says, "/M/ — that's the letter at the beginning of Mary's name." The child writes the letter by looking at the first letter of Mary's name on the name chart.	

Item II-H (<i>Continued</i>) Adults support children's language and literacy development throughout the day.				
SCORE		Levels	Notes:	Evidence:
Row 3 ☐	Adults support and intentionally scaffold children's development of phonological awareness during child-initiated activities and conversations and/or adult-initiated activities (large group, small group, and transitional activities).	1-Rarely or never 2-Sometimes 3-Usually 4-Always	Scoring note: If no adult-initiated activities are observed, score based on support and intentional scaffolding provided during child-initiated activities, conversations, and other teachable moments during the day. Examples in the context of conversation: - o Adult says, "Ray, do you want to play?" Ray says, "Play and Ray rhyme." Adult says, "Yes, and so do say, may, and day." Ray says, "And hay." Ray runs off to play. - o Child says, "I see Sue." Adult says, "See and Sue sound the same at the beginning." Child says, "See, Sue." - o During a transition, the adult encourages children to play an I spy game. Adult says, "I spy something that starts with the /t/ sound." The children then guess what it is as they move together to the gym.	
Row 4 ☐	During read-alouds, in which adults are intentionally building children's comprehension skills, adults engage children in discussions about the text before, during, and/or after the read-aloud.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	Scoring notes: If no read-aloud occurs during the observation, then score a 1. To score a 4, there must be specific evidence that the read-aloud was intentionally planned such as: - o The read-aloud is evidenced in the lesson plans. - o The book was selected and readily available. - o The adult/child discussions are related to the text. - o The adult/child discussions allowed children to respond in their own way.	

Item II-H (Continued) Adults support children's language and literacy development throughout the day.				
SCORE		Levels	Notes:	Evidence:
Row 5 	Adults support and intentionally scaffold children's development of vocabulary throughout the day as they discuss or explain new or unknown words that come up in books, songs, activities, and conversations.	1-Rarely or never 2-Sometimes 3-Usually 4-Always		

Item II-H (Continued) Adults support children's language and literacy development throughout the day.						
SCORE	Level 1	Level 2	Level 3	Level 4	Notes:	Evidence:
Row 6 ☐	Adults rarely or never support children's development in writing.	Adults support and intentionally scaffold children's development in writing by engaging in at least one of the approaches listed in level 4.	Adults support and intentionally scaffold children's development in writing by engaging in at least two of the approaches listed in level 4.	Adults support and intentionally scaffold children's development in writing by engaging in all three of the following approaches during child- and adult- initiated activities: - Modeling how to write letters and words - Providing opportunities for children and adults to share in the writing process - Using writing for a purpose or to express meaning	Examples for writing approaches: Modeling: Dictating what children say, interactive writing, morning message Providing opportunities: Word boxes, name charts, letter charts/strips, labeled areas or objects Writing for a purpose or meaning: Writing a menu, making a sign, writing plans, writing a personal story, writing an information book	

Item II-I Adults support children's mathematics development throughout the day.				
SCORE		Levels	Notes:	Evidence:
Row 1 2	Adults support and intentionally scaffold children's development in subitizing* during child-initiated activities and conversations and/or during adult-initiated activities (large group, small group, and transitional activities). Subitize — from the Italian word <i>subito</i> meaning "rapidly." Children who subitize can, at a glance, tell you how many objects there are in all. It is difficult to subitize more than five objects. Subitizing is fundamental to understanding cardinality.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	Scoring note: If no adult-initiated activities are observed, score based on support and intentional scaffolding provided during child-initiated activities, conversations, and other teachable moments during the day. Example in the context of conversation: Child asks, "How many more minutes until we go home?" The teacher holds up three fingers quickly, and the child moans, "Three more minutes."	During free choice, I observed some children who were able to say the amount of counting bears, stacked cups, and plates at a glance. There were no adult-initiated activities at that time. I did not see nor hear evidence of context conversation at that time.
Row 2 3	Adults support and intentionally scaffold children's development in one-to-one correspondence during child-initiated activities and conversations and/or during adult-initiated activities (large group, small group, and transitional activities).	1-Rarely or never 2-Sometimes 3-Usually 4-Always	Scoring note: If no adult-initiated activities are observed, score based on support and intentional scaffolding provided during child-initiated activities, conversations, and other teachable moments during the day. Example in the context of conversation: Child asks, "How many animals are there in my zoo? One, two, three, four..." The teacher watches the child miscounting and says, "Let's count them together." Both teacher and child say, "One, two, three, four, five, six" while the teacher touches each corresponding animal when saying a number word.	Large group: Five groups of 4 children each. T1 & T2 sat with individual groups. Each group picked math or science concept activities. One group were playing with the assorted color counting bears. C1 said, "I have 2 red bears in this hand, guess how many red bears are in my other hand. T1 said, "3." C1 said "how did you know? I have three in this hand." T1 said "lets count them. One, two, three, 3 red bears in your hand."

Item II-I (Continued) Adults support children's mathematics development throughout the day.				
SCORE		Levels	Notes:	Evidence:
Row 3 3	Adults support and intentionally scaffold children's development in cardinality* during child-initiated activities and conversations and/or adult-initiated activities (large group, small group, and transitional activities). *Cardinality — refers to the number of cardinal (basic) units in a set. Examples of children who understand cardinality: ○ A child counts three yellow bears and says, "There are three yellow bears." ○ A child points to a swing set and says, "There are two swings." ○ When given six bears and asked to put four in the cup, the child puts four in the cup. Examples of children who do not understand cardinality: ○ A child counts three yellow bears. When asked how many bears, the child points to the third bear counted. ○ A child points to a swing set and says, "There are one, two swings." ○ When given six bears and asked to put four in the cup, the child puts none, one, two, three, five, or six bears in the cup.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	Scoring note: If no adult-initiated activities are observed, score based on support and intentional scaffolding provided during child-initiated activities, conversations, and other teachable moments during the day. Example in the context of conversation: A child says, "I am counting the steps on the slide." The teacher watches the child count seven steps. When done, the teacher asks, "How many steps were there in all?" The child answers, "One, two, three, four, five, six, seven." The teacher replies, "There are seven steps on the slide."	Outside transition: T1 was holding a white see through mesh bag of assorted balls; footballs, bouncing balls and soccer balls. C1 said "Ms. Reama I can hold the 2 brown footballs for you." C2 said, "and I can hold the 4 small green bouncing balls for you too." Ms. Reama asked another classmate how many balls were Leo and Akyra holding. C3 counted, 1,2,3,4,5,6. Ms. Reama said "they are holding 6 balls. Who is holding the biggest balls?" C4 said, "I know, its Leo."

Item II-I (Continued) Adults support children's mathematics development throughout the day.				
SCORE		Levels	Notes:	Evidence:
Row 4 2	Adults support children's development in using mathematical attributes to compare objects during child-initiated activities and conversations and/or adult-initiated activities (large-group, small-group, and transitional activities). Examples of mathematical attributes used to compare objects: Quantity — equal, more, less Length — equal, longer, shorter Weight — equal, heavier, lighter Size — equal, bigger, smaller	1-Rarely or never 2-Sometimes 3-Usually 4-Always	Scoring note: If no adult-initiated activities are observed, score based on support and intentional scaffolding provided during child-initiated activities, conversations, and other teachable moments during the day. Example in the context of conversation: An adult says, "Your backpack is heavy." A child says, "Tim's is heavy too." The adult holds both backpacks and says, "Yours is heavier than Tim's." Then the adult hands the backpacks to the child and says, "Check for yourself."	Ms. Reama said "they are holding 6 balls. Who is holding the biggest balls?" C4 said, "I know, its Leo."

Item II-I (Continued) Adults support children's mathematics development throughout the day.				
SCORE		Levels	Notes:	Evidence:
Row 5 2	Adults support and intentionally scaffold children's development of naming and describing shapes during child-initiated activities and conversations and/or during adult-initiated activities (large group, small group, and transitional activities).	1-Rarely or never 2-Sometimes 3-Usually 4-Always	Scoring notes: If no adult-initiated activities are observed, score based on support and intentional scaffolding provided during child-initiated activities, conversations, and other teachable moments during the day. To score a 4, adults must support naming and describing shapes. Example in the context of conversation: During cleanup time, a child says, "I am putting all of these squares away first." The adult says, "After you put the squares away, which shape will you put away?" The child points and says, "Those." The adult says, "Those are circles; the edges are round." The child says, "I will put the circles away next."	I did not observe the adult support in naming and describing shapes.

Item II-J Adults support children's reasoning and problem solving throughout the day.				
SCORE		Levels	Notes:	Evidence:
Row 1 3	Adults ask open-ended questions* about children's thought processes. Open-ended questions about thought processes usually include words such as <i>think, know, guess, predict, wonder, and estimate</i>.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	Examples of open-ended questions about thought processes: - o Why do you <i>think</i> the blocks fell down? - o How do you <i>know</i> you have 15 bears on the table? - o Why do you <i>think</i> plants need water to grow? Examples of closed-ended questions: - o What day is it? - o How many bears are there? - o What color is this circle?	I observed T1 on different occasions asking open ended questions to the children. T1 said, "what other materials do you think a painter will use?" T1 said, "How do you think paint is made?"
Row 2 3	Adults intentionally scaffold children when they are solving problems with materials and are doing age-appropriate things for themselves even when the effort may lead to creating messes, delays, partial outcomes, or mistakes (from which they learn).	1-Rarely or never 2-Sometimes 3-Usually 4-Always	Scoring note: To score a 4, there must be specific evidence that adults provide support or intentionally scaffold children when solving problems with materials and doing things for themselves rather than adults solving the problem(s) for the children. Examples of adults providing support to solve a problem/for children to do things for themselves: - o When the bulletin board is full, an adult asks the children where they may want to hang their picture. - o When a child spills, the adult waits for the child to wipe the spill or supports the child in wiping the spill.	During afternoon snack time: A child opened the top to his yogurt and some yogurt spilled on his shirt. He grabbed some napkins from the center of the table and T2 that was standing by the table helped him throw away the used napkins.

Item II-J (Continued) Adults support children's reasoning and problem solving throughout the day.				
SCORE		Levels	Notes:	Evidence:
Row 3 2	Adults encourage children to observe, predict, AND draw conclusions.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	Scoring note: To score a 4, there must be specific evidence that adults encourage and support children in all three: observing, predicting, and drawing conclusions. Additional guidance: It does not have to be the same child doing all three and it does not have to be all three processes at the same time. Examples of encouraging observation, prediction, and drawing conclusions: - o What do you see happening? - o What might happen next? - o What happens if you mix these colors? - o Why did that happen?	T1 said, what do you think will happen if you mix the purple, green and white paint together?"
Row 4 2	Adults support and intentionally scaffold children in using scientific words and engage children in thinking scientifically about a variety of scientific concepts during child-initiated activities and conversations and/or during adult-initiated activities (large-group, small-group, and transitional activities).	1-Rarely or never 2-Sometimes 3-Usually 4-Always	Scoring note: If no adult-initiated activities are observed, score based on support and intentional scaffolding provided during child-initiated activities, conversations, and other teachable moments during the day. Examples of scientific words: <i>Living, nonliving, sunny, cloudy, rainy, warm, cool, sinking, floating, funnel, filter, fill, pour, liquid, solid, mass, melt, evaporate, heavy, light, more, less, push, pull, speed</i>	I didnt observe adults using scintific words at this time.

Item II-K Adults encourage thoughtful social interaction among all children throughout the day.

SCORE		Levels	Notes:	Evidence:
Row 1 	Adults encourage children to interact with one another and find opportunities to refer children to one another.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	Examples of encouraging children to interact with one another: ○ Asking another child to help tie someone's shoe. ○ Encouraging children to ask other children questions. ○ Having children turn to one another to talk about stories read or activities completed together. ○ Encouraging children to accept and use the languages used by dual language learners (e.g., saying "Hello" in English and in Spanish).	
Row 2 	Adults encourage caring, thoughtful, and helpful behaviors between children and support children's spontaneous cooperative efforts.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	Example of encouraging caring, thoughtful, and helpful behaviors: An adult says, "Thank you for helping Jill wipe up the paint that spilled on the chair."	

Item II-L Adults diffuse conflicts and support all children in resolving conflicts.

SCORE		Levels	Notes:	Evidence:
Row 1 2	Adults diffuse conflict situations before moving into problem solving by - Approaching children calmly and stopping any hurtful actions. - Acknowledging children's feelings.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	Scoring note: To score a 4 , there must be specific evidence that the adult acknowledges the children's feelings. If no conflicts are observed , then present the following scenario to the lead adult and base row 1, 2, and 3 scores on the answer provided by the adult: "Imagine that two children are loudly arguing over a car that they both want to use at the same time. Tell me what you would do."	C1 and C2 were running to line up. C1 was first to get to the line. C2 pushed C1. C1 then pushed C2. T2 walked over to both boys. T2 said, "how does it feel to be pushed by Leo. C2 said "it hurt my stomach." Leo said, "he hurt my stomach too." T2 said, "What do you think both of you can do differently when lining up?" C1 said, "we can walk slowly together." C2 said, "yeah we can both walk not run and push each other."
Row 2 2	Adults involve children in identifying the problem by - Gathering information from the children about what happened or what is upsetting. - Restating the problem.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	Scoring note: All children involved in a conflict must be involved in identifying the problem to score a level 3 or 4 . If only some children are involved, score a level 2 . To score a 4 , there must be specific evidence that the adult or child restates the problem.	
Row 3 2	Adults involve children in the process of finding and choosing a solution for a problem by - Asking children for solutions and encouraging them to choose one together. - Monitoring children as they act on their decisions and provide support if needed.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	Scoring note: All children involved in a conflict must be involved in identifying the problem to score a level 3 or 4 . If only some children are involved, score a level 2 . To score a 4 , there must be specific evidence that the adult monitors the decision and provides support if needed.	T2 said, "What do you think both of you can do differently when lining up?" C1 said, "we can walk slowly together." C2 said, "yeah we can both walk not run and push each other."

III. CURRICULUM, PLANNING, ASSESMENT, and FAMILY ENGAGEMENT

Item III-A Adults use a comprehensive, evidence-based educational model(s)/approach(es) to guide teaching practices.

SCORE		Levels	Notes:	Evidence:
Row 1 ☐	Adults refer to the comprehensive, evidence-based educational model(s)/approach(es) chosen as their curricula to guide their teaching practices (e.g., refer to curriculum manuals/guides, books, or kits to plan lessons or address/solve issues as they arise in the classroom). Key developmental domains: 1. Approaches to learning 2. Social and emotional development 3. Language, communication, and literacy 4. Mathematics 5. Science 6. Perceptual, motor, and physical development	1-Rarely or never 2-Sometimes 3-Usually 4-Always	Questions to guide scoring: • What educational model(s)/approach(es) do you use? • Do the model(s)/approach(es) address the six listed key developmental domains? • Do you use the model(s)/approach(es) every day except for occasional field trips, etc.? • How does the curriculum help you make decisions about teaching practices? • How often do you use the guides/manuals, books, or kits to plan lessons?	
Row 2 ☐	Adults adjust or modify the curriculum for children with special needs, including dual language learners (e.g., support the home language of dual language learners as they learn the language in the classroom).	1-Rarely or never 2-Sometimes 3-Usually 4-Always	Scoring note: If scored level 1 in row 1, automatically score level 1 for row 2. Questions to guide scoring: • How is the curriculum adjusted or modified for students with special needs? • How are the home languages of dual language learners supported in the classroom? • If you currently do not have children with special needs and/or dual language learners, what would you do if you did?	

Item III-B Adults document the developmental progress of each child using measures validated for preschool-aged children.				
SCORE		Levels	Notes:	Evidence:
Row 1 <input data-bbox="58 349 147 425" type="checkbox"/>	Adults use a research-validated child observation measure to document children’s growth (e.g., COR Advantage, DRDP, My Teaching Strategies, Work Sampling).	1-Rarely or never 2-Sometimes 3-Usually 4-Always	Questions to guide scoring: • How do you use a child observation measure? • What is the name of the measure? (List in evidence column.) • Is it research-validated?	
Row 2 <input data-bbox="58 613 147 690" type="checkbox"/>	Adults use the assessment results to monitor children’s developmental progress continuously to inform large-group, small-group, and individual instruction.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	Questions to guide scoring: • How do you use the child observation measures and anecdotal notes to assess continuous progress? • How do you use the results of the child observation measure to inform instruction?	

Item III-C Adults record and use anecdotal notes to create lesson plans that are connected to learning goals and focused on learning through developmentally appropriate practices (play).

SCORE		Levels	Notes:	Evidence:
Row 1 ☐	Adults use anecdotal notes to plan for individual children.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	Questions to guide scoring: - How do you use your anecdotal notes during planning time? - How do you use your anecdotal notes to plan interest areas or choose activities that appeal to individual child interests?	
Row 2 ☐	Adults write anecdotal notes that focus on children's strengths, are objective, and reflect what children say and do throughout the day with sufficient specific details to support developmental assessment decisions (e.g., "stacked 5 rectangular blocks"; "completed the 15-piece train puzzle independently").	1-Rarely or never 2-Sometimes 3-Usually 4-Always	Questions to guide scoring: - Do your anecdotal notes focus on children's strengths? (Provide an example in the evidence column.) - Are your anecdotal notes objective? (Provide an example in the evidence column.) - Are your anecdotal notes specific? (Provide an example in the evidence column.) - How do you use anecdotal notes to support assessment decisions?	

Item III-C (Continued) Adults record and use anecdotal notes to create lesson plans that are connected to learning goals and focused on learning through developmentally appropriate practices (play).

SCORE		Levels	Notes:	Evidence:
Row 3 	Adults create lesson plans that are clearly connected to specific learning goals in the reported comprehensive educational model(s)/approach(es) focused on learning through developmentally appropriate practices (play).	1-Rarely or never 2-Sometimes 3-Usually 4-Always	Scoring note: Adults include all teaching staff present on the day of planning. Questions to guide scoring: • How do you connect the learning goals to the educational model(s)/approach(es) to create lesson plans? • How do you clearly show the connection in your lesson plans? • How do you ensure that your plans are focused on developmentally appropriate practices such as active engagement, experiential learning, and dramatic play?	

Item III-D Adults provide many family engagement options, encourage two-way sharing of child information, and support families with resources about child development and program transitioning.

SCORE		Levels	Notes:	Evidence:
Row 1 ☐	Adults provide families with many opportunities to participate in school activities.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	Questions to guide scoring: - What family engagement options are available to families? - How often are these options available?	
Row 2 ☐	Adults regularly exchange anecdotal information with families (e.g., during daily pickup, when texting family members, when sending notes home, through an online system).	1-Rarely or never 2-Sometimes 3-Usually 4-Always	Questions to guide scoring: - How do you share anecdotal information with families? How often? - How often is each family encouraged to share information about their child(ren)? - What opportunities are available for families to share information?	
Row 3 ☐	Adults report the assessment results to families. Adults provide explanations of the results to families if needed.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	Scoring note: To score a 4, all families must be provided assessment results that they can understand (e.g., an interpreter is provided; reports are generated in home languages). Questions to guide scoring: - How do you provide families with child-observation assessment results? - How do you explain the results when needed?	

Item III-D (Continued) Adults provide many family engagement options, encourage two-way sharing of child information, and support families with resources about child development and program transitioning.

SCORE		Levels	Notes:	Evidence:
Row 4 	Adults support the children and families of the children who are transitioning to kindergarten or to the next preschool-level classroom. This includes supporting children who are dual language learners (DLLs) and children with Individualized Education Programs (IEPs).	1-Rarely or never 2-Sometimes 3-Usually 4-Always	Questions to guide scoring: • How do you support the children and families transitioning into the next preschool-level classroom or to kindergarten? • Do you visit classrooms or meet with teachers that your children will transition to? • Do you talk to your children and their families about what will be different in the classrooms the children are transitioning to, such as differing expectations? • Do you help facilitate the transitions for DLLs and children with IEPs?	