



# CLASSROOM COACH

Improving Preschool Classroom Quality

Your Name

# Try It Out: Assignment Instructions

## Please follow these directions to begin the assignment:

First, save this file to your computer.

To save your work, click on “File” and then select “Save As.” Type your name as the file name (e.g., “Wk2JaneDoe.pdf”). Save the file as a PDF.

You must save your file as a PDF or it will not be accepted.

## Next, follow these directions to complete the assignment:

1. Type your name in the box in the lower-left corner of the next page.
2. Fill out the assigned items:
  - Type your evidence in the space indicated.
  - Select the row scores by clicking in the appropriate box for each row.
3. Then, save the file again so that you do not lose your work.
4. To upload your finished assignment, click on the Dropbox tab, then click the text that says, “Upload File”. Click “Browse” to select the file from your computer, then click “Submit.”

### 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:
<p>Row 1</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px 0;"></div>	<p>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).</p> <p>Key developmental domains:</p> <ol style="list-style-type: none"> <li>1. Approaches to learning</li> <li>2. Social and emotional development</li> <li>3. Language, communication, and literacy</li> <li>4. Mathematics</li> <li>5. Science</li> <li>6. Perceptual, motor, and physical development</li> </ol>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p><b>Questions to guide scoring:</b></p> <ul style="list-style-type: none"> <li>• What educational model(s)/approach(es) do you use?</li> <li>• Do the model(s)/approach(es) address the six listed key developmental domains?</li> <li>• Do you use the model(s)/approach(es) every day except for occasional field trips, etc.?</li> <li>• How does the curriculum help you make decisions about teaching practices?</li> <li>• How often do you use the guides/manuals, books, or kits to plan lessons?</li> </ul>	
<p>Row 2</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px 0;"></div>	<p>Adults adjust or modify the curriculum for children with special needs, including dual language learners (e.g., dual language learners have their home language supported as they learn the language used in the classroom).</p>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p><b>Scoring note:</b> If scored level 1 in row 1, automatically score level 1 for row 2.</p> <p><b>Questions to guide scoring:</b></p> <ul style="list-style-type: none"> <li>• How is the curriculum adjusted or modified for students with special needs?</li> <li>• How are the home languages of dual language learners supported in the classroom?</li> <li>• If you currently do not have children with special needs and/or dual language learners, what would you do if you did?</li> </ul>	

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

SCORE		Levels	Notes:	<i>Evidence:</i>
Row 1 <input data-bbox="58 349 147 427" type="checkbox"/>	Adults use a research-validated <b>child observation measure</b> 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	<b>Questions to guide scoring:</b> <ul style="list-style-type: none"> <li>• How do you use a child observation measure?</li> <li>• What is the name of the measure? (List in evidence column.)</li> <li>• Is it research validated?</li> </ul>	
Row 2 <input data-bbox="58 605 147 683" 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	<b>Questions to guide scoring:</b> <ul style="list-style-type: none"> <li>• How do you use the child observation measures and anecdotal notes to assess continuous progress?</li> <li>• How do you use the results of the child observation measure to inform instruction?</li> </ul>	

**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:	<i>Evidence:</i>
<p><b>Row 1</b></p> <input data-bbox="37 397 126 474" type="checkbox"/>	<p>Adults use anecdotal notes to plan for individual children.</p>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p><b>Questions to guide scoring:</b></p> <ul style="list-style-type: none"> <li>• How do you use your anecdotal notes during planning time?</li> <li>• How do you use your anecdotal notes to plan interest areas or choose activities that appeal to individual child interests?</li> </ul>	
<p><b>Row 2</b></p> <input data-bbox="37 678 126 755" type="checkbox"/>	<p>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” or “completed the 15- piece train puzzle independently”).</p>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p><b>Questions to guide scoring:</b></p> <ul style="list-style-type: none"> <li>• Do your anecdotal notes focus on children’s strengths? (Provide an example in the evidence column.)</li> <li>• Are your anecdotal notes objective? (Provide an example in the evidence column.)</li> <li>• Are your anecdotal notes specific? (Provide an example in the evidence column.)</li> <li>• How do you use anecdotal notes to support assessment decisions?</li> </ul>	

**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  <input data-bbox="42 365 126 446" type="checkbox"/>	Adults create lesson plans that are clearly connected to specific learning goals in the reported comprehensive educational model(s)/approach(es) focused on <b>learning through developmentally appropriate practices (play).</b>	1-Rarely or never 2-Sometimes 3-Usually 4-Always	<p><b>Scoring note:</b>                      Adults include all teaching staff present on the day of planning.</p> <p><b>Questions to guide scoring:</b></p> <ul style="list-style-type: none"> <li>• How do you connect the learning goals to the educational model(s)/approach(es) to create lesson plans?</li> <li>• How do you clearly show the connection in your lesson plans?</li> <li>• How do you ensure that your plans are focused on developmentally appropriate practices such as active engagement, experiential learning, and dramatic play?</li> </ul>	

**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:	<i>Evidence:</i>
<p>Row 1</p> <input data-bbox="58 332 144 409" type="checkbox"/>	<p>Adults provide families with many opportunities to participate in school activities.</p>	<p>1-Rarely or never 2-Sometimes 3-Usually 4- Always</p>	<p><b>Questions to guide scoring:</b></p> <ul style="list-style-type: none"> <li>• What family engagement options are available to families?</li> <li>• How often are these options available?</li> </ul>	
<p>Row 2</p> <input data-bbox="67 609 153 685" type="checkbox"/>	<p>Adults regularly exchange anecdotal information with families (e.g., during daily pickup, when texting family members, when sending notes home, through an online system).</p>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p><b>Questions to guide scoring:</b></p> <ul style="list-style-type: none"> <li>• How do you share anecdotal information with families? How often?</li> <li>• How often is each family encouraged to share information about their child(ren)?</li> <li>• What opportunities are available for families to share information?</li> </ul>	
<p>Row 3</p> <input data-bbox="67 898 153 974" type="checkbox"/>	<p>Adults report the assessment results to families. Adults provide explanations of the results to families if needed.</p>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p><b>Scoring note:</b> <b>To score a 4</b>, all families must be provided assessment results that they can understand (e.g., an interpreter is provided; reports are generated in home languages).</p> <p><b>Questions to guide scoring:</b></p> <ul style="list-style-type: none"> <li>• How do you provide families with child-observation assessment results?</li> <li>• How do you explain the results when needed?</li> </ul>	

**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:
<p>Row 4</p> <div data-bbox="58 302 144 376" style="border: 1px solid black; width: 41px; height: 46px; margin-bottom: 10px;"></div>	<p>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).</p>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p><b>Questions to guide scoring:</b></p> <ul style="list-style-type: none"> <li>• How do you support the children and families transitioning into the next preschool-level classroom or to kindergarten?</li> <li>• Do you visit classrooms or meet with teachers that your children will transition to?</li> <li>• 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?</li> <li>• Do you help facilitate the transitions for DLLs and children with IEPs?</li> </ul>	