



CLASSROOM COACH

Improving Preschool Classroom Quality

Your Name

Cheryl Rivera

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:
Row 1 	<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: 1. Approaches to learning 2. Social and emotional development 3. Language, communication, and literacy 4. Mathematics 5. Science 6. Perceptual, motor, and physical development</p>	1-Rarely or never 2-Sometimes 3-Usually 4-Always	<p>Questions to guide scoring:</p> <ul style="list-style-type: none"> • 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? 	<p>T1 and T2 report that they use Creative Curriculum which is approved by their county ISD. This curriculum does include the 6 domains listed. They report that they follow the curriculum every day. They have even incorporated the school construction project into the building study. They lesson plan weekly using the studies, Mighty Minutes, children's interests and information from anecdotal notes/Teaching Strategies GOLD assessments.</p>
Row 2 	<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>	1-Rarely or never 2-Sometimes 3-Usually 4-Always	<p>Scoring note: If scored level 1 in row 1, automatically score level 1 for row 2.</p> <p>Questions to guide scoring:</p> <ul style="list-style-type: none"> • 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? 	<p>This program is made up of mostly dual language learners. This classroom has 4 children with IEP's. One teacher speaks only English. The associate teacher speaks English, French and Arabic (the predominant language of the students.) She reports that she translates directions for students who have difficulty understanding or when they are upset. She also translates to families during drop off, pick up and in SeeSaw messages. One child with limited language is supported with a speaking device. The teachers model how to use it throughout the day. Parents were also taught how to use it. The student takes the device home with her daily so she can practice in both settings. Teachers report that they differentiate the lessons based on the students needs.</p>

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 4 	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: <ul style="list-style-type: none"> • How do you use a child observation measure? • What is the name of the measure? (List in evidence column.) • Is it research validated? 	See III-A row 1 Teachers report they both collect anecdotal notes throughout the day and entering into GOLD. Also observed them taking notes during last observation.
Row 2 4 	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: <ul style="list-style-type: none"> • 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? 	Teachers report using GOLD reports to reflect on areas of need. They use the information to plan small and large group activities as well as finding ways to support individual students.

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:
<p>Row 1</p> <div style="border: 1px solid black; padding: 2px; display: inline-block;">4 ▾</div>	<p>Adults use anecdotal notes to plan for individual children.</p>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p>Questions to guide scoring:</p> <ul style="list-style-type: none"> • 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? 	<p>See III-C Row 2</p> <p>Teachers report that they write down children's interests and inquires as they arise. They try to combine their interests with their need for support.</p>
<p>Row 2</p> <div style="border: 1px solid black; padding: 2px; display: inline-block;">4 ▾</div>	<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>Questions to guide scoring:</p> <ul style="list-style-type: none"> • 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? 	<p>Examples from GOLD:</p> <p>"R found a firehat. She put it on and said that it as for fire. She then said, 'Oh, no a fire. PHhht! Put out!' She moved her hand pretending to put out the fire."</p> <p>"During SG, we played Animal Parade. Y was able to put her animals in order based on my description with the words 1st, 2nd, 3rd and last. She was also able to use the words 1st, 2nd, 3rd, and last to describe her own parade."</p> <p>"M was able to create her own AB pattern using unifix cubes during Small Group."</p> <p>"C read the book the Gingerbread Man. She described what was happening on each page with few details. 'They made cookies. He jumped out. He ran away. The cow and horse are mad at him. He ran away and they chased him.' She read the entire story, holding the book upright and turned the pages from front to back. When I asked her what the parts of the books are she named a random part (said spine for front cover.)</p>

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 <div style="border: 1px solid black; padding: 2px; display: inline-block;">4 ▾</div>	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	<p>Scoring note: Adults include all teaching staff present on the day of planning.</p> <p>Questions to guide scoring:</p> <ul style="list-style-type: none"> • 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? 	<p>Teachers report that they use the Creative Curriculum studies to plan their lessons. They have the Question of the Day posted on their message board and they report using Mighty Minutes during transitions.</p> <p>Lesson Plan Review: Lists objectives next to each part of the day. Listed ways to support children answering question of the day ie. "How can you tell what size clothes you need?" underneath has supports-Try on too small shirt and Look at tags on clothes.</p>

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>
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: <ul style="list-style-type: none"> • What family engagement options are available to families? • How often are these options available? 	Teachers report inviting families to 2 or 3 events throughout the year. So far this year they had a Halloween parade and a building workshop.
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: <ul style="list-style-type: none"> • 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? 	Teachers report sharing anecdotes during pick up time. They also send messages through SeeSaw and their monthly newsletter.
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: <ul style="list-style-type: none"> • How do you provide families with child-observation assessment results? • How do you explain the results when needed? 	Teachers report meeting with families four times throughout the year: Two home visits and two conferences. The first home visit is to build relationships. The other 3 meetings are to discuss COR reports and create goals. They also meet with individual families as needed. Associate teacher is multi-lingual and translates for meetings. They also have a Spanish speaking translator that can join for families who speak Spanish.

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="58 305 142 376" style="border: 1px solid black; padding: 2px; display: inline-block;"> 4 ▾ </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>Questions to guide scoring:</p> <ul style="list-style-type: none"> • 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? 	<p>Teachers report holding a transition meeting where Young 5's and K teachers come to the preschool to talk to families. They discuss expectations and give families ideas for things to practice over the summer. The classroom has a book for each Elementary School so children can see the important spaces and people in their next school. They encourage students to play on the playground at their next school. For students with IEP's they hold a transition meeting to make plans for the next best placement and make sure supports are in place.</p>