



# CLASSROOM COACH

Improving Preschool Classroom Quality

Your Name

Jennifer Archey

# 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><b>Row 1</b></p> <div style="border: 1px solid black; width: 30px; height: 30px; margin: 10px auto; text-align: center; line-height: 30px;">4</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:                      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>	<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 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>"We use Second Step Social Emotional Curriculum, Creative Curriculum, and the six step method for conflict resolution. -Creative Curriculum addresses all the domains, and Second Step Step engages the children in active Dramatic Play about social situations."</p> <p>"When we take notes on a child, we take notes on their level of development, and then we try to get them to the next level."</p> <p>"We follow the curriculum pretty closely. Every Friday, we look at the week, and collect the know we are beginning the books we need. We choose our own Mighty Minutes, based on what the children seem to be needing. I always begin the year with "The First Six Weeks" and now we are starting the Tree Study."</p> <p>We use the curriculum every day, and always plan with the manuals.</p>
<p><b>Row 2</b></p> <div style="border: 1px solid black; width: 30px; height: 30px; margin: 10px auto; text-align: center; line-height: 30px;">2</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>	<p>Last year we had three students that were English language learners, and so we simplified the directions. We moved the children closer to us and did more one-on-one with them as well. I gestured a lot more.</p> <p>We have signs that say hello in different languages, we have books that show different cultures.</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>
<p>Row 1</p> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 5px auto;">4</div>	<p>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).</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 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>	<p>SmartTeach and it is research validated. We take written observations of the children daily and submit it to SmartTeach. We have 3 observation periods per year.</p>
<p>Row 2</p> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 5px auto;">3</div>	<p>Adults use the assessment results to monitor children’s developmental progress continuously to inform large-group, small-group, and individual instruction.</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 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>	<p>Here is an example: If Sophia counts to 8, you would take that note, and then look for ways to encourage her to count higher.</p> <p>When children are all low in a particular area, we would then focus more activities and lesson planning on that area.</p> <p>We talk about how to do this at data meetings.</p>

**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; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 5px auto;">2</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><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>If my notes show lots of interest in art, I would plan more activities that involve glue and crayons, and markers.</p>
<p>Row 2</p> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 5px auto;">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><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>	<p>So when a child is still holding a pencil with a fist, you can describe that they are doing that and describe all of the things that they can do rather than cannot yet do.</p> <p>Yes. See above example.</p> <p>Abigail fell down while playing in the playground, and I was hugging her. Zhavy came up and patted her and asked, "Are you ok?"</p> <p>If my notes show that a child can consistently finish an AB pattern, we will then have them try to finish an AAB pattern, and so on. If a child is consistently doing something without support I would move them up to something more challenging.</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:
<p>Row 3</p> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 10px auto;">4</div>	<p>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></p>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<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>	<p>On Fridays, we enter our notes together, and then we go over what we do for the week, and making the plans.</p> <p>We are actively using the lesson plans from Creative Curriculum, and modifying them for our children's needs.</p> <p>With Creative Curriculum, we can change out our Dramatic Play area, so we change it to incorporate things from the study.</p> <p>We use experiential learning when we did sink or float in small group. We have made playd</p> <p>Children have opportunities in large group to play letter monster in large group so they can write and be active.</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:	Evidence:
<p>Row 1</p> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 10px auto;">4</div>	<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>We do trunk or treat, we are doing math carnival in November, we will have a mystery reader station and that will be for parents pop in.</p> <p>Parents will come to our Halloween and holiday parties.</p> <p>We do 3 parent involvement</p>
<p>Row 2</p> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 10px auto;">4</div>	<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>We talk at pickup each day. We have a school email and I also have a school email.</p> <p>We send out a monthly newsletter and I send out daily photos on Brightwheel.</p> <p>Parents can bring in items and treat.</p> <p>We do 2 home visits and two PT conferences.</p>
<p>Row 3</p> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 10px auto;">4</div>	<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>	<p>We present SmartTeach Data at conferences and home visits. We print out the family conference sheet. I show examples in the portfolio, and different things.</p> <p>I follow the parents lead about concerns and let them let me know. I let parents know what we are doing</p>
				<p>We do the last home visit after doing the conferences and we ask if the parents have what they need. Sometimes families need extra help to look at young fives.</p>

**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 style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 10px auto;">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><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>	<p>Sometimes we have to have a conference where we encourage parents to look into Young Fives to give children the extra year to build their skills.</p> <p>We do the kindergarten study, and send home a letter at the beginning of the study. We discuss kindergarten activities and expectations at the final conference.</p> <p>Cross reference response for Row 3</p>