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.

<u>**Assessment Protocols**</u>

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.

Program information	Hours program/classroom in session
Name of agency: Learning Together Inc.	**Days of week (circle all that apply)**
Name of center: Learning Together Inc.	(MON) (TUE) (WED) (THU) (FRI) SAT
Name of classroom being observed: Owls Classroom	
	Time session begins each day: 9:30 am
Program director/administrator or contact person	**Time session ends each day:**
Name: Charles Skeeter	
Position/title: Director of Special Education	**Assessor information**
	Name: Tanvi Prakash
Contact information of program/classroom being observed	**Phone:** 7044301644 **Ext:**
City/state/zip: Raleigh/NC/27603	**Fax:**
Phone: 919-856-5200 **Ext:** 5386	**Email:** tanviaprakash@gmail.com
Fax: N/A	
Email: charles@learningtogether.org	**Classroom Coach administration information**
	Date of observation: 01/22/2025
Classroom staff	**Beginning time:** 9:30 am
Name head/lead teacher: Todd Ireland	**Ending time:** 11:45 am
Name associate teacher:	
Other staff:	**Comments or notes about administering the Classroom Coach in this classroom:**
Name: **Position/title:**	
Name: **Position/title:**	
Name: **Position/title:**	
Children	
Number in the classroom:	**Rater's signature:** Tanvi Prakash
Age range of children:	**Date:** 01/20/2025

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 4	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. · who · what · when · where · how				The classroom has a variety of play areas including a dramatic play area with a kitchen table, a library area, a blocks area, a cozy corner, etc. During centers, ch1 & ch2 fish at the water table, ch3 & ch4 practice measuring in the math area, ch5 & ch6 work with beads in the arts area, and ch7, 8, & 9 work with the teacher on the carpet using colors and letters.

| **Row 2**

 4 | **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) | | All materials are placed at a child-accessible height in the designated area of the classroom. For example, the arts area has shelves with paint, crayons, and paper that is easily accessible to the kids. Items such as rulers and timers stay in the math area, and children can access them for measuring & telling time. |

	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 [1]	Limited Quantity: Score of 8 or less on the **literacy** content area.	Moderate Quantity: Score of 9 or 10 on the **literacy** content area.	Adequate Quantity: Score of 11 on the **literacy** content area.	Plentiful Quantity: Score of 12 on the **literacy** content area.	**Scoring note:** Only enter the **TOTAL** observed score for evidence.	8
Row 2 [2]	Limited Quantity: Score of 6 or less on the **mathematics** content area.	Moderate Quantity: Score of 7 or 8 on the **mathematics** content area.	Adequate Quantity: Score of 9 on the **mathematics** content area.	Plentiful Quantity: Score of 10 on the **mathematics** content area.	**Scoring note**: Only enter the **TOTAL** observed score for evidence.	7
Row 3 [1]	Limited Quantity: Score of 7 or less on the **perceptual, motor, and physical development** content area.	Moderate Quantity: Score of 8 or 9 on the **perceptual, motor, and physical development** content area.	Adequate Quantity: Score of 10 on the **perceptual, motor, and physical development** content area.	Plentiful Quantity: Score of 11 on the **perceptual, motor, and physical development** content area.	**Scoring note:** Only enter the **TOTAL** observed score for evidence.	6
Row 4 [1]	Limited Quantity: Score of 2 or less on the **social studies/social and emotional** content area.	Moderate Quantity: Score of 3 or 4 on the **social studies/social and emotional** content area.	Adequate Quantity: Score of 5 on the **social studies/social and emotional** content area.	Plentiful Quantity: Score of 6 on the **social studies/social and emotional** content area.	**Scoring note:** Only enter the **TOTAL** observed score for evidence.	2
Row 5 [3]	Limited Quantity: Score of 1 or none on the **science** content area.	Moderate Quantity: Score of 2 on the **science** content area.	Adequate Quantity: Score of 3 on the **science** content area.	Plentiful Quantity: Score of 4 on the **science** content area.	**Scoring note:** Only enter the **TOTAL** observed score for evidence.	3
Row 6 [1]	Limited Quantity: Score of 2 or less on the **diversity of human experiences** content area.	Moderate Quantity: Score of 3 on the **diversity of human experiences** content area.	Adequate Quantity: Score of 4 on the **diversity of human experiences** content area.	Plentiful Quantity: Score of 5 on the **diversity of human experiences** content area.	**Scoring note:** Only enter the **TOTAL** observed score for evidence.	0

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 `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.	The majority of decorations in the classroom were learning/emotional tools. There was one class project displayed on the wall but not at a child's level.
Row 2 `4`	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			There was an abundance of child-encouraging prints including interest area signs, a job chart with names and pictures, posters about reading questions, alphabet posters, children's name cards on cubbies, and behavior cards with the picture and name of the behavior. During morning meeting, the teacher uses the "calm body" card to encourage listening. Ch 1 uses the alphabet cards to demonstrate the letter of the day, "T," and ch 2 uses the weather wheel to flip to the cloudy side.