

**BIG DAY FOR PreK
IN-CLASSROOM OBSERVATION**

Teacher: _____

Date: _____

School/District: _____

Time: _____

Observer: _____

Theme: _____

Number of children in classroom: _____

Number of adults in classroom: _____

Boys: _____ Girls: _____

Language of Instruction: _____

Number of children with special needs: _____

Number of children who are English Language Learners: _____

Overall Instructional Proficiency					
Overall Points:	____out of 100	____Exceeding (90-100 points)	____Meeting (65-89 points)	____Approaching (40-64 points)	____Beginning (0-39 points)

Directions: Use this form to record observations. Place an X to indicate the teacher's proficiency level for each indicator. Total the point value to determine proficiency within each In-Classroom Support focus area. Once completed, total all categories to determine the Overall Point and Overall Instructional Proficiency on page one.

Classroom Environment

Fidelity of Implementation Indicators	Exceeding	Meeting	Approaching	Beginning	Not Observed	Examples of Success (including, but not limited to)	Notes
	4	3	2	1	N/A		
Room arrangement includes a Whole-Group Instruction Space						• Open space allows all children, including those with medical conditions or physical challenges to gather comfortably • Space contains a chart and easel, dry-erase board and markers, or interactive whiteboard • Necessary materials are available (e.g., CD player, pointers)	
Room arrangement includes Learning Centers/Stations and space for Small Group Instruction						• Clear traffic patterns are established • Low bookshelves create well-defined spaces • A space to accommodate up to five children allows for Small Group Instruction	
Materials are well-organized and give children a sense of security and independence						• Materials are easily-accessible to children and clearly labeled with pictures and words to support independent learning • Materials are stored in the same place to help children learn how things are grouped together • Materials are categorically arranged to help children learn why things are grouped together • Learning Centers/Stations are equipped with the necessary supplies for activities and cleanup	
Wall space is used to support young learners						• Alphabet Frieze is posted at eye level in a central area of room. • Big Wall Chart and Science Poster for the current theme are posted for easy reference • Clifford's Big Ideas Poster is clearly displayed • Be Big in the Classroom Poster is posted to remind children of classroom routines and expectations • Word Wall is created and utilized throughout the theme	

Classroom Environment (cont.)	
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Fidelity of Implementation Indicators	Exceeding	Meeting	Approaching	Beginning	Not Observed	Examples of Success (including but not limited to)	Notes
	4	3	2	1	N/A		
Literacy is incorporated into all areas of the classroom						• <i>Children's writing is displayed on the walls</i> • <i>Environmental print (e.g., magazines, recipes, maps, calendars) are included in Learning Centers</i> • <i>Theme-related books are incorporated into Learning Centers/Stations</i> • <i>Literacy-rich props are included in Centers (e.g., food cartons in Dramatic Play Center, road signs in Blocks & Building Center)</i>	
Learning Centers/Stations contain materials, activities, and books appropriate to the current theme						• <i>Centers/Stations may include: Blocks & Building, Creativity, Dramatic Play, Math, Reading & Listening, Science, Technology, Writing, Clifford Corner, & ABC Place, although there is no expectation that there are eight centers at any one time</i> • <i>Learning Centers/Stations are well-defined with a clear system for organizing materials.</i> • <i>Centers/Stations provide children with opportunities to connect to theme through purposeful activities</i>	
_____ Total Points out of 24 points _____ Exceeding (22-24 points) _____ Approaching (10-15 points) _____ Meeting (16-21 points) _____ Beginning (0-9 points)							

Classroom Management							
Fidelity of Implementation Indicators	Exceeding	Meeting	Approaching	Beginning	Not Observed	Examples of Success (including but not limited to)	Notes
	4	3	2	1	N/A		
Evidence of a daily schedule helps children know what to expect and makes the most of instructional time						• An illustrated daily schedule is clearly displayed and referenced throughout the day. • Schedule includes 3 whole-group Big Experiences, 2 Small Group instruction, and theme-specific Learning Center/Station activities • The teacher refers children to the schedule throughout the day	
Classroom rules are clearly established to guidelines for children's behavior						• Classroom rules are posted with visual reminders • Classroom rules use clear and positive language • Classroom rules focus on aspects of classroom behavior that support social development	
The teacher has established clear routines to structure the day						• Established routines are in place to help children transition from activity to activity • Routines are incorporated into the Meet and Greet and Wrap Up Activities (e.g., Sign-in Routine during Meet and Greet and Today's Report during Wrap Up Activities) • The teacher uses visual and verbal cues to help children carry out routines	
A set of routines and procedures help children explore and navigate Learning Centers independently						• A system of vacancy/no vacancy regulates children's involvement in particular Centers • The teacher uses a signal (e.g., timer, buzzer, song) to indicate when it is time to rotate.	
_____ Total Points out of 16 points _____ Exceeding (14-16 points) _____ Meeting (10-13 points) _____ Approaching (6-9 points) _____ Beginning (0-5 points)							

Instructional Materials	
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[illegible]

Instruction							
Fidelity of Implementation Indicators	Exceeding	Meeting	Approaching	Beginning	Not Observed	Examples of Success (including but not limited to)	Notes
	4	3	2	1	N/A		
Circle Time and Story Time incorporate Big Experiences into the day						- Teacher's instruction is purposeful and clear - Targeted vocabulary is explicitly taught - Instruction provides support for student learning in Centers - Pacing of instruction sustains children's attention and accomplishes the goals of the lesson - Materials are seamlessly incorporated into the instruction and support children's learning - Teacher incorporates elements of direct instruction and student interaction	
The use of Bookstix during Read Alouds in Story Time is evident to promote dialogue and comprehension						- Story Time occurs at least once during the classroom schedule. - Teacher interactions support children's comprehension, vocabulary, and content-area knowledge. - Teacher uses BookStix prompts to guide dialogic reading.	
Small Group instruction occurs with recommended Learning Center scheduled time						- Teacher models skills and checks for understanding - Teacher provides feedback for each child as he/she practices the skill "Observe Prompts" provide added support for children	
Teacher utilizes informal learning opportunities to monitor children's growth and progress						- Teacher's open-ended questions prompt conversations during Meet & Greet, Snack & Lunch, Indoor/Outdoor Play, and Wrap-up - Children are encouraged to engage in social conversations with one another - Thematic conversations relate to the knowledge, skills, and concepts of the current theme	
Teacher adapts and/or is flexible conducting curriculum activities according to the needs of the class						- Differentiated instruction for English Learners - Differentiated instruction for children with special needs - Differentiated instruction for enrichment	Evidence is obtained from teacher conference
Evidence of one-to-one follow-up is observed						- Teacher identifies children in need of follow-up based on instruction during Big Experiences "Observe moments" - Follow-up incorporates suggested Big Day for PreK strategies	
_____ Total Points out of 28 points					_____ Exceeding (25-28 points) _____ Meeting (18-24 points)	_____ Approaching (11-17 points) _____ Beginning (0-10 points)	

Assessment							
Fidelity of Implementation Indicators	Exceeding	Meeting	Approaching	Beginning	Not Observed	Examples of Success (including but not limited to)	Notes
	4	3	2	1	N/A		
Scholastic Early Childhood Inventory (SECI) is utilized to monitor child's development						• SECI is administered at the Beginning, Middle, and End of Year • Teacher has rationale for administering the SECI in entirety or modules that supplement assessments already in place	Evidence is obtained from teacher conference.
Ongoing Observation is consistently utilized to inform instruction						• Classroom Observation guides are used daily to collect information during Circle Time/Story Time and Small Groups • PreK 360 Record is utilized as needed • Clipboard Observations are collected monthly, by theme • Anecdotal Records are recorded daily, as needed	
Informal Tools are utilized to present a dynamic snapshot of children's progress						Portfolios include: • Work samples • Anecdotal records • Observation results/Pathways to Readiness • SECI results	
_____ Total Points out of 12 points						_____ Exceeding (11-12 points) _____ Approaching (5-7 points) _____ Meeting (8-10 points) _____ Beginning (0-4 points)	

Overall Successes	Overall Challenges

Teacher Conference:

1. How many children in the classroom have special needs?
2. How many children in the classroom are English Language Learners?
3. How do you adapt/ be flexible conducting curriculum activities according to the needs of the class (e.g., age levels, children with special needs, English Language Learners)?
4. How do you make home-school connections between families and resources in *Big Day*?
5. What Big Day approaches to assessment do you use to document children's development and learning? Other approaches (non-*Big Day*)?

INSTRUCTIONAL SUPPORT BLUEPRINT

School		Visit Date	
Teacher(s)		Consultant	
Program		Project Lead	
Service Manager		Account Executive	

Part 1: Review Partnership Goals

My current area(s) of focus, based on Partnership goals and my own classroom

Part 2: Student Learning Targets

Student Work/Data Analysis
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•
•

Student Learning Targets	Implementation Action Steps	Start Date
		MM/DD/YY
	•	MM/DD/YY
	•	MM/DD/YY
	•	MM/DD/YY
	•	MM/DD/YY
	•	MM/DD/YY
Resources Referenced to Support Learning Targets		

PART 3: Goals from Last Visit

Goals Accomplished	Date
	MM/DD/YY
	MM/DD/YY
	MM/DD/YY
	MM/DD/YY

PART 4: Coaching Practices

Coaching Practices Used	
☐ Analysis of Student Work/Data	☐ Professional Learning Community
☐ Collaborative Planning	☐ Team Planning
☐ Co-Teaching	☐ Observation of Other Classrooms
☐ Student Observation with Feedback	☐ Professional Study, Reading, and/or Discussion
☐ Demonstration Teaching/Model Lesson	☐ Classroom Walkthrough
☐ Classroom Walkthrough with Leaders	☐ Other
Coaching Practices Identified for Next Visit	

PART 5: Follow-Up

Notes
Thank you for letting me join you in your class today! I really enjoyed working with both you and your students.
Next Coaching Visit Date

Submitted :

Submitted To: