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| **PK Guideline Domains** | **High Quality PK Observables (circle if evident during visit)** |
| **Emergent Literacy Reading & Writing** | Personalized small group literacy instruction (leveled reader, word work, interactive writing). Shared reading incorporates concepts about print. Interactive writing incorporates letter identification. Writing across content & writing across daily routine. |
| **Language & Communication** | Staff speak to children by name & at their eye level. Back & forth conversation between staff and students. Staff name/label items, speak in complete sentences with students, and scaffold student’s language. Materials/centers are labeled. Student work displayed – includes writing. Variety of age-appropriate books. Word Wall – student names/key vocabulary. Staff models writing & concepts about print. Shared writing activities are evident (books, graphs, charts). |
| **Mathematics** | Hands-on math tubs/activities. Math integrated into routines (counting songs/games, attendance, lunch, voting, graphs). Read aloud/shared reading reinforces math concepts (patterns, counting, shapes). Counting from a pile, making a pile, counting 1:1. |
| **Science/Social Studies** | Staff models vocabulary & students use vocabulary. Materials are accessible to students. Ongoing science or social studies projects are evident (care of plants/animals, collections, recycling, balls, pets, clothes, buildings, trees, people, etc.). |
| **Social Emotional Development** | Staff uses verbal/nonverbal strategies to respond promptly & sensitively to students. Positive guidance encourages students to self-manage their behavior. Staff & students talk about feelings and model positive interactions/problem solving. |
| **Technology** | Students use technology to practice/reinforce skills and then apply skills practiced (writing letters, words, numerals, shapes after practicing on app; story re-telling/dramatization). |
| **Physical Development** | Schedule reflects a structured gross motor time (30 minutes) and an unstructured recess time (15-20 minutes). Students engage in activities that practice fine motor development (writing/drawing, manipulating objects). |
| **Fine Arts** | Various materials for sensory play & exploration is accessible to students. Students engage in art, music, dramatic activities. |
| **Classroom Environment** | Space is organized into centers addressing multiple domains & allowing for movement. Management charts posted (rules, schedule, attendance, helpers, centers). Schedule reflects quiet/active activities, small group instruction. Maximizes instruction by routines, student self-management of materials, transitions. |
| **Comments:** |  |

Thank you for joining our learning journey. The focus areas listed below align with our campus goals. Your feedback is important to us!