

Teacher _____

Print Rich Environment

- _____ children's names visible
- _____ classroom labels visible
- _____ variety of children's work displayed
- _____ curriculum theme evident
- _____ management charts (rules, daily schedule, attendance, helper, center management) displayed
- _____ library (variety of books including theme)

Classroom Climate

- _____ teacher sensitive to children's needs
- _____ smooth transitions evident
- _____ clearly defined rules and routines

Language Development

- _____ teacher & assistant involved with children throughout the day (large group, small group, and centers)
- _____ teacher encourages and scaffolds children's language
- _____ children's talk outweighs teacher talk
- _____ conversations with children occurring

Centers

- _____ used daily (45 min.—1 hour)
- _____ each center has clear boundaries with tables incorporated
- _____ management system displayed and in use
- _____ books and writing materials in each center
- _____ variety of fun and purposeful "hands on" activities in each center
- _____ children's language occurring with adults and peers
- _____ small group instruction occurring (language, letter knowledge, phonological awareness, and math)

Circle Time

- _____ 2-3 times per day (15-20 min each time)
- _____ child interaction evident
- _____ center activities and materials explained
- _____ variety of activities based on curriculum & appropriate best practices

Read Alouds

- _____ 2-3 per day; using open-ended questions (child involvement evident)

Date _____

Letter Knowledge

- _____ name activities evident
- _____ alphabet activities evident
- _____ letter wall sequenced from A-Z contains children's names and theme vocabulary

Emergent Writing

- _____ teacher "thinks out loud" when modeling writing and emphasizes concepts of print
- _____ shared writing (daily news, response to literature, graphs, other graphic organizers posted in room)
- _____ child made class books evident
- _____ daily opportunities for individual writing

Journals

- _____ accessible to children for individual writing
- _____ occurs 3 or more times weekly
- _____ dictation taken 1 or more times weekly
- _____ entries dated

Lesson Plans

- _____ 3 hours of daily cognitive instruction evident
- _____ curriculum and other theme related activities included
- _____ small groups noted (including: language, letter knowledge, phonological awareness, and math)
- _____ cognitive transitions planned and listed

Portfolios

- _____ overall plan in place
- _____ children's name writing, self portraits, writing, and other work samples included and dated
- _____ anecdotal notes current and dated
- _____ assessment checklists included

Math

- _____ hands on activities that support a variety of math concepts evident
- _____ math incorporated into daily routines

Administrative Support

- _____ makes literacy resources available
- _____ accommodates for attendance at professional development
- _____ supports use of curriculum