

**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