

Transitional Kindergarten Classroom Observation

Environment	Obser.
1. Children’s work is displayed in classroom and is changed periodically	
2. Real life/found materials are in interest areas	
3. Space is divided into well arranged interest areas with sufficient, safe/clean, and age appropriate materials	
4. Interest areas accommodate many types of play and can be used in a variety of ways	
5. Color–coded labeling in languages represented	
Large Group Time/Circle Time	
1. Includes lessons from district reading program and supplementary materials, content area curriculum addressing PLFoundations and K-content standards/common core	
2. Is in a spacious area to accommodate all children comfortably	
3. All children participate	
4. Large group time is approximately 15-20 minutes (longer or shorter as age appropriate)	
Interest Areas Center Time	
1. Adults choose child to observe - take observation notes for lesson plans, assessment, and referrals	
2. Adults may interact with children- at their physical level, support play and interactions of children	
3. Materials are clean and safe, stored in an organized manner, accessible to all children and rotated periodically throughout the year	
4. Centers are set up using the indoor and outdoor environment	
Small Group Time	
1. Adults observe, listen, encourage, interact , ask open-ended questions	
2. Each child has materials, materials are prepared ahead of time, brief introduction for activity is given	
3. Adult selects activity focusing on a foundation, standard, or need based upon previous observation/assessment of students	
4. Small group activity is 15-20 minutes	
Teacher/Child Interactions	
1. The teacher uses the language of children to support English acquisition. Parents/caregivers used as a resource to learn key words and phrases in other language(s).	
2. Children’s feelings are respected and cared for – children express their point of view, conversations about the child’s ideas and opinions are expressed.	
3. Adults ask open ended questions	
4. Adults work with aggressive or destructive behavior-encourage problem solving, encourage choices, help with conflict resolution strategies	
Classroom Management	
1. Daily schedule is posted – child/adult versions	
2. Clear consistent reasons for rules and expectations are given	
3. Staff follows consistent classroom rules, limits and expectations	
4. Transitions are planned for and anticipated	
5. Waiting is as short as possible – using wait time with songs, chants, poems, physical movement	
6. Staff uses encouragement, constructive feedback for children throughout the day	
Parents	
1. Parents are encouraged to volunteer in the classroom	
2. Parent notices, newsletters are sent out to families on a regular basis and in home language(s)	
3. Parent communication is ongoing and teacher is easily accessible	
Children’s Records	
1. Student work samples are maintained for each child for evidence of progress over time	
2. Staff-teacher, office manager, principal check to make sure children enrolled in TK have district paperwork signed and stored in child’s cum folder	
3. Portfolios are maintained to capture progress and goals throughout the year.	