

Walk-through Name	Site	Template Name
Preview Template		WV Universal Pre-K Observational Walkthrough
Category	Start Date / Time	End Date / Time
<none>	Sep 26, 2018 11:09 AM	
Subject		

**Page 1**

1.1	<b>ENVIRONMENTAL OVERVIEW</b> The Environmental Overview includes items that the reviewer can observe during all parts of the daily schedule. The Environmental Overview is to be completed with each of the other sections.	
<input type="text"/>		
1.2	<b>Teacher-child ratio is maintained at all times including lunch and outdoors (1:10 for children without IEPs, 2:8 for children with IEPs, a second aide must be added if the tenth child with an IEP is enrolled)</b>	<ul style="list-style-type: none"> <li>• Met</li> <li>• Not Met</li> <li>• Not Obs.</li> </ul>
1.3	<b>All adults in the room are engaged and working with children to ensure safety and to support the appropriate resolution to conflicts. Staff ensures that every center can be viewed easily by an adult.</b>	<ul style="list-style-type: none"> <li>• Met</li> <li>• Not Met</li> <li>• Not Obs.</li> </ul>
1.4	<b>There are no materials present that may be harmful to children (chemicals, sharp or dangerous objects, uncovered safety caps, loose cords).</b>	<ul style="list-style-type: none"> <li>• Met</li> <li>• Not Met</li> <li>• Not Obs.</li> </ul>
1.5	<b>Daily schedule or routines for children's day is posted.</b>	<ul style="list-style-type: none"> <li>• Met</li> <li>• Not Met</li> <li>• Not Obs.</li> </ul>
1.6	<b>Primary Adults Roles</b> <b>General Strategies</b>	
<input type="text"/>		
1.7	<b>Children are actively engaged in the available activities and materials.</b>	<ul style="list-style-type: none"> <li>• Met</li> <li>• Not Met</li> <li>• Not Obs.</li> </ul>
1.8	<b>Books from a variety of genres and writing materials are available and accessible throughout the interest areas of the room.</b>	<ul style="list-style-type: none"> <li>• Met</li> <li>• Not Met</li> <li>• Not Obs.</li> </ul>
1.9	<b>The classroom is rich in environmental print( including children's writing and dictation).</b>	<ul style="list-style-type: none"> <li>• Met</li> <li>• Not Met</li> <li>• Not Obs.</li> </ul>
1.10	<b>Children's work is displayed at varying levels in several locations of the classroom and relate to current learning activities (ex. artwork, recent photos of field trips or activities, graphs, charts, dictated stories, and writing samples).</b>	<ul style="list-style-type: none"> <li>• Met</li> <li>• Not Met</li> <li>• Not Observed</li> </ul>
1.11	<b>Worksheets and flashcards are not used -- NO EXCEPTIONS</b>	<ul style="list-style-type: none"> <li>• Met</li> <li>• Not Met</li> <li>• Not Obs.</li> </ul>
1.12	<b>Observations are documented by staff throughout ongoing interactions with children.</b>	<ul style="list-style-type: none"> <li>• Met</li> <li>• Not Met</li> <li>• Not Obs.</li> </ul>

<p>2.1 <b>GROUP TIME</b>  <b>The group time section is completed when children are in large group or are in small group settings. Group time includes times when all or part of a class come together and the group is facilitated by an adult.</b></p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div>	
<p>2.2 <b>Staff ensure that the time allotted to group time is developmentally appropriate for the children in the group (5-15 minutes).</b></p>	<ul style="list-style-type: none"> <li>• Met</li> <li>• Not Met</li> <li>• Not Obs.</li> </ul>
<p>2.3 <b>There are a variety of interactive experiences that children enjoy doing together such as group reading activities and music and movement.</b></p>	<ul style="list-style-type: none"> <li>• Met</li> <li>• Not Met</li> <li>• Not Obs.</li> </ul>
<p>2.4 <b>Group space is easily seen by the children for charts such as job chart, the daily pictorial schedule, or charts for graphing activities. The children do not have to strain or look across the room at the charts.</b></p>	<ul style="list-style-type: none"> <li>• Met</li> <li>• Not Met</li> <li>• Not Obs.</li> </ul>
<p>2.5 <b>Children have the opportunity to experience a sense of belonging to the group. The adults listen attentively to what the children have to say and support respective dialogue among the children.</b></p>	<ul style="list-style-type: none"> <li>• Met</li> <li>• Not Met</li> <li>• Not Obs.</li> </ul>
<p>2.6 <b>Adults reinforce the "community culture" by discussing joint concerns and problems. Children participate in problem solving and conflict resolution.</b></p>	<ul style="list-style-type: none"> <li>• Met</li> <li>• Not Met</li> <li>• Not Obs.</li> </ul>
<p>2.7 <b>GROUP TIME</b>  <b>Primary Adult Roles</b>  <b>General Strategies</b></p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div>	
<p>2.8 <b>Staff informs children of daily expectations and any changes to the routine.</b></p>	<ul style="list-style-type: none"> <li>• Met</li> <li>• Not Met</li> <li>• Not Obs.</li> </ul>
<p>2.9 <b>Staff introduces new materials and concepts during group time that children can explore during center/choice time.</b></p>	<ul style="list-style-type: none"> <li>• Met</li> <li>• Not Met</li> <li>• Not Obs.</li> </ul>
<p>2.10 <b>Group times are adapted to meet the developmental levels of the children and the current atmosphere of the classroom.</b></p>	<ul style="list-style-type: none"> <li>• Met</li> <li>• Not Met</li> <li>• Not Obs.</li> </ul>
<p>2.11 <b>Staff facilitates thinking and learning skills through the open ended questioning, open dialogue, modeling and demonstrating.</b></p>	<ul style="list-style-type: none"> <li>• Met</li> <li>• Not Met</li> <li>• Not Observed</li> </ul>

3.1 <b>There is a variety of materials available throughout interest areas.</b>	<ul style="list-style-type: none"> <li>• Met</li> <li>• Not Met</li> <li>• Not Obs.</li> </ul>
3.2 <b>Choice time occurs for duration of at least one uninterrupted hour each day exclusive of clean-up time.</b>	<ul style="list-style-type: none"> <li>• Met</li> <li>• Not Met</li> <li>• Not Obs.</li> </ul>
3.3 <b>Children are able to choose interest centers, activities, materials and playmates with staff intentionally teaching children how to make choices.</b>	<ul style="list-style-type: none"> <li>• Met</li> <li>• Not Met</li> <li>• Not Obs.</li> </ul>
3.4 <b>CENTER/CHILD CHOICE TIME</b> <b>This is the parts of the day where children have access to the materials throughout the classroom and the interest areas. Children have the opportunity to carry out plans, solve problems, and interact with peers and adults.</b> <div style="border: 1px solid black; height: 40px; width: 100%; margin-top: 5px;"></div>	
3.5 <b>Staff uses choice time to address the needs and interests of the individual children.</b>	<ul style="list-style-type: none"> <li>• Met</li> <li>• Not Met</li> <li>• Not Obs.</li> </ul>
3.6 <b>Staff circulate the room and interact with children.</b> <b>*Model and demonstrate use of materials and play episodes.</b> <b>*Encourage children's efforts and accomplishments.</b> <b>*Promote the development of a specific skill or set of skills by modeling with instruction or providing direct instruction within the context of the child's chosen activity or need. Pose problems, ask questions, make comments and suggestions that stimulate children's thinking and extend their learning.</b> <b>*Engage the children in discussions and open ended dialogue about their play.</b> <b>*Encourage dialogue between children to problem solve, extend their learning, and to support child to child interactions.</b>	<ul style="list-style-type: none"> <li>• Met</li> <li>• Not Met</li> <li>• Not Obs.</li> </ul>
3.7 <b>Staff maintain the environment and provide direction for clean-up as an opportunity to teach skills and foster critical social and emotional development.</b>	<ul style="list-style-type: none"> <li>Met</li> <li>• Not Met</li> <li>• Not Obs.</li> </ul>
3.8 <b>Staff read to children individually or in a small group.</b>	<ul style="list-style-type: none"> <li>• Met</li> <li>• Not Met</li> <li>• Not Obs.</li> </ul>
3.9 <b>CENTER/CHILD CHOICE TIME</b> <b>Primary Adult Roles</b> <b>General Stratagies</b> <div style="border: 1px solid black; height: 40px; width: 100%; margin-top: 5px;"></div>	

<p>4.1 <b>Daily outdoor time is provided on a regular basis, weather permitting.</b></p>	<ul style="list-style-type: none"> <li>• Met</li> <li>• Not Met</li> <li>• Not Obs.</li> </ul>
<p>4.2 <b>Indoor gross motor time is provided as a supplement to outdoor time or when weather does not permit outdoor play.</b></p>	<ul style="list-style-type: none"> <li>• Met</li> <li>• Not Met</li> <li>• Not Obs.</li> </ul>
<p>4.3 <b>Staff actively engaged in outdoor time and considers it as part of educational experiences within the curriculum --- not "recess".</b></p>	<ul style="list-style-type: none"> <li>• Met</li> <li>• Not Met</li> <li>• Not Observed</li> </ul>
<p>4.4 <b>Staff assist children to develop skills needed to use the equipment.</b></p>	<ul style="list-style-type: none"> <li>• Met</li> <li>• Not Met</li> <li>• Not Obs.</li> </ul>
<p>4.5 <b>OUTDOOR TIME/INDOOR GROSS MOTOR TIME</b>  <b>This is an essential part of each day that meets the needs of all children and provides a variety of opportunities for teachers to assess all areas of development through child-initiated large motor activities and equipment.</b></p> <div style="border: 1px solid black; height: 60px; width: 100%;"></div>	
<p>4.6 <b>Outdoor time/indoor gross motor time addresses the needs and interests of individual children as adults:</b>  <b>*Model and demonstrate use of materials and play episodes.</b>  <b>*Encourage children's efforts and accomplishments.</b>  <b>*Promote the development of a specific skill or set of skills by modeling with instruction or providing direct instruction within the context of the child's chosen activity or need.</b>  <b>*Encourage dialogue between children to problem solve, promote social development, and child to child interactions.</b></p>	<ul style="list-style-type: none"> <li>• Met</li> <li>• Not Met</li> <li>• Not Obs.</li> </ul>
<p>4.7 <b>OUTDOOR TIME/INDOOR GROSS MOTOR TIME</b>  <b>Primary Adult Roles</b>  <b>General Strategies</b></p> <div style="border: 1px solid black; height: 60px; width: 100%;"></div>	

<p>5.1 <b>Children participate in setting the table, serving themselves and cleaning-up.</b></p>	<ul style="list-style-type: none"> <li>• Met</li> <li>• Not Met</li> <li>• Not Obs.</li> </ul>
<p>5.2 <b>Conversations occur at mealtimes.</b></p>	<ul style="list-style-type: none"> <li>• Met</li> <li>• Not Met</li> <li>• Not Observed</li> </ul>
<p>5.3 <b>Staff sit with children at the tables as much as possible.</b></p>	<ul style="list-style-type: none"> <li>• Met</li> <li>• Not Met</li> <li>• Not Obs.</li> </ul>
<p>5.4 <b>Children are allowed enough time to eat.</b></p>	<ul style="list-style-type: none"> <li>• Met</li> <li>• Not Met</li> <li>• Not Obs.</li> </ul>
<p>5.5 <b>MEALS/SNACKS</b>  <b>This time is considered to be instructional time in the WV Universal Pre-K Program. In order for staff to utilize this part of the day and to assist in the development of school readiness skills, adults and children need to be active in this part of the daily schedule.</b></p> <div style="border: 1px solid black; height: 60px; width: 100%;"></div>	
<p>5.6 <b>Food is never used to reward or punish behavior.</b></p>	<ul style="list-style-type: none"> <li>• Met</li> <li>• Not Met</li> <li>• Not Obs.</li> </ul>
<p>5.7 <b>Staff teach healthy nutrition concepts, encourage children to make healthy food choices, and model healthy habits.</b></p>	<ul style="list-style-type: none"> <li>• Met</li> <li>• Not Met</li> <li>• Not Obs.</li> </ul>
<p>5.8 <b>MEALS/SNACK</b>  <b>Primary Adults Roles</b>  <b>General Stratagies</b></p> <div style="border: 1px solid black; height: 60px; width: 100%;"></div>	
<p>5.9 <b>Meal times are viewed as educational experiences.</b></p>	<ul style="list-style-type: none"> <li>• Met</li> <li>• Not Met</li> <li>• Not Obs.</li> </ul>