

1. Student Engagement				
	Insufficient/Rarely (1)	Uneven/Sometimes (2 or 3)	Adequate/Frequently (4 or 5)	Consistently/Systematic (6)
<b>Student Interest and Involvement</b>	Several children appear unengaged, uninterested or confused throughout the lesson	Some children appear unengaged, uninterested or confused throughout the lesson	Many children appear to understand the activity and demonstrate engagement and interest through content-relevant, interactive discussions and meaningful participation	Most or all children appear to understand the activity and demonstrate sustained engagement and interest through content-relevant, interactive discussions and meaningful participation
<b>Use of Proactive Strategies</b>	The teacher does not utilize proactive strategies to gain student attention, or is ineffective at initially gaining and maintaining student focus throughout the learning activity	The teacher utilizes one or two proactive strategies to gain or maintain student focus, although these strategies may be in response to escalated student behavior.	The teacher uses strategies to gain and maintain student focus throughout the lesson, such as adjusting tone or volume, proximity control, using children's names, and specific praise for positive behavior and process learning	The teacher proactively uses a variety of targeted strategies to gain and maintain student focus and engagement throughout the lesson.
<b>Effective Redirection</b>	The teacher is mostly ineffective at redirecting student focus to the learning activity	The teacher is sometimes effective at redirecting student attention	The teacher quickly and effectively redirects student focus when a student becomes disengaged, using a variety of strategies such as adjusting tone or volume, proximity control, and praise for positive behavior and process learning	The teacher's proactive use of a variety of targeted strategies to gain and maintain engagement results in no need for redirection; in limited instances, teacher quickly and effectively redirects student focus when a student becomes disengaged
2. Meaningful, Relevant Instruction				
	Insufficient/Rarely (1)	Uneven/Sometimes (2 or 3)	Adequate/Frequently (4 or 5)	Consistently/Systematic (6)
<b>Use Of Theme-Based Instruction</b>	It is unclear if strategies, activities or materials relate to ongoing thematic instruction	Some strategies, activities or materials relate to ongoing thematic instruction	Strategies, activities or materials relate to ongoing thematic instruction	Teacher makes explicit connection to how strategies, activities or materials relate to ongoing thematic instruction
<b>Activity Appropriate To Children's Development Levels</b>	It is unclear if activities relate to children's cultures, background knowledge, or prior learning experiences; activities may be inappropriate for group (e.g., too simple or too difficult)	Some activities relate to children's cultures, background knowledge, or prior learning experiences; activities may be inappropriate for some children in group (e.g., too simple or difficult)	Activities relate to children's cultures, background knowledge, or prior learning experiences; activities are appropriate for group	Teacher makes explicit connection to how activities relate to children's cultures, background knowledge, and prior learning experiences; activities are differentiated to meet needs of diverse children within group
<b>Materials Appropriate To Purpose Of Activity</b>	Materials may be inappropriate for group (e.g., too simple or difficult) or do not adequately support purpose of activity	Materials may be inappropriate for some children in group (e.g., too simple or difficult) or all materials do not adequately support purpose of activity	Materials are appropriate for group; materials adequately support purpose of activity	Materials are differentiated to meet needs of diverse children within group; all materials fully support purpose of activity
<b>Teacher Scaffolding</b>	Teacher does not scaffold strategies and supports for different ability children	Teacher sometimes scaffolds supports for different ability children and at other times misses opportunities to do so	Teacher supports are scaffolded to help struggling children work to their potential	Teacher supports are scaffolded to help all children work to their potential
3. Support & Checking Student Understanding				
	Insufficient/Rarely (1)	Uneven/Sometimes (2 or 3)	Adequate/Frequently (4 or 5)	Consistently/Systematic (6)
<b>Advanced Organizers</b>	Teacher does not orient children to the purpose or procedure of the activity	Teacher provides some orientation to the purpose or procedure of the activity	Teacher provides sufficient orientation to the purpose and procedures before beginning learning activities	Teacher provides advanced organizers for purpose and procedures before beginning learning activities and at transition points within an activity
<b>Checks For Understanding</b>	Teacher does not attempt to determine children's content or procedural understanding during the activity	Teacher misses opportunities to check for student understanding, or only checks understanding of a few children	Teacher monitors most children's understanding using questions	Teacher monitors children's understanding using questions and activities designed to demonstrate more than surface understanding of content; teacher engages a variety of children to check understanding

4. Providing Effective Feedback		Insufficient/Rarely (1)	Uneven/Sometimes (2 or 3)	Adequate/Frequently (4 or 5)	Consistently/Systematic (6)
<b>Timely &amp; Accurate Feedback</b>	When children demonstrate misunderstanding or limited understanding, the teacher does not provide feedback or provides inaccurate feedback	When children demonstrate misunderstanding or limited understanding, the teacher provides limited feedback focused on a correct answer or only responds to a few children	When children demonstrate misunderstanding or limited understanding, the teacher misses few opportunities to provide oral feedback that is focused on accuracy and concept development	When children demonstrate misunderstanding or limited understanding, the teacher consistently provides feedback focused on accuracy and concept development using words, gestures or materials to contextualize understanding	
<b>Repetition &amp; Extension</b>	The teacher rarely or never repeats and extends student speech; children are given inadequate wait time to answer questions or complete tasks	The teacher provides limited feedback focused on a correct answer or only responds to a few children; teacher sometimes repeats student speech, but rarely extends student speech	The teacher repeats and extends student speech	The teacher repeats and extends student speech using more advanced vocabulary and/or complex structures	
<b>Wait Time</b>	Children are given inadequate wait time to answer questions or complete tasks	Sufficient wait time is sometimes provided, or only provided for some children	Sufficient wait time is provided for all children to answer questions or complete tasks	Sufficient wait time is provided for all children to answer questions or complete tasks, and the teacher actively encourages children's responses and patience from others	
5. Language Instruction (Comprehension/Vocabulary)		Insufficient/Rarely (1)	Uneven/Sometimes (2 or 3)	Adequate/Frequently (4 or 5)	Consistently/Systematic (6)
<b>Explanations &amp; Demonstrations</b>	The teacher infrequently provides explanations, definitions or examples for new words or ideas, or provides inaccurate or confusing explanations, definitions or examples for new words or ideas	The teacher sometimes provides explanations, definitions or examples, and/or provides a mix of accurate and inaccurate or confusing explanations, definitions or examples for new or challenging words or ideas	The teacher provides explanations or definitions for most new or challenging words or ideas, but may not use pictorial or gestural supports when appropriate	The teacher systematically and accurately explains, defines or demonstrates new words and ideas using words, pictures and gestures, and scaffolds support based on children's ability	
<b>Prosody</b>	The teacher's speech is at an inappropriate speed for student ability	The teacher's speech is sometimes too fast or slow for student ability	The teacher's speech is at an appropriate rate for most children's ability	The teacher's speech is at an appropriate rate, tailored to the different comprehension needs of children	
<b>Complexity</b>	The teacher's speech is at an inappropriate complexity for student ability (vocabulary or sentence structure too simple or too difficult)	The teacher's speech is sometimes complex or simple for student ability	The teacher's speech is at an appropriate complexity level for most children's ability	The teacher's speech is at an appropriate complexity level, tailored to the different comprehension needs of children	
6. Literacy Instruction		Insufficient/Rarely (1)	Uneven/Sometimes (2 or 3)	Adequate/Frequently (4 or 5)	Consistently/Systematic (6)
<b>Daily Scheduled Opportunities</b>	There is time in the daily schedule for whole group literacy support, and small group instruction happens at least once per week	There is time in the daily schedule for whole group literacy support, and small group instruction happens at least twice per week	There is time in the daily schedule for targeted whole group literacy support, and small group literacy instruction occurs at least three times per week	There is time in the daily schedule for both targeted whole group and small group literacy support	
<b>Explicit Instruction</b>	The teacher does not draw explicit attention to phonological awareness, phonemic awareness, letter ID/Sounds, or beginning phonics principles or vocabulary during scheduled activities	The teacher may occasionally draw explicit attention to phonological awareness, phonemic awareness, letter ID/Sounds, or beginning phonics but does not provide explicit instruction principles or vocabulary	The teacher frequently draws direct and explicit attention to phonological awareness, phonemic awareness, letter ID/Sounds, beginning phonics principles and vocabulary	Activities demonstrate systematic emphasis on revealing important phonological, phonemic or phonetic principles and vocabulary targeted to the ability of the student	
<b>Embedded Opportunities</b>	The teacher does not engage in word play with children outside of scheduled opportunities	The teacher misses many opportunities to engage in word play with children outside of scheduled opportunities	The teacher misses few opportunities to engage in explicit and engaging literacy activities with children outside of scheduled opportunities	The teacher systematically embeds literacy instruction that is preplanned, engaging, direct, explicit and scaffolded during other learning activities or components (e.g., transitions, story reading)	

7. Writing Instruction		Insufficient/Rarely (1)	Uneven/Sometimes (2 or 3)	Adequate/Frequently (4 or 5)	Consistently/Systematic (6)
<b>Drawing Attention To Print</b>	The teacher rarely or never draws attention to relevant print from books, materials or the environment	The teacher sometimes draws attention to relevant print from books, materials or the environment	The teacher frequently draws attention to relevant print from books, materials or the environment	The teacher consistently draws attention to relevant print from books, materials or the environment	
<b>Explicit Instruction</b>	The teacher does not take advantage of opportunities to provide explicit instruction on text conventions and writing mechanics, orthography or composition	The teacher misses opportunities to provide explicit instruction on text conventions and writing mechanics, orthography or composition	The teacher provides information on text conventions and writing mechanics, orthography or composition as appropriate	The teacher consistently and systematically provides explicit instruction on text conventions and writing mechanics, orthography or composition as appropriate	
<b>Incorporating Writing</b>	The teacher's writing for children focuses primarily on basic tasks such as name writing	The teacher uses writing for meaningful purposes sometimes, but there are missed opportunities	The teacher frequently uses writing with children for meaningful purposes	The teacher incorporates writing across many daily direct instruction opportunities such as graphic organizers during story reading, Question of the Day charts, and morning meetings	
8. Support For Conceptual Understanding (Direct Instruction)		Insufficient/Rarely (1)	Uneven/Sometimes (2 or 3)	Adequate/Frequently (4 or 5)	Consistently/Systematic (6)
<b>Connects With Prior Knowledge</b>	The teacher infrequently or inaccurately links new ideas, information or activities to children's own backgrounds or past learning opportunities	The teacher sometimes uses oral and visual supports to link new ideas, information or activities to children's own backgrounds or past learning opportunities	The teacher frequently uses oral and visual supports to link new ideas, information or activities to children's own backgrounds or past learning opportunities	The teacher systematically uses oral and visual supports to link new ideas, information or activities to children's own backgrounds or past learning opportunities	
<b>Scaffolding Questions</b>	The teacher rarely or never scaffolds questions to children's level of understanding, asking primarily closed-ended questions	The teacher sometimes scaffolds questions to children's level of understanding by occasionally asking open-ended questions	The teacher frequently scaffolds questions to children's level of understanding by asking a mix of open- and closed-ended questions	The teacher consistently scaffolds questions to children's level of understanding	
<b>Self- And Parallel Talk</b>	The teacher rarely uses self- and parallel-talk to narrate children's learning experiences	The teacher sometimes uses self- and parallel-talk to narrate children's learning experiences	The teacher frequently uses self- and parallel-talk to narrate children's learning experiences	The teacher consistently uses self- and parallel-talk to narrate children's learning experiences	
<b>Supports Open-Ended Solutions</b>	The teacher focuses on skills and products rather than processes and plans	The teacher and focuses mostly on correct answers or products	The teacher frequently helps children explore various solutions to an identified problem	The teacher systematically helps children explore various solutions to an identified problem or question of interest	

9. Language Environment (Comprehension/Vocabulary)		Insufficient/Rarely (1)	Uneven/Sometimes (2 or 3)	Adequate/Frequently (4 or 5)	Consistently/Systematic (6)
<b>Classroom Setup</b>	It is unclear how many displays, materials and activities support current learning	Some displays, materials and activities support current learning focus while others are not relevant	Displays, materials and activities clearly support current learning focus	Displays, materials and activities clearly support current learning focus	
<b>Student Work</b>	Student work is posted around the room, but not in areas that best support references to work, may be “cookie cutter” or may be from previous themes	Current student work is posted around the room, but not in areas that best support references to work or some work may be “cookie cutter”	Current student generated work is displayed in locations that invite conversation and language expansion opportunities	Differentiated student generated work is displayed in locations that invite conversation and language expansion opportunities	
<b>Frequent Discussions</b>	There is limited discussion, and discussion heard is frequently off-task	There is a mix of content-related and off-task conversation, or some children do not engage in conversation	Children are frequently engaged in content-related discussions with teachers and peers	Children are consistently engaged in content-related discussions with teachers and peers	
<b>Advanced Language</b>	Teachers rarely use advanced language, or only engage in conversation with a few children	Teachers use some advanced language, or only engage in conversation with some children	Teachers use advanced language in the context of children’s guided and independent learning activities, and ask questions and start conversations to encourage children to use relevant vocabulary	Teachers use advanced language in the context of children’s guided and independent learning activities, and use a variety of questioning and conversation techniques to scaffold different ability children to use more complex language and rich vocabulary	
10. Literacy Environment		Insufficient/Rarely (1)	Uneven/Sometimes (2 or 3)	Adequate/Frequently (4 or 5)	Consistently/Systematic (6)
<b>Classroom Setup</b>	It is unclear how displays, books, materials and activities support current literacy focus	Some displays, books, materials and activities support current literacy focus	Most displays, books, materials and activities clearly support current literacy focus	All displays, books, materials and activities clearly support current literacy focus	
<b>Relevant Activities</b>	There is limited evidence that activities in centers and small group learning opportunities focus on literacy content	There is some evidence that activities in centers and small group learning opportunities focus on literacy content such as phonological awareness, phonemic awareness, and phonics	There is adequate evidence that activities in centers and small group learning opportunities focus on literacy content such as phonological awareness, phonemic awareness, and phonics, as appropriate	There is evidence that activities in centers and small group learning opportunities provide differentiated focus on literacy content such as phonological awareness, phonemic awareness, and phonics to meet the needs of different ability children in the classroom	
<b>Targeted Attention</b>	Teachers draw attention to literacy during small group activities but may not during independent learning opportunities	Teachers draw attention to literacy during small group activities but may not during independent learning opportunities	Teachers draw attention to literacy during small group and independent learning activities and during transitions	Teachers draw targeted attention to literacy during small group and independent learning activities and throughout the day to meet the needs of different ability children in the classroom	

11. Writing Environment				
	Insufficient/Rarely (1)	Uneven/Sometimes (2 or 3)	Adequate/Frequently (4 or 5)	Consistently/Systematic (6)
<b>Materials</b>	Outside of a formal writing center, the teacher provides limited materials that are not engaging and irrelevant to the current learning opportunities	The teacher provides limited writing materials that are engaging and relevant to the current learning opportunities	Throughout the room, the teacher provides adequate writing materials that are engaging and relevant to the current learning opportunities	Throughout the room, the teacher provides ample writing materials that are engaging and relevant to the current learning opportunities and actively encourages student use
<b>Targeted Attention</b>	The teacher does not draw attention to environmental print or encourage children to utilize writing or drawing	The teacher sometimes draws attention to environmental or functional print and encourages children to utilize writing or drawing primarily for functional purposes (e.g., "Be sure to put your name on your paper" or "Remember to write the name of the object")	The teacher frequently draws attention to environmental and functional print and encourages children to utilize writing or drawing for a variety of purposes, including to convey thoughts, actions and emotions	The teacher consistently draws attention to environmental and functional print and encourages children to utilize writing or drawing for a variety of purposes, including to convey thoughts, actions and emotions
<b>Student Work</b>	Student writing displayed in the room highlights limited purposes for writing (e.g. name writing, letter ID)	Some varied examples of student and teacher writing are visible;	Many varied examples of student and teacher writing are posted around the room	Many varied examples of student and teacher writing are posted around the room in targeted areas
<b>Shared Writing</b>	The teacher does not participate in shared writing activities	The teacher participates in shared writing for varied purposes with a few children	The teacher participates in shared writing for varied purposes with multiple children	The teacher actively encourages shared writing experiences for varied purposes with multiple children
12. Support For Conceptual Understanding (Independent Learning/Guided Practice)				
	Insufficient/Rarely (1)	Uneven/Sometimes (2 or 3)	Adequate/Frequently (4 or 5)	Consistently/Systematic (6)
<b>Guided Practice Opportunities</b>	Teacher provides guided practice opportunities that primarily foster recall or identification of information	Teacher provides guided practice opportunities that require children to review and summarize assigned problems or activities without drawing their own conclusions	Teacher provides guided practice opportunities that require children to investigate materials or information and make informed judgments about outcomes	Teacher provides guided practice opportunities that require children to solve problems, make connections to prior learning or background experiences, uses self- and parallel talk to highlight processes and procedures within activities, make and modifies predictions, justify decisions and or reflect on processes and outcomes
<b>Independent Learning Opportunities</b>	Teacher provides independent learning opportunities that primarily foster recall or identification of information	Teacher provides independent learning opportunities that require children to review and summarize assigned problems or activities without drawing their own conclusions	Teacher provides independent learning opportunities that require children to investigate materials or information and make informed judgments about outcomes	Teacher provides independent learning opportunities that require children to solve problems, make connections to prior learning or background experiences, uses self- and parallel talk to highlight processes and procedures within activities, make and modifies predictions, justify decisions and or reflect on processes and outcomes
<b>Variety Of Activities</b>	Teacher rarely provides guided and independent learning opportunities outside of language and literacy focus (e.g., math, science, social studies, gross motor, etc.)	Teacher sometimes provides guided and independent learning opportunities outside of language and literacy focus (e.g., math, science, social studies, gross motor, etc.) or learning opportunities may only appeal to one modality (e.g., visual or auditory)	Teacher frequently provides guided and independent learning opportunities outside of language and literacy focus (e.g., math, science, social studies, gross motor, etc.) and that appeal to a variety of modalities (e.g., visual, kinesthetic, tactile)	Teacher systematically provides guided and independent learning opportunities to complement the language and literacy focus (e.g., math, science, social studies, gross motor, etc.) and that appeal to a variety of modalities (e.g., visual, kinesthetic, tactile)

13. Time Management	Insufficient/Rarely (1)	Uneven/Sometimes (2 or 3)	Adequate/Frequently (4 or 5)	Consistently/Systematic (6)
<b>Routines &amp; Procedures</b>	Substantial instructional time is spent on activities with little instructional value	The teacher implements a mix of efficient and inefficient routines and classroom procedures	The teacher makes good use of instructional time with efficient and effective routines and classroom procedures	The teacher maximizes instructional time with efficient and effective routines and classroom procedures tied to ongoing learning in the classroom
<b>Instructional Pacing</b>	Instructional pacing is inappropriate to the content or children's abilities and interests	During instructional time, pacing of activities supports some children's participation and engagement	During instructional time, the teacher paces activity appropriately to support children's participation	During instructional time, teacher paces activity appropriately to ensure all children learn
<b>Transitions</b>	Transitions are not educational or engaging; transitions do not seem effective as children do not appear ready for next activity immediately following transition	Transitions may be inefficient or uneducational	Transitions are efficient and include skill- or concept-building opportunities for waiting children to minimize idle time	Transitions are efficient and systematic and include skill- or concept-building opportunities targeted to the abilities and interests of waiting children to minimize idle time
14. Support For Prosocial Behavior	Insufficient/Rarely (1)	Uneven/Sometimes (2 or 3)	Adequate/Frequently (4 or 5)	Consistently/Systematic (6)
<b>Pre-Correction</b>	The teacher does not articulate rules and expectations at the start of a new activity or when transitioning between activities	The teacher may articulate rules and expectations at the start of a new activity, but not when transitioning between activities	The teacher prevents misbehavior by providing rules, expectations and consequences at the start of a new activity and when transitioning between activities	The teacher prevents misbehavior and encourages prosocial behavior by providing rules, expectations, consequences and positive behavior supports (e.g., class token system) at the start of a new activity and when transitioning between activities
<b>Follow-Through</b>	Teacher talk is primarily focused on student misbehavior or the teacher does not address student misbehavior effectively or respectfully	The teacher corrects misbehavior with a minimum of class disruption through established academic routines, behavioral expectations and consequences, but enforces rules with some children and not with others	The teacher respectfully corrects any misbehavior with a minimum of class disruption through established academic routines, behavioral expectations and consequences that are generally enforced, though opportunities may be missed	The teacher respectfully corrects any misbehavior with minimal disruption through consistent enforcement of established academic routines, behavioral expectations and consequences (or there is no evidence of misbehavior)
<b>Connections To Prior Learning</b>	The teacher does not tie discussion of behaviors to school or classroom rules or make connections to prior learning experiences (e.g., Second Step/ Project CLASS, storybook readings, etc.)	The teacher sometimes ties discussion of behaviors to school or classroom rules or makes connections to prior learning experiences (e.g., Second Step/ Project CLASS, storybook readings, etc.)	The teacher misses few opportunities to tie discussion of behaviors to school or classroom rules and makes connections to prior learning experiences as appropriate (e.g., Second Step/ Project CLASS, storybook readings, etc.)	The teacher consistently ties discussion of behaviors to school or classroom rules and makes connections to prior learning experiences (e.g., Second Step/ Project CLASS, storybook readings, etc.)
<b>Specific Praise</b>	The teacher does not recognize children's positive behaviors, instead focusing on children's inappropriate behaviors	The teacher sometimes recognizes appropriate behavior, or recognizes the appropriate behavior of some children and not others	The teacher frequently recognizes appropriate behaviors of most children (e.g., compliance; "criss cross applesauce"; "using your words")	The teacher consistently recognizes individual and group behaviors that positively contribute to classroom learning and climate (e.g., helpfulness; effort; concern)
<b>Fosters Positive Relationships</b>	The teacher rarely encourages and facilitates positive relationships between peers by engaging children in: peer conversations, active listening to peers, demonstrating knowledge and interest of each others' backgrounds, helping children celebrate each others' accomplishments, etc.; the teacher facilitates interaction between only a few children	The teacher sometimes encourages and facilitates positive relationships between peers by engaging children in: peer conversations, active listening to peers, demonstrating knowledge and interest of each others' backgrounds, helping children celebrate each others' accomplishments, etc.; the teacher facilitates interaction with some children but not others	The teacher frequently encourages and facilitates positive relationships between peers by engaging children in: peer conversations, active listening to peers, demonstrating knowledge and interest of each others' backgrounds, helping children celebrate each others' accomplishments, etc.; the teacher facilitates interaction among many children	The teacher consistently encourages and facilitates positive relationships between peers by engaging children in: peer conversations, active listening to peers, demonstrating knowledge and interest of each others' backgrounds, helping children celebrate each others' accomplishments, etc.; the teacher facilitates interaction among a variety of children, targeting children who are less engaged

15. Teacher Awareness & Responsivity	Insufficient/Rarely (1)	Uneven/Sometimes (2 or 3)	Adequate/Frequently (4 or 5)	Consistently/Systematic (6)
<b>Evidence Of Planning</b>	There is evidence that the teacher does not preplan to alleviate many foreseeable concerns (e.g., limited materials for number of children; providing independent activity that requires adult support)	There is some evidence that the teacher preplans to alleviate some concerns but not others	There is evidence that the teacher preplans to alleviate many concerns	There is compelling evidence that the teacher preplans to alleviate foreseeable concerns
<b>Proximity &amp; Participation</b>	The teacher rarely monitors or participates in learning activities with children, or only participates in activities with a few children while the majority of children are not monitored	The teacher sometimes monitors and participates in learning activities with children, while other times the teacher might be distracted or inattentive to student activities	The teacher actively monitors and frequently participates in learning activities with many children	The teacher actively monitors and participates in all learning activities with children; the teacher spends sufficient time with all children to ensure purposeful learning
<b>Teacher Affect &amp; Respect</b>	The teacher rarely demonstrates positive affect and respect during interactions with children (e.g., warm tone, eye contact, smiles, etc.); the teacher demonstrates positive affect with only a few children	The teacher sometimes demonstrates positive affect and respect during interactions with children (e.g., warm tone, eye contact, smiles, etc.); the teacher demonstrates positive affect with some children but not others	The teacher frequently demonstrates positive affect and respect during interactions with children (e.g., warm tone, eye contact, smiles, etc.)	The teacher consistently demonstrates positive affect and respect during interactions with children (e.g., warm tone, eye contact, smiles, etc.); the teacher notices children's positive affect or respectful practices and provides specific praise (e.g., "I notice how you're looking at me while we're talking. It makes me feel good to see you smile!")
<b>Awareness</b>	Teacher is unaware of most children's concerns or difficulties with activities or peer relationships or teacher dismisses student concerns	Teacher is aware of some children's concerns or difficulties but not others	Teacher is aware of most children's concerns or difficulties	The teacher is aware of individual and groups of children's concerns or difficulties
<b>Effective Resolutions</b>	The teacher fails to address student concerns quickly or effectively, or is not respectful when addressing concerns	The teacher is sometimes efficient and effective at supporting children's concerns and other times children's needs are not quickly or adequately addressed	The teacher addresses any concerns quickly, respectfully and effectively	Problems are addressed quickly, respectfully and effectively; when possible, teacher supports children in resolving their own problems

16. Support For Leadership & Autonomy		Insufficient/Rarely (1)	Uneven/Sometimes (2 or 3)	Adequate/Frequently (4 or 5)	Consistently/Systematic (6)
<b>Student Responsibility</b>	The teacher leads most classroom routines	A few children participate in leading appropriate classroom routines	Several children participate in leading appropriate classroom routines	Several children assume considerable responsibility for the completion of appropriate classroom routines and activities	
<b>Student Choice</b>	Some children are able to make choices among pre-planned independent activities but may be required to use available materials in a manner dictated by the teacher	Children are able to make choices among pre-planned activities but may be required to use available materials in a manner dictated by the teacher	Several children are able to make choices among pre-planned activities and free to utilize available materials in innovative ways	Several children are able to make choices among pre-planned activities, use materials innovatively, and choose activities not planned by teacher when appropriate	
<b>Student Preferences</b>	Planned lessons demonstrate the teacher is rarely open to children's ideas and suggestions; teacher rarely follows children's leads	Planned lessons demonstrate the teacher values and implements some children's preferences and ideas by allowing children to share ideas and suggestions and sometimes following children's leads	Planned lessons demonstrate the teacher values and implements children's preferences and ideas by allowing for free expression as appropriate	Planned lessons demonstrate the teacher values and implements student preferences and ideas by fostering choice and free expression as appropriate	
<b>Student Ability</b>	It is unclear from planned lessons that the teacher understands differences in children's developmental level/abilities	The teacher sometimes demonstrates understanding of differences in children's developmental level/abilities and other times fails to demonstrate such understanding	Planned lessons demonstrate the teacher recognizes and supports student differences by providing accommodations or modifications for children of different developmental level/abilities	Planned lessons demonstrate the teacher values student differences through the creation of activities targeted to the various developmental level/abilities of student participants	
17. Classroom Organization		Insufficient/Rarely (1)	Uneven/Sometimes (2 or 3)	Adequate/Frequently (4 or 5)	Consistently/Systematic (6)
<b>Classroom Layout</b>	The organization of the classroom space does not allow whole class, small group and independent learning activities to occur flexibly	The organization of the classroom space allows for some whole class, small group and independent learning activities to occur flexibly	The organization of the classroom space allows for most whole class, small group and independent learning activities to occur flexibly	The organization of the classroom space supports the flexible and efficient implementation of whole class, small group and independent learning activities	
<b>Classroom Areas</b>	Classrooms are organized into distinct learning centers, but centers are not visually appealing and it is unclear how centers relate to each other or ongoing explicit instruction; there may be limited classroom learning centers (e.g., there are no separate writing and art centers; no sand/water table is present, etc.)	Classrooms are organized into distinct learning centers, but may not be visually appealing, or it is unclear how all learning centers conceptually relate to each other and ongoing explicit instruction; learning centers include a library, dramatic play center, writing center, art center, game or manipulative center, water/sand table center, and block center	Classrooms are organized into distinct learning centers that are visually appealing and conceptually related to each other and ongoing explicit instruction; learning centers include a library, dramatic play center, writing center, art center, game or manipulative center, water/sand table center, and block center	Classrooms are organized into distinct learning centers that are visually appealing and conceptually related to each other and ongoing explicit instruction; learning centers include a library, dramatic play center, writing center, art center, game or manipulative center, water/sand table center, and block center	
<b>Traffic Patterns</b>	Clear traffic patterns are not observed; children frequently interrupt activities to transition among spaces	Traffic patterns sometimes support smooth and efficient transitions among interest areas; one or two areas of the classroom are difficult to navigate without interrupting ongoing activities in those areas	Traffic patterns generally allow quick transitions among interest areas	Traffic patterns support smooth and efficient transitions among interest areas	
<b>Storage</b>	Classroom storage minimizes children's ability to use some classroom space for learning activities	Classroom storage may minimize children's ability to use some classroom space for learning activities	Classroom storage does not interfere with children's ability to use classroom space for learning	Storage is thoughtfully placed to maximize children's ability to use classroom space for learning activities	

18. Classroom Materials		Insufficient/Rarely (1)	Uneven/Sometimes (2 or 3)	Adequate/Frequently (4 or 5)	Consistently/Systematic (6)
<b>Supply Of Books &amp; Materials</b>	There are not adequate amounts of books or materials available for the number of children involved in an activity	There are adequate amounts of books and materials available for some learning activities but not others	Children have adequate amounts of books and materials to remain engaged and actively participate in the learning activity	Ample books and materials are available to support children's engagement, active participation and choice in learning activities	
<b>Condition Of Books &amp; Materials</b>	Books or materials available for student use are in poor condition	Books and materials vary in condition	Books and materials are generally in good condition	Books and materials are in excellent condition	
<b>Access Of Books &amp; Materials</b>	Books or materials are not appropriate to support learning objectives, or it is unclear how materials support learning objectives	Some children seem uncertain of how to utilize the provided books or materials	Available materials are appropriate to the learning objectives or theme of an activity	Books and materials are well organized, easily accessible and clearly labeled, allowing children to find, use, and return items efficiently	
<b>Appeal Of Books &amp; Materials</b>	Books and materials seem unappealing to children as demonstrated by limited use	Some books and materials seem appealing to children, while others do not	Many children demonstrate the appeal of available books and materials by frequent use	Most children demonstrate the appeal of the majority of available books and materials by frequent use	
<b>Relevance Of Books &amp; Materials</b>	Books or are not appropriate to support learning objectives, or it is unclear how materials support learning objectives	Some children seem uncertain of how to utilize the provided materials to support learning objectives	All available materials are appropriate to the learning objectives or theme of an activity	Books and materials support learning objectives or theme of an activity and there is evidence of a connection to other current or prior classroom learning	
19. Classroom Schedule		Insufficient/Rarely (1)	Uneven/Sometimes (2 or 3)	Adequate/Frequently (4 or 5)	Consistently/Systematic (6)
<b>Daily Schedule Use</b>	No daily schedule is displayed or teachers do not follow the posted schedule	A daily schedule with words and commercial pictures is displayed; teachers may not consistently implement activities according to the schedule	A daily schedule with words and positive student pictorial examples is prominently displayed and referenced	A daily schedule with words and positive student pictorial examples is prominently displayed and consistently implemented such that children demonstrate knowledge of daily schedule	
<b>Balance Of Instructional Types</b>	The schedule is unbalanced, with much time devoted to whole class instruction and little time available for targeted instruction or independent exploration	Scheduling may require children to remain seated and/or in teacher-directed activities longer than appropriate to maximize engagement and focus, and leave limited time for activities such as art or writing, songs/poems, and gross motor	A mixture of whole class, small group and independent activities are implemented including storybook reading, art or writing, songs/poems, and gross motor	A balance of whole class, small group and independent activities are implemented including storybook reading, art or writing, songs/poems, and gross motor	

20. Classroom Personnel	Insufficient/Rarely (1)	Uneven/Sometimes (2 or 3)	Adequate/Frequently (4 or 5)	Consistently/Systematic (6)
<b>Focus On Instructional Support</b>	Adults in the classroom spend the majority of their time completing administrative, preparation or behavior-focused tasks	Adults' time is spent in a mix of learning activities with children and completion of administrative and preparation tasks	The majority of adults' time is spent in learning activities with children	The majority of adults' time is spent in learning activities with children
<b>Shared Behavior Management</b>	One adult is responsible to support both instruction and behavior management independently	One adult primarily supports behavior management while another supports instruction	All adults in the classroom flexibly contribute to behavior management for children	Behavior support is systematically shared between or among adults in the classroom
<b>Evidence Of Planning</b>	Adults may be seen primarily completing administrative and preparation tasks	Adults in classroom handle administrative and preparation tasks quickly, though some activities seem less urgent or necessary	Adults in classroom handle necessary administrative and preparation responsibilities efficiently through teamwork, pre-planning of tasks, and pre-organization of materials and activities	Adults in classroom handle necessary administrative and preparation tasks quickly and efficiently through teamwork, anticipation, pre-planning of tasks, and pre-organization and targeted placement of materials and activities
<b>Support For All Children</b>	At times an inadequate number of personnel is present to support the needs of children, demonstrated by frequent off-task behaviors and extended down time or wait time	At times an inadequate number of personnel is present to support the needs of children, demonstrated by some off-task behaviors, down time or wait time with no teacher guidance	There are an adequate number of personnel present to effectively support the academic and socio-emotional needs of most children, demonstrated by most children's active and appropriate participation in meaningful learning and play activities	There are an adequate number of personnel present to effectively support the academic and socio-emotional needs of all children, demonstrated by most children's active and appropriate participation in meaningful learning and play activities

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