



OFFICIAL CORE KNOWLEDGE® PRESCHOOL VISITATION SITE INFORMATION & APPLICATION



Information for School Year 2006-2007

There are two levels of recognition for schools using the Core Knowledge preschool program:

Friends of Core Knowledge Preschool are preschools implementing Core Knowledge at any level. In fact, schools can become Friends of Core Knowledge Preschool on their very first day of implementation. It's a way for us to welcome all schools into the Core Knowledge network of preschools. Friends of Core Knowledge Preschools are required only to complete a brief two-page profile that provides basic contact and demographic information about their school. We ask Friends of Core Knowledge Preschools to update their profiles annually in order to remain in our database and on our website.

Official Core Knowledge Preschool Visitation Sites have made a serious commitment to Core Knowledge. These schools have submitted a copy of their year long monthly planning guide, three lesson plan units on Core Knowledge preschool topics (which have been implemented at the school), and other supporting documents. They have also kept their status up-to-date by submitting yearly renewals. *Official Core Knowledge Preschool Visitation Sites are identified on our web site with a “gold star” and the Official Core Knowledge Preschool Visitation Logo pictured in the right hand corner above.*

What does a preschool receive in return for achieving designation as an Official Core Knowledge Preschool Visitation Site?

In addition to being among a very few, select **Official Core Knowledge Preschool Visitation Sites** in the country, schools that achieve this status will:

- ✧ Be recognized in an awards ceremony at the Core Knowledge National Conference
- ✧ Be designated as a visitation site on the Core Knowledge website
- ✧ Be eligible to nominate teachers for consideration as Core Knowledge preschool consultants
- ✧ Be permitted to use the Official Core Knowledge Preschool Visitation logo (see above right) and Core Knowledge Logo on their school stationary.
- ✧ Receive a certificate for one complimentary National Conference registration
- ✧ Receive a certificate for one complimentary registration (one participant) for a Core Knowledge Preschool regional or hosted professional development workshop or Preschool Institute

How does a preschool become recognized as an Official Core Knowledge Preschool Visitation Site?

Step One: Perfecting Implementation of the Core Knowledge Preschool Program

1. A school must have used the *Core Knowledge Preschool Sequence* for at least one year before applying for consideration of this status. Each classroom teacher should have his own copy of the *Core Knowledge Preschool Sequence* and the *Core Knowledge Preschool Assessment Tool Manual* (or Kit.)

2. The preschool staff (or representatives from the preschool) must have participated in *at least* the following Core Knowledge Preschool professional development modules:
 - *Getting Started*
 - *Autonomy, Social Skills, and Work Habits*
 - *Assessment and Planning to Meet Children’s Learning Needs*

The Director of the preschool must also have attended the *Core Knowledge Preschool Leadership Institute*.

Please note: The above professional development requirement represents a minimal level of required training. Our experience has shown that schools that successfully achieve designation as an Official Core Knowledge Preschool Visitation Site have generally participated in comprehensive Core Knowledge professional development that exceeds the minimal requirements.

3. The director of the preschool should use the **Core Knowledge Preschool Implementation Checklist** to observe each classroom. (This is the same observation tool that will be used by Core Knowledge preschool consultants in observing classrooms when visiting the school.) We strongly recommend that you observe each classroom with an objective and critical eye.

In order to achieve Official Core Knowledge Preschool Visitation Site designation, each classroom must meet the following criteria **on the Implementation Checklist:**

- An overall rating of at least 90% on the entire checklist (at least 86 of 96 total possible points)
- No individual area of the checklist that falls below 75%

If the above ratings *are* achieved in each classroom during the director’s observation, then the school is ready to proceed to **Step Two**. If the above ratings *are not* achieved, the director is encouraged to communicate with the Core Knowledge Foundation for suggestions as to how to improve the level of Core Knowledge implementation **BEFORE** proceeding further with the formal application process.

Step Two: Application Process

Once your school has completed the requirements in Step One, you are ready to formally apply for Official Core Knowledge Preschool Visitation Site status. We suggest that you use the Official Core Knowledge Preschool Visitation Site Planning Sheet to keep track of the various components of the application process.

Applications are accepted on a rolling basis. However, in order to be recognized at the annual Core Knowledge National Conference, applications must be received by October 1st and visits must be scheduled to take place by no later than November 15th prior to the National Conference.

Return the completed form and application to:

Attn: Official Preschools
Core Knowledge Foundation
801 East High Street
Charlottesville, VA 22902

1. Ensure that all staff members are committed to the ongoing implementation of the Core Knowledge Preschool program. This means that all teachers in all classrooms are teaching all areas of the *Preschool Sequence*, as well as consistently using the *Core Knowledge Preschool Assessment Tool*.

The director should review the **Letter of Commitment** and ask all staff members to sign this letter.

2. Complete the **Official Core Knowledge Preschool Application**. If you have sent in this form in the past, you will simply need to update the forms with your current information.
3. Submit the **Core Knowledge Preschool Implementation Checklist for every classroom** and **Official Core Knowledge Preschool Planning Sheet** to determine if you meet the requirements. These are the same forms we use to review your documentation. Send in your forms with the additional documentation noted below.

4. Collect additional supporting documentation that includes:

- ✧ A typed copy of **your school's monthly planning guide for the upcoming year**, using the Sample Monthly Planning Guide. *Remember that all the skills in the Preschool Sequence must be included and taught; the critical skills are for assessment purposes only.* (Please contact the Core Knowledge Foundation for further clarification if necessary.)
- ✧ For each classroom, an **in-depth comparison of at least one past month of the teacher's detailed lesson plans**, i.e., these plans and activities have actually been taught, **with the corresponding monthly planning guide**. You may use color coding or other symbols to show how the teacher's plans correspond directly to the monthly plan. We expect the books, poems, songs, skills, etc. listed in the annual monthly plan to be clearly evident in the teacher's plans. (Please contact the Core Knowledge Foundation for further clarification if necessary.)
- ✧ A typed copy of **three detailed unit lesson plans (in the specified format) written and implemented at the school**, which are based upon a Core Knowledge Preschool Sequence area. (Your school will present one of these units at the National Conference each year.)
- ✧ A copy of the **daily schedule for each classroom**
- ✧ An **end of year CK-PAT center-wide report** using Core Knowledge or Head Start domains
- ✧ An updated **Preschool Profile**, if you do not have a current profile on file in our database

You may send this documentation to the Core Knowledge Foundation in paper or electronic format.

5. Contact the Core Knowledge Foundation to schedule an onsite visit, which will include:
 - ✧ A ½ day observation per classroom, using the **Core Knowledge Preschool Implementation Checklist** (See **Fees** for site visit fees.)
 - ✧ Lesson plan review (Please note that we will want to look at weekly lesson plans for each teacher during the site visit. **In preparing for a site visit, please be sure each teacher has an organized file of at least 4 months of lesson plans. These will be compared to your Monthly Planning Guide.**)
 - ✧ CK-PAT and assessment review. **In preparing for the site visit, please be sure each teacher has an organized file for each student, documenting the assessments that have been completed, portfolio samples, CK-PAT reports and evidence of how assessment results have been used to influence planning and instruction.**
 - ✧ A scheduled parent meeting (usually the first evening of the visit or for half-day programs, around noon)
 - ✧ A staff interview and survey

6. Once we have reviewed your documentation and visited your school, you will receive feedback from the Core Knowledge Foundation regarding your application. If all criteria have been met, you will be recognized as an **Official Core Knowledge Preschool & Visitation Site** and awarded a plaque at the opening session of the Core Knowledge National Conference. Camera-ready artwork for your school letterhead and other printed items will be sent as soon as status is achieved.

NOTE: Designation of Official Core Knowledge Preschool Visitation Site status is the sole and final decision of the Core Knowledge Foundation. If for any reason, we believe that your center does not fully meet the established criteria, we reserve the right to withhold Official Core Knowledge Preschool Visitation Site status, regardless of fees paid, etc. In such instances, we will provide detailed recommendations regarding remedial action steps to be taken by the school in order to achieve the desired designation. If an additional site visit is necessary, additional fees may be incurred.

7. If your school is awarded status as an **Official Core Knowledge Preschool & Visitation Site** we ask that you welcome visitors to your center. We also ask that you distribute a standard Visitor's Feedback form that we will provide to you to give to anyone who visits your school and ask you to simply collect them and send copies to us for our records. This will enable us to hear all the wonderful things going on since we can't personally visit all schools each year.

OTHER FREQUENTLY ASKED QUESTIONS:

Is designation as an Official Core Knowledge Preschool Visitation Site a permanent designation?

Your status must be renewed annually. We ask you to submit the following three items:

Each Year (by October 15th)

- ✧ Submit your preschool's Monthly Planning Guide for the current year
- ✧ Submit a preschool unit plan for presentation at the National Conference
- ✧ Submit a comparison of a selected month's weekly plans from the previous year and the Year-Long plan.
- ✧ Submit center-wide CK-PAT results (on a disk or in a paper report format) from previous year

If you experience any turnover in your lead teaching staff, we ask that you schedule another site visit. If no turnover has occurred, a site visit should be scheduled every three years to maintain active status as an Official Core Knowledge Preschool Visitation Site.

Why are the criteria and paperwork for achieving Official Core Knowledge Preschool Visitation Site status so demanding?

It is important to all of us that any preschool designated as an “Official Core Knowledge Preschool Visitation Site” represents the highest standard of quality.

By establishing and maintaining stringent criteria, we ensure that this status has real meaning, distinguishing the preschools who achieve such status as exceptional preschools. It is important for us (and you!) to have in-person verification of the great work that goes into implementing the Core Knowledge curriculum effectively. By personally visiting your site and working closely with you, we can enhance your prestige as an "Official Core Knowledge Preschool Visitation Site." We believe it is best to continue to recognize exceptional work and to allow *you* the choice of continuing as an Official Core Knowledge Preschool Visitation Site.

What logos and symbols may be used by Official Core Knowledge Preschool Visitation Sites?

Official Core Knowledge Preschool Visitation Sites are authorized to use both the



Official Core Knowledge Preschool logo to the right

and



the Core Knowledge Foundation's logo, also to the right.

No school is permitted to use the Preschool logo to the left.



Please also note: Core Knowledge® is a registered trademark that **can not** be used as part of a school's name.

If you have any questions about becoming an **Official Core Knowledge Preschool Visitation Site**, please contact:

Sally Guarino, Assistant Director, Early Childhood Program
Core Knowledge Foundation
801 East High Street
Charlottesville, VA 22902

Phone: 434 977-7550 Fax : 434-977-0021 Email: sally@coreknowledge.org

Note to PreK-8 Schools: If your preschool is part of a school system that includes grades above preschool, the **Official Core Knowledge Preschool Visitation Status** is given independent of those grades. Grades K-8 within the same school would need to apply for **Official School** status through the K-8 Schools Department. Call the Core Knowledge Foundation and ask to speak to Cyndi Wells for more information on becoming an **Official K-8 School** and/or **Visitation Site**.

Official Core Knowledge® Preschool Planning Sheet

Preschool Name: _____ Date: _____

CRITERIA	School		School COMMENTS	CKF	
	Yes	No		Yes	No
Pre-requisite: Core Knowledge Professional Development					
The school has participated in the following Preschool Professional Development: <i>Getting Started, Autonomy & Social Skills, Assessment</i> and <i>Preschool Leadership Training</i> offered by the Core Knowledge Foundation					
Pre-requisite: Core Knowledge is a whole-preschool effort					
All teachers, administrators, paraprofessionals, and staff members are involved in the implementation of Core Knowledge.					
(1) Submit the application – electronically or paper copies					
(a) Official Core Knowledge Preschool Profile					
Profile typed and completed by director					
(b) Letter of Commitment completed and signed by director and all teachers					
(c) Monthly Planning Guide					
Monthly planning guide content reflects Core Knowledge at the appropriate level, i.e., I or II					
The monthly planning guide is organized sequentially (skills and topics build upon prior knowledge, etc.)					
All content areas and individual skills in the Preschool Sequence are included: Social and Emotional Development, Approaches to Learning, Language, Knowledge Acquisition and Cognitive Development, and Physical Well-Being and Motor Development					
Every story, poem, and fingerplay is explicitly listed in the monthly planning guide					
Critical assessment skills are designated monthly					
State and district standards and skills are incorporated					
Plan is for the current year					
Format of the plan is specific and well-organized					
The monthly planning guide is typed					
(d) Lesson Plan and Monthly Planning Guide Comparison					
A review of the school's annual monthly planning guide with each teacher's detailed lesson plans explicitly demonstrates the direct correspondence between the two documents, indicating that the books, poems, skills & assessments in the monthly plan have indeed been included and addressed in the teacher's plans.					
(e) Unit Plans					
Three preschool lesson plan units are included					
Unit content reflects Core Knowledge at the assigned level					
Units are written by preschool teachers at the school					
Units were used in the classroom					
Units include all components of the Core Knowledge format for conference presentation.					
(f) Typical daily schedule					
Daily schedules for all classrooms are included					
(g) Core Knowledge Preschool Assessment Tool (CK-PAT)					
CK-PAT Center-wide Year End Report					
(2) Schedule an Official Visit					
The school must schedule the Official Visit (required)					

Core Knowledge® Preschool Profile Form

Date _____

School Information:

School Name _____

School Address _____

City/State/Zip _____

Telephone _____ Fax _____ Website _____

School Administrator _____

Core Knowledge Preschool Contact Person _____ Position _____

Email Address _____

Website: _____

Demographic Information:

Type of School: (check all that apply)

<input type="checkbox"/> City <input type="checkbox"/> Suburban <input type="checkbox"/> Rural	<input type="checkbox"/> Preschool Only <input type="checkbox"/> Preschool + K <input type="checkbox"/> Preschool + Elementary	<input type="checkbox"/> Full Day <input type="checkbox"/> Half Day <input type="checkbox"/> Five Days/Week <input type="checkbox"/> Less than 5 days/week	<input type="checkbox"/> Public <input type="checkbox"/> Private <input type="checkbox"/> Head Start <input type="checkbox"/> State-Funded <input type="checkbox"/> Grant-Funded	<input type="checkbox"/> Year-round <input type="checkbox"/> Closed in summer
--	--	---	--	--

Total Number of Students at School _____ Average Number of Students per Class _____

Please list percentages by race:

_____%Caucasian
_____%Asian
_____%African American
_____%Latino
_____%Native American
_____%Other

Total Number of Preschool Classes _____

Number of Preschool Classes Using the Preschool Sequence _____

Level I (3-4 year olds) _____ Level II (4-5 year olds) _____

Do you charge tuition? ____Yes ____No

Percentage of students on sliding tuition scale _____%

Percentage of students on free/reduced price lunch _____%

Percentage of students with limited English proficiency _____%

Are you using Core Knowledge in any preschool inclusion classes with special needs children?

____Yes ____No

Other Information:

Does your school monitor student performance using any type of assessment? ____ Yes ____ No
If yes, list names of assessments:

Is the entire *Preschool Sequence* being used? **Level I** ____ Yes ____ No **Level II** ____ Yes ____ No
If you are not using all sections of the *Sequence*, list sections that you omit:

Is your Preschool part of an elementary school? ____ Yes ____ No

Is your school using Core Knowledge in any grade K-8? ____ Yes ____ No

If so, please list any grade level using Core Knowledge: ____K ____1 ____2 ____3 ____4 ____5 ____6 ____7 ____8

Date Core Knowledge Preschool implementation began _____

Core Knowledge Preschool Training Modules: If your Preschool has participated in any of the trainings below (on-site or at an Institute), please check the appropriate box.

- Getting Started—Preschool Only Getting Started—Elementary
- Autonomy, Social Skills, and Work Habits
- Using Children’s Literature and Writing to Develop Language and Literacy Skills
- Building Oral Language Skills
- Phonological Awareness, ABCs and More
- Assessment and Planning to Address Children’s Learning Needs
- Mathematics and Number Sense/Orientation in Time and Space
- Scientific Reasoning and Knowledge
- Movement, Coordination, and Music
- Visual Arts
- Preschool Leadership Training

Have you attended a Core Knowledge Preschool Institute? ____ Yes ____ No
If so, please list year(s) _____

Do you want to be listed on the CK website as a “Friend of Core Knowledge” in the Preschool section of the website? ____ Yes ____ No Website: _____

Thank You!

Return to:

Preschool Survey
Core Knowledge® Foundation
801 East High Street
Charlottesville, VA 22902

800-238-3233 phone ✦ 434-977-0021 fax ✦ preschoolreports@coreknowledge.org email

Official Core Knowledge® Preschool Application

(Even if you have completed a Profile above, complete the School Information section; if you have not completed a Profile, do so now and attach it to your application.)

School Information:

School Name: _____

Director's Name: _____

School Address: _____

City: _____ State: _____ Zip: _____

Telephone: _____ Fax: _____

Email: _____ Website: _____

Parent/Community Involvement:

Describe the parental involvement in your school as it relates to Core Knowledge:

How do you communicate with parents about Core Knowledge? _____

How frequently do you schedule parent meetings? _____

Assessment:

Do you administer the CK-PAT? _____

What other tests does your school administer? _____

What areas are tested? _____

When? _____ How Often? _____

Implementation:

Date Preschool Sequence Implementation Began: _____

Look at the Core Knowledge Preschool Implementation Checklist. How many points did you earn? _____

What is your plan for full implementation of the Preschool Sequence (if you are not already at 100%) or for sustaining implementation (if you are already at 100%). _____

How has your school grown through implementation of the Core Knowledge Preschool Sequence?

Describe the goals for Core Knowledge at your preschool. What are they? How do you measure your achievement of those goals? _____

Are there any upcoming events at your preschool that are related to Core Knowledge?

Are there any issues or barriers to full implementation of Core Knowledge on your preschool campus? Please describe.

Core Knowledge Preschool Professional Development:

Please list the Professional Development Workshops that representatives from your school have attended. *Feel free to call Mary Miller, Assistant Director of Professional Development, at the Foundation if you need assistance completing this section.*

Institute/Workshop	Date	Who attended this Institute?
Core Knowledge Preschool Leadership Institute (*Required)		

Workshop	Date	Name of Core Knowledge Consultant	Persons Attending Module
Getting Started (* Required)			
Autonomy, Social Skills, and Work Habits (*Required)			
Assessment (*Required)			
Children’s Literature			
Phonological Awareness			
Oral Language			
Mathematical Reasoning			
Scientific Reasoning			
Visual Arts			
Music and Movement			
Other:			

Site Visit

Have you scheduled a site visit by the Core Knowledge Foundation? (**Bold one**) Yes/No
 If yes, please note the date:

Have you sent representatives of your school to the National Conference? (**Bold one**) Yes/No

On average, how many representatives do you send per year? _____

How many of your teachers have presented units at the conference? _____

Briefly describe any additional steps you have taken to implement the *Core Knowledge Preschool Sequence* in your school.

What other staff development (outside of official Core Knowledge Professional Development) has been beneficial to implementation of Core Knowledge? _____

Curriculum and Instruction:

To what standards are you accountable? (i.e., state standards, district or local standards, etc.)?

Have you completed an alignment of your state standards with Core Knowledge? (**Bold one**) Yes/No

Would you be willing to share your alignment with others? (**Bold one**) Yes/No

Is this a district-mandated choice? (**Bold one**) Yes/No

Please use the remaining space for any additional information that you would like us to know.

Official Core Knowledge® Preschool Letter of Commitment

To: Core Knowledge Foundation
801 East High Street
Charlottesville, VA 22902
Attn: Official Preschool Visitation Sites

From: _____

Our school has made the commitment to become an Official Core Knowledge Preschool Visitation Site. We understand that an Official Core Knowledge Preschool Visitation Site teaches all of the content areas included in the *Preschool Sequence*, as well as using the *Core Knowledge Preschool Assessment Tool* on an ongoing basis. Our signatures below attest to the fact that we are teaching all of the *Preschool Sequence*, as well as using the *Core Knowledge Preschool Assessment Tool* at the present time.

Furthermore, our own self-evaluation using the **Core Knowledge Preschool Implementation Checklist** shows that all classrooms at our preschool are putting into practice 90% of the checklist criteria, with no individual area falling below 75%.

Please accept this application as our request to change our school status from “Friend of Core Knowledge Preschool” to “Official Core Knowledge Preschool Visitation Site.” We are ready to schedule our on-site visit.

Signature of Director

Name printed

Please include the names and signatures of *all teachers and staff members* below and on the next page. This will symbolize your school-wide commitment to Core Knowledge.

Name (printed)	Position	Signature
	Assistant Director	
	Other	

Official Core Knowledge® Preschool Implementation Checklist

Teacher:	Observer:	
Date:	Time In:	Time Out:
Area of Observation	Examples	
<p>General Classroom Environment (6 points)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Furnishings and space well organized to promote circle time, small group time & centers; child-friendly environment (posters are at child’s eye-level, etc) (1) <input type="checkbox"/> Centers available: dramatic play/housekeeping, library, writing, manipulatives/fine motor , blocks, art, math/science (1) (Optional: sensory table, woodworking, cooking, etc.) <input type="checkbox"/> Materials clearly organized & labeled with pictures and words (1) <input type="checkbox"/> Classroom Rules posted (1) <input type="checkbox"/> Visual cues to promote autonomy evident (Social Skills Cards/Job Cards) (1) <input type="checkbox"/> Evidence of Peace Table or conflict resolution area or “basket” by midyear for Level II (1) 	<p>NY (0-2 pts.) P (3-4 pts.) R (5-6 pts.)</p>	
<p>Print Rich Environment (6 points)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Changing display of individual and group writing and dictation: LEAs, KWLs, artwork, etc. (1) <input type="checkbox"/> Teacher’s written work is error free (spelling, grammar, handwriting) (1) <input type="checkbox"/> Evidence of the ABCs throughout the room: wall cards, puzzles, magnetic letters, stamps, etc. (1) <input type="checkbox"/> Changing display of fiction and nonfiction books (min. 15) ; books in good condition (2) <input type="checkbox"/> Books and writing materials in various centers (1) 	<p>NY (0-2 pts.) P (3-4 pts.) R (5-6 pts.)</p>	
<p>Classroom Routine (6 points)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Predictable, posted routine (1) <input type="checkbox"/> Minimum of 2 ½ hours daily of productive, engaged activities (excludes bathroom breaks, hand washing, tooth brushing, naptime, meal/snack times) (2) <input type="checkbox"/> Smooth transition times (1) <input type="checkbox"/> Teacher and children refer to the pictorial schedule throughout the day (1) <input type="checkbox"/> Sign-in is visible and being consistently used (1) 	<p>NY (0-2 pts.) P (3-4 pts.) R (5-6 pts.)</p>	

Teacher:	Observer:	
Date:	Time In:	Time Out:
Area of Observation		
<p>Planning and Assessment (6 points)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Weekly written lesson plans correspond to CK month-by-month plan./monthly planning meetings and reflect all areas of the <i>Preschool Sequence</i> (every skill in the Sequence is taught) (2) <input type="checkbox"/> Evidence of systematic assessment of the <u>critical</u> CK skills/CK-PAT (portfolios for each child including work samples from at least four domains) (2) <input type="checkbox"/> Evidence that assessments drive planning/ instruction (2) 	NY (0-2 pts.) P (3-4 pts.) R (5-6 pts.)	
<p>Circle Time(s) Activities (6 points)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Individual/classmate name recognition (attendance) (1) <input type="checkbox"/> Calendar, days of the week, months, weather, pledge (1) <input type="checkbox"/> Rhymes, fingerplays to build phonological awareness (1) <input type="checkbox"/> ABCs, morning message (group writing activity) (1) <input type="checkbox"/> Counting/math (1) <input type="checkbox"/> Social skills taught &/or reinforced in circle time (1) 	NY (0-2 pts.) P (3-4 pts.) R (5-6 pts.)	
<p>Plan/Do/Review (3 points)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Systematic daily planning (oral & written); all children plan at least 1x/week w/teacher (1) <input type="checkbox"/> Systematic daily reviewing (oral & written); all children review at least 1x/week w/teacher(1) <input type="checkbox"/> Focus on using language to describe experiences (1) 	NY (0-1 pts.) P (2 pts.) R (3 pts.)	
<p>Center Activities (6 points)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher and assistant actively engaged with children, using information talk, expansion & expansion plus techniques, as well as facilitating child-to-child conversation (3) <input type="checkbox"/> Materials in centers change periodically; new materials clearly introduced to children (1) <input type="checkbox"/> Centers include print materials (1) <input type="checkbox"/> Housekeeping area is used for thematic dramatic play (grocery store, restaurant, etc.); teacher introduces props, roles, possible dialogue (1) 	NY (0-2 pts.) P (3-4 pts.) R (5-6 pts.)	

Teacher:	Observer:	
Date:	Time In:	Time Out:
Area of Observation	Examples	
<p>Small Group Activities (6 points)</p> <ul style="list-style-type: none"> <input type="checkbox"/> If full day program, separate time in daily schedule for constructive small group activities; if half-day program, children are systematically pulled for small group work during center time (2 points) <input type="checkbox"/> Teacher can state goal/purpose of activities and why they are important (1 points) <input type="checkbox"/> Assistant can state goal/purpose of activities and why they are important (1 points) <input type="checkbox"/> Activities are tied to CK critical skills and assessments; group assignments are fluid (2 points) 	<p>NY (0-2 pts.) P (3-4 pts.) R (5-6 pts.)</p>	
<p>Social Skills (6 points)</p> <ul style="list-style-type: none"> <input type="checkbox"/> CK social skills are systematically and explicitly taught (2 points) (If Stop & Think, is used, observe w/Stop & Think Observation Checklist) <input type="checkbox"/> CK peacemaking/conflict resolution skills are systematically & explicitly taught (2 points) <input type="checkbox"/> Social and peacemaking skills are reinforced throughout the day (teachers use language of Stop and Think), helping children apply skills in real life situations (2 points) 	<p>NY (0-2 pts.) P (3-4 pts.) R (5-6 pts.)</p>	
<p>Children's Literature (9 points)</p> <ul style="list-style-type: none"> <input type="checkbox"/> If full day program, 2 daily read-aloud times; if half-day program, 1 daily read-aloud time (2) <input type="checkbox"/> Consistent use of all features of the STORY technique (fiction) or INFO technique (nonfiction) (4)_(teacher calls attention to book structure and organization of text, develops prior knowledge, encourages analyzing & predicting, and varied retelling activities) <input type="checkbox"/> Intentional focus on building vocabulary (3) 	<p>NY (0-3 pts.) P (4-6 pts.) R (7-9 pts.)</p>	

Teacher:	Observer:	
Date:	Time In:	Time Out:
Area of Observation	Examples	
<p>Early Literacy Activities (9 points)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Daily, systematic activities (large group, small group, or transition) focusing on phonological awareness, with instruction tied to assessments (segmenting and blending words, beginning sounds, rhyming words) (2) <input type="checkbox"/> Daily, systematic activities (large group, small group, or transition) focusing on letter recognition (2) <input type="checkbox"/> Fine motor skill activities and practice of CK writing strokes evident (1) <input type="checkbox"/> At least one group writing/dictation experience per week (2) <input type="checkbox"/> Systematic individual journal writing/dictation (4 yr. olds); scaffolding of phonetic writing (2) 	NY (0-3 pts.) P (4-6 pts.) R (7-9 pts.)	
<p>Oral Language (9 points)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher uses & models grammatically correct oral language (2) <input type="checkbox"/> Consistent evidence that teacher is systematically using the “language of instruction” throughout the day (words posted in classroom or listed in plans, etc.) (2) <input type="checkbox"/> Teacher uses information talk, expansion, expansion plus and open ended questions throughout the day (3) <input type="checkbox"/> Evidence of specific activities that address the language objectives in the <i>Preschool Sequence</i> (2) 	NY (0-3 pts.) P (4-6 pts.) R (7-9 pts.)	
<p>Science (6 points)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence that each child participates in at least 2 science activities per week, related to the <i>Preschool Sequence</i> goals (may be conducted during large group, small group or centers) (2) <input type="checkbox"/> Evidence that the scientific reasoning cycle (reflect & ask, plan & predict, act, observe & document, reflect & plan) is used to develop new understandings and concepts (2) <input type="checkbox"/> Teacher consistently models & reinforces scientifically accurate vocabulary(2) 	NY (0-2 pts.) P (3-4 pts.) R (5-6 pts.)	

Teacher:	Observer:	
Date:	Time In:	Time Out:
Area of Observation	Examples	
<p>Visual Arts, Music, Movement & Coordination (6 points)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Balance of teacher guided activities related to CK art objectives and prints, with creative, exploratory activities; evidence of <u>at least one art activity per week</u> related to the <i>Preschool Sequence</i> (2) <input type="checkbox"/> Evidence of <u>at least one music activity per week</u> related to the <i>Preschool Sequence</i> (2) <input type="checkbox"/> Balance of teacher guided activities and free, exploratory play during outdoor time, with evidence of at least 2 teacher guided activities per week correlated to the movement objectives & games in the <i>Preschool Sequence</i> (2) 	<p>NY (0-2 pts.) P (3-4 pts.) R (5-6 pts.)</p>	
<p>Math/Orientation in Time/Space (6 points)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence that each child participates in at least 2 small group activities per week devoted to math/time/space (2) <input type="checkbox"/> Activities systematically address all math/time/space objectives in the <i>Preschool Sequence</i> (2) <input type="checkbox"/> Activities are systematically sequenced to develop easier, prerequisite skills in a step-by-step fashion before moving to more difficult skills, including linking concrete, manipulative experiences to more abstract representations (2) 	<p>NY (0-2 pts.) P (3-4 pts.) R (5-6 pts.)</p>	
<p>Parent Communication</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence that preschool communicates on a monthly basis with parents regarding the monthly plan and opportunities for reinforcement <input type="checkbox"/> Evidence that the preschool conducts parent meetings to reinforce classroom instruction (Stop and Think, Literacy, etc) <input type="checkbox"/> Evidence that the parents are aware of what their children are learning 		

Teacher:	Observer:
Date:	Time In: Time Out:
Area of Observation	Examples
Other	
Areas for Improvement	
Areas of Excellence	

**Total Points: _____ of 96 points
(86 points or more = 90% implementation)**

To achieve Official Preschool Status, your center must achieve a 90% or greater average across the board and no less than 75% in any one area (72 points).

For example, a center with 4 classrooms, may have one classroom with less than 86 points, but another classroom with more than 86 points. We will take the results from all four classrooms, add them together and divide by four.

Monthly Planning Guide Template

SEPTEMBER

LEVEL:	THEME:	
Core Knowledge Skills		
Nursery Rhymes (at least 8)		Other
Books (at least 4)		
Music Titles		
Artwork Titles		

SEPTEMBER

<i>Core Knowledge Goals & Objectives</i>		<i>Other Goals and Objectives From State Standards, etc</i>
<i>Code</i>	<i>Objective</i>	
ASSESSMENT FOCUS:		

MONTHLY PLANNING SHEETS
OCTOBER

LEVEL:	THEME:	
	Core Knowledge	Other
Nursery Rhymes (at least 8)		
Books (at least 4)		
Music Titles		
Artwork Titles		

OCTOBER

<i>Core Knowledge Goals & Objectives</i>		<i>Other Goals and Objectives From State Standards, etc</i>
<i>Code</i>	<i>Objective</i>	
ASSESSMENT FOCUS:		

MONTHLY PLANNING SHEETS
NOVEMBER

LEVEL:	THEME:			
<table style="width: 100%; border: none;"> <tr> <td style="width: 60%; text-align: center; border: none;">Core Knowledge</td> <td style="width: 40%; text-align: center; border: none;">Other</td> </tr> </table>			Core Knowledge	Other
Core Knowledge	Other			
Nursery Rhymes (at least 8)				
Books (at least 4)				
Music Titles				
Artwork Titles				

NOVEMBER

<i>Core Knowledge Goals & Objectives</i>		<i>Other Goals and Objectives From State Standards, etc</i>
<i>Code</i>	<i>Objective</i>	
ASSESSMENT FOCUS:		

DECEMBER

<i>Core Knowledge Goals & Objectives</i>		<i>Other Goals and Objectives From State Standards, etc</i>
<i>Code</i>	<i>Objective</i>	
ASSESSMENT FOCUS:		

MONTHLY PLANNING SHEETS
JANUARY

LEVEL:	THEME:	
	Core Knowledge	Other
Nursery Rhymes (at least 8)		
Books (at least 4)		
Music Titles		
Artwork Titles		

JANUARY

<i>Core Knowledge Goals & Objectives</i>		<i>Other Goals and Objectives From State Standards, etc</i>
<i>Code</i>	<i>Objective</i>	
ASSESSMENT FOCUS: 		

MONTHLY PLANNING SHEETS
FEBRUARY

LEVEL:	THEME:	
Core Knowledge Other		
Nursery Rhymes (at least 8)		
Books (at least 4)		
Music Titles		
Artwork Titles		

FEBRUARY

<i>Core Knowledge Goals & Objectives</i>		<i>Other Goals and Objectives From State Standards, etc</i>
<i>Code</i>	<i>Objective</i>	
ASSESSMENT FOCUS:		

MONTHLY PLANNING SHEETS
MARCH

LEVEL:	THEME:	
	Core Knowledge	Other
Nursery Rhymes (at least 8)		
Books (at least 4)		
Music Titles		
Artwork Titles		

MARCH

<i>Core Knowledge Goals & Objectives</i>		<i>Other Goals and Objectives From State Standards, etc</i>
<i>Code</i>	<i>Objective</i>	
ASSESSMENT FOCUS:		

MONTHLY PLANNING SHEETS
APRIL

LEVEL:	THEME:	
	Core Knowledge	Other
Nursery Rhymes (at least 8)		
Books (at least 4)		
Music Titles		
Artwork Titles		

APRIL

<i>Core Knowledge Goals & Objectives</i>		<i>Other Goals and Objectives From State Standards, etc</i>
<i>Code</i>	<i>Objective</i>	
ASSESSMENT FOCUS:		

MONTHLY PLANNING SHEETS
MAY

LEVEL:	THEME:	
Core Knowledge		
Nursery Rhymes (at least 8)		Other
Books (at least 4)		
Music Titles		
Artwork Titles		

MAY

<i>Core Knowledge Goals & Objectives</i>		<i>Other Goals and Objectives From State Standards, etc</i>
<i>Code</i>	<i>Objective</i>	
ASSESSMENT FOCUS:		

Sample Full Day Schedule/Template

Time	Activity
10'	Arrival
30'	Breakfast/Cleanup
20'	Circle Time
10'	Small Group Planning
50'	Centers
10'	Cleanup and Review
30'	Outdoor Play
20'	Read-Aloud
40'	Lunch (Review) Cleanup
30'	Small Group Instruction
60'	Read-Aloud and Rest Time
15'	Cleanup/Bathroom
10'	Review
20'	Music, Movement, & Coordination
10'	Dismissal

Sample Half Day Schedule/Template

Time	Activity
10'	Arrival
10'	Circle Time (1)
20'-30'	Breakfast/Cleanup
10'	Circle Time (2)
5'	Planning
45'	Centers (Small Groups)
10'	Cleanup
10'	Snack (Review)
25'	Outdoor Play
20'	Small Groups
15'	Read-Aloud and Dismissal