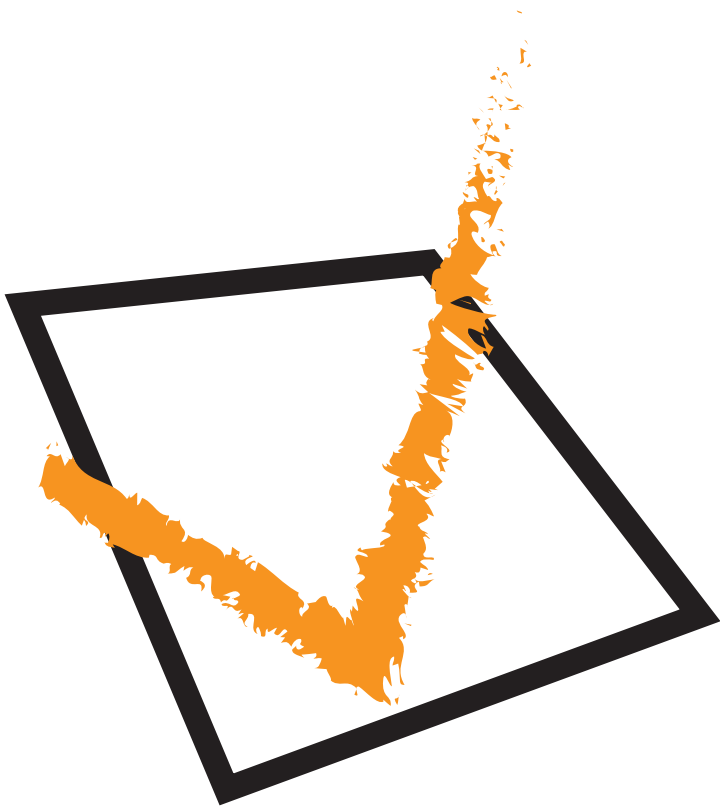


# West Virginia Universal Pre-K Observation Walkthrough



West Virginia DEPARTMENT OF  
**EDUCATION**

West Virginia Early Care and Education

**WVDE**



**WVDHHR**



# WV Universal Pre-K Observation Walkthrough

## Purpose

The WV Universal Pre-K Observation Walkthrough is a tool designed to assist classroom supervisors, coaches, specialists, and other county collaborative early childhood core team members in observing portions of a day in pre-k. The Observation Walkthrough is divided into five sections. The Environmental Overview section is a quick policy, health, and safety checklist that may be completed alone or along with one of the other four sections. The other sections are Group Times, Child Choice, Outdoor/Indoor Gross Motor, and Meals/Snack. Each section can be completed through a fifteen to twenty minute observation during specific times of the day throughout the school year. The WV Universal Pre-K Observation Walkthrough can also be completed in its entirety during one longer observation. Information gathered during observations can be utilized as a data source in the county's universal pre-k continuous quality improvement process.

## Process

The following recommendations are provided to guide each observation when the WV Universal Pre-K Observation Walkthrough is utilized.

1. Determine which section(s) of the WV Universal Pre-K Observation Walkthrough will be completed during the visit. This is done by reviewing the classroom schedule and activities in the classroom during the time of the observation.
2. Fill out the classroom information at the top of the section(s) you will be completing.
3. Review questions in the section of the walkthrough that you will be answering at the conclusion of the observation.
4. Observe activities occurring in the classroom for approximately fifteen to twenty minutes. Taking notes may assist in remembering necessary information to answer the questions in each section.
5. Answer each question in the respective section by marking yes or no in the space provided. If the answer is no, a comment should be included on the checklist.
6. Review the completed sections of the WV Universal Pre-K Observation Walkthrough with classroom staff in a timely manner.

# WV Universal Pre-K Observation Walkthrough

## Environmental Overview

The Environmental Overview section is a quick policy, health, and safety checklist that may be completed alone or along with one of the other four sections. This section can be completed multiple times during the school year.

Classroom Information			
School:	Classroom:	Date of Completion:	
Administrator:	Teacher:	Assistant Teacher:	
Observer:	Observer:	Number of Children Enrolled:	Number of Children with Disabilities

Primary Adult Roles/General Strategies	Yes	No	Comment
Two adults are present at all times including lunch and outdoors (a second aide is present if there are ten children with IEPs present).			
There are no more than 20 children present in the Pre-K classroom with no more than 10 with IEPs (including those children with speech-only IEPs).			
Adults in the room ensure a safe environment.			
Every center is easily viewed by staff.			
Adults are engaged to scaffold learning and support appropriate conflict resolution.			
There are no materials present that may be harmful to children (ex. chemicals/substances labeled "keep out of reach of children", sharp or dangerous objects, uncovered electrical outlets, loose cords, broken materials).			
Daily schedule/routines are posted in the classroom.			

# Environmental Overview

Primary Adult Roles/General Strategies	Yes	No	Comment
A daily pictorial schedule is posted at children's level.			
Whole group settings are limited to short periods suited to age and individual needs of children.			
Transitions are smooth, effective, and used minimally.			
Worksheet, color sheets, or flashcards are not used (no exceptions).			
Children are actively engaged in the available activities and materials.			
Books from a variety of genres and writing materials are available and accessible throughout areas of the room.			
The classroom is rich in environmental print, including children's writings and dictations.			
Children's work is displayed at varying levels in several locations of the classroom and relate to current learning activities (artwork, recent photos of field trip or activities, graphs, charts, dictated stories, writing samples).			
Observations are documented by staff through ongoing interactions with children.			

# Group Time

Group Time is conducted when all or part of a class comes together in large group or assigned small group settings facilitated by an adult.

Classroom Information			
School:	Classroom:	Date of Completion:	
Administrator:	Teacher:	Assistant Teacher:	
Observer:	Observer:	Number of Children Enrolled:	Number of Children with Disabilities

Primary Adult Roles/General Strategies	Yes	No	Comment
Staff ensure that group time is developmentally appropriate for children (5-15 minutes).			
There are a variety of experiences that promote interaction among children and adults, such as group reading activities and music and movement.			
Visuals used during group time such as pictorial schedules, job chart, and charts for graphing activities are easily seen by the children in group space. The children do not have to strain or look across the room at the visuals.			
Large group book reading activities are conducted in a manner that ensures easy viewing of books and other reading materials. Children are actively engaged in large group reading activities.			
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 respectful dialogue among children.			
Adults reinforce the "community culture" by discussing joint concerns and problems. Children participate in problem solving and conflict resolution.			
Staff inform children of daily expectations and any changes to the routine. New materials and concepts are introduced when added.			
Group times are adapted to meet the developmental levels of the children and the current atmosphere of the classroom.			
Staff facilitate thinking and learning skills through open ended questioning, open dialogue, modeling, and demonstration.			

# Center/Child Choice Time

Center/Child Choice times are instructional portions of the day when children choose areas and materials they will work with in the classroom. During this part of the day, which may also be called Work Time, children have the opportunity to execute plans and activities with materials throughout interest areas. Center/Child Choice Time provides an opportunity for children to work independently and with peers to solve problems with adult supports.

Classroom Information					
School:		Classroom:		Date of Completion:	
Administrator:		Teacher:		Assistant Teacher:	
Observer:	Observer:		Number of Children Enrolled:		Number of Children with Disabilities

Primary Adult Roles/General Strategies	Yes	No	Comment
Varieties of materials are available throughout interest areas.			
Choice time or Work Time occurs for at least one uninterrupted hour each day exclusive of clean-up time.			
Children choose interest centers, activities, materials, and playmates with staff intentionally teaching children how to make choices.			
Staff use choice time/work time to individualize instruction and development of a specific skill or set of skills for all children within the context of the child's chosen activity and need.			
Staff utilize choice time/work time as instructional learning opportunities.			
Staff show awareness of the whole group when working with individuals or small groups of children.			
Staff model and demonstrate use of materials and play episodes.			

# Center/Child Choice Time

Primary Adult Roles/General Strategies	Yes	No	Comment
Staff pose problems, ask questions, and support peer interactions to stimulate children's thinking and extend their learning.			
The environment is maintained and staff provide direction for clean-up, utilizing this time as an opportunity to teach skills and foster critical social and emotional development.			
Staff read to children individually or in a small group.			
Formative assessment is occurring by staff through ongoing interactions with children.			

# Outdoor Time/Indoor Gross Motor Time

Outdoor Time/Indoor Gross Motor times are considered instructional and essential parts of the pre-k schedule. During gross motor times, children have the opportunity to use their bodies to develop muscle control, balance, coordination, strength, and awareness of space. Outdoor Time/Indoor Gross Motor time provides opportunities for teachers to assess all areas of development during child-initiated large motor activities and equipment.

Classroom Information					
School:		Classroom:		Date of Completion:	
Administrator:		Teacher:		Assistant Teacher:	
Observer:	Observer:		Number of Children Enrolled:		Number of Children with Disabilities

Primary Adult Roles/General Strategies	Yes	No	Comment
A minimum of 60 minutes of outdoor gross motor time is provided daily, weather permitting.			
Indoor gross motor time is provided when weather does not permit outdoor play.			
Outdoor time/indoor gross motor time addresses the needs and interests of individual children.			
A variety of gross motor equipment and materials are available for children's choice.			
Staff are actively engaged with children during gross motor time. This time is considered part of instructional time, rather than recess.			
Staff model the use of play materials, assists children in use equipment, and encourages efforts and accomplishments.			
Staff 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 and need.			
Staff encourage dialogue between children to problem solve, promote social development, and peer interactions.			



# Meals/Snack

Meals and snacks are optimal times of the day to support development across all learning domains. Considered another key instructional part of the pre-k schedule, meal and snack times not only provide food, but social and learning environments where adult interactions are a critical factor in learning.

Classroom Information			
School:	Classroom:	Date of Completion:	
Administrator:	Teacher:	Assistant Teacher:	
Observer:	Observer:	Number of Children Enrolled:	Number of Children with Disabilities

Primary Adult Roles/General Strategies	Yes	No	Comment
Children participate in setting the table, serving themselves, and clean-up.			
Staff sit and actively engaging with children during mealtime.			
Conversations with children occur at mealtimes.			
Meal times are considered part of instructional time by staff.			
Staff teach healthy nutrition concepts, encourage children to make healthy food choices, and model healthy habits.			
Food is never used as reward or punishment.			
Children are allowed sufficient time to eat.			
Ratio is maintained throughout meal time (see Environmental Overview).			

