

Areas observed allow the evaluator to identify any rubric domains that are noticeable during the informal observations.

Instruction and Assessment

- ☐ Lesson Delivery
 - ☒ Communicating with Students
 - ☐ Monitoring Student Understanding
 - ☐ Student Centered Learning
- ☐ Classroom Environment
 - ☒ Classroom Routines and Procedures
 - ☐ Classroom Climate and Cultural Competency

Notes:

Thank you for welcoming me into your preschool classroom this afternoon. I visited for the first twenty minutes of your afternoon session.

You have established routines and procedures for classroom operations. The first fifteen minutes of class were dedicated to the class meeting. The routine followed the below progression:

- The class began with choral signing of "Every Day we Go To School"
- An interactive whiteboard of a calendar was shared. The class was asked "who can remind me what month it is?" With no student replies, you sounded out No-vem-ber. Evelyn was called upon to count up to today's date, the 13th. You pointed to the date on the whiteboard as she counted. The interactive whiteboard was used to identify yesterday/today/tomorrow. Students repeated after you.
- The Days of the Week song by Learning Station was played, students sing along.
- An interactive whiteboard "what is the weather today?" is shown as students identify the weather (partly cloudy.)
- The Blue Song to the tune of Hi-Ho the Dairy-O is played.
- As a result, on-task behavior is sometimes evident by student engagement in the meeting. (*Classroom Routines and Procedures*)

You demonstrated developmentally appropriate strategies to engage students. For example,

- You led a phonological awareness segment practicing syllables by clapping the numbers of syllables in the students' names. Each student got a turn to clap their name and identify the number of syllables.
- The letter acquisition portion of the class reviewed the letters A, B, and C. For each letter, a paper copy of the letter was shown for recognition, the sign-language symbol for the letter was displayed, and the sound was practiced by students. For C, a picture of a cat was shown to reinforce the "ka" sound of a hard C.
- In both segments, students engaged in clapping, signing and practicing letter sounds. (*Communicating with Students*)

Leaving your session today left me with two questions I'd love to hear a little more about...could you please reply to these two questions via email and then add your signature/pin? Thanks so much!

1. When playing the various songs, are you playing them from your computer audio or is there a device in the room from which you play them? It might have just been my experience using a headset, but the audio quality/noise level was significant. I'm curious if students/parents have experienced this as well?
2. The Blue Song sung to the tune of Hi-Ho the Dairy-O after the weather portion of the class meeting; can you help clarify the connection/purpose of this particular song and how it fit into the lesson?