



Use

1. The teacher follows the guidance provided in a particular *Teaching Guide*.

Indicators

- ☐ a. Organizes ideas and plans by creating a web of investigations that is referenced and updated throughout the study*
- ☐ b. Displays *What We Know* and *What We Want to Find Out* charts in a prominent location and encourages children to add their ideas throughout the study
- ☐ c. Continues to add to the web of investigations and *What We Want to Find Out* chart throughout the study*
- ☐ d. Involves families in the study (e.g., by inviting them to donate relevant materials or lead a related small-group experience)*
- ☐ e. Plans for and implements related “Wow! Experiences”*
- ☐ f. Provides materials and offers opportunities for firsthand investigations related to the study topic
- ☐ g. Posts a question of the day, discusses it with the children, and documents/prominently displays their responses
- ☐ h. Adds study-related materials to classroom interest areas
- ☐ i. Engages children in planning for and implementing a closing Celebration of Learning to exhibit and/or demonstrate study-related learning

2. The teacher displays documentation of children’s learning related to the study.

Indicators

- ☐ a. Documents, and helps children document, children’s learning in a variety of ways (e.g., observational drawings, graphs, diagrams, maps, collections, constructions, and writings)
- ☐ b. Displays samples of children’s work prominently and respectfully
- ☐ c. Ensures that each child in the class has at least one piece of work on display
- ☐ d. Provides opportunities for children to choose which of their work samples is/are on display*

* These indicators may require an interview with the teacher.



Use

3. The teacher uses *Intentional Teaching Experiences* for teacher-guided, planned experiences and to individualize instruction.

Indicators

- ☐ a. Gathers and prepares needed materials in advance
- ☐ b. Follows the guidance on *Intentional Teaching Experiences*
- ☐ c. Makes adaptations for multilingual learners and children with special needs when appropriate
- ☐ d. Individualizes instruction by using the color-coded Teaching Sequences
- ☐ e. Shares related at-home learning experiences based on individual children's interests or needs (e.g., Guided Learning Experiences, *LearningGames*®, Family *Mighty Minutes*®, *At-Home Guided Learning Plans*, *Ready Rosie*® Modeled Moment videos)*
- ☐ f. Frequently documents development and learning during or after an *Intentional Teaching Experience*

4. The teacher implements *Mighty Minutes*® effectively to promote learning and support transitions.

Indicators

- ☐ a. Uses *Mighty Minutes*® flexibly throughout the day
- ☐ b. Plans and prepares for *Mighty Minutes*® activities
- ☐ c. Demonstrates knowledge of and comfort with *Mighty Minutes*® songs, chants, and rhymes

* These indicators may require an interview with the teacher.



Use

5. The teacher follows guidance on *Book Discussion Cards*[™] to facilitate interactive read-alouds.

Indicators

- ☐ a. Reviews the *Book Discussion Card*[™] and reads the book to prepare for the three read-alouds*
- ☐ b. Introduces new vocabulary by providing brief definitions; pointing out relevant illustrations; or using facial expressions, movements, or other body language
- ☐ c. Models using questions to deepen thinking about the story's characters and events
- ☐ d. During the first read-aloud, shows the front of the book, introduces characters, draws children's attention to what characters are doing and feeling, and asks questions after reading the story
- ☐ e. During the second read-aloud, asks questions to help children recall what happens next
- ☐ f. During the third read-aloud, helps children retell or reconstruct the story
- ☐ g. Supports social-emotional development and learning during read-alouds through questions and discussions

6. The teacher follows guidance on *Book Conversation Cards*[™] to engage children with *Highlights High Five Bilingüe*[™].

Indicators

- ☐ a. Introduces a selection from *Highlights High Five Bilingüe*[™] by showing the title, talking about the illustrations, and inviting children to predict what the selection is about
- ☐ b. During the initial read-aloud, introduces *Highlights High Five Bilingüe*[™] in children's first languages when possible
- ☐ c. Follows the guidance on *Book Conversation Cards*[™] to support multilingual learners

* These indicators may require an interview with the teacher.



The Environment

7. The classroom is organized to support learning and encourage children to work independently and with peers in self-selected activities.

Indicators

- ☐ a. Organizes the classroom into well-defined interest areas (Blocks, Dramatic Play, Toys and Games, Art, Library, Discovery, Sand and Water, Music and Movement*, Cooking*, and Technology*)
- ☐ b. Arranges furniture to enclose and define interest areas and eliminate long or wide-open spaces
- ☐ c. Locates noisier interest areas (e.g., Blocks, Dramatic Play, Music and Movement) away from those that tend to be quieter (e.g., Library, Art, Technology)
- ☐ d. Provides, displays, and arranges materials, equipment, and furniture to enable all children to be involved in all areas of the classroom
- ☐ e. Establishes small quiet areas that can accommodate one or two children in the classroom
- ☐ f. Provides age-appropriate furnishings and materials (e.g., funnels, magnifying lenses, balances, tape measures, cameras, computers), including adaptive tools for children with disabilities; updates furnishings and materials throughout the year to accommodate children's changing developmental needs, abilities, and interests
- ☐ g. Stores materials on low, open shelves so children can reach them without adult assistance
- ☐ h. Promotes children's independence and constructive use of time through consistent and predictable arrangement and storage of materials and equipment
- ☐ i. Labels materials and containers and their designated spaces (e.g., shelves) with pictures and words written conventionally (using upper- and lowercase letters)
- ☐ j. Ensures that physical modifications are made to accommodate children with disabilities
- ☐ k. Decorates the classroom with children's work, which is displayed at their eye level and well-spaced so as not to be overwhelming
- ☐ l. Organizes and displays materials neatly, limiting clutter

* Interest areas marked with an * are not required to be permanent



The Environment

- ☐ m. Includes decorative touches such as plants, displays of collections (e.g. shells, leaves, stones), tablecloths or fabric-covered pillows, baskets, interesting artifacts, and framed artwork
- ☐ n. Uses bright colors selectively on neutrally colored walls to highlight interest areas or mark storage areas
- ☐ o. Provides each child with a cubby or container (labeled with the child's name and photo) for storing personal items

8. Interest areas are attractive; available as a choice daily; and supplied with an adequate amount of developmentally appropriate, well-maintained materials.

Indicators

- ☐ a. Creates a Block area that is enclosed on three sides and includes a full set of unit blocks, at least one other type of block, and props from a variety of categories (e.g., animals, people, road signs, small vehicles). Blocks are organized by size and shape on shelves with outlines to show where each shape is stored. At the beginning of the year or in a classroom of 3-year-olds, it is not necessary to display a full set of blocks in the Block area.
- ☐ b. Creates a Dramatic Play area that includes props that represent a variety of occupations, cultures, and functions. The Dramatic Play area is transformed throughout the year to support a variety of children's interests.
- ☐ c. Creates a Toys and Games area that includes a variety of self-correcting toys, open-ended toys, collectibles (e.g., keys, bottle caps, shells), and cooperative games
- ☐ d. Creates an Art area that includes an easel with paint(s) and a variety of materials for painting, drawing, cutting, pasting, molding, and creating three-dimensional constructions
- ☐ e. Creates a Library area that includes comfortable furnishings; high-quality, age-appropriate books with covers facing out; and a variety of materials for listening, reading, writing, and story retelling
- ☐ f. Creates a Discovery area that offers a variety of tools, materials, and experiences for exploring and investigating physical science, life science, and Earth and the environment
- ☐ g. Creates a Sand and Water area that includes sufficient sand and water (3–4 inches deep) and a variety of props and materials for digging, molding, pouring, and sifting

* Interest areas marked with an * are not required to be permanent



The Environment

- ☐ h. Creates a Music and Movement* area that includes a variety of musical instruments and dance and movement props (e.g., scarves, streamers, fans from several cultures) stored at children's eye level
- ☐ i. Creates a Cooking* area that includes basic items children can use to complete food-related projects safely
- ☐ j. Creates a Technology* area that includes equipment and developmentally appropriate software or apps that children can use collaboratively and safely (e.g., two chairs at the computer, power cords in back and out of children's reach, protective cases for mobile devices)

9. The teacher ensures that the classroom environment is literacy-rich.

Indicators

- ☐ a. Displays children's names conventionally (using upper- and lowercase letters) in a variety of locations throughout the classroom
- ☐ b. Places age-appropriate and interesting books from a variety of genres and topics (e.g., storybooks, nonfiction, cookbooks, alphabet books, predictable sequences, numbers and counting, nursery rhymes) throughout the classroom with their covers facing out
- ☐ c. Offers a variety of other texts (e.g., magazines, menus, manuals) throughout the classroom
- ☐ d. Provides reading and writing materials and tools for children to use in their play
- ☐ e. Displays an alphabet chart (with related images and/or children's names) at the children's eye level and provides smaller alphabet cards for children to handle as they write
- ☐ f. Adds message boards and class mailboxes for children and families to use
- ☐ g. Posts reference charts (e.g., poems, fingerplays, song lyrics, rhymes, signs, recipes)
- ☐ h. Displays samples of children's writing and dictations
- ☐ i. Displays print materials related to a study (e.g., experience stories, charts, labeled displays) and provides related literature

* Interest areas marked with an * are not required to be permanent



The Environment

10. The teacher ensures that the classroom environment encourages mathematical thinking.

Indicators

- ☐ a. Includes materials throughout the classroom that support children's development of number concepts and operations
- ☐ b. Includes materials throughout the classroom that support children's understanding of patterns
- ☐ c. Includes materials throughout the classroom that support children's knowledge of spatial relationships and shapes
- ☐ d. Includes materials throughout the classroom that provide opportunities for comparing and measuring
- ☐ e. Includes materials throughout the classroom that invite children to collect, organize, and represent data

11. The environment reflects the language(s), family background(s), home culture(s), and exceptionalities of the children in the classroom and beyond.

Indicators

- ☐ a. Ensures that images (e.g., on the walls, in books, in other learning materials) are inclusive, reflecting the diversity of the children and families in the program (e.g., people from different ethnic and cultural backgrounds and economic means, people with disabilities, nontraditional families, jobs and activities being performed by people of all genders)
- ☐ b. Includes books and music with lyrics in children's first languages
- ☐ c. Ensures that classroom labels are written in children's first language(s), using consistent color-coding throughout the room (e.g., English in blue and Spanish in orange)
- ☐ d. Includes materials in interest areas that reflect the diversity of the families in the classroom and the community
- ☐ e. Displays pictures of children and their families

* Interest areas marked with an * are not required to be permanent



The Environment

12. The environment is healthy, safe, and clean.

Indicators

- ☐ a. Ensures that classroom furnishings are suitably sized for the children in the classroom
- ☐ b. Ensures that materials are well-maintained and in good condition
- ☐ c. Includes materials, equipment, and displays (e.g., an illustrated chart of classroom jobs) to help children care for the classroom environment
- ☐ d. Includes features, practices, and displays that promote safety and health (e.g., handwashing charts, food safety procedures, arrival and departure procedures, proper storage of chemicals and medicines)
- ☐ e. The outdoor area is fenced and protected
- ☐ f. Arranges classroom furnishings for good visual supervision

13. The daily schedule and weekly plans include a balance of types of experiences and settings.

Indicators

- ☐ a. Establishes a system for taking daily attendance that supports children's literacy and math skills
- ☐ b. Posts daily and weekly schedules for adult (e.g., families, other visitors) use and information
- ☐ c. Prominently displays a daily schedule (words and pictures) at the children's eye level so that they learn the order of daily events and know what to expect
- ☐ d. Creates a daily schedule that includes a balance of active and quiet times
- ☐ e. Creates a daily schedule that includes opportunities for individual and large- and small-group activities
- ☐ f. Creates daily plans with both child-initiated and teacher-planned activities*
- ☐ g. Makes accommodations in the standard daily schedule as needed (e.g., extends choice time when the children are engaged in elaborate play, shortens large-group time when children become restless)*
- ☐ h. Ensures that at least one hour of choice time, exclusive of cleanup, is offered each day

* Interest areas marked with an * are not required to be permanent



The Environment

14. The outdoor environment offers children clear choices and a variety of experiences and challenges.

Indicators

- ☐ a. Offers opportunities for children to engage in various types of play (e.g., functional, constructive, dramatic, games with rules)
- ☐ b. Offers outdoor materials and equipment that are age-appropriate and accommodate children's developmental needs, abilities, and interests (e.g., sand and water, wheeled toys, garden tools, variety of balls)
- ☐ c. Schedules at least 30 minutes of daily outdoor time, weather permitting, for every three hours children are in school

* Interest areas marked with an * are not required to be permanent



Structure

15. Large- and small-group activities are planned flexibly to address the individual strengths, needs, and interests of children.

Indicators

- ☐ a. Plans small-group experiences using either the suggested *Intentional Teaching Experience* or one with the same primary objective to meet particular instructional goals (e.g., to introduce a new concept or teach a specific skill)*
- ☐ b. Meets with children in flexible small groups, varying the size and composition of the groups based on the learning objective and the children's strengths, needs, and interests
- ☐ c. Selects the setting that is most appropriate for each experience, meeting children where they are engaged in play (e.g., indoors vs. outdoors, small group vs. large group)
- ☐ d. Plans for and leads large-group experiences of approximately 10–20 minutes each, depending on the age of the children and their interest level
- ☐ e. Plans for and leads a morning large-group experience that intentionally builds community and includes a *Mighty Minutes*® activity, a shared writing activity, and/or a discussion (e.g., introducing a new study material or tool)
- ☐ f. Plans for and leads a large-group roundup at the end of the school day to reflect on the day's events, provide closure for the day, and build enthusiasm for the day ahead

16. Transitions between activities are efficient and used to reinforce knowledge, skills, and abilities.

Indicators

- ☐ a. Provides adequate notice before cleanup or transitioning to other activities
- ☐ b. Minimizes wait time (e.g., has necessary materials ready)
- ☐ c. Maximizes transition times as opportunities to reinforce knowledge, skills, and abilities (e.g., through *Mighty Minutes*® activities)

* These indicators may require an interview with the teacher.



Teacher–Child Interaction

17. The teacher and teaching assistant (if applicable) establish a positive classroom climate.

Indicators

- ☐ a. Maintains a nurturing and positive affect (e.g., smiles, laughs, hugs, holds hands, uses a calm voice, shows enthusiasm)
- ☐ b. Asks questions and provides encouragement and specific, positive comments about children's interests, needs, efforts, and/or accomplishments
- ☐ c. Listens attentively to what each child says and responds respectfully
- ☐ d. Engages in positive conversations (back-and-forth exchanges) with children
- ☐ e. Validates children's feelings
- ☐ f. Intentionally promotes a sense of classroom community and belonging
- ☐ g. Helps children make and keep friends (e.g., through discussions and stories about making friends, by pairing children to work on a task, by coaching children on how to enter groups)*

18. The teacher and teaching assistant (if applicable) guide children's behavior in positive, effective ways.

Indicators

- ☐ a. Establishes a few rules and states them positively (e.g., says, "Be safe. Walk in the classroom," instead of saying, "Don't run.")
- ☐ b. Creates consistent routines (e.g., meal and snack times, resting, toileting)
- ☐ c. States expectations clearly using positive language
- ☐ d. Teaches children skills for solving social problems (e.g., listening to each point of view, generating ideas, negotiating, trying solutions)
- ☐ e. Uses positive guidance when responding to challenging behaviors (e.g., redirects children from unacceptable to acceptable behavior)
- ☐ f. Attends to challenging behaviors quickly and avoids letting them escalate
- ☐ g. Uses positive guidance to help children take care of their own needs appropriately
- ☐ h. Helps children recognize and manage their own feelings

* These indicators may require an interview with the teacher.



Teacher–Child Interaction

- ☐ i. Helps children interpret the emotional cues of others
- ☐ j. Positions self for good visual supervision, even when working with individuals or small groups (e.g., sits or stands facing most of the children, visually scans the room, looks toward loud or unusual sounds or cries, moves around the room as needed)

19. The teacher and teaching assistant (if applicable) use effective strategies for guiding children’s learning.

Indicators

- ☐ a. Uses positive guidance strategies to help children make choices
- ☐ b. Circulates throughout the room and interacts with children to support development and learning
- ☐ c. Adapts and individualizes instruction to include all children*
- ☐ d. Talks with children about their work to extend their thinking and build vocabulary
- ☐ e. Responds positively to children’s thoughts and ideas by making statements or asking open-ended questions that help children explain, predict, apply knowledge, evaluate, consider consequences, or clarify
- ☐ f. Extends children’s play by making suggestions or asking questions (e.g., “I see you built a road for the cars. What happens when the cars run out of gas?”)
- ☐ g. Encourages children’s efforts and accomplishments through specific, positive feedback
- ☐ h. Scaffolds children’s learning by helping them connect new information to their previous knowledge and experiences
- ☐ i. Gives information to expand children’s knowledge base
- ☐ j. Uses “self-talk” to describe own actions and model thought processes (e.g., “I’m going to hold the book like this so all of you can see it,” or “I think I’ll make a list so I can remember what to bring.”)
- ☐ k. Implements a variety of strategies to effectively promote the English language acquisition of children who are multilingual learners (e.g., uses gestures and other visual cues when speaking, repeats words and phrases)
- ☐ l. Applies a variety of strategies to support the continued development of children’s first languages (e.g., gives children ample time to respond, accepts children’s use of English and/or their first languages, learns words and phrases in children’s first languages)

* These indicators may require an interview with the teacher.



Teacher–Child Interaction

20. The teacher and teaching assistant (if applicable) use both child-initiated and teacher-planned experiences to effectively guide children’s language and literacy learning.

Indicators

- ☐ a. Asks a variety of questions throughout the day to scaffold learning, extend thinking, and check for understanding
- ☐ b. Engages children in individual and small-group conversations
- ☐ c. Provides opportunities for children to talk with peers
- ☐ d. Introduces and discusses new words within meaningful contexts
- ☐ e. Leads children in songs, stories, games, and rhymes that play with elements of language (e.g., rhyming, alliteration)
- ☐ f. Includes phonological awareness activities daily*
- ☐ g. Facilitates at least two planned read-aloud experiences each day
- ☐ h. Uses reading strategies that promote active participation during story time
- ☐ i. Engages children in storytelling and story retelling
- ☐ j. Draws children’s attention to print and its uses (e.g., orients a book correctly, turns pages from the front of the book to the back)
- ☐ k. Draws children’s attention to letters, words, and letter–sound associations through a variety of strategies
- ☐ l. Encourages children to write for a variety of purposes throughout the day
- ☐ m. Engages children in shared writing for a variety of purposes at various times throughout the day

* These indicators may require an interview with the teacher.



Teacher–Child Interaction

21. The teacher and teaching assistant (if applicable) use both child-initiated and teacher-planned experiences to actively introduce mathematical concepts.

Indicators

- ☐ a. Plans and introduces experiences with a mathematics focus
- ☐ b. Guides children in connecting mathematical concepts to everyday experiences
- ☐ c. Provides opportunities for children to communicate and represent their mathematical thinking
- ☐ d. Intentionally supports children’s understanding of numbers and operations
- ☐ e. Intentionally supports children’s understanding of geometry and spatial sense
- ☐ f. Intentionally supports children’s understanding of measurement
- ☐ g. Intentionally supports children’s understanding of patterns
- ☐ h. Intentionally supports children’s understanding of data collection, organization, and representation
- ☐ i. Supports children’s use of mathematical process skills (e.g., problem solving, reasoning, communication, making connections, and representation)

* These indicators may require an interview with the teacher.



Teacher–Child Interaction

22. The teacher and teaching assistant (if applicable) offer opportunities for children to learn concepts, processes, and skills in the other content areas of science, social studies, the arts, and technology.

Indicators

- ☐ a. Provides nonfiction texts and media; assists children in locating information
- ☐ b. Encourages children to use scientific inquiry skills (e.g., investigate, observe, explore, make predictions, experiment, reflect, describe, categorize, record findings)
- ☐ c. Provides opportunities for children to explore social studies concepts (e.g., people and how they live, people and the environment, people and the past, spaces and geography)
- ☐ d. Provides opportunities for both planned and spontaneous exploration of the arts (e.g., visual arts, music, drama, dance and movement)
- ☐ e. Shows children how to use technology and tools responsibly and safely

23 (optional). The teacher and teaching assistant (if applicable) create studies to help children actively investigate a meaningful topic over time and find answers to their questions.

Indicators

- ☐ a. Offers opportunities for in-depth explorations of the study topic over a period of several weeks
- ☐ b. Selects a study topic that is concrete and related to children's interests and prior experiences
- ☐ c. Provides many firsthand experiences with real objects for children to manipulate and explore
- ☐ d. Provides resources and artifacts related to the study topic
- ☐ e. Involves children's families in the study
- ☐ f. Uses studies to integrate learning in the content areas

* These indicators may require an interview with the teacher.



Family

24. The teacher and teaching assistant (if applicable) establish meaningful partnerships with families to support each child's healthy development and learning.

Indicators

- ☐ a. Uses a system for frequent and regular communication (daily or weekly) with families, including informal contacts to exchange information and coordinate plans*
- ☐ b. Greet family members personally when possible
- ☐ c. Conducts family conferences or home visits to share information, discuss progress, and plan next steps*
- ☐ d. Facilitates opportunities for families to share documentation*
- ☐ e. Frequently shares resources to extend children's development and learning at home*
- ☐ f. Frequently shares information about children's development and learning with families*

* These indicators may require an interview with the teacher.



Assessment

25. The teacher and teaching assistant (if applicable) document children's demonstrated knowledge, skills, and abilities.

Indicators

- ☐ a. Implements a system for collecting and organizing evidence of children's development and learning*
- ☐ b. Captures evidence of children's knowledge, skills, and abilities thorough multiple forms of documentation (e.g., observation notes, work samples, photographs, video)*
- ☐ c. Ensures that documentation is objective and factual*
- ☐ d. Implements a system for families to share observations of their children's development and learning*
- ☐ e. Documents learning at various times of day
- ☐ f. Documents learning in various settings

26. The teacher uses ongoing, authentic, observation-based assessment to guide planning, instruction, and interactions.

Indicators

- ☐ a. Relates observed knowledge, skills, and abilities to learning objectives*
- ☐ b. Makes instructional decisions based on formative assessment data (e.g., selection of materials, flexible small groups)*

* These indicators may require an interview with the teacher.