



Guided Observation

Teacher is deliberate and intentional in promoting social-emotional development through environment and materials

FOR EXAMPLE:

- Classroom is clean and uncluttered (PCF, p. 49 and ECERS, p. 10)
- The space is organized with clearly defined learning areas. (PCF, p. 43)
- There are ample challenging and developmentally appropriate materials available for children's use. (PCF, p. 43, Prekindergarten Learning & Development Guidelines, p. 36 and ECERS, pp. 19-28)

Teacher uses program design and curriculum practices that support healthy social-emotional development

Daily schedule and transitions

FOR EXAMPLE:

- The daily curriculum emphasizes play-based active learning (PCF, p. 41)
- The daily schedule alternates between active and quiet activities (PCF, p. 51)
- Large group time should typically last 10-15 minutes, but should not exceed 20 minutes (PCF, p. 51)



- Teacher maintains a balance between the child's need to explore independently and adult input into learning. (PCF, p. 16 and ECERS, p. 59)
- There are smooth transitions between daily events (ECERS, p. 63)
- Teacher prepares materials ahead of time to minimize wait time for children (PCF, p. 72)

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Guided Observation Continued

Support of sense of self

FOR EXAMPLE:

- Children's work is attractively displayed around the room (PCF, p. 44, 59; Prekindergarten Learning & Development Guidelines, p. 32 and ECERS, p. 17)
- There is space for each child to store personal items (PCF, p. 44)
- Children have opportunities for leadership roles, such as classroom jobs (Prekindergarten Learning & Development Guidelines, p. 88)

Support of friendships

FOR EXAMPLE:

- Areas are available for use by small groups of three to five children (PCF, p. 43, ECERS p. 65)
- There are materials and activities available to encourage children to play with others; ex. heavy blocks, car wash. (PCF, p. 67)

Support of development of self-regulation

FOR EXAMPLE:

- A cozy one-person area is available for children for most of the program day (PCF, p. 43 and ECERS, p. 14)
- A work/play area such as a loft or small table is available for use by only one or two children. (PCF, p. 51 and ECERS, p. 16)
- There are clearly defined classroom expectations (PCF, p. 74)
- Teachers provide a consistent, but flexible daily routine (PCF, p. 50)

Support of awareness and acceptance of diversity

FOR EXAMPLE:

- Books, pictures, and other classroom items reflect linguistic, cultural, gender and ability diversity. (PCF, pp. 43-44, 47, Prekindergarten Learning & Development Guidelines, pp. 38, 42 and ECERS, p. 56)

Guided Observation Continued

Individualizing

FOR EXAMPLE:

- Children with special needs are integrated into the group and participate in most activities by modifying the environment, program, and schedule as needed. (PCF, pp. 57-58, Prekindergarten Learning & Development Guidelines p. 39 and ECERS, p. 66)
- Teacher supports and celebrates children's home languages in the daily program. For example, using home language for greetings and common phrases and providing books and materials in home language (PCF p. 183 and PEL Guide, p. 43)
- Teacher adapts the daily schedule to meet individual needs. For example, a shorter story time for a child with a short attention span; allowing a child working on a project to continue past scheduled time, letting a slow eater finish at their own pace. (ECERS, p. 63)

Teacher is deliberate and intentional in promoting social-emotional development through interactions

Developing mutually respectful and affectionate relationships with children

FOR EXAMPLE:

- Teacher is responsive to children's emotional needs (PCF, pp. 39-42 and Prekindergarten Learning & Development Guidelines, p. 86)



- Teacher converses with children, asking questions and adding information to extend children's thinking. (PCF, p. 64 and ECERS, p. 59)
- Teacher is most often at the child's level (PCF, p. 63)
- Teacher waits until children finish asking questions before answering and encourages children in a polite way to listen when adults speak. (ECERS, p. 61)

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Guided Observation Continued

Teacher-child interactions and teachable moments

FOR EXAMPLE:

- Teacher involves children in solving conflicts and problems. Teacher helps children talk out problems, think of solutions and be aware of feelings of others. (PCF, pp. 47, 67 and ECERS, p. 60)
- Teacher frequently recognizes children's positive behaviors with descriptive feedback, avoiding the general phrase "Good job" (Prekindergarten Learning & Development Guidelines, p. 88 and PCF, p. 70)
- Teacher leaves time for children to respond; verbalizes for child with limited communication skills. (PCF, pp. 102-103 and ECERS, p. 36)
- Teacher labels and validate a child's feelings, even if the child is showing emotions that are often considered unacceptable, such as anger or impatience. (PCF, pp. 47, 53, 55 and ECERS, p. 61)

Teacher is deliberate and intentional in promoting social-emotional development through planned learning activities

FOR EXAMPLE:

- Teacher uses books, stories, puppets and group discussions with children to explore emotions, learn how to work through common conflicts, and helps children learn other social skills. (PCF, pp. 54, 56, 68 and ECERS, p. 60)
- Teacher provides language support to learn vocabulary for feelings in home language and English (PEL Guide, p. 31)
- Teacher is intentional in guiding children to engage and interact with children with special needs and children who speak another language (Inclusion Works! p. 18 and PEL Guide, p. 31)
- Teacher occasionally incorporates large group projects (PCF, p. 68)
- Teacher occasionally incorporates games with rules (PCF, p. 51)

Developing meaningful relationships with children's families

FOR EXAMPLE:

- There is an arrival/departure area supportive of families (PCF, p. 44 and Prekindergarten Learning & Development Guidelines, p. 38)
- Parents are encouraged to be involved in the program through a variety of ways such as sharing expectations for their child, eating lunch with their child, or sharing a family photo (PCF, p. 80 and ECERS, p. 67)
- Parents contribute to their child's portfolios (DRDP© (2010) directions)