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| --- | --- | --- | --- |
| **Teacher Name** | **Director Name** | **Date** | **Start/End Time** |

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| **Observation Items** | **Yes** | **No** | **Note specific items to address/reflect on at monthly meeting** |
| Alphabetic Knowledge interactions noted during observation. | [ ]  | [ ]  | ***These interactions were noted during observation:***[ ]  Promotes letter-sound recognition in context. Ex: “This sentence has a lot of words that begin with the /b/ sound: box, ball, Bobby” etc.[ ]  Journaling/dictation[ ]  Models reading and writing in meaningful ways (self-talk) Ex: list of items needed, menu, etc.[ ]  Children are encouraged to write in meaningful ways**Additional Information:**       |
| Alphabetic Knowledge strategies noted during observation. | [ ]  | [ ]  | ***These interactions were noted during observation:***[ ]  Points to letters and words during read alouds[ ]  Focuses on letter-sound recognition[ ]  Attention to the uses and conventions of print[ ]  Alphabet books in Literacy Center[ ]  Print-rich environment[ ]  Multi-sensory alphabet activities and manipulatives[ ]  Props are effectively used to promote children’s understanding of alphabetic  concepts[ ]  Music & Movement: songs with repetition, letter sounds, alphabet, etc.**Additional Information:**       |
| Mathematical thinking interactions noted during observation | [ ]  | [ ]  | ***These interactions were noted during observation:***[ ]  Emphasizes ordinal positions (sequence of routine activities, etc.)[ ]  Uses everyday situations to model the use of operations: Combining (adding), separating (subtraction), sharing (dividing), and set-making (multiplying)[ ]  Children are encouraged to think mathematically (uses operations in everyday situations)[ ]  Small group interactions focused on mathematical operations**Additional Information:**       |
| Mathematical thinking strategies noted during observation. | [ ]  | [ ]  | ***These interactions were noted during observation:***[ ]  Points to each number while counting (number recognition)[ ]  Models counting, quantity (sense of number), and comparison strategies[ ]  A variety of developmentally appropriate math manipulatives and activities[ ]  Props are effectively used to promote children’s understanding of mathematical  concepts[ ]  Music & Movement: songs with ordinal positions, operations, positional words, etc.[ ]  Provides opportunities for children to identify and create patterns[ ]  Provides opportunities for children to engage with various 2 & 3 dimensional shapes[ ]  Emphasizes spatial relationships and uses positional words (above, below, inside, etc.)**Additional Information/Examples:**        |