Teacher's Name:                                                                      Date:  

**Domain I: Active, Successful Student Participation in the Learning Process**  
Teacher effectively expands students' involvement by asking a balance of closed and open-ended questions (i.e., "Which picture rhymes with cat?", "What else rhymes with cat?", "What is the cook wearing?", "Why does a cook wear an apron?", etc.)

Teacher provides a range of auditory, visual, and movement opportunities to interest students and maintain their attention (i.e., students sing a rhyming song, students clap the syllables in a word, students match sets of manipulatives, etc.)

Teacher uses a variety of interesting and creative materials (i.e., real objects to put in order by size.) No worksheets are used.

There are multiple hands on opportunities for all students.

Students are attentive and active participants throughout (i.e., ask and answer questions, focus on small group lesson rather than centers or other activities going on in classroom, etc.)

**Domain II: Learner-Centered Instruction**  
Teacher begins by focusing students' attention on the purpose of the lesson

The learning objective(s) addresses PreK Guidelines.

Students are assigned to small groups based on progress monitoring data (i.e., rubric scores on the *The Central Texas Guide to School Readiness* )

Small groups consist of no more than seven students.

Small groups lasts from 7-15 minutes.

Teacher consistently asks questions and provide prompts that reflect Bloom's Taxonomy's Application level or higher (i.e., act out how if feels to be surprised, compare two pictures, draw a picture that shows five, etc.)

**Domain III: Evaluation and Feedback on Student Progress**  
Teacher consistently asks questions, including open ended questions, to monitor students' understanding of concepts being taught.

When a student provides an incorrect response, the teacher uses the mistake as a learning opportunity, explaining and scaffolding the child's understanding

The teacher provides specific encouragement for student learning (i.e., "Jam does rhyme with Sam." )

There is some evidence of student data collection (i.e., anecdotal note taking, collection of work samples, use of checklist, etc.)

**Domain IV: Management of Student Discipline, Instructional Strategies, Time and Materials**  
Rules and expectations for both students participating in small group and students working in centers or in other areas are reviewed prior to small group time.

Teacher uses a signal to prevent student interruptions during the small group lesson (i.e., wears a hat, shows students a stop sign or picture of TA when the approach her, etc.)

Teacher monitors the small group to prevent misbehavior from developing (i.e., moves a student closer to her, separates two students, moves materials away from students, etc.)

If TA is not present, teacher monitors students throughout classroom to prevent misbehavior from escalating (i.e., asks a student to move to different center, may ask a student to join the small group, etc.)

Teacher effectively reduces misbehavior by attending to the positive (i.e., may say "I like the way Charlie is listening." or "Thank you for waiting your turn.")

Teacher effectively reduces misbehavior by using subtle cues (i.e., eye contact, touch, saying a student's name, etc.)

Students' behavior is consistently appropriate.

Teacher is prepared for the lesson; materials are ready and accessible.

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