Albany City School Universal Prekindergarten Instructional Expectations *Portions of this document have been adapted from the Classroom Assessment Scoring System (CLASS) and the Early Childhood Rating Scale-Revised (ECERS-R) This document outlines some of the expectation found in quality early childhood classrooms. It is divided into three primary areas which include the physical environment, instructional essentials seen throughout the day, and specific components of the day. Teachers use this tool when designing and implementing their programs. These expectations align with Quality Stars New York Standards, the New York Prekindergarten Foundation for the Common Core and the New York State Early Learning Guidelines.	
Environment	
Classroom Arrangement	The classroom is arranged into the following organized, well defined learning areas: Math & Manipulatives, Reading (listening and books), Writing Center, Computers, Art, Dramatic Play, Blocks, Sand/Water, Science, and Writing. Interest areas will be defined with shelving units. Materials will be plentiful and well organized on shelves which include labeling of shelf space and material containers. Small and large group meeting areas will be incorporated into the classroom floor plan design. Tables will be included in the learning centers.
Child-Related Display	The classroom display which is displayed at children's eye level should relate to the current theme or topic of study. The majority of the display will be work done by the students and creativity should be an emphasis in the child's work. Photos of the children including those with their family will be displayed in the classroom.
Lesson Plans	Weekly lesson plans are available in the classroom for parents, administrators and other applicable visitors to view. Plans will include goals/objectives for development and learning and will coincide with the New York State Prekindergarten Foundation for the Common Core and Creative Curriculum goals and objectives. Activities and experiences planned for children will be intentional to meet individual and group needs, purposeful, and developmentally appropriate. When completing the plan, they will be in alignment with the school district pacing map and unit at a glance documents. Components of the daily schedule need to be reflected in weekly plans. Lesson plans will be completed on the computer in the given format and submitted to your Pre-K director and the coordinators on the Thursday prior to implementation.
Objectives	I can statements of children's learning will be displayed in the classroom according to the weekly lesson plan. These statements will be aligned to the New York State Prekindergarten Foundation for the Common Core and the Creative Curriculum and will take into account the New York State Early Learning Guidelines.

Anchor Charts	• Fountas and Pinnell Alphabet Chart (large) • Word Wall: headed with capital and lowercase letter (Aa), including students names and pictures (updated as students enter), sight words, thematic vocabulary words (with pictures where applicable) (after unit is over, place thematic vocabulary words in writing center) • Number line: 0-10 with ten frames • Daily Schedule: activity and corresponding picture (times included) • Be Safe, Be Responsible, Be Respectful bulletin board with photographs of children doing those things labeled (3 Be's: PBIS) • Character Education word for the unit- definition and classroom examples demonstrating it (place on 3 Be's bulletin board when starting new character ed. word) • Classroom Rules: "created together" (positive, to the point); reviewed continuously throughout the year (aligns to 3 Be's); no more than 5 rules • Job Chart: must haves- line leader, line ender, door holder (could be 2), attendance helper, calendar, weather, plant care, pet care; could do more; to help students without a job remind them that this is • Theme chart • Letter chart Some of these may be used year to year, but please ensure that they are in good condition and visually pleasing (time to replace if faded, torn or worn).
Early Childhood Instructional Essentials	
Language Modeling Classroom Assessment Scoring System (CLASS)	
Frequent Conversation *Back and forth exchanges* *Contingent responding* *Peer conversations*	There are frequent conversations in the classroom between adults and children and between children. Both adult-initiated and child-initiated conversations occur throughout the day.
Open-Ended Questions *Questions that require more than a one-word response;* *Giving children opportunities to respond*	The adults ask many open ended questions- "who", "what", "where", "why", and "how". Question starters on display for adult use in centers
Repetition and Extension *Adults repeat back what the child has said and gives them*	The adults repeat and extend back conversations to encourage opportunities to build language skills in children.
Self and Parallel Talk *Narrates own actions* *Narrates students actions*	The adult maps the actions of either themselves or the child. For example, Matthew is coming up to the calendar, I am handing him the pointer, and he is going to show us by using the pointer where the name of the month is located……..

Advanced Language *Variety of words* *Conceited to familiar words and/or ideas*	Opportunities will be built in throughout the day in small group, whole group and individual learning items for children to hear and use new vocabulary words.
Language Reasoning **Early Childhood Environment Rating Scale (ECERS)**	
Encourage children to communicate	Adults provide a balance of listening and talking appropriate for the age and abilities of the children during communication activities. Adults link children's spoken language to experiences or activities.
Use language to develop reasoning skills	Adults encourage children to reason throughout the day through the use of events and experiences as a basis for concept development. Concepts are introduced in response to children's interest or needs to solve problems.
Informal use of language	Adults have individual conversations with most of the children daily. Children are asked questions that encourage them to give longer and more complex answers.
Quality of Feedback **Classroom Assessment Scoring System (CLASS)**	
Scaffolding • Hints • Assistance	The teacher expands on what the child is learning by providing prompts in response to children's' comment or actions. The teacher asks "why" questions to explain their thinking.
Feedback Loops • Back and forth exchanges • Persistence by the teacher • Follow up questions	There are multiple instances in which the teacher responds to a students' comment, action, or performance by engaging the student in a sustained back and forth exchange with the intention of helping him or her understand or arrive at the correct answer.
Prompting Thought Processes • Asks children to explain thinking • Queries responses and actions	The adults frequently query the children or verbally prompt the children to explain their thinking and rationale for responses and actions (i.e. "Tell me more.").
Providing Information • Expansion • Clarification • Specific feedback	The adults in the classroom frequently provide additional information to expand on children's understanding and actions.
Encouragement and Affirmation • Recognition • Reinforcement • Student persistence	The adults frequently offer encouragement of the children's effort that increases the children's involvement and persistence.
Instructional Learning Formats **Classroom Assessment Scoring System (CLASS)**	
Effective Facilitation • Modeling • Teacher involvement • Effective questioning	The adults actively facilitate the children's engagement in activities and lesson to encourage participation and expand involvement. Teachers are checking in with what the children are learning by asking questions, by observing children for sustained excitement in learning and are "stirring the pot".

• Expanding children's involvement	
Variety of Modalities and Materials • Range of auditory, visual, and movement opportunities • Engaging and creative experiences • Hands-on opportunities	The adults are using a variety of modalities: auditory, visual, hands-on and movement experiences combined with a variety of materials to effectively engage children and gain their participation during activities and lessons.
Student Interest • Active participation • Listening • Focused attention	Children are excited, interested, motivated, and engaged in learning experiences. They are actively rather than passively participating in activities.
Clarity of Learning Objectives • Advance organizers • Summaries	The adults effectively focus the children's attention toward learning objectives and the purpose of learning. Adults use tools like graphs, KWL charts, or response charts to record the learning. Revisit KWL and other anchor charts of students' questions that were guiding learning. What have you learned, what do you still need to research?
COMPONENTS OF THE DAY: The Daily Schedule	
Arrival/Departure Early Childhood Environment Rating Scale –Revised (ECERS-R)	
Daily Schedule	Each classroom must have a daily schedule posted with words and pictures that includes whole group instruction times, choice time (centers), small group experiences, transitions, outdoor and large motor times, personal care routines, and rest times where applicable. This schedule must be followed daily to provide consistency for the children in the program. It may vary daily based on special activities or events (i.e. assigned playground times may vary daily by classroom); use a special picture or a question mark to preset that there is a change in the schedule for the day. Find a way to demonstrate where you are on the schedule, to help foster student independence (i.e. arrow, remove or turn around completed schedule components).
Greeting	Upon arrival, the classroom has been set up with a variety of content rich learning activities and materials that focus on math, literacy, or fine motor development. As children and family members arrive in the classroom, they will be greeted by the adults who will use this time as an opportunity to share and gather information from the family about their child and to share program events. Each child should be greeted using his/her name in a positive way that sets the tone of learning for the day. All students and families should be greeted in their home language.
Whole Group Instruction & Small Group Instruction Experiences	
Whole Group Instruction	Whole group instruction will be adjusted throughout the year based on the learning characteristics of the group of learners. Whole

	group instruction will include a morning message, a read-aloud session, calendar, and weather activities. These will be hands on opportunities for students to be engaged in counting (while participating in calendar activities), literacy (while talking about the book, the letters in the name of the month), in making predictions (the weather, having a pattern in the calendar pieces, etc.), and opportunities to hear what they will be learning about and experiencing for the day: this should directly coordinate to center activities. The afternoon whole group experience will be used to reinforce the learning throughout the day and will include an additional read aloud session.
Small Group Instruction	Small group instruction consists of a group of at least three students. The teacher plans purposeful, hands on small group instructional experiences based on observations of the students, and will focus on content area skills that are age appropriate for the students. This may include cutting, counting, sorting, language, alphabet, numeracy, and other activities.
Centers (Available for a substantial portion of the day) Early Childhood Rating Scale-Revised	
Center Management System	All centers are labeled with a word and picture. A planning board is utilized to remind students of what activities are highlighted for the centers and to help them in initial planning of play. Students should not be limited to only the highlighted activities placed out, they are to have access to all materials available at each center. There is a system in place using the child's name "tags" and center signs for children to rotate independently in and out of centers, as well as to regulate center use.
Room Arrangement for Play (Classroom Centers)	Interest areas are defined with shelves and other furnishings and a variety of learning experiences are offered within those centers. Materials and shelves are <u>labeled with a picture and a word</u>. Quiet areas are separated from noisy areas.
Play	Facilitated child focused play occurs for a substantial portion of the day (2 hours 10 minutes for centers) both indoors and outdoors, weather permitting. New materials/ experiences for child-initiated play are added to the centers throughout the year to keep children engaged, motivated, and sustained in learning. All centers should be available for students to select from during centers/free choice time. No worksheets (i.e. circling items on dittos), all materials should be interactive!
Authentic Writing Experiences	Each center should have clipboards, plain paper, writing tools and center and/or theme related books.
Fine Motor	Well organized, labeled areas with small building, art, manipulative materials, and puzzles will be available and rotated throughout the year to challenge the skill levels of the children and to maintain interest. Materials will be well organized, complete, and in good condition.

Books and Pictures (Library Center: 4 students)	At least two books per child related to the time of year or topic of study will be available to children. Additional language materials are available and rotated to challenge skill levels of the children and to maintain interest. Displays in the classroom will relate to the current time of year, to what is being studied in the classroom, and will include pictures of the children and their family members. In the library center, books will be arranged on a forward facing bookshelf with a variety of fiction and non-fiction titles available.
Math/Number (4 students)	There will be materials accessible that allow children opportunities to count and measure, to distinguish shapes, and to compare and contrast sizes. Daily activities that promote math learning experiences will be integrated into the classroom lesson plans.
Music & Movement (4 students)	Music is available as both a group time and choice time experience. There will be instruments available on the shelves for at least ½ of the children in the group. Music and movement activities will be available as well as a variety of types of music.
Art (Process oriented- free creation) (4 students)	Art activities that relate to classroom themes or topics of study will be available. The experience will be process oriented (open ended) rather than product oriented (all look the same) and includes a variety of materials. Three-dimensional art- (i.e. experiences with clay, play-dough), collage materials, a variety of drawing materials, and opportunities to paint will be available. Painting at the easels should be available daily. Art projects that span across a variety of days will be part of the curriculum. Product oriented projects (i.e. apples for Aa) are a small group activity and are not to be considered art. Art center should be available in conjunction with this project.
Blocks (4 students)	There will two types of non-interlocking blocks available to children in the block area. A set of hardwood blocks with the outline of the block on the shelf will be available. Accessories like small animals, houses, figurines, vehicles, road signs, and books will be available in the area and stored on low-open labeled shelves. Blocks and accessories will be organized according to type.
Sand & Water (2 students)	Both sand (dry) and water (wet) will be available to children daily. Other materials besides sand could include: scraps (great to practice cutting), Easter grass, rice, pom-poms/cotton balls, yarn and soil. Different activities and materials will be added throughout the year to the area to enhance the theme and/or learning.
Dramatic Play (4 students)	The dramatic play area will be clearly defined using shelves and other furnishings. Three types of male and female gender specific clothing will be available in addition to props for two play schemas (i.e. house and doctor's office; house and restaurant). Pictures, stories, and trips will be used for sources of information to change the center throughout the year. Props will be incorporated to engage students in authentic play experiences (i.e. restaurant: sign

	of name, hours of operation, menus- pictures, labels and prices, money, cash register, phone for take-out orders, pads and writing tools, make signs for daily special, reservations pad, wait staff aprons and tools, table settings, etc.). Students should be a part of the process of building the experience; this could be a part of whole or small group instruction to list prop items for play, bring supporting materials from home, etc.
Nature & Science (2 students)	Nature and science materials will be arranged in an area that allows them to observe materials and use a variety of scientific tools (i.e. magnifying glasses, magnets, etc.). Every day events will be used as additional sources of information to explore scientific concepts such as the changes in seasons, watching snow melt and freezing, and the weather. This center should be located near a window so students have the opportunity to observe the world around them.
Writing Center (2 students)	Each classroom should have a writing center equipped with materials to write on and with, an alphabet chart posted at the children's level, and an appropriate word wall that is aligned with the topic or theme of study. Additional materials that focus on writing letters and words would be incorporated. Some examples are abc stamps and stamp pads, magnetic letters with magnetic boards, wipe on wipe off writing boards, chalk boards and chalk, etc. Thematic vocabulary words from previous units should be accessible.
Computer/Technology	As per the ECERS guidelines, students are limited to 20 minutes of 'screen time' daily. This also includes use of a smart board or tablet to support instruction during large group (circle) or small group activities, and TV/VCR usage.
Meals	
Meals	Adults will sit with children during meal time and snacks where applicable. Meal time is an experience to extend conversation skills with the children, to encourage the use of manners, to build positive peer relationships, and to encourage self-help skills in the children. Children are encouraged to use child size materials when they are available and to be responsible for cleaning up their spot when meal time is over.
Hand Washing	
Hand Washing	Children should wash hands upon arriving to the classroom. Hands should be washed before and after sand and water play. Hands should be washed after coming in from outside play. Hands should be washed before and after meals. Hands should be washed after the use of the bathroom, sneezing and blowing their nose.
Sanitation	
Washing Tables	Tables should be washed between activities. Tables should be washed and sanitized before and after eating. Tables should be washed and sanitized at the end of each day.
Chairs	Chairs should be washed and sanitized on a weekly basis, and as needed during the day.

Classroom Materials	All classroom materials should be washed and sanitized at the middle and end of the year. Additionally, classroom materials should be washed and sanitized as needed by the teaching staff.
Overall Classroom Cleanliness	It is your responsibility to ensure that your classroom maintains a presentable, clean classroom environment; this includes (but is not limited to) organization of materials; tables, areas and counters free of clutter; floors are free of dust, sand and "debris"; shelves are cleaned and sanitized as needed.
Assessment	
Ongoing observation	Throughout the year, teachers will be using ongoing observation to collect information on individual children. This will include checklists and anecdotal notes. Teachers should select a system for collecting observational notes and evidence from center time and other activities, such as a clipboard with each students' name on a mailing label, center activity cards to complete, etc.
Screening & Assessment	Each child upon enrollment will be screened using the Early Screening Inventory –Revised. Results will be monitored for concerns or rescreening criteria set by tool. All results will be summarized and sent to the Pre-K Director and Early Childhood Coordinator on the ESI class summary form. Four times a year required assessments will be conducted and results submitted to the Pre-K Director and Early Childhood Coordinator on the class summary form (baseline, progress monitoring and end of the year). The goal setting sheet for each classroom will be completed, aligned to assessment results, to short term plan for individual student growth.
Progress Reports	Progress reports are to be completed on each student three times during the school year, and will coincide with baseline, progress monitoring, and end of the year assessments. The comment section is used to reflect an accurate description of the child's strengths, and areas which are being worked on. Each time a progress report is completed, it is to be printed and then submitted to the principal (or site director if the classroom is at an off-site location). If there are no changes, progress reports are then copied; one copy is sent home, and the other copy placed in the Permanent Record Card. For off sites, the copy is to be emailed to the Early Childhood Director, cc'ing the Early Childhood Coordinator, and placed in the child's classroom folder. When the next session is complete, classroom staff will follow the same process, removing the previous progress report and placing the new one in.
Family Engagement	
Parent Bulletin Board	Each classroom will have a designated bulletin board space for parent information. This board must include teacher profiles (see Professionalism), information on upcoming events for your classroom and in the school building. Information will also be provided for community connections, support and outreach.

Teacher Profile	Each staff member is expected to complete the Teacher Profile prior to the school year start or as hired. The teacher profiles will be displayed on the classroom parent board.
Weekly Newsletters	Classroom newsletters will be sent home weekly. A template is provided. One section of the newsletter should be student specific, providing parents a positive, special and noteworthy detail about their child's week: funny comment, kind gesture, demonstrating new learning.
Monthly Newsletter: Celebrate Play (PK3) Celebrate Learning (PK4)	The Early Childhood Office distributes a monthly newsletter to all families. There is a Visiting Experts component. Teachers and sites are asked to complete one visiting expert article throughout the year.
Parent Contact	Open lines of frequent communication between parents (guardians) and classroom staff are essential to having a good home-school connection, and successful students. To help ensure that communication is happening on a regular basis, each classroom will keep a phone log which will be utilized to monitor and keep track of parental contacts throughout the year. During the first three weeks of school, all parents will receive a call from the teacher to let them know how their child has adjusted, outlining the positive, to be recorded in the log. After this initial contact, it is required that teachers call three parents weekly, again informing them of their child's progress in a positive manner. This will continue until the end of the year, resulting in all parents being contacted every six weeks. The log is to be kept in a private, but accessible place.
Family Engagement Events	Bi-monthly family engagement activities should be held either during the school day or after school to encourage the home school connection, collaboration and partnership. WMHT events are included in this. Please refer to the Family Engagement Policy for further information.
Transition Plan	A transition plan has been created to ease the transition from Pre-K to K, as well as to support the transition of incoming Pre-K students.
Field Trips	
Field Trip Request Form (elementary school sites)	Field trip requests need to be submitted to your building principal 40 days prior to the date of the trip. Please be sure to copy the request form for your records. If the request form does not make it through the proper chain of command within the deadline dates, the trip will not be approved.
Nurse (elementary school sites)	You are required to notify the nurse 72 hours before attending a fieldtrip.
Health and Wellness	
Nurse	Students should be brought to the nurse when they are sick and need to go home, when they have bumped their heads or for a significant injury. If a student has a potty accident, and there is not a change of clothes for them in the classroom, the student can be brought to the nurse for assistance. Each classroom should be

	stocked with medical supplies for minor injuries, i.e. band-aids, gloves.
Referrals	If you have concerns with a student's development (speech/language, motor, cognitive, behavioral) please review the protocol: note concerns, observations and anecdotals, implement specific strategies to address concerns, document outcome of implemented strategies. Talk with your CBO Director throughout this process, as well as the Early Childhood Coordinators. Referrals can not be made until all of these steps are followed; CBO directors have conducted site visits, reviewed steps and provided support.
Flow Chart	If there is a concern with a student's behavior, teachers must follow the Pre-K Behavior Flow Chart, which can be found on the shared drive. The flow chart clearly outlines the protocol for behavioral incidents; which behaviors should be classroom managed or office managed, and the next steps if the behavior cannot be resolved using classroom problem solving techniques.
Behavioral Incident Reports	All teaching staff, whether on-site or off-site, are required to fill out a Behavioral Incident Report (BIR) for all students engaging in behaviors that are an immediate safety concern, and for reoccurring behaviors that are not, but need to be addressed. These can also be found on the shared drive. A copy of all BIR's are to be emailed to your CBO Director, ccing the CSDA Early Childhood Coordinator, and Assistant Coordinator. This is to be done before the end of the day of which the incident occurred.
Pyramid Model	All classroom staff will use the Pyramid Model approach when interacting with students, and especially when students engage in challenging behaviors in the classroom. This includes a supportive environment, frequent positive child engagement, explicit teaching of rules and routines, focusing on what students can do, and teaching skills that students can use instead of challenging behavior. See the hand-outs from the Pyramid Model trainings or if you did not attend trainings, contact the Early Childhood Coordinators for examples and hand-outs.
Child Protective Services	Follow school protocol. You are a mandated reporter. Go to the nurse's office, discuss and make the call if deemed necessary.
Professionalism	
Instructional day/students present	During the instructional portion of the day, teaching teams should be engaged with students. Use of the computer (except for attendance), cell phone, and prep of materials are not to be engaged in and are to be completed during prep, student lunch, or/after dismissal.
Aspire (elementary school sites)	Teachers and TA's that work on-site in a school building must create an Aspire account. Go to www.nyworksforchildren.org to set up your account and professional profile. Please put the school that you work in as your employer, not your CBO organization. All on-site teachers and TA's are responsible to ensure that the following items are in your Aspire professional profile and CBO personnel file:

	copy of official college transcripts, HS/College diplomas, Teacher's License/Certification. All on-site teachers and TA's must also renew/update your Aspire professional profile on a yearly basis. Aspire will send an email reminder.
Professional Development	Per the contract between the CBO and the school district, professional development is a requirement. Professional Development is planned based on current best practice, supporting classroom and curriculum expectations and the development of young children.
Social Media	Be thoughtful and cautious of what you are posting to social media.
Attire	Proper attire reflects the professional that you are. Hats are only to be worn on a designated "hat day", i.e. a PBIS celebration or fundraising initiative.