

# Appendix D: What's Next

Preparing Teachers for the On-Site Visit #1

Preparing Teachers for the On-Site Visit #2

Preparing Teachers for the On-Site Visit #3

Daily Walkabout Sheet

# Preparing Teachers for the On-Site Visit #1

## Project 1: Review the Standards

The on-site visit is coming soon! To make sure you are fully prepared for that day, complete this week-long project to highlight how you meet all the classroom standards and criteria. Good luck and have fun!

Attached you will find a copy of the classroom standards and criteria that the representative of \_\_\_\_\_ will use to assess your classroom practices.

Throughout the week, as you complete your daily tasks and responsibilities, use the table below to describe the things you are doing to meet the classroom standards and criteria.

Classroom Standards	What I'm Doing to Meet the Standards
Health and safety standards:	
Interactions between myself and the children:	
Delivery of my curriculum:	

Classroom Standards	What I'm Doing to Meet the Standards
Assessment of the children's learning:	
The learning environment:	
My teaching practices:	
Communicating with families:	
Connecting with our community:	

Upon completion at the end of the week, please turn in this project to

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Thank you for your dedicated time and effort!

## Preparing Teachers for the On-Site Visit #2

### Project 2: Talk About the Standards

The on-site visit is coming soon! To make sure you are fully prepared for that day, complete this week-long project to highlight how you meet all the classroom standards and criteria. Good luck and have fun!

Attached you will find a copy of the classroom standards and criteria that the representative of \_\_\_\_\_ will use to assess your classroom practices.

This week you are going to work with another teacher in a different classroom. Together you will create a list of ten questions\* about the standards and criteria that you think the representative of \_\_\_\_\_ might ask during the on-site visit. When you are finished, approach another pair of teachers and conduct your interview using the questions you created. In turn, ask those teachers to interview you and your partner using the questions they created.

1. \_\_\_\_\_  
\_\_\_\_\_

Answer: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

Answer: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

Answer: \_\_\_\_\_

\_\_\_\_\_

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4. \_\_\_\_\_

\_\_\_\_\_

Answer: \_\_\_\_\_

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5. \_\_\_\_\_

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Answer: \_\_\_\_\_

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6. \_\_\_\_\_

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Answer: \_\_\_\_\_

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7. \_\_\_\_\_

\_\_\_\_\_

Answer: \_\_\_\_\_

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8. \_\_\_\_\_

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Answer: \_\_\_\_\_

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9. \_\_\_\_\_

\_\_\_\_\_

Answer: \_\_\_\_\_

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10. \_\_\_\_\_

\_\_\_\_\_

Answer: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Upon completion at the end of the week, please turn in this project to

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Thank you for your dedicated time and effort!

\*An interview with a representative from the third-party quality endorsement system can make anyone feel anxious. However, it doesn't need to cause alarm. All the representative is trying to do is understand something he or she didn't observe, or the representative may want to obtain a more complete picture of something that was observed. This is the interviewee's time to show off and share the amazing things that happen in the classroom or program. Below are a few example questions to get teachers thinking about possible topics a validator may ask about.

**Sample Questions for Practice** (these are just examples of typical questions, not actual endorsed questions)

- Tell me about how you approach child guidance.
- What kinds of activities do children do on rainy days?
- How do you plan for each day?
- Tell me about how you observe and assess children.
- How are children's special needs supported in your classroom?
- Share with me your typical routine.
- How do you get the families involved in the classroom?
- Tell me about your emergency procedures.
- What do you use your observation notes for?
- What is your program's educational philosophy?
- How do you incorporate those unexpected opportunities for learning into your daily routine?
- How do you encourage the children's reading and writing skills appropriate to this age?
- What role does media play in your program?
- Tell me how you ensure diversity is represented in your classroom.

## Preparing Teachers for the On-Site Visit #3

### Project Three: The Learning Environment

The on-site visit is coming soon! To make sure you are fully prepared for that day, complete this week-long project to highlight how your classroom environment meets the appropriate standards and criteria. Good luck and have fun!

Attached you will find a copy of the classroom standards and criteria that the representative of \_\_\_\_\_ will use to assess your classroom practices. Review the standards and criteria and list those that specifically deal with the learning environment of your classroom. Tour your classroom and describe how you have set up your learning environment to meet those standards and criteria.

Learning Environment Standards	What I Have Done to Meet the Standards
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_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
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_____	_____
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_____	_____
_____	_____
_____	_____

Upon completion at the end of the week, please turn in this project to \_\_\_\_\_

Thank you for your dedicated time and effort!



## Daily Walkabout Sheet

Date: \_\_\_\_\_

- The center is clean and inviting.
- Correct hand-washing procedures are being followed.
- Correct diapering procedures are being followed.
- Evidence of communication with families is apparent in each classroom.
- Evidence of learning is apparent in each classroom.
- The classroom environments are set up to encourage learning.
- Sufficient materials are available in each classroom to allow for play and learning.
- Teachers are encouraging the development of age-appropriate math skills.
- Teachers are encouraging the development of age-appropriate reading skills.
- Teachers are encouraging the development of age-appropriate writing skills.
- Teachers are encouraging the development of problem-solving skills.
- Age-appropriate child guidance skills are used and are evident.
- Teachers and children are having meaningful conversations.
- Teachers are asking age-appropriate open-ended questions.
- A fair balance of teacher-driven and child-initiated activities are planned for the day.
- Each classroom has planned for large-motor activities for the day.
- Evidence of teachers observing children's learning is apparent.
- Teachers have planned for family involvement in their classroom.

- Evidence of respectful representation of diversity within the classroom and the community is apparent.
- Each classroom is inviting and child-centered.

Areas of opportunity:

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Plan of action for remediation:

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