

## Classroom Observation in Support of NAEYC Accreditation

**Teacher:** Ms. C and Ms.B

**Coach:** C



**School:**

**Date:** 11/14/17

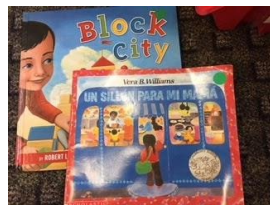
**Goals/Criteria from last visit:**

- consider inviting families in for “Family Share Days” throughout the year
- consider changing schedule to allow for more Focus on K2 Center time in the morning.
- work with K2 team on neighborhood field trips/community worker visits and family share day possibility.
- add materials to Dramatic Play that reflect kitchen materials and foods used by different ethnic groups

**Criteria of Focus for this visit: 2.A.04, 2.D.02, 2.L.03, 1.D.01, 3.B.04**

Criteria:	Things I noticed:	Things to think about:
<p>2.A.04: The curriculum can be implemented in a manner that reflects responsiveness to a family home values, beliefs, experiences, and language.</p> <p>2.D.02 Children are provided opportunities to experience oral and written communication in a language their family uses or understands.</p>	<ul style="list-style-type: none"> <li>● Families are reflected in the children’s family pictures and stories</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <ul style="list-style-type: none"> <li>● City quilt represents buildings</li> </ul>	<ul style="list-style-type: none"> <li>● Singing songs in family languages</li> <li>● Adding some words in other languages to word card rings</li> </ul>

connected to children's communities



- Some books available in Spanish



**2.L.03** Children are provided varied opportunities and materials to build their understanding of diversity in culture, family structure, ability, language, age, and gender (in non-stereotypical ways).

- Dramatic play, and doll house props include materials that reflect diverse races, some cultural diversity with the foods

- using blocks with photos of people in non stereotypical roles (gender, age, etc.) and adding these to block center
- Asking families to send in materials: scarves, pictures, empty food containers, etc. that can be used in Dramatization or to launch discussion about different cultures, languages and family structures

- Books in Dramatization and the Library represent different family structures, cultures, children of differing abilities, gender roles



1.D.01: Teaching staff counter potential bias and discrimination by...  
 b initiating activities and discussions that build positive self-identity and teach the valuing of differences.  
 d. providing models and visual images of adult roles, differing abilities, and ethnic or cultural backgrounds that counter stereotypical limitations.

3.B.04 Teaching staff are active in identifying and countering any teaching practices, curriculum approaches, or materials that are degrading with respect to gender, sexual orientation, age, language, ability, race, religion, family structure, background, or culture.

- Books in Dramatization and the Library represent different family structures, cultures, children of differing abilities, gender roles
- Dramatic play, and doll house props include materials that reflect diverse races, some cultural diversity with the foods
- Play choices are not limited by gender (e.g. boys invited to play with doll houses)



- adding scarves and fabric that can be used for more open ended play in Dramatization (not limiting in terms of who or what it is used for in dress up)
- initiating discussions based on books that reflect diversity and based on the children's differences-maybe as part of Social Skills discussions?

Other:

- Centers are infused with activities related to ocean animals and habitats.



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- Making connections between animal habitats and human habitats/children's homes.
- When are blocks used in Construction Zone?-are they brought to big rug? *yes. We talked about adding props to encourage children to build with blocks.*
- Adding visuals to posted vocabulary words?
- Thoughts on adding a water animal to Discovery Zone? *Ms. C may bring one as a visitor!*
- Adding Thinking and Feedback after lunch?



- Children are thoroughly engaged and focused in centers of choice. Most centers are visited-children are spread out throughout different centers

- Writing materials and books are available in most centers (Construction, Dramatization, Discovery, Art)

*We'll talk about this in CPT*

**Next Steps:**

*Teacher:*

- consider adding some words in other languages to word card rings
- sing Good Morning song and/or other songs that include languages the children speak (C will send some) and listen to music from different cultures/in different languages
- incorporate books and discussions about diversity into Social Skills group on Wednesday (e.g. *Salt in Their Shoes*, *We are all Alike*, *We are all Different*)
- continue to collect menus from restaurants reflecting diverse cultures and languages for Dramatization
- consider bringing in a fish for the ocean animal study

*Coach:*

- Send list of books that could be used for diversity discussions
- collect menus from restaurants reflecting diverse cultures and languages for Dramatization
- talk with admin about arranging a time to connect with specialists around reflecting diversity in activities ( Mr. G (music) and Ms. P (Art), Mrs. C (Science).

**Date of Next Observation:**

December 5th for Focus Centers and Debrief on 12/7 at 10:35

