

WV Universal Pre-K Program Review Process

DRAFT

Table of Contents	page
Intent	2
WVBE Policy 2525 §126-28-18. 3 Program Assessment and Continuous Quality Improvement	2
Procedures for Universal Pre-K Audit	3
WV Universal Pre-K Program Review Materials and Resources	5
WV Universal Pre-K Program Review Key Areas Graphic	6
Universal Pre-K Desktop Audit Checklist	8
WV Universal Pre-K Program Review Checklist	11
County Collaborative Core Team Interview Worksheet	22
County Collaborative Core Team Interview Panel Sign-In Sheet	24
Online Parent Survey	26
WV Pre-K Observational Walkthrough	28

INTENT

The intent of the WV Universal Pre-K Program Review is to support counties in implementation of West Virginia's Universal Access to a Quality Early Education System (2525) and to provide ongoing individualized technical assistance to ensure high quality early childhood programs. The WV Universal Pre-K Program Review Process has been developed to emphasize the collaborative approach within each county and with the WV Universal Pre-K Steering Team. The results from each Program Review are also intended to be a source of information for each county's continuous quality improvement process.

WVBE POLICY 2525 §126-28-18. PROGRAM ASSESSMENT AND CONTINUOUS QUALITY IMPROVEMENT

18.3. The WVDE Office of School Readiness, in collaboration with the WVDHHR and Head Start State Collaboration Office, will conduct a WV Universal Pre-K Program Review at a minimum of once every three years. The program review will consist of a desktop audit, site-visits and county collaborative team interviews. The purpose of the program review is to ensure counties continue to implement WV Universal Pre-K programs in alignment to policy and assist with continuous quality improvement with the comprehensive collaborative model. The program review will provide individualized technical assistance to county collaborative early childhood teams. The WVDE Office of School Readiness will provide guidance and procedures for completion of the program review.

WV Pre-K – Program Review

WVBE Policy 2525



PROCEDURES FOR WV UNIVERSAL PRE-K PROGRAM REVIEW:

The WV Pre-K Steering Team will conduct a WV Universal Pre-K Program Review at a minimum of once every three years. The program review will consist of a desktop review, site visits and county collaborative early childhood team interviews.

1. The WV Pre-K Steering Team will notify participating county collaborative early childhood teams in August of the WV Universal Pre-K Program Review date for the upcoming year. The WV Universal Pre-K Program Review will be completed through a two-day process and will be conducted between October and May.
2. The WV Pre-K Program Review Team will be determined by the WV Pre-K Steering Team and will include participants from the WV Department of Education, County Boards Of Education, WV Department of Health and Human Resources, Head Start, and other partners, if appropriate.
3. The county collaborative early childhood team must prepare materials for a desktop review. (see the WV Universal Pre-K Desktop Review Checklist to review a list of materials to prepare for the Pre-K Program Review)
4. The county collaborative early childhood team must develop a process to obtain families' input on the county pre-k program through completion of a WV Pre-K Parent Survey. The WV Pre-K Parent Survey is an online survey for parents to complete and submit directly to the WV Pre-K Program Review Team.
5. A Program Review Agenda will be completed with the WVDE Program Assessment Coordinator and County Pre-K Coordinator to ensure that all events and preparation are completed.
6. The WV Pre-K Program Review Team will review county data within two weeks prior to the WV Universal Pre-K Program Review. Data reviewed prior to the onsite program visit will include:
 - i. Approved county collaborative plan, approved addendums, and pre-k data profile verified each August.
 - ii. WV Pre-K Child Assessment System county data
 - iii. Current county continuous quality improvement report, including county ECERS-R Reports
 - iv. Comprehensive universal pre-k fiscal report and verification of signed contracts/budgets submitted each August
 - v. Attendance data

WV Pre-K – Program Review
WVBE Policy 2525

PROCEDURES FOR WV UNIVERSAL PRE-K PROGRAM REVIEW (cont'd):

7. The WV Universal Pre-K Program Review will be completed through a two-day process:
 - i. Program Review- Day One:
 - a. Members of the WV Pre-K Program Review Team will complete classroom observations in a random sampling of classrooms utilizing the West Virginia Pre-K – Observational Walkthrough.
 - b. Members of the WV Pre-K Program Review Team will complete the Desktop Program Review.
 - c. The WV Pre-K Program Review Team will meet to determine areas of follow-up for day two of the Program Review.
 - ii. Program Review- Day Two:
 - a. Members of the WV Pre-K Program Review Team will complete a group interview with the county collaborative early childhood team.
 - b. Members the WV Pre-K Program Review Team will meet for review of the county's Program Review results and interview to determine if WVBE Policy 2525 has been met and to individualize ongoing support in continuous quality improvement.
8. The WV Pre-K Program Review Team members will complete summaries for each assigned section of the review. Each team member will provide review summaries to the WVDE Program Assessment Coordinator within ten calendar days of the conclusion of the county program review. A compiled report will be provided to each WV Pre-K Program Review Team member for final review within 20 calendar days of the conclusion of the county program review.
9. The county will receive a completed WV Pre-K Program Review Report within 30 calendar days of the conclusion of the county Program Review. Any required follow-up documentation or clarification must be submitted to the WV Universal Pre-K Steering Team within thirty days of receipt of the Program Review Report.

WV Pre-K – Program Review

WVBE Policy 2525

UNIVERSAL PRE-K AUDIT MATERIALS AND RESOURCES

The Program Review Team will review the following resources prior to the Program Review dates to prepare for the on-site desktop audit, classroom observations, and county collaborative core team interview.

- i. Approved county collaborative plan, approved addendums, and pre-k data profile verified each August.
- ii. WV Pre-K Child Assessment System county data.
- iii. Current county continuous quality improvement report, including county ECERS-R Reports.
- iv. Comprehensive universal pre-k fiscal report and verification of signed contracts/budgets submitted each August.
- v. Attendance data.

WV Pre-K – Program Review
WVBE Policy 2525

WV Universal Pre-K Program Review Key Areas Graphic

The WV Universal Pre-K Program Review desktop audit process has been organized based on four key areas:

1. Universal Pre-K Access
2. County Early Childhood Collaborative Team
3. Curriculum, Instruction, and Child Assessment
4. Program Assessment and Quality Improvement

Sections of the WVBE Policy 2525 have been captured within the four key areas to assist the WV Pre-K Program Review Team in review each county's processes and procedures. The WV Universal Pre-K Program Review graphic and West Virginia Universal Pre-K Program Review Administrative Checklist provide a framework for organizing county procedures and documentation.

Curriculum, Instruction and Child Assessment

- §126-28-8. Inclusive Settings
- §126-28-9. Family Engagement
- §126-28-13. Environmental Design
- §126-28-14. Child Guidance
- §126-28-15. Curriculum and Assessment

Universal Pre-K Access

- §126-28-5. Eligibility and Enrollment
- §126-28-6. Attendance
- §126-28-3. School Readiness
- §126-28-10. Transitions

WV Universal Pre-K Program Review Key Areas

County Collaborative Early Childhood Team

- §126-28-4. Collaborative Early Childhood Team
- §126-28-7. Transportation
- §126-28-11. Meals
- §126-28-16. Personnel
- §126-28-19. Finance

Ongoing Program Assessment and Improvement

- §126-28-12. Health and Safety
- §126-28-17. Staff Training
- §126-28-18. Program Assessment and Continuous Quality Improvement
- §126-28-20. Program Oversight

WV Pre-K – Program Review
WVBE Policy 2525

WV Universal Pre-K Program Review Desktop Audit Checklist

The WV Universal Pre-K Program Review Desktop Audit Checklist is a list of materials to prepare for review county procedures and processes. The WV Universal Pre-K Program Review Desktop Audit Checklist is organized based on four key areas.

UNIVERSAL PRE-K PROGRAM REVIEW DESKTOP AUDIT CHECKLIST

(List of materials to prepare for the Program Review)

CHECK	Item
Section 1: Universal Pre-K Access	
	1.1.a. Application system forms and procedures
	1.1.b. Universal process for placement.
	1.1.c. Logs of placement offers. Applications of children not enrolled.
	1.1.d. County's Policies and Procedures related to eligibility criteria and required documents for enrollment. (Include procedures for obtaining record of screenings and health requirements.
	1.1.e. Documentation of classroom chart, locations available, days and time offered, and explanation as to how classroom selection is made by parent or guardian. Include brochures, parent handbooks, policies/procedures, or any other pertinent information.
	1.2.a. County's attendance and disenrollment procedures.
	1.2.b. Process for entering attendance information into WVEIS for all classrooms.
	1.3.a-c. County collaborative team transition plan.
Section 2: County Early Childhood Collaborative Team	
	2.1.a-b. Documentation of county collaborative core team members and additional members of the full county collaborative early childhood team.
	2.1.c. Documentation of meeting participants and agenda items cover (i.e. meeting agendas, minutes, sign in sheets) .
	2.1.d. Documentation to illustrate how children are served where no classroom is available. WVDE website will be reviewed for county data verification.
	2.1.e-f. Original county plan and any addendums completed. Verification of collaborative contracts.
	2.2.a. County pre-k transportation procedures and illustration of training of all staff and parents.
	2.3.a. Documentation of meal guidance.
	2.4.a. Record of teacher credential verification.
	2.5.a. Budget plans and records.

WV Pre-K – Program Review

WVBE Policy 2525

Section 3: Curriculum, Instruction, and Child Assessment	
	3.1.a. Documentation that ensures classrooms meet inclusive environments guidelines and supports how an array of services is offered for ALL children.
	3.2.a. Documentation of how diversity is reflected in the classrooms and families are included.
	3.2.b. Documentation of how the family is supported and meaningfully involved in their child's educational environment (Ex.: volunteer assignments, contact sheets)
	3.3.a. Schedules for each classroom and Lesson Plan samples.
	3.4.a. County process for child guidance in pre-k.
	3.5.a. Documentation illustrating selected Curricular Framework.
	3.5.b. Documentation of supplemental curriculums used and collaborative team adoption process.
	3.5.c. Documentation that illustrates how the county collaborative early childhood team ensures that all classrooms align the adopted curricular framework with the WV Early Learning Standards.
	3.5.d. Documentation of how the county utilizes the WV Pre-K Child Assessment system and how the ELS and authentic assessment is incorporates all domains of the WV ELSF.
	3.5.e. Documentation of the assessment process and how the information is used to individualize instruction and linked information to instructional strategies.
Section 4: Ongoing Program Assessment and Improvement	
	4.1.a. County Health and Safety procedures, checklists.
	4.1.b. Record of class sizes and staff patterns.
	4.1.c. Record of square footage of useable classroom space for children.
	4.2.a. County's procedures for ensuring the 15 hours of training have been offered and registered with STARS. Training records.
	4.2.b. County process for registering trainings with WV S.T.A.R.S.
	4.3.a. County CQI Plan.
	4.3.b. ECERS-R information that includes the county process for completion, how teams were selected, timelines, how ECERS-R results were included in continuous quality improvement.
	4.3.c. Process included in the CQI Plan to ensure curriculum implementation.
	4.4.a. Provisions for program oversight.

WV Pre-K – Program Review

WVBE Policy 2525

WV Universal Pre-K Program Review Checklist

The WV Universal Pre-K Program Review Checklist is a tool that program reviewers will utilize to record summaries of the review. Each program review will be assigned key areas of the program review. Summaries will be combined by the review team to develop a final county report.



Review Team Member Name: _____

County: _____

Program Review Dates: _____

West Virginia Universal Pre-K Program Review
Program Review Checklist

Policy Standard	Evident/ Not Evident (check one)	Comments
Section 1: Universal Pre-K Access		
<p><i>1.1. Eligibility and Enrollment</i> <i>Section 126-28-5.</i></p> <p>a. A countywide universal application process has been established that includes all necessary information to identify eligibility, services, and family needs including:</p> <p>Income identification _____ Child Care needs _____ Residency _____ Family Characteristics _____ Identification of English language learners _____</p> <p>b. There is a universal selection criteria and placement process that is transparent and available to the public.</p>	<p><input type="checkbox"/> Evident <input type="checkbox"/> Not evident</p> <p><input type="checkbox"/> Evident <input type="checkbox"/> Not evident</p>	

WV Pre-K – Program Review
WVBE Policy 2525



<p>c. Every eligible child has been offered placement.</p> <p>d. Classrooms options are designed to minimize the number of settings in which a child receives service and support consistency and continuity of the child.</p> <p>e. The county has established a process for obtaining health requirements for enrollment: Immunizations _____ Record of HealthCheck Screening _____ Process for follow-up screenings _____ Tuberculosis screening (when applicable) _____</p>	<p><input type="checkbox"/> Evident <input type="checkbox"/> Not evident</p> <p><input type="checkbox"/> Evident <input type="checkbox"/> Not evident</p> <p><input type="checkbox"/> Evident <input type="checkbox"/> Not evident</p>	
<p>1.2. Attendance. §126-28-6.</p> <p>a. A county pre-k attendance procedure is in place that establishes provisions for working with families whose children are chronically absent and/or tardy. A “disenrollment” process is included in attendance procedures.</p> <p>b. There is a countywide process to ensure enrollment and attendance information is maintained in WVEIS.</p>	<p><input type="checkbox"/> Evident <input type="checkbox"/> Not evident</p> <p><input type="checkbox"/> Evident <input type="checkbox"/> Not evident</p>	

WV Pre-K – Program Review
 WVBE Policy 2525

<p>1.3. School Readiness/Transitions §126-28-3. §126-28.10.</p> <p>a. The county collaborative team has written plan for transitioning children into and out of WV Pre-K.</p> <p>b. The county transition plan includes: Opportunities for families to visit next setting _____ Provisions for written information _____ Opportunities for teachers to meet _____ System for transferring assessment data for ALL children, including those with an IEP _____</p> <p>c. The transition plan supports the state definition of school readiness.</p>	<p><input type="checkbox"/> Evident <input type="checkbox"/> Not evident</p> <p><input type="checkbox"/> Evident <input type="checkbox"/> Not evident</p> <p><input type="checkbox"/> Evident <input type="checkbox"/> Not evident</p>	
<p>Section 2: County Early Childhood Collaborative Team</p>		
<p>2.1. County Collaborative Early Childhood Team. §126-28-4.</p> <p>a. The county core team is comprised of required members. Membership is assessed annually. There is a full county pre-k team in place and includes representatives from appropriate county team members.</p>	<p><input type="checkbox"/> Evident <input type="checkbox"/> Not evident</p>	

<p>b. Documentation shows how the county collaborative pre-k team works with such agencies as WV Birth to Three, Child Care Resource and Referral, Family Resource Networks, and any other providers of early childhood that reflect a seamless system with the larger community.</p> <p>c. The county collaborative team meets regularly throughout the year to make joint decisions on pre-k program outcomes. Documentation including county collaboration, county planning and communication methods has been provided. It shows how this process includes on-going county collaborative planning.</p> <p>d. County data is verified and up-to-date. Data illustrates classroom locations and information. Locations in the county where children have no pre-k classrooms available have been served through an established WV Pre-K program.</p> <p>e. Any changes to the county plan in place prior to 2012-2013 have been submitted and approved by the WV Pre-K Steering Team through the addendum process.</p> <p>f. Counties illustrate collaborative programming to maximize resources. At least 50% of classrooms are provided through contractual agreements with community programs.</p>	<p><input type="checkbox"/> Evident <input type="checkbox"/> Not evident</p> <p><input type="checkbox"/> Evident <input type="checkbox"/> Not evident</p> <p><input type="checkbox"/> Evident <input type="checkbox"/> Not evident</p> <p><input type="checkbox"/> Evident <input type="checkbox"/> Not evident</p> <p><input type="checkbox"/> Evident <input type="checkbox"/> Not evident</p>	
---	--	--

*WV Pre-K – Program Review
WVBE Policy 2525*

<p>2.2. Transportation. §126-28-7.</p> <p>a. Documentation illustrates county transportation procedures that includes bus driver training on supervision of young children, requirement of segregated seating for pre-k students, staff assistance on and off the bus, and authorized adult pick up and drop off. Transportation procedures include a process for bus inspection at all final drop off points to assure no child is left on the bus.</p>	<p><input type="checkbox"/> Evident <input type="checkbox"/> Not evident</p>	
<p>2.3. Meals. §126-28-11.</p> <p>a. There is evidence of county meal procedures that include guidance on environment during meals.</p>	<p><input type="checkbox"/> Evident <input type="checkbox"/> Not evident</p>	
<p>2.4. Personnel. §126-28-16.</p> <p>a. Teacher Credentials are on file to include appropriate college/university degrees, early childhood endorsements, early childhood certification, special needs certification, or any other credentials as needed to support. If a teacher is on “permit” status, be able to provide documentation that individual is working toward appropriate credentials.</p>	<p><input type="checkbox"/> Evident <input type="checkbox"/> Not evident</p>	

WV Pre-K – Program Review
WVBE Policy 2525

<p>2.5. Finance. §126-28-19.</p> <p>a. There is documentation to illustrate how the county calculates cost and resources to facilitate programming.</p> <p>b. There is documentation to support how the county reinvests WV Pre-k monies back into the WV Pre-k system.</p>	<p><input type="checkbox"/> Evident <input type="checkbox"/> Not evident</p> <p><input type="checkbox"/> Evident <input type="checkbox"/> Not evident</p>	
<p>Section 3: Curriculum, Instruction, and Child Assessment</p>		
<p>3.1. Inclusive Settings. §126-28-8.</p> <p>a. There is evidence that classrooms are inclusive and provide all children with the supports and related services needed to achieve valuable learning outcomes, as well as to form and maintain productive social relationships with other children. Services that children require to reach individualized goals established for them by their families and teams of professionals meet inclusive environments guidelines.</p>	<p><input type="checkbox"/> Evident <input type="checkbox"/> Not evident</p>	

WV Pre-K – Program Review
WVBE Policy 2525

<p>3.2. Family Engagement. §126-28-9.</p> <p>a. Classrooms reflect diversity and how each child is viewed within the context of his/her individual family unit.</p> <p>b. Family are supported and meaningfully involved in their child’s educational environment.</p>	<p><input type="checkbox"/> Evident <input type="checkbox"/> Not evident</p> <p><input type="checkbox"/> Evident <input type="checkbox"/> Not evident</p>	
<p>3.3. Environmental Design. §126-28-13.</p> <p>a. Classroom schedules, environments and daily planning are reflective of policy, curriculum and the WV ELSF. Outdoor or indoor gross motor time is included daily.</p>	<p><input type="checkbox"/> Evident <input type="checkbox"/> Not evident</p>	
<p>3.4. Child Guidance. §126-28-14.</p> <p>a. There is a process in place to support teachers in developmentally appropriate child guidance that meets guidance from WVBE Policy 2525.</p>	<p><input type="checkbox"/> Evident <input type="checkbox"/> Not evident</p>	
<p>3.5. Curriculum and Assessment §126-28-15.</p> <p>a. The county’s curricular framework is defined and guidance includes supports for classrooms to ensure instructional practices that address all developmental domains.</p>	<p><input type="checkbox"/> Evident <input type="checkbox"/> Not evident</p>	

WV Pre-K – Program Review
WVBE Policy 2525

<p>b. Any supplemental materials/curricula that address core content areas have been selected by the county through the supplemental curriculum adoption process and support the philosophy and techniques of the comprehensive curriculum and policy.</p> <p>c. There is evidence to illustrate how the county’s curricular framework supports and aligns with implementation of WVELSF. (Includes authentic representation of teachers’ planning process, daily schedule, and any other pertinent information, and information to verify including how children with disabilities are included, such as how environments/centers are adapted to meet the needs).</p> <p>d. The County utilizes the WV Pre-K Child Assessment system as defined. The system incorporates the Early Learning Scale (ELS) and authentic assessment for all domains of the WVELSF.</p> <p>e. Assessment is used to instruction so that individual needs are linked to instructional strategies, including children with significant disabilities. Teachers build on what children already know in all core content areas to foster acquisition of new concepts and skills.</p>	<p><input type="checkbox"/> Evident <input type="checkbox"/> Not evident</p> <p><input type="checkbox"/> Evident <input type="checkbox"/> Not evident</p> <p><input type="checkbox"/> Evident <input type="checkbox"/> Not evident</p> <p><input type="checkbox"/> Evident <input type="checkbox"/> Not evident</p>	
--	---	--

WV Pre-K – Program Review
WVBE Policy 2525

Section 4: Ongoing Program Assessment and Improvement		
<p>4.1. Health and Safety. §126-28-12.</p> <p>a. There is documentation of a county process in place to ensure that pre-k classrooms meet every safety and health guideline as set forth in WVBE Policy 2525 (Ex. handwashing, tooth brushing, universal precautions).</p> <p>b. Documentation shows how class size and ratio requirements are met.</p> <p>c. Documentation illustrates appropriate square footage of the classroom and potential number of enrollees.</p>	<p><input type="checkbox"/> Evident <input type="checkbox"/> Not evident</p> <p><input type="checkbox"/> Evident <input type="checkbox"/> Not evident</p> <p><input type="checkbox"/> Evident <input type="checkbox"/> Not evident</p>	
<p>4.2. Staff Training. §126-28-17.</p> <p>a. County procedure illustrate the process of completing 15 hours of required professional development, including 6 hours on issues related to children with special needs and other required annual trainings.</p> <p>b. Staff development has been registered through WV STARS for applicable teaching staff.</p>	<p><input type="checkbox"/> Evident <input type="checkbox"/> Not evident</p> <p><input type="checkbox"/> Evident <input type="checkbox"/> Not evident</p>	

WV Pre-K – Program Review
WVBE Policy 2525

<p>4.3. Program Assessment and Continuous Quality Improvement. §126-28-18.</p> <p>a. There are procedures in place to guide a process to implement an ongoing continuous quality improvement plan according to policy.</p> <p>b. The county’s process for Early Childhood Environmental Rating Scale Revised, (ECERS-R) is defined. Information is entered into the WV Pre-K Program Assessment Database and information is utilized in continuous quality improvement.</p> <p>c. There are procedures included in the continuous quality improvement plan to ensure the integrity of the curricular framework implemented in each pre-k classroom, according to standards. (Ex. Creative Curriculum Implementation Checklist or the High Scope Preschool Program Quality Assessment).</p>	<p><input type="checkbox"/> Evident <input type="checkbox"/> Not evident</p> <p><input type="checkbox"/> Evident <input type="checkbox"/> Not evident</p> <p><input type="checkbox"/> Evident <input type="checkbox"/> Not evident</p>	
<p>4.4. Program Oversight. §126-28-20.</p> <p>a. Provisions for program oversight are in accordance with WVBE Policy 2525§126-28-20.</p>	<p><input type="checkbox"/> Evident <input type="checkbox"/> Not evident</p>	

WV Universal Pre-K Program Review County Collaborative Core Team Interview Worksheet

The WV Universal Pre-K Program Review County Collaborative Core Team Interview Worksheet is a tool for program reviewers to record follow-up questions for the county early childhood team.

WV Pre-K – Procedures for Universal Pre-K Audit

WVBE Policy 2525



WV Universal Pre-K Program Review County Collaborative Core Team Interview Worksheet

Program Review Name:

Date:

Key Areas Reviewed:

Follow- Up Questions:

Notes:

County Collaborative Core Team Interview Panel Sign-In Sheet

WV Pre-K – Procedures for Universal Pre-K Audit

WVBE Policy 2525



**WV Universal Pre-K Program Review
County Collaborative Core Team Interview Panel
Sign-In Sheet**

County: _____

Review Date(s): _____

County Superintendent: _____

County Pre-K Coordinator: _____

County Collaborative Pre-K Team Members Participating
Please Print

Name	Title	Program

Program Review Team Members Present

Name	Title	Program

WV Universal Pre-K Program Review Online Parent Survey

The WV Universal Pre-K Program Review Online Parent Survey is designed for parents to complete online. Parents will be asked to complete the survey within thirty days prior to their county's WV Universal Pre-K Program Review. County collaborative early childhood teams will be asked to make the survey available to parents through a variety of ways. These include dissemination of the online survey link for parents with internet access or through computer access at school.

**WV Universal Pre-K Program Review
Online Parent Survey**

Parent Name (optional): _____

County: _____ **School your child attends:** _____

1. *How did you become aware of the program?*
 - Friend/Family Member
 - Flyer/Advertisement
 - Contacted by the school/county
 - Sibling(s) previously enrolled
 - Other (please list) _____

2. *How often do you have the opportunity to communicate with your child's teacher?*
 - Daily
 - Weekly
 - Monthly
 - Other (please list) _____

3. *In what ways do you communicate with your child's teacher (check all that apply)?*
 - In person
 - phone
 - E-mail
 - Notes
 - Other (please list) _____

4. *What opportunities have you had to be involved in your child's pre-k experience?*
 - Conferences/Home Visits
 - Volunteer in my child's classroom
 - Volunteer at my child's school
 - Parent Meetings

5. *Do you feel that your child's classroom is open for parents to visit/volunteer?*
 - Yes
 - No

6. *What do you feel your child is learning in pre-k?*

7. **Additional Comments/Suggestions:**



West Virginia Pre-K – Observational Walkthrough

The Observational Walkthrough is a pre-k observation tool that targets times of the typical preschool day for administrators to observe. The *Environmental Overview* section is a quick policy, health, and safety checklist that is to be completed during each walkthrough along with one of the four primary sections: *Group Times, Child Choice, Outdoor/Indoor Gross Motor, or Meals/Snack*. Each section can be completed through a ten to fifteen minute observation during specific times of the day throughout the school year.

WV Pre-K – Procedures for Universal Pre-K Audit

WVBE Policy 2525



Environmental Overview

The Environmental Overview includes items that the observer should observe regardless of the time of day. The Environmental Overview is to be completed with each of the other sections being utilized.

Teacher:
Date:
Time:
Observer:
School/Classroom:

WV Universal Pre-K Environmental Overview

Met	Not Met	Primary Adult Roles General Strategies
		<ul style="list-style-type: none"> Teacher-child ratio is maintained at all times including lunch and outdoors (1:10 for children without IEPs, 2:8 for children with IEPs, a second aide must be added if the tenth child with an IEP is enrolled)
		<ul style="list-style-type: none"> All adults in the room are engaged and working with children to ensure safety and to support appropriate resolution of conflicts. Staff ensure that every center can be viewed easily by an adult.
		<ul style="list-style-type: none"> There are no materials present that may be harmful to children (chemicals, sharp or dangerous objects, uncovered safety caps, loose cords).
		<ul style="list-style-type: none"> Daily schedule or routines for children's day is posted.
		<ul style="list-style-type: none"> Children are actively engaged in the available activities and materials.
		<ul style="list-style-type: none"> Books from a variety of genres and writing materials are available and accessible throughout the interest areas of the room.
		<ul style="list-style-type: none"> The classroom is rich in environmental print (including children's writings and dictation).
		<ul style="list-style-type: none"> Children's work is displayed at varying levels in several locations of the classroom and relate to current learning activities (ex. artwork, recent photos of field trip or activities, graphs, charts, dictated stories, and writing samples).
		<ul style="list-style-type: none"> Worksheets or flashcards are not used (no exceptions).
		<ul style="list-style-type: none"> Observations are documented by staff throughout ongoing interactions with children.

Notes:

WV Pre-K – Procedures for Universal Pre-K Audit

WVBE Policy 2525



Group Time

The Group Time section of the Observational Walkthrough is completed when children are in large group or assigned small group settings. Group Time includes times when all or part of a class comes together and the group is facilitated by an adult.

Teacher:

Date:

Time:

Observer:

School/Classroom:

Group Time

Met	Not Met	Primary Adult Roles General Strategies
		<ul style="list-style-type: none"> Staff ensure that the time allotted to group time is developmentally appropriate for the children in the group (5—15 minutes).
		<ul style="list-style-type: none"> There are a variety of interactive experiences that children enjoy doing together such as group reading activities and music and movement.
		<ul style="list-style-type: none"> Group space is easily seen by the children for charts such as a job chart, the daily pictorial schedule, or charts for graphing activities. The children do not have to strain or look across the room at the visuals.
		<ul style="list-style-type: none"> Children have the opportunity to experience a sense of belonging to the group. The adults listen attentively to what the children have to say and support respective dialogue among children.
		<ul style="list-style-type: none"> Adults reinforce the “community culture” by discussing joint concerns and problems. Children participate in problem solving and conflict resolution.
		<ul style="list-style-type: none"> Staff inform children of daily expectations and any changes to the routine.
		<ul style="list-style-type: none"> Staff introduce new materials and concepts during group time that children can explore during Center/Choice Time.
		<ul style="list-style-type: none"> Group times are adapted to meet the developmental levels of the children and the current atmosphere of the classroom.
		<ul style="list-style-type: none"> Staff facilitate thinking and learning skills through open ended questioning, open dialogue, modeling and demonstrating.

Notes:

Center/Child Choice Time

Center/Child Choice Time includes the times of the day where children have access to the materials throughout the classroom and the interest areas. Children have the opportunity to carry out plans, solve problems, and interact with peers and adults.

Teacher:
Date:
Time:
Observer:
School/Classroom:

Center/Child Choice Time

Met	Not Met	Primary Adult Roles General Strategies
		<ul style="list-style-type: none"> • There is a variety of materials available throughout interest areas.
		<ul style="list-style-type: none"> • Choice time occurs for duration of at least one uninterrupted hour each day exclusive of clean-up time.
		<ul style="list-style-type: none"> • Children are allowed to choose interest centers, activities, materials and playmates with staff intentionally teaching children how to make choices.
		<ul style="list-style-type: none"> • Staff use choice time to address the needs and interests of individual children.
		<ul style="list-style-type: none"> • Staff circulate the room and interact with children: <ul style="list-style-type: none"> ➤ Model and demonstrate use of materials and play episodes. ➤ Encourage children's efforts and accomplishments. ➤ Promote the development of a specific skill or set of skills by modeling with instruction or providing direct instruction within the context of the child's chosen activity and need. ➤ Pose problems, ask questions, and make comments and suggestions that stimulate children's thinking and extend their learning. ➤ Engage the children in discussions and open ended dialogue about their play. ➤ Encourage dialogue between children to problem solve, extend their learning, and to support child to child interactions.
		<ul style="list-style-type: none"> • Staff maintain the environment and provide direction for clean-up, viewing clean up as an opportunity to teach skills and foster critical social and emotional development.
		<ul style="list-style-type: none"> • Staff read to children individually or in small groups.

Notes:

Outdoor Time/Indoor Gross Motor Time

Outdoor Time/Indoor Gross Motor Time is an essential part of each day that meets the needs of all children and provides a variety of opportunities for teachers to assess all areas of development through child-initiated large motor activities and equipment.

Teacher:
Date:
Time:
Observer:
School/Classroom:

Outdoor Time/Indoor Gross Motor Time

Met	Not Met	Primary Adult Roles General Strategies
		<ul style="list-style-type: none"> • Daily outdoor time is provided on a regular basis, weather permitting.
		<ul style="list-style-type: none"> • Indoor gross motor time is provided as a supplement to outdoor time or when weather does not permit outdoor play.
		<ul style="list-style-type: none"> • Staff are actively engaged in outdoor time and consider it as part of educational experiences within the curriculum ---not "recess".
		<ul style="list-style-type: none"> • Staff assist children to develop skills needed to use equipment.
		<ul style="list-style-type: none"> • Outdoor time/indoor gross motor time addresses the needs and interests of individual children as adults: <ul style="list-style-type: none"> ➤ Model and demonstrate use of materials and play episodes. ➤ Encourage children's efforts and accomplishments. ➤ Promote the development of a specific skill or set of skills by modeling with instruction or providing direct instruction within the context of the child's chosen activity and need. ➤ Encourage dialogue between children to problem solve, promote social development, and child to child interactions.

Notes:

Meals/Snacks

Meals/Snacks are considered to be instructional time in Pre-K. In order for staff to utilize this part of the day and to assist in development of school readiness skills, adults and children need to be active in this part of the daily schedule.

Teacher:
Date:
Time:
Observer:
School/Classroom:

Meals/Snacks

Met	Not Met	Primary Adult Roles General Strategies
		<ul style="list-style-type: none"> • Children participate in setting the table, serving themselves and cleaning-up.
		<ul style="list-style-type: none"> • Conversations occur at mealtimes.
		<ul style="list-style-type: none"> • Staff sit with children at the tables as much as possible.
		<ul style="list-style-type: none"> • Children are allowed enough time to eat.
		<ul style="list-style-type: none"> • Food is never used as reward or punishment.
		<ul style="list-style-type: none"> • Staff teach healthy nutrition concepts, encourage children to make healthy food choices, and model healthy habits.
		<ul style="list-style-type: none"> • Meal times are viewed as educational experiences.

Notes: