****Georgia’s Pre-K Program

Instructional Quality (IQ) Guide for

the Learning Environment

This guide is to be completed by the lead teacher within the first thirty (30) school/business days of when teachers report and then signed, dated and submitted to the Director/Principal. Upon receipt of the completed IQ Guide, Directors/Principals may complete the form or designate a second reviewer. The designated reviewer should complete the document while in the classroom, compare results and provide feedback to the teacher. Directors/Principals should sign the form regardless of who is designated as the reviewer. A completed copy of **the *IQ Guide for the Learning Environment*** should be placed with the ***Grant Requirement Checklist***. This document is designed to be completed at the beginning of the school year and used throughout the year to document changes. Although additional reviews are not required, Directors/Principals are encouraged to schedule a date for a second review. NOTE: Additional reviews can be required as deemed necessary by DECAL staff.

For the purpose of this document please use the following definitions:

**Enough:** 22 children or the number of children enrolled in the classroom

**Some:** enough for a small group of children (2 to 8 children)

**Accessible:** materials are located within the learning areas or in the classroom within easy reach of the children.

Children can freely choose to use materials without asking for teacher permission or assistance.

**Available:** items are easily brought out for children’s use for specific activities or to expand children’s learning.

Additional definitions and clarifications can be found in the *FAQ for the Learning Environment*. Although completion of this guide is required within the first 30 days and a second review is recommended, monitoring and feedback can be given as often as desired.  This document is intended to be a working document and teachers can write specific items needed under each area and the reviewer/director/principal can add dates when items are available/ordered/delivered or additional corrections are made.

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| Classroom Environment and Display | | | | |
| *Date Completed:* | Teacher    /  /  1st 30 days | Reviewer    /  /  1st 30 days | Teacher    /  /  Date: \_\_\_ | Reviewer    /  /  Date: \_\_\_\_ |
| The classroom is inviting, clean, organized, and visually appealing to children. |  |  |  |  |
| Majority of items (more than 50%) in the display are child-initiated, at children’s eye level, and displayed no longer than six weeks. |  |  |  |  |
| Photos of children and their families are included in the display. |  |  |  |  |
| Dictations from children are included in the display. |  |  |  |  |
| Photos and chart stories from recent activities are included in the display. |  |  |  |  |
| Classroom rules are developed, include symbols/pictures, and posted at the children’s eye level. |  |  |  |  |
| The classroom is safe and free from hazards. |  |  |  |  |
| Comments | | | | |

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| Language and Literacy | | | | |
| *Date Completed:* | Teacher    /  /  1st 30 days | Reviewer    /  /  1st 30 days | Teacher    /  /  Date: \_\_\_ | Reviewer    /  /  Date: \_\_\_ |
| Furnishings: | | | | |
| Items are included in the library area to make the area cozy. Examples: soft seating, rug, lamp, pillows |  |  |  |  |
| Reading Area Materials are accessible, labeled and organized: | | | | |
| Books for the number of children enrolled in the class  Examples: Fantasy, nonfiction, wordless, repetitive, informational, rhyming, predictable, familiar sequence, repetitive phrase, cumulative, multicultural, question and answer, class-made |  |  |  |  |
| Books that reflect current topics are in the classroom. |  |  |  |  |
| Books are displayed and organized forward facing so children can easily see the front covers of the books to make choices. |  |  |  |  |
| Props for Language and Literacy |  | | | |
| Props to develop alphabetic principle (3 types)  Examples: letter puzzles, displayed alphabet, word cards, alphabet game, alphabet lotto, letter dominoes, inter-locking letter cubes, wooden alphabet blocks, alphabet letter tiles, alphabet letter stamps |  |  |  |  |
| Props to promote language development (3 types)  Examples: Puppets, telephones, walkie-talkies, cell phones, magnet stories, flannel board and stories familiar to children. |  |  |  |  |
| Listening Center |  | | | |
| Listening station or device with headsets and jack for 2-4 children (CD, mp3 player, tablet, or any other electronic device that can play recorded stories). A minimum of two books or stories needed. |  |  |  |  |
| Writing Area Materials are accessible, labeled and organized: | | | | |
| Writing instruments of various sizes (3 types)  Examples: pens, markers, chalk, crayons, pencils, colored pencils |  |  |  |  |
| Vocabulary cards with words and pictures  Examples: animals, topic related, common objects, etc. |  |  |  |  |
| Real/found materials (3 types)  Examples: envelopes, order forms, greeting cards, note pads, stationery, address books, phone books, typewriter, write and wipe cards/boards |  |  |  |  |
| Paper (3 types)  Examples: lined, unlined, journals, drawing paper, tablets |  |  |  |  |
| Name cards of children in the classroom with picture and name |  |  |  |  |
| Comments | | | | |

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| Dramatic Play | | | | |
| *Date Completed:* | Teacher    /  /  1st 30 days | Reviewer    /  /  1st 30 days | Teacher    /  /  Date: \_\_\_ | Reviewer    /  /  Date: \_\_\_ |
| Area is large enough to accommodate a minimum of five children. |  |  |  |  |
| Furnishings: | | | | |
| Housekeeping furniture (3 types/purposes)  Examples: stove, sink, refrigerator, hutch |  |  |  |  |
| Dress-up clothing storage |  |  |  |  |
| Table and chairs |  |  |  |  |
| Basic shelves for housing dramatic play materials |  |  |  |  |
| Basic Materials are accessible, labeled and organized: | | | | |
| Dolls – at least 5 representing multiple cultures |  |  |  |  |
| A variety of quality dress up clothes are accessible (minimum of 6 types).  Examples: lab jacket, sport coat, scrub shirt, fancy dresses, etc. |  |  |  |  |
| Dress-up props and accessories (shoes, hats, purse/briefcase, etc.) |  |  |  |  |
| Full-length mirror |  |  |  |  |
| Props for kitchen play  Examples: eating utensils, dishes, pots and pans, pretend food, cooking utensils (rolling pin, egg beaters, tongs, spatula, etc.) |  |  |  |  |
| Props for cleaning play  Examples: sponges, mop, broom, dust pan, bucket |  |  |  |  |
| Props and furniture for pretend play with babies (3 types)  Examples: baby bed, high chair, blankets, bottles, diaper bag, baby clothes, baby blankets |  |  |  |  |
| Collection of empty containers  Examples: cereal and other food boxes, detergent bottles, spice bottles, milk cartons, juice bottles |  |  |  |  |
| Additional housekeeping accessories (3 types)  Examples: ironing board/iron, telephone, cash register, clocks, pet dishes, bath scale, etc. |  |  |  |  |
| At least one Prop box for an additional dramatic play theme. |  |  |  |  |
| Props to encourage beginning reading and writing skills  Examples: recipe books, menus, telephone books, checklists, telephone message pad, pens, pencils |  |  |  |  |
| Comments | | | | |

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| Blocks | | | | |
| *Date Completed:* | Teacher    /  /  1st 30 days | Reviewer    /  /  1st 30 days | Teacher    /  /  Date: \_\_\_ | Reviewer    /  /  Date: \_\_\_ |
| The majority of unit blocks are stored on shelves for easy accessibility and sorted, labeled and organized for easy clean-up. |  |  |  |  |
| Block area is located away from traffic patterns. |  |  |  |  |
| Block area is large enough for a minimum of 5 children. |  |  |  |  |
| Furnishings: | | | | |
| Organized storage for blocks and props and accessories |  |  |  |  |
| Basic Materials are accessible, labeled and organized: | | | | |
| Standard unit blocks (200 – 250) |  |  |  |  |
| Large wooden hollow blocks (17 – 30) |  |  |  |  |
| Block accessories (3 types)  Examples: vehicles, animals (farm, zoo, ocean), traffic signs, people |  |  |  |  |
| Real/found materials – at least 2 types  Examples: egg cartons, PVC pipe, cups, heavy cardboard tubes |  |  |  |  |
| Materials to promote literacy development  Examples: maps, alphabet blocks or tiles, books related to block play, writing materials |  |  |  |  |
| An additional type of block (10 – 20)  Examples: cardboard, foam, plastic |  |  |  |  |
| Comments | | | | |

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| Math | | | | |
| *Date Completed:* | Teacher    /  /  1st 30 days | Reviewer    /  /  1st 30 days | Teacher    /  /  Date: \_\_\_ | Reviewer    /  /  Date: \_\_\_ |
| Furnishings: | | | | |
| Math/manipulative materials are housed on low shelves near a table or designated play area. |  |  |  |  |
| Basic Materials are accessible, labeled, and organized: | | | | |
| One type of manipulative for each of the following: counting, sorting, recognizing shapes, and hand/eye coordination. |  |  |  |  |
| Materials for measuring (weight, length, and time) |  |  |  |  |
| Real/found materials (2 types)  Examples: buttons, bottle tops, beans, dominoes |  |  |  |  |
| Math and manipulative materials to address different developmental levels of the children enrolled in the classroom and to meet children’s needs as they progress throughout the year |  |  |  |  |
| Puzzles of varying levels of difficulty and number of pieces (3 types) Examples: knobbed, wooden, floor |  |  |  |  |
| Math games (3 types)  Examples: dominos, number bingo, matching games, counting games, patterning games, folder games |  |  |  |  |
| Materials to promote literacy development  Examples: stringing alphabet beads, books to develop math concepts, writing materials, alphabet cube and beads, alphabet puzzles |  |  |  |  |
| Comments | | | | |

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| Science | | | | |
| *Date Completed:* | Teacher    /  /  1st 30 days | Reviewer    /  /  1st 30 days | Teacher    /  /  Date: \_\_\_ | Reviewer    /  /  Date: \_\_\_ |
| Furnishings: |  |  |  |  |
| A sensory table with ample sensory material and tools to dig, scoop, pour and measure is open and accessible daily. |  |  |  |  |
| Basic shelving to house science materials |  |  |  |  |
| Basic Materials are accessible, labeled, and organized: | | | | |
| Basic materials (3 different materials from this list): Magnets and items to attract and repel, binoculars, magnifying glasses, prisms, color paddles |  |  |  |  |
| Discovery experience materials (3 types)  Examples: matching sounds, identifying scents, feely bags, sequencing cards, gears, discovery tubes/sensory bottles, simple science experiments, health and nutrition games, animal bingo |  |  |  |  |
| Pictures and collections related to science/nature are displayed in the area (2 sets/collections). Examples: seashells, rocks, feathers, tree bark, fossils, acorns, variety of leaves, etc. |  |  |  |  |
| Something living for children to care for |  |  |  |  |
| Materials to promote literacy development  Examples: age appropriate science concept books, writing materials that support recording observations and making lists, walkie-talkies, science word cards with pictures to develop vocabulary |  |  |  |  |
| Texture/sensory table materials are varied and changed monthly.  Examples: sand, water, dirt, pea gravel, confetti, etc. |  |  |  |  |
| Comments | | | | |

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| Art | | | | |
| *Date Completed:* | Teacher    /  /  1st 30 days | Reviewer    /  /  1st 30 days | Teacher    /  /  Date: \_\_\_ | Reviewer    /  /  Date: \_\_\_ |
| Furnishings: |  |  |  |  |
| Table and chairs |  |  |  |  |
| Drying space or rack |  |  |  |  |
| Full-sized easel accessible daily (must hold 16x22 or 18x24 paper) |  |  |  |  |
| Shelving for housing art materials |  |  |  |  |
| Basic Materials are accessible, labeled and organized: | | | | |
| Crayons |  |  |  |  |
| Markers |  |  |  |  |
| Paper of different sizes, colors, textures (3 different types)  Examples: construction, tissue, white, manila, newsprint, foil, news, wax |  |  |  |  |
| Scissors (appropriately sized) enough for a small group of children |  |  |  |  |
| Collage materials (3 types)  Examples: pipe cleaners, fabric scraps, buttons, cotton balls, feathers, foam pieces, sequins, pom poms, yarn |  |  |  |  |
| Play dough or soft clay and tools |  |  |  |  |
| Glue (enough for a small group of children) |  |  |  |  |
| Fresh Paint for easel (3 or more colors) |  |  |  |  |
| Paint brushes appropriately sized (one for each color of paint) |  |  |  |  |
| Paper for easel (16 x22 or 18 x 24) |  |  |  |  |
| Painting smocks |  |  |  |  |
| Materials for three-dimensional creations (variety)  Examples: small boxes, straws, paper plates, pie plates, pipe cleaners, cardboard tubes |  |  |  |  |
| Materials for promoting literacy development  Examples: books, storybook paper, alphabet stickers, lined paper or journals, pens, pencils |  |  |  |  |
| Comments | | | | |

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| Music | | | | |
| *Date Completed:* | Teacher    /  /  1st 30 days | Reviewer    /  /  1st 30 days | Teacher    /  /  Date: \_\_\_ | Reviewer    /  /  Date: \_\_\_ |
| Device for playing music for all students to hear (CD/cassette tape player, iPod/mp3 player with speaker, etc. Must be separate from the listening center. |  |  |  |  |
| Musical props (2 types/enough for 22 or the number of children enrolled)  Examples: scarves, ribbons, bean bags |  |  |  |  |
| Musical instruments (various types of instruments; enough for 22 or the number of children enrolled) |  |  |  |  |
| Age-appropriate music (3 types)  Examples: classical, children's, jazz, nature sounds, multicultural, dance, foreign language |  |  |  |  |
| Comments | | | | |

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| Physical Development | | | | |
| *Date Completed:* | Teacher    /  /  1st 30 days | Reviewer    /  /  1st 30 days | Teacher    /  /  Date: \_\_\_ | Reviewer    /  /  Date: \_\_\_ |
| Age-appropriate mobile equipment (3 types)  Examples: balls, hoops, parachute, wagons, tricycles, scooters, plastic bats, catching games/gloves, cones for obstacle course  Note: Helmets required when riding vehicles. |  |  |  |  |
| Uses stationary equipment daily, weather permitting. |  |  |  |  |
| Comments | | | | |

***Review 1***

***Teacher Signature: ­­­­­­­­­­­­­­­­*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:**      /     /

***Director/Principal Signature: ­­­­­­­­­­­­­­­­*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:**      /     /

***Review 2 (if applicable)***

***Teacher Signature: ­­­­­­­­­­­­­­­­*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:**      /     /

***Director/Principal Signature: ­­­­­­­­­­­­­­­­*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:**      /     /