

# VPK – IMPROVEMENT PLAN STAFF OBSERVATION TOOL



Name of Center

Director Name

Teacher Name

Date

Start/End Time

Observation Items	Yes	No	Note specific items to address/reflect on at monthly meeting
Language development interactions between teacher and children noted.	<input type="checkbox"/>	<input type="checkbox"/>	<p><b>These interactions were noted during observation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Individual conversations with each child.</li> <li><input type="checkbox"/> Small group interactions focusing on building vocabulary.</li> </ul> <p><b>Additional Information:</b></p>
Teacher has written lesson plans including specific instruction geared toward language & phonological awareness.	<input type="checkbox"/>	<input type="checkbox"/>	<p><b>Note Specific Examples:</b></p>
Language and development strategies noted during observation.	<input type="checkbox"/>	<input type="checkbox"/>	<p><b>These strategies were noted during observation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Language Scaffolding.</li> <li><input type="checkbox"/> Book Embedded Vocabulary Instruction.</li> <li><input type="checkbox"/> Dialogic Reading.</li> <li><input type="checkbox"/> Think, Show, Tell, Talk.</li> </ul> <p><b>Additional Information:</b></p>
The Florida Developmental Standards for 4 Year Old children is used regularly and is available in the classroom for review as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<p><b>What Standards need addressing in the classroom based on review of lesson plans and observation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Physical Development</li> <li><input type="checkbox"/> Approaches to Learning</li> <li><input type="checkbox"/> Social and Emotional Development</li> <li><input type="checkbox"/> Language, Communication, and Emergent Literacy</li> <li><input type="checkbox"/> Cognitive Development and General Knowledge</li> </ul> <p><b>Additional Information:</b></p>
Phonological awareness focused interactions between teacher and children noted.	<input type="checkbox"/>	<input type="checkbox"/>	<p><b>These interactions were noted during observation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Interactions are based on children's knowledge.</li> <li><input type="checkbox"/> Small group interactions focus on particular phonological awareness skills.</li> </ul> <p><b>Additional Information:</b></p>
Phonological awareness strategies noted during observation.	<input type="checkbox"/>	<input type="checkbox"/>	<p><b>These interactions were noted during observation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Props were effectively used to promote children's understanding of phonological awareness concepts.</li> </ul> <p><b>Additional Information:</b></p>