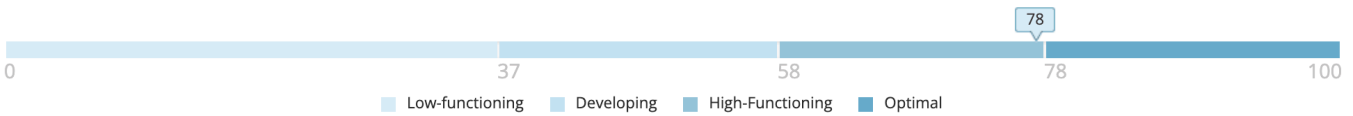


Domain Scores and Narrative

Initiation and Concentration

Attention Focus Alertness Orienting



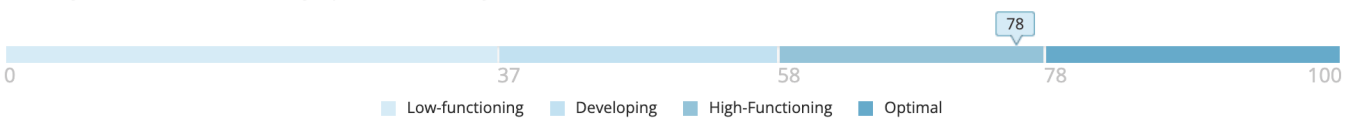
Adult-directed work is the rare exception. Children displayed deep concentration in their work, often electing to repeat the work multiple times. No children were observed seeking adult approval or permission to engage in work. Adults shared genuine enthusiasm and joy for the child's accomplishments, but refrained from praise intended to flatter the child. Adults were seen stopping periodically to scan the room. Adults looked over students' shoulders, checking student work completion. Adults consistently offered children choices of activities and solutions. Adults refrain from using loud, didactic talk. Adults often communicated genuine curiosity about content; lessons are often presented as invitations to discover something exciting. All materials and furnishings are child-sized. All materials were in good repair and ready for children's use. Children have access to all areas of the environment at all times and choose their work freely from a wide variety of options. Child have some opportunities for food preparation. Adults consistently demonstrated a friendly relationship with error, communicating respect for the process of trial and error.

Notes

Child at hand washing stand was very focused on scrubbing each finger individually. Aide in the classroom did an outstanding job of suggesting choices to the children in almost all of their interactions with them. The excitement with which you demonstrated exchanging golden beads and making it such an integral part of the lesson was a great example of wonder.

Inhibitory Control

Screening out Distraction Resisting Impulses Shifting



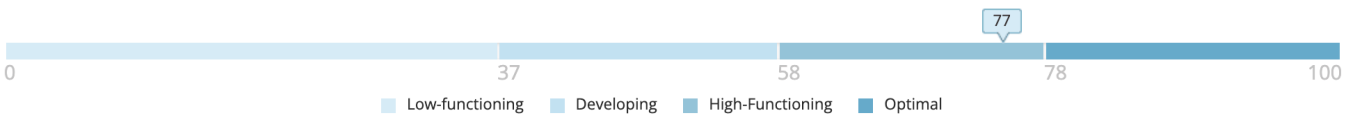
Most children wait their turn for an activity or material without interrupting or resorting to force. Most children handled materials with care and precision. Some children observed without touching or interfering in others' work. There is a mix of children who are able to shift plans, activities, partners, and/or focus and children who cannot. Children consistently use materials for their intended purpose. Some children were seen to exercise persistence in their work, attempting multiple ways of solving a problem, and working through frustration. Some children were able to express needs verbally, and resolve conflicts peacefully. Teacher consistently held lesson presentations sacred, protecting the mutual engagement between adult, child, and material. Adults consistently moved around the classroom slowly, calmly, and deliberately. Digital technology is not observed in the room. Child have some opportunities for food preparation. Turn taking is embedded into activities such as sharing snack, using the restroom, and selecting materials.

Notes

3 or 4 children were distracted at length after a friend dropped their pouring tray and broke a pitcher. A young child asked an older friend for help zipping their jacket.

Working Memory

Holding and updating information Relating ideas



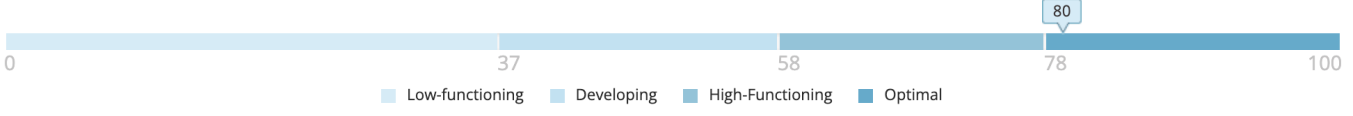
Children were able to navigate the classroom with coordination and attention to detail. Most children return work to the shelves when at the completion of a work cycle. Adults were observed interrupting a concentrating child. Adults' physical movements were consistently calm, intentional, and precise. The environment was carefully maintained, with meticulous attention to order and cleanliness; shelves and tables are tidy, free of dust, and ready for children's use. Materials for hands-on experimentation and multisensory learning are available. Some areas of the classroom were cluttered. Child have some opportunities for food preparation. Wall decor is somewhat curated, contributing to a comfortable, home-like environment.

Notes

Children all walked carefully around the large work that was on rugs in the middle of the classroom. When you invited the child who had been working with the color tablets to a lesson on a game with that work they had been deep in concentration at the time. There is not much art that reflects the community the school is part of, consider more folk art.

Linguistic and Cultural Fluency

Spoken and written language proficiency Interpreting cultural attitudes and expectations



Children sometimes interrupted peers or adults who were engaged in other activity. Some children demonstrated care for their peers, including assisting with dressing, offering food, and resolving conflicts. Children consistently interacted as part of a community, using social graces spontaneously. The classroom is characterized by a low hum of conversation. Adults consistently made eye contact with children, bending or stooping to their level when speaking with them. Adults consistently model social graces. Verbal instructions were consistently clear, precise, and delivered with attention to the child's ongoing language acquisition. Adults often used a soft, conversational voice. Most learning materials are made from natural materials, including wood, glass, and fabric; there was minimal use of plastic. The classroom is language-rich, with multiple items to name and discuss, a variety of texts, and a cozy reading area. Children have no access to outdoor environments. Some child-sized work tools are available and a few children are observed using them. The classroom is language-rich, with multiple items to name and discuss, a variety of texts, and a cozy reading area.

Notes

Both the teacher and aide always moved to the children's level when talking with them, even for just a brief moment. Reading area is so very inviting, the lamp is a nice touch.

Social Fluency & Emotional Flexibility

Responding to social cues Understanding emotions Recovering from disappointment



Children frequently demonstrated care for their environment, including spontaneously dusting, washing, setting tables, tidying shelves, pushing in chairs. Adults sometimes encourage children to help one another. Adults refrain from using loud, didactic talk. Adults consistently exhibited warmth and connection by smiling and sharing in children's enthusiasm. Adults refrained from calling across the room. Adults consistently redirected rather than punished when children behaved in experimental or inappropriate ways; limits were expressed kindly, but firmly. All interaction among children is directed by adults; adults assign students seats and groups/partners. Children are in mixed-age groups of three years. Child have some opportunities for food preparation. Interaction among children is organic and not orchestrated by adults.

Notes

Rated Attributes

Rating	Child behaviors	Adult behaviors	Environment
0	<ul style="list-style-type: none"> Disrupting* Misusing Materials* Seeking Adult Approval or Permission* 	<ul style="list-style-type: none"> Praising to Flatter* Warning/Correcting Errors* Loud, Didactic Talk* Calling Across the Room* 	<ul style="list-style-type: none"> Easy Access to Nature Presence of Digital Technology* Directed Child Interaction*
1	<ul style="list-style-type: none"> Work as Prop* Interrupting* Observing without Disturbing Others Resolving Needs with Words 	<ul style="list-style-type: none"> Interrupting Concentrating Children* Focus on Monitoring* Prompting Children to Help One Another 	<ul style="list-style-type: none"> Clutter* Animals Curated Decor
2	<ul style="list-style-type: none"> Waiting Turn Handling Materials with Care Offering/Accepting Help from Peers Shifting Persisting in the Face of Challenge 	<ul style="list-style-type: none"> Observation Soft/Conversational Voice Wonder 	<ul style="list-style-type: none"> Child Sized Cleanliness Uninterrupted Work Materials Ready for Use Mixed Age Grouping Natural Materials Multisensory Language Rich (Oral) Access Food Plants Activities Requiring Turn-taking Real Tools and Real Work Language Rich (Written)
3	<ul style="list-style-type: none"> Initiating Work Joy Caring for Classroom Engaging with Purpose Social Courtesies Conversation Navigating Room with Care Completes an Activity Cycle 	<ul style="list-style-type: none"> Moving/Bending to Speak to Child Social Courtesies Clarity Precision Protected Instruction Offering Options Warmth and Connection Calm Redirecting Children's Behavior Friendliness with Error 	

* Indicates item is negatively scored; a higher score on these items will result in a lower domain score.

Spider Graph: Summary by Domain

All five domain scores are represented here in a single graphic.



Areas of strength:

Adult interactions with children were predominates by a feeling of calm and mutual respect. Students-rich, with teacher had easy conversations and the teacher always moved to the child when talking to them.

Areas of growth:

Allowing the children to begin assisting in care of the classroom birds. Adding more art of a variety of mediums that is reflective of the children's and school's community.

Goals:

- Begin to incorporate children into different parts of caring for the classroom bird: feeding and watering, cleaning the cage, covering the cage during high stress/busy times of the day.
- Research some traditional art from the Mexican culture. Follow up on where you can purchase some of these works of art.

Support needed to attain these goals:

Work with school director to determine budget for classroom decor.