



Exhibit A – Staff Observation Template
VOLUNTARY PREKINDERGARTEN (VPK) EDUCATION PROGRAM
 Staff Development Plan

DATE: _____

Staff Member:		Director/Supervisor:	
LANGUAGE DEVELOPMENT			
Interactions and Instructional Strategies	Was this observed?	If observed, describe the interaction or instructional strategy.	
The instructor engages in individual conversations with children.	<input type="checkbox"/> Yes <input type="checkbox"/> No		
The instructor facilitates small group interactions with a focus on building vocabulary.	<input type="checkbox"/> Yes <input type="checkbox"/> No		
The instructor engages in interactions that build on children's prior knowledge and interests.	<input type="checkbox"/> Yes <input type="checkbox"/> No		
INTERACTIONS			



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<p align="center">INSTRUCTIONAL STRATEGIES</p>	<p align="center">Language scaffolding</p> <p>A strategy that promotes the development of oral/language skills in children by exposing them to a wide variety of vocabulary words using specific activities throughout the school day to build language skills. http://www.flvpkonline.org/teachertoolkit/langVoc/section_2/2a.htm</p>	<p align="center"> <input type="checkbox"/> Yes <input type="checkbox"/> No </p>	
<p align="center">INSTRUCTIONAL STRATEGIES</p>	<p align="center">Book embedded vocabulary instruction</p> <p>A strategy that is interactive shared reading between the instructor and the children that incorporates explicit vocabulary instruction with the shared reading experience. http://www.flvpkonline.org/teachertoolkit/langVoc/section_3/3a.htm</p>	<p align="center"> <input type="checkbox"/> Yes <input type="checkbox"/> No </p>	
	<p align="center">Dialogic reading</p> <p>A strategy that is interactive shared picture book reading designed to enhance young children’s language and literacy skills. Instructors prompt children with simple questions, engage them in discussions and expand on children’s responses with follow-up questions. http://www.flvpkonline.org/teachertoolkit/langVoc/section_4/4a.htm</p>	<p align="center"> <input type="checkbox"/> Yes <input type="checkbox"/> No </p>	
	<p align="center">Think, show, tell, talk</p> <p>A strategy that provides an easy-to-use format to create vocabulary and language growth within the classroom, and to individualize the vocabulary instruction for the unique context of each child or group of children. http://www.flvpkonline.org/teachertoolkit/langVoc/section_5/5a.htm</p>	<p align="center"> <input type="checkbox"/> Yes <input type="checkbox"/> No </p>	



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PHONOLOGICAL AWARENESS		
Interactions and Instructional Strategies	Was this observed? <input type="checkbox"/> Yes <input type="checkbox"/> No	If observed, describe the interaction or instructional strategy.
INTERACTIONS	<p>Based on children’s knowledge, small groups focus on particular phonological awareness skills along a developmental continuum</p> <p>Interactions and activities are fun and engaging and occur throughout the day. <i>For examples of activities that support interactions that are fun and engaging visit the Florida Center for Reading Research web page below.</i> http://www.fcrr.org/resources/resources_vpk.html</p>	
INSTRUCTIONAL STRATEGIES	<p>The instructor teaches phonological awareness skills using instructional materials or strategies that have no letters or words.</p> <p>The instructor follows a developmental progression when teaching phonological awareness skills, practicing blending words, syllables and phonemes before elision (deletion) of words, syllables and phonemes.</p>	