

Course Study Guide

Georgia's Pre-K

Program Quality Assessment

(PQA)



MEETS

5. What items can be used to create a protected space for 1-2 children to work without interruption?

6. Learning areas should be changed to reflect _____ and _____.

EXCEEDS

7. List some ways to help establish boundaries for each learning area in the classroom.

8. Other than multicultural dolls, what classroom materials can reflect diversity?

Dramatic play:

Science:

Math:

Blocks:



Observe. . . Is there one learning area that could use more organization or clearer boundaries?

PQA STUDY GUIDE

B2 Classroom Display



*Print copy of PQA Self Study Guide
Complete Section B2 of PQA Online*

PARTIALLY MEETS

1. Where can you display children's creative efforts so that they are at varying levels?

2. How many different types of art media should be in your classroom display?

What are some examples?

MEETS

3. The teacher provides a small group with art materials and suggests they make pictures of the fish in their aquarium. She hangs these pictures around the room. Are these an example of unique and individual expression? Explain.

4. What does "regularly" mean for changing items in the classroom? Dated items can be displayed no longer than _____.

5. How do you display children's creative efforts in the Dramatic Play area?

In the Block Area?

In the Language and Literacy area?

6. Why are pictures of children and families important to display in the classroom?

EXCEEDS

7. What topics have you explored this year?

What displays did you create for these topics?

Did they include charts or stories of current activities? Describe.



Look. . . Where is a new place you can display children's creative efforts?

PQA STUDY GUIDE

B3 Language and Literacy

*Print copy of PQA Self Study Guide
Complete Section B3 of PQA Online*



PARTIALLY MEETS

1. _____ surfaces create a cozy and inviting reading area. What are some additions to make your reading area cozy?

2. For a classroom of 20 children, how many books must be displayed?

3. List examples of literacy props you have in the classroom.
 - a)

 - b)

 - c)

MEETS

4. What literacy skills do children learn from flannel board stories?

5. What materials should be accessible in the writing area?

EXCEEDS

6. Why is it important to include books made by individual children or groups of children?

7. What materials do you have that introduce children to the alphabetic principle?



Share. . . Which books are the children's favorites to take home and share with the family?

PQA STUDY GUIDE

B4 Math Materials



*Print copy of PQA Self Study Guide
Complete Section B4 of PQA Online*

PARTIALLY MEETS

1. Manipulatives include materials for _____, _____, and _____.
2. How many manipulatives are “enough” for a small group of 5 children?

MEETS

3. What is the purpose of adding real/found materials to your Math Center?

List some examples of real/found materials that support mathematical concept development.

- a)
 - b)
 - c)
5. Why don't clocks and watches meet the requirements for objects that measure time?

EXCEEDS

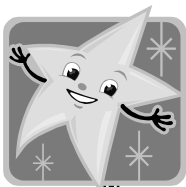
6. What math activities are part of your daily routine? Give one example from the beginning of the year and one example you might use later in the year.

a)

b)

7. What is your favorite book for the Math Center?

8. What informational books using mathematical concepts, such as counting, have you read at group time?



WISH. . . What could you add to your Math Center to make it more exciting?

PQA STUDY GUIDE

B5 Dramatic Play



*Print copy of PQA Self Study Guide
Complete Section B5 of PQA Online*

PARTIALLY MEETS

1. The Dramatic Play area should be large enough to accommodate up to how many children? _____

MEETS

2. What are some dress-up clothes that appeal to boys in your classroom?

3. _____ dolls represent various populations around the world and should be included in the dramatic play area.

4. How many *different* play themes need to be accessible to children?

What are some examples of high interest play themes you have used?

a)

b)

c)

PQA STUDY GUIDE

B6 Art



*Print copy of PQA Self Study Guide
Complete Section B6 of PQA Online*

PARTIALLY MEETS

1. Small storage bins are a good way to display and store essential art materials, such as:

_____ , _____ , _____
_____ , _____

2. Give examples of collage items that are accessible in your classroom.

- | | |
|----|----|
| a) | b) |
| c) | d) |

3. What daily routines and classroom rules do you use to keep the Art Center organized and orderly?

MEETS

4. What special experiences do children receive from 3-D materials that are not provided by other art materials?

PQA STUDY GUIDE

B7 Blocks



*Print copy of PQA Self Study Guide
Complete Section B7 of PQA Online*

PARTIALLY MEETS

1. Why is the Block Area often the largest area in the classroom?

2. The minimum number of unit blocks that should be accessible is _____.

The minimum number of hollow blocks that should be accessible is _____.

3. Share a tip for managing clean-up in the Block Area.

MEETS

4. Where can you locate the Block Area to better protect children's block building creations?

5. Are plastic insects an example of block accessories or real and found items? Explain your answer.

EXCEEDS

6. How many blocks are considered a “set” if they are teacher created? _____
What are some ideas for creating teacher-made blocks?

7. What reading and writing materials have you used to extend play in the Block Area?



Plan. . . . What props can you add to the Block Area to interest children who don't often choose blocks?

PQA STUDY GUIDE

B8 Science



*Print copy of PQA Self Study Guide
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PARTIALLY MEETS

1. Basic supplies for science exploration include magnets, color paddles, and _____?
2. List some sensory materials, other than sand or water, which you make accessible to children.
 - a)
 - b)

MEETS

3. Classrooms should have more than one collection of items from nature, such as rocks, shells, bones, etc. What observations can children make about the natural world through these collections?
4. What do you think are some of the best choices for classroom pets, considering ease of care, availability, cost, and low risk of allergies?

5. What reading and writing materials could you place next to a tray with different kinds of magnets and items to experiment with?

EXCEEDS

6. Why are informational books so important to extend science learning? How can you use these books throughout the day?

7. Would you expect to see a collection of leaves featured in the classroom in January? Why or why not?

8. If you couldn't take a field trip to the grocery store, how could you use home and community resources to bring the store to your classroom?



Wish. . . What science materials would you like to be able to add to your basic supplies?

PQA STUDY GUIDE

B9 Music and Movement



*Print copy of PQA Self Study Guide
Complete Section B9 of PQA Online*

PARTIALLY MEETS

1. Think about your daily schedule. Name two routines or transitions that include music with movement.
 - a)
 - b)
2. Music with movement activities, such as dancing, encourage children to use _____ motor skills.
3. How many instruments should be available in the classroom?

MEETS

4. List three types of age appropriate music that is accessible in your classroom:
 - a)
 - b)
 - c)

5. What cultures are reflected in the instruments in your classroom?

EXCEEDS

6. List materials you could provide for children to make their own drums or shakers.

7. Name one book that is a classroom favorite. How could you incorporate music with movement into a lesson with this book? What props could you add?



Diversify. . . . Where can I find music and instruments from different cultures to share with my children?

PQA STUDY GUIDE

B10 Physical Development



*Print copy of PQA Self Study Guide
Complete Section B10 of PQA Online*

PARTIALLY MEETS

1. The physical environment must be in good _____ and free of _____.
2. Teachers promote children's physical development through _____, _____, and _____.
3. Why is resilient surfacing important in protecting children's safety?
4. How can play areas be accommodated for a child in a wheel chair or leg braces?

What about a child with fine motor difficulties?

MEETS

5. Play equipment is either mobile or stationary. Give examples of each kind.

6. What choices of activities are available to your children during outside time?

How can you change these activities as children develop physically?

EXCEEDS

7. Give an example of a play theme (i.e., pet store, fire station, etc.) that children have extended from an indoor center to the outdoor environment. What center materials did you make available outside to extend their play?

8. What books would you pack for a “playground picnic?”



WISH. . . . What outdoor materials or equipment could you add to the choices for children?

PQA STUDY GUIDE

B11 Health and Safety



*Print copy of PQA Self Study Guide
Complete Section B11 of PQA Online*

PARTIALLY MEETS

1. One of the most important roles of the teacher is to ensure the health and safety of the children. What are some minimum indicators of this standard?
 - a)
 - b)
 - c)
2. _____ is a procedure for adults and children that is performed many times a day and greatly reduces the spread of germs.
3. Classroom pets require special care procedures. Where can you find this information?

MEETS

4. Which daily routines are designed to help you model good health and hygiene?
5. List the books, games, posters, or other props available in your classroom to promote healthy habits.

PQA STUDY GUIDE

C1 DAILY ROUTINE



*Print copy of PQA Self Study Guide
Complete Section C1 of PQA Online*

PARTIALLY MEETS

1. Look at a printed copy of the daily schedule. Check for these items:
 - How many activities are listed in 6.5 hour instructional day? _____
 - How many activities are child-initiated? _____ Teacher-initiated? _____
 - Is the group opening the first activity of the day? _____
 - Is there a full hour of self-selected play? What time? _____
 - Is rest time scheduled for 60 minutes or less? _____
 - Is there a closing activity to review the activities of the day? _____
2. What are some quiet activities you offer to non-sleepers during rest time?

MEETS

3. Group opening and closing activities should appear on the daily schedule and also be documented in _____.
4. Describe a time that you adjusted the daily plan to respond to the interests of your children (for example, reading about baby birds when you discover a fallen nest on the playground.)

5. Check your daily schedule again (see above). What choices of instructional activities are planned for after rest time and before the closing activity?

EXCEEDS

6. Why is a daily routine important for young children?
7. How can you make a posted schedule “child friendly?”
8. What schedule changes do you expect to make at the end of the year? Why?



CHECK IT OUT. . . . Does your daily routine provide a feeling of security and predictability for the children?

PQA STUDY GUIDE

C2 INTERACTIONS



*Print copy of PQA Self Study Guide
Complete Section C2 of PQA Online*

PARTIALLY MEETS

1. Pick a “teaching buddy” and make a plan to take turns observing each other one day for 15-20 minutes in the morning and 15-20 minutes in the afternoon. Make sure you are not responsible for a group of children when you are observing your “buddy.”
Make a list of the different ways your buddy interacts with children (for example, reads to child on lap). Share lists with each other and talk about all the ways to positively interact with children.
2. Give examples of words/phrases or actions that teachers use to show respect for children.

MEETS

3. Why is eye contact important during your interactions with children?
4. What could you talk with children about during these daily routines?
 - Arrival
 - Meal time
 - In the dramatic play center
 - During outside time

5. List some ways to extend a child's block play for more meaningful learning.

What questions could you ask?

How could you increase interest in the blocks without even talking?

EXCEEDS

6. What are your favorite books or activities that teach cooperation?
7. Who must be seated with the children at mealtimes to promote positive conversation and behavior?



INTERACT. . . . Add more positive words and actions with children, parents and coworkers. Check with a “buddy” and see if they noticed!

PQA STUDY GUIDE

C3 Classroom Management



*Print copy of PQA Self Study Guide
Complete Section C3 of PQA Online*

PARTIALLY MEETS

1. List some materials or equipment that invites cooperative behavior in your classroom.

List some items that create more conflict.

What do you notice about these items?

2. Instead of punishment, positive guidance techniques include _____,
_____, and _____.

Give an example of how you have used each technique.

MEETS

3. Do you have classroom rules posted in your room? Check for these features:
 - ✓ posted at children's eye level
 - ✓ simple words with positive, "can do" phrases
 - ✓ include pictures or symbols for emergent readers

4. When a child spills water or juice at snack time, is it better to use natural consequences or logical consequences to guide their learning?

Discuss your choice.

EXCEEDS

5. Practice focusing on positive behavior without using praise. For example, instead of saying, "Good job, Jamil!" you might say, "Jamil, you worked hard to stack those blocks so they won't fall." Share three (3) examples of your own from the classroom.

6. Describe a "safe place" in your classroom where a child can choose to go for a short time to regain self-control.

How have you made this place protected?

What makes it inviting?



GUIDE. . . Which classroom rule(s) do the children need more support to follow? What book or activity might help?

PQA STUDY GUIDE

C4 Language and Literacy



*Print copy of PQA Self Study Guide
Complete Section C4 of PQA Online*

PARTIALLY MEETS

1. What auditory ability is strongly related with learning to read?

_____.

2. Review your daily lesson plans from a prior week. Put a * by each activity with an objective identified as phonological awareness.

Do you have at least one each day?

Are you varying the activities based on the developmental level of the children?

3. How do you choose the book(s) that you will read to children daily?

4. List three (3) ways you plan for non-English speaking children in your classroom.

- 1.
- 2.
- 3.

MEETS

5. How often should you plan to read to children in a small group? _____.

What are some good follow-up activities after reading the book?

6. Look at your lesson plans again (see #2 above). Check each daily plan for *at least two (2)* planned reading opportunities. Where in your schedule could you add another literature experience?

EXCEEDS

7. Make a new display, chart, or classroom book that helps children make the connection between spoken and written language. Share it with the other teachers in your center.



READ. . . . Where in my schedule can I add more planned as well as informal experiences with quality children's books?

PQA STUDY GUIDE

C5 Planning



*Print copy of PQA Self Study Guide
Complete Section C5 of PQA Online*

PARTIALLY MEETS

1. Lesson planning is done ahead of time. Written plans must be _____,
_____ and _____.
2. Why are worksheets and dittoes NOT developmentally appropriate teaching materials for young children? Discuss.

MEETS

3. Review your lesson plans from the prior week. Check for these indicators:
 - ✓ Activities address concepts and skills in Pre-K content standards?
 - ✓ Skills cover all seven (7) domains included in the content standards?
4. Give three examples of “open-ended manipulative materials” that are useful for individualizing instruction based on a child’s current level of development:

5. Describe a field trip you would like to take.

What would be some follow-up activities you could do?

EXCEEDS

6. Select one child's assessment portfolio. Use the preliminary ratings on the checklist to identify one skill area that needs assessment updating (for example, fine motor).

List two (2) activities that you could plan for this child.

What note would you add to the lesson plan?

7. Locate a copy of your attendance roster. Talk with your classroom staff about each child and jot a note about the child's interests. Brainstorm ideas for using their interests to choose books and add props to the learning areas.



PLAN. . . What long term project(s) could you plan that will include the interests of many children in your classroom?

PQA STUDY GUIDE

C6 Assessment



*Print copy of PQA Self Study Guide
Complete Section C6 of PQA Online*

PARTIALLY MEETS

1. Name the three approved tools of the Georgia Pre-K Assessment system:
 1. _____
 2. _____
 3. _____
2. Look through the first two (2) portfolios in your bin. Check for balance in the different types of documentation. Is one type of documentation lacking? Make plans to use this type more frequently in the future.
3. How often do the preliminary ratings on the WSS Developmental Checklist/or Spreadsheet need to be completed? _____

MEETS

4. All observational notes, matrices, work samples and photographs must be marked with the following:
_____, _____ and _____

5. Portfolios must contain a variety of media (photos, writing samples, etc.) List at least (3) different types of media besides photographs or paintings that you have included in children's portfolios.

1. _____ 2. _____ 3. _____

EXCEEDS

6. Check your Teacher File of the Georgia's Pre-K Child Assessment Portfolio.

Are there documents that show evidence of assessment from multiple sources, such as parents or specialists? Describe.

Are there documents that show evidence of individualized contact with parents throughout the year? Describe.



CONSIDER . . . How can you show the connection between the children's developmental needs and your planning for instruction?

PQA STUDY GUIDE

D1 Family Involvement



*Print copy of PQA Self Study Guide
Complete Section D1 of PQA Online*

PARTIALLY MEETS

1. List some items you might include in your Family Handbook.

2. List three ways you have provided opportunities for families to participate in the children's educational experience.
 - a.

 - b.

 - c.

MEETS

3. Share a copy of your newsletter with a colleague. Check for the following things:
 - Is the format clear and easy to read?
 - Is the newsletter provided at least once per month?
 - Are there photos of children and/or their work?
 - Are important dates or events highlighted?

4. What are the (3) main components of Family Literacy Bags?

_____ , _____ , _____ ,
and _____ .

EXCEEDS

5. Why is it important to provide families with books or activities they can do at home?

6. Brainstorm some ways to share the Governor's book with families.

How could you work with other teachers at your school to make this a unique and memorable experience?



THINK. . . . What are some “outside the box” ways to involve parents/guardians in the classroom?

PQA STUDY GUIDE

D2 Transition to Kindergarten



*Print copy of PQA Self Study Guide
Complete Section D2 of PQA Online*

PARTIALLY MEETS

1. Set up a *Kindergarten transition notebook* to familiarize families with Kindergarten transition procedures. Be sure to collect documentation throughout the year. Using photographs is a great way to inform families next year of great things that are going on in your classroom.

MEETS

2. List 10 classroom transition activities you have planned to familiarize your children with Kindergarten routines.
 - a.
 - b.
 - c.
 - d.
 - e.
 - f.
 - g.
 - h.
 - i.
 - j.

EXCEEDS

1. Contact a Kindergarten teacher at your school or in your area. Decide on some ways that you can involve Pre-K children in Kindergarten functions.

2. What is your plan for contacting last year's Pre-K class at the beginning of their Kindergarten year?



BRAINSTORM. . . . How can you involve former Pre-K students in the classroom? (coming in to read a book, for example)