ELLCO Pre-K Training
Common Issues and Questions

Item 4: Personnel
- □ This item is not just about if the teachers work well together, but also looks at if they are *all* engaged in learning activities with children.

Item 6: Opportunities for Child Choice and Initiative
- □ Remember that the quality of the activities offered matters. At the higher rating levels activities should be of high quality.

- □ "Actively facilitating children's independent and constructive engagement" means that:
  a) activities are stimulating, therefore children are engaged in learning
  b) activities and materials are well organized, therefore children can work independently, and
  c) teachers are available to provide support to elevate learning or if otherwise needed

Item 7: Recognizing Diversity in the Classroom
- □ Do not give too much weight to commercial posters on display.
- □ This item is not *just* about racial, ethnic or linguistic diversity, but also about the diversity of individuals. There is a large emphasis on whether teachers learn about childrens' homes and communities and use that information in the classroom. In this way the item can also be used in classrooms where the student body is homogenous.

Item 11: Phonological Awareness
- □ Please are often confused by what constitutes a Phonological Awareness activity. Remember to review the *Phonological Awareness Handout* to clear up any misunderstandings.

Item 19: Environmental Print
- □ Beware of giving too much credit for labels around the room (e.g., chair, rug). This type of print if often ignored because it is not useful. Environmental Print should be something that children actually have to (and want to) pay attention to throughout the day.

Question: Where do I count alphabet recognition activities?

Answer: Alphabet recognition and/or identification activities can be counted under *Item 18: Support for Children's Writing* (read through language of second descriptive indicator). If the activity is tied to content learning it can also be counted under *Item 5: Approaches to Curriculum.*