

Early Learning Coalition of the Nature Coast

SCHOOL READINESS PROGRAM PRE-ASSESSMENT TOOL

SECTION I: PROGRAM MANAGEMENT:

1. Documentation of each child's arrival and departure by parent/guardian is maintained daily. There is documentation that a system exists, including sign in/out sheets. Records are kept to verify parent/guardian documentation of children's arrival/departure. Before and after school programs are exempt from sign in/out when the school-age children are arriving from, or departing to a local educational institution. In the morning, they are signed in and in the afternoon signed out to authorized persons. Children arriving/departing by bus can be signed in/out by a responsible teacher.

Score: 0 2 4 Comment: _____

2. There is documentation of monthly teacher meetings, which include dated sign in sheets with agendas. Teacher memos, which are dated, and signed/initialed by teachers are also acceptable periodic means of communication.

Score: 0 1 2 Comment: _____

3. Each teacher receives an annual written evaluation. Observer will review the teacher evaluation form used. Forms are signed and dated. Content review is inappropriate.

Score: 0 1 2 Comment: _____

4. An employees' handbook is available, with information such as job descriptions, parent complaint procedures, absenteeism policy, dress code, hours of operation, vacation or leave policies, abuse reporting procedures, etc. Handbook can be typed or written.

Score: 0 1 2 Comment: _____

5. Early childhood resources are available to help teachers plan age appropriate activities for all ages of children served. Resources could include resource books on child development, classroom management techniques, idea/activity books, professional magazines, etc.

Score: 0 1 2 Comment: _____

6. Teacher/child ratios and the number of children in a group are limited to facilitate teacher/child interaction and constructive activity among children. Lower ratios are recommended especially during the educational portion of the day, for six hours (for example, from 8:30 – 2:30). Maximum ratios and group sizes are:

Site _____ Program Representative _____ Observer _____ Date _____

A. Recommended Maximum Ratios

Actual Ratios

Infants 1:4

Ones: 1:6

Two's: 1:7

Preschools: 1:10

School Age: 1:20

Score: 0 4 8 Comment: _____

B. Recommended Maximum Group Size

Actual Group Size

Infants 2:8

Ones: 2:12

Two's: 2:14

Preschools: 3:25

School Age: 3:50

Score: 0 4 8 Comment: _____

SECTION II: PARENT INVOLVEMENT

1. Program provides a planned program of experiences and activities which support and enhance the parental role as the principal influence in their child's education and development. Evidence could include, but is not limited to, documentation of parent/teacher conferences signed by the parent/guardian, parent meetings agendas listing the topics covered with sign in sheets attached, parent education which could be part of the parent meetings, information on bulletin boards, or newsletters, etc.

Score: 0 2 4 Comment: _____

2. Parents/guardians and other family members are welcomed visitors in the program at all times (to observe, eat lunch, volunteer, help in the classroom). Evidence could include parent/guardian interviews or guidelines stated in written policies of the center, etc.

Score: 0 1 2 Comment: _____

Site _____ Program Representative _____ Observer _____ Date _____

3. Parents/guardians are informed about the program through regular newsletters, bulletin boards/parent information centers, frequent notes, telephone calls, etc.

Score: 0 1 2 Comment: _____

4. New parents/guardians are provided the program's operating policies and procedures, holidays, etc. Parents are updated about any changes to the existing policies in writing.

Score: 0 1 2 Comment: _____

5. Parent/guardians receive information periodically about USDA recommended requirements. Parent handouts, newsletters, lunch box ideas, meeting agendas, or training session records are acceptable forms of documentation. Program could have "reminder" notes for lunch boxes when guidelines are not met.

Score: 0 1 2 Comment: _____

6. Program surveys parents annually on center operations. Documentation of completed surveys is maintained.

Score: 0 2 4 Comment : _____

SECTION III: PHYSICAL ENVIRONMENT

1. Indoor environment is clean, attractive, and spacious. A clean environment has no noxious odors. The toys, floors, carpeting, furniture, cots, mats, and bathrooms are clean. An attractive environment has no evidence of peeling paint and has no ripped, heavily stained, or soiled carpets. Indoor environment is spacious and has clear walkways. A spacious environment has classrooms arranged in an orderly fashion allowing for movement.

Score: 0 2 4 Comment: _____

2. The furniture used by children is appropriate for their age and size.

Score: 0 1 2 Comment: _____

3. The outdoor environment provides enough useable space and developmentally appropriate equipment and materials for the children using it. It contains at least 2 surfaces for play and has space for both group and individual play. The outdoor environment is ready for children to play. Broken equipment has been removed, the ground is free of trash and debris, fencing and gates are in good repair.

Score: 0 2 4 Comment: _____

Site _____ Program Representative _____ Observer _____ Date _____

4. Program representative has written system to audit necessary educational items, such as validation tools, replacement lists, etc.

Score: 0 1 2 Comment: _____

Early Learning Coalition of the Nature Coast PROGRAM PRE-ASSESSMENT OUTCOME

Site: _____	Telephone: _____
Program Representative: _____	Observer: _____

Date Pre-assessment Completed: _____	
# of Children Present: _____	# of Teachers Present: _____

Pre-assessment Outcome

Component	Point Value	Initial Visit	Follow Up Visit
Section I: Program Management	28		
Section II: Parent Involvement	16		
Section III Physical Environment	12		
Total	56	%	%

Pre-assessment Status—Initial Visit

_____ Pre-assessment completed within the acceptable range.

_____ Pre-assessment completed outside the acceptable range.

_____ Technical assistance plan developed, if score was outside the acceptable range.

Pre-assessment Status—Follow-Up Visit

Date of follow-up visit: _____

_____ Pre-assessment completed within the acceptable range.

_____ Pre-assessment completed outside the acceptable range.

Action: _____

I acknowledge the receipt of the Program Pre-assessment. The Observer has reviewed this outcome form in detail.

Program Representative Signature Date Observer Signature

Early Learning Coalition of the Nature Coast INFANT PRE-ASSESSMENT TOOL

SECTION I: CHARACTER DEVELOPMENT

PART A: SOCIAL DEVELOPMENT

1. Teacher supports children's attempts to become increasingly independent and encourages children to clean up, and use self help skills when eating, etc.

Score: 0 3 6 Comment: _____

2. Teacher interprets infant's actions to other children to help them get along in the group (Susie had it first).

Score: 0 3 6 Comment: _____

3. Teacher encourages and models positive social interaction.

Score: 0 2 4 Comment: _____

4. Redirection is used to help guide infant's behavior.

Score: 0 3 6 Comment: _____

5. The environment is arranged so that a minimal number of "NO's" are necessary.

Score: 0 2 4 Comment: _____

6. Teacher-to-teacher interactions are positive and add a feeling of warmth and support.

Score: 0 2 4 Comment: _____

7. Teachers engage in positive encouragement of children's appropriate behavior. Techniques can be verbal or non-verbal, such as facial expressions, nodding, and positive language. Children are encouraged to model appropriate behavior.

Score: 0 3 6 Comment: _____

8. Teacher provides equal opportunities for children of both sexes to take part in all activities.

Score: 0 2 4 Comment: _____

9. Children having difficulty entering a play situation or making constructive use of a child-chosen activity are assisted and made to feel comfortable.

Score: 0 2 4 Comment: _____

10. Teacher plans ahead to help prevent potential problems. Teacher evaluates the environment and the daily schedule.

Score: 0 2 4 Comment: _____

11. Cultural diversity is seen throughout the classroom and reflects the cultural diversity of the classroom and society as a whole. Items could include multicultural dolls, doll clothes, pretend food, dress up clothes, posters and pictures, books, tapes and records, puppets, flannel board accessories, puzzles, block accessories, cooking experiences, creative materials, etc.

Score: 0 2 4 Comment: _____

PART B: TEACHER/CHILD INTERACTION

1. An anti-bias curriculum is evident. Teacher treats children of all races, religions, family backgrounds, and cultures with equal respect and consideration.

Score: 0 2 4 Comment: _____

2. Overall sound of room is pleasant most of the time.

Score: 0 2 4 Comment: _____

3. Teacher and children are relaxed, voices are pleasant, and frequent smiling occurs.

Score: 0 2 4 Comment: _____

Site _____ Teacher _____ Observer _____ Date _____

4. Teacher acknowledges infant's vocalization and sounds, encouraging them to express themselves.

Score: 0 2 4 Comment: _____

5. Infant's names and names of objects are frequently used.

Score: 0 2 4 Comment: _____

6. Teacher responds sympathetically to help infants who are hurt or upset.

Score: 0 2 4 Comment: _____

7. Teacher initiates verbal and physical play and responds when infant initiates interactions.

Score: 0 2 4 Comment: _____

8. Teacher shows delight in infant's activities.

Score: 0 2 4 Comment: _____

9. Holding, patting, rocking, and physical warmth are observed throughout the day.

Score: 0 2 4 Comment: _____

10. Teacher is sensitive about infant's feelings and reactions (avoids abrupt interruptions).

Score: 0 2 4 Comment: _____

11. Teacher sings to babies informally through out the day.

Score: 0 2 4 Comment: _____

12. Teacher engages in one-to-one, face-to-face interactions with infants.

Score: 0 2 4 Comment: _____

13. Each child is greeted warmly.

Score: 0 2 4 Comment : _____

SECTION II: CURRICULUM

1. The daily routine is posted and reflects a schedule that is planned to promote a balance of activities including: indoor, outdoor, active, quiet, large muscle, small muscle, sensory, and language.

Score: 0 2 4 Comment: _____

2. The schedule provides for both child-directed and teacher-directed activities.

Score: 0 2 4 Comment: _____

3. There is evidence that the daily schedule is being followed. However, teacher is flexible enough to change the planned and routine activities and the room arrangement according to the needs and interests of the children. Teacher follows the children's lead, taking advantage of those "teachable" moments.

Score: 0 2 4 Comment: _____

4. At least four appropriate learning activities are planned, written, and carried out with each infant daily, alone or in a very small group. The weekly lesson plan is current, visibly being followed, and is accessible for use. Plans for the last six weeks are different and dated in ink. Lesson plans list goals for each educational activity.

Score: 0 2 4 Comment: _____

5. Teacher follows needs or interests of the children.

Score: 0 2 4 Comment: _____

6. Teacher plays naming and hiding games, such as peek-a-boo, pat a cake.

Score: 0 2 4 Comment: _____

Site _____ Teacher _____ Observer _____ Date _____

7. Teacher uses routine activities such as diapering, meals, etc. to engage in conversation, using full sentences and naming actual items to the child.

Score: 0 2 4 Comment: _____

8. Smooth transitions prevent waiting and disruption.

Score: 0 2 4 Comment: _____

9. Each child is given an opportunity daily for at least one language activity using books, pictures, or puppets.

Score: 0 2 4 Comment: _____

10. Musical activities are offered by teacher daily and infants are encouraged to respond.

Score: 0 2 4 Comment: _____

11. Different types of music are used regularly (children's songs, multicultural songs, classical music).

Score: 0 2 4 Comment: _____

12. Teacher provides space and time for movement and play. Non-walkers are provided open space for crawling and protected space for play, separating groups of mobile and non-mobile infants for safety.

Score: 0 2 4 Comment: _____

13. Materials and hands-on activities are appropriate for the age and development of the children. Teacher prepares the environment for children to learn through active exploration of materials, hands-on activities, and materials which provide for creativity and exploration.

Score: 0 2 4 Comment: _____

14. An appropriate process is in place (soft music, back rubs) for providing a quiet soothing atmosphere during rest time.

Score: 0 2 4 Comment : _____

SECTION III: PHYSICAL ENVIRONMENT

1. Space is arranged to facilitate a variety of activities and allows children to play individually, in small groups, or in a large group.

Score: 0 1 2 Comment: _____

2. Toys and manipulatives are readily accessible to children and organized to promote independent use.

Score: 0 1 2 Comment: _____

3. The environment contains simple, lightweight, open-ended, easily washable toys.

Score: 0 1 2 Comment: _____

4. An adult rocking chair is located in the infant area.

Score: 0 1 2 Comment: _____

5. The diaper area is equipped with a stimulating item, which is changed periodically.

Score: 0 1 2 Comment: _____

6. The indoor area contains an unbreakable mirror, located at the infant's eye level.

Score: 0 1 2 Comment: _____

7. There is a minimum of three accessible age appropriate experiences per child. Some items are duplicated to avoid conflicts.

Score: 0 1 2 Comment: _____

8. Non-mobile infants are allowed to move and relax comfortably, lying freely on their backs while looking, kicking, reaching, and practicing eye-hand coordination.

Score: 0 1 2 Comment: _____

Site _____ Teacher _____ Observer _____ Date _____

9. The environment contains soft elements (rugs, pillows, carpet) along with at least one soft, cuddly toy (stuffed animal, baby doll, puppets) for each child enrolled in classroom.

Score: 0 1 2 Comment: _____

10. There is a place to hang or store personal items for each infant.

Score: 0 1 2 Comment: _____

11. Photographs of children in the group, their families, pets, or other familiar faces are displayed where infant can view them from the floor or crib.

Score: 0 1 2 Comment: _____

12. The environment contains items for filling and dumping, tracking (anything that moves), and pounding.

Score: 0 1 2 Comment: _____

13. The environment has at least 6 age appropriate books available to teacher along with at least 4 books available and accessible to infants at all times.

Score: 0 1 2 Comment: _____

14. A tape/CD player and a variety of at least 6 tapes/CD's are available to teacher and used regularly during the daily routine.

Score: 0 1 2 Comment: _____

15. At least one item for each **GROSS MOTOR** function is available and accessible for use.

Reaching- activity box, crib gym, etc.

Score: 0 1 2 Comment: _____

Climbing- pillows, foam cushions, indoor slide

Score: 0 1 2 Comment: _____

Site _____ Teacher _____ Observer _____ Date _____

Pushing- poppers, strollers, grocery cart

Score: 0 1 2 Comment: _____

Pulling- stringed toy, wagons, etc.

Score: 0 1 2 Comment: _____

Crawling through/under- boxes, tunnels, etc.

Score: 0 1 2 Comment: _____

16. At least 2 items are provided for each **FINE MOTOR** function and are available and accessible for use.

Grasping- rattles, small toys, blocks, squeeze toys

Score: 0 1 2 Comment: _____

Touching- textured items, feely books, water play

Score: 0 1 2 Comment: _____

Turning- activity boxes, toys with turning knobs

Score: 0 1 2 Comment: _____

Fitting together- snap beads, stacking toys, nesting toys

Score: 0 1 2 Comment: _____

Cause & effect- pop up toys, jack in the box, etc.

Score: 0 1 2 Comment: _____

Target experiences- shape sorter, stacking rings, giant pegs, etc.

Score: 0 1 2 Comment: _____

Site _____ Teacher _____ Observer _____ Date _____

17. Outdoor activities include both fine and gross motor skills.

Score: 0 1 2 Comment: _____

18. There is a minimum of two developmentally appropriate activities per child outside.

Score: 0 1 2 Comment: _____

SECTION IV: HEALTH, SAFETY, AND NUTRITION

1. Children are well supervised at all times. Teacher is aware of the activities of the entire group even when dealing with a smaller group; teacher positions herself strategically and looks up often from involvement.

Score: 0 1 2 Comment: _____

2. Teacher notifies director immediately if ratios are not maintained to promote a safe environment.

Score: 0 1 2 Comment: _____

3. Electrical outlets are covered with protective caps.

Score: 0 1 2 Comment: _____

4. Areas used by infants are well lighted and ventilated and kept at a comfortable temperature.

Score: 0 1 2 Comment: _____

5. Teachers wash their hands with liquid soap and water: upon arrival, before preparing or serving food, before feeding children, after diapering or nose wiping, and after contact with any potentially infectious materials.

Score: 0 1 2 Comment: _____

6. Children are dressed appropriately for active play indoors and outdoors and extra clothing is kept on hand.

Score: 0 1 2 Comment: _____

Site _____ Teacher _____ Observer _____ Date _____

7. The infant's environment is free from noxious odors. The diaper pail is tightly covered and emptied frequently.

Score: 0 1 2 Comment: _____

8. Teacher is good model of health practices (eats only healthful food in front of children).

Score: 0 1 2 Comment: _____

9. Allergy list is posted in the classroom.

Score: 0 1 2 Comment: _____

10. Infants are fed on demand, when hungry, not lined up and fed all at once.

Score: 0 1 2 Comment: _____

11. Bottles and pacifiers are labeled with the child's name. Bottles are kept refrigerated. High chairs are sanitized before and after use. Individual feeding utensils are used.

Score: 0 1 2 Comment: _____

12. Bottles are not placed in cribs at any time. Bottles are never propped for infants too young to hold them themselves.

Score: 0 1 2 Comment: _____

13. Teacher maintains a daily attendance record that is quickly accessible in an emergency. Teacher plans an educational activity for roll call or attendance to promote language, name recognition, and social skills.

Score: 0 1 2 Comment: _____

14. Teacher makes frequent inspections of grounds, facilities, and equipment for potential hazards. Potential hazards are forwarded to the Program Director/Representative and are dealt with immediately.

Score: 0 1 2 Comment: _____

15. Prompt attention is given to diaper changes, soiled clothing, runny noses, and hand washing.

Score: 0 1 2 Comment: _____

16. A sink with running water is very close to diapering areas. Signs are posted reminding teacher of proper hand washing procedures.

Score: 0 1 2 Comment: _____

17. Infant toys are large enough to prevent swallowing or choking.

Score: 0 1 2 Comment: _____

18. Toys that are mouthed by infants are put aside for sanitizing.

Score: 0 1 2 Comment: _____

19. All toys and equipment both inside and outside are age appropriate and in good repair.

Score: 0 1 2 Comment: _____

20. Sides of infants' cribs are in a locked position when cribs are occupied. Young infants should be placed on their backs when sleeping.

Score: 0 1 2 Comment: _____

21. Each child has own crib with clean sheets, blankets, etc.

Score: 0 1 2 Comment: _____

22. Teacher with current first aid certificate including Infant/Child CPR is present with the children at all times.

Score: 0 3 6 Comment: _____

SECTION V: TEACHER DEVELOPMENT

1. The lead teacher in classroom has a current CDA or higher degree.

Score: 0 12 Comment: _____

Site _____ Teacher _____ Observer _____ Date _____

2. All teachers in classroom have attended necessary in-service training (annually, 12 hours if teacher has CDA or higher, 20 hours if not).

Score: 0 6 12 Comment: _____

SECTION VI: PARENT INVOLVEMENT

1. Parent/guardians and other family members are encouraged to be involved in the classroom, for example by collecting or creating materials for classroom use.

Score: 0 2 4 Comment: _____

2. Parent/guardians receive information monthly regarding health and safety, child development, and other child-related issues (appropriate to their age). Documentation includes copies of materials distributed, dated in ink.

Score: 0 3 6 Comment: _____

3. Parents are provided with educational activity ideas that they can do at home with their child.

Score: 0 3 6 Comment: _____

4. Teacher interacts with parents during arrival and departure times, sharing information as needed.

Score: 0 2 4 Comment: _____

5. Daily written notes are provided to parents.

Score: 0 2 4 Comment: _____

Early Learning Coalition of the Nature Coast TODDLER PRE-ASSESSMENT TOOL

SECTION I: CHARACTER DEVELOPMENT

PART A: SOCIAL DEVELOPMENT

1. Teacher supports children's attempts to become increasingly independent and encourages children to clean up, dress, and use social skills when eating, etc.

Score: **0 2 4** Comment: _____

2. Teacher interprets toddler's actions to other children to help them get along in the group (Johnny had it first).

Score: **0 3 6** Comment: _____

3. Teacher encourages and models positive social interaction.

Score: **0 2 4** Comment: _____

4. Redirection is used to help guide toddler's behavior.

Score: **0 3 6** Comment: _____

5. The environment is arranged so that a minimal number of "NO's" are necessary.

Score: **0 2 4** Comment: _____

6. Teacher-to-teacher interactions are positive and add a feeling of warmth and support.

Score: **0 2 4** Comment: _____

7. Teachers engage in positive encouragement of children's appropriate behavior. Techniques can be verbal or non-verbal such as facial expressions, nodding, and positive language. Children are encouraged to model appropriate behavior.

Score: **0 3 6** Comment: _____

Site _____ Teacher _____ Observer _____ Date _____

8. Teacher provides equal opportunities for children of both sexes to take part in all activities.

Score: 0 2 4 Comment: _____

9. Children having difficulty entering a play situation or making constructive use of a child-chosen activity are assisted and made to feel comfortable.

Score: 0 2 4 Comment: _____

10. Teacher plans ahead to help prevent potential problems. Teacher evaluates the environment and the daily schedule.

Score: 0 2 4 Comment: _____

11. Cultural diversity is seen throughout the classroom and reflects the cultural diversity of the classroom and society as a whole. Items could include multicultural dolls, doll clothes, pretend food, dress up clothes, posters and pictures, books, tapes and records, puppets, flannel board accessories, puzzles, block accessories, cooking experiences, creative materials etc.

Score: 0 2 4 Comment: _____

PART B: TEACHER/CHILD INTERACTION

1. An anti-bias curriculum is evident. Teacher treats children of all races, religions, family backgrounds, and cultures with equal respect and consideration.

Score: 0 2 4 Comment: _____

2. Overall sound of room is pleasant most of the time.

Score: 0 2 4 Comment: _____

3. Teacher and children are relaxed, voices are pleasant, and frequent smiling occurs.

Score: 0 2 4 Comment: _____

4. Teacher acknowledges toddler's vocalization and sounds, encouraging them to express themselves.

Score: 0 2 4 Comment: _____

5. Toddler's names and names of objects are frequently used.

Score: 0 2 4 Comment: _____

6. Teacher responds sympathetically to help toddlers who are hurt or upset.

Score: 0 2 4 Comment: _____

7. Teacher initiates verbal and physical play and responds when toddler initiates interactions.

Score: 0 2 4 Comment: _____

8. Teacher shows delight in toddler's activities.

Score: 0 2 4 Comment: _____

9. Holding, patting, and physical warmth are observed throughout the day.

Score: 0 2 4 Comment: _____

10. Teacher is sensitive about toddler's feelings and reactions (avoids abrupt interruptions).

Score: 0 2 4 Comment: _____

11. Teacher sings to toddlers informally through out the day.

Score: 0 2 4 Comment: _____

12. Teacher engages in one-to-one, face-to-face interactions with toddlers.

Score: 0 2 4 Comment: _____

13. Each child is greeted warmly.

Score: 0 2 4 Comment : _____

SECTION II: CURRICULUM

1. The daily routine is posted and reflects a schedule that is planned to promote a balance of activities including: indoor, outdoor, active, quiet, large muscle, small muscle, sensory, and language.

Score: 0 2 4 Comment: _____

2. The schedule provides for both child-directed and teacher-directed activities.

Score: 0 2 4 Comment: _____

3. There is evidence that the daily schedule is being followed, however teacher is flexible enough to change the planned and routine activities and the room arrangement according to the needs and interests of the children. Teacher follows the children's lead, taking advantage of those "teachable" moments.

Score: 0 2 4 Comment: _____

4. A minimum of four age appropriate learning activities are planned, written, and carried out with each toddler daily, alone or in a very small group. A weekly lesson plan is current, visibly being followed, and accessible. Plans for the last six weeks are different and are dated in ink. Lesson plans include goals for all educational activities.

Score: 0 2 4 Comment: _____

5. Teacher follows needs or interests of the children.

Score: 0 2 4 Comment: _____

6. Teacher plays naming and hiding games, such as peek-a-boo, pat a cake.

Score: 0 2 4 Comment: _____

7. Teacher uses routine activities such as diapering, meals, etc. to engage in conversation, using full sentences and naming actual items to the child.

Score: 0 2 4 Comment: _____

8. Smooth transitions prevent waiting and disruption.

Score: 0 2 4 Comment: _____

9. Toddlers are read to at least once a day, either one-on-one or in small groups. Books to be read are listed on the lesson plan.

Score: 0 2 4 Comment: _____

10. Music and movement activities are offered by teacher daily, and toddlers are encouraged to dance, clap, or sing along.

Score: 0 2 4 Comment: _____

11. Different types of music are used regularly (children's songs, multicultural songs, classical music).

Score: 0 2 4 Comment: _____

12. Teacher provides space and time for movement and play. Teacher gets down on the floor with toddlers, play-acting and role modeling. Teacher promotes language skills, talking and interacting while down at the child's level.

Score: 0 2 4 Comment: _____

13. Materials and hands-on activities are appropriate for the age and development of the children. Teacher prepares the environment for children to learn through active exploration of materials, hands-on activities, and materials which provide for creativity and exploration.

Score: 0 2 4 Comment: _____

14. An appropriate process is in place (soft music, back rubs) for providing a quiet, soothing atmosphere during rest time. Each child has a blanket or sheet available.

Score: 0 2 4 Comment : _____

SECTION III: PHYSICAL ENVIRONMENT

1. Space is arranged to facilitate a variety of activities and allows children to play individually, in small groups, or in a large group.

Score: 0 1 2 Comment: _____

2. Toys and manipulatives are readily accessible to children and organized to promote independent use.

Score: 0 1 2 Comment: _____

3. The environment contains simple, lightweight, open-ended, easily washable toys.

Score: 0 1 2 Comment: _____

4. The classroom is set up with a block area, a dramatic play area (with child size equipment), a language area, and space for doing creative and sensory play.

Score: 0 1 2 Comment: _____

5. The diaper area is equipped with a stimulating item, which is changed periodically.

Score: 0 1 2 Comment: _____

6. Creative expression or sensory play is offered daily and documented on the lesson plan. Art supplies, sand and water, and play dough are available.

Score: 0 1 2 Comment: _____

7. Dramatic play contains child-size furniture with a kitchen set or other theme. Age appropriate dress-up clothes are available, along with at least 6 multicultural dolls and clothing. The area also contains at least two items to enhance play (mirror, play food, doll furniture etc.)

Score: 0 1 2 Comment: _____

8. Various types of blocks are accessible at all times.

Score: 0 1 2 Comment: _____

9. Advanced fine motor items are available and brought out at least three times a week. Advanced fine motor activities are documented on lesson plans.

Score: 0 1 2 Comment: _____

10. There is a place to hang or store personal items for each toddler.

Score: 0 1 2 Comment: _____

11. Photographs of children in the group, their families, pets, or other familiar faces are displayed where toddler can view them at their level.

Score: 0 1 2 Comment: _____

12. The environment contains items for filling and dumping, tracking (anything that moves), and pounding.

Score: 0 1 2 Comment: _____

13. The environment has at least 6 age appropriate books available to teacher, along with at least 6 books available and accessible to toddlers at all times. Teacher reads stories daily.

Score: 0 1 2 Comment: _____

14. A tape/CD player and a variety of at least 6 tapes/CD's are available to teacher and used through out the daily routine.

Score: 0 1 2 Comment: _____

15. The environment contains soft elements (rugs, pillows, carpet) along with at least one soft, cuddly toy (stuffed animal, baby doll, puppets) for each child enrolled in the classroom.

Score: 0 1 2 Comment: _____

16. At least one item for each **GROSS MOTOR** function is available and accessible for use.

Stacking- boxes, blocks.

Score: 0 1 2 Comment: _____

Throwing- beanbags, soft balls, balled newspaper.

Score: 0 1 2 Comment: _____

Site _____ Teacher _____ Observer _____ Date _____

Pushing- poppers, strollers, grocery cart, doll carriage

Score: 0 1 2 Comment: _____

Pulling- stringed toy, wagons, etc.

Score: 0 1 2 Comment: _____

Crawling through/under- boxes, tunnels, tables, etc.

Score: 0 1 2 Comment: _____

16. At least 2 items are provided for each **FINE MOTOR** function and is available and accessible for use.

Grasping- squeeze toys, small stuffed animals, cups, and spoons

Score: 0 1 2 Comment: _____

Touching- textured items, feely books, water play, sand play, play dough, finger paint

Score: 0 1 2 Comment: _____

Turning- telephone dial, toys with turning knobs, container with screw lids

Score: 0 1 2 Comment: _____

Fitting together- snap beads, stacking toys, nesting toys, puzzles

Score: 0 1 2 Comment: _____

Cause & effect- pop up toys, jack in the box, etc.

Score: 0 1 2 Comment: _____

Target experiences- shape sorter, stacking rings, giant pegs, etc.

Score: 0 1 2 Comment: _____

Site _____ Teacher _____ Observer _____ Date _____

17. Outdoor activities include both fine and gross motor skills. There is at least one planned activity daily, which is documented on the lesson plan.

Score: 0 1 2 Comment: _____

18. Outside area contains both stationary and portable equipment to promote a variety of play activities.

Score: 0 1 2 Comment: _____

19. There is a minimum of two developmentally appropriate activities per child outside.

Score: 0 1 2 Comment: _____

SECTION IV: HEALTH, SAFETY, AND NUTRITION

1. Children are well supervised at all times. Teacher is aware of the activities of the entire group even when dealing with a smaller group; teacher positions herself strategically and look up often from involvement.

Score: 0 1 2 Comment: _____

2. Teacher notifies director immediately if ratios are not maintained to promote a safe environment.

Score: 0 1 2 Comment: _____

3. Electrical outlets are covered with protective caps.

Score: 0 1 2 Comment: _____

4. Areas used by toddlers are well lighted and ventilated and kept at a comfortable temperature.

Score: 0 1 2 Comment: _____

5. Teachers wash their hands with liquid soap and water: upon arrival, before preparing or serving food, before feeding children, after diapering or nose wiping, and after contact with any potentially infectious materials.

Score: 0 1 2 Comment: _____

Site _____ Teacher _____ Observer _____ Date _____

6. Children are dressed appropriately for active play indoors and outdoors and extra clothing is kept on hand.

Score: 0 1 2 Comment: _____

7. The toddler's environment is free from noxious odors. The diaper pail is tightly covered and emptied frequently.

Score: 0 1 2 Comment: _____

8. Teacher is good model of health practices (eats only healthful food in front of children).

Score: 0 1 2 Comment: _____

9. Allergy list is posted in the classroom.

Score: 0 1 2 Comment: _____

10. Teacher assists toddlers in washing their hands with liquid soap and water before meals and after diaper changes.

Score: 0 1 2 Comment: _____

11. Meals are a pleasant social experience. Teacher interacts with children as they eat, encouraging positive social skills.

Score: 0 1 2 Comment: _____

12. When toddlers sit for meals, food is ready to be served.

Score: 0 1 2 Comment: _____

13. Teacher maintains a daily attendance record that is quickly accessible in an emergency. Teacher plans an educational activity for roll call or attendance to promote language, name recognition, and social skills.

Score: 0 1 2 Comment: _____

14. Teacher makes frequent inspections of grounds, facilities, and equipment for potential hazards. Potential hazards are forwarded to the Program Director/Representative and dealt with immediately.

Score: 0 1 2 Comment: _____

Site _____ Teacher _____ Observer _____ Date _____

15. Prompt attention is given to diaper changes, soiled clothing, and hand washing.

Score: 0 1 2 Comment: _____

16. A sink with running water is very close to diapering areas. Signs are posted reminding teacher of proper hand washing procedures.

Score: 0 1 2 Comment: _____

17. Toddler toys are large enough to prevent swallowing or choking.

Score: 0 1 2 Comment: _____

18. Toys that are mouthed by toddlers are put aside for sanitizing.

Score: 0 1 2 Comment: _____

19. All toys and equipment both inside and outside are age appropriate and in good repair.

Score: 0 1 2 Comment: _____

20. Appropriate feeding practices are in place. Children sit for meals and snacks. Food is served in a sanitary way with an appropriate covering under the food such as plates, placemats or paper towels. Tables/ high chairs are washed and toddlers are encouraged to feed themselves when appropriate.

Score: 0 2 4 Comment: _____

21. Toddlers who drink from bottles do so with their heads elevated in order to prevent ear infections, tooth decay, choking, and thrush.

Score: 0 1 2 Comment: _____

22. Teacher with current first aid certificate including Infant/Child CPR is present with the children at all times.

Score: 0 3 6 Comment: _____

SECTION V: TEACHER DEVELOPMENT

1. The lead teacher in classroom has current CDA or higher degree.

Score: 0 12 Comment: _____

2. All teachers in classroom have attended necessary in-service training (annually, 12 hours if teacher has a CDA or higher, 20 hours if not).

Score: 0 6 12 Comment: _____

SECTION VI: PARENT INVOLVEMENT

1. Parent/guardians and other family members are encouraged to be involved in the classroom, for example by collecting or creating materials for classroom use.

Score: 0 2 4 Comment: _____

2. Parent/guardians receive information monthly regarding health and safety, child development and other child-related issues (appropriate to their age). Documentation includes copies of materials distributed, dated in ink.

Score: 0 3 6 Comment: _____

3. Parents are provided with educational activity ideas that they can do at home with their child.

Score: 0 3 6 Comment: _____

4. Teacher interacts with parents during arrival and departure times, sharing information as needed.

Score: 0 2 4 Comment: _____

5. Daily written notes are provided to parents.

Score: 0 2 4 Comment: _____

Early Learning Coalition of the Nature Coast TWO YEAR OLD PRE-ASSESSMENT TOOL

SECTION I: CHARACTER DEVELOPMENT

PART A: SOCIAL DEVELOPMENT

1. Teacher supports children's attempts to become increasingly independent and encourages children to clean up, dress, and use social skills when eating, etc.

Score: 0 2 4 Comment: _____

2. Teacher encourages the development of social skills and provides opportunities for children to learn from each other. Teacher interprets children's actions to each other to help them get along with the group.

Score: 0 2 4 Comment: _____

3. Children are encouraged by teacher to solve problems, initiate activities, explore, experiment, question, and learn by doing. Teacher avoids doing things for the children that they can do on their own. Teacher may attempt to aid the problem-solving process by asking questions or making suggestions without taking over.

Score: 0 3 6 Comment: _____

4. Teacher fosters positive identity and sense of emotional well-being by providing opportunities to express independence, such as the ability to make choices, ability for self-selected peer groups, and encouragement to draw pictures and tell stories about self, family, and cultural practices.

Score: 0 2 4 Comment: _____

5. Teacher models positive social interaction with children, encouraging positive social behavior such as cooperating, taking turns, sharing, and talking to solve problems.

Score: 0 2 4 Comment: _____

6. Teacher redirects children to new activities when they are engaged in socially unacceptable behavior. If necessary, teacher uses logical consequences when children's behaviors are inappropriate.

Score: 0 3 6 Comment: _____

Site _____ Teacher _____ Observer _____ Date _____

7. Teacher engages in positive encouragement of children's appropriate behavior. Techniques can be verbal or non-verbal, such as facial expressions, nodding, and positive language. Children are encouraged to model appropriate behavior.

Score: 0 3 6 Comment: _____

8. Teacher encourages children to develop skills for resolving conflicts by describing the situation to encourage the child's evaluation of the problem rather than imposing the solution. Children are encouraged to talk about their feelings and discuss possible solutions in a positive manner. Teacher uses children's mistakes as learning opportunities.

Score: 0 3 6 Comment: _____

9. Teacher sets clear, simple classroom rules using positive language, patiently reminding children of rules and their rationale as needed. Visual rules are posted at child's eye level.

Score: 0 2 4 Comment: _____

10. Teacher-to-teacher interactions are positive and add a feeling of warmth and support.

Score: 0 2 4 Comment: _____

11. Teacher provides opportunities for sharing, caring, and helping. (Classroom has pets or plants to care for, children are chosen as helpers, sharing activities take place daily.)

Score: 0 2 4 Comment: _____

12. Children having difficulty entering a play situation or making constructive use of a child-chosen activity are assisted and made to feel comfortable.

Score: 0 2 4 Comment: _____

13. Teacher plans ahead to help prevent potential problems. Teacher evaluates the environment and the daily schedule.

Score: 0 2 4 Comment: _____

Site _____ Teacher _____ Observer _____ Date _____

14. Cultural diversity is seen throughout the classroom and reflects the cultural diversity of the classroom and society as a whole. Items could include multicultural dolls, doll clothes, pretend food, dress-up clothes, posters and pictures, books, tapes and records, puppets, flannel board accessories, puzzles, block accessories, cooking experiences, creative materials, etc.

Score: 0 2 4 Comment: _____

PART B: TEACHER-CHILD INTERACTION

1. An anti-bias curriculum is evident. Teacher treats children of all races, religions, family backgrounds, and cultures with equal respect and consideration. Teacher provides opportunities for children of both sexes to take part in all activities.

Score: 0 2 4 Comment: _____

2. Overall sound of room is pleasant most of time.

Score: 0 2 4 Comment: _____

3. Teacher and children are relaxed; voices are pleasant, frequent smiling occurs throughout the day.

Score: 0 2 4 Comment: _____

4. Teacher expresses respect for and affection toward children by smiling and speaking to children at their eye level throughout the day. Loud harsh voices are not used.

Score: 0 2 4 Comment: _____

5. Teacher is available and responsive to children, encouraging them to share experiences, ideas, and feelings with teacher and other children. Teacher encourages children to talk by being obviously available and listening to them, responding with appropriate short responses, such as "tell me more" or reflecting what the child said back to them and using eye contact.

Score: 0 2 4 Comment: _____

6. Teacher asks open-ended questions spontaneously of individual children continuously and throughout all parts of the daily routine.

Score: 0 2 4 Comment: _____

Site _____ Teacher _____ Observer _____ Date _____

7. One-to-one teacher/child interaction occurs during the day including speaking individually to children (as opposed to the whole group most of the day). Teacher listens to children with respect, giving them their full attention.

Score: 0 2 4 Comment: _____

8. Teacher responds sympathetically to help children who are hurt, fearful, or upset.

Score: 0 2 4 Comment: _____

9. Teacher uses a variety of teaching strategies to enhance children's learning and development throughout the day.

Score: 0 2 4 Comment: _____

10. Teacher takes responsibility for greeting, integration, and departure of children.

Score: 0 2 4 Comment: _____

11. Teacher uses children's names frequently in songs, games and conversation.

Score: 0 2 4 Comment: _____

12. Teacher encourages children to respond to questions using full sentences, helping them to expand on their thoughts.

Score: 0 2 4 Comment: _____

13. During center time, teacher interacts with children, moving to various centers, play-acting with the child and role modeling. Teacher often sits on the floor with the children during play.

Score: 0 2 4 Comment: _____

SECTION II: CURRICULUM

1. The daily routine is posted and reflects a schedule that is planned to promote a balance of activities, including indoor, outdoor, active, quiet, small group, large group, gross motor, and fine motor activities.

Score: 0 2 4 Comment: _____

Site _____ Teacher _____ Observer _____ Date _____

2. The schedule provides for both child-directed and teacher-directed activities.

Score: 0 2 4 Comment: _____

3. An age appropriate visual schedule is posted at the children's eye level.

Score: 0 2 4 Comment: _____

4. There is evidence that the daily schedule is being followed, however teacher is flexible enough to change the planned and routine activities and the room arrangement according to the needs and interests of the children. Teacher follows the children's lead, taking advantage of those "teachable" moments.

Score: 0 2 4 Comment: _____

5. The weekly lesson plan is current, visibly being followed, and accessible for use. Plans for the last six weeks are different and dated in ink. Educational goals are listed in each area.

Score: 0 2 4 Comment: _____

6. The learning environment has been prepared to incorporate the opportunities listed on the lesson plan.

Score: 0 2 4 Comment: _____

7. Materials and hands-on activities are appropriate for the age and development of the children. Teacher prepares the environment for children to learn through active exploration of materials, hands-on activities, and materials which provide for creativity and exploration. Children are provided concrete learning activities with materials and people relevant to their own life experiences, rather than a curriculum dominated by workbooks, dittos, flashcards, and other similarly abstract materials.

Score: 0 3 6 Comment: _____

8. Teacher plans an educational activity for roll call or attendance to promote language, name recognition, and social skills.

Score: 0 1 2 Comment: _____

Site _____ Teacher _____ Observer _____ Date _____

9. Smooth transitions are planned. Transitions are used as a learning experience and waiting is kept to a minimum.

Score: 0 2 4 Comment: _____

10. There is at least one planned story time daily. Books to be read are listed on lesson plan. Children are encouraged to sit and listen to story. Positive techniques are used to promote listening skills.

Score: 0 2 4 Comment: _____

11. Television and video use is limited during the learning portion of the day (8:30 a.m.-2:30 p.m.). Media use is limited to twenty minutes or less and another alternative is available for children. Only age appropriate educational programming is used and all videos are previewed beforehand.

Score: 0 2 4 Comment: _____

12. Teacher provides opportunities for children to see how reading and writing are useful, allowing them to see their words in print, such as by adding the child's dictated words to their artwork or writing group stories.

Score: 0 2 4 Comment: _____

13. There is at least one planned music/movement activity per day.

Score: 0 2 4 Comment: _____

14. At least one creative art experience takes place daily. Painting occurs more than once a week and is documented on the lesson plan.

Score: 0 2 4 Comment: _____

15. Fluid play (sand, water) occurs at least three times a week either indoors or outside and is documented on the lesson plan.

Score: 0 2 4 Comment: _____

16. Circle time or large group time takes place daily. Plans will include both active (movement, singing, games, marching band) and quiet (flannel board, feely/guessing games, stories) activities.

Score: 0 2 4 Comment: _____

17. Learning/activity centers are in use approximately one continuous hour in the morning and again for an additional hour in the afternoon. This additional block of choice time can consist of indoor and outdoor playtime.

Score: 0 2 4 Comment: _____

18. Children have a quiet rest time daily. Mats or cots are provided and each child has their own blanket or covering.

Score: 0 2 4 Comment: _____

19. An appropriate process is in place (soft music, back rubs) for providing a quiet soothing atmosphere for naptime.

Score: 0 2 4 Comment: _____

20. At least one activity for outside is planned daily (take outside a special item, play a game, paint).

Score: 0 2 4 Comment : _____

SECTION III: Physical Environment

1. Space is arranged to facilitate a variety of activities and allows children to play individually, in small groups, or in a large group. The classroom is arranged for both active and quiet play.

Score: 0 1 2 Comment: _____

2. Toys and manipulatives are readily accessible to children and organized on low, open shelves to promote independent use.

Score: 0 1 2 Comment: _____

3. Shelves and items are labeled with pictures to promote self-help skills.

Score: 0 1 2 Comment: _____

4. The classroom is organized into centers, which include the following:

Dramatic Play: The dramatic play area contains furniture and props, which focus on what children see in real life. At least four multicultural baby dolls with clothing are accessible. A variety of dress-up clothes (multicultural, boys, girls, careers, fantasy) are accessible and promote self-help skills such as zipping, lacing, buttoning, snapping. Materials are age-appropriate (ex. clothes shortened and easy to put on, easy to open purses, no necklaces with small beads.) The area also contains at least two items to enhance play (mirror, play food, doll furniture etc.)

Score: 0 1 2 Comment: _____

Blocks: The block area is large enough for two or three children to work comfortably. The area contains carpet or a rug. Variety of blocks and accessories are accessible daily for much of the day. Blocks and accessories are sorted by type. Blocks requiring teacher supervision are brought out at least 3 times a week, and are documented in the lesson plans.

Score: 0 1 2 Comment: _____

Creative Expression: Creative art supplies are available and can include: a variety of paper, glue or paste, crafting items, markers, crayons, paint and any other age appropriate supplies. Play dough or modeling clay and accessories are available to children.

Score: 0 1 2 Comment: _____

Language: The classroom has a variety of at least 12 children's books accessible throughout the day. The books are in good repair and displayed in an attractive manner with at least six book covers showing. A variety of books are available to teacher to share with the children, to include these categories: science/discovery, multicultural, factual, fantasy, and at least one child or class-made book.

Score: 0 1 2 Comment: _____

Table Toys: A variety of six or more items are accessible in the classroom to promote eye-hand coordination and math skills, such as sequence puzzles, file folder games, sorting/matching/classifying items, counting bears, counting blocks, number puzzles, nesting items. Materials that cannot be left out for independent use are offered to children for free choice with supervision, and are documented in lesson plans. Materials are rotated to provide variety.

Score: 0 1 2 Comment: _____

5. The classroom has a "cozy corner" where children may look at books or have some private space. It contains soft items such as a rug or carpet, soft furniture and soft toys.

Score: 0 1 2 Comment: _____

6. There are a variety of accessible age appropriate experiences. Some items are duplicated to avoid conflicts.

Score: 0 1 2 Comment: _____

7. A variety of musical instruments are available in the classroom.

Score: 0 1 2 Comment: _____

8. Classrooms have at least three items accessible that promote listening/talking skills. (Telephones, puppets, flannel board, listening center, See and Say, pictures).

Score: 0 1 2 Comment: _____

9. A CD/tape player and at least six CD's/tapes of a variety of music (children's, multicultural, classical) are available in the classroom.

Score: 0 1 2 Comment: _____

10. Children's artwork is displayed, some at the child's eye level. Artwork shows variety and the majority of display is individualized artwork.

Score: 0 2 4 Comment: _____

11. Each child has a cubby or space for storing personal belongings. Space is labeled.

Score: 0 1 2 Comment: _____

12. The majority of the furniture is child-size. All furniture is in good repair.

Score: 0 1 2 Comment: _____

13. The outside play area provides activities to promote nine gross motor skills (jumping, swinging, sliding, bouncing, catching, climbing, hanging, running, rolling, pushing/pulling, riding, crawling through/under).

Score: 0 1 2 Comment: _____

14. The outside area has both stationary and portable equipment to promote a variety of play experiences.

Score: 0 1 2 Comment: _____

SECTION IV: HEALTH, SAFETY, & NUTRITION

1. Children are well supervised at all times. Teacher is aware of the activities of the entire group even when dealing with a smaller group; teacher positions herself strategically and look up often from involvement.

Score: 0 1 2 Comment: _____

2. Teacher notifies director immediately if ratios are not maintained to promote a safe environment.

Score: 0 1 2 Comment: _____

3. Electrical outlets are covered with protective caps.

Score: 0 1 2 Comment: _____

4. Areas used by children are well lighted and ventilated and kept at a comfortable temperature.

Score: 0 1 2 Comment: _____

5. Children wash hands, using liquid soap and water, before meals and after toileting. Paper towels are provided for drying hands.

Score: 0 1 2 Comment: _____

6. Teachers wash their hands with liquid soap and water: upon arrival, before preparing or serving food, before feeding children, after diapering or nose wiping, and after contact with any potentially infectious materials.

Score: 0 1 2 Comment: _____

Site _____ Teacher _____ Observer _____ Date _____

7. When toilet training, teacher assists the child using only positive techniques. Teacher never embarrasses or punishes the child in relation to toilet training. Parent's help is encouraged in the toilet training process.

Score: 0 2 4 Comment: _____

8. Children are dressed appropriately for active play indoors and outdoors and extra clothing is kept on hand.

Score: 0 1 2 Comment: _____

9. The environment is free from noxious odors. Soiled clothing is placed in a plastic bag and closed securely.

Score: 0 1 2 Comment: _____

10. Teacher is good model of health practices (eats only healthful foods in front of children).

Score: 0 1 2 Comment: _____

11. Allergy list is posted in the classroom.

Score: 0 1 2 Comment: _____

12. Mealtimes are a pleasant social experience. Teacher interacts with children during meals, asking open-ended questions, promoting good manners, and discussing nutritional items.

Score: 0 1 2 Comment: _____

13. When children sit down, food is ready to be served.

Score: 0 1 2 Comment: _____

14. If the teacher eats with the children, the same menu is followed.

Score: 0 1 2 Comment: _____

Site _____ Teacher _____ Observer _____ Date _____

15. Appropriate feeding practices are in place. Children sit for meals and snacks. Food is served in a sanitary way with an appropriate covering under the food such as plates, placemats, or paper towels. Tables are washed and children have appropriate eating utensils.

Score: 0 1 2 Comment: _____

16. Teacher with current first aid certificate including Infant/Child CPR is present with the children at all times.

Score: 0 3 6 Comment: _____

17. Teacher maintains a daily attendance record that is quickly accessible in an emergency. Teacher plans an educational activity for roll call or attendance to promote language, name recognition, and social skills.

Score: 0 2 4 Comment: _____

18. Teacher makes frequent inspections of grounds, facilities, and equipment for potential hazards. Potential hazards are forwarded to the Program Director/Representative and are dealt with immediately.

Score: 0 1 2 Comment: _____

19. Toilets, drinking water, and hand washing facilities are easily accessible to children.

Score: 0 1 2 Comment: _____

20. As children use the facility, teacher and children keep areas reasonably clean.

Score: 0 1 2 Comment: _____

SECTION V: TEACHER DEVELOPMENT

1. The lead teacher in the classroom has current CDA or higher degree.

Score: 0 12 Comment: _____

2. All teachers in classroom have attended necessary in-service training (annually, 12 hours if teacher has a CDA or higher, 20 hours if not).

Score: 0 6 12 Comment: _____

SECTION VI: PARENT INVOLVEMENT

1. Parent/guardians and other family members are encouraged to be involved in the classroom, for example by collecting or creating materials for classroom use.

Score: **0 2 4** Comment: _____

2. Parent/guardians receive information monthly regarding health and safety, child development and other child-related issues (appropriate to their age). Documentation includes copies of materials distributed, dated in ink.

Score: **0 3 6** Comment: _____

3. Curriculum ideas are shared with parents and monthly educational activities are offered for parents to do at home with their child. (take-home books with activities, school readiness activities, activity packets, etc.)

Score: **0 3 6** Comment: _____

4. Teacher interacts with parents during arrival and departure times, sharing information as needed.

Score: **0 2 4** Comment: _____

Early Learning Coalition of the Nature Coast PRESCHOOL PRE-ASSESSMENT TOOL

SECTION I: CHARACTER DEVELOPMENT

PART A: SOCIAL DEVELOPMENT

1. Teacher supports children's attempts to become increasingly independent and encourages children to clean up, dress, and use social skills when eating, etc.

Score: **0 2 4** Comment: _____

2. Teacher encourages children to begin friendships and provides opportunities for children to learn from each other.

Score: **0 2 4** Comment: _____

3. Children are encouraged by teacher to solve problems, initiate activities, explore, experiment, question, and learn by doing. Teacher avoids doing things for the children that they can do on their own. Teacher may attempt to aid the problem-solving process by asking questions or making suggestions without taking over.

Score: **0 3 6** Comment: _____

4. Teacher fosters positive identity and sense of emotional well-being by providing opportunities to express independence, such as the ability to make choices, ability for self-selected peer groups, and encouragement to draw pictures and tell stories about self, family, and cultural practices.

Score: **0 2 4** Comment: _____

5. Teacher models positive social interaction with children, encouraging positive social behavior such as cooperating, taking turns, sharing, and talking to solve problems.

Score: **0 2 4** Comment: _____

6. Teacher redirects children when they are engaged in socially unacceptable behavior. If appropriate, teacher uses logical consequences when children's behaviors are unacceptable.

Score: **0 3 6** Comment: _____

Site _____ Teacher _____ Observer _____ Date _____

7. Teachers engage in positive encouragement of children's appropriate behavior. Techniques can be verbal or non-verbal, such as facial expressions, nodding, positive language. Children are encouraged to model appropriate behavior.

Score: 0 3 6 Comment: _____

8. Teacher encourages children to develop skills for resolving conflicts by describing the situation to encourage the child's evaluation of the problem rather than imposing the solution. Children are encouraged to talk about their feelings and discuss possible solutions in a positive manner.

Score: 0 3 6 Comment: _____

9. Teacher sets clear, simple classroom rules using positive language, patiently reminding children of rules and their rationale as needed. Rules are posted in classroom at child's eye level.

Score: 0 2 4 Comment: _____

10. Teacher uses children's mistakes as learning opportunities, describing the situation and encouraging child's evaluation of the problem rather than imposing the solution.

Score: 0 3 6 Comment: _____

11. Teacher-to-teacher interactions are positive and add a feeling of warmth and support.

Score: 0 2 4 Comment: _____

12. Teacher provides opportunities for sharing, caring, and helping. (Classroom has pets or plants to care for, children are chosen as helpers, sharing activities take place daily.)

Score: 0 2 4 Comment: _____

13. Children having difficulty entering a play situation or making constructive use of a child-chosen activity are assisted and made to feel comfortable.

Score: 0 2 4 Comment: _____

14. Teacher plans ahead to help prevent potential problems. Teacher evaluates the environment and the daily schedule.

Score: 0 2 4 Comment: _____

Site _____ Teacher _____ Observer _____ Date _____

15. Cultural diversity is seen throughout the classroom and reflects the cultural diversity of the classroom and society as a whole. Items could include multicultural dolls, doll clothes, pretend food, dress up clothes, posters and pictures, books, tapes and records, puppets, flannel board accessories, puzzles, block accessories, cooking experiences, creative materials, etc.

Score: 0 2 4 Comment: _____

PART B: TEACHER-CHILD INTERACTION

1. An anti-bias curriculum is evident. Teacher treats children of all races, religions, family backgrounds, and cultures with equal respect and consideration. Teacher provides opportunities for children of both sexes to take part in all activities.

Score: 0 2 4 Comment: _____

2. The overall sound of room is pleasant most of time.

Score: 0 2 4 Comment: _____

3. Teacher and children are relaxed; voices are pleasant, frequent smiling occurs throughout the day.

Score: 0 2 4 Comment: _____

4. Teacher expresses respect for and affection toward children by smiling and speaking to children at their eye level throughout the day.

Score: 0 2 4 Comment: _____

5. Teacher is available and responsive to children, encouraging them to share experiences, ideas, and feelings with teacher and other children. Teacher encourages children to talk by being obviously available and listening to them, responding with appropriate short responses, such as "tell me more" or reflecting what the child said back to them and using eye contact.

Score: 0 2 4 Comment: _____

6. Teacher asks open-ended questions spontaneously of individual children continuously and throughout all parts of the daily routine.

Score: 0 2 4 Comment: _____

Site _____ Teacher _____ Observer _____ Date _____

7. One-to-one teacher/child interaction occurs during the day including speaking individually to children (as opposed to the whole group most of the day). Teacher listens to children with respect, giving them their full attention.

Score: 0 2 4 Comment: _____

8. Teacher responds sympathetically to help children who are hurt, fearful, or upset.

Score: 0 2 4 Comment: _____

9. Teacher uses a variety of teaching strategies to enhance children's learning and development throughout the day.

Score: 0 2 4 Comment: _____

10. Teacher takes responsibility for greeting, integration, and departure of children.

Score: 0 2 4 Comment: _____

11. Teacher uses children's names frequently in songs, games, and conversation.

Score: 0 2 4 Comment: _____

12. Teacher encourages children to respond to questions using full sentences, helping them to expand on their thoughts.

Score: 0 2 4 Comment: _____

13. During center time, teacher interacts with children, moving to various centers, play-acting with the children and role modeling.

Score: 0 2 4 Comment : _____

SECTION II: CURRICULUM

1. The daily routine is posted and reflects a schedule that is planned to promote a balance of activities including: indoor, outdoor, active, quiet, small group, large group, gross motor, and fine motor.

Score: 0 2 4 Comment: _____

Site _____ Teacher _____ Observer _____ Date _____

2. The schedule provides for both child-directed and teacher-directed activities.

Score: 0 2 4 Comment: _____

3. An age-appropriate visual schedule is posted at the children's eye level.

Score: 0 2 4 Comment: _____

4. There is evidence that the daily schedule is being followed, however teacher is flexible enough to change the planned and routine activities and the room arrangement according to the needs and interests of the children. Teacher follows the child's lead, taking advantage of those "teachable" moments.

Score: 0 2 4 Comment: _____

5. The weekly lesson plan is current, visibly being followed, and is accessible for use. Plans for the last six weeks are different and dated in ink. Educational goals are listed for each area on lesson plan.

Score: 0 2 4 Comment: _____

6. The learning environment has been prepared to incorporate the opportunities listed on the lesson plan.

Score: 0 2 4 Comment: _____

7. Teacher plans an educational activity for roll call or attendance to promote language, name recognition, and social skills.

Score: 0 1 2 Comment: _____

8. Materials and hands-on activities are appropriate for the age and development of the children. Teacher prepares the environment for children to learn through active exploration of materials, hands-on activities, and materials which provide for creativity and exploration. Children are provided concrete learning activities with materials and people relevant to their own life experiences, rather than a curriculum dominated by workbooks, dittos, flashcards, and other similarly abstract materials.

Score: 0 3 6 Comment: _____

9. Smooth transitions are planned. Transitions are used as a learning experience and waiting is kept to a minimum.

Score: 0 2 4 Comment: _____

10. There is at least one planned story time daily. Books to be read are listed on lesson plan. Children are encouraged to sit and listen to story. Positive techniques are used to promote listening skills. Story time could consist of big books, storybooks, flannel board stories, puppets, etc.

Score: 0 2 4 Comment: _____

11. Teacher promotes and provides opportunities for children to develop concepts of print and skills needed for reading, such as left-right, up down, recognizing words and sentences, etc.

Score: 0 2 4 Comment: _____

12. Teacher provides opportunities for children to see how reading and writing are useful, allowing them to see their words in print, through group stories, journals, or adding the child's dictated words to their artwork.

Score: 0 2 4 Comment: _____

13. There is at least one planned music/movement activity per day.

Score: 0 2 4 Comment: _____

14. Transitional activities are planned to help kindergarten-bound children prepare for school. Examples include watching school readiness video, taking field trips to kindergarten classes, providing opportunities for children to ride on school bus, etc. Items are documented on lesson plans or with photos, permission slips, etc.

Score: 0 3 6 Comment: _____

15. At least one creative art experience takes place daily. Painting occurs more than once a week and is documented on the lesson plan.

Score: 0 2 4 Comment: _____

16. At least one problem-solving activity takes place weekly and is documented on the lesson plan, such as sink/float, magnet experiments, counting experience, simple experiments. Results and other information are charted to promote both math and language comprehension. Charts are posted in classroom.

Site _____ Teacher _____ Observer _____ Date _____

Score: 0 2 4 Comment: _____

17. Fluid play (sand, water) occurs at least three times a week either indoors or outdoors, and is documented on the lesson plan.

Score: 0 2 4 Comment: _____

18. Circle time or large group time takes place daily. Plans include both active (movement, singing, games, marching band) and quiet (calendar time, helper chart, introduction of new ideas and concepts, roll call) activities.

Score: 0 2 4 Comment: _____

19. At least one small group activity occurs daily. Teachers use this time to focus on a specific goal, helping the child to expand ideas, concepts, and skills.

Score: 0 2 4 Comment: _____

20. Learning/activity centers are in use approximately one continuous hour in the morning and again for an additional hour in the afternoon, if the program extends beyond the educational six-hour time period. This additional block of free choice time can consist of indoor and outdoor playtime.

Score: 0 2 4 Comment: _____

21. Every day, teacher targets one or two specific children and works with them one-on-one, focusing on a specific goal. This can be done during center time or other available time frames. Targeted child activities are listed on lesson plan.

Score: 0 2 4 Comment: _____

22. At least one math activity takes place daily and is documented on the lesson plan, such as counting, sorting, one-to-one correspondence, rote numbers, or number recognition.

Score: 0 2 4 Comment: _____

23. Children have a quiet rest time daily. Mats or cots are provided and each child has their own blanket or covering.

Score: 0 2 4 Comment: _____

24. An appropriate process is in place (soft music, back rubs) for providing a quiet, soothing atmosphere for naptime.

Score: 0 2 4 Comment: _____

25. At least one activity for outside is planned daily (take a special item outside, play a game, paint).

Score: 0 2 4 Comment : _____

SECTION III: Physical Environment

1. Space is arranged to facilitate a variety of activities and allows children to play individually, in small groups, or in a large group. The classroom is organized for both active and quiet play.

Score: 0 1 2 Comment: _____

2. Toys and manipulatives are readily accessible to children and organized on low, open shelves to promote independent use.

Score: 0 1 2 Comment: _____

3. Shelves and items are labeled with words and pictures promoting reading readiness and self-help skills.

Score: 0 1 2 Comment: _____

4. The classroom is organized into centers, which include the following:

Dramatic Play: The dramatic play area contains furniture and props for at least one setting (home living, restaurant, beauty shop, post office, etc.) At least four multicultural baby dolls with clothing are accessible. A variety of dress-up clothes (multicultural, boys girls, careers, fantasy) is accessible and promotes self-help skills, such as zipping, lacing, buttoning, snapping. The area will include at least two items to enhance play such as books, menus/items from restaurants, multicultural play foods, real-life pictures/ posters, or a full-size mirror.

Score: 0 1 2 Comment: _____

Blocks: The block area is large enough for two or three children to work comfortably. The area contains carpet or a rug, a set of unit blocks, two items for creating scenes (people, farm, doll house street signs, road rug), two building items (Legos, Lincoln Logs, cardboard blocks), transportation items (variety of vehicles in different sizes), and at least one item to enhance play (construction hats, books, tape measure, tool set).

Score: 0 1 2 Comment: _____

Creative Expression: Creative art supplies are accessible and can include: a variety of paper, glue or paste, crafting items, markers, crayons, paint and any other age appropriate supplies. Play dough or modeling clay and accessories are available to children.

Score: 0 1 2 Comment: _____

Language: The classroom has a variety of at least 20 children's books accessible through out the day. The books are in good repair and displayed in an attractive manner with at least six book covers showing. A variety of books are accessible, with at least four of each category: science/discovery, multicultural, factual, fantasy, and at least one child or class-made book. The area has at least three items accessible to promote listening/talking skills (telephones, puppets, flannel board, listening center, computer games).

Score: 0 1 2 Comment: _____

Table Toys: A minimum of nine items is accessible in the classroom to promote math skills and fine motor skills. (Sequence puzzles, file folder games, computer games, sorting/matching/classifying items, peg boards, abacus, counting bears, counting blocks, scales, nesting items, puzzles)

Score: 0 1 2 Comment: _____

Discovery: A minimum of two items in each category: **Looking** (magnifying glasses, binoculars, kaleidoscope, prism) **Natural items to sort and classify** (Shells, rocks, fossils, leaves, pine cones) **Nature games/books** (weather books, science lotto games, globe) **Problem solving** (Magnets, fluid play, thermometer, scales, simple microscope) is accessible for use.

Score: 0 1 2 Comment: _____

6. The classroom has a "cozy corner" where children may look at books or have some private space. It contains soft items such as a rug or carpet, soft furniture and soft toys.

Score: 0 1 2 Comment: _____

7. There are a variety of accessible age appropriate experiences. Some items are duplicated to avoid conflicts.

Score: 0 1 2 Comment: _____

8. A variety of musical instruments are available in the classroom.

Score: 0 1 2 Comment: _____

9. Television and video use is limited during the learning portion of the day (8:30 a.m.-2:30 p.m.). Media use is limited to twenty minutes or less and another alternative is available for children. Only age appropriate educational programming is used and all videos are previewed.

Score: 0 1 2 Comment: _____

10. Items to promote writing are accessible during the day. They could include pencils, a variety of paper, chalk, markers, crayons, etc.

Score: 0 1 2 Comment: _____

11. A CD/tape player and at least six CD's/tapes of a variety of music (children's, multicultural, classical) are available in the classroom.

Score: 0 1 2 Comment: _____

12. Teacher provides a print-rich learning environment, displaying words, large stories, calendars, classroom charts, letters of the alphabet, and number charts.

Score: 0 1 2 Comment: _____

13. Children's artwork is displayed, some at the child's eye level. Artwork shows variety and the majority of display is individualized.

Score: 0 2 4 Comment: _____

14. Each child has a cubby or space for storing personal belongings. Space is labeled

Score: 0 1 2 Comment: _____

15. The majority of the furniture is child size. All furniture is in good repair.

Score: 0 1 2 Comment: _____

16. The outside play area provides activities to promote nine gross motor skills. (Jumping, swinging, sliding, bouncing, catching, hopping, climbing, hanging, tossing, running, hitting, hula hooping, crawling through/under)

Site _____ Teacher _____ Observer _____ Date _____

Score: 0 1 2 Comment: _____

17. The outside area has both stationary and portable equipment to promote a variety of play experiences.

Score: 0 1 2 Comment: _____

SECTION IV: HEALTH, SAFETY, & NUTRITION

1. Children are well supervised at all times. Teacher is aware of the activities of the entire group even when dealing with a smaller group; teacher positions herself strategically and looks up often from involvement.

Score: 0 1 2 Comment: _____

2. Teacher notifies director immediately if ratios are not maintained to promote a safe environment.

Score: 0 1 2 Comment: _____

3. Electrical outlets are covered with protective caps.

Score: 0 1 2 Comment: _____

4. Areas used by children are well lighted and ventilated and kept at a comfortable temperature.

Score: 0 1 2 Comment: _____

5. Children wash hands, using liquid soap and water before meals and after toileting. Paper towels are provided for drying hands.

Score: 0 1 2 Comment: _____

6. Teachers wash their hands with liquid soap and water: upon arrival, before preparing or serving food, before feeding children, after diapering or nose wiping, and after contact with any potentially infectious materials.

Score: 0 1 2 Comment: _____

7. Children are dressed appropriately for active play indoors and outdoors and extra clothing is kept on hand.

Site _____ Teacher _____ Observer _____ Date _____

Score: 0 1 2 Comment: _____

8. The environment is free from noxious odors. Soiled clothing is placed in a plastic bag and closed securely.

Score: 0 1 2 Comment: _____

9. Teacher is a good model of health practices (eats only healthful foods in front of children).

Score: 0 1 2 Comment: _____

10. Allergy list is posted in the classroom.

Score: 0 1 2 Comment: _____

11. Mealtimes are a pleasant social experience. Teacher interacts with children during meals, asking open-ended questions, promoting good manners, and discussing nutritional items.

Score: 0 1 2 Comment: _____

12. When children sit down, food is ready to be served.

Score: 0 1 2 Comment: _____

13. If the teacher eats with the children, the same menu is followed.

Score: 0 1 2 Comment: _____

14. Appropriate feeding practices are in place. Children sit for meals and snacks. Food is served in a sanitary way with an appropriate covering under the food such as plates, placemats, or paper towels. Tables are washed and children have appropriate eating utensils.

Score: 0 1 2 Comment: _____

15. Teacher with current first aid certificate including Infant/Child CPR is present with the children at all times.

Score: 0 3 6 Comment: _____

16. Teacher maintains a daily attendance record that is quickly accessible in an emergency.

Score: 0 1 2 Comment: _____

17. Teacher makes frequent inspections of grounds, facilities and equipment for potential hazards. Potential hazards are forwarded to the Program Director/Representative and are dealt with immediately.

Score: 0 1 2 Comment: _____

18. Toilets, drinking water, and hand washing facilities are easily accessible to children.

Score: 0 1 2 Comment: _____

19. As children use the facility, teacher and children keep areas reasonably clean.

Score: 0 1 2 Comment: _____

SECTION V: TEACHER DEVELOPMENT

1. The lead teacher in the classroom has current CDA or higher degree.

Score: 0 12 Comment: _____

2. All teachers in classroom have attended necessary in-service training (12 hours if teacher has a CDA or higher, 20 hours if not).

Score: 0 6 12 Comment: _____

SECTION VI: PARENT INVOLVEMENT

1. Parent/guardians and other family members are encouraged to be involved in the classroom, for example by collecting or creating materials for classroom use.

Score: 0 2 4 Comment: _____

Site _____ Teacher _____ Observer _____ Date _____

2. Parent/guardians receive information monthly regarding health and safety, child development, and other child-related issues (appropriate to their age). Documentation includes copies of materials distributed, dated in ink.

Score: 0 3 6 Comment: _____

3. Curriculum ideas are shared with parents and monthly educational activities are planned for parents to do at home with their child. (Take home books with activities, school readiness activities, and activity packets)

Score: 0 3 6 Comment: _____

4. Teacher interacts with parents during arrival and departure times, sharing information as needed.

Score: 0 2 4 Comment: _____

Early Learning Coalition of the Nature Coast SCHOOL-AGE PRE-ASSESSMENT TOOL

SECTION I: CHARACTER DEVELOPMENT

PART A: SOCIAL DEVELOPMENT

1. Teacher encourages children to be increasingly responsible for the management of their environment. Children are responsible for the equipment they use and they maintain it in good working order.

Score: 0 2 4 Comment: _____

2. Teacher encourages the development of social skills and friendship by arranging planned and spontaneous activities in team sports, group games, interest clubs, board and card games.

Score: 0 2 4 Comment: _____

3. Children are encouraged by teacher to solve problems, initiate activities, explore, experiment, question, and learn by doing. Teacher avoids doing things for the children that they can do on their own after some trial and error. Teacher can attempt to aid the problem solving process without taking over, by asking questions and making suggestions.

Score: 0 3 6 Comment: _____

4. Teacher fosters positive identity and a sense of emotional well-being by providing opportunities to express independence, such as the ability to make choices, ability for self-selected peer groups, and encouragement to draw pictures and tell stories about self, family, and cultural practices.

Score: 0 2 4 Comment: _____

5. Teacher models positive social interaction with children, encouraging positive social behavior such as cooperating, taking turns, sharing, and talking to solve problems.

Score: 0 2 4 Comment: _____

6. Teacher redirects children to new activities when they are engaged in socially unacceptable behavior. If appropriate, teacher uses logical consequences when children's behaviors are unacceptable.

Score: 0 3 6 Comment: _____

Site _____ Teacher _____ Observer _____ Date _____

7. Teachers engage in positive encouragement of children's appropriate behavior. Techniques can be verbal or non-verbal, such as facial expressions, nodding, positive language. Children are encouraged to model appropriate behavior.

Score: 0 3 6 Comment: _____

8. Teacher encourages children to develop skills for resolving conflicts in a positive way by describing the situation to encourage the children's evaluation of the problem rather than impose the solution. Children are encouraged to talk about their feelings and discuss possible solutions in a positive manner without being made to feel that their feelings are inappropriate. Teacher uses children's mistakes as learning opportunities.

Score: 0 3 6 Comment: _____

9. Clear, consistent rules are explained to children. Program rules are developed in conjunction with the children and discussed with them to make sure they understand. Rules are posted in classroom.

Score: 0 2 4 Comment: _____

10. Teacher-to-teacher interactions are positive and add a feeling of warmth and support.

Score: 0 2 4 Comment: _____

11. Teacher provides opportunities for sharing, caring and helping. (Classroom has pets or live plants to care for, children encouraged to be classroom helpers, activities and games to promote sharing are encouraged.)

Score: 0 2 4 Comment: _____

12. Children having difficulty entering a play situation or making constructive use of a child-chosen activity are assisted and made to feel comfortable.

Score: 0 2 4 Comment: _____

13. Teacher plans ahead to help prevent potential problems. Teacher evaluates the environment and the daily schedule.

Score: 0 2 4 Comment: _____

Site _____ Teacher _____ Observer _____ Date _____

14. Cultural diversity is seen throughout the classroom and reflects the cultural diversity of the classroom and society as a whole. Items could include multicultural dolls, doll clothes, pretend food, dress up clothes, posters and pictures, books, tapes and records, puppets, flannel board accessories, puzzles, block accessories, cooking experiences, creative materials etc.

Score: 0 2 4 Comment: _____

PART B: TEACHER/CHILD INTERACTION

1. An anti-bias curriculum is evident. Teacher treats children of all races, religions, family backgrounds, and cultures with equal respect and consideration. Teacher provides opportunities for children of both sexes to take part in all activities.

Score: 0 2 4 Comment: _____

2. Overall sound of the group is pleasant most of the time.

Score: 0 2 4 Comment: _____

3. Teacher and children are relaxed and happy, voices are pleasant, frequent smiling occurs throughout the day.

Score: 0 2 4 Comment: _____

4. Teacher expresses respect for and affection toward children by smiling and speaking to children at their eye level throughout the day. Loud harsh voices are not used.

Score: 0 2 4 Comment: _____

5. Teacher is available and responsive to children, encouraging them to share experiences, ideas, and feelings with teacher and other children. Teacher encourages children to talk by being obviously available and listening to them, responding with appropriate short responses, such as "tell me more" or reflecting what the child said back to them and using eye contact.

Score: 0 2 4 Comment: _____

6. Teacher asks open-ended questions spontaneously of individual children continuously and throughout all parts of the daily routine.

Score: 0 2 4 Comment: _____

Site _____ Teacher _____ Observer _____ Date _____

7. One-to-one teacher-to-child interaction occurs during the day including speaking individually to children (as opposed to the whole group most of the day). Teacher listens to children with respect, giving them their full attention.

Score: 0 2 4 Comment: _____

8. Teacher responds sympathetically to help children who are hurt, fearful, or upset.

Score: 0 2 4 Comment: _____

9. Teacher uses a variety of teaching strategies to enhance children's learning and development throughout the day.

Score: 0 2 4 Comment: _____

10. Teachers take responsibility for greeting, integration, and departure of children.

Score: 0 2 4 Comment : _____

SECTION II: CURRICULUM

1. The daily routine is posted and reflects a schedule that is planned to promote a balance of activities including: indoor, outdoor, active, quiet, small group, large group, gross motor, and fine motor.

Score: 0 2 4 Comment: _____

2. The schedule provides for both child-directed and teacher-directed activities.

Score: 0 2 4 Comment: _____

3. There is a scheduled free-choice time at least once a day for after school programs, and twice a day for summer/holiday programs. The routine allows for free-choice time for approximately 45 minutes for an after school program, and one hour in the morning and afternoon for full day.

Score: 0 2 4 Comment: _____

4. There is evidence that the daily schedule is being followed, however teacher is flexible enough to change the planned activities and room arrangement according to the needs and interest of the children. Teacher follows the children's lead, taking advantage of those "teachable moments".

Score: 0 2 4 Comment: _____

5. Materials and hands-on activities are appropriate for the age and development of the children. Teacher prepares the environment for children to learn through active exploration of materials, hands-on activities, and materials which provide for creativity and exploration. Children are provided concrete learning activities with materials and people relevant to their own life experiences.

Score: 0 3 6 Comment: _____

6. Children are provided an opportunity to complete school assignments if needed. An appropriated space and adequate period of time are provided for children who wish to complete school assignments. This is a choice.

Score: 0 2 4 Comment: _____

7. Teacher conducts smooth transitions between activities. Children are given advance notice so they can be prepared for change. Waiting is minimized.

Score: 0 2 4 Comment: _____

8. A weekly lesson plan is current, visibly being followed, and accessible. Plans for the last six weeks are different and dated in ink.

Score: 0 2 4 Comment: _____

9. Lesson plans indicate the encouragement for children to think, reason, question, and experiment through basic **science** and **math** concepts, sand and water **exploration, constructing** with blocks and **table toys**.

Score: 0 2 4 Comment: _____

10. Lesson plans indicate the encouragement of **language and literacy** development through activities involving books, writing, and literature.

Score: 0 2 4 Comment: _____

Site _____ Teacher _____ Observer _____ Date _____

11. Lesson plans indicate the encouragement of both small and large motor development skills through **outdoor experiences, music and movement, table toys and arts and crafts.**

Score: 0 2 4 Comment: _____

12. Lesson plans indicate the encouragement of creative expression, representation, and appreciation for the arts through **arts and crafts, music and movement, dramatic play, and cultural diversity activities.**

Score: 0 2 4 Comment : _____

SECTION III: PHYSICAL ENVIRONMENT

1. Space is arranged to facilitate a variety of activities and allows children to play individually, in small groups, or in a large group.

Score: 0 1 2 Comment: _____

2. The learning environment has been prepared to incorporate the opportunities listed on the lesson plan.

Score: 0 1 2 Comment: _____

3. Toys and manipulatives are readily accessible to children and organized to promote independent use.

Score: 0 1 2 Comment: _____

4. A soft, nurturing environment is evident. Softness can be provided in many ways, such as cozy furniture, rockers, pillows, carpeting, etc.

Score: 0 1 2 Comment: _____

5. Individual space is provided for each child's belongings.

Score: 0 1 2 Comment: _____

6. There are a variety of age appropriate play experiences for each group.

Score: 0 1 2 Comment: _____

Site _____ Teacher _____ Observer _____ Date _____

7. The environment is arranged to include the following **eight** interest centers at least once a week:

A. Table games such as Monopoly, Bingo, Chutes and Ladders, puzzles. Etc. Games have all required pieces, and are age appropriate.

Score: 0 1 2 Comment: _____

B. Arts and crafts supplies such as easel painting, clay, crayons, markers, pens, etc.

Score: 0 1 2 Comment: _____

C. Dramatic Play supplies such as puppets, props, dress up clothes, etc. Dress up area also includes male and female clothing and accessories.

Score: 0 1 2 Comment: _____

D. Construction supplies such as Legos, bristle blocks, Lincoln logs, erector sets, unit blocks, etc.

Score: 0 1 2 Comment: _____

E. Creative Language supplies such as books, paper with writing utensils, typewriters, magazines, etc. Pictures, books, and magazines include people with disabilities and show non-traditional roles.

Score: 0 1 2 Comment: _____

F. Special Interests supplies such as stamp collecting, kite making, sewing, designing, gymnastics, etc.

Score: 0 1 2 Comment: _____

G. Exploring supplies such as microscopes with slides, magnifying glasses with objects to examine, computers with appropriate software, simple experiments, etc.

Score: 0 1 2 Comment: _____

H. Music supplies such as tape recorders/CD players, tapes/CD's, records, headsets, musical instruments, scarves, streamers, etc.

Score: 0 1 2 Comment: _____

Site _____ Teacher _____ Observer _____ Date _____

8. Children's artwork is displayed, some at child's eye level. Artwork shows variety and the majority of display is individualized artwork.

Score: 0 1 2 Comment: _____

9. The outside play area provides activities to promote 10 gross motor skills (Jumping, swinging, sliding, bouncing, catching, hopping, climbing, hanging, tossing, running, hitting, hula hooping, crawling through/under).

Score: 0 1 2 Comment: _____

SECTION: IV HEALTH, SAFETY, AND NUTRITION

1. Children are well supervised at all times. Teacher is aware of the activities of the entire group even when dealing with a smaller group; teacher positions herself strategically and looks up often from involvement.

Score: 0 1 2 Comment: _____

2. Teacher notifies director immediately if ratios are not maintained to promote a safe environment.

Score: 0 1 2 Comment: _____

3. Areas used by children are well lighted and ventilated and kept at a comfortable temperature.

Score: 0 1 2 Comment: _____

4. Children wash hands, using liquid soap and water before meals and after toileting. Paper towels are provided for drying hands.

Score: 0 1 2 Comment: _____

5. Teachers wash their hands with liquid soap and water: upon arrival, before preparing or serving food, before feeding children, after diapering or nose wiping, and after contact with any potentially infectious materials.

Score: 0 1 2 Comment: _____

6. The environment is free of noxious odors.

Score: 0 1 2 Comment: _____

7. Allergy charts are posted in the classroom.

Score: 0 1 2 Comment: _____

8. Mealtimes are a pleasant social experience. Teacher interacts with children during meals, asking open-ended questions, promoting good manners, and discussing nutritional items.

Score: 0 1 2 Comment: _____

9. If the teacher eats with the children, the same menu is followed.

Score: 0 1 2 Comment: _____

10. Appropriate mealtime practices are in place. Children sit for snacks. Proper utensils are provided. Food is not served on a bare table, but rather in a sanitary way with an appropriate covering under the food such as plates or paper towels. Tables are washed and napkins provided.

Score: 0 1 2 Comment: _____

11. Teacher with current first aid certificate including Adult/Infant/Child CPR is present with the children at all times.

Score: 0 3 6 Comment: _____

12. Teacher makes frequent inspections of grounds, facilities, and equipment for potential hazards. Potential hazards are forwarded to the Program Director/Representative and are dealt with immediately.

Score: 0 1 2 Comment: _____

13. Toilets, drinking water, and hand washing facilities are easily accessible to children.

Score: 0 1 2 Comment: _____

14. As children use the facility, teacher and children keep areas reasonably clean.

Score: 0 1 2 Comment: _____

Site _____ Teacher _____ Observer _____ Date _____

15. Teacher maintains a daily attendance record that is quickly accessible in an emergency.

Score: 0 1 2 Comment: _____

SECTION V: TEACHER DEVELOPMENT

1. The lead teacher in the classroom has obtained CDA or higher degree.

Score: 0 12 Comment: _____

2. All teachers in classroom have attended necessary in-service training (12 hours if teacher has a CDA or higher, 20 hours if not).

Score: 0 6 12 Comment: _____

SECTION VI: PARENT INVOLVEMENT

1. Parent/guardians and other family members are encouraged to be involved in the classroom, for example by collecting or creating materials for classroom use.

Score: 0 2 4 Comment: _____

2. Parent/guardians receive information monthly regarding health and safety, child development, and other child-related issues (appropriate to their age). Documentation includes copies of materials distributed, dated in ink.

Score: 0 3 6 Comment: _____

3. Teacher provides written updates to parents notifying parents of classroom activities, events, etc.

Score: 0 3 6 Comment: _____

Site _____ Teacher's Name _____ Observer _____ Date _____

Early Learning Coalition of the Nature Coast OVERALL PRE-ASSESSMENT OUTCOME

Component	Point Value	Number of classrooms assessed	Initial Visit	Follow-up Visit
Program Management	56			
Infant	310			
Toddler	314			
Two-year-old	326			
Preschool	354			
School-age	260			
Total	1620		%	%

Pre-assessment Status—Initial Visit

- _____ Pre-assessment completed within the acceptable range.
- _____ Pre-assessment completed outside the acceptable range.
- _____ Technical assistance plan developed, if score was outside the acceptable range.

Pre-assessment Status—Follow-up Visit

Date of follow-up visit: _____

- _____ Pre-assessment completed within the acceptable range.
- _____ Pre-assessment completed outside the acceptable range.

Observer comments: _____

Program Representative comments: _____

I acknowledge the receipt of the Program Pre-assessment. The observer has reviewed this outcome form in detail.

Program Representative Signature Date Observer Signature Date

**Early Learning Coalition of the Nature Coast
SCHOOL READINESS PROGRAM FAMILY CHILD CARE HOME PRE-
ASSESSMENT TOOL**

SECTION I: CHARACTER DEVELOPMENT

PART A: SOCIAL DEVELOPMENT

1. Teacher supports children's attempts to become increasingly independent and encourages children to clean up, dress, and use social skills when eating, etc.

Score: 0 2 4 Comment: _____

2. Teacher encourages children to begin friendships and provides opportunities for children to learn from each other.

Score: 0 2 4 Comment: _____

3. Children are encouraged by teacher to solve problems, initiate activities, explore, experiment, question, and learn by doing. Teacher avoids doing things for the children that they can do on their own. Teacher may attempt to aid the problem-solving process by asking questions or making suggestions without taking over.

Score: 0 3 6 Comment: _____

4. Teacher fosters positive identity and sense of emotional well-being by providing opportunities to express independence, such as the ability to make choices, ability for self-selected peer groups, and encouragement to draw pictures and tell stories about self, family, and cultural practices.

Score: 0 2 4 Comment: _____

5. Teacher models positive social interaction with children, encouraging positive social behavior such as cooperating, taking turns, sharing, and talking to solve problems.

Score: 0 2 4 Comment: _____

6. Teacher redirects children when they are engaged in socially unacceptable behavior. If appropriate, teacher uses logical consequences when children's behaviors are unacceptable.

Score: 0 3 6 Comment: _____

Site _____ Teacher's Name _____ Observer _____ Date _____

7. Teacher engages in positive encouragement of children's appropriate behavior. Techniques can be verbal or non-verbal, such as facial expressions, nodding, positive language. Children are encouraged to model appropriate behavior.

Score: 0 3 6 Comment: _____

8. Teacher encourages children to develop skills for resolving conflicts by describing the situation to encourage the child's evaluation of the problem rather than imposing the solution. Children are encouraged to talk about their feelings and discuss possible solutions in a positive manner.

Score: 0 3 6 Comment: _____

9. Teacher sets clear, simple rules using positive language, patiently reminding children of rules and their rationale as needed.

Score: 0 2 4 Comment: _____

10. Teacher sings informally to infants and toddlers.

Score: 0 3 6 Comment: _____

11. Adult interactions in the home are positive and add a feeling of warmth and support.

Score: 0 2 4 Comment: _____

12. Teacher offers opportunities for sharing, caring, and helping.

Score: 0 2 4 Comment: _____

13. Children having difficulty entering a play situation or making constructive use of a child-chosen activity are assisted and made to feel comfortable.

Score: 0 2 4 Comment: _____

14. Teacher plans ahead to help prevent potential problems. Teacher evaluates the home environment and the daily schedule.

Score: 0 2 4 Comment: _____

Site _____ Teacher's Name _____ Observer _____ Date _____

15. Cultural diversity is seen in the home and reflects the cultural diversity of the children in the home and society as a whole. Items could include multicultural dolls, doll clothes, pretend food, dress up clothes, posters and pictures, books, tapes and records, puppets, flannel board accessories, puzzles, block accessories, cooking experiences, creative materials, etc.

Score: 0 2 4 Comment: _____

PART B: STAFF-CHILD INTERACTION

1. An anti-bias environment is evident. Teacher treats children of all races, religions, family backgrounds, and cultures with equal respect and consideration. Teacher offers equal opportunities for children of both sexes to take part in all activities.

Score: 0 2 4 Comment: _____

2. The overall sound of home is pleasant most of time.

Score: 0 2 4 Comment: _____

3. Teacher and children are relaxed; voices are pleasant, frequent smiling occurs throughout the day.

Score: 0 2 4 Comment: _____

4. Teacher expresses respect for and affection toward children by smiling and speaking to children at their eye level throughout the day. Loud harsh voices are not used.

Score: 0 2 4 Comment: _____

5. Teacher is available and responsive to children, encouraging them to share experiences, ideas, and feelings with teacher and other children. Teacher encourages children to talk by being obviously available and listening to them, responding with appropriate short responses, such as "tell me more" or reflecting what the child said back to them and using eye contact.

Score: 0 2 4 Comment: _____

6. Teacher asks open-ended questions spontaneously of individual children continuously and throughout all parts of the daily routine.

Score: 0 2 4 Comment: _____

Site _____ Teacher's Name _____ Observer _____ Date _____

7. One-to-one adult/child interaction occurs during the day including speaking individually to children (as opposed to the whole group most of the day). Teacher listens to children with respect, giving them their full attention.

Score: 0 2 4 Comment: _____

8. Teacher responds sympathetically to help children who are hurt, fearful, or upset.

Score: 0 2 4 Comment: _____

9. Teacher uses a variety of teaching strategies to enhance children's learning and development throughout the day.

Score: 0 2 4 Comment: _____

10. Teacher takes responsibility for greeting, integration, and departure of children.

Score: 0 2 4 Comment: _____

11. Teacher uses children's names frequently in songs, games, and conversation.

Score: 0 2 4 Comment: _____

12. Teacher encourages children's response to questions using full sentences, helping them to expand on their thoughts.

Score: 0 2 4 Comment: _____

13. During free play, teacher interacts with children, play-acting with the children and role modeling.

Score: 0 2 4 Comment: _____

SECTION II: CURRICULUM

1. The daily routine is posted and reflects a schedule that is planned to promote a balance of activities, including indoor, outdoor, active, quiet, gross motor, fine motor.

Score: 0 2 4 Comment: _____

2. The schedule provides for both child-directed and adult-directed activities.

Site _____ Teacher's Name _____ Observer _____ Date _____

Score: 0 2 4 Comment: _____

3. There is evidence that the daily schedule is being followed, however teacher is flexible enough to change the planned and routine activities according to the needs and interests of the children. Teacher follows the child's lead, taking advantage of those "teachable" moments.

Score: 0 2 4 Comment: _____

4. The weekly lesson plan is current, visibly being followed, and is accessible for use. Plans for the last six weeks are different and dated in ink. Plans list educational goals in each area.

Score: 0 2 4 Comment: _____

5. The home has been prepared to incorporate the opportunities listed on the lesson plan.

Score: 0 2 4 Comment: _____

6. Materials and hands-on activities are appropriate for the age and development of the children. Teacher prepares the environment for children to learn through active exploration of materials, hands-on activities, and materials which provide for creativity and exploration. Children are provided concrete learning activities with materials and people relevant to their own life experiences, rather than a curriculum dominated by workbooks, dittos, flashcards, and other similarly abstract materials.

Score: 0 3 6 Comment: _____

7. Smooth transitions are planned. Transitions are used as a learning experience and waiting is kept to a minimum.

Score: 0 2 4 Comment: _____

8. There is at least one planned story time daily. Books to be read are listed on lesson plan. Children are encouraged to sit and listen to story when age appropriate. Positive techniques are used to promote listening skills.

Score: 0 2 4 Comment: _____

9. Teacher promotes and provides opportunities for preschool children in reading readiness by helping to develop skills needed, such as left-right, up/down, recognizing words and sentences.

Score: 0 2 4 Comment: _____

10. Teacher offers opportunities for preschool children to see how reading and writing are useful, allowing them to see their words in print, through group stories, journals, or adding the child's dictated words to their artwork.

Score: 0 2 4 Comment: _____

11. There is at least one planned music/movement activity per day.

Score: 0 2 4 Comment: _____

12. At least one creative art or sensory experience takes place daily. Painting occurs more than once a week and is documented on the lesson plan.

Score: 0 2 4 Comment: _____

13. Television and video use is limited and only age-appropriate educational programming is viewed.

Score: 0 2 4 Comment: _____

14. Fluid play (sand, water) occurs at least three times a week, either indoors or outdoors, and is documented on the lesson plan.

Score: 0 2 4 Comment: _____

15. Circle time for children ages two and up takes place daily. Plans include both active (movement, singing, games, marching band) and quiet (calendar time, helper chart, introduction of new ideas, roll call) activities.

Score: 0 2 4 Comment: _____

16. At least one small group activity occurs daily for each age group in care. Teacher uses this time to focus on a specific goal, helping the child to expand ideas and concepts.

Score: 0 2 4 Comment: _____

17. Children have at least one hour daily to enjoy free play activities. During this time, the teacher interacts with children, play acting and role modeling.

Score: 0 2 4 Comment: _____

18. Teacher targets one or two specific children daily, and works with them one-on-one, focusing on a specific goal. This occurs during center time or other available time frames.

Score: 0 2 4 Comment: _____

19. At least one math activity takes place daily for children ages two and over and is documented on the lesson plan (counting, sorting, one to one correspondence, rote numbers, number recognition).

Score: 0 2 4 Comment: _____

20. Children have a quiet rest time daily. Mats or cots are provided and each child has their own blanket or covering.

Score: 0 2 4 Comment: _____

21. An appropriate process is in place (soft music, back rubs) for providing a quiet, soothing atmosphere for nap time.

Score: 0 2 4 Comment: _____

22. At least one activity for outside is planned daily (take a special item outside, play a game, paint).

Score: 0 2 4 Comment : _____

SECTION III: Physical Environment

1. The home is arranged to facilitate a variety of activities and allows children to play individually or in small groups, promoting both active and quiet play.

Score: 0 1 2 Comment: _____

2. Toys and manipulatives are readily accessible to children and organized on low, open shelves to promote independent use.

Score: 0 1 2 Comment: _____

Site _____ Teacher's Name _____ Observer _____ Date _____

3. Shelves and items are labeled with words and pictures to promote reading readiness and self- help skills.

Score: 0 1 2 Comment: _____

4. The home is organized to promote a variety of activity areas if children two or over are present.

Dramatic Play: The dramatic play area contains furniture and props for at least one setting (home living, restaurant, beauty shop, post office, etc.) At least four multicultural baby dolls with clothing are accessible. A variety of age-appropriate dress-up clothes (multicultural, boys girls, careers, fantasy) are accessible and promote self-help skills such as zipping, lacing, buttoning, snapping. The area includes as least two items to enhance play, such as books, menus/items from restaurants, multicultural play foods, real-life pictures/ posters, or a full-size mirror.

Score: 0 1 2 Comment: _____

Blocks: For children two and over, the block area contains carpet or a rug, a set of unit blocks, two items for creating scenes (people, farm, doll house street signs, road rug), two building items (Legos, Lincoln Logs cardboard blocks), transportation items (variety of vehicles in different sizes), and at least one item to enhance play (construction hats, books, tape measure, tool set). Infants and toddlers have blocks or an item for stacking, an item to fill and dump, an item for pounding, and at least one tracking item (anything that moves).

Score: 0 1 2 Comment: _____

Creative Expression: Creative art supplies are available for toddlers and up. Items include a variety of paper, glue or paste, crafting items, markers, crayons, paint and any other age appropriate supplies. Play dough or modeling clay and accessories are available to children. Infants have opportunities for creative expression regularly using bubbles, finger painting with pudding, scribbling with large chalk or crayons, musical toys, etc.

Score: 0 1 2 Comment: _____

Language: The home has a variety of at least 8 age appropriate children's books available. A variety of books includes at least one of each category: science/discovery, multicultural, factual, fantasy, and at least one child or class-made book. Three items to promote listening skills are available for each age group (telephones, puppets, flannel board, toys that make sounds). Items to promote writing are available for preschool and school age children. They could include pencils, a variety of paper, chalk, markers, crayons, etc.

Score: 0 1 2 Comment: _____

Fine Motor: A minimum of four items for each age group is available in the home to promote fine motor skills, such as puzzles, file folder games, computer games, sorting/matching/classifying items, peg boards, abacus, counting bears, counting blocks, scales, number puzzles, nesting items.

Score: 0 1 2 Comment: _____

Discovery: A minimum of four age appropriate items is available to promote discovery and science. Items could include magnifying glasses, kaleidoscope, microscope, sand/water play, and natural items such as shells or rocks, sensory toys that have textures or make sounds.

Score: 0 1 2 Comment: _____

5. Infants and toddlers are encouraged to move about freely. Walkers are not used and non-mobile infants have the opportunity to play on the floor, protected from older children.

Score: 0 1 2 Comment: _____

6. There are a variety of accessible age appropriate experiences. Some items are duplicated to avoid conflicts.

Score: 0 1 2 Comment: _____

7. A CD/tape player and at least six CD's/tapes of a variety of music (children's, multicultural, classical) is available in the home.

Score: 0 1 2 Comment: _____

8. Children's artwork is displayed, some at the child's eye level. Artwork shows variety and the majority of display is individualized artwork.

Score: 0 2 4 Comment: _____

9. Each child has a cubby or space for storing personal belongings.

Score: 0 1 2 Comment: _____

10. The furniture is in good repair and some of the furniture is child-size.

Score: 0 1 2 Comment: _____

Site _____ Teacher's Name _____ Observer _____ Date _____

11. The outside play area provides activities to promote 9 gross motor skills. (Jumping, swinging, sliding, bouncing, catching, hopping, climbing, hanging, tossing, running, hitting, hula hooping, crawling through/under)

Score: 0 1 2 Comment: _____

12. The outside area contains both stationary and portable equipment to promote a variety of play activities.

Score: 0 1 2 Comment: _____

SECTION IV: HEALTH, SAFETY, & NUTRITION

1. Children are well supervised at all times. The teacher is aware of the activities of the entire group even when dealing with a smaller group, positioning themselves strategically and look up often from involvement.

Score: 0 1 2 Comment: _____

2. If there are any pets in the home, parents are notified. Pets are in good health and appear even-tempered and friendly, or are kept in areas not accessible to children. Litter boxes, pet food, pet dishes, and pet toys are kept out of the reach of children.

Score: 0 1 2 Comment: _____

3. Electrical outlets are covered with protective caps.

Score: 0 1 2 Comment: _____

4. Areas used by children are well lighted and ventilated and kept at a comfortable temperature.

Score: 0 1 2 Comment: _____

5. Children wash hands, using liquid soap and water before meals and after toileting. Paper towels or personal towels are provided for drying hands.

Score: 0 1 2 Comment: _____

Site _____ Teacher's Name _____ Observer _____ Date _____

6. Teacher washes their hands with liquid soap and water: after handling pets, before preparing or serving food, before feeding children, after diapering or nose wiping, and after contact with any potentially infectious materials.

Score: 0 1 2 Comment: _____

7. Children are dressed appropriately for active play indoors and outdoors and extra clothing is kept on hand.

Score: 0 1 2 Comment: _____

8. The indoor environment is clean. A clean environment has no noxious odors. The toys, floor, carpeting, furniture, cots and mats, and bathrooms are clean. Soiled clothing and diapers are placed in a plastic bag and closed securely.

Score: 0 1 2 Comment: _____

9. Teacher is good model of health practices (eats only healthful foods in front of children).

Score: 0 1 2 Comment: _____

10. Allergy lists are kept current.

Score: 0 1 2 Comment: _____

11. Mealtimes are a pleasant social experience. Teacher interacts with children during meals, asking open-ended questions, promoting good manners, and discussing nutritional items.

Score: 0 1 2 Comment: _____

12. When children sit down, food is ready to be served.

Score: 0 1 2 Comment: _____

13. If the teacher eats with the children, the same menu is followed.

Score: 0 1 2 Comment: _____

Site _____ Teacher's Name _____ Observer _____ Date _____

14. Appropriate feeding practices are in place. Children sit for meals and snacks. Food is served in a sanitary way with an appropriate covering under the food such as plates, placemats, or paper towels. Tables are washed and children have appropriate eating utensils.

Score: 0 1 2 Comment: _____

15. The weekly menu is posted for parents to view. Menu follows USDA guidelines.

Score: 0 1 2 Comment: _____

16. Teacher has current first aid certificate including Adult/Infant/Child CPR.

Score: 0 3 6 Comment: _____

17. Teacher maintains a daily attendance record that is quickly accessible in an emergency. Teacher plans an educational activity for roll call or attendance to promote language, name recognition, and social skills.

Score: 0 1 2 Comment: _____

18. Teacher makes frequent inspections of grounds, home, and equipment for potential hazards.

Score: 0 1 2 Comment: _____

19. Toilets, drinking water, and hand washing facilities are easily accessible to children.

Score: 0 1 2 Comment: _____

20. As children use the home, provider and children keep areas reasonably clean.

Score: 0 1 2 Comment: _____

21. A working landline telephone is available for the teacher to use in an emergency, and emergency numbers are posted near the phone.

Score: 0 2 4 Comment: _____

Site _____ Teacher's Name _____ Observer _____ Date _____

22. Home has emergency exit plan posted and plan is practiced monthly. Documentation is maintained.

Score: 0 1 2 Comment: _____

23. The indoor environment is attractive. An attractive environment has no evidence of peeling paint and has no torn, heavily stained or soiled carpets.

Score: 0 1 2 Comment: _____

24. The indoor environment is spacious and has clear walkways.

Score: 0 1 2 Comment: _____

25. The outdoor environment provides enough usable space for both small and large group activities to take place safely. Outdoor equipment is in good repair and age-appropriate.

Score: 0 1 2 Comment: _____

SECTION V: TEACHER DEVELOPMENT

1. Teacher has current CDA or higher degree.

Score: 0 12 Comment: _____

2. Teacher has attended necessary in-service training (12 hours if teacher has a CDA or higher, 20 hours if not).

Score: 0 6 12 Comment: _____

SECTION VI: PARENT INVOLVEMENT

1. Parent/guardians and other family members are encouraged to be involved in the home, for example by collecting or creating materials for classroom use.

Score: 0 2 4 Comment: _____

Site _____ Teacher's Name _____ Observer _____ Date _____

2. Parent/guardians receive information monthly regarding health and safety, child development, and other child-related issues (appropriate to their age). Documentation includes copies of materials distributed, dated in ink.

Score: 0 3 6 Comment: _____

3. Curriculum ideas are shared with parents and monthly educational activities are planned for parents to do at home with their child. (Take home books with activities, school readiness activities, and activity packets)

Score: 0 3 6 Comment: _____

4. The teacher has a signed childcare agreement from each family. Items listed include: rates, illness policies, discipline policies, administration of medicine, hours of care, holidays, substitute policy, emergency policies, policies concerning authorized adults picking up child, accident/incident reports, etc.

Score: 0 3 6 Comment: _____

5. Teacher interacts with parents during arrival and departure times.

Score: 0 2 4 Comment: _____

6. Provider plans experiences and activities that support and enhance the parental role as the principal influence in their child's education and development. Evidence could include, but is not limited to, documentation of parent/teacher conferences signed by the parent/guardian, parent meeting agendas listing the topics covered with sign in sheet attached, and parent education which could be part of the parent meetings, information on bulletin boards or newsletters, etc.

Score: 0 2 4 Comment: _____

7. Provider surveys parents annually on program operations. Documentation of completed surveys is maintained.

Score: 0 1 2 Comment: _____

SECTION VII: PROGRAM MANAGEMENT

1. Documentation of each child's arrival and departure by parent/guardian is maintained daily. Documentation that a system exists, such as sign in/out sheets are kept to verify parent/guardian documentation of children's arrival/departure. Children arriving/departing by bus can be signed in/out by the provider.

Score: 0 2 4 Comment: _____

Site _____ Teacher's Name _____ Observer _____ Date _____

2. Early childhood resources are available to help provider plan age appropriate activities for all ages of children served. Resources could include resource books on child development, idea/activity books, professional magazines, etc.

Score: 0 1 2 Comment: _____

3. Ratios are maintained at all times during the day. List actual ratios and age groups of children.

Score: 0 2 4 Comment: _____

4. Provider has a system in place to audit necessary educational items, such as a validation tool or replacement list, etc.

Score: 0 2 4 Comment: _____

