



SCHOOL READINESS PROGRAM ASSESSMENT PRESCHOOL

Center	Staff	Reviewed By	Date

STAFF/CHILD INTERACTION

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1. Staff/child interaction encourages the COMMUNICATION with children throughout the day's activities and take place in a positive environment.

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| 0 | 3 | 6 | | a. Staff express 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. |
| 0 | 3 | 6 | | b. Staff is available and responsive to children encouraging them to share experiences, ideas and feelings with staff and other children. Staff encourages children to talk by being available and listening to them, responding with appropriate responses, such as "tell me more" or reflecting what the child said back to him/her and using eye contact. |
| 0 | 3 | 6 | | c. Staff encourages language development by reading age-appropriate books to preschoolers individually or in a small group (circle time, transitions, etc.). Evidence can be done by observation. Preschoolers are read to for at least 30 minutes throughout the day. |
| 0 | 3 | 6 | | d. Staff ask open-ended questions spontaneously of individual children throughout the day. |
| 0 | 3 | 6 | | e. One-to-one staff/child interaction occurs during the day including speaking individually to children (as opposed to the whole group most of the time). Staff listen to children with attention and respect. |
| 0 | 3 | 6 | | f. Staff model positive social interaction with children, facilitating positive social behaviors such as cooperating, helping, taking turns, sharing and talking to solve problems. |
| 0 | 3 | 6 | | g. The sound of the classroom environment is primarily marked by pleasant conversation, spontaneous laughter and exclamation of excitement, rather than harsh, stressful noise or enforced quiet. |

COMMENTS:

2. Staff encourages DEVELOPMENT of preschoolers throughout the day's activities in a warm and positive environment.

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| 0 | 3 | 6 | | a. Staff support children's attempts at becoming increasingly independent, encouraging children on clean up, dressing and using social skills. |
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- 0 3 6 b. Children are encouraged by staff to solve problems, initiate activities, explore, experiment, question and learn by doing. Staff avoid doing things for children if they can do it on their own.
- 0 3 6 c. Staff facilitates play activities while moving around the room interacting with the preschoolers.
- 0 3 6 d. Staff promptly assist/attend to the routine needs of the preschoolers such as face and hand washing, toileting assistance and other basic needs.
- 0 3 6 e. Staff is available and use positive techniques in assisting children to develop self-toileting skills. If self-toileting is occurring, staff never embarrass, shame or punish the child in relation to toilet training. Staff will provide privacy as needed.
- 0 3 6 f. Children's play interests are respected. Staff respond to children's cues for direction.

COMMENTS:

3. Staff uses positive techniques in GUIDING THE CHILDREN'S BEHAVIOR.

- 0 3 6 a. Staff encourage children to develop skills in resolving conflicts by describing the situation to encourage children'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 without being made to feel that their feelings are inappropriate.
- 0 3 6 b. Staff use positive encouragement (rather than criticism), of child's appropriate behavior. Techniques can be verbal and/or non-verbal such as facial expressions, nodding and positive language. Staff will model appropriate behavior.
- 0 3 6 c. Staff plan ahead to help prevent potential problems by evaluating the environment and daily schedule.
- 0 3 6 d. Consistent, clear limits and consequences are explained in positive terms to children and are understood by adults. They are developed in conjunction with children and discussed with them to make sure they understand.
- 0 3 6 e. Limits and consequences are implemented on a consistent basis.
- 0 3 6 f. Staff position themselves strategically for optimum supervision to prevent harmful behaviors from occurring.
- 0 3 6 g. Staff use positive encouragement, environmental prevention, appropriate redirection and practice social skills. Time out/Thinking time is only used to help a child regain control over his/her own behavior. When used the child will indicate when ready to reenter activities, at which time the teacher will review the situation with the child.
- 0 3 6 h. Clear, consistent expectations are visually displayed as well as explained in positive terms to children and are understood by adults. They are developed in conjunction with children and are discussed with them to make sure they understand.

COMMENTS:

DEVELOPMENTAL PROGRAM

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4. The DAILY ROUTINE encourages play, exploration and learning.

- 0 3 6 a. The child's daily routine will include the following: outdoor/indoor, quiet/active, individual, small group, large group and child initiated learning center activities.
An alternative plan offering large motor activities indoors is posted in the classroom for inclement weather days.
- 0 3 6 b. There is evidence that the daily written routine is being followed. However, staff are flexible enough to change the planned program activities as well as the room arrangement according to the needs of the children. Staff follow the children's lead, taking advantage of those "teachable moments".
- 0 3 6 c. Staff conduct smooth transitions between activities, such as songs, finger plays, games, etc. Children are given advance notice so they can be prepared for change. Waiting is minimized.
- 0 3 6 d. Children are not required to move as a group from one activity to another. Children are allowed to select their learning center and choose the activities within those centers.
- 0 3 6 e. Preschoolers have access to all learning centers during each learning center time.
- 0 3 6 f. The routine provides a minimum of one continuous hour of child initiated center time in the morning between 8:30 and lunch with an additional hour in the afternoon for extended day centers. (Block schedules are acceptable.)
- 0 3 6 g. Children are actively involved in learning/play experiences throughout the day. Children are expected to be physically and mentally active. Children choose from activities that staff have set up or that the child spontaneously initiates.
- 0 3 6 h. Staff spend individual time with children during learning center time. Small sub-groups can gather spontaneously during learning center time, and/or approximately 15 minute teacher initiated small sub-groups can be planned on schedule, while other children have opportunities to play.
- 0 3 6 i. Large group or circle time is limited to a maximum of 10 minutes for 3 year olds and 20 minutes for 4 year olds. A variety of activities are planned such as songs, finger plays, nursery rhymes, music and movement, etc. Children are encouraged but not forced to join.

COMMENTS:

5. LESSON PLANS reflect developmentally appropriate activities which are based on the children's interests and abilities.

- 0 3 6 a. The weekly lesson plan is current, visible, being followed and accessible for use. Plans for the last six weeks are different, available and dated in ink. Plans can be modified to provide for spontaneity. Staff follow the children's lead taking advantage of "teachable moments".
- 0 3 6 b. Evidence of planned activities are observed.
- 0 3 6 c. The weekly lesson plan reflects developmentally appropriate activities and includes but is not limited to:
-math readiness
-reading readiness
-music and movement
-science

- nutrition/food experiences weekly
 - creative expression
 - language activities
 - list books to be read
 - sensory experiences
 - classical music (30 minute block, list music to be played)
- Some activities may extend more than one day.*

COMMENTS:

6. Criteria for CURRICULUM implementation reflect knowledge that young children learn through active manipulation of the environment and concrete experiences that contribute to concept development.

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| 0 | 3 | 6 | a. | There is evidence that the provider is utilizing a Coalition-approved curriculum. |
| 0 | 3 | 6 | b. | Staff provide opportunities for children to see how reading and writing are useful by planned literacy activities, poems and finger plays daily. |
| 0 | 3 | 6 | c. | Staff provide opportunities for children to see how reading and writing are useful by allowing them to see their words in print through experience charts, group stories, children's artwork/and/or dictation allowing children to share their thoughts. Two examples will be displayed and dated. |
| 0 | 3 | 6 | d. | Staff provide opportunities for children to see that reading and writing are useful by providing a print rich environment with a variety of classroom charts, such as large tablets with stories or songs on them, letters of the alphabet, numbers, items in classroom labeled, etc. |
| 0 | 3 | 6 | e. | Children are provided concrete learning activities with material and people relevant to their own life experiences. Workbooks, dittos flash cards and other similarly structured abstract materials are not used. |
| 0 | 3 | 6 | f. | There is evidence of daily creative materials. |
| 0 | 3 | 6 | g. | There is no TV in use in the classroom. |

COMMENTS:

PHYSICAL ENVIRONMENT

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7. The CLASSROOM ENVIRONMENT promotes the interaction of children with materials, other children and adults.

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| 0 | 3 | 6 | a. | Space is arranged so that children can work individually, together in small groups or in a large group. |
| 0 | 3 | 6 | b. | The indoor environment includes clearly defined areas for:
1. Language 3. Imaginative Play 5. Creative Art Expressions
2. Discovery 4. Blocks 6. Table Toys |
| 0 | 3 | 6 | c. | The toys are in good working order. Some items are duplicated to avoid conflicts between preschoolers. |
| 0 | 3 | 6 | d. | The toys and manipulatives are readily accessible to children and organized on low, open shelves to promote independent use by children. |

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| 0 | 3 | 6 | e. | Room items, play equipment and shelves are labeled with pictures and words. |
| 0 | 3 | 6 | f. | The environment includes culturally diverse materials providing items such as dolls which reflect different ethnic backgrounds and doll clothes, pretend food, dress-up clothing, posters and pictures, books, tapes and/or records, puppets, flannel board accessories, cooking experiences, creative materials, etc. |
| 0 | 3 | 6 | g. | There is evidence of gender, ethnic or disability acceptance. Dress-up clothes include male and female clothing and accessories. Picture books include people with disabilities and show non-traditional roles. |
| 0 | 3 | 6 | h. | An appropriate process is in place (soft music, back rubs, low conversational tones) for providing a soothing atmosphere during nap time. |
| 0 | 3 | 6 | i. | The napping area has less than normal lighting. Dimmed lighting during nap must be bright enough for all children to be visible. |
| 0 | 3 | 6 | j. | Quiet opportunities are provided for non-napping children after adults have assisted children in resting by back patting. |
| 0 | 3 | 6 | k. | When napping, an appropriate covering (such as blanket, towel, sheet, etc.) is available for each child. Mats and/or cots are covered with appropriate covering. |
| 0 | 3 | 6 | l. | Coverings must be stored in a sanitary manner. |
| 0 | 3 | 6 | m. | Age appropriate artwork is displayed at child's level in the classroom. |

COMMENTS:

The INDOOR LEARNING ENVIRONMENT provides developmentally appropriate materials and equipment which is accessible children.

8. LANGUAGE DEVELOPMENT

At least three (3) different items are provided for each of the categories and are accessible for use. Each item may only count for one category.

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| 0 | 3 | 6 | a. | Talking – dolls, telephones, puppets, photographs, wall pictures, flannel boards with accessories, small hand-held mirrors etc. |
| 0 | 3 | 6 | b. | Listening – records/tapes/CDs with record/tape/CD player, music boxes, etc. <i>One of the three listening items is a variety of at least six (6) appropriate records, and/or Tapes/CDs and a record/tape/CD player which is in good working order and is part of the classroom equipment. In open-classroom settings, where two adjacent classrooms are separated by half of a wall, the two classrooms may share a record/tape/CD player.</i> |
| 0 | 3 | 6 | c. | Reading Exploration – A minimum of three (3) books per child should be displayed in an inviting manner so that children can see their covers. (At least fifteen (15) age appropriate books in good repair and accessible to the children in the classroom.) There is a minimum of four (4) types of age-appropriate books, which include but are not limited to big books, quality literature books, children's storybooks, teacher-made books and books written by the children. |
| 0 | 3 | 6 | d. | Writing Experimentation – a variety of writing materials is accessible to children that encourage scribbling, drawing, copying, inventive spelling, etc. Children are provided with appropriate sized pencils, crayons, markers and clipboards with paper. |
| 0 | 3 | 6 | e. | Reading Readiness – file folder games, sequencing puzzles, patterning activities, story sequencing, form boards, shape sequencing, etc. |
| 0 | 3 | 6 | f. | Computer – (optional) must have developmentally appropriate software and a time limit for participation not to exceed 10 minutes. |

COMMENTS:

9. DISCOVERY

At least two (2) different items/experiences are available and accessible for category. Items may only be counted for one category.

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| 0 | 3 | 6 | a. | Measuring – items for pouring, scale and items to weigh, ruler, measuring cups and spoons with items to measure, nesting cups, etc. |
| 0 | 3 | 6 | b. | Observing – natural substance, magnifying glass and things to look at, microscope and slides, binoculars, kaleidoscope, etc. |
| 0 | 3 | 6 | c. | Problem Solving – simple experiments, sink/float experiences, magnets and items to use with them, scale and objects to weigh, counting frames/experiences, etc. |
| 0 | 3 | 6 | d. | Classifying – objects that can be sorted and classified by size, shape, color, likeness and differences, etc. |
| 0 | 3 | 6 | e. | Exploring – A fluid/sensory play experience is offered daily involving a medium and appropriate accessories are required but may be found elsewhere in the classroom. Additional experiences could include a sensory experience, indoor gardening, pet care, etc, in the discovery area. |

COMMENTS:

10. BLOCKS

A minimum of one hundred (100) standard size unit blocks are required for “constructing”. At least three (3) different types of items are available and accessible for each of the other categories. Items may only be counted for one category. Blocks need to be accessible to the children during free-choice time.

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| 0 | 3 | 6 | a. | Constructing – a minimum of 100 unit blocks. |
| 0 | 3 | 6 | b. | Creating Scenes – people/animal figures, with simple supporting materials (vehicles, barn), etc. to make familiar scenes. |
| 0 | 3 | 6 | c. | Engineering – legos, tinker toys, Lincoln logs, erector sets, etc. |
| 0 | 3 | 6 | d. | Transporting – vehicles in a variety of sizes such as: cars, trucks, trains, buses, bulldozers, space ships, airplanes and boats. |

COMMENTS:

11. IMAGINATIVE PLAY

The imaginative play area provides enough furniture and props in order for the children to engage in meaningful dramatic play. There is a minimum of two (2) experiences accessible for each child who can choose to play in this area at a given time. An item can only count for one category. The imaginative play area may be set up as a home living area, grocery store, beauty shop, post office, doctor’s office, school room, restaurant, etc.

If the area is set up as a home living area, it will have:

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| 0 | 3 | 6 | a. | Furniture – stove, sink, refrigerator, table and chairs. It could also have items such as but not limited to a doll bed, high chair, doll stroller, couch etc. |
| 0 | 3 | 6 | b. | Props – dishes, pots and pans, play food/containers. It could also have items such as but not limited to telephones, cleaning items, iron, ironing board, etc. |

- 0 3 6 c. Dolls – Six (6) soft bodied or washable/vinyl multi-cultural baby dolls, as well as simple removable doll clothes and accessories for caretaking feeding, diapering, sleeping, etc.
- 0 3 6 d. Dress-up-clothes – items could include, but is not limited to hats, purses, shoes, accessories, etc. for men and women. (neckties, necklaces, high heels are not appropriate for this age.) Items must be in clean and in good repair.

OR

If the area is converted into a different type of setting, identify the setting and the furniture and the props being used which help to provide the number of experiences necessary for children to be able to engage in meaningful dramatic play.

Setting: _____

- 0 3 6 a. Furniture: _____
- 0 3 6 b. Props: _____
- 0 3 6 c. Dolls – Six (6) soft bodied or washable/vinyl multi-cultural baby dolls, as well as simple removable doll clothes and accessories for caretaking, feeding, diapering, sleeping, etc.
- 0 3 6 d. Dress-up-clothes – items could include, but is not limited to hats, purses, shoes, accessories, etc. for men and women. (neckties, necklaces, high heels are not appropriate for this age.) Items must be in clean and in good repair.

COMMENTS:

12. CREATIVE ART EXPRESSION

At least three (3) items/experiences for each category are available and accessible each day . Items may be counted for one category only.

- 0 3 6 a. Stroking – items/experiences that support the stroking motion.
Painting is available daily and can take place either indoors or outdoors.
If painting is offered on a surface other than the easel or is offered outdoors, the easel is set up in the classroom with chalk, markers, etc. instead of paint.
- 0 3 6 b. Smearing – non-toxic shaving cream, paint, paste or glue, finger paint, etc.
- 0 3 6 c. Molding/Squishing – play dough, non-toxic shaving cream, sponges, goop, wet sand, etc.
- 0 3 6 d. Tearing/cutting – scissors, magazines, newspaper, wallpaper, tissue paper, etc.
- 0 3 6 e. Drawing – crayons, markers, chalk, etc..
- 0 3 6 f. Crafting – a minimum of five craft/collage items as well as paste/glue, etc. The paste/glue is usable. Children are given the opportunity to use the paste/glue independently and encouraged to do so.
- 0 3 6 g. Paper – an assortment, with a minimum of at least three (3) types of appropriately sized, which could include but is not limited to construction paper, drawing paper, easel paper, newspaper, wall paper, paper bags, etc. is available to staff in the classroom for creative activities. Reminder, the smaller the child, the BIGGER the paper!

COMMENTS:

13. CREATIVE MUSICAL EXPERIENCES

- 0 3 6 a. Rhythm band/musical instruments – there is a variety of instruments and enough for the number of children doing the activity to make a choice.
- 0 3 6 b. Provide time and space daily for dancing, movement activities, singing, listening to CD's and tapes.

COMMENTS:

14. TABLE TOYS

At least two (2) different types of items for each category are available and accessible each day. Item may count for one category.

Items are stored in separate baskets or containers. All table toys are complete, clean and in good repair.

- 0 3 6 a. Sorting – classifying – items that can be sorted or classified by color, size, shape, lotto games, file folder games, etc.
- 0 3 6 b. Matching – objects that can be matched by characteristics, pegs and peg boards, puzzles, file folder games, etc.
- 0 3 6 c. Math Readiness – beads and laces, sequence puzzles or boards, patterning activities, file folder games, etc. These items can also be kept in the discovery center.
- 0 3 6 d. Eye-Hand coordination – pegs and peg boards, lacing sets, puzzles, blocks, tracking maze, etc.
- 0 3 6 e. Self-help – dress-up dolls, boards, etc. that provide experiences for buttoning, zipping, snapping, etc. Two (2) dress-up dolls with multiple self-help functions can be counted.
- 0 3 6 f. Stacking/nesting – items that can be stacked or that nest inside one another, etc.

COMMENTS:

15. The OUTDOOR ENVIRONMENT provides enough usable space and developmentally appropriate equipment and materials for the children using it.

- 0 3 6 a. There is a minimum of two (2) outdoor surfaces, which could include soil, grass, and a hard surface, etc.
- 0 3 6 b. There is a minimum of two (2) developmentally appropriate play experiences per child.
Outdoor toys include at least one developmentally appropriate item for each category. An apparatus with multiple functions, that is large enough for more than one child to use at a time may be counted for more than one function.
- 0 3 6 c. Climbing – monkey bars, part of a multi-function apparatus, etc. that is appropriately sized for preschoolers.
- 0 3 6 d. Swing or slide – appropriately sized for the children.
- 0 3 6 e. Balancing – a balance beam, curb, board, painted lines, etc. that are appropriately sized.

- 0 3 6 f. Creative expression – fence or easel painting, sidewalk chalk, water painting, outdoor art, sand or water play, children blowing bubbles, music and/or dancing with accessories, outdoor gardening, etc.
- 0 3 6 g. Outdoor toys may include materials/equipment accessible for each category and may be used individually or in groups:
 1. Throwing – bouncing, rolling balls, beanbags, ring toss, etc.
 2. Stacking – large cardboard blocks, boxes, etc.
 3. Riding – tricycles, wagons, appropriately sized riding toys, etc.

COMMENTS:

HEALTH

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16. The physical environment promotes good health for each child.

- 0 3 6 a. The environment is free from noxious odors. Soiled items are placed in a plastic bag and closed securely.
- 0 3 6 b. Staff and children wash their hands with soap and running water immediately before meals, after toileting, after nose wiping. Paper towels, air dryers are used to dry hands.
- 0 3 6 c. Drinking water is available at all times, including outdoors, and is offered throughout the day.

COMMENTS:

NUTRITION

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17. Mealtime is a pleasant social and learning experience for the children.

- 0 3 6 a. Food and allergy lists of all children enrolled in the center are posted in the classroom and are readily visible and followed. If no allergies, list “NONE KNOWN”.
- 0 3 6 b. Once the meal is served, staff sit with the preschoolers and engage in conversation with them. Children are a part of the group and are not sitting alone at mealtime.
- 0 3 6 c. When children sit down, food is ready to be served.
- 0 3 6 d. Children sit in chairs at a table for meals and snacks. Food and drink are served together during the meal. Appropriate eating and drinking utensils are introduced and used. An appropriate covering under the food such as paper plates, place mats or paper towels.
- 0 3 6 e. Tables are washed before and after meals and snacks in a timely manner. Floors are also cleaned and free of debris.

COMMENTS: