



Time in	
Time out	
# Staff	
# Children	

Program Review for School Readiness Providers

Provider Site: _____ Teacher: _____ Date _____

Provider Type: AGREEMENT INFORMAL
 CENTER FCCH SCHOOL-AGE
 Ages Served: INF TODDS TWOS PRESCHOOL SCHOOL-AGE

0	Inadequate
1	Needs Improvement
2	Meets Minimum Coalition Standards
3	Meets Coalition Standards
4	Exceeds Coalition Standards

ENVIRONMENT		Circle highest level achieved		
1	0. The indoor environment is crowded. 2. The indoor home environment provides sufficient open space for all children to play / Centers provide 3 clearly defined play spaces. 4. The indoor home environment or infant/toddler room provides ample open space for all children to play / Preschool classrooms provide ample space and 5 clearly defined play areas. Comment:	0	2	4
2	0. Arrangement of space makes it difficult to adequately supervise children. 2. Arrangement of space allows adequate supervision of children 4. Arrangement of space allows careful supervision of children. Comment:	0	2	4
3	0. There is no artwork or child-related materials displayed. 2. Some children's art work and child-related materials are displayed. 4. Some artwork and child-related materials (charting, dictation, growth chart, birthday board, photos, etc.) are displayed at child's eye level. Comment:	0	2	4
4	0. Materials and shelves are dusty/soiled. 2. Materials and shelves are reasonably clean and mouthed toys are removed and sanitized. 4. A cleaning schedule is posted or, per interview, a cleaning schedule is in place. Comment:	0	2	4
5	0. A cozy area with soft toys is not available to the children. 2. A cozy area with soft toys is available and accessible for all children. 4. The cozy area is not used for active, physical play. Comment:	0	2	4
6	0. The play area is not well lit. 2. There is enough light from lighting fixtures so that staff and children can read and use small toys without eye strain. 4. There is some natural light from windows and skylights. Comment:	0	2	4
7	0. There are insufficient furnishings for the children enrolled. 2. Furnishings are sturdy and in good repair. 4. Furnishings for routines are child-sized. Comment:	0	2	4
$2 \times \underline{\quad} = \underline{\quad}$ $4 \times \underline{\quad} = \underline{\quad}$ $\quad + \underline{\quad} \div \underline{\quad}$ Number of items scored = $\underline{\quad}$ (Rounded up or down) = $\underline{\quad}$ SCORE				

SCHEDULE / LESSON PLAN		Circle highest level achieved		
1	0. A schedule is not posted. 2. A written schedule with a balance of indoor/outdoor, teacher directed/child-initiated, quiet/active activities is posted and being followed. 4. A visual schedule is posted and children are encouraged to be aware of the sequence of activities during the day. Comment:	0	2	4
2	0. Free choice is available for less than one uninterrupted hour in the morning. 2. Free choice is available for at least one uninterrupted hour in the morning when most children are present and one uninterrupted hour in the afternoon. 4. Free choice is available for at least 1/3 of the time children are in attendance. Comment:	0	2	4
3	0. A lesson plan is not in place. 2. The lesson plan includes a variety of developmentally appropriate activities (i.e. art, language/literacy, fine and gross motor skills, music/movement, math concepts, science/sensory, character education, etc.) and is current and posted. 4. There is evidence that the lesson is being followed. Comment:	0	2	4
4	0. The environment has not been prepared to incorporate activities on the lesson plan. 2. The environment has been prepared to incorporate activities on the lesson plan. 4. Evidence of planned activities is observed. Comment:	0	2	4
$2 \times \underline{\quad} = \underline{\quad}$ $4 \times \underline{\quad} = \underline{\quad}$ $+ \underline{\quad} \div \underline{\quad}$ Number of items scored = $\underline{\quad}$ (Rounded up or down) = $\underline{\quad}$ SCORE				

ACTIVITIES				
1	0. There are few fine motor materials that provide a variety of skills. (grasping, pounding, turning, fitting things together, filling and dumping, pouring, stacking, cause and effect, and matching) 2. There are a variety of age appropriate fine motor materials on low shelves, accessible to all children. 4. Most fine motor materials are in good repair and complete with varying levels of difficulty. Comment:	0	2	4
2	0. There are few age appropriate math materials accessible (i.e. shapes, nesting, counting, written numbers, comparing quantities, measuring, etc.). 2. There are a variety of age appropriate math materials on low shelves, accessible to all children. 4. Most math materials are in good repair and complete with varying levels of difficulty. Comment:	0	2	4
3	0. There are few dramatic play materials accessible to encourage role play (i.e. dolls and accessories, telephone, soft animals, stove, sink, refrigerator, table and chairs, play foods, dishes, pots, pans, etc.). 2. There are a variety of age appropriate dramatic play materials on low shelves, accessible to all children. 4. Most dramatic play materials are in good repair and complete. Comment:	0	2	4

4	<p>0. There are few blocks and accessories accessible to the children.</p> <p>2. There are a variety of age appropriate blocks and accessories (animals, people, vehicles, etc.), on low shelves, accessible to all children.</p> <p>4. Provider encourages or participates in block play with children.</p> <p>Comment:</p>	0	2	4
5	<p>0. There are few science/nature materials accessible (i.e. realistic plastic animals or insects, displayed pictures depicting realistic animals or nature items, collections of natural items, Nature/science books, magnets, magnifying glasses, living things, etc.).</p> <p>2. There are a variety of age appropriate science/nature materials on low shelves, accessible to all children.</p> <p>4. Most science/nature materials are well organized and set up in an inviting manner.</p> <p>Comment:</p>	0	2	4
6	<p>0. There are few age-appropriate art materials available (i.e. markers, crayons, paper, scissors, collage materials, play dough, paint, etc.).</p> <p>2. There are a variety of age appropriate art materials available for all children.</p> <p>4. Most art materials promote individual expression.</p> <p>Comment:</p>	0	2	4
7	<p>0. There are few age-appropriate fiction and non-fiction books accessible.</p> <p>2. There are a variety of age appropriate books on low shelves/racks, in good repair, accessible to all children.</p> <p>4. Most books are displayed in an inviting manner so children can see the covers.</p> <p>Comment:</p>	0	2	4
8	<p>0. Sand or water play is not available.</p> <p>2. Sand or water play and accessories are available to children weekly.</p> <p>4. Sand or water play and accessories are available to children daily.</p> <p>Comment:</p>	0	2	4
9	<p>0. Television, computer, and videos are not limited.</p> <p>2. Television, computer, and videos are limited to developmentally appropriate programming for short periods of time.</p> <p>4. Alternative activities are available while media is in use</p> <p>Comment:</p>	0	2	4
10	<p>0. There are few diversity materials accessible.</p> <p>2. There are a variety of diversity materials accessible to all children.</p> <p>4. All forms of diversity are represented in materials and display items (age, race, abilities, varying cultures, and non-stereotypical gender roles.</p> <p>Comment:</p>	0	2	4

	$2 \times \underline{\quad} = \underline{\quad}$ $4 \times \underline{\quad} = \underline{\quad}$ $\quad + \underline{\quad} \div \underline{\quad}$	
	Number of items scored = $\underline{\quad}$ (Rounded up or down) = $\underline{\quad}$ SCORE	

PROGRAM		Circle highest level achieved		
1	0. All school readiness children have not been assessed or there is no plan in place to assess children with a pre- and post-assessment tool. 2. All school readiness children have been assessed or there is a plan in place to assess SR children with a pre- and post-assessment tool. 4. All children in care have been assessed or there is a plan in place to assess all children with a pre- and post-assessment tool. Comment:	0	2	4
2	0. Staff did not read to the children. 2. Staff read to the children. 4. Staff read informally to the children. Comment:	0	2	4
3	0. Staff did not participate in music activities (singing, dancing, rhyming) with the children. 2. Staff participated in at least one music activity with the children. 4. Staff participated in many music activities with the children. Comment:	0	2	4
4	0. Children are kept in groups or in a confined area for much of the day. 2. Children have an opportunity to work individually or in self-selected small groups. 4. Children work individually or in self-selected small groups throughout the day. Comment:	0	2	4
5	0. Large/whole group activities are too long to maintain the child's interest. 2. Large/whole group activities are interactive, limited to short periods, and children are not required to participate. 4. Alternate activities are offered for children who are not interested in participating. Comment:	0	2	4
<i>NA if children are not kept together in whole groups</i>				
$2 \times \underline{\quad} = \underline{\quad}$ $4 \times \underline{\quad} = \underline{\quad}$ $+ \underline{\quad} \div \underline{\quad} \text{ Number of items scored} = \underline{\quad} \text{ (Rounded up or down)} = \underline{\quad} \text{ SCORE}$				
OUTDOOR PLAY AREA		Circle highest level achieved		
1	0. Outdoor gross motor play is not provided daily. 2. Children participate in outdoor gross motor play daily. 4. Children participate in outdoor gross motor play twice daily, morning and afternoon. Comment:	0	2	4
2	0. The outdoor play area does not provide appropriate equipment/materials (i.e. infant pad/blanket, toddler push/pull toys, riding toys, climbing equipment, ramp, balls, etc.). 2. Stationary and portable equipment is complete and in good repair. 4. The outdoor play area provides a minimum of five skills (i.e. balancing, climbing, crawling, throwing, catching, rolling, kicking, jumping, swinging, riding, pushing, pulling, etc.). Comment:	0	2	4

3	0. Adequate outdoor supervision is difficult. 2. Adequate outdoor supervision is provided. 4. Staff move around the outdoor play area to prevent dangerous situations Comment:	0	2	4
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INTERACTION				Circle highest level achieved
1	0. Staff do not speak with children in a friendly, nurturing manner (loud, harsh voices). 2. Staff speak with children in a friendly, nurturing, and supportive manner. 4. Staff greet and address all children by name. Comment:	0	2	4
2	0. Staff do not promote self-help skills (accessing materials, cleaning-up, dressing, eating, and toileting). 2. Staff pleasantly promote self-help skills. 4. Materials and shelves are labeled with pictures and/or words to encourage self-help skills, or there is some labeling for infants. Comment:	0	2	4
3	0. Staff do not acknowledge children's efforts and ideas. 2. Staff acknowledge and encourage children's efforts and ideas. 4. Staff use a balance of descriptive praise and encouragement to acknowledge children's efforts and ideas. Comment:	0	2	4
4	0. Staff do not show respect for children. (listen attentively, make eye contact, treat children fairly, validate children's feelings, etc.) 2. Staff show respect for children. 4. Staff encourage the development of mutual respect between children and others. Comment:	0	2	4
5	0. Transitions are long and unorganized. 2. Transitions are smooth and planned to avoid long waits and difficult behavior. 4. During transitions all children are actively engaged and appropriate guidance is provided for children who need extra support. Comment:	0	2	4
6	0. Interaction among children (cooperating, helping, taking turns) is not encouraged. 2. Staff encourage children to interact with each other in positive ways. 4. Peer interaction is usually positive. Comment:	0	2	4
7	0. Staff do not move around and engage with children throughout the day. 2. Staff move around and are actively engaged with children throughout the day. 4. Staff seem to enjoy being with the children (show interest, enthusiasm, affection, appreciation, etc.). Comment:	0	2	4
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LANGUAGE				
1	0. Limited language experiences are provided. 2. Staff encourage language development by providing new vocabulary and experiences for all children. 4. Staff add information to expand on what each child has said. Comment:	0	2	4
2	0. Staff rarely respond to children's communication (conversations, gestures, sign-language, etc). 2. Staff share conversations with all children. 4. Staff share turn-taking conversations and exchange information with all children throughout the day. Comment:	0	2	4
3	0. Open-ended questions to encourage children to give longer and more complex answers were not observed. 2. Staff ask some open-ended questions. 4. Staff ask open-ended questions throughout the day. Comment:	0	2	4
4	0. Staff do not communicate with children about concepts/logical relationships. 2. Concepts/logical relationships are introduced. 4. Children are encouraged to talk through or explain their reasoning to solve problems. Comment:	0	2	4
<div style="text-align: right; margin-right: 50px;"> <i>NA for children under 12 months</i> <input type="checkbox"/> </div> $2 \times \underline{\quad} = \underline{\quad}$ $4 \times \underline{\quad} = \underline{\quad}$ $+ \underline{\quad} \div \underline{\quad}$ Number of items scored = $\underline{\quad}$ (Rounded up or down) = $\underline{\quad}$ SCORE				

BEHAVIOR MANAGEMENT				Circle highest level achieved
1	0. Expectations are not age-appropriate. 2. Expectations are clearly stated and appropriate for the age and developmental level of each child. 4. After expectations are stated, staff follow through in an appropriate manner. Comment:	0	2	4
2	0. Staff do not use non-punitive discipline methods effectively. 2. Staff use positive techniques, such as redirection for behavior management. 4. Staff react consistently and provide positive attention for appropriate behavior. Comment:	0	2	4
3	0. Staff do not teach and practice conflict resolution skills with the children. 2. Staff teach and practice conflict resolution skills with the children. 4. Staff actively involve children in solving problems and conflicts. Comment:	0	2	4
<div style="text-align: right; margin-right: 50px;"> <i>NA for children under 12 months</i> <input type="checkbox"/> </div> $2 \times \underline{\quad} = \underline{\quad}$ $4 \times \underline{\quad} = \underline{\quad}$ $+ \underline{\quad} \div \underline{\quad}$ Number of items scored = $\underline{\quad}$ (Rounded up or down) = $\underline{\quad}$ SCORE				

HEALTH/NUTRITION		Circle highest level achieved		
1	0. The child's basic needs are not met (Diapering, hand washing after toileting/diapering, before meals, and after outside play, responding to crying, hunger, etc.). 2. Staff attend promptly to each child's basic needs 4. Provider talks to infants and toddlers about health practices as they are being done and older children are encouraged to manage health practices independently. Comment:	0	2	4
2	0. Inappropriate feeding practices are in place (i.e. tables/trays not washed, proper eating utensils/napkins not provided, children standing/walking while eating, staff not sitting with children, etc.).. 2. Appropriate feeding practices are in place. 4. Staff sit with the children and engage in pleasant conversation. Comment:	0	2	4
3	0. Children wait a long time at the table/high chair before meals. 2. Food is served immediately when children sit down to eat. 4. Food served meets USDA requirements. Comment:	0	2	4
$2 \times \underline{\quad} = \underline{\quad}$ $4 \times \underline{\quad} = \underline{\quad}$ $\quad + \underline{\quad} \div \underline{\quad}$ Number of items scored = $\underline{\quad}$ (Rounded up or down) = $\underline{\quad}$ SCORE				
Add All Scores $\underline{\quad} \div 9 = \underline{\quad}$ TOTAL SCORE				

Additional Comments: _____
