

Training Record / Log
Pre- and Post-Assessments
Character Education
DAP/Lesson Plans
C-Compliance NC-Non-Compliance



Time in	
Time out	
# Provider	
# Children	
Score	

Program Review for School Readiness Providers

Provider: _____ Teacher: _____ Date: _____

Address: _____ Phone: _____

Total Enrollment in: _____ Center _____ FCCH _____ LFCCH

Age Group: _____ Infants _____ Toddlers _____ Twos _____ Threes _____ Fours _____ School-Age

ENVIRONMENT		Circle highest level achieved		
1	<p>0. The indoor environment provides insufficient open space or is crowded.</p> <p>2. The indoor environment provides sufficient open space for all children and adults. Preschool classrooms provide three clearly defined play areas.</p> <p>4. The indoor environment provides ample open space for all children and adults. Preschool classrooms provide five clearly defined play areas.</p> <p>Comment:</p>	0	2	4
2	<p>0. There are less than two pieces of artwork or children's pictures or posters displayed where children spend most of the day.</p> <p>2. At least two pieces of children's art work or children's pictures or posters are displayed where children spend most of the day.</p> <p>4. At least five pieces of artwork and child-related materials (e.g., charting, dictation, growth chart, birthday board, photos) are displayed where children spend most of the day, with at least two at the child's eye level.</p> <p>Comment:</p>	0	2	4
3	<p>0. The environment is not clean (e.g., materials, shelves, floors, carpet are dusty/soiled) or in need of much repair.</p> <p>2. The environment is reasonably clean and in good repair.</p> <p>4. The environment is clean and in good repair and most mouthed toys are removed and sanitized.</p> <p>Comment:</p>	0	2	4
4	<p>0. Soft items (furnishings or toys) are not accessible to the children.</p> <p>2. Some soft items (furnishings or toys) are accessible for all children.</p> <p>4. Substantial softness (furnishings and toys) is accessible for much of the day.</p> <p>Comment:</p>	0	2	4
5	<p>0. The play area is not well lit.</p> <p>2. There is enough light from lighting fixtures or natural light to allow the Provider and children to read and use small toys without eye strain.</p> <p>4. There is some natural light from windows, doors, or skylights.</p> <p>Comment:</p>	0	2	4
6	<p>0. There are insufficient routine furnishings for the children enrolled.</p> <p>2. There are sufficient routine furnishings for feeding, sleeping, and diapering.</p> <p>4. Sufficient, sturdy, routine furnishings are available for the capacity of children.</p> <p>Comment:</p>	0	2	4

$$2 \times \underline{\quad} = \underline{\quad}$$

$$4 \times \underline{\quad} = \underline{\quad}$$

$$+ \underline{\quad} \div \text{Number of items scored } \underline{\quad} = \underline{\quad} \quad \text{ENVIRONMENT SCORE}$$

ACTIVITIES		Circle highest level achieved		
1	<p>FINE MOTOR</p> <p>0. There are no developmentally appropriate materials accessible. 2. There are some developmentally appropriate materials accessible to all children. 4. A variety of developmentally appropriate materials (e.g., shaking, grasping, dump & fill, pounding, turning, tracking, fitting things together, cause & effect, stacking, matching, nesting, sorting) are organized, complete, and accessible for much of the day. Comment:</p>	0	2	4
2	<p>MATH</p> <p>0. There are no developmentally appropriate materials. 2. There are some developmentally appropriate materials, accessible to all children. 4. A variety of developmentally appropriate materials and experiences (e.g., counting, nesting, shapes, written numbers, comparing quantities/size/shape, measuring) are organized, complete, and accessible for much of the day. Comment:</p>	0	2	4
3	<p>DRAMATIC PLAY</p> <p>0. There are no developmentally appropriate materials to encourage role play. 2. There are some developmentally appropriate materials accessible to all children. 4. A variety of developmentally appropriate materials (e.g., dolls, accessories, telephones, soft animals, kitchen set, small appliances, table and chairs, play foods, dishes, pots, pans, second theme) are organized, complete and accessible for much of the day. Comment:</p>	0	2	4
4	<p>BLOCKS</p> <p>0. There are no developmentally appropriate blocks and accessories accessible. 2. Developmentally appropriate blocks and some accessories are accessible to all children. 4. Blocks and a variety of accessories (e.g., animals, figures, vehicles) are organized, stored together, and accessible for much of the day. Comment: <i>(Full credit given if all children are under 12 months)</i></p>	0	2	4
5	<p>SCIENCE/NATURE</p> <p>0. There are no developmentally appropriate materials accessible. 2. There are some developmentally appropriate materials on low shelves, accessible to all children. 4. A variety of developmentally appropriate materials (e.g., magnets, magnifiers, plastic animals, animal/nature pictures or books, living things, nature items, sensory materials) are organized, complete, and accessible for much of the day. Comment:</p>	0	2	4

6	<p>ART</p> <p>0. There are no developmentally appropriate materials available. 2. Some developmentally appropriate materials are available. 4. A variety of developmentally appropriate materials (e.g., markers, crayons, plain paper, scissors, collage, paint, play dough) are used at least three times weekly. Materials are organized and available for much of the day and most promote individual expression.</p> <p>Comment: <i>(Full credit given if all children are under 12 months)</i></p>	0	2	4
7	<p>BOOKS</p> <p>0. There are no developmentally-appropriate books accessible. 2. Some developmentally appropriate books are accessible to all children. 4. A variety of books (e.g., fiction, non-fiction, nature/science, races/cultures) are accessible for much of the day. Most are in good repair and some are displayed in an inviting manner so children can see the covers.</p> <p>Comment:</p>	0	2	4
8	<p>MUSIC</p> <p>0. There are no developmentally appropriate music materials or activities offered. 2. Some music materials (e.g., instruments, props) are accessible to all children and the Provider initiates at least two appropriate developmentally appropriate music activities daily. (e.g., listening, singing, dancing). 4. A variety of musical toys or instruments are accessible and the Provider encourages children to explore music materials.</p> <p>Comment:</p>	0	2	4
9	<p>FLUID PLAY (Sand, water, or other materials that children can easily pour or dig)</p> <p>0. Developmentally appropriate fluid play is not available. 2. Developmentally appropriate fluid play and some accessories are available to children at least weekly. 4. Developmentally appropriate fluid play and a variety of accessories (e.g., funnels, pails, sifters, spoons, scoops, shovels, molds, rakes, pots, pans, measuring cups, small toys) are available to children daily.</p> <p>Comment: <i>(Full credit given if all children are under 12 months)</i></p>	0	2	4
10	<p>MEDIA (TELEVISION, COMPUTER, AND VIDEOS)</p> <p>0. Children are exposed to media for more than 30 minutes daily or infants are exposed to media. 2. Media is limited to 30 minutes of developmentally appropriate programming daily. 4. A variety of free choice materials are available while media is in use or media is not used.</p> <p>Comment:</p>	0	2	4
11	<p>DIVERSITY (Age, Race, Abilities, Cultures, and Gender Roles)</p> <p>0. There are no materials accessible. 2. There are some materials accessible to all children. 4. At least four of the five diversity categories are represented in materials. (e.g., books, dolls, figures, puzzles, display, play food, music, dress-up)</p> <p>Comment:</p>	0	2	4

$$2 \times \underline{\quad} = \underline{\quad}$$

$$4 \times \underline{\quad} = \underline{\quad}$$

$$+ \underline{\quad} \div \text{Number of items scored } \underline{\quad} = \underline{\quad} \quad \text{ACTIVITIES SCORE}$$

PROGRAM		Circle highest level achieved		
1	<p>0. All School Readiness (SR) children have not been assessed or there is no plan in place to assess SR children with an ongoing assessment tool.</p> <p>2. All SR children have been assessed or there is a plan in place to assess SR children.</p> <p>4. A pre-assessment has been completed on all children in care for more than thirty days and post-assessments are completed in a timely manner.</p> <p>Comment:</p>	0	2	4
2	<p>0. A schedule is not posted.</p> <p>2. A written schedule with a balance of indoor/outdoor, teacher directed/child-initiated, quiet/active activities is posted and being followed.</p> <p>4. A visual schedule is posted at the child's eye level to encourage children to be aware of the sequence of activities.</p> <p>Comment:</p>	0	2	4
3	<p>0. Indoor free choice is available for less than one uninterrupted hour in the morning.</p> <p>2. Indoor free choice is available for at least one uninterrupted hour in the morning when most children are present and one hour in the afternoon.</p> <p>4. Indoor free choice is available for at least 1/3 of the time children are in attendance.</p> <p>Comment:</p>	0	2	4
4	<p>0. Transitions are long and unorganized.</p> <p>2. Transitions are usually smooth and planned to avoid long waits and difficult behavior.</p> <p>4. Transitions are always smooth and planned to avoid long waits and difficult behavior and appropriate guidance is provided for children who may need extra support.</p> <p>Comment:</p>	0	2	4
5	<p>0. A weekly lesson plan documenting character education activities is not in place.</p> <p>2. The weekly lesson plan documents activities that encourage the development of character values and includes a variety of developmentally appropriate activities (e.g., literacy, language, music/movement, art, science/nature, gross motor).</p> <p>4. The weekly lesson plan is current (dated) and being followed.</p> <p>Comment:</p>	0	2	4
6	<p>0. Provider did not read to the children.</p> <p>2. Provider read to the children at least once.</p> <p>4. Provider read two or more books to the children, with at least one informal reading experience for individuals or small groups during free choice time.</p> <p>Comment:</p>	0	2	4
7	<p>0. Children are kept in groups or restricted to one area for much of the day.</p> <p>2. Children have several opportunities to work individually or in self-selected small groups.</p> <p>4. Children work individually or in self-selected small groups throughout the day.</p> <p>Comment:</p>	0	2	4



8	0. Circle Time/Large/Whole group activities are inappropriate or too long to maintain the children's interest. 2. Circle Time/Large/Whole group activities are appropriate (e.g., limited to short periods, interactive, children are not required to participate) 4. Alternate activities are available for any child who is not interested in participating in large group activities. Comment:	0	2	4
9	0. Each child's basic needs are not met in a timely manner. 2. Each child's basic needs are met in a timely manner. 4. Provider usually responds appropriately to each child's basic needs (e.g., hunger, hand washing, diapering/toileting, nose-wiping, crying). Comment:	0	2	4
10	0. Most feeding practices are inappropriate. 2. Most feeding practices are appropriate (e.g., USDA guidelines are followed, tables/trays are cleaned and sanitized, children wash hands before meals/snacks, children are not standing/walking while eating or drinking). 4. All feeding practices are appropriate. Comment:	0	2	4
11	0. Children sit at the table/high chair with nothing to do for more than a few minutes before meals. 2. Transition activities (e.g., conversations, singing, reading) are provided while children wait at the table/high chair before meals. 4. Provider remains in close proximity and engages with the children during meals and snacks (e.g., makes eye contact, engages in conversations with all children, develops self-help skills) and sits with the children when possible. Comment:	0	2	4
12	0. The nap/rest schedule is inappropriate for most children. 2. The nap/rest schedule is appropriate (children can rest when they're tired). 4. Early risers or non-napping children are allowed off of cots/cribs to engage in a variety of quiet activities. Comment:	0	2	4
$2 \times \underline{\quad} = \underline{\quad}$ $4 \times \underline{\quad} = \underline{\quad}$ $+ \underline{\quad} \div \text{Number of items scored } \underline{\quad} = \underline{\quad} \quad \text{PROGRAM SCORE}$				
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, weather permitting. 4. Children participate in outdoor gross motor play twice daily, weather permitting. During inclement weather, gross motor activities are provided indoors. Comment:	0	2	4

2	<p>0. The outdoor play area does not provide appropriate equipment/materials. (e.g., balls, Infant pad/blanket, push/pull toys, riding toys, rocking toys, climbing equipment, tunnel).</p> <p>2. Stationary equipment and portable equipment are complete and in good repair.</p> <p>4. The outdoor play area provides a variety of skills (e.g., balancing, climbing, crawling, ball play, rocking, jumping, swinging, riding, pushing/pulling) and is used regularly.</p> <p>Comment:</p>	0	2	4
3	<p>0. Adequate outdoor supervision is not provided.</p> <p>2. Adequate outdoor supervision is provided.</p> <p>4. Provider moves around the outdoor play area to prevent dangerous situations.</p> <p>Comment:</p> <p><i>(Item is not scored if outdoor play is not observed.)</i></p>	0	2	4
<p>2 x ____ = ____</p> <p>4 x ____ = ____</p> <p>+ ____ ÷ Number of items scored ____ = _____ OUTDOOR SCORE</p>				
INTERACTION				Circle highest level achieved
1	<p>0. Children experience an impersonal or negative climate (e.g., irritability, harsh voice, anger, time-out, time-out warning, threat to report behavior to a parent, lack of respect).</p> <p>2. Children experience some warm and responsive physical attention during the day.</p> <p>4. Provider speaks with and responds to all children in a friendly, nurturing, and supportive manner (e.g., hugs, smiles, laughter, eye contact, high-5) throughout the day.</p> <p>Comment:</p>	0	2	4
2	<p>0. Provider does not promote self-help skills.</p> <p>2. Provider offers direction for self-help skills (e.g., accessing materials, eating, labeling, visual cues, dressing, cleaning-up, toileting).</p> <p>4. Provider consistently expands on direction with appropriate guidance to promote self-help skills ("Scrub your hands together to wash the germs down the drain." "Take the box off the shelf with both hands and carry it to the table.").</p> <p>Comment:</p>	0	2	4
3	<p>0. Provider does not acknowledge children's efforts and ideas.</p> <p>2. Provider acknowledges and encourages children's efforts and ideas with verbal and non-verbal responses (e.g., "Good-job", "You did it!", high-5, thumbs-up, smile).</p> <p>4. Provider consistently uses descriptive words and encouragement to acknowledge children's efforts and ideas. ("Wow! You stacked those blocks higher than the cabinet!" "_____ is happy when you help her pick up the toys.")</p> <p>Comment:</p>	0	2	4
4	<p>0. Provider shows little respect for children.</p> <p>2. Provider shows respect for children by treating them fairly, making eye contact, and listening attentively to their communication.</p> <p>4. Provider consistently shows respect for children and encourages a culture of friendship among the children.</p> <p>Comment:</p>	0	2	4

5	0. Interaction among children is not encouraged. 2. Interaction among children is encouraged. 4. Peer interaction is usually positive with continued provider encouragement (e.g., helping, taking turns, encouraging cooperation, role modeling).. Comment:	0	2	4
6	0. Provider does not move around and engage with children throughout the day. 2. Provider moves around and actively engages with children throughout the day (e.g., showing interest, enthusiasm, affection, appreciation). 4. Provider engages with individual children during the day. Comment:	0	2	4
7	0. Supervision of the children is inadequate. 2. Adequate supervision of the children is provided to protect children's safety. 4. Careful supervision of the children is provided. Provider can see all children at a glance with minimal lapses. Comment:	0	2	4
$2 \times \underline{\quad} = \underline{\quad}$ $4 \times \underline{\quad} = \underline{\quad}$ $+ \underline{\quad} \div \text{Number of items scored } \underline{\quad} = \underline{\quad} \quad \textbf{INTERACTION SCORE}$				
LANGUAGE				Circle highest level achieved
1	0. Limited language experiences are provided. 2. Provider offers language experiences for all children. (e.g., introducing new vocabulary, concepts, sign-language) and encourages language development. 4. Provider adds information to expand on what each child has said. Comment:	0	2	4
2	0. Provider rarely responds to children's communication. 2. Provider communicates with the children through conversations, sign-language, and/or gestures. 4. Provider shares turn-taking conversations, and exchanges 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. Provider asks some open-ended questions. 4. Provider asks open-ended questions throughout the day. Comment: <i>(Full credit given if all children are under 24 months)</i>	0	2	4
4	0. Provider does not communicate with children about concepts/logical relationships. 2. Concepts/logical relationships are introduced. (e.g., same/different, classifying, matching, sequencing, one-to-one correspondence, spatial relationships, cause-and-effect) 4. Children are encouraged to talk through or explain their reasoning to solve problems. Comment: <i>(Full credit given if all children are under 24 months)</i>	0	2	4

<p>2 x ____ = ____</p> <p>4 x ____ = ____</p> <p>+ ____ ÷ Number of items scored ____ = _____ LANGUAGE SCORE</p>				
BEHAVIOR MANAGEMENT			Circle highest level achieved	
1	<p>0. Rules and expectations are not developmentally appropriate (e.g., Children are made to share; children are reminded more than a few times to sit or be quiet in a large group).</p> <p>2. Most rules and expectations are clearly stated and developmentally appropriate.</p> <p>4. After rules and expectations are stated, Provider follows through consistently in an appropriate manner.</p> <p>Comment:</p> <p style="text-align: right;"><i>(Full credit given if all children are under 12 months)</i></p>	0	2	4
2	<p>0. Provider uses punitive discipline methods (e.g., yelling, humiliation, physical control, time-out, time-out threats, threats to report behavior to a parent or other adult).</p> <p>2. Provider sometimes uses positive techniques to support behavior, such as:</p> <ul style="list-style-type: none"> ○ Redirection (Guide a child who is behaving inappropriately to another acceptable activity or guide a wandering children to an enjoyable activity) ○ Verbal cues (e.g., "Your feet are safest on the floor." "Hands are for gentle touches.") ○ Non-verbal cues (e.g., sign language, gestures, eye contact, smiling, thumbs-up) ○ Visuals cues (e.g., pictures, scripted stories) <p>4. Provider consistently uses positive techniques to support behavior and reinforce positive behavior.</p> <p>Comment:</p>	0	2	4
3	<p>0. Provider does not teach children to solve problems and conflicts.</p> <p>2. Provider sometimes teaches children to solve problems and conflicts through conflict resolution, redirection, positive encouragement, and modeling appropriate behavior.</p> <p>4. Provider consistently helps children solve problems and conflicts and identifies appropriate choices (e.g., "I saw Jared take your car. You could: tell him how you feel when a friend takes your toys, ask him to give the car back to you, ask him if he would like to play with you <u>and</u> the car, tell him he can have a turn with the car when you're finished, tell him he can play with it for a little while and give it back to you when he's finished").</p> <p>Comment:</p> <p style="text-align: right;"><i>(Full credit given if all children are under 24 months)</i></p>	0	2	4
<p>2 x ____ = ____</p> <p>4 x ____ = ____</p> <p>+ ____ ÷ Number of items scored ____ = _____ BEHAVIOR MGMT. SCORE</p>				



Environment	_____	0.00 – 1.99	Inadequate
Activities	_____	2.00 – 2.99	Needs Improvement
Program	_____	3.00 – 3.49	Meets Coalition Standards
Outdoor Play Area	_____	3.50 – 4.00	Exceeds Coalition Standards
Interaction	_____		
Language	_____		
Behavior Management	_____		
Add All Scores	_____ ÷ 7 = _____		Total Score

STRENGTHS:

OPPORTUNITIES FOR IMPROVEMENT:

 Program Support Specialist Signature Provider Signature Date