

## EDUCATION SERVICES MONITORING

Completed By: \_\_\_\_\_ Date: \_\_\_\_\_ Site: \_\_\_\_\_

GENERAL CLASSROOM ENVIRONMENT AND MATERIALS	Y	N	COMMENTS / CONCERNS
Indoor and outdoor spaces are safe, clean, attractive and spacious			
There is adequate lighting in the classroom			
The following activity areas are present: Sand/Water Table			
Dramatic Play			
MATH AND SCIENCE (Discovery Center)			
Table Top Activities (Toys and Games)			
Blocks			
Literacy Center (includes writing center, computer and library area and listening center)			
Computer			
Creative Arts			
Quiet Area			
Circle (Music & Movement)			
Activity areas are clearly defined by environmental arrangement (such as using furniture or decorations)			
There are signs in each area that help volunteers know what children are learning and how to facilitate the activity			
There are clear and unobstructed pathways to each center			
Space is adapted to meet the needs of all children, within reason			
Classroom reflects children and families (photos, stories of child and families; look around and also interview parents)			
Materials clearly reflect diversity of cultures, gender roles, and abilities in the community (dolls, puzzles, dramatic play, foods, clothing, books, art, music, etc.)			
Materials are accessible to children			
Shelves and containers for toys and manipulatives are labeled (picture and word labels on shelves, bin & basket, labels on block shelves within child's reach)			
Materials and centers are updated or rotated on a regular basis			

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A schedule is posted that reflects a balance of individual, small and large group, and child initiated/adult initiated activities. It allows sufficient time for children to complete activities.			
A picture schedule is posted and in a location where the children can view it			
Class routines include a system for children to self-select learning areas during the day			
Children have clearly marked individual spaces to hang their clothing and store their personal belongings.			
The classroom can be scanned by the teacher with ease; there are no blind spots			
Locked confidential files.			
<b>LANGUAGE AND LITERACY</b>			
Meaningful environmental prints are placed at children's eye levels			
There are appropriate print materials in all centers (such as books, magazines, newspapers, writing utensils and paper)			
Samples of children's literacy work is displayed within the room			
Print models used are representative of the different primary languages used by families enrolled at site. (Experiences, materials, conversation and activities that support the language used at home and English as a second language).			
Learning activities such as games, puzzles and books that promote knowledge of letters (alphabet) and sounds.			
Adults reading and discussing stories one-on-one and in small groups			
Props, storytelling kits, puppets are made available			
Adults focus on standard conventions and directionality (e.g. pages are turned 1 at a time, front to back; pages are read from left to right, top to bottom).			
Adults help children recognize that words are units of print, that letters are grouped to form words, and that words are separated by spaces.			
Children are telling and re-telling stories, acting out stories and predicting forthcoming events.			
Adults and children asking questions and engaged in meaningful conversations.			
<b>LIBRARY AREA</b>			
Area is visually and physically accessible, yet partitioned off from the rest of the room to reduce noise, distractions. (Books that are accessible for children to choose, to look at alone, to share with a friend).			
Center has comfortable seating for 2 children.			
Bookshelves for storing books either in classroom or office (organized by theme or some other system with spines facing outward for storage only).			
Open-faced bookshelves (to feature current selection of books accessible to children)			

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5 to 8 books per child (Look for books in entire room not just library area)			
New books circulated (every 2-4 weeks, ask teacher)			
System in place for parents and children to borrow books ("Books in Bag" and/or other system)			
Felt board (story characters with related books)			
Other story manipulative (sequence cards, puppets with related books, etc.)			
Opportunities for children to scribble, write and dictate stories and messages.			
Visual models of the alphabet displayed			
Writing utensils (e.g. pens, pencils, crayons, markers, colored pencils)			
Writing materials (many varieties of paper in all sizes, booklets, pads, lined and unlined).			
Picture / word file or alphabet word wall available for children to use and add to.			
Journals are made available for children to use.			
<b>MATH AND SCIENCE</b>			
Numbers & operations are integrated into daily routines and play (Describe)			
Materials provided for early math range in complexity.			
Materials available for exploring number concepts, e.g. counting objects, number puzzles.			
Materials available for recognizing, copying, creating and extending patterns, e.g. pattern blocks, colored wooden beads.			
Materials available for exploring measurement, e.g. measuring cups, balancing scales, rulers, play money.			
Opportunities for children to experiment, describe and make predictions are integrated into daily activities.			
<b>FINE AND GROSS MOTOR</b>			
Experiences are available that develop sensory skills			
Experiences are available that develop gross motor skills			
Experiences are available that develop fine motor skills			
Children using and coordinating small muscles, including eyes, hands and eye-hand coordination.			
Tools such as blocks, beads, scissors, stapler and writing or drawing tools, pencils and brushes are available, as appropriate.			

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Blocks (Large wooden and accessories)			
Manipulative of varying difficulty are available (pegboards, puzzles, beads, lacing boards, Lego's).			
Age and ability-appropriate equipment and materials.			
Children using motor skills in daily routines such as pouring juice or milk, serving themselves, buttoning and zipping.			
Children have opportunities to engage in moderate to vigorous physical activity (gross motor indoor will replace outside play due to inclement weather)			
<b>CREATIVE ARTS</b>			
Dramatic Play (Dress up, housekeeping, occupations, adventures, multi-cultural; make sure there are gender specific items for boys and girls, materials for whatever theme such as doctor's office, post office, etc.)			
Art materials are available for children to choose on their own. (paint, crayons, markers, scissors, paper)			
Children's artwork is displayed around the center.			
3D Art Materials are made available for children to choose from. (playdough, clay, etc.)			
<b>COMPUTER AREA</b>			
The computer is set up and has a working printer.			
There is a system in place to assure all children have access to the computer and a specific amount of time (20 mins per child per day)			
<b>MEAL TIMES</b>			
Do teachers initiate open-ended conversations at mealtime			
Meals are served family-style, where staff model the appropriate amount of food to serve to self			
Are children encouraged to try unfamiliar food			
Is the food indicated on the menu placed on the table for the appropriate meal			
Are children involved in setting the tables for mealtime			
Teachers wash hands with soap and water before food preparation, toileting, and other contamination			
<b>SOCIAL ENVIRONMENT</b>			
Children are exploring and making choices.			

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Children are engaged and participating throughout the day.			
Balance of child-initiated and adult-initiated activities.			
Children accessing materials independently.			
There are effective classroom rules stated in positive manner (Clear, consistent age-appropriate rules, 3-5 rules).			
Rules are posted for the classroom and playground with pictures or photographs to illustrate.			
The classroom rules are reviewed periodically and changed as needed.			
There are fair and consistent procedures for enforcing rules.			
Staff handle rule infractions in a consistent manner.			
Children are aware of the expectations for routine activities.			
Adults encouraging and modeling problem solving, behaviors and language.			
Children receive positive attention when they are following directions or doing what is expected of them.			
Staff use descriptive praise to reinforce appropriate behavior.			
Staff interact with children who are playing appropriately without interrupting concentration and child/child interactions.			
Staff monitors all children in the classroom and outdoors, at all times.			
Staff maintain monitor children who are likely to need assistance or extra support.			
Staff give a timely response to children's cries and other cues.			
Evidence of experiences that foster trust, independence and self-esteem (adults pay attention to children, follow through, children do things for themselves with help when needed, teacher reinforces child's attempts and progress and doesn't expect perfection).			
Evidence of experiences that help children develop social skills, competence, respect for others and positive attitudes: Evidence that children are taught to solve problems Children use words to cooperate Children share and take turns			
<b>CURRICULUM AND INDIVIDUALIZATION</b>			
Current weeks curriculum plan is posted in a visible location; parent input to the curriculum is posted.			
Planning Form includes the use of required curricula.			

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Planning form indicates evidence of individualization.			
Teacher can explain the individualizing process.			
The required amount of free choice / discovery time / outdoor time (See Schedule)			
Most recent minutes from Parent Meeting is posted on Parent Board.			
Transitions: Timely, predictable, and planned activities. Goals and learning embedded in routine transition.			
Warnings given before transition.			
Curriculum resource books and kits available at site			
Children are given sufficient time to complete tasks independently.			
CHILD PORTFOLIOS			
Portfolio samples include name and date.			
Portfolios include self-portraits and art samples.			
Shared writing samples from pictures or stories.			

<b>Notes:</b>