

# EMAA Head Start

## CHECKLIST OF APPROPRIATE PRACTICES

Education staff practices to promote school readiness



***Creative Curriculum Fidelity  
Conscious Discipline  
Developmentally Appropriate Practices***



\_\_\_\_\_  
***Teacher's/Assistant Teacher's Name***  
***Team Classroom*** \_\_\_\_\_



### EMAA HEAD START FOCUS

To work in partnership with families to intentionally teach:

- 1) 19 key school readiness objectives in relationship to
- 2) science and \*social studies topics
- 3) that are part of the children and their families' world.

\*Social studies includes children's social-emotional world.

### DIRECTIONS FOR SITE MANAGERS

Using the EMAA Head Start Developmentally Appropriate Practices Checklist 1) observe classroom staff, filling out the checklist and scoring it and 2) meet with staff, as a mentor teacher, to help them grow in their knowledge of nurturing children's development and learning as you develop together goals and activities focused on school readiness.

Two times each year (October and March) record teacher fulfillment with classroom expectations giving staff a rating of 1 (no) –2 (sometimes) - 3 (yes) in each area. Make comments, as needed. Then meet with classroom staff to work on Professional Development Plan. At the end of the year, turn in Checklist Totals and Professional Development Plan for all education staff to Education Specialist.

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Illustrations from: *Oh, What a Busy Day!* by Gyo Fujikawa (Grosset & Dunlap, 1976)

## REQUIREMENTS FOR THE DAILY SCHEDULE

August	March	TOTAL UP NUMBERS																								
		<b>SCHEDULE DEVELOPMENT: CORE HOUR REQUIREMENTS</b> [Adapted from Creative Curriculum, p. 72-87]																								
Notes/Date Observed		<ol style="list-style-type: none"> <li>1. <b>Begin with a rough draft of your daily schedule.</b> Start with fixed times (arrival and departure, meals and snack, outdoors). <i>Goal: Minimize wait times—maximize learning times.</i></li> <li>2. <b>Include all of the below activities</b>  <i>Note: The times are approximate, except for indoor and outdoor choice times which are mandatory</i> <table style="width: 100%; border: none;"> <tr> <td style="padding-left: 20px;">Greeting/sign-in</td> <td style="text-align: right;">(begin 10-15 minutes before core time)</td> </tr> <tr> <td style="padding-left: 20px;">Group Meeting <i>before or after breakfast</i></td> <td style="text-align: right;">20 minutes</td> </tr> <tr> <td style="padding-left: 20px;">Wash hands/Breakfast/brush teeth</td> <td style="text-align: right;">35 minutes</td> </tr> <tr> <td style="padding-left: 20px;">Choice Time (60 minutes)/clean up</td> <td style="text-align: right;">70 minutes—a portion can be outdoors <i>if interest area activities occur</i></td> </tr> <tr> <td style="padding-left: 20px;">Outdoors (30 min)/ transition</td> <td style="text-align: right;">40 minutes—core time [+ 30 minutes extended day]</td> </tr> <tr> <td style="padding-left: 20px;">Music &amp; Movement/Read-Aloud</td> <td style="text-align: right;">20 minutes</td> </tr> <tr> <td style="padding-left: 20px;">Wash hands/Lunch/brush teeth</td> <td style="text-align: right;">45 minutes</td> </tr> <tr> <td style="padding-left: 20px;">Book Time/Read-Aloud</td> <td style="text-align: right;">20 minutes</td> </tr> <tr> <td style="padding-left: 20px;">Rest****</td> <td></td> </tr> <tr> <td style="padding-left: 20px;">Wash hands/Snack</td> <td style="text-align: right;">60 minutes</td> </tr> <tr> <td></td> <td style="text-align: right;"><u>30 minutes</u></td> </tr> <tr> <td></td> <td style="text-align: right;">5 hours, 40 minutes</td> </tr> </table> </li> <li>3. Once schedule is finalized—before the school year begins:                         <ol style="list-style-type: none"> <li>a. Print out a copy and have site manager approve.</li> <li>b. Then post in the same place that the Weekly Plan is posted.</li> <li>c. Develop a daily schedule for children with pictures and words.</li> <li>d. Display children’s daily schedule in Group Time area where it can be referred to often throughout the day. (Washing hands is part of meals. Clean-up is part of Choice Time. For simplicity, these do not need to be on children’s schedule.)</li> </ol> </li> </ol> <p style="margin-top: 10px;"><b><i>Feel free to make changes to your daily schedule to meet the need of your classroom. However, repeat this process so that both children and site manager are clear as to the changes.</i></b></p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-top: 10px; text-align: center;"> <b>See specific requirements for each block of time in the following sections</b> </div>	Greeting/sign-in	(begin 10-15 minutes before core time)	Group Meeting <i>before or after breakfast</i>	20 minutes	Wash hands/Breakfast/brush teeth	35 minutes	Choice Time (60 minutes)/clean up	70 minutes—a portion can be outdoors <i>if interest area activities occur</i>	Outdoors (30 min)/ transition	40 minutes—core time [+ 30 minutes extended day]	Music & Movement/Read-Aloud	20 minutes	Wash hands/Lunch/brush teeth	45 minutes	Book Time/Read-Aloud	20 minutes	Rest****		Wash hands/Snack	60 minutes		<u>30 minutes</u>		5 hours, 40 minutes
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## THE DAILY SCHEDULE EXPECTATIONS

Sept/Oct	March	developmentally appropriate	not appropriate
		<b>Morning Group Time structure</b> <i>The order of the following is flexible. Once a decision is made, this routine 1) must put on the Weekly Plan on left-hand column, GROUP MEEETING, and 2) stay consistent. Changing this order can occur, but must be changed on the Weekly Plan.</i> <ul style="list-style-type: none"> <li>• Begin with community building song/rhyme (<i>Conscious Discipline</i>, p. 62)</li> <li>• Classroom jobs selected (see below)</li> <li>• Include stress reduction activity (<i>Conscious Discipline</i>, p. 35-42)</li> <li>• Optional: attendance, weather (if part of science), flag</li> <li>• Discussion and shared writing (D&amp;SW)                             <ul style="list-style-type: none"> <li>○ Conduct an activity related to study topic</li> <li>○ Use a variety of modalities</li> <li>○ Tie in with plans for day</li> <li>○ At least once a week includes D&amp;SW (as indicated on the Weekly Plan)</li> </ul> </li> </ul> <p style="margin-top: 5px;">From: <i>Creative Curriculum Teaching Guide</i></p>	<ul style="list-style-type: none"> <li>• This structure, including events listed, is <i>neither</i> followed nor predictable.</li> </ul>
Notes/Date Observed			

		<ul style="list-style-type: none"> <li>• Meaningful transition (see below)</li> </ul>	
		<p><b>Small groups</b></p> <ul style="list-style-type: none"> <li>• Occur either during choice time or as a separate part of the day</li> <li>• One small group each week includes the nutrition experience—be specific on Weekly Plan.</li> <li>• If small groups occur during choice time, they are optional for children and should not interrupt sustained play</li> </ul>	
Notes/Date Observed			
		<p><b>Choice Time (<i>at least 60 minutes</i>)</b>  <b>Teachers allocate extended time periods in learning centers (at least 60 minutes) so that children are able to get deeply involved in an activity and sustain dramatic play, construction and other activities at a complex level. Children have ample time and opportunity to investigate what sparks their curiosity. (DAP, p. 153)</b>  EXCEPTION: Presenters/guests</p> <ul style="list-style-type: none"> <li>• Whenever possible a guest needs to be scheduled during one of the structured times of the day.</li> <li>• Choice time needs to be lengthened (to keep 60 min.) to accommodate presenter with the day's routine order remaining consistent.</li> <li>• If this is not possible... <ul style="list-style-type: none"> <li>a. Children may be brought together for a <i>short</i> large group experience OR participation in a large experience is optional</li> <li>b. The presenter may meet with the children in a series of small groups with the other children continuing with choice time.</li> <li>c. If the presenter brings a variety of small group activities, which take up quite a bit of choice time, children are divided up and participate in <i>as long as they are interested, at which time they may resume choice time</i>. Choice time must be lengthened.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Routines such as toileting or frequent transition of activity take up excessive time in the day or interrupt children's engagement and focus, preventing them from gaining maximum benefit from sustained dramatic play, construction, investigations, or other such activities.</li> <li>• (DAP, p. 153)</li> </ul>
Notes/Date Observed			
		<p><b>Outdoor Time (Missouri Licensing)</b></p> <ul style="list-style-type: none"> <li>• Children go outdoors daily for at least 30 minutes during core time (+ 30 minutes extended day) unless: <ul style="list-style-type: none"> <li>○ Temperature. Staff adheres to the Missouri Child Care Weather Watch Guidelines. The link to this chart is on the EMEA Head Start Staff Information web page.</li> <li>○ It is raining or the ground is very wet. (Talk to the maintenance specialist if you have drainage problems.)</li> </ul> </li> <li>• Indoor adult:child staff ratio (1:10) and the outdoor staff ratio (1½ times the indoor ratio) must be maintained. Outdoor time must be scheduled for separate blocks of time for each classroom except for the three largest centers where overlap with a second classroom can occur.</li> <li>• However, additional time can be spent outdoors (even if another class is outside) <i>as long as this time includes additional activities.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Staff not involved in children's play</li> <li>• Sitting alone or</li> <li>• Visiting other staff</li> <li>• Standing afar from children at play</li> <li>• Keeping children out too long in excessive heat or excessive cold</li> <li>• Not taking children out in excessive heat or excessive cold</li> </ul>

		<b>Two Read-Aloud times, one with Book Time and the other with Music and Movement</b> The following must be incorporated into each day: <ul style="list-style-type: none"> <li>• Two read-aloud times during the day: May be in a large group, or small groups</li> <li>• At least once a week this includes drama</li> <li>• Book time: Each child has a book in his or her hands to look at or “read.” A teacher is with the children scaffolding this experience. <i>Book time must occur while all children are present, not at end of day.</i></li> <li>• Music and movement: Often before a read-aloud to help children to become focused,</li> </ul>	
Notes/Date Observed			
		<b>Rest Time</b> <ul style="list-style-type: none"> <li>• Preschool children who do not sleep shall rest on cots or beds at least thirty (30) minutes (MO Licensing)</li> <li>• After 30 minutes children may get up and engage in quiet activities.</li> <li>• <i>Teachers talk with parents about length of time to sleep and honor their requests.</i></li> </ul>	
Notes/Date Observed			
		<b>Group Time approach</b> <ul style="list-style-type: none"> <li>• Includes a variety of modalities and materials (CLASS) <ul style="list-style-type: none"> <li>○ A range of auditory, visual and movement opportunities</li> <li>○ Interesting and creative materials</li> <li>○ Hands-on opportunities</li> </ul> </li> <li>• Children interest (CLASS) <ul style="list-style-type: none"> <li>○ Active participation</li> <li>○ Focused attention</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Teachers do not use a variety of modalities or materials to gain children’s interest and participation during activities and lessons.</li> <li>• Children do not appear interested and/or involved in the lesson or activities.</li> </ul>
Notes/Date Observed			
		<b>Classroom jobs</b> <ul style="list-style-type: none"> <li>• Job chart: Select meaningful jobs at least weekly (<i>Conscious Discipline</i>, p. 68-71), (<i>Creative Curriculum</i>, p. 64-5)</li> <li>• Teachers follow through with classroom jobs</li> </ul>	<ul style="list-style-type: none"> <li>• Jobs are not meaningful.</li> <li>• Teachers do not follow through with jobs, including using loss of a job as punishment.</li> </ul>
Notes/Date Observed			
<b>October</b>	<b>March</b>	<b>Developmentally appropriate</b>	<b>not appropriate</b>
		<b>Flag ritual (optional)</b> <ul style="list-style-type: none"> <li>• If you want to show respect for the flag: Flag of America, Red, white and blue A salute I give to you.</li> </ul>	<ul style="list-style-type: none"> <li>• Pledge of Allegiance uses abstract vocabulary which is not meaningful to young children. Nowhere in <i>Creative Curriculum</i>, <i>Conscious Discipline</i> nor <i>DAP</i> is it suggested or recommended so this will not be used.</li> </ul>
Notes/Date Observed			
		<b>Calendars/Days of the week.</b> “[Young children] have a limited understanding of ideas such as <i>time</i> , <i>space</i> , or <i>age</i> , for instance, and don’t use these abstract concepts to help themselves reason unless the ideas are made real and relevant to their current lives.” <i>DAP</i> , p. 135 <ul style="list-style-type: none"> <li>• An actual calendar with important dates is displayed and referred to by teachers and children (<i>Creative Curriculum p. 75</i>) helps children begin to understand the purpose of a calendar.</li> </ul>	<ul style="list-style-type: none"> <li>• A calendar time and/or reciting days of the week are not helpful preschool tools for teaching time concepts and are not to be used in our <i>Creative Curriculum</i> classrooms.</li> </ul>
Notes/Date Observed			

		<ul style="list-style-type: none"> <li>Labeling each day by an important activity (e.g. Library Check-out Day, Cooking Day, Drill Day, Return Bk Day) is real &amp; relevant to children's current lives and helps children begin to develop concepts related to days of week.</li> </ul>	
		<p><b>Sharing items from home</b>  <u>Items not related to study or potential study topic</u></p> <ul style="list-style-type: none"> <li>Our EMAA Head Start classrooms have plenty of developmentally appropriate materials in our classrooms. There is no need for children to bring items from home.</li> <li>If other items are brought <i>either the item</i>: <ul style="list-style-type: none"> <li>will be sent back home OR</li> <li>will be placed in the child's cubby until the end of the day. If the child takes the toy out of the cubby, it will be placed in an inaccessible spot.</li> </ul> </li> </ul> <p><b>EXCEPTION</b>  <b>A child may need a comfort item to assist him or her cope with special stress situations, such as separation, rest time or a crisis in a child's life. The teacher or assistant teacher who is present when the parent/caregiver who brings the child with a comfort item, will talk with both the adult and the child about how we need to help the child. This resolution will be put on a contact form (often with the help of the child in composing this form).</b>  <b>Note: Many classrooms have comfort items to help child cope with life's difficulties in 'We Care' bags or in the Safe Place so that outside items may not be needed.</b></p> <p><u>Items related to study or potential study topic</u></p> <ul style="list-style-type: none"> <li>Families/children contribute to the curriculum (Wow! Experiences), e.g. leaves to a tree topic, as well as items families know will interest their child's classmates, e.g. a new puppy.</li> <li>Since our children are 3-years and older, small items can be brought in as long as children would not consider them edible. If a child is very oral, additional precautions need to be taken. (Of course, adults do <i>not</i> say, "Don't eat that.") If there is a question, there is a discussion with the site manager on appropriate ways to use as a teaching tool.</li> </ul>	<ul style="list-style-type: none"> <li>Show and Tell is not part of <i>Creative Curriculum</i></li> <li>We do <i>not</i> tell the parent that we, as the adults, will <i>not</i> be responsible for the toy, which means that their child is the one responsible. It is not fair to put a young child in that position.</li> <li>Meeting the emotional needs of the child is not taken into consideration.</li> <li>No thought is given to how to use family's contributions as a teaching tool.</li> </ul>
Notes/Date Observed			
Notes/Date Observed			
		<p><b>Daily Schedule order is followed</b></p> <ul style="list-style-type: none"> <li>Teachers discuss order of Daily Schedule with children so that the classroom days become predictable.</li> <li>Classes arrive at meals on time—and outdoor time, as well, if other classes are dependent on your timeliness.</li> <li>Choice Time: must be 60 minutes + clean-up.</li> <li>Length of other times is flexible.</li> <li>Routines (CLASS) <ul style="list-style-type: none"> <li>Children know what to do</li> <li>Clear instructions</li> <li>Little wandering</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Schedule is inconsistent and unpredictable.</li> <li>Classrooms arriving early or late to meals is inconsiderate of cooking and other staff, as well as not using children's time wisely</li> <li>The classroom routines are unclear</li> <li>Most children do not know what is expected of them</li> </ul>

		<p><b>Weekly Plan is followed</b></p> <ul style="list-style-type: none"> <li>• It is better to have too much on the Weekly Plan than not enough. Thus it is O.K. not to do everything on the plan.</li> <li>• If something important (snow, concrete mixer nearby, tornado the previous day) change plans—and respond!</li> <li>• <b>Teacher stays FOCUSED (see cover)!</b></li> </ul>	<ul style="list-style-type: none"> <li>• Classroom is engaged in activities unrelated to the Weekly Plan.</li> <li>• Teachers rush through activities.</li> <li>• Teachers do not respond to real-life, teachable moments.</li> </ul>
Notes/Date Observed		<p><b>Weekly library book checkout and School Readiness Homework system is in place (Ed. Work Service Plan)</b></p> <ol style="list-style-type: none"> <li>1. <i>Homework begins the 3<sup>rd</sup> week of class.</i></li> <li>2. Thirty (30) <b>favorite</b> books are ready to be checked out or have been checked out.</li> <li>3. Children chose what book they want to take home.</li> <li>4. Teachers work with family advocates if books are not returned.</li> </ol> <p>Reading with children is the most natural way for them to acquire emergent literacy skills.</p> <ol style="list-style-type: none"> <li>a. <u>Goal:</u> To have each child be read acquire a love of books for the purpose of gaining knowledge about the world around them and advancing in school readiness goals.</li> <li>b. <u>Children are read to individually or in small groups on a daily basis.</u></li> <li>c. <u>Children are not coerced into reading.</u> Many children already recognize reading as a snuggly, as well as intellectually stimulating activity. However, for those who are not, staff go to the child. The adult may begin talking about child's activity in relationship to a book. The adult may have the child actively interact with a book. (The hammer goes 'bam,' 'bam.')</li> <li>d. <u>Weekly School Readiness homework</u>, which is based on reading a book is sent home on a weekly basis. <i>Note: Parents do not sign in-kind form for homework.</i></li> <li>e. <u>Teachers record completion of homework.</u> This may be done on the children at home on the "Books Read to Children This Month" chart.</li> <li>f. If a child is not read to at home, staff are responsible for seeing that children have someone to read specifically to them. In this way, they to, can have books read on the reading chart.</li> </ol>	<ul style="list-style-type: none"> <li>• Books not age-appropriate, too wordy, in bad condition and thus unappealing to children and parents.</li> <li>• System is not in place</li> </ul>
Notes/Date Observed		<p><b>Daily Schedule Expectations</b> ←TOTALS</p>	

## CLASSROOM ENVIRONMENT

October	March	developmentally appropriate	not appropriate
		<p><b>Setting Up and Maintaining the Classroom</b></p> <ul style="list-style-type: none"> <li>“The physical environment of your classroom has a profound effect on individual children, the group as a whole, and you.” Staff use <i>Creative Curriculum</i>, p. 56-72 to set up the physical environment.</li> </ul>	<ul style="list-style-type: none"> <li>What problems might be related to the physical setting? See <i>Creative Curriculum</i>, p. 71 to identify challenging behaviors <i>related to the environment</i>.</li> </ul>
Notes/Date Observed		<p><b>Material storage and arrangement on shelves</b></p> <ul style="list-style-type: none"> <li>Materials are stored on low shelves so children can reach them without help.</li> <li>Shelves are neat and uncluttered, and materials are labeled so children can make choices easily.</li> <li>Things that are always kept in the same place need to be labeled. <i>Creative Curriculum</i> p. 68</li> <li>A good rule to follow in the beginning of the year is “Less is better.” Too many new materials at the outset can overwhelm children. Start by showing them how to use and care for the materials. It is important to explain this strategy to families during the first days because they might be surprised by the limited supply of materials you have out. <i>Creative Curriculum</i> p. 58</li> </ul>	<ul style="list-style-type: none"> <li>There are materials on low shelves that children are not supposed to get into.</li> <li>Shelves are disorganized and cluttered with no clear spot for putting them away.</li> <li>Too many items are out early in the year.</li> </ul>
Notes/Date Observed		<p><b>Videos (from Education Work Service Plan)</b> Assumption: Children of today are <i>not</i> deprived of video viewing time. Therefore:</p> <ol style="list-style-type: none"> <li>Videos are only to be shown to help develop a topic. With discussion they can help children develop concepts.</li> </ol>	<ol style="list-style-type: none"> <li>They are not to be considered the special treat or highlight of the day.</li> <li>Videos are not babysitters or to be used as a transition time.</li> </ol>
Notes/Date Observed		<p><b>Word Board (developed 2<sup>nd</sup> semester or earlier if children are interested)</b> Contains an alphabet with pictures that children recognize Words that are important to children with an attached picture (most preschoolers don't know how to read) are displayed <i>or put on a key ring for individual children</i>.</p>	<ul style="list-style-type: none"> <li>Drilling children on alphabet letters</li> <li>Letter of the week</li> </ul>
Notes/Date Observed		<p><b>What is on walls—bulletin boards &amp; other displays</b></p> <ul style="list-style-type: none"> <li>Teachers display children's art, as well as the work of artists. <i>DAP</i>, p. 176</li> <li>Wall decorations consist mostly of children's art, which is displayed attractively at their eye level and with large spaces of blank wall <u>so as not to be overwhelming</u>.</li> <li>Each child's work is displayed. (<i>Creative Curriculum</i>, p. 67)</li> <li>Children are encouraged to put up their own work</li> </ul> <p><u>Group Time Area</u></p> <ul style="list-style-type: none"> <li>*Daily Schedule    *Job Board</li> <li>*Rules                *Alphabet/Word Board (later in year)</li> <li>*Items related to current study</li> <li>Optional:            *Menu for the week</li> <li>*Actual calendar for referral purposes only</li> </ul> <p><u>Other displays in classroom</u></p> <ul style="list-style-type: none"> <li>Helpful Board    * Children's Emergency Drills</li> </ul>	<ul style="list-style-type: none"> <li>The room has a 'wallpaper' feel with items displayed that are not related to what children are currently learning.</li> <li>Teachers' work covers bulletin boards.</li> <li>Children's contributions to displays look teacher-initiated.</li> <li>Only 'good' art is displayed.</li> <li>Teachers put up all children's work</li> <li>Teachers do not <i>first</i> display and then send children's work home</li> </ul>

	<ul style="list-style-type: none"> <li>Family and Friends Board (often near Safe Place) (<i>Conscious Discipline</i>, “Encouragement” chapter 2)</li> <li>Pictures of the children with their families are displayed. (<i>Creative Curriculum</i>, p. 68)</li> <li>Each item displayed on the wall and in the room serves a current purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Color posters, shape posters</li> <li>Items displayed are ‘old’ or irrelevant to what children are learning.</li> </ul>
Notes/Date Observed	<p><b>Battery/electricity allowed materials vs. unacceptable</b></p> <p>The only battery/electricity materials included in the 12-page <i>Creative Curriculum</i> publication, “Setting Up a Classroom for 20 Preschool Children” are:</p> <ul style="list-style-type: none"> <li>Cameras</li> <li>CD players (and tape recorders)</li> <li>Computer and printer</li> <li>Adaptive devices for children with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>Except for the items listed, other battery/electricity materials are unacceptable.</li> </ul>
Notes/Date Observed	<p><b>Writing for labels, signs, word board, etc.</b></p> <ul style="list-style-type: none"> <li>“We recommend that the labels you create in your classroom be made with lowercase letters. Use initial capital letters when the product name is a proper noun (e.g., <i>Tinker Toys</i>). In this way, you help children begin to decode and interpret environmental print. <i>Creative Curriculum</i>, p. 375</li> </ul>	<ul style="list-style-type: none"> <li>Making labels for objects with first letter capitalized or in all capital letters is not appropriate</li> </ul>
Notes/Date Observed	<p><b>Name tags</b></p> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin: 5px;"> <b>Jasmine 3</b>  <b>Smothers</b> </div> <ol style="list-style-type: none"> <li>Include child’s age. Comic Sans MS is a good font choice— <u>lower case a</u> is correctly formed and Arial when making <u>capital J</u>.</li> <li>Do not put a ‘cap’ on a <u>J</u> unless you know that your class’ public school will be doing so.</li> <li>The D’Nealian alphabet (letters with ‘monkey tails’) are difficult to form as a preschool and pretty easy to add in kindergarten. <u>For competent pre-k children, introduce toward the end of the year if your school uses this strategy.</u></li> <li>Teachers refer to name tags during the course of the day (e.g. a child ‘borrows’ friend’s name tag to write child’s name, to talk about letters in child’s name).</li> </ol>	<ul style="list-style-type: none"> <li>Name tags include distractions</li> <li>First names (and later, last names) are written in small print which is not useful to children.</li> <li>Many children wear name tags on their backs. Only those who are bothered by the name tag can do so. Teachers gradually work to help child understand the value of friends ‘reading’ their names.</li> <li>Teachers do not use name tags as a literary tool.</li> </ul>
	<p><b>Classroom Environment</b></p> <p>←TOTALS</p>	



## WEEKLY PLANNING

Oct.	Mar.	developmentally appropriate	not appropriate
		<p><b>Weekly planning focuses on studies</b> [Creative Curriculum p. 89-94; 131-140]</p> <ul style="list-style-type: none"> <li>Weekly plans are based on concepts from the children's world e.g. <i>science</i>: animals such as pets, farm animals, Missouri wild animals (vs. zoo animals), bodies of water such as swimming pools, ponds, rivers/creeks, lakes (vs. oceans); <i>social studies</i>: children's homes (vs. cities), Missouri life (vs. Hawaii)</li> <li>Teachers and children engage in in-depth investigation.</li> <li>Teachers use results of "Parent Involvement in Our Classroom Curriculum" to develop weekly plans.</li> </ul> <p>Connections to Real World (CLASS)</p> <ul style="list-style-type: none"> <li>Real-world applications</li> <li>Related to students' lives</li> </ul> <p>Analysis and reasoning</p> <ul style="list-style-type: none"> <li><i>Why</i> and/or <i>how</i> questions *Problem solving</li> <li>Prediction/experimentation *Evaluation</li> <li>Classification/comparison</li> </ul> <p>Integration (CLASS)</p> <ul style="list-style-type: none"> <li>Connects concepts</li> <li>Integrates with previous knowledge</li> </ul> <p>Uses Teaching Strategies: Using the Scientific Method (next page)</p>	<ul style="list-style-type: none"> <li>Weekly plans are unrelated to what is important to children and their families.</li> <li>Does not relate concepts to the children's actual lives.</li> <li>Rarely uses discussions and activities that encourage analysis and reasoning.</li> <li>Concepts and activities are presented independent of one another, and children are not asked to apply previous learning.</li> </ul>
		<p><b>Weekly Planning Form</b> <b>Question of the Day</b> guides teachers' knowledge about 1) What do children know? 2) What do they want to learn more about (investigate)? 3) What have they learned? <b>Group Meeting</b>: first column is accurate (and is changed as needed). Teachers provide this consistent routine. <b>Other blocks of time support the study topic.</b> <b>Weekly Activity</b> is filled in and completed. <b>Family Partnerships/Wow! Experiences</b> occur regularly.</p>	
		<p><b>Children's art</b></p> <ul style="list-style-type: none"> <li>"Teachers give children opportunities to explore various art materials to use in creative expression and representation."</li> <li>Teachers do not provide a model that they expect children to copy. However, they demonstrate new techniques or uses of the materials to expand children's options." <i>DAP</i>, p. 176</li> <li>What about holiday art? Holidays can be celebrated in a respectfully and developmentally appropriate way, exposing children to differing customs. For example, you can feature the value of a holiday, e.g., the "thankful" element of Thanksgiving and the celebration of love and friendship at Valentine's Day. Keep in mind that anything you do for a holiday should allow the children to express themselves individually, in ways of their own choosing. →</li> </ul>	<p>Emphasis is on the products children make. Teachers:</p> <ul style="list-style-type: none"> <li>provide a model that children are to reproduce.</li> <li>give children printed pages to color.</li> <li>"fix" children's work if it does not meet expectations." <i>DAP</i>, p. 176</li> <li>What is wrong with coloring books and precut patterns? See <i>Creative Curriculum</i> p. 344</li> <li>What you don't want children to be doing is coloring pumpkin cutouts at Halloween or having everyone in the class dipping their hands in paint at Thanksgiving to make a print of a turkey's tail. The artwork needs to reflect the children's ideas and feelings—not yours or those in an activity book. <i>Creative Curriculum</i> p. 346</li> </ul>
Notes/Date Observed			
Notes/Date Observed			
Notes/Date Observed			



October	March	developmentally appropriate	not appropriate
Notes/Date Observed		<p><b>Weekly nutrition experiences</b></p> <ul style="list-style-type: none"> <li>All children participate in at least one <i>hands-on</i> nutrition activity each month integrated into studies whenever possible.</li> <li>The adults supervise and the children prepare the food. In most instances, the children do all the steps required to prepare a food item.</li> <li>See <i>Creative Curriculum, Chapter 14, 'Cooking'</i> for recipes and many helpful ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Activity is not integrated into topics nor have other developmentally appropriate goals.</li> <li>Nutrition experiences are not done weekly</li> <li>Adults do most of the activity.</li> <li>Often there are no directions or steps for children to follow.</li> </ul>
Notes/Date Observed		<p><b>Food in the classroom</b></p> <p><i>Foods served must be high in nutrients and low in fat, sugar, and salt.</i></p> <ul style="list-style-type: none"> <li>Weekly nutrition experience meet the above criteria, thus containing the same ingredients found during mealtimes.</li> <li>Nutritional experiences enhance children's knowledge about food e.g. making butter, biscuits, smoothies, applesauce, peanut butter, eggs→scrambled eggs or hard-boiled eggs</li> <li>Classroom activities using food must enhance children's knowledge of that food. e.g. sorting beans, shelling and eating peanuts.</li> </ul> <p>Ingredients may be used in an art-related recipe (such as playdough, which is how it is made in factories).</p>	<ul style="list-style-type: none"> <li>Staff will not donate food.</li> <li>Food that does not add to children's authentic knowledge, e.g., Native Americans did <i>not</i> use fruit loops or noodles when making their necklaces</li> <li>Playing with food, e.g. pudding finger paint, potato or apples stamps</li> </ul>
Notes/Dates Observed		<p><b>Celebrations v. Parties</b></p> <p><i>See: Education Portion of Work Procedures Plan for more information</i></p> <p><b>CELEBRATIONS GUIDELINES</b></p> <p>Vision: Head Start staff and parents celebrating with children, enhancing their awareness of the changing seasons (children planning their own fall festival and inviting parents), mastering challenges (field and track events), learning about cultural celebrations of families (Christmas or Super Bowl Get-togethers), enjoying parents and others' visits and learning about their areas of expertise (demonstration of a musical instrument, or bringing a new baby), and so much more.</p> <ol style="list-style-type: none"> <li>Underlying Principles of Celebrations</li> <li>Overcoming Problems with Community and Parents' Expectations</li> <li>Strategies for Successful Celebrations</li> </ol>	<ul style="list-style-type: none"> <li>Children are more likely to get in trouble or be unhappy.</li> <li>Parents (or staff) plan activities which are <i>not</i> developmentally appropriate.</li> <li>There is a "Party Day." (Teachers call it a Celebration, but everyone knows that it is a party.)</li> <li>Staff encourages, either in writing or verbally, community and parents to bring/send inappropriate treats.</li> </ul>
Oct.	Mar.	<p><b>Weekly Planning</b></p> <p>←TOTALS</p>	

## MEETING SOCIAL-EMOTIONAL NEEDS AND PROVIDING GUIDANCE

October	March	developmentally appropriate	not appropriate
		<p><b>EMAA Head Start uses <i>Conscious Discipline</i> to supplement <i>Creative Curriculum</i> for our approach to guidance.</b> <i>“Conscious Discipline 90 Strategies”</i> guide staff in meeting children’s social/emotional/behavioral needs—as well as their own.</p>	<p>Using strategies that are not based on <i>Conscious Discipline</i>.</p>
Notes/Dates Observed		<p><b>Classroom environments are calm and respectful</b></p> <p>Relationships (CLASS)</p> <ul style="list-style-type: none"> <li>• Physical proximity: <u>on children’s level</u></li> <li>• Shared activities with children</li> <li>• Peer assistance occurs and is encouraged</li> <li>• Matched affect</li> <li>• Social conversation</li> </ul> <p>Respect (CLASS)</p> <ul style="list-style-type: none"> <li>• Eye contact</li> <li>• Warm, calm voice</li> <li>• Respectful language</li> <li>• Cooperation and/or sharing</li> </ul>	<ul style="list-style-type: none"> <li>• There are few, if any, indications that the teacher and students enjoy warm, supportive relationships with one another.</li> <li>• Teachers and children rarely, if ever, demonstrate respect for one another.</li> <li>• Teachers fail to use a warm, calm voice when talking with children.</li> </ul>
Notes/Dates Observed		<p><b>Listening, speaking, and understanding</b> <i>Developmentally Appropriate Practices, p. 65</i></p> <ul style="list-style-type: none"> <li>• Teachers engage in conversations with both individual children and small groups. Whenever possible these are sustained conversations (with multiple conversational turns, complex ideas, rich vocabulary).</li> <li>• Teachers create regular opportunities for children to actively listen to and converse with others.</li> <li>• They model the skills of speaking and listening in their interactions with children and with other adults. Teachers also provide frequent opportunities for children to talk with each other, so children also get modeling from their more skilled peers.</li> <li>• Teachers teach children <i>how</i> to listen—by teaching and scaffolding it, just like any other language skill.</li> </ul> <p>Frequent conversations (CLASS)</p> <ul style="list-style-type: none"> <li>• Back-and-forth exchanges</li> <li>• Contingent responding</li> <li>• Peer conversations</li> </ul>	<ul style="list-style-type: none"> <li>• Most of teachers’ speech to children consists of brief comments or directions (“It’s cleanup time: “Use your walking feet.”) rather than dialogue.</li> <li>• Teachers mostly ask children questions that call for brief or simple responses.</li> <li>• Adult agendas dominate classroom talk; most talk is <i>by adults at children</i>.</li> <li>• When talking with children, teachers don’t speak clearly or listen attentively. They chastise children (“You’re not listening”) but are not good listeners themselves. They interrupt and dominate conversations instead of taking conversational turns.</li> <li>• Teachers think that “Listening” means that children behave well (“He doesn’t listen”), and they do not help children with listening skills.</li> <li>• There are few, if any conversations in the classroom.</li> </ul>

	<p><b>Big Rules, Little Rules (See Weekly Plan 2)</b> Limit rules to three basic “big rules:”</p> <ol style="list-style-type: none"> <li>1. Be safe and healthy</li> <li>2. Be kind to others</li> <li>3. Take care of the classroom</li> </ol> <p>Pair one of the three main classroom rules (the big rule) <i>with specific behaviors</i> (the little rule) you want to encourage.</p> <p>Involve children in deciding on the rules. This is a powerful way to convey a shared responsibility for life in the classroom community. Children are more likely to understand and follow rules that they helped establish.</p> <p><i>Examples of ‘little’ rules:</i></p> <p><u>Be kind to others.</u> Use a quiet voice in the Library area." Check on a friend who is hurt.</p> <p><u>Be safe and healthy</u> Keep your bottom in the chair when you're sitting. Walk inside the building.</p> <p><u>Take care of our classroom</u> Put the puzzle back on the shelf when you've finished using it."</p> <p>With children’s help add more ‘little rules’ as needed—or delete rules that are not needed. <i>The Creative Curriculum System, Social-Emotional Intentional Teaching Cards, #9; also CC: The Foundation, p. 152-3</i></p> <p>Clear Behavior Expectations (CLASS)</p> <ul style="list-style-type: none"> <li>• Clear rules and expectations</li> <li>• Consistency</li> </ul>	<ul style="list-style-type: none"> <li>• Big Rules, Little Rules is not used.</li> <li>• Teachers use rules that are not included on the Rule Chart.</li> <li>• Rules and expectations are absent, unclear, or inconsistently enforced.</li> </ul>
Notes/Dates Observed	<p><b>Challenging behavior</b></p> <ul style="list-style-type: none"> <li>• When a child displays very challenging behavior (Concern=5), a “Developing Strategies for Positive Social-Emotional Supports Assessment” is initiated.</li> <li>• When a child consistently displays challenging behaviors, teachers identify events, activities, interactions, and other contextual factors that occur with the challenging behavior and may provoke it. Then, to help the child progress toward more acceptable behavior, teachers (in collaboration with families) make modifications in the activities and environment and ensure that the child receives adult and peer support. (DAP, p. 159)</li> <li>• Teachers use non-punitive strategies to manage behaviors</li> <li>• The conscious teacher relies on self-control when confronted with discipline challenges. (<i>Conscious Discipline</i>, p. 25-34)</li> </ul> <p>Redirection of Misbehavior (CLASS)</p> <ul style="list-style-type: none"> <li>• Effective reduction of misbehavior</li> <li>• <u>Attention to the positive</u></li> <li>• Uses subtle cues to redirect</li> <li>• <u>Efficient redirection</u></li> </ul>	<ul style="list-style-type: none"> <li>• An assessment is not initiated.</li> <li>• Scores do not accurately reflect frustrations teachers are experiencing in the classroom.</li> <li>• Teachers spend a great deal of time punishing unacceptable behavior, refereeing disagreements, and repeatedly putting the same children in time-out or disciplining them in other ways unrelated to their actions. (DAP, p. 159)</li> </ul> <p><b>Punitive Control (CLASS)</b></p> <ul style="list-style-type: none"> <li>• Yelling</li> <li>• Threats</li> <li>• Physical control</li> <li>• Harsh punishment</li> </ul> <p>The unconscious teacher uses controlling strategies to discipline children.</p> <ul style="list-style-type: none"> <li>• Attempts to redirect misbehavior are ineffective</li> </ul>
Notes/Dates Observed		

	<ul style="list-style-type: none"> <li>Teachers notice appropriate behavior. <i>Conscious Discipline</i> Assertive Principle #1: What you focus on, you get more of. (p. 91-97)</li> </ul> <p>When responding to challenging behavior, teachers use an assertive approach. (Adapted from <i>Conscious Discipline</i> Principle #3, p. 103-113)</p>	<ul style="list-style-type: none"> <li>Teachers rarely focus on positives or use subtle cues. As a result, misbehavior continues and/or escalates and takes time away from learning.</li> <li>Teachers react to misbehaviors by telling children to stop or by sending them to time out.</li> <li>Teachers tell children what <i>not</i> to do.</li> </ul> <p>Teachers respond using either a passive or aggressive approach.</p>
Notes/Dates Observed	<p><b>Safe Place vs. Punishment Spot</b> <i>[Staff] use positive methods of child guidance.</i> Safe Place (<i>Conscious Discipline</i>, p. 51-2)/a calm-down place (<i>Creative Curriculum</i>, p. 154)/Cozy area</p> <ul style="list-style-type: none"> <li>Often accompanied by the teaching staff</li> <li>Includes materials that children find calming/enjoyable</li> <li>Includes books <i>only</i> if they are favorites of children</li> <li>Can be portable or have more than one cozy area.</li> </ul>	<p><u>Negative guidance strategies are used</u></p> <ul style="list-style-type: none"> <li>Time-out chair/punishment place is used.</li> <li>Teachers act on the idea that “There must be [negative] consequences for behavior!”</li> </ul>
Notes/Dates Observed	<p><b>Encouragement vs. Rewards/Nonspecific Praise [Motivation and positive approaches to learning]</b> <i>Developmentally Appropriate Practices</i>, p. 158</p> <ul style="list-style-type: none"> <li>Recognizing children’s natural curiosity and desire to make sense of their world and gain new skills, teachers consistently plan learning experiences that children find highly interesting, engaging, and comfortable.</li> <li>Teachers use verbal encouragement in ways that are genuine and related to what the child is doing. They acknowledge the child’s effort and work with specific, objective comments such as, “You really put a lot of detail in your drawings,” and “I see you drew your older sister bigger than your brother.”</li> </ul> <p><i>Creative Curriculum</i> p. 146-7</p> <ul style="list-style-type: none"> <li>Observe, observe, observe</li> <li>Talk with children respectfully</li> <li>Be sensitive to children’s feelings</li> <li>Validate children’s efforts, accomplishments, and progress</li> </ul> <p>Positive Communication (CLASS)</p> <ul style="list-style-type: none"> <li>Verbal affection (e.g. “I really enjoyed playing with you today.”)</li> <li>Physical affection Examples: Teachers have children snuggled next them or on their laps, rub backs at rest time, reciprocate children’s hugs.</li> <li>Positive expectations (e.g. “You did it!” or “You really worked hard on that”).</li> </ul> <p><i>Conscious Discipline</i>, p. 79-84</p> <ul style="list-style-type: none"> <li>Use human connections like noticing, acknowledging and appreciating children.</li> </ul>	<ul style="list-style-type: none"> <li>Most classroom experiences either are uninteresting and unchallenging or are so difficult and frustrating that they diminish children’s intrinsic motivation to learn.</li> <li>Seeking to motivate children, teachers rely heavily on external rewards (stickers, privileges, etc.) or chastise children for their mistakes or shortcomings.</li> <li>Teachers make such frequent use of nonspecific praise (“What a pretty picture!” or “Good job!”) that it becomes meaningless either to provide useful feedback or to motivate the child. Children may also become focused on pleasing the teacher rather than on the learning experience itself.</li> <li>Teachers’ feedback consists mostly of negative comments and correction of errors.</li> <li>Teachers do not provide verbal affection</li> <li>Teachers make no attempts to use appropriate physical</li> </ul>

	<ul style="list-style-type: none"> <li>Principle #5: Effective praise (encouragement) relies on describing (noticing), not judging</li> <li>Principle #6: Children need encouragement, especially when they have made “poor” choices.</li> <li><i>I Love You Rituals (Conscious Discipline)</i> “I Love You Rituals” are shared with all children, especially those who are challenging. These take 10-15 seconds. Examples are included in the front of the notebook, “Lyrics to CDs and I Love You Rituals.”</li> </ul>	<p>affection in interactions with children, or these attempts are not accepted by children.</p> <ul style="list-style-type: none"> <li>Teachers do not communicate positive expectations for children .</li> <li>* treasure chests and other rewards are given (<i>Conscious Discipline</i> p. 82-4)</li> </ul>
Notes/Dates Observed	<p><b>Teachers use these steps for settling disputes over things</b></p> <ol style="list-style-type: none"> <li>Teacher to Child #1 who wants a toy, “Say, ‘turn please’ (or use sign language). When child does...</li> <li>Teacher to Child #2 with toy, “Say, ‘when I’m finished” (or use sign language).</li> <li>Teacher watches Child #2 with toy. When child is finished, either a) let other child know, or b) say to Child #2, “Now go give _____ to child #1.”</li> </ol>	<ul style="list-style-type: none"> <li>Teachers do not teach children steps for settling disputes over things</li> </ul>
Notes/Dates Observed	<p><b>Handling problems among a few children</b> <i>Creative Curriculum, p. 154-156</i> <i>Conscious Discipline, Skill #4: Problem solving, p. 244-246</i></p> <ol style="list-style-type: none"> <li>Help the children calm down.</li> <li>Identify the problem</li> <li>Help the children generate possible solutions.</li> <li>Review the solutions and help children choose one.</li> <li>Check back.</li> </ol>	<ul style="list-style-type: none"> <li>Teachers solve problems for the children.</li> <li>Teachers do not teach children problem-solving skills.</li> </ul>
Notes/Dates Observed	<p><b>Cooperation vs. Competitiveness</b></p> <ul style="list-style-type: none"> <li><i>Must support social and emotional development by encouraging development which enhances each child’s strength by: building trust...encouraging respect for the feelings and rights of others.</i></li> <li>TS Gold Objective 3: Participates cooperatively and constructively in group situations. a. Balances needs and rights of self and others.</li> <li>Competitive language is NOT used. Example: “Run as fast as you can to the door!” NOT: “Who can be the first one to the door?”)</li> </ul> <p>Games with preschoolers serve two primary valuable purposes:</p> <ul style="list-style-type: none"> <li>Turn taking (Objective 3a, Level 4)</li> <li>Help children advance to knowledge of study topics and/or objectives.</li> </ul> <p>BOTH of these criteria must be met for games to be played in Head Start.</p> <ul style="list-style-type: none"> <li>“NAEYC’s new position statement on developmentally appropriate practice stipulates that play allows children “to stretch their boundaries to the fullest in their imagination, language, interaction, and self-regulation” and offer opportunities for children “to practice their newly acquired skills” (NAEYC 2009, 18). It’s relatively simple to modify a game so that it allows children to participate continually, to develop and practice skills in one or more domains, and to have fun. “(See “What Makes a Game Developmentally Appropriate?”)</li> </ul>	<p>Competitive language is used.</p> <p>There are losers in Head Start.</p> <ul style="list-style-type: none"> <li>Clue: Children say, “I won, you didn’t.”</li> <li>Clue: Teachers say, “Everybody is a winner. Nobody loses.” However, an observer can see that children identify winners and losers.</li> </ul> <p>Note: See “What Makes a Game Developmentally Appropriate?” on ways to modify games to make them developmentally appropriate.</p>
	<p><b>Meeting Social-Emotional Needs and Providing Guidance</b> ← TOTALS</p>	

## ASSESSING CHILDREN'S PROGRESS

Oct.	Mar.	developmentally appropriate	not appropriate
		<p><b>Accurately assessing children</b>  <u>DIAL-4 Administration</u></p> <ul style="list-style-type: none"> <li>Teachers are knowledgeable about DIAL-4 screening.</li> <li>Teachers only use the DIAL-4 items in the portfolio the first time.</li> </ul> <p><u>Observations/assessments</u></p> <ul style="list-style-type: none"> <li>Assessments include observations of what children say and do during play and other classroom experiences, as well as other documentation of children's development and learning collected during their daily activities. (DAP, p.181)</li> <li>Family observations are also incorporated, for instance, from Weekly School Readiness Homework assignments.</li> <li>Children's portfolio observations paint an accurate picture of their current developmental level for each objective.</li> <li>Each observation is dated.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher DIAL-4 Record Forms indicate that they do not know what they are doing.</li> <li>Teachers use DIAL-4 materials when observing and assessing children during the year.</li> <li>Teachers use methods not suited to preschool children. Assessment is primarily administered separate from children's usual activities. (DAP, p.181)</li> <li>Observations are vague or missing.</li> <li>There is no date.</li> </ul>
Notes/Dates Observed		<p><b>Planning based on outcome assessments</b></p> <ul style="list-style-type: none"> <li>Teachers are aware of each child's current level range (beginning, progressing, competently growing) for each the objectives intentionally use activities daily</li> <li>Teachers use assessment to refine how they plan and implement activities. Teachers develop short- and long-range plans for each child and the group based on children's knowledge, skills, interests, and other factors. (DAP, p. 179)</li> <li>Teacher-child interactions play an important role in guiding children's learning. It is through these interactions that you <i>scaffold</i> children's learning. Just as a carpenter uses a scaffold as he works on part of a building that is out of reach, you provide the children with support as they work on developing skills that are just out of their reach. (<i>Creative Curriculum, Vol. 5, p. xvi</i>)</li> </ul> <p>Scaffolding (CLASS)</p> <ul style="list-style-type: none"> <li>Hints</li> <li>Assistance</li> </ul>	<ul style="list-style-type: none"> <li>There is no accountability for what children are doing and little focus on supporting their learning and development. (DAP, p. 179)</li> <li>Teachers to not consciously engaged in activities related to objectives.</li> <li>Teachers rarely provide scaffolding to children but rather dismiss responses or actions as incorrect or ignore problems in understanding.</li> </ul>
Notes/Date Observed			
		<b>Assessment</b> ←TOTALS	

### MISCELLANEOUS

		<p><b>Cell phone usage</b></p> <ul style="list-style-type: none"> <li>Only occurs during breaks. Phones are to be kept in the office unless there is prior approval from the site manager and is used only in an extreme emergency.</li> <li>Name tags &amp; fanny packs/aprons worn in classroom</li> </ul>	<ul style="list-style-type: none"> <li>Phones kept on person, and not in office.</li> <li>Talking or texting occurs during non-break times.</li> </ul>
Notes			
		<b>Miscellaneous</b> ←TOTALS	

### COMPLIANCE

**If growth or change does not occur, failure to comply with these requirements will lead to disciplinary action.**



# CHECKLIST TOTALS

Classroom \_\_\_\_\_

Teacher's/assistant teacher's name(s) \_\_\_\_\_

	October	March
<b>Requirements for Daily Schedule Core Hours</b>		
<b>Daily Schedule Expectations</b>		
<b>Classroom Environment</b>		
<b>Weekly Planning</b>		
<b>Meeting Social Emotional Needs and Providing Guidance</b>		
<b>Assessing Children's Progress</b>		
<b>Miscellaneous</b>		
<b>TOTALS:</b>		

Head Start Act, as amended October 27, 1998; Sec. 648A

(b) **Mentor/Coach Teachers** - Staff growth has been a keystone of Head Start since its beginning. One important aspect of training is one-on-one mentoring. Mentor teachers are "responsible for observing and assessing the classroom activities of a Head Start program and providing on-the-job guidance and training to the Head Start program staff and volunteers, in order to improve the qualifications and training of classroom staff, to maintain high quality education services, and promote career development, in Head Start programs."

(f) **Professional Development Plans**- Each Head Start agency and program shall create, in consultation with an employee, a professional development plan for all full-time Head Start employees who provide direct services to children and shall ensure that such plans are regularly evaluated for their impact on teacher and staff effectiveness. The agency and the employee shall implement the plan to the extent feasible and practicable.

# TEACHING STRATEGIES

## Using the Scientific Method

(from CLASS Instructional Support Domain)

In October and March, (and more often as you begin to understand how these fit together) by each bullet:

1. Give yourself the following: 0 - haven't tried yet      2 – have used several times  
1 - have tried a few times      3 – feel comfortable using
2. Star those items that you want to focus on next.
3. **GOAL: To be comfortable using all of these strategies by the end of the year.**

October    March

### QUESTION

- Refrain from automatically answering children's questions. Ask them, "What do you think..."
- Prompt children to create questions regarding the topic.
- As children ask questions, write them down to remind yourself to help children develop strategies to answer them.

### OBSERVE

- Encourage children to see, hear, smell, taste and touch materials when appropriate.
- Provide tools and materials to help children use their senses such as magnifying glasses and bug containers.
- Make changes to the environment--and wait for children to observe these *without* telling them about the change.

### PREDICT

- Use the word 'predict' often.
- Encourage children to predict, or make a guess, about the answer to their questions.

### EXPERIMENT

- Incorporate hands-on activities for children that allow them to test their predictions.
- Allow them to repeat experiments many times to better understand what is occurring.

### DISCUSS

- Talk about the results of the experiment.
- Review key points learned.
- Document results with dictation, art, photos, charts, etc.

TOTALS:

**East Missouri Action Agency, Inc., Head Start**  
**PROFESSIONAL DEVELOPMENT PLAN THROUGH MENTORING/COACHING**  
**Goals and Activities focused on School Readiness and Strengths**

**Education Staff Name & Position:** \_\_\_\_\_

October		
Date	Goals	Action Plan
	1	1
	2	2
Strengths		
1		
2		
Can work together on:		
Staff Signature: _____ Mentor/SM Signature: _____ Date: _____		
Goals Achieved (Date): _____ Mentor/SM Signature: _____		

**Education Staff Name & Position:** \_\_\_\_\_

October		
Date	Goals	Action Plan
	1	1
	2	2
Strengths		
1		
2		
Can work together on:		
Staff Signature: _____ Mentor/SM Signature: _____ Date: _____		
Goals Achieved (Date): _____ Mentor/SM Signature: _____		

**Education Staff Name & Position:** \_\_\_\_\_

October		
Date	Goals	Action Plan
	1	1
	2	2
Strengths		
1		
2		
Can work together on:		
Staff Signature: _____ Mentor/Coach Signature: _____ Date: _____		
Goals Achieved (Date): _____ Mentor/Coach Signature: _____		

**PROFESSIONAL DEVELOPMENT PLAN THROUGH MENTORING/COACHING**

**Education Staff Name & Position:** \_\_\_\_\_

March		
Date	Goals	Action Plan
	1	1
	2	2
Strengths		
1		
2		
Can work together on:		
Staff Signature: _____ Mentor/SM Signature: _____ Date: _____		
Goals Achieved (Date): _____ Mentor/SM Signature: _____		

**Education Staff Name & Position:** \_\_\_\_\_

March		
Date	Goals	Action Plan
	1	1
	2	2
Strengths		
1		
2		
Can work together on:		
Staff Signature: _____ Mentor/SM Signature: _____ Date: _____		
Goals Achieved (Date): _____ Mentor/SM Signature: _____		

**Education Staff Name & Position:** \_\_\_\_\_

March		
Date	Goals	Action Plan
	1	1
	2	2
Strengths		
1		
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