



## Head Start Performance Standards Education Checklist

### Education Site Visit Form:

**Classroom:**

**Date:**

**Observer:**

### Performance Standard:

#### **1302.31 Teaching and learning Environment.**

Child development and education approach for all children. (1) In order to help children gain the skills and confidence necessary to be prepared to succeed in their present environment and with later responsibilities in school and life, grantee and delegate agencies' approach to child development and education must: **(i)** Be developmentally and linguistically appropriate, recognizing that children have individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds, and learning styles;

This can be seen by:

Using a warm, calm and respectful tone of voice, eye contact and facial expression

Using positive language, saying what children can do rather than what they cannot do

Validate children's feelings

Respond to children's requests and questions

Show tolerance for mistakes and teach that mistakes are for learning

Give descriptive feedback instead of generalized praise or criticism

Pay attention to children to learn about their individual interests, ideas, and questions

Observe what children do, with whom, and where they play

Listen reflectively, staying on child's topic, and paraphrasing their ideas

Demonstrate the belief that children are capable by letting them try out their ideas, take safe risks, and do things in their own way and at own pace

Actively seek and incorporate child-generated ideas into the curriculum

Use a variety of teaching strategies to address children's learning styles, abilities, developmental levels and temperament

Help children enter and sustain play

Provide materials to enrich children's exploration

Encourage children to express their ideas

Engage in extended conversations with children to build on their ideas

Use a varied vocabulary introducing new words and descriptive meaning

Lead discussions during daily routines

Notice and respond to teachable moments

Pose problems and open-ended questions to stimulate higher-order thinking

Describe and discuss children's learning processes, rather than focus on products



Observation Notes:

**Subpart F---Additional Services to Children with Disabilities.** Be inclusive of children with disabilities, consistent with their Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP) (see 45 CFR 1308.19);

This can be seen by:

The goals of a child's IEP or IFSP on the lesson plan through activities chosen

Making adaptations to the environment when necessary

Observation Notes:

**(iii)** Provide an environment of acceptance that supports and respects gender, culture, language, ethnicity and family composition

This can be seen by:

Multicultural dolls, pictures, puppets, books, etc in the classroom that reflect the daily life, family culture, and language of the children

Photos of children and their families in the classroom

Materials in the environment available for all children regardless of gender

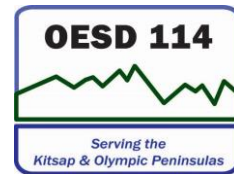
Materials in the environment reflect the diversity found in society and are respectful of the cultural traditions beliefs and values of families

Labeling of materials in languages other than English in the classroom

Observation Notes:

**(iv)** Provide a balanced daily program of child-initiated and adult-directed activities, including individual and small group activities

This can be seen by:



A large block of time allotted for free choice, at least 45 minutes a day; where children initiate their own activities and engage in play-based learning. Staff converse with the children, ask open-ended questions and support higher-order thinking

Small group learning activities happen daily

Outdoor time daily

Reading in groups and individually

Large group time for discussion, interaction and concept development (not to exceed 15 minutes)

Health and Nutrition needs met such as hand washing, meal time and tooth brushing

Observation Notes:

Allow and enable children to independently use toilet facilities when it is developmentally appropriate and when efforts to encourage toilet training are supported by the parents

Observation Notes:

### **1302.34 Parent and Family Engagement in Education and Child Development Services.**

Parents must be: Invited to become integrally involved in the development of the program's curriculum and approach to child development and education; Provided opportunities to increase their child observation skills and to share assessments with staff that will help plan the learning experiences; and encouraged to participate in staff-parent conferences and home visits to discuss their child's development and education.

This can be seen by:

Documented parent input on lesson plan

Documented parent input on the ILP (Family Comments)

Action log documentation

Encourage parents to participate

Setting goals with families on the ILP; including planning for the child's goal on the lesson plan with activities to support the child's goal

Observation:



### **1302.45 Child Mental Health and Social and Emotional Well-Being.**

Grantee and delegate agencies must support social and emotional development by:

Encouraging development which enhances each child's strengths by:

Building trust;

Fostering independence;

Encouraging self-control by setting clear, consistent limits, and having realistic expectations;

Encouraging respect for the feelings and rights of others; and

Supporting and respecting the home language, culture, and family composition of each child in ways that support the child's health and well-being; and

Planning for routines and transitions so that they occur in a timely, predictable and unrushed manner according to each child's needs.

This can be seen by:

Implementation of the Pyramid Model

DECA Tool

Talk about Touch and Second Step Curriculum

Maintaining positive relationships with children

Adapting the environment, routine and activities to the needs of the children

Establishing consistent, reasonable expectations

Supervising the children's activities

Foreshadowing events and expectations by letting children know what will happen next

Modeling and teaching social skills, such as turn taking, cooperation, waiting, treating others kindly

Modeling and teaching emotional skills, such as recognizing feelings, expressing them appropriately, acceptance of other's feelings, and controlling impulses to act out feelings

Involving children in defining simple, clear classroom limits

Coaching appropriate behavior

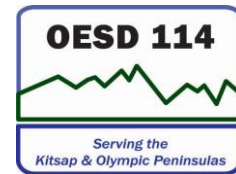
Offering choices and redirecting to an activity that matches the child's energy level

Labeling the classroom in the child's home language; having pictures posted of the children and their families

Family Focus activities

Well-balanced schedule

Observation:



- 1302.30** Grantee and delegate agencies must provide for the development of each child's cognitive and language skills by:
- Supporting each child's learning, using various strategies including experimentation, inquiry, observation, play and exploration;
  - (ii)** Ensuring opportunities for creative self-expression through activities such as art, music, movement, and dialogue;
  - (iii)** Promoting interaction and language use among children and between children and adults; and
  - (iv)** Supporting emerging literacy and numeracy development through materials and activities according to the developmental level of each child.

This can be seen by:

- Having a well-balanced daily schedule that allows for art, music, movement and dialogue
- Encouraging children to use their words to problem solve
- Puppet play, flannel boards and other props that introduce and include words and numbers
- Use songs, stories and rhymes to draw children's attention to the sounds of language
- Pointing out letters and words in the environment
- Talking children throughout the day, and allowing time for children to initiate conversation
- Encouraging discussion during meal time
- Books read individually or during group activities
- Patterning, sequencing and graphing activities
- Cooking activities
- Musical instruments and other props available to the children
- Staff model nurturing and caring relationships with each other through their conversations

Observation:

- 1304.21 (a)(5) (i)** In center-based settings, grantee and delegate agencies must promote each child's physical development by:
- (i) Providing sufficient time, indoor and outdoor space, equipment, materials and adult guidance for active play and movement that support the development of gross motor skills;
  - (ii) Providing appropriate time, space, equipment, materials and adult guidance for the development of fine motor skills according to each child's developmental level; and



(iii) Providing an appropriate environment and adult guidance for the participation of children with special needs.

Observation:

**1302.31 (c)(d)(e)**

Grantee and delegate agencies, in collaboration with the parents, must implement a curriculum that:

- Supports each child's individual pattern of development and learning;
- Provides for the development of cognitive skills by encouraging each child to organize his or her experiences, to understand concepts, and to develop age appropriate literacy, numeracy, reasoning, problem solving and decision-making skills which form a foundation for school readiness and later school success;
- Integrates all educational aspects of the health, nutrition, and mental health services into program activities;
- Ensures that the program environment helps children develop emotional security and facility in social relationships;
- Enhances each child's understanding of self as an individual and as a member of a group;
- Provides each child with opportunities for success to help develop feelings of competence, self-esteem, and positive attitudes toward learning; and
- Provides individual and small group experiences both indoors and outdoors.

This can be seen by:

- Individualizing for each child and setting goals with the families
- Taking accurate and reliable observations
- Planning according to the strengths, needs and interests of all the children
- Practice positive guidance techniques
- Valuing each child as an individual
- Implementation of the Pyramid Model
- Scaffolding the children to help them get to the next level in their development
- Include food tasting and preparation activities in the lesson plan
- Children are able to observe adults in the classroom modeling positive communication and those who show genuine caring for each other's well being

Observation:



**1302.33 Child Screenings and Assessments.**

Staff must use a variety of strategies to promote and support children's learning and developmental progress based on the observations and ongoing assessment of each child

This can be seen by:

The accurate use of the Teaching Strategies Gold/AEPS Assessment tool

Planning for the ILP/IEP goals of children into the lesson plan

Observation:

**Summary of Action needed to be taken:**

**Timeline for completion:**