

Attachment 5

Los Angeles County Office of Education Head Start- State Preschool Division PROGRAM QUALITY CHECKLIST

Reviewer Name:		Agency:	
Date:	Time:	Location:	Room#:
Child Care Count:	Staff Count:	Teaching Staff: (Include Substitutes & Volunteers)	
Program Option Information:			
<input type="checkbox"/> Center Based <input type="checkbox"/> Home Based <input type="checkbox"/> Family Child Care <input type="checkbox"/> Part Day <input type="checkbox"/> Full Day <input type="checkbox"/> Preschool <input type="checkbox"/> Early Head Start			

As used in this document, "Instructional Staff" applies to all teachers, instructional aide/assistants, child care workers, provider, caregivers or other staff who are being financially compensated for their role in providing education and child development services to enrolled children.

CURRICULUM IMPLEMENTATION AND INSTRUCTIONAL STRATEGIES	NOT OBSERVED	OBSERVED	FREQUENTLY OBSERVED	N/A	NOTES
1. There is evidence that a consistent routine is established. The routine allows for flexibility and incorporating children's interests and teachable moments.					
2. Instructional staff maximize learning time by being prepared for all activities and ensuring that children are engaged in meaningful developmentally appropriate experiences until departure.					
3. Instructional staff utilize transition strategies that engage children in learning opportunities, reduces wait time, provides advance warning and communicates clear expectations.					
4. Instructional staff support the interests, developmental levels, motivations and points of view of all children.					
5. Instructional staff utilize open-ended questions throughout the day to expand vocabulary, increase learning opportunities and promote social-emotional development by balancing their involvement in children's exploration without being obtrusive to their activities.					

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CURRICULUM IMPLEMENTATION AND INSTRUCTIONAL STRATEGIES	NOT OBSERVED	OBSERVED	PROGRESSED OBSERVED	N/A	NOTES
<p>6. Instructional staff demonstrate intentionality in facilitating children's developmental learning experiences by encouraging participation, expanding involvement and supporting varied learning styles. <i>(Home Based: Instructional staff show parents how child observation is used to identify individual differences and make learning meaningful for children.)</i></p>					
<p>7. Instructional staff utilize a variety of materials at varying levels to support the needs of the whole class and providing specific individualization for English Language Learners and children with special needs.</p>					
<p>8. Instructional staff use child outcomes data for planning. Questions to ask teacher: - How do you use DRDP data for planning? - How many observations do you conduct per DRDP measure? <i>(EHS - Questions to ask teacher)</i> - How do you use observations and assessment data for planning? - How many observations do you typically record per infant/toddler in a month?</p>					
<p>9. Computers are used only in a manner that supports and extends classroom themes and activities. Television and/or videos are not used in the classroom. <i>(Does not apply to EHS program option.)</i></p>					
ADULT-CHILD INTERACTIONS					
<p>1. The adult interactions are not primarily focused on giving directions and/or maintaining safety.</p>					
<p>2. Instructional staff utilize effective measures to prevent and redirect challenging behaviors.</p>					

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ADULT-CHILD INTERACTIONS	NOT OBSERVED	OBSERVED	FREQUENTLY OBSERVED	N/A	NOTES
<p>9. A cooperative environment is created in how instructional staff show acceptance and respect to all adults (including parents) regardless of position, culture, race, gender, language or disability.</p>					
<p>10. Parent participation is an integral part of the program's operations as evidenced by ongoing communication, parent input and parent volunteering.</p>					
LEARNING ENVIRONMENT					
<p>1. The overall learning environment is neat, clean, without clutter and in good repair. Adequate amounts of materials are available for all children and set-up is arranged to encourage self-regulation.</p>					
<p>2. The majority of classroom displays relate closely to current activities/interests, primarily include children's work and is representative of various cultures including the cultures of the children in the classroom. Many items are displayed at children's eye level. All materials on display in child accessible areas are appropriate. <i>(Observer should take into consideration that classroom space used during socialization experiences is often a shared space and the current instructional team is not responsible for the classroom displays.)</i></p>					
<p>3. The learning environment is print-rich (in at least two languages) and includes a variety of materials that support the mastery of literacy/language skills (books, poems/rhymes, puppets, letters, writing instruments, paper, listening center). <i>(EHS: The learning environment includes a variety of materials and modalities that support the exposure and introduction of early literacy which supports the home language.)</i></p>					

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LEARNING ENVIRONMENT	NOT OBSERVED	OBSERVED	FREQUENTLY OBSERVED	N/A	NOTES
<p>4. Art materials are available for independent use and creative expression for all children. Materials include elements for drawing, painting, creation of 3-dimensional objects, collage items and related tools used for art. <i>(EHS: Developmental opportunities are offered in creative and expressive art.)</i></p>					
<p>5. Indoor space is adequate for class size and child furnishings. The room is organized into functional areas that are recognized by the children and meets the needs of all children's activities and social interactions. <i>[Note: In family child care homes there should be at least one child-sized table with preschool-sized chairs. Soft area(s) are available and accessible to children. Arrangement of furnishings, including reasonable accommodations, is in place to support independence (steps placed near sink or toilet, low shelves, etc.) Provisions for napping are healthful, spaced appropriately apart and include continuous adult supervision.]</i></p>					
<p>6. The learning environment includes a variety of materials that support the mastery of early math skills (classification, counting, patterning, addition/subtraction, measurement, shapes). <i>(EHS: The learning environment includes a variety of materials and modalities that support the exposure and introduction of early math skills.)</i></p>					
<p>7. The learning environment supports science activities by allowing opportunities to explore:</p> <ul style="list-style-type: none"> - cause/effect relationships; - categories of objects; - a variety of materials of activities; and - visuals found in printed materials. <p><i>(EHS: The learning environment includes a variety of materials and modalities that support the introduction to the properties of science.)</i></p>					

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LEARNING ENVIRONMENT	NOT OBSERVED	OBSERVED	FREQUENTLY OBSERVED	N/A	NOTES
<p>8. The learning environment supports fine and gross motor development by having:</p> <ul style="list-style-type: none"> - a variety of manipulatives available in all areas; - equipment that stimulates locomotor movement on different levels; and - adequate space for children to engage in gross motor activities. <p><i>(EHS: The learning environment supports sensory, fine and gross motor development by having:</i></p> <ul style="list-style-type: none"> - a variety of manipulatives available in all areas; - create opportunities that encourage the control and coordination of small, specialized motions, using the eyes, mouth, hands and feet - providing opportunities to grasp, pull, push, crawl, walk, climb - observable support and stimulation by adults) 					
<p>9. The learning environment supports social-emotional development by providing opportunities for:</p> <ul style="list-style-type: none"> - choice - dramatic play (EHS, developmental) - independent access to all areas and materials - independent, parallel or group activities <p><i>(EHS: The learning environment supports social-emotional development by providing opportunities for:</i></p> <ul style="list-style-type: none"> - Self-awareness - autonomy - self-expression - independent, parallel or group activities) 					
<p>10. Instructional staff are aware of what is happening throughout the learning environment at all times and maintain visibility of all children.</p>					

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EARLY HEAD START ONLY					
1. The center-based classroom includes space for cribs and cots to be at least 3 feet apart.					
2. The center-based child's food and feeding pattern are based on developmental changes and the individual needs of children (fed on demand) to the extent possible. Infants are held while being fed.					
3. Home visit with pregnant women in EHS. Where did the services take place? How often do they occur? Conduct an interview the pregnant women asking about their experience and support in accessing comprehensive prenatal and postpartum care.					
ECCH ONLY					
1. All instructional staff have been provided opportunities for professional growth in a variety of areas.					
HOME VISITATION ONLY					
1. Home visitor was observed to provide the comprehensive services as required by Head Start: <ul style="list-style-type: none"> - Health - Nutrition - Child Development - Mental Health - Parent Involvement - Disabilities - Family & Community Partnership 					
2. Home visitor is observed to demonstrate for parent in how simple household items and experiences promote learning and support their facilitation.					
3. Home visitor included parent in the development of the curriculum.					
4. If the socialization experience was observed outside of the HS classroom, where did it happen and were the comprehensive services of HS observed?					

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Comments:

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Program Strengths:

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Discussed with: ___ Delegate Agency Director and/ or ___ Agency Representative

Delegate Agency Staff Signature: _____ Date: _____

LACOE Staff Signature: _____ Date: _____