

Preschool/Pre-K Classroom Pre-Coaching Quality Checklist

Program: _____ Classroom: _____ Teachers' Names: _____ Date: _____

Criteria	Fully Met	Partially Met	Not Met	Comments
1. SPACE and FURNISHINGS				
A.) Room arranged that allows all children to move and play independently in the following learning centers (e.g. dramatic play, block play, creative expression/art, manipulatives, books, sand/water table, and writing center)				
B.) Quiet learning centers and active learning centers are not next to each other (books not close to blocks or dramatic play)				
C.) Learning centers available daily and organized for children's independent use with labeled shelves and labeled containers, etc. (labels should have both words and pictures)				
D.) Toys are clean, in good working order and complete (e.g. no missing pieces or broken parts)				
E.) Spaces for privacy (more than one area that is for one or two children to play protected from intrusion of others)				
F.) Most displays (60% or more) are at child-level and are done individually by children and/or child-related vs. commercial displays				
G.) Children have access to exercise to appropriate space and appropriate equipment for large motor activities				
2. PERSONAL CARE ROUTINES				
A.) Every child and parent is greeted warmly by name				
B.) The room is free of heavy odors, including room fresheners, perfumes, soiled clothing, strong cleaning agents (e.g. bleach or Pine-Sol)				
C.) Food allergies/dietary restrictions posted in room				
D.) Cots placed 3 feet apart or solid barrier; bedding stored so it does not come in contact with other bedding				
E.) Sheet and blanket available for each child for nap (children may not sleep directly on vinyl)				
F.) Staff do not consume any drinks or foods in the classroom that is not also provided to all children				

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G.) Meals are served family meal style with teachers modelling appropriate mealtime behavior and conversation				
H.) Staff clean and disinfect table surfaces before snacks & lunch (use paper towels; new paper towel for each table)				
I.) Children and staff wash hands upon arrival, after toileting, after dealing with bodily fluids, before and after meals, after outdoor play, before and after sand/water and messy play, after animal handling or handling of contaminated objects (Note: Staff should also wash hands prior to putting on gloves)				
J.) All items labeled "Keep Out of Reach of Children" MUST BE locked; bleach & water solution (diluted) must be "out of reach" but does not have to be locked (Note: Staff must lock all personal items (e.g. purses, backpacks, etc.) also)				
K.) Safety covers on unused outlets including power strips				
L.) Cords from blinds are out of reach of child or are safety cords (i.e. not looped)				
M.) Staff use positive techniques (i.e. do not humiliate, tease, shame, etc.) in assisting children to develop self-toileting skills and/or following appropriate diapering procedures				
3. LITERACY, LANGUAGE, & REASONING				
A.) Enough books accessible at one time (minimum of 2 per child); books must be in good repair				
B.) Accessible books represent variety (5 + per category) from all categories (fantasy, fact, people, animals, science, literature, diversity, including 3+ books related to the classroom's current study or project, etc.); (Golden, Disney or similar books of low quality do not count for this criteria)				
C.) Books located in all learning centers related to the activities in the respective center				
D.) Books read both formally and informally to small and large groups as well as spontaneously informally to individual or small groups throughout the day				
E.) Many communication activities occur between and among staff and children through dialogue, songs, finger plays, stories, etc.				

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F.) Staff talk with children about concepts, logical relationships, reasoning, and problem solving strategies during play and routines				
G.) Staff add information and expand children's ideas through multi-step conversations with children throughout the day				
H.) Literature-props accessible to children in centers (e.g. menus, telephone books, food boxes, picture recipe cards, charts, posters, maps, writing pads, puppets, flannel boards, etc.)				
I.) Functional, purposeful print (e.g. picture of hand washing with sentence "Wash Your Hands") displayed in room				
J.) Daily access to writing materials as well as organized activities that promote language/vocabulary development and provide opportunities to pay attention to words and letters (e.g. story sequencing, graphs, dictation, sequencing puzzles, etc.)				
K.) Staff ask open-ended questions, use active listening skills, and extend concepts/vocabulary through interactions with children throughout the day				
L.) Supports for ELL students in the classroom (pull-out ELL activities do not count); e.g. labels in home language, knowledge of basic words, phrases, songs in home language, etc.				
4. PARENT INVOLVEMENT				
A.) Provide parents with information and ideas on activities and strategies to use at home relative to the child's goals				
B.) Daily communication (formal and/or informal) with parents about their child's development				
C.) Parent teacher conferences held a minimum of twice per year				
5. CREATIVE EXPRESSION/ART				
A.) Many art materials (e.g. scissors, magazines, newspaper, tissue paper, glue, stickers, shapes, paper varieties, etc.) accessible on open shelves to children				
B.) Easel open daily and ready with paint, brushes, and paper				

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C.) Opportunities provided for 3-D art activities, such as sculpture media, play clay, play dough, wood scraps, etc.				
D.) Enough musical instruments (for at least half of the enrolled students) available for 1 hour along with other music-related materials (e.g. dance props, CD's, instruments)				
6. BLOCKS				
A.) Sufficient space, blocks and block accessories (e.g. people, vehicles, animals, signs, tape measures, rulers, etc.) for 3 or more children to build sizable structures in a protected area				
B.) Two of the 3 types of blocks (unit blocks, hollow blocks and home-made blocks) Note: Legos and other interlocking toys are considered manipulatives, not blocks)				
7. DRAMATIC PLAY				
A.) Dramatic play materials accessible that provide children the opportunity to discover an array of roles and responsibilities, including home living (e.g. 3-5 dolls with different skin tones, doll clothes, doll accessories, dishes, pots/ pans, play food/containers, phones, etc.), careers, leisure, fantasy, cultures, etc.				
8. SCIENCE & NATURE				
A.) Science center materials, including 3-5 <i>collections</i> of natural objects such as rocks, shells, acorns, pinecones, leaves, etc. (organized and labeled in individual containers) accessible daily				
B.) A minimum of 3 living things (e.g. plants and/or fish) present for which the children have responsibilities for their care				
C.) Evidence of science/nature activities, such as charts, cooking, estimations, simple experiments, etc.				
D.) Science and nature games/toys (e.g. sequencing cards, matching cards, magnifying glasses, flashlights, binoculars, kaleidoscope, color paddles, etc.)				
E.) In addition to planned activities, unplanned, informal conversations occur connecting everyday events to science				
9. MATH AND NUMBERS				
A.) Many objects for counting, sorting, matching and classifying accessible to the children daily				

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B.) Toys/games with numbers on them to assist in number recognition accessible to the children daily (e.g. cash register with money, number puzzles, etc.)				
C.) Materials to measure volume, weight, length, and height (e.g. bathroom scales, balance scales, rulers, tape measures, measuring cups, unit blocks, etc.) accessible to children daily				
D.) Materials to promote seriation skills (e.g. seriated cups; nested measuring cups/spoons; nesting dolls; small, medium, large toys; light, heavy, heaviest items; etc.) accessible to children daily				
E.) Materials for spatial relationships (e.g. building toys, pegs, puzzles, pattern blocks, etc.) accessible to children daily				
F.) Staff provides opportunities for children to practice one to one correspondence (e.g. child passes out one napkin to each person; teacher facilitates playing lotto, bingo, concentration, etc.)				
G.) Staff supports and extends math concepts during play and routine activities through conversations and interactions				
H.) Staff uses math terminology (e.g. before, after, next, circle, square, plus, compare, sort, estimate, graph, predict, more, less, etc.) in conversation with children				
10. USE OF TV/ VIDEOS, and COMPUTERS				
A.) Computer, and TV/videos use limited to 15 minutes per child for the day and 30 minutes per week				
B.) NOTE: Children watching while waiting for a turn are considered <i>at</i> the computer				
C.) Videos and computer games limited to those that support classroom studies and/or are considered educational for children (e.g. children and staff actively involved, no violent images, no feature length movies, etc.)				
11. DIVERSITY				
A.) Props, books, pictures, wall displays, and materials that show differences in the following categories: age, race, culture, ability, and non-stereotypical roles				
12. SAND AND WATER				
A.) Sand table and/or water table accessible daily that contains at least 3-4 inches of depth				

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B.) Items for pouring, scooping, measuring, sifting, digging, filling, comparing, etc.				
13. CLASS-RELATED/STAFF-CHILD INTERACTIONS				
A.) Staff interactions (physical and verbal) with children are warm, respectful, and positive.				
B.) Staff shows enjoyment in being with children (e.g. demonstration of lots of smiling and laughing, etc.)				
C.) Staff uses non-punitive discipline methods (e.g. re-direction, attention to positive behavior, problem solving, conflict resolution techniques, etc.)				
D.) Staff encourages children to solve problems, initiate activities, brainstorm, explore, experiment, question, learn by doing, etc.				
E.) The room is marked by a positive climate (e.g., the teacher's affect is positive, the teacher is in close physical proximity to the children, there are social conversations evident among the children and between the teacher(s) and children, the teacher uses a warm, calm voice, etc.)				
F.) Teachers help children label and talk about their emotions and feelings				
G.) The room shows evidence of clear, consistent rules and expectations that are explained in positive terms				
H.) Children are given specific positive encouragement and recognition for appropriate behavior				
14. PROGRAM STRUCTURE				
A.) Written schedule posted in room for parents				
B.) Written and pictorial schedule posted for children				
C.) Schedule & actual observation shows 1 hour of outdoor play daily				

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D.) Schedule (written and actually observed) shows substantial portion (1/3 of the program day) of the day spent in free choice time				
E.) Variety of daily groupings, which includes small groups, whole-group (for no more than 15-20 minutes at one time) are written on the schedule and observed				
F.) Staff plan smooth educational transitions between activities, give advance notice so children can prepare for change and ensure wait time is minimized; children move individually or in small groups whenever possible				
G.) Learning activities are planned and prepared in advance so the materials are ready for use when the children arrive at the activity				
H.) Lesson plans are current and visible, being followed and appropriate for the children in the class, and based on their interests				
I.) Evidence of current concepts being studied are visible in the classroom environment				
J.) Staff provide a print rich environment and allow children to see their own words in print through a variety of dictation experiences				
15. TS GOLD-RELATED				
A.) Teachers record daily observations/documentation of children during play and routines throughout the day				
B.) Teachers are given time each week to assess preliminary levels in each child's portfolio in TS GOLD and to plan based on their assessments of children's development				
C.) Teachers finalize the preliminary scores in a timely manner for each checkpoint				
D.) Teachers use documentation report to determine and/or modify individual goals for each child				
E.) Teachers use the Class Profile and Child Profile Reports to create lesson plans based on the strengths and needs of children in the classroom				
F.) Teachers use the Development and Learning report to develop parent teacher conference information				

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