

Appendix A

Checklist for Maintaining Healthy and Safe Environments for Young Children

This checklist is intended to be a guide for supervisors in assessing your program's compliance with standards for safe and healthy indoor and outdoor environments. Please be aware that your program/school/setting may also be subject to requirements set by funders and the federal, state, or local governments. You will need to consider those regulations first when assessing your program.

As you go through this checklist, you will note that it contains items relevant to programs and schools serving infants, toddlers, and preschoolers. As such, some items may not pertain to the setting you supervise. Mark those items that are not relevant as N/A (not applicable). Work with teachers to complete the checklist.

1. Health and Safety in the Indoor Environment

OVERALL

Standard	Met	Not met	Date	Notes
1. The environment is smoke-free, lead-free, and toxin-free (including plants).				
2. The air temperature is 68–70°F. (In dry climates, a humidifier is used to moisten the air.)				
3. Water temperature is 120°F or less.				
4. Smoke alarms and carbon monoxide detectors (if required) are in place and tested according to fire code.				
5. A-B-C type fire extinguishers are charged, easy to access, and stored in visible locations. Operating instructions are posted in English and the home languages of staff and families.				
6. Emergency exits are marked, lit, and unlocked from the inside.				
7. Up-to-date emergency numbers for poison control, fire, police, and medical assistance are prominently posted.				
8. Diagrammed evacuation procedures are clearly posted with instructions in English and in the home languages of staff and families.				
9. Emergency lighting, including flashlights with working batteries, are available in case of power failure.				
10. A fully stocked first-aid kit is stored in a locked cabinet, out of children's reach.				
11. A working telephone is accessible and charged.				
12. Chemicals and potentially dangerous products such as cleaning supplies, bleach, and medications are stored in original, labeled containers in a locked cabinet that is not accessible to children.				
13. Sinks, liquid soap, and disposable paper towels are available to staff and children at all times.				
14. Bathroom surfaces, sinks, faucets, countertops, toilets, diaper pails, and potty chairs are cleaned and sanitized daily with freshly made bleach solution or another approved product.				

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EQUIPMENT AND MATERIALS

Standard	Met	Not met	Date	Notes
1. Crib slats are no more than 2 $\frac{3}{8}$ inches apart.				
2. Cribs are positioned near exits in case of emergency.				
3. Cribs have no mirrors, mobiles, or hanging toys.				
4. Cribs are cleaned and sanitized after each use.				
5. Toddler and preschool mats/cots are spaced at least three feet apart during rest time to prevent the spread of germs.				
6. Toddler and preschool mats/cots are stored out of the way in racks from bottom to top so they will not topple over.				
7. Area rugs are vacuumed or shaken outside daily and laundered weekly.				
8. Mats and rugs lie flat and pose no tripping hazards.				
9. Window blinds and/or shades have plastic rods instead of cords.				
10. Pets are permitted according to governing regulations and housed away from food preparation and eating areas.				
11. Pet food and litter are stored out of children's reach. Only adults clean pet habitats.				
12. Electrical outlets are covered with child-resistant caps when not in use.				
13. Electrical cords are not frayed or damaged.				
14. Electrical cords and wires are tied together, on top of the floor covering, and located in low-traffic areas, away from water.				
15. Toys and equipment have no sharp edges, chipped paint, lead paint, or loose nuts and bolts.				

Standard	Met	Not met	Date	Notes
16. Toy pieces and removable parts are larger than 1¼ inches in diameter.				
17. Balls are larger than 1¾ inches in diameter.				
18. The setting has no safety pins, small jewelry, coins, button-type batteries, Styrofoam objects, or marbles.				
19. Play equipment and materials are designed to allow all children in the group to participate and are adapted to address particular special needs.				

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2. Health and Safety in the Outdoor Environment

OVERALL

Standard	Met	Not met	Date	Notes
1. The environment is smoke-free, lead-free, and toxin-free (including plants).				
2. The area is free of holes, tripping hazards, and debris, including glass, standing water, ice, and animal wastes.				
3. The area is enclosed by a natural barrier or a fence at least 4 feet high. The fence openings are no larger than 3½ inches and free of splinters and sharp edges.				
4. Exit gates have self-closing, child-proof latches.				
5. The ground and sandbox allow for drainage.				
6. The area has no trampolines, teeter-totters, belt swings, single-chain tire swings, or enclosed tunnel slides.				
7. Pets kept outdoors are permitted by governing regulations.				
8. Pet food and litter are stored out of children's reach. Only adults clean pet habitats.				
9. The sandbox is raked before use and covered when not in use to prevent animals from using it as a litter box.				
10. Children wear helmets while using tricycles and other riding toys. If helmets are shared, the helmet lining is wiped clean with a damp cloth after each use to remove any lice, nits, or fungal spores.				
11. Storage sheds are locked.				
12. A first-aid kit and charged cell phone are accessible.				

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INSTALLED EQUIPMENT AND STRUCTURES

Standard	Met	Not met	Date	Notes
1. Play structures 30 inches or lower in height are at least 6 feet apart; taller play structures are at least 9 feet apart.				
2. Play structures are securely anchored to the ground and free of sharp edges, rust, rot, cracks, peeling paint, and protruding nails and bolts.				
3. Elevated surfaces such as platforms have guardrails.				
4. Infant swings are fully enclosed and have seat belts.				
5. Toddler swings are “bucket-shaped.”				
6. Infant and toddler swings have a 48-inch fall zone.				
7. Preschool swings have a single axis (known as to-fro) and S-hooks used in suspension are closed completely.				
8. Preschool swings are suspended a minimum of 12 inches off the ground.				
9. Preschool swings and play equipment have a 6-foot fall zone.				
10. Cushioning material such as wood chips, mulch, or sand is under and around play equipment, according to the depth specified for each type of equipment by the US Consumer Product Safety Commission (an average of 10–12 inches).				
11. Climbers are no more than 60 inches high.				
12. Play equipment and surfaces accommodate children with special needs, including those who use walkers and wheelchairs				

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Appendix B

Observation Checklists for Ensuring Quality in Infant Programs

As you complete these checklists, you may wish to take notes regarding the status of the characteristics you observe. Add the dates of your observations if that information will be helpful to you.

1. Infant Environment Observation Checklist

Environmental characteristic	Observed		
	Yes	Somewhat	Not yet
1. Cozy, homelike touches and items specific to the children's cultures and home languages.			
2. Safety mirrors and photos of enrolled infants and their families displayed at children's eye level.			
3. Soft (carpeted), protected areas in the indoor environment for children to sit, creep, crawl, walk, and push wheeled toys and cars.			
4. Areas with easy-to-clean flooring where messy activities take place.			
5. An inviting family greeting space where teachers welcome children and families and exchange information about the children.			
6. An easily sanitized diapering area well stocked with supplies and a foot-operated trash can lined with a plastic bag.			
7. Cribs for each child located in an open area where they are visible to teachers.			
8. Comfortable adult-size chairs or gliders available in a private spot for nursing mothers and teachers to bottle-feed infants.			
9. Sturdy furniture and equipment that infants can use indoors and outdoors to pull themselves up.			
10. Culturally and developmentally appropriate toys and other learning materials displayed on low, open shelving.			
11. Outdoor play space for infants adjacent to but separate from where toddlers play. The space for young infants is protected from older, mobile children.			
12. Storage spaces and furniture available for adults.			

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2. Infant Toys, Materials, and Equipment Observation Checklist

Toys, materials, and equipment characteristic	Observed		
	Yes	Somewhat	Not yet
1. Items available that infants can explore with all of their senses.			
2. Toys and other available materials have bright colors, interesting shapes, and noisy parts.			
3. Items available indoors encourage mobile infants to move and gain gross-motor and fine-motor skills.			
4. Household items available for use in play.			
5. Open-ended toys, materials, and equipment available for play.			
6. Natural materials available for infants to explore and manipulate.			
7. Materials available that encourage pretending and taking on roles.			
8. Washable books with simple pictures of familiar things, repetitive language, rhymes, or no words, in English and home languages, available to children.			
9. Materials available that encourage problem solving and other cognitive skills.			
10. Materials available that promote the visual arts and music.			
11. Unbreakable, child-size plates, bowls, cups, forks, and spoons available to mobile infants for meals.			
12. Equipment and materials available outdoors that promote gross-motor activity and interaction with nature.			

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3. Infant Program Structure Observation Checklist

Program structure characteristic	Observed		
	Yes	Somewhat	Not yet
1. Teachers and infants follow a flexible schedule of simple and consistent routines that are tailored to meet the needs of individual children.			
2. Activities are scheduled between routines.			
3. Teachers follow infants' cues as to when a routine or activity begins and ends.			
4. Teachers take advantage of "teachable moments."			
5. Family members and teachers exchange information about an infant's day or evening, progress in gaining skills, and just to touch base.			
6. Teachers take infants outside daily.			
7. Infants play with one or two other children during the day.			
8. Teachers talk to and interact with infants in a relaxed manner during repeated routines.			
9. Mobile infants actively participate in routines, doing as much as they can for themselves.			
10. Teachers take infants from their cribs as soon as they notice the child is awake.			
11. Mobile infants eat lunch together at child-size tables with two to three other children.			
12. Teachers invite mobile infants to get out of their chairs after eating and move on to another activity.			

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4. Infant Curriculum Observation Checklist

Curriculum characteristic	Observed		
	Yes	Somewhat	Not yet
1. Teachers promptly respond when infants communicate through verbal and nonverbal cues that they are tired, are hungry, or need a clean and dry diaper.			
2. Teachers introduce and reinforce skills based on what they observe children doing and learning.			
3. Teachers use routines as opportunities to promote learning.			
4. Children play with toys and materials they have selected for themselves.			
5. Teachers regularly observe children's interactions and activities, document what they see and hear, and maintain individual portfolios.			
6. Children use their large muscles in various activities throughout the day.			
7. Children use the small muscles in their hands in various activities throughout the day.			
8. Teachers engage both verbal and nonverbal infants in conversation during the day's routines and activities.			
9. Children solve problems, explore cause and effect, and apply old knowledge to new situations throughout the day.			
10. Children express themselves through the creative arts each day.			
11. Teachers ensure that the curriculum is accessible to all children, including those with special needs.			
12. Family members share their skills and interests and play with, read to, and otherwise engage the children.			

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5. Infant Supportive Interactions Observation Checklist

Supportive interaction characteristic	Observed		
	Yes	Somewhat	Not yet
1. Teachers sit on the floor with infants reading books, singing songs, talking, and playing with toys.			
2. Teachers comfort a child who is frightened when a new person enters the room.			
3. Teachers show pleasure and encouragement when a child attempts and achieves a goal.			
4. Teachers respond to infants' cries, gestures, coos, gurgles, and first words by interpreting the communication and talking back to the child.			
5. Teachers encourage mobile infants' use of self-help skills as soon as they are developmentally ready to do so.			
6. Teachers accept spills and messes as a natural part of learning for mobile infants.			
7. Teachers give attention to several infants at the same time.			
8. Teachers model pretend behaviors and join in children's pretend play.			
9. Teachers use information shared by a child's family when talking with the child.			
10. Teachers vary tone of voice, nonverbal responses, and interactions to fit an infant's temperament.			
11. Teachers learn and use a few important words and phrases in the child's home language.			
12. Mobile infants begin to play alongside each other and show beginning signs of empathy.			

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6. Infant Positive Guidance Observation Checklist

Positive guidance characteristic	Observed		
	Yes	Somewhat	Not yet
1. A safe, well-planned, and developmentally appropriate environment that supports adults and infants.			
2. Teachers respond consistently and promptly to infants who are crying; teachers hold and cuddle infants until they have calmed.			
3. Teachers hold young infants close, look at their faces, smile, and talk; infants respond with coos and gurgles.			
4. Teachers redirect babies from potentially frustrating or dangerous situations by physically moving them or offering an interesting play material.			
5. Teachers wait to see whether infants can solve problems on their own before stepping in to help.			
6. Teachers offer interesting alternatives when two children want to play with the same toy.			
7. Teachers model caring behaviors, such as stroking hair instead of pulling it.			
8. Teachers say no only when necessary to keep a child safe.			
9. Teachers frequently offer choices to older infants and then accept children's decisions.			
10. Teachers acknowledge infants' communications and activities using names and verbal and nonverbal responses.			
11. Teachers invite mobile infants to help do real jobs.			
12. Teachers demonstrate respect for children's families and cultures.			

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Appendix C

Observation Checklists for Ensuring Quality in Toddler Programs

As you complete these checklists, you may wish to take notes regarding the status of the characteristics you observe. Add the dates of your observations if that information will be helpful to you.

1. Toddler Environment Observation Checklist

Environmental characteristic	Observed		
	Yes	Somewhat	Not yet
1. A welcome area where families talk with teachers, get information about their children and the program, and find parenting resources.			
2. Photographs of the children prominently displayed in cubbies and throughout the classroom.			
3. Materials and displays represent the children’s home languages, cultures, and family structures.			
4. Furnishings, flooring textures, tape, and exits clearly define interest areas and manage traffic flow.			
5. Messy activities take place on washable flooring, while other activities occur on carpeted floors.			
6. Materials displayed on low shelving labeled with pictures and words in both English and home languages.			
7. Personal areas, such as cubbies and “be by myself” spaces, are visible to teachers.			
8. An easily sanitized diapering area well stocked with supplies and a foot-operated trash can lined with a plastic bag.			
9. Child-size toilets and sinks located in a bathroom adjacent to the classroom or in a nearby hallway that children use with adult supervision.			
10. Large, open spaces containing ramps, steps, and other equipment that encourage physical activity are available indoors.			
11. Indoor spaces large enough for two or three children to play side by side.			
12. Outdoor area has designated spaces for active play by individuals or small groups of children, for construction, for gardening, for observing animals, for doing art, and for playing with sand and water.			

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2. Toddler Toys, Materials, and Equipment Observation Checklist

Toys, materials, and equipment characteristic	Observed		
	Yes	Somewhat	Not yet
1. Some of toddlers' personal items, homelike items like cushions, a tablecloth, plants, culturally significant props and play materials, and books, print, music, and other items in children's home languages are included.			
2. Books featuring families, everyday experiences, animals, and simple concepts like color and shape, numbers, and the alphabet.			
3. Blocks (soft, cardboard, and wooden), props, and accessories are available.			
4. Materials toddlers use to pretend and take on roles are available for play.			
5. Materials for filling and dumping from containers.			
6. Art materials that allow children to draw, paint, mold, print, and make collages.			
7. Rhythm instruments (both purchased and homemade), musical toys and balls, and devices such as CD players, MP3 players, or tablets are available for listening to and making music.			
8. Materials that encourage problem solving and other cognitive skills, such as pegboards, puzzles, dominoes, and lacing beads.			
9. Wheeled toys to ride, push, and pull and equipment for gross-motor activities.			
10. Natural materials that children can explore and manipulate.			
11. Unbreakable dishes, flatware, utensils, bowls, and kitchen gadgets for snack and mealtime use.			
12. Outdoor equipment and materials that promote gross-motor activity and interaction with nature.			

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3. Toddler Program Structure Checklist

Program structure characteristic	Observed		
	Yes	Somewhat	Not yet
1. A picture/photograph schedule illustrating the sequence of the day's activities hangs at toddlers' eye level.			
2. Time slots for daily activities match children's developmental capabilities.			
3. Active and quiet times are alternated throughout the day.			
4. Children play outdoors at least once a day for at least an hour.			
5. Children spend at least an hour doing activities of their own choosing, interacting with children and teachers.			
6. Teachers wait patiently as toddlers participate in routines and transitions.			
7. Teachers lead children in small-group activities.			
8. Toddlers regularly nap after lunch and get out their own blankets and lovies from home.			
9. Children sleep for as long as they need at naptime.			
10. Teachers announce to children when a transition is about to take place.			
11. Teachers are flexible about the schedule.			
12. Teachers occasionally lead unplanned activities.			

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4. Toddler Curriculum Observation Checklist

Curriculum characteristic	Observed		
	Yes	Somewhat	Not yet
1. Teachers introduce and reinforce skills based on what they observe children doing and learning.			
2. Teachers use routines and transitions as opportunities to facilitate learning.			
3. Children work independently on tasks or activities they have selected for themselves.			
4. Children play alongside others, often using the same kinds of toys.			
5. Teachers regularly observe children's interactions and activities, document what they see and hear, and maintain individual portfolios.			
6. Children use their large muscles in various activities throughout the day.			
7. Children use the small muscles in their hands in various activities throughout the day.			
8. Children engage in conversations, use language, and see print in English and their home language throughout the day.			
9. Children solve problems, explore cause and effect, and apply old knowledge to new situations throughout the day.			
10. Children express their ideas and feelings through the creative arts daily.			
11. Teachers ensure that the curriculum is accessible to all children, including those with special needs.			
12. Family members share their skills and interests and play with, read to, and otherwise engage the children.			

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5. Toddler Supportive Interactions Observation Checklist

Supportive interaction characteristic	Observed		
	Yes	Somewhat	Not yet
1. Teachers play with one or a few toddlers, modeling how to share, take turns, and use other social skills.			
2. Teachers accommodate toddlers' desires to be independent yet remain close to familiar people and places.			
3. Teachers listen to, repeat, interpret, and respond to toddlers' communications.			
4. Toddlers show empathy and concern for their peers and ask an adult for help if needed.			
5. Teachers and toddlers work together to clean up spills and messes.			
6. Teachers and toddlers hold conversations about topics of interest to the children; teachers model how to keep a conversation going.			
7. Teachers help families and toddlers reunite at the end of the day.			
8. Teachers learn and use a few important words and phrases in the toddlers' home languages.			
9. Teachers spend one-on-one time with every child at some time each day.			
10. Teachers encourage toddlers' development of new skills by responding to requests and cues as to whether teacher support is desired.			
11. Teachers use caring language, tone of voice, and physical touch to let toddlers know they are appreciated and valued.			
12. Teachers congratulate toddlers on progress and achievement of goals while watching for cues that children are ready to pursue new goals.			

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6. Toddler Positive Guidance Observation Checklist

Positive guidance characteristic	Observed		
	Yes	Somewhat	Not yet
1. The environment supports toddlers' active play and explorations while ensuring adults are comfortable.			
2. Teachers use positive statements to tell children what to do rather than what not to do.			
3. Teachers involve the toddlers in setting a few simple rules, phrased in positive terms.			
4. Teachers privately congratulate toddlers when they remember to follow the rules.			
5. Teachers review with toddlers the procedures for a neighborhood walk, field trip, or other new experience.			
6. Teachers gently hold and acknowledge the feelings of an out-of-control child during a tantrum; they help calm the child before making any suggestions.			
7. Teachers offer acceptable alternatives to address toddlers' needs or respond to their requests.			
8. Teachers read books and tell stories about typical events and challenges, using toys to help toddlers recognize, name, and manage feelings.			
9. Teachers give children time to resolve their differences; if the disagreement lasts too long, they step in to offer help.			
10. Teachers invite toddlers to say no by asking silly questions, singing songs, performing fingerplays, and reading books.			
11. Teachers provide tools, materials, time, and encouragement so toddlers can experience success.			
12. Teachers have appropriate expectations for toddlers; they give instructions for tasks.			

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Appendix D

Observation Checklists for Ensuring Quality in Preschool Programs

As you complete these checklists, you may wish to take notes regarding the status of the characteristics you observe. Add the dates of your observations if that information will be helpful to you.

1. Environment Observation Checklist

Environmental characteristic	Observed		
	Yes	Somewhat	Not yet
1. A family bulletin board / message center with current news about the program, photos of the children's activities, and samples of children's creations.			
2. Photographs of the children are prominently displayed in their cubbies and throughout the classroom.			
3. Centers are clearly defined with furnishings, flooring textures, tape, and exits to manage traffic flow.			
4. Noisy centers are separated from quiet ones.			
5. Messy activities like cooking, art, and sand/water play take place on washable flooring, while blocks, dramatic play, science, music, math and manipulatives, and literacy take place on carpeted floors.			
6. Quiet "be by myself" spaces are available where children can work/ play alone or with a friend.			
7. Spaces are available to accommodate several children playing together.			
8. Materials are displayed on low shelving labeled with pictures and words in both English and the children's home languages.			
9. Print appears in English and in all the home languages of the children. When multiple home languages are present, signage is color coded to signify particular home languages.			
10. Children's art, creations, and writing samples are prominently displayed at the children's eye level.			
11. Materials and displays represent the children's cultures and family structures.			
12. Landscape features are used in the layout of the outdoor space.			

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2. Preschool Toys, Materials, and Equipment Observation Checklist

Toys, materials, and equipment characteristic	Observed		
	Yes	Somewhat	Not yet
1. Learning centers include toys and other items that respond to and build on children's interests.			
2. Every learning center includes toys, materials, and equipment that support a wide range of developmental levels. Children use some toys, materials, and equipment that are familiar and some that offer slightly greater challenges than each child's skill level.			
3. There are sufficient toys and other materials available in each learning center to support the maximum number of children allowed to play there.			
4. The toys, materials, and equipment displayed in each learning center represent only a part of the available inventory for that center.			
5. Toys, materials, and equipment are rotated periodically as children grow tired of them, develop new interests, and gain new skills.			
6. Toys and materials that are used together are displayed and stored together.			
7. Teachers add new toys, materials, and equipment to support the curriculum.			
8. There are many open-ended play items children can use in a variety of ways.			
9. Homemade and natural items supplement the purchased inventory.			
10. Children use "real" tools and safety gear under close supervision.			
11. Teachers and children bring indoor toys and materials outside regularly.			
12. Books and writing materials are found in all learning centers—not just the literacy center.			

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3. Preschool Program Structure Observation Checklist

Program structure characteristic	Observed		
	Yes	Somewhat	Not yet
1. Time slots for daily activities match children's developmental capabilities.			
2. Active and quiet times are alternated throughout the day.			
3. Children play outdoors at least once a day for at least an hour.			
4. Children spend at least an hour engaged in activities of their own choosing, including working on projects and interacting with teachers.			
5. Cleanup is ongoing, rather than being a separate item on the daily schedule.			
6. Children eat morning and afternoon snacks when they are hungry; snacks are part of child choice time rather than a separate item on the daily schedule.			
7. Children transition in small groups from being outdoors to getting ready to eat lunch.			
8. During mealtimes, adults and children pass bowls of food around the table and serve themselves family-style.			
9. Teachers and visiting family members eat a relaxed, nutritious lunch with small groups of children, engaging them in conversation.			
10. Children seamlessly transition from lunch to rest time as they finish eating.			
11. At rest time, children sleep according to their own time clocks for as long as is needed.			
12. Teachers give sufficient warning to children when a transition is about to take place.			

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4. Preschool Curriculum Observation Checklist

Curriculum characteristic	Observed		
	Yes	Somewhat	Not yet
1. Children work independently on self-selected tasks and activities. Teachers ask open-ended questions and make comments and suggestions as appropriate.			
2. Children work in pairs or small groups on cooperative activities of their choosing. Teachers pose questions and make suggestions as needed.			
3. Children do project-related work. Teachers pose inspirational questions and document children's work with photos and notes.			
4. Teachers regularly observe children's interactions and activities, document what they see and hear, and maintain individual portfolios.			
5. Teachers model prosocial behaviors and support children's use of positive behaviors, such as sharing, friendship, and empathy.			
6. Children use their large muscles in various activities throughout the day.			
7. Children use the small muscles in their hands in various activities throughout the day.			
8. Children take part in conversations and view print and its uses in English and in their home language.			
9. Children solve problems, explore cause and effect, and apply old knowledge to new situations.			
10. Children express ideas and feelings through the creative arts.			
11. Teachers ensure that the curriculum is accessible to all children, including those with special needs.			
12. Family members share their skills and interests and play with, read to, and otherwise engage the children.			

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5. Preschool Supportive Interactions Observation Checklist

Supportive interaction characteristic	Observed		
	Yes	Somewhat	Not yet
1. Teachers engage with children one-on-one, in small groups, and as the entire class.			
2. Teachers respond quickly and positively to children's needs and questions, give comfort, and help them resolve problems.			
3. Teachers bend, kneel, or sit down to establish eye contact when talking with children.			
4. Teachers attend to children who are less verbal as well as to those who have a lot to say and seek attention.			
5. Teachers show respect for children's feelings and ideas, even if they disagree with them.			
6. Teachers plan activities that encourage children to cooperate, work together, help each other, and care for one another.			
7. Teachers and children listen to other points of view and accept individual differences.			
8. Teachers encourage and offer suggestions so children can solve problems on their own, make progress, complete challenges, and learn from mistakes.			
9. Teachers help children make friends and support their efforts to renegotiate friendships as necessary.			
10. Teachers and children play, smile, laugh, and have fun while learning together.			
11. Teachers support each other during the day through gestures, facial expressions, and words.			
12. Teachers and families give each other warm greetings and updates about children's experiences and progress.			

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6. Preschool Positive Guidance Observation Checklist

Positive guidance characteristic	Observed		
	Yes	Somewhat	Not yet
1. The environment is safe, well planned, and developmentally appropriate.			
2. Teachers involve children in setting a few important, positively stated rules.			
3. Teachers acknowledge children's strong feelings, while guiding them to express those feelings through words or cope with them through another outlet.			
4. Teachers describe desired actions in positive terms that tell children what is expected.			
5. Teachers introduce a simple conflict resolution process and remind children to use it when disagreements arise.			
6. Teachers provide many opportunities for preschoolers to make choices throughout the day.			
7. Teachers include children in doing valued tasks that keep the environment safe and tidy.			
8. Teachers stop or adjust what they are doing to address the needs of a child who is distressed.			
9. Once a child is no longer acting out and has regained self-control, teachers have a private discussion with the child.			
10. Teachers consider the reasons underlying a child's behavior.			
11. Teachers involve families in helping a child replace challenging behaviors with appropriate ones.			
12. Teachers help children who use bullying behaviors as well as children who are bullied.			

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Appendix E

Observation Checklist for Engaging Families in Early Childhood Programs

As you complete this checklist, you may wish to take notes regarding the status of the strategies used to engage families. Add the date you completed the checklist if that information will be helpful to you.

Observation Checklist

ENGAGING FAMILIES IN EARLY CHILDHOOD PROGRAMS

Family engagement strategy	Observed		
	Yes	Somewhat	Not yet
1. Teachers provide an orientation to the program for children and families at the start of the year and as needed when new families enroll.			
2. Teachers greet family members by name at pickup and drop-off times; teachers correctly pronounce everyone's name.			
3. Teachers and families exchange information about the child regularly.			
4. Teachers provide news and updates about the children's activities on a regular schedule and through multiple venues in all languages used by families.			
5. Families have a designated resource area and a comfortable area for nursing mothers and bottle-feeding in the infant room.			
6. Teachers encourage family members to participate in the program by sharing a skill, interest, or aspect of their home language and culture.			
7. Teachers, staff, and families plan events on topics of interest to families.			
8. Teachers and families have regular conferences to share information, review the child's progress, and plan ways to support the child at home and at the program in the future.			
9. Teachers and families plan and participate in program-wide events, involving children, parents, and staff in enjoyable activities.			
10. Older toddlers and preschoolers eagerly show their families photos and examples of their work and learning displayed in the classroom.			
11. Teachers provide an orientation and resources for family members who are classroom volunteers; they ask family members what they would be comfortable doing with the children.			
12. Teachers welcome family members to visit the classroom at any time during the day; family members do not need to have an appointment to drop in.			

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