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**Macomb County GSRP-PreK for All Program and Classroom Checklist**

(Based on Classroom Coach Items/GSRP Implementation Manual, Childcare Licensing)

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| **Learning Environment**  |
|  | Our classroom has a variety of labeled interest areas that have easily understood names, are clearly marked, and are intentionally organized. All interest areas and materials are labeled. |
|  | The room is free of health and safety hazards. Ventilation and lighting are adequate; a comfortable temperature is maintained. A first-aid kit is easily accessible and available in the classroom. The sign is clearly posted where it is stored. Non-program materials are stored in spaces other than in the classroom.  |
|  | Our classroom includes plentiful materials that support children’s active engagement. (See [Materials Checklist](https://drive.google.com/file/d/1b7kxOk8DorEsGpsC8e8N80wN_1ncYgcY/view?usp=sharing).) |
|  | The location of all interest areas allows children to move freely from one area to the other. Low furniture, shelves, and room dividers allow children and adults to see from one area to another. Each interest area has enough space for many children to play at one time. |
|  | The materials in our classroom reflect the diverse cultural backgrounds and family structures of our students. |
|  | Children can reach and get out materials without adult help. Materials include many “real” items in place of toy replicas. Many materials appeal to multiple senses and include both natural and manufactured materials. |
|  | A variety of child-initiated work is displayed at child-level throughout the learning environment (e.g., open-ended artwork, photos of children’s work, samples of emergent writing, and results of scientific experiments). |
|   | Many examples of environmental print that encourage children to write letters, numbers, names, and words are intentionally placed throughout the classroom. |
|  | The outdoor play area includes both stationary and portable equipment and materials for various types of play. The outdoor play area is free of health and safety hazards. |

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| **Daily Routine**  |
|  | The daily routine is posted for children at their eye level and using pictures, symbols, and words for each part of the daily routine. |
|  | The classroom follows a consistent daily routine. The teachers refer children to the visual daily schedule throughout the day. |
|  | The daily routine is posted for teachers and parents with descriptors.  |
|  | The Daily Routine must include times for children to: make plans; carry out their plans; reflect and discuss their activities; engage in small-group activities; engage in large group activities; have snacks or meals; clean-up; transition to other activities; play outside; and nap or rest (if applicable). Appropriate time is allocated for each part of the daily routine. |
|  | Children are engaged in active learning each part of the daily routine. |
|  | Throughout the daily routine, children are given opportunities to make many choices. |
|  | Children do things for themselves at snack or meal times. |
|  | Adults eat with children and interact in a conversational manner during snack or meal times. |
|  | Nutritious food is provided by the program. |
|  | Children are given choices of quiet activities at rest time. |
|  | Thirty minutes of outside time is provided for a ½ day program. For a full day program, children have 2 sessions of outside time that lasts thirty minutes. |

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| **Adult-Child Interactions**  |
|  | Adults focus on children as opposed to classroom cleaning tasks or other duties during the program day. |
|  | Adults show positive, calm, respectful, and nurturing attention to children. |
|  | Adults ask questions sparingly and use open-ended questions, comments, and acknowledgements. |
|  | Adult use many strategies to support English Language Learners in learning their new language and interacting with English speaking peers. |
|  | Adults play as partners with children – following the child’s lead. |
|  | Adults encourage children’s ideas, suggestions, and efforts throughout the day. |
|  | At Large Group Time, adults use many strategies to support and extend children’s ideas and actions. |
|  | Adults provide scaffolding for children as they play and work. |
|  | Adults use acknowledging and encouraging statements as opposed to judgmental praise statements. |
|  | Rewards and reward systems are avoided. |
|  | Adults support children’s peer interactions. |
|  | Conflict situations are dealt with calmly and in a matter-of-fact way. |

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| **Curriculum, Planning, and Assessment** |
|  | The program and staff consistently use ONE research-based and comprehensive curriculum. |
|  | Staff (teacher and co-teacher) meet daily to discuss and make plans for their own children the next day. |
|  | Teaching team members participate equally in planning and conducting activities. |
|  | Staff uses child observation and anecdotal records to focus on children’s development, to plan for individual children, and to share information with parents. |
|  | Staff uses an approved child observation assessment measure that is of proven reliability and validity. (COR or GOLD)  |
|  | Staff maintain accurate records: *See below*  |
|  | At Large Group Time, adults use many strategies to support and extend children’s ideas and actions. |
|  | Adults provide scaffolding for children as they play and work. |
|  | Adults use acknowledging and encouraging statements as opposed to judgmental praise statements. |
|  | Rewards and reward systems are avoided. |
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| **Records** |
|  | All records and documentation required by licensing |
|  | Health Appraisal Form/Shot record  |
|  | Birth certificate  |
|  | Complete Child Information Card (nothing blank) |
|  | Written permission for field trips or photo/video, etc. |
|  | Income documentation |
|  | Eligibility factor documentation |
|  | Child Screening |
|  | Child Assessment Reports |
|  | Parent / Family Conference documentation |
|  | Home Visit documentation |