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**Macomb County GSRP Program and Classroom**

**Checklist**

(Based on PQA Items/Licensing Requirements)

**Learning Environment:**

* The room is free of health and safety hazards
* Ventilation and lighting are adequate; a comfortable temperature is maintained.
* Non-program materials are stored in spaces other than in the classroom.
* A first-aid kit is easily accessible and available in the classroom. Sign is clearly posted where it is stored.
* The space is divided into interest areas that are defined and clearly marked.
* All interest areas have names that are easily understood by children using multiple methods of displaying the word ( word, picture, object)
* 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 once.
* Interest areas with compatible activities are adjacent.
* In all areas, classroom materials are grouped by function or type.
* All interest areas and materials are labeled.
* Throughout the environment labels are of many types understood by children ( photo, drawing, tracing, real object, words)
* Children can reach and get out materials without adult help.
* Most of the available materials in all interest areas are open-ended.
* Materials include many “real” items in place of toy replicas.
* Many materials appeal to multiple senses and include both natural and manufactured materials.
* There is a plentiful quantity of materials in all areas.
* May multiple sets of materials are available so that several children can play with the same materials at the same time.
* Materials reflect the home and community cultures and special needs of program children.
* Materials depict a wide range of non-stereotyped role models and cultures.
* Multicultural materials are integrated into the classroom.
* A variety of children’s work is displayed.
* All displays of children’s work consist of creations stemming from children’s interests and ideas. ( Should be an area for children to post their creative expressions from play, items created at the writing center, photos of them building and creating in play)
* The outdoor play area is free of health and safety hazards.
* The outdoor play area includes both stationary and portable equipment and materials for various types of play.

**Daily Routine**

* Daily routine is consistent from day to day.
* Daily routine is posted for teachers and parents with descriptors.
* Daily routine is posted for children at their eye level and using pictures, symbols, and words for each part of the daily routine.
* The Daily Routine must include times for children to: make plans; carry out their plans; recall 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 during each part of the daily routine.
* 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 daily for ½ day program.
* Throughout the daily routine children are given opportunities to make many choices.

**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.

**Curriculum, Planning, and Assessment**

* The program and staff consistently use ONE research based, and researched, comprehensive curriculum (High Scope or Creative 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*

**\*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
* Risk factor documentation
* Child Screening
* Child Assessment Reports
* Parent / Family Conference documentation
* Home Visit documentation