

East Missouri Action Agency, Inc., Head Start
UNITED WAY FRAMEWORK INPUTS AND ACTIVITIES ASSISTANT TEACHER IMPLEMENTATION CHECKLIST

Directions: Site Managers will assess staff three times each year by checking inputs and activities mastered. They will use results to help staff develop strategies to further growth toward mastery of each input and activity.

Oct. Jan. Mar

LANGUAGE

1B	During mealtimes, teacher assistant: 1) stays seated at the table, 2) models manners but does not cajole children to do so, 3) talks with children about topics of interest to them.			
2C	Teacher assistant uses open-ended, versus close-ended, questions the majority of the time when talking with children.			
3B	Teacher assistant engages in frequent conversations with children (e.g., talk about ideas and personal experiences).			

LITERACY: PHONOLOGICAL AWARENESS

4B	New staff participate in HeadsUp! Reading monthly.			
4C	Teacher assistant points out rhyming words throughout the day.			
4C	Teacher assistant points out alliteration/onset sounds throughout the day.			

LITERACY: BOOK KNOWLEDGE AND AWARENESS

5D	Books and reading materials are placed appropriately in at least five interest areas.			
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LITERACY: PRINT AWARENESS AND CONCEPTS

6B	Teacher assistant finds ways to read to small groups of children throughout the day.			
6C	Teacher assistant refers to print throughout the day.			
6F	Parents read to their Head Start child. Teacher assistant is aware of children who are not read to at home and find people who will read to and document how many books are read to their child.			

LITERACY: EARLY WRITING

7B	Teacher assistant has writing materials in at least 5 interest areas as is appropriate, e.g. pad of paper and pencil for grocery list or writing a prescription, paper to write signs in block area, etc.			
7C	Children sign in each day.			

LITERACY: ALPHABET KNOWLEDGE

8D	Staff and children wear name tags with letters written in large block print to help recognize the letters in each other's names.			
8E	When teacher assistant writes children's names on their work, it is 1) in the upper left hand corner, 2) using the block-style alphabet, and 3) saying letters out loud, e.g. "Capital J – o – e."			

LITERACY: ALPHABET KNOWLEDGE

9C	Each week every child dictates something to staff, such as a dictated story, story dramatization, a note the child wants to send to parent, a sign that the child requests, something on the child's art, a group story, or something in a journal.			
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MATHEMATICS: NUMBER AND OPERATIONS

10C	Teacher assistant counts out loud whenever counting children or items.			
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SCIENCE: SCIENTIFIC KNOWLEDGE

11D	Children are involved in the care of the animals and/or plants.			
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CREATIVE ARTS: ART

12C	Art activities use children's creative ideas rather than pre-drawn patterns.			
12D	Teacher assistant writes down what the child says on the artwork, or accompanying a photo of a block structure, ("Tell me about your work.") or steps that a child took to complete an elaborate representation.			

SOCIAL & EMOTIONAL DEVELOPMENT: SELF-CONTROL

13B	Teacher assistant uses the "Conscious Discipline" approach when working with children.			
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APPROACHES TO LEARNING: INITIATIVE AND CURIOSITY

14C	Interest areas follow <i>Creative Curriculum</i> guidelines.			
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PHYSICAL, HEALTH AND DEVELOPMENT: FINE MOTOR SKILLS

15A	Scissors are available on the art shelf.			
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