

**East Missouri Action Agency, Inc., Head Start
SITE MANAGER**

2007 UNITED WAY FRAMEWORK INPUTS AND ACTIVITIES TEACHER IMPLEMENTATION CHECKLIST

Teacher's name _____

Directions: Site Managers assess staff three times each year. Through the mentoring process, Site Managers use results to help staff develop strategies to further growth toward mastery of each input and activity.		Oct.	Jan.	Mar
LANGUAGE				
1A	Each parent receives a 'Parent Ideas' handout of ideas for talking with their children based on ideas from EMAA Head Start parents.			
1A	Family photos are displayed to encourage discussion.			
1B	During mealtimes, teacher: 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.			
2A	Teacher regularly sends home information about what children are doing at Head Start. Parents can then more easily ask their child questions about their time at Head Start.			
2B	Teacher develops topics and studies that provide opportunities for interesting and substantive conversations with children and teach them about their world. Teacher has _____ topic boxes.	#:	#:	#:
2C	Teacher uses open-ended, versus close-ended, questions the majority of the time when talking with children.			
2D	Parents are taught the above strategy during the second parent conference. The homework sheet includes an example of this type of question.			
3A	At least once a week children's work is sent home as conversation starters for parents to talk with their children about Head Start.			
3B	Teacher engages in frequent conversations with children (e.g., talk about ideas and personal experiences).			
Assess	At least three times each year teacher documents: 1) A conversation/communication of each child 2) Children's response to questions—exact words; 3) Average sentence of each child			
LITERACY: PHONOLOGICAL AWARENESS				
4A	The daily schedule includes story time. Teacher reads to children daily.			
4A	The daily schedule includes song and rhyme time. Teacher sings/says rhymes with children daily.			
4B	New staff participate in HeadsUp! Reading monthly.			
4C	Teacher points out rhyming words throughout the day.			
4C	Teacher points out alliteration/onset sounds throughout the day.			
Assess	Teacher documents observations of each child's responses to phonological experiences.			
LITERACY: BOOK KNOWLEDGE AND AWARENESS				
5A	Each week books are sent home to have someone at home read to the child. Parents return book and form documenting this experience and the number of books that were read to the child that week.			
5C	Topics and studies provide meaningful ways to add literacy to children's play.			
5D	Books and reading materials are placed appropriately in at least five interest areas.			
5E	There is at least one established book time—included on daily schedule—in which children select books to read on their own. This time occurs daily.			
5F	Each time a child turns in homework teacher acknowledges their effort, such as through a book review/promotion activity.			
5F	Teacher turns in chart each month indicating number of books read to each child. Children receive a certificate for each 100 books read.			
Assess	Teacher documents observations which occur when a child is being read to or during choice time.			

LITERACY: PRINT AWARENESS AND CONCEPTS

6A	Teacher discusses and gives parents handout, "Reading a Book to Your Child," during first home visit.			
6B	Teacher finds ways to read to small groups of children throughout the day.			
6C	Teacher refers to print throughout the day.			
6D	Teacher makes books with the children regularly.			
6E	Teacher talks with children about what she is writing as she makes observations.			
6F	Parents read to their Head Start child. Teacher 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.			
Assess	Teacher documents an observation which occurred when a child is looking at a book or engaged in print activities.			

LITERACY: EARLY WRITING

7A	Teacher discusses and gives parents handout regarding the stages of learning to write at the first parent conference.			
7B	Teacher 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.			
7D	Children write their name for a specific purpose in the classroom, e.g. to sign up to use the computer, to write their name on their work, etc.			
7E	Pre-k children have many opportunities to write words.			
Assess	Writing samples are included in the child's portfolio.			

LITERACY: ALPHABET KNOWLEDGE

8A	The alphabet is accessible to the children in the following ways: 1) There are laminated copies of the alphabet near writing areas. 2) Alphabet letters on the wall are near children's eye level. 3) An alphabet is in the singing area for 'Alphabet Song.'			
8B	Movable alphabet letters are present in the classroom.			
8C	Books featuring the alphabet are present in the classroom.			
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 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."			
Assess	Teacher documents observations made regarding each child's knowledge of the alphabet.			

LITERACY: ALPHABET KNOWLEDGE

9A	Teachers and children use signs to communicate—such as at clean up time, a 'STOP' sign where children wait to go to the next location, direction signs for tricycle riding.			
9B	Signs including (check) ___daily schedule, ___job chart, ___labeled materials on shelves with picture/words, ___recipes, and ___rules are displayed in the center. Teachers point to the words and pictures on these items.			
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.			
Assess	Teacher documents children's current understanding of print concepts.			

MATHEMATICS: NUMBER AND OPERATIONS

10A	Classroom displays numbers and what they represent, e.g. apples 1-10, as well as have available math manipulatives.			
10B	Books featuring counting are present in the classroom.			

10C	Teacher counts out loud whenever counting children or items.			
10D	During each week's nutrition activity 1) children follow recipes 2) which include using numbers.			
10E	Song and rhyme time includes songs/rhymes with numbers. These are listed on the weekly plan.			
10F	Measuring children: When measured each child's name is recorded on the measuring stick displayed in the classroom.			
Assess	Teacher documents observations regarding each child's knowledge of the numbers.			
SCIENCE: SCIENTIFIC KNOWLEDGE				
11A	Animals and/or plants are in each classroom.			
11B	Books featuring science concepts are present wherever there are science materials.			
11C	At least once a week, teachers provide hands-on science experiences and/or experiments which are documented on the weekly plan.			
11D	Children are involved in the care of the animals and/or plants.			
11E	Studies related to children's interests provide opportunities for investigating topics over time. These involve experiences with authentic objects that children can manipulate.			
Assess	Teacher documents observations regarding each child's observations of their world			
CREATIVE ARTS: ART				
12A	Displays consist primarily of children's <u>original</u> artwork and writing samples, at the children's eye level, on the walls and/or room dividers.			
12B	Teacher discusses & gives parents handout regarding the stages of learning to draw at first parent conference.			
12C	Art activities use children's creative ideas rather than pre-drawn patterns.			
12D	Teacher 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.			
Assess	Children's work is included in the portfolio supporting their current indicator level.			
SOCIAL & EMOTIONAL DEVELOPMENT: SELF-CONTROL				
13A	The daily schedule is posted at children's eye level with words and pictures to convey the order of the day's events. This accurately reflects the order of the day's events.			
13B	Teacher uses the "Conscious Discipline" approach when working with children.			
13C	Teacher works with children at the beginning of the year to learn the classroom rules. These are posted with pictures and are documented on the weekly plan.			
Assess	Teacher documents observations regarding children's ability to follow rules.			
APPROACHES TO LEARNING: INITIATIVE AND CURIOSITY				
14A	The daily schedule includes at least 45 minutes (60 minutes in 4+ hour programs) of uninterrupted choice time during which children identify and complete self-directed tasks.			
14B	Four times a year parents are given the magazine, <i>Parent and Child</i> . Some articles focus on making choices. Staff refer to these articles in written communications to parents, such as newsletters, as well as when talking with parents.			
14C	Interest areas follow <i>Creative Curriculum</i> guidelines.			
Assess	Teacher documents observations made regarding each child's ability to demonstrate self-direction/ndependence			
PHYSICAL, HEALTH AND DEVLEOPMENT: FINE MOTOR SKILLS				
15A	Scissors are available on the art shelf.			
15B	Art activities, as documented on the weekly plan, include cutting or precutting (if there are children who are at the forerunner stage) and other ways to control small muscles in hands.			
15C	Teachers follow the Weekly Plan closely.			
Assess	Cutting, or other fine motor sample, of each child is included in the portfolio.			