
SCHOOL-AGE CLASSROOM QUALITY ENVIRONMENT ASSESSMENT

STAFF/CHILD INTERACTION

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Staff/child interaction encourages the **COMMUNICATION** with children throughout the day's activities and takes place in a positive environment.

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| 0 | 3 | 6 | a. | Staff express respect for and affection toward children by smiling and speaking to children in a positive way. Loud harsh voices are not used. |
| 0 | 3 | 6 | b. | Staff are available to children to listen and reflect with appropriate responses, such as "tell me more" or "how interesting". |
| 0 | 3 | 6 | c. | Staff converse frequently with children, asking open-ended questions spontaneously of individual children throughout the day. |
| 0 | 3 | 6 | d. | Staff respond to children with acceptance and appreciation. There is no evidence of discrimination on the basis of race, religion, gender, ethnicity, family structure, appearance or disability. |

COMMENTS:

Staff encourages **DEVELOPMENT** of school-agers throughout the day's activities in a warm and positive environment.

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| 0 | 3 | 6 | a. | Children are encouraged by staff to initiate activities, explore, experiment, question and learn by doing. |
| 0 | 3 | 6 | b. | Staff ask questions and make suggestions to encourage children to become self sufficient. |
| 0 | 3 | 6 | c. | Staff encourages children to be responsible for the management of their environment through appropriate use of supplies and equipment. |
| 0 | 3 | 6 | d. | Staff are generally flexible and adapt to the different ages, abilities and needs of individual children. |
| 0 | 3 | 6 | e. | Staff respond to the range of children's feelings with acceptance and understanding. |

COMMENTS:

Staff uses positive techniques in GUIDING THE CHILDREN’S BEHAVIOR.

Time out/Think time is only used to help a child regain control of his/her behavior.

- 0 3 6 a. Staff model appropriate behavior.
- 0 3 6 b. Staff use positive encouragement through verbal and/or non-verbal messages. Techniques such as facial expressions, nodding, positive language, smiling and redirection are used.
- 0 3 6 c. Staff position themselves strategically for optimum supervision.
- 0 3 6 d. Children are made aware of and are held responsible for their own actions.
- 0 3 6 e. Staff encourages children to develop skills for resolving conflicts. Children are encouraged to talk about their feelings and discuss possible solutions.
- 0 3 6 f. Clear, consistent rules and consequences are explained to children. Program rules are developed in conjunction with the children and discussed with them to make sure they understand.
- 0 3 6 g. Rules are implemented on a consistent basis.

COMMENTS:

PROGRAM

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The PROGRAM encourages play, exploration and learning.

- 0 3 6 a. The routines of the program reflect a schedule to include the following: outdoor/indoor, quiet/active, individual, small group, large group and child initiated activities. Schedules for full day programs and before and/or after programs are available.
- 0 3 6 b. Children are provided an opportunity to complete school assignments if needed.
- 0 3 6 c. Transitions between activities are conducted smoothly.
- 0 3 6 d. There is a scheduled time for children to participate in activities of their choice. (A minimum of 30 minutes daily in before and after school programs; one hour in the morning and one hour in the afternoon on full day programs.)
- 0 3 6 e. Staff follow the daily schedule, but may make changes as indicated by the children’s needs or interests to take advantage of those “teachable moments.”

COMMENTS:

Weekly LESSON PLANS reflect developmentally appropriate activities which are based on the children’s interests and abilities.

- 0 3 6 a. The lesson plan is current, visible, being followed and accessible for use. Plans for the last three (3) months and/or six (6) weeks are different, available and dated in ink (lesson plans during the school year can be done monthly; lesson plans during the summer months/holidays (spring break, winter break, etc.) should be done weekly).
- 0 3 6 b. Evidence of planned activities are observed.
- 0 3 6 c. Staff allow the children to help plan the activities.

- 0 3 6 d. The lesson plan indicates children have a variety of opportunities in, but are not limited to:
- Arts and Crafts
 - Music
 - Language
 - Exploration
 - Dramatics
 - Outside Group Activities
- All areas are to be planned weekly. Some activities may extend more than one week (this applies to summer and holiday weeks).*

COMMENTS:

PHYSICAL ENVIRONMENT

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The ENVIRONMENT promotes the interaction of children with other children, adults and materials.

- 0 3 6 a. There are age-appropriate experiences accessible for each group of children daily.
- 0 3 6 b. Children are allowed to select those activities in which they wish to participate.
- 0 3 6 c. Age appropriate artwork is displayed in the classroom.
- 0 3 6 d. The environment includes culturally diverse materials providing items such as dolls which reflect different ethnic backgrounds and doll clothes, pretend food, dress-up clothing, posters and pictures, books, tapes and/or records, puppets, flannel board accessories, cooking experiences, creative materials, etc.
- 0 3 6 e. There is evidence of gender, ethnic or disability acceptance. Dress-up clothes include male and female clothing and accessories. Picture books include people with disabilities and show non-traditional roles.

COMMENTS:

The INDOOR LEARNING ENVIRONMENT provides developmentally appropriate materials and equipment which is accessible to the children.

- 0 3 6 a. Table games such as Monopoly, Bingo, Chutes and Ladders, puzzles, card games, etc. are available. Games are age appropriate, have all of the required pieces and reflect the children's interests.
- 0 3 6 b. Arts and Crafts – Children have the opportunity to participate in planned activity or to use arts and crafts materials in their own creative way.
- 0 3 6 c. Dramatics such as puppets, props, dress-up clothes, etc. are available so children can recreate different experiences by creating plays, shows and pretend play.
- 0 3 6 d. Construction items such as Legos, Bristle Blocks, Lincoln Logs, erector sets, unit blocks, styrofoam and toothpicks are available for creative construction.
- 0 3 6 e. Creative Language such as books, paper with writing utensils, typewriters, computers, and magazines are available for opportunities for children to express their feelings, thoughts/ideas through play, drama, or other organized ways.
- 0 3 6 f. Exploration such as microscopes with slides, magnifying glasses with objects to examine, computers with appropriate software, batteries, simple experiments are provided for discovery activities.
- 0 3 6 g. Music such as tape recorders, record players, headsets, instruments (either purchased or child made), scarves, streamers, jump ropes, etc. are available.

COMMENTS:

The OUTDOOR ENVIRONMENT provides enough usable space and developmentally appropriate equipment and materials, of sufficient quantity, for the children using it.

- 0 3 6 a. Each child has a chance to play outdoors for at least 30 minutes out of every three-hour block of the program.
- 0 3 6 b. Children can use a variety of outdoor equipment and games for both active and quiet play.
- 0 3 6 c. Permanent playground equipment is suitable for the sizes and abilities of children.
- 0 3 6 d. The outdoor space is suitable for a wide variety of activities.
- 0 3 6 e. There is a minimum of two (2) outdoor surfaces, which could include soil, grass, and a hard surface, etc.

COMMENTS:

HEALTH, SAFETY, and NUTRITION

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The physical environment promotes good health for each child.

- 0 3 6 a. Provider maintains staff-child ratio in accordance with licensing standards (accreditation standards, if applicable).
- 0 3 6 b. Staff and children wash their hands with soap and running water immediately before meals, after toileting, after nose wiping. Paper towels or air dryers are used to dry.
- 0 3 6 c. Drinking water is available at all times, including outdoors.
- 0 3 6 d. Food and allergy lists of all children in the center are posted in the classroom and are readily visible and followed. If no allergies, list "NONE KNOWN."
- 0 3 6 e. Children sit in chairs at clean tables for snacks and meals with paper plates, placemats or paper towels under the food.

COMMENTS: