



FY 2010 Office of Head Start Monitoring Protocol Guides

September 10, 2009

Education & Early Childhood Development
Reviewer's Guide



Education and Early Childhood Development Reviewer Guides

The following Guides are used by ECD reviewers to collect information on program performance with respect to Education and Early Childhood Development:

- ECD Preschool Classroom Observations
- ECD Infant and Toddler Classroom Observations
- Teacher Interview
- Child Files Review – ECD (Center-based)
- Family Child Care Setting Observations
- Family Child Care Provider Interview
- Child Files Review – ECD (Family Child Care Setting)
- Home-Based Visit Observations
- Home Visitor Interview
- Child Files Review – ECD (Home-based Program)
- ECD Document Review
- ECD Coordinator Interview
- Staff File ---ECD Coordinator/Content Area Expert
- ECD Management Systems Analyses



ECD Preschool Classroom Observations

Curriculum

- Observe the experiences offered to children. Describe individual experiences and small group experiences. Describe both indoor and outdoor experiences (delineate between the two).
ECD3J
- Look for evidence of the integration of services into the curriculum. Describe the types of integrations seen during the observation. Note specifically the following items (but write a full observation of integrations):
 - Developmentally appropriate food-related activities are integrated into the curriculum
 - Safety awareness integrated into children's activitiesECD2B

Culture and Diversity

- Describe the communication between adults and children. Note specifically whether at least one adult is able to communicate with the child in his or her home language.
ECD3E
- Describe the materials, equipment, and activities that reflect the diversity of the children in the setting.
ECD3E

Art, Music, and Movement

- Provide descriptions of art, music, and movement activities. Include a description of the materials available for these activities.
ECD4B

Early Math Development

- Describe how numbers are integrated into daily routines and how teachers use a variety of experiences and different settings to teach math concepts and build mathematical vocabulary.
ECD4D

Early Literacy Development

- Describe how and when developmentally appropriate reading and writing materials are available throughout the day, and how children interact with books and the strategies used to promote literacy development.
ECD4D

Child and Teacher Directed Activities

- Describe the opportunities for children to engage in child-initiated and adult-directed activities (e.g., free choice-time, asking teacher to read a book, teacher engaging in child-initiated conversation, teacher following child's lead, teacher leading activities for children's development).
ECD4E

Gross Motor Skills

- Describe how the indoor and outdoor space and equipment supports active physical play and development for preschool children.
ECD5A



Fine Motor Skills

- Describe the variety of fine motor activities for preschool-age children available throughout the day (e.g., art activities, sand and water play, blocks building, shape sorting, feeding, solving puzzles, exploring textures, stringing beads).
ECD5B

Children with Disabilities

- How are children with disabilities integrated into the group? Do they participate in activities, as appropriate?
DIS4E
- Visit classrooms to observe the services provided to children with disabilities. Summarize the services, including information about the coordination of services among all service areas (Education, Health, Mental Health). How does the Disabilities Coordinator support teachers who work with children with disabilities?
DIS2A



ECD Infant and Toddler Classroom Observations

Building Trust

- Describe the interactions with children. Are they pleasant and comforting? Do adults show interest in children's activities?
ECD3A
- Look for evidence of a warm and supportive classroom. Describe how teachers and children interact with each other. Focus specifically on the relationships that are supportive and caring.
ECD3A

Fostering Independence

- Describe how adults foster independence in children's daily routines. In your description include:
 - Classroom setup and whether the environment allows children to use and put away materials and supplies independently,
 - The time provided to complete tasks, and
 - The location of materials in the classroom and whether they are arranged for independent use.
ECD3B

Encouraging Self-Control

- Look for evidence of teachers encouraging self-control. Describe how teachers set clear limits with realistic expectations based on the children's ages and ability. Record examples of teachers helping children express their emotions and of effective classroom management that prevents escalation of uncontrolled conflict.
ECD3C

Encouraging Respect

- Look for evidence of teachers encouraging respect for others' feelings and rights. Describe how teachers engage children in problem-solving strategies and support positive guidance (e.g., acknowledge feelings, verbalize feelings, listen to all sides, anticipate and redirect challenging behavior when needed).
ECD3D

Culture and Diversity

- Describe the communication between adults and children. Note specifically whether at least one adult is able to communicate with the child in his or her home language.
ECD3E
- Describe the materials, equipment, and activities that reflect the diversity of the children in the setting.
ECD3E

Self-Awareness

- Describe evidence of adults encouraging self-awareness in infants and toddlers. Note specifically how quickly program staff respond to individual children, the exchange of information with parents during arrival and departure, and how the environment supports self-awareness (such as mirrors or materials from home).
ECD3G



Daily Routines and Transitions

- Describe the routines and transitions observed. Note specifically whether children are kept involved in activities throughout the observation, whether teachers are fully prepared for activities and lessons, whether materials are ready, and whether the routine is flexible and individualized.

ECD3H

Cognitive Development

- Provide descriptions of age-appropriate science activities, opportunities for children to play and explore, exploration of blocks, sand and water play or other ways that adults provide for the development of cognitive and language skills through experimentation, observation, play and exploration.

ECD4A

Art, Music, and Movement

- Provide descriptions of art, music, and movement activities. Include a description of the materials available for these activities.

ECD4B

Language Development

- Describe the opportunities for children to use and hear language. Focus specifically on how adults listen actively to children, ask relevant questions, allow time for children to respond, and encourage language and interaction in small groups.

ECD4C

Early Math Development

- Describe how numbers are integrated into daily routines and how teachers use a variety of experiences and different settings to teach math concepts and build mathematical vocabulary.

ECD4D

Early Literacy Development

- Describe how and when developmentally appropriate reading and writing materials are available throughout the day, and how children interact with books and the strategies used to promote literacy development.

ECD4D

Child and Teacher Directed Activities

- Describe how the daily routine offers opportunities for infants and toddlers to engage in playful interactive activities that are child and teacher directed (e.g., teacher reads to child or group of children, teacher leads children in group activity).

ECD4E

Gross Motor Skills

- Describe the gross motor development strategies for infants and toddlers. Look for available materials and equipment that encourage grasping, pulling, pushing, crawling, walking and climbing.

ECD5A



Fine Motor Skills

- List the daily activities that encourage infants and toddlers to develop control and coordination of small, specialized motions of eyes, mouth, hands, and feet (e.g., art activities, sand and water play, blocks building, feeding, and washing hands).
ECD5B

Children with Disabilities

- How are children with disabilities integrated into the group? Do they participate in activities, as appropriate?
DIS4E
- Visit classrooms to observe the services provided to children with disabilities. Summarize the services, including information about the coordination of services among all service areas (Education, Health, Mental Health). How does the Disabilities Coordinator support teachers who work with children with disabilities?
DIS2A



Teacher Interview

Curriculum Development and Implementation

- How do you integrate health, nutrition, and mental health into the curriculum?
ECD2B
Applies to: Programs serving preschool-age children

Curriculum and Individualization

- How do you manage individualization for children with the implementation of the program curriculum?
ECD2C
- How do you measure the success of individualization and the strategies used to implement the curriculum for each child?
ECD2C
- Describe the process for using multiple sources of information (such as screenings, ongoing observations, and insights from parents) to individualize for children.
ECD2C

IFSPs and IEPs

- Are you familiar with the requirements of IFSPs and IEPs for children with disabilities?
DIS4E
- Can you describe implementation of IFSP or IEP requirements?
DIS4E

Social and Emotional Development

- What type of training have you received on planning and maintaining positive environments for children? Describe the training you have received on engaging in positive interactions with children.
PDM7I
- What are some of the strategies you use to develop competence, self-esteem, and positive attitudes toward learning?
ECD3I
Applies to: Programs serving preschool-age children
- Describe the types of individual and small group experiences you provide for children both indoors and outdoors.
ECD3J
Applies to: Programs serving preschool-age children
- Describe the process for moving children to new groups.
ECD3A
- Are children oriented gradually to new groups or teachers with a familiar adult present?
ECD3A
- What are some of the strategies you use to foster independence?
ECD3B
- How do you encourage independent use of toilet facilities?
ECD3B



- Please provide examples of how you set consistent limits for children and your developmental expectations for adhering to those limits.
ECD3C
- What do you do to encourage children to respect the rights and feelings of others?
ECD3D
- How do you maintain secure and consistent relationships with infants and toddlers?
ECD3F
Applies to: Programs serving infants and toddlers

Cognitive and Language Development

- What strategies are used to encourage experimentation, inquiry, observation, play and exploration?
ECD4A
- How do you engage children in art, music, and movement activities?
ECD4B
- What strategies do you use to promote language development in both English and home languages for dual language learners?
ECD4C
- What types of materials and strategies do you use to support literacy and math development?
ECD4D

Physical Development

- How do you promote physical development both indoors and outdoors?
ECD5A
- How do you promote developmentally appropriate fine motor skills?
ECD5B

Staff Coordination

- How do you convey your need for support in ensuring that children's health, mental health, and special needs are met? How are your needs for such support met?
MH2B
- How do coordinators verify with you that individual plans are working for children with disabilities? How are you supported with implementing plans or addressing the need to change plans?
DIS2A
- How are you made aware of new health services needs for children with disabilities?
DIS2B

Parent Involvement

- How do staff encourage parents to participate in staff-parent conferences?
FCS4A
- Are teachers required to make no fewer than two home visits per program year?
FCS4A
- How do you explain the advantages of home visits to parents?
FCS4A



- How are parents involved in the selection and or development of the program's curriculum?
FCS4B
- When are parents allowed to visit the program and observe their children?
FCS4B
- How are parents provided with opportunities to increase their child observation skills and to share their assessments with staff?
FCS4B
- Are developmental assessments shared with parents throughout the program year?
FCS4B
- Are parents included in educational decisions related to their children? Can you describe the decision-making process?
FCS4B
- How do you solicit parents' information, observations, and concerns about their children's mental health?
MH2A
- How do consultations with parents occur when health problems are suspected or identified for children?
HEA2F
- Does the program familiarize parents with the use of and rationale behind health and developmental procedures administered through the program or by contract and obtain advance authorization for such procedures?
HEA2F

Safety

- How do you ensure that children are supervised at all times?
(Note to reviewer: Listen for how the program provides supervision in play areas).
SAF1F
- How do you prevent children from getting into unsafe areas?
SAF1F
- Are children exposed to vehicular traffic when en route to play? If so, how do you keep children safe?
SAF1F
- Whom do you tell when facilities and equipment are unsafe or need repair?
SAF1H
- What would you do if a spill of bodily fluids occurred?
SAF2B
- Do staff and volunteers wear nonporous gloves when in contact with blood or other visibly bloody bodily fluids?
SAF2B
- How and when do you sanitize toys? What products do you use to sanitize toys? Can you show me the product?
(Note to reviewer: Check the product label to confirm that it is nontoxic.)
SAF1D
Applies to: Programs serving infants and toddlers
- What precautions are taken to ensure each child receives his or her own mother's breast milk or the correct formula? How do staff and parents communicate to ensure containers of breast milk or formula are dated, labeled clearly with the child's name, and used only for the intended child?
SAF3B
Applies to: Programs serving infants and toddlers



Diapering

- What is the practice for changing children's diapers?
SAF2C

Dental Hygiene

- How often and when do children over age 1 year brush their teeth in school?
(Note to reviewer: Once daily, after a meal, Head Start staff or volunteers should help children age 1 year or older brush their teeth using fluoride toothpaste.)
NUT4A
- How often and when do staff wipe the gums of infants' under age 1 year during the program day?
(Note to reviewer: At least once during the program day, Head Start staff or volunteers must wash their hands then cover a finger with a gauze pad or soft cloth and gently wipe infants' gums.)
NUT4A
Applies to: Programs serving infants and toddlers

Meals and Nutrition

- Do children receive breakfast every morning? What happens when children arrive after breakfast is served?
NUT2C
- How often do you communicate with parents about:
 - Frequency and manner of feeding;
 - Introduction of solid foods and other new foods;
 - Daily elimination patterns of each child;
 - Food intolerances and preferences of each child; and
 - Quantity and consumption of foods at home and school?NUT2D
Applies to: Programs serving infants and toddlers
- What steps do you take to ensure that children have adequate time to eat, and that slower eaters are given enough time to finish their food?
NUT4B
- How do you encourage children to try new foods? Do children have to eat all of the foods offered? Are there times when children are not allowed to have something that is offered or are given something extra based on how they behave? Note that standards of conduct indicate that food should not be used as reward or punishment for children.
NUT4B, PDM7H

Performance Reviews

- When did you receive your last annual performance review?
PDM7C
- How are the results of the annual performance review used? Do they help you identify your training and professional development needs? How does your manager help you improve skills and professional competencies?
PDM7C



Training

- When did you receive training on identifying and reporting child abuse and neglect? What steps would you take if you suspected child abuse or neglect?
PDM7J

Professional Development Plans

- Did you participate in the development of your professional development plan?
PDM7D



Child File Review--ECD (Center-based)

Child Files

- Are ongoing observations conducted and recorded to better understand each child?
ECD2C
- Review the assessment data in child files. Does the assessment process collect information about children's functioning in the following areas:
 - Gross and fine motor skills,
 - Perceptual discrimination,
 - Cognition,
 - Attention skills,
 - Self-help,
 - Social and receptive skills, and
 - Expressive language?
ECD2C



Family Child Care Setting Observation

Curriculum

- Observe the experiences offered to children. Describe individual experiences and small group experiences. Describe both indoor and outdoor experiences (delineate between the two).
ECD3J
- Look for evidence of the integration of services into the curriculum. Describe the types of integrations seen during the observation. Note specifically the following items (but write a full observation of integrations):
 - Developmentally appropriate food-related activities are integrated into the curriculum
 - Safety awareness integrated into children's activitiesECD2B

Building Trust

- Describe the interactions with children. Are they pleasant and comforting? Do adults show interest in children's activities?
ECD3A
- Look for evidence of a warm and supportive classroom. Describe how teachers and children interact with each other. Focus specifically on the relationships that are supportive and caring.
ECD3A

Fostering Independence

- Describe how adults foster independence in children's daily routines. In your description include:
 - Classroom setup and whether the environment allows children to use and put away materials and supplies independently,
 - The time provided to complete tasks, and
 - The location of materials in the classroom and whether they are arranged for independent use.ECD3B

Encouraging Self-Control

- Look for evidence of teachers encouraging self-control. Describe how teachers set clear limits with realistic expectations based on the children's ages and ability. Record examples of teachers helping children express their emotions and of effective classroom management that prevents escalation of uncontrolled conflict.
ECD3C

Encouraging Respect

- Look for evidence of teachers encouraging respect for others' feelings and rights. Describe how teachers engage children in problem-solving strategies and support positive guidance (e.g., acknowledge feelings, verbalize feelings, listen to all sides, anticipate and redirect challenging behavior when needed).
ECD3D

Culture and Diversity

- Describe the communication between adults and children. Note specifically whether at least one adult is able to communicate with the child in his or her home language.
ECD3E



- Describe the materials, equipment, and activities that reflect the diversity of the children in the setting.
ECD3E

Self-Awareness

- Describe evidence of adults encouraging self-awareness in infants and toddlers. Note specifically how quickly program staff respond to individual children, the exchange of information with parents during arrival and departure, and how the environment supports self-awareness (such as mirrors or materials from home).
ECD3G

Daily Routines and Transitions

- Describe the routines and transitions observed. Note specifically whether children are kept involved in activities throughout the observation, whether teachers are fully prepared for activities and lessons, whether materials are ready, and whether the routine is flexible and individualized.
ECD3H

Self-Esteem

- Look for evidence of program staff encouraging children to develop feelings of competence, self-esteem, and positive attitudes toward learning throughout the observation. Describe how teachers listen to children, compliment their accomplishments and efforts, or encourage children to talk about what they are doing.
ECD3I

Cognitive Development

- Provide descriptions of age-appropriate science activities, opportunities for children to play and explore, exploration of blocks, sand and water play or other ways that adults provide for the development of cognitive and language skills through experimentation, observation, play and exploration.
ECD4A

Art, Music, and Movement

- Provide descriptions of art, music, and movement activities. Include a description of the materials available for these activities.
ECD4B

Language Development

- Describe the opportunities for children to use and hear language. Focus specifically on how adults listen actively to children, ask relevant questions, allow time for children to respond, and encourage language and interaction in small groups.
ECD4C

Early Math Development

- Describe how numbers are integrated into daily routines and how teachers use a variety of experiences and different settings to teach math concepts and build mathematical vocabulary.
ECD4D



Early Literacy Development

- Describe how and when developmentally appropriate reading and writing materials are available throughout the day, and how children interact with books and the strategies used to promote literacy development.
ECD4D

Child and Teacher Directed Activities

- Describe the opportunities for children to engage in child-initiated and adult-directed activities (e.g., free choice-time, asking teacher to read a book, teacher engaging in child-initiated conversation, teacher following child's lead, teacher leading activities for children's development).
ECD4E
- Describe how the daily routine offers opportunities for infants and toddlers to engage in playful interactive activities that are child and teacher directed (e.g., teacher reads to child or group of children, teacher leads children in group activity).
ECD4E

Gross Motor Skills

- Describe the gross motor development strategies for infants and toddlers. Look for available materials and equipment that encourage grasping, pulling, pushing, crawling, walking and climbing.
ECD5A
- Describe how the indoor and outdoor space and equipment supports active physical play and development for preschool children.
ECD5A

Fine Motor Skills

- List the daily activities that encourage infants and toddlers to develop control and coordination of small, specialized motions of eyes, mouth, hands, and feet (e.g., art activities, sand and water play, blocks building, feeding, and washing hands).
ECD5B
- Describe the variety of fine motor activities for preschool-age children available throughout the day (e.g., art activities, sand and water play, blocks building, shape sorting, feeding, solving puzzles, exploring textures, stringing beads).
ECD5B

Children with Disabilities

- How are children with disabilities integrated into the group? Do they participate in activities, as appropriate?
DIS4E
- Visit classrooms to observe the services provided to children with disabilities. Summarize the services, including information about the coordination of services among all service areas (Education, Health, Mental Health). How does the Disabilities Coordinator support teachers who work with children with disabilities?
DIS2A



Family Child Care Provider Interview

Curriculum Development and Implementation

- How do you integrate health, nutrition, and mental health into the curriculum?
ECD2B
Applies to: Programs serving preschool-age children

Curriculum and Individualization

- How do you manage individualization for children with the implementation of the program curriculum?
ECD2C
- How do you measure the success of individualization and the strategies used to implement the curriculum for each child?
ECD2C
- Describe the process for using multiple sources of information (such as screenings, ongoing observations, and insights from parents) to individualize for children.
ECD2C

IFSPs and IEPs

- Are you familiar with the requirements of IFSPs and IEPs for children with disabilities?
DIS4E
- Can you describe implementation of IFSP or IEP requirements?
DIS4E

Social and Emotional Development

- What are some of the strategies you use to develop competence, self-esteem, and positive attitudes toward learning?
ECD3I
Applies to: Programs serving preschool-age children
- Describe the types of individual and small group experiences you provide for children both indoors and outdoors.
ECD3J
Applies to: Programs serving preschool-age children
- Describe the process for moving children to new groups.
ECD3A
- Are children oriented gradually to new groups or teachers with a familiar adult present?
ECD3A
- What are some of the strategies you use to foster independence?
ECD3B
- How do you encourage independent use of toilet facilities?
ECD3B
- Please provide examples of how you set consistent limits for children and your developmental expectations for adhering to those limits.
ECD3C



- What do you do to encourage children to respect the rights and feelings of others?
ECD3D
- How do you maintain secure and consistent relationships with infants and toddlers?
ECD3F
Applies to: Programs serving infants and toddlers

Cognitive and Language Development

- What strategies are used to encourage experimentation, inquiry, observation, play and exploration?
ECD4A
- How do you engage children in art, music, and movement activities?
ECD4B
- What strategies do you use to promote language development in both English and home languages for dual language learners?
ECD4C
- What types of materials and strategies do you use to support literacy and math development?
ECD4D

Physical Development

- How do you promote physical development both indoors and outdoors?
ECD5A
- How do you promote developmentally appropriate fine motor skills?
ECD5B

Staff Coordination

- How do you convey your need for support in ensuring that children's health, mental health, and special needs are met? How are your needs for such support met?
MH2B
- How do coordinators verify with you that individual plans are working for children with disabilities? How are you supported with implementing plans or addressing the need to change plans?
DIS2A
- How are you made aware of new health services needs for children with disabilities?
DIS2B

Parent Involvement

- How do staff encourage parents to participate in staff-parent conferences?
FCS4A
- Are teachers required to make no fewer than two home visits per program year?
FCS4A
- How do you explain the advantages of home visits to parents?
FCS4A
- How are parents involved in the selection and or development of the program's curriculum?
FCS4B



- When are parents allowed to visit the program and observe their children?
FCS4B
- How are parents provided with opportunities to increase their child observation skills and to share their assessments with staff?
FCS4B
- Are developmental assessments shared with parents throughout the program year?
FCS4B
- Are parents included in educational decisions related to their children? Can you describe the decision-making process?
FCS4B
- How do you solicit parents' information, observations, and concerns about their children's mental health?
MH2A
- How do consultations with parents occur when health problems are suspected or identified for children?
HEA2F
- Does the program familiarize parents with the use of and rationale behind health and developmental procedures administered through the program or by contract and obtain advance authorization for such procedures?
HEA2F
- What is the system for notifying parents of emergencies or unplanned interruptions in service? Describe the contingency plans you have developed with parents for these emergencies (e.g., alternative providers or substitutes)? How do you inform parents of an emergency or the need to pick up a child who has become ill?
HEA2F

Safety

- How do you ensure that children are supervised at all times?
(Note to reviewer: Listen for how the program provides supervision in play areas).
SAF1F
- How do you prevent children from getting into unsafe areas?
SAF1F
- Are children exposed to vehicular traffic when en route to play? If so, how do you keep children safe?
SAF1F
- Whom do you tell when facilities and equipment are unsafe or need repair?
SAF1H
- What would you do if a spill of bodily fluids occurred?
SAF2B
- Do staff and volunteers wear nonporous gloves when in contact with blood or other visibly bloody bodily fluids?
SAF2B
- How and when do you sanitize toys? What products do you use to sanitize toys? Can you show me the product?
(Note to reviewer: Check the product label to confirm that it is nontoxic.)
SAF1D
Applies to: Programs serving infants and toddlers



-
- What precautions are taken to ensure each child receives his or her own mother's breast milk or the correct formula? How do staff and parents communicate to ensure containers of breast milk or formula are dated, labeled clearly with the child's name, and used only for the intended child?

SAF3B

Applies to: Programs serving infants and toddlers

Diapering

- What is the practice for changing children's diapers?

SAF2C

Dental Hygiene

- How often and when do children over age 1 year brush their teeth in school?
(Note to reviewer: Once daily, after a meal, Head Start staff or volunteers should help children age 1 year or older brush their teeth using fluoride toothpaste.)

NUT4A

- How often and when do staff wipe the gums of infants' under age 1 year during the program day?
(Note to reviewer: At least once during the program day, Head Start staff or volunteers must wash their hands then cover a finger with a gauze pad or soft cloth and gently wipe infants' gums.)

NUT4A

Applies to: Programs serving infants and toddlers

Meals and Nutrition

- Do children receive breakfast every morning? What happens when children arrive after breakfast is served?

NUT2C

- How often do you communicate with parents about:
 - Frequency and manner of feeding;
 - Introduction of solid foods and other new foods;
 - Daily elimination patterns of each child;
 - Food intolerances and preferences of each child; and
 - Quantity and consumption of foods at home and school?

NUT2D

Applies to: Programs serving infants and toddlers

- What steps do you take to ensure that children have adequate time to eat, and that slower eaters are given enough time to finish their food?

NUT4B

- How do you encourage children to try new foods? Do children have to eat all of the foods offered? Are there times when children are not allowed to have something that is offered or are given something extra based on how they behave? Note that standards of conduct indicate that food should not be used as reward or punishment for children.

NUT4B, PDM7H

Performance Reviews

- When did you receive your last annual performance review?

PDM7C



- How are the results of the annual performance review used? Do they help you identify your training and professional development needs? How does your manager help you improve skills and professional competencies?
PDM7C

Training

- Describe the opportunities for ongoing training that the program provides you to help you acquire and maintain the skills and knowledge necessary to fulfill your job responsibilities and to implement Head Start Program Performance Standards in the service area.
PDM7I
- When did you receive training on identifying and reporting child abuse and neglect? What steps would you take if you suspected child abuse or neglect?
PDM7J

Professional Development Plans

- Did you participate in the development of your professional development plan?
PDM7D



Child File Review--ECD (Family Child Care Setting)

Child Files

- Are ongoing observations conducted and recorded to better understand each child?
ECD2C
- Review the assessment data in child files. Does the assessment process collect information about children's functioning in the following areas:
 - Gross and fine motor skills,
 - Perceptual discrimination,
 - Cognition,
 - Attention skills,
 - Self-help,
 - Social and receptive skills, and
 - Expressive language?
ECD2C



Home-based Visit Observations

Curriculum

- Observe the experiences offered to children. Describe individual experiences and small group experiences. Describe both indoor and outdoor experiences (delineate between the two).
ECD3J
- Look for evidence of the integration of services into the curriculum. Describe the types of integrations seen during the observation. Note specifically the following items (but write a full observation of integrations):
 - Developmentally appropriate food-related activities are integrated into the curriculum
 - Safety awareness integrated into children's activitiesECD2B

Building Trust

- Describe the interactions with children. Are they pleasant and comforting? Do adults show interest in children's activities?
ECD3A
- Look for evidence of a warm and supportive classroom. Describe how teachers and children interact with each other. Focus specifically on the relationships that are supportive and caring.
ECD3A

Fostering Independence

- Describe how adults foster independence in children's daily routines. In your description include:
 - Classroom setup and whether the environment allows children to use and put away materials and supplies independently,
 - The time provided to complete tasks, and
 - The location of materials in the classroom and whether they are arranged for independent use.ECD3B

Encouraging Self-Control

- Look for evidence of teachers encouraging self-control. Describe how teachers set clear limits with realistic expectations based on the children's ages and ability. Record examples of teachers helping children express their emotions and of effective classroom management that prevents escalation of uncontrolled conflict.
ECD3C

Encouraging Respect

- Look for evidence of teachers encouraging respect for others' feelings and rights. Describe how teachers engage children in problem-solving strategies and support positive guidance (e.g., acknowledge feelings, verbalize feelings, listen to all sides, anticipate and redirect challenging behavior when needed).
ECD3D

Culture and Diversity

- Describe the communication between adults and children. Note specifically whether at least one adult is able to communicate with the child in his or her home language.
ECD3E



- Describe the materials, equipment, and activities that reflect the diversity of the children in the setting.
ECD3E

Self-Awareness

- Describe evidence of adults encouraging self-awareness in infants and toddlers. Note specifically how quickly program staff respond to individual children, the exchange of information with parents during arrival and departure, and how the environment supports self-awareness (such as mirrors or materials from home).
ECD3G

Daily Routines and Transitions

- Describe the routines and transitions observed. Note specifically whether children are kept involved in activities throughout the observation, whether teachers are fully prepared for activities and lessons, whether materials are ready, and whether the routine is flexible and individualized.
ECD3H

Self-Esteem

- Look for evidence of program staff encouraging children to develop feelings of competence, self-esteem, and positive attitudes toward learning throughout the observation. Describe how teachers listen to children, compliment their accomplishments and efforts, or encourage children to talk about what they are doing.
ECD3I

Cognitive Development

- Provide descriptions of age-appropriate science activities, opportunities for children to play and explore, exploration of blocks, sand and water play or other ways that adults provide for the development of cognitive and language skills through experimentation, observation, play and exploration.
ECD4A

Art, Music, and Movement

- Provide descriptions of art, music, and movement activities. Include a description of the materials available for these activities.
ECD4B

Language Development

- Describe the opportunities for children to use and hear language. Focus specifically on how adults listen actively to children, ask relevant questions, allow time for children to respond, and encourage language and interaction in small groups.
ECD4C

Early Math Development

- Describe how numbers are integrated into daily routines and how teachers use a variety of experiences and different settings to teach math concepts and build mathematical vocabulary.
ECD4D



Early Literacy Development

- Describe how and when developmentally appropriate reading and writing materials are available throughout the day, and how children interact with books and the strategies used to promote literacy development.
ECD4D

Child and Teacher Directed Activities

- Describe the opportunities for children to engage in child-initiated and adult-directed activities (e.g., free choice-time, asking teacher to read a book, teacher engaging in child-initiated conversation, teacher following child's lead, teacher leading activities for children's development).
ECD4E
- Describe how the daily routine offers opportunities for infants and toddlers to engage in playful interactive activities that are child and teacher directed (e.g., teacher reads to child or group of children, teacher leads children in group activity).
ECD4E

Children with Disabilities

- Visit classrooms to observe the services provided to children with disabilities. Summarize the services, including information about the coordination of services among all service areas (Education, Health, Mental Health). How does the Disabilities Coordinator support teachers who work with children with disabilities?
DIS2A



Home Visitor Interview

Curriculum Development and Implementation

- How do you integrate health, nutrition, and mental health into the curriculum?
ECD2B
Applies to: Programs serving preschool-age children

Curriculum and Individualization

- How do you manage individualization for children with the implementation of the program curriculum?
ECD2C
- How do you measure the success of individualization and the strategies used to implement the curriculum for each child?
ECD2C
- Describe the process for using multiple sources of information (such as screenings, ongoing observations, and insights from parents) to individualize for children.
ECD2C

IFSPs and IEPs

- Are you familiar with the requirements of IFSPs and IEPs for children with disabilities?
DIS4E
- Can you describe implementation of IFSP or IEP requirements?
DIS4E

Social and Emotional Development

- What are some of the strategies you use to develop competence, self-esteem, and positive attitudes toward learning?
ECD3I
Applies to: Programs serving preschool-age children
- Describe the types of individual and small group experiences you provide for children both indoors and outdoors.
ECD3J
Applies to: Programs serving preschool-age children
- Describe the process for moving children to new groups.
ECD3A
- Are children oriented gradually to new groups or teachers with a familiar adult present?
ECD3A
- What are some of the strategies you use to foster independence?
ECD3B
- How do you encourage independent use of toilet facilities?
ECD3B
- Please provide examples of how you set consistent limits for children and your developmental expectations for adhering to those limits.
ECD3C



- What do you do to encourage children to respect the rights and feelings of others?
ECD3D
- How do you maintain secure and consistent relationships with infants and toddlers?
ECD3F
Applies to: Programs serving infants and toddlers

Cognitive and Language Development

- What strategies are used to encourage experimentation, inquiry, observation, play and exploration?
ECD4A
- How do you engage children in art, music, and movement activities?
ECD4B
- What strategies do you use to promote language development in both English and home languages for dual language learners?
ECD4C
- What types of materials and strategies do you use to support literacy and math development?
ECD4D

Physical Development

- How do you educate families about the importance of physical development and encourage families to play actively with their children both indoors and outdoors (e.g., tumble with child on the carpet indoors or on a blanket outdoors, sit with child on a swing, ride or walk with child on bike, wagon, or other wheeled toy)?
ECD5C

Nutrition

- How do you learn about a child's nutritional needs that require accommodation, including a disability, food allergy, medically based need, or other special dietary need?
NUT3A
- How do you work with parents to plan and implement nutrition activities for group socializations?
NUT3A

Staff Coordination

- How do you convey your need for support in ensuring that children's health, mental health, and special needs are met? How are your needs for such support met?
MH2B

Parent Involvement

- How do staff encourage parents to participate in staff-parent conferences?
FCS4A
- How do you explain the advantages of home visits to parents?
FCS4A
- How are parents involved in the selection and or development of the program's curriculum?
FCS4B



- How are parents provided with opportunities to increase their child observation skills and to share their assessments with staff?
FCS4B
- Are developmental assessments shared with parents throughout the program year?
FCS4B
- Are parents included in educational decisions related to their children? Can you describe the decision-making process?
FCS4B
- How do you solicit parents' information, observations, and concerns about their children's mental health?
MH2A
- How do consultations with parents occur when health problems are suspected or identified for children?
HEA2F
- Does the program familiarize parents with the use of and rationale behind health and developmental procedures administered through the program or by contract and obtain advance authorization for such procedures?
HEA2F

Performance Reviews

- When did you receive your last annual performance review?
PDM7C
- How are the results of the annual performance review used? Do they help you identify your training and professional development needs? How does your manager help you improve skills and professional competencies?
PDM7C

Training

- Describe the opportunities for ongoing training that the program provides you to help you acquire and maintain the skills and knowledge necessary to fulfill your job responsibilities and to implement Head Start Program Performance Standards in the service area.
PDM7I
- When did you receive training on identifying and reporting child abuse and neglect? What steps would you take if you suspected child abuse or neglect?
PDM7J



Child File Review--ECD (Home-based Program)

Child Files

- Are ongoing observations conducted and recorded to better understand each child?
ECD2C
- Review the assessment data in child files. Does the assessment process collect information about children's functioning in the following areas:
 - Gross and fine motor skills,
 - Perceptual discrimination,
 - Cognition,
 - Attention skills,
 - Self-help,
 - Social and receptive skills, and
 - Expressive language?
ECD2C



ECD Document Review

Curriculum

- Write down the name of the curriculum used, the type of assessment tools used with the curriculum, and additional supplements used with the curriculum.

ECD2A

- Describe how the curriculum used is consistent with the following criteria:
 - Includes goals for children's development and learning,
 - Includes experiences through which they will achieve those goals,
 - Addresses what staff and parents do to help children achieve those goals,
 - Includes materials needed to support implementation,
 - Is consistent with the Head Start Program Performance Standards,
 - Is based on sound child development principles, and
 - Is research based.

ECD2A



ECD Coordinator Interview

Staff Qualifications and Expertise

- Describe your training or experience related to child growth and development, early childhood education, and family support. If you are not the content area expert, describe the training or experience of the person who provides this expertise for the program.
ECD1A
- Describe how you provide the program with regularly scheduled, ongoing expertise and oversight in the area of early childhood education. If you are not the content area expert, does someone support you in this area and how?
ECD1A
- Are teachers or FCC providers required to communicate in the languages spoken by the families served by the program?
ECD1B
Applies to: Center-based or family child care programs
- Is the home visitor required to communicate in the languages spoken by the families that the program serves?
ECD1C
Applies to: Home-based programs

Ongoing Monitoring and Oversight

- How do you monitor delivery of the program's education and early childhood development services and the program's compliance with all Federal regulations?
ECD6A
- Show me the documents, systems and reports used in the implementation of the ongoing monitoring of education and early childhood development services.
ECD6A
- What do you do if you detect problems or weaknesses with the program's education and early childhood development services?
ECD6A

Program Planning

- Describe how information from the annual self assessment is incorporated into your program planning and implementation.
ECD6A
- Describe how information from the Community Assessment (and its updates) is incorporated into your program planning and implementation.
ECD6A

Staffing

- Have staff changes occurred? How many changes have occurred during this program year?
ECD3F
Applies to: Programs serving infants and toddlers
- How long has each infant and toddler teacher been with the same group of children?
ECD3F
Applies to: Programs serving infants and toddlers



- What is the procedure for assigning substitutes?
ECD3F
Applies to: Programs serving infants and toddlers

Staff Coordination

- How are changes and updates to program plans regarding the provision of disabilities services communicated between coordinators and other necessary staff members?
DIS2A
- How do you verify that individual plans are working for children with disabilities? How do you support teachers with implementing plans or addressing the need to change plans?
DIS2A
- How do teachers receive support from other service area staff to ensure children's needs are met in the classroom? How do you know that your teachers have received the support they need?
PDM5A
- How do you coordinate with the Disabilities Coordinator using information from developmental assessments for planning program and individualization of educational activities and experiences for children with disabilities?
DIS2A

Adaptation for Children with Disabilities

- What steps are taken to ensure that all equipment, toys, materials, and furniture are age appropriate, safe, and supportive of children with disabilities?
SAF1I
Applies to: Center-based or family child care programs

Curriculum Development and Implementation

- How do you coordinate with other service area staff to ensure they have an opportunity to provide guidance for integration of health, nutrition, and mental health into curriculum implementation?
ECD2B
Applies to: Programs serving preschool-age children

Curriculum and Individualization

- How is the curriculum implemented to ensure children's individual patterns of learning and development are supported?
ECD2C
- How are screenings, ongoing observations, evaluations and insight from parents used to respond to each child's individual strengths and needs?
ECD2C

Culture and Diversity

- What are the procedures for ensuring that adults can communicate with children in their home language?
ECD3E
- You have observed that in at least one setting no adult was able to communicate with a child in his or her home language. Conduct a follow-up interview with the ECD Coordinator to understand how adults communicate with children and their families in this setting.
ECD3E



- How are staff familiarized with the families' ethnic backgrounds?
FCS2B

Parent Involvement

- How do staff encourage parents to participate in staff-parent conferences?
FCS4A
- Are teachers required to make no fewer than two home visits per program year?
FCS4A
- How do you explain the advantages of home visits to parents?
FCS4A
- How are parents involved in the selection and or development of the program's curriculum?
FCS4B
- When are parents allowed to visit the program and observe their children?
FCS4B
- How are parents provided with opportunities to increase their child observation skills and to share their assessments with staff?
FCS4B
- How do you share staff observations with parents and help parents understand child development and their child's behavior?
MH2A
- How do you help parents understand how to strengthen home environments to support and nurture child development?
MH2A
- How do you educate parents about appropriate behaviors and varying individual temperaments? How do you educate parents and staff on appropriate responses to child behaviors?
MH2A

Transitions

- How are developmentally appropriate expectations for children's learning and development shared with the school or other programs as the child transitions?
FCS5C
- How do you encourage parents and elementary school teachers to discuss the educational, developmental, and other needs of each child?
FCS5C
Applies to: Programs serving preschool-age children
- How do you help families understand how parent involvement relates to their child's academic success and teach them strategies for maintaining parent involvement as their child moves from Early Head Start to Head Start or elementary school?
FCS5C
- How do you work with parents who speak a language other than English to achieve effective transitions?
FCS5C



- How does the program organize and participate in joint, transition-related training for school and Head Start staff?
FCS5C
Applies to: Programs serving preschool-age children
- What are the procedures for transferring, with parental consent, Head Start program records for each participating child to the school or program where the child will enroll?
FCS5C

Performance Reviews

- When did you receive your last annual performance review?
PDM7C
- How are the results of the annual performance review used? Do they help you identify your training and professional development needs? How does your manager help you improve skills and professional competencies?
PDM7C

Training

- Describe the opportunities for ongoing training that the program provides you to help you acquire and maintain the skills and knowledge necessary to fulfill your job responsibilities and to implement Head Start Program Performance Standards in the service area.
PDM7I
- When did you receive training on identifying and reporting child abuse and neglect? What steps would you take if you suspected child abuse or neglect?
PDM7J
- What training opportunities have been available over the past year? How do you determine what kind of training individual teachers need?
PDM7I
Applies to: Center-based programs
- How does the program offer family child care providers opportunities for training in the following areas:
 - Infant, toddler, and preschool development;
 - Curriculum implementation;
 - Skills for working with children with disabilities;
 - Effective communication with children and their families;
 - Safety, sanitation, hygiene, health practices, and certification in infant and child CPR;
 - USDA and Child and Adult Care Food Program regulations; and
 - Other skills necessary to increase their knowledge of children and family services?
PDM7I
Applies to: Family child care programs
- How does the program ensure that each Head Start teacher attends at least 15 hours of classroom-focused professional development each year?
PDM7I





ECD Coordinator & Content Area Expert--Staff File Review

Staff Qualifications and Expertise

- Review the degree, training, experience, and qualifications documented for the education and early childhood development content area expert, including documentation of training and experience related to child growth and development, early childhood education, and family support. Indicate which of the following credentials the content area expert possesses (Select all that apply).
 - Child development associate (CDA) credential that is appropriate to the age of children being served
 - State-awarded certificate for preschool teachers that meets or exceeds the requirements for a CDA credential
 - Associate's degree in early childhood education
 - Associate's degree in a related field and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children
 - Bachelor's degree and admission into the Teach For America program; successful completion of a rigorous early childhood content exam, such as the Praxis II; participation in a Teach For America summer training institute that includes teaching preschool children; and ongoing professional development and support from Teach For America's professional staff
 - Bachelor's or advanced degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children
 - The content area expert does not possess any of the above degrees, training, experience, and qualifications(Note to reviewer: Document the qualifications that are listed in the file.)
ECD1A

Staff Hiring Procedures

- Was a criminal background check conducted?
 - If no, does this staff member provide direct services to children? If they do not provide direct services to children, indicate whether the staff member has an office in a center serving children or in an administrative building where there are no children present.
 - If yes, indicate the date the criminal background check was conducted.
PDM7E
- Review staff files for documentation of initial health examination (including screening for tuberculosis) and reexamination (if required by health care provider or as mandated by State, local or Tribal laws). Has an initial health exam, including screenings, been completed?
 - Document the date of the most recent health exam and screening.
 - Document whether a reexamination is required.(Note to reviewer: If the health care provider or State, local or Tribal law requires re-examination, describe the requirement, including required timeframes for reexamination if applicable, and indicate whether the program has complied with the requirement for the staff you are reviewing.)
 - Document the date of the reexamination, if required.
 - Document the date the tuberculosis screening was completed.
PDM7F

Staff Training and Development

- Indicate the date of the most recent performance review.
PDM7C



- Indicate the date of the most recent staff professional development plan.
PDM7D
- Review staff files for evidence of training opportunities for staff and volunteers. Briefly summarize the types of training offered.
PDM7I
- Has the staff member received training in identifying and reporting child abuse and neglect?
 - Indicate the date the staff member received this training.
PDM7J



ECD Management Summary Analysis--Overall Summary and Strengths

Overall Service Summary

- Summarize your general impressions of the program's delivery of early childhood education. The summary should describe what the program does well, which areas need improvement, and your overall level of confidence in the program's provision of early childhood education. Your summary should not directly reiterate the strengths and findings you identified through implementation of the protocol but, rather, should reflect your overall analysis and impressions of the program's effectiveness in providing early childhood education.

ECD6A

Service Specific Strengths

- Summarize program strengths noted in ECD. Describe any practices that were found to be new or innovative and had a positive impact, that helped the grantee overcome challenges and provided greater/improved service quality or surpassed established performance indicators. Some examples of broad categories of program strengths include (but are not limited to):
 - Collaborations with local/community-based services
 - Exemplary fiscal practices to ensure the safeguarding of Federal dollars
 - Highly successful efforts to address and improve school readiness
 - Expansion of the program and increased accessibility
 - Extraordinary accommodations for children/families (e.g., children with disabilities)
 - Innovative program design and management

Do not include strengths that will contradict any PANCs identified on this review.

ECD6A



ECD Management Summary Analysis--Parent and Staff Communication

Communication among Staff

- Summarize whether the program has effective two-way communication between ECD staff and staff in other service areas. Your summary should provide examples of why you consider the communication between the program's staff to be effective or ineffective. Your summary might reflect a potential program strength, a concern, or general compliance.
ECD6A

Communication with Parents

- Summarize whether the program has effective two-way communication between ECD staff and parents. Your summary should provide examples of why you consider the communication between the program's staff and parents to be effective or ineffective. Your summary might reflect a potential program strength, a concern, or general compliance.
ECD6A



ECD Management Summary Analysis--Planning

Planning

- Review the ECD Services area's written plans so you understand the goals the program intends to achieve and the strategies the program plans to use to accomplish its goals. Summarize the program's progress in implementing its plans and achieving its defined goals. Your summary might reflect a potential program strength, a concern, or general compliance.

ECD6A



ECD Management Summary Analysis--Record-Keeping

Record-Keeping

- Summarize whether the program is effective in keeping up to date and accurate ECD records. Your summary should provide examples of why you consider the program's record-keeping system to be effective or ineffective. Your summary might reflect a potential program strength, a concern, or general compliance.

ECD6A



ECD Management Summary Analysis--Ongoing Monitoring

Ongoing Monitoring

- Summarize the program's process for ongoing monitoring of ECD services. A comprehensive explanation of this system should include a description of each of the following:
 - Monitoring measures, tools or instruments, materials and procedures;
 - Staff responsibilities for ongoing monitoring of their respective service areas;
 - How the program analyzes and documents progress toward achieving program goals and complying with performance requirements;
 - How follow up occurs for findings or problems identified through data collection, and how these findings are corrected and documented.

This summary should help all team members understand the effectiveness or ineffectiveness of the ongoing monitoring system in ECD services. Your summary might reflect a potential program strength, a concern, or general compliance.

ECD6A