

# UNIVERSAL PREKINDERGARTEN PROGRAM REVIEW

Date \_\_\_\_\_ Program \_\_\_\_\_

Teachers \_\_\_\_\_

Program Specialist \_\_\_\_\_

## RATING

### A. Physical and Learning Environment

Check learning centers that are available

- Library corner/Books
- Dramatic Play
- Blocks
- Writing
- Science/Discovery
- Manipulative
- Sensory (Sand/Water Tables)
- Art with easel
- Computer Listening Center
- Others, please list

Learning centers are clearly defined (at least 4)

Room is appropriately provisioned and stimulating with diverse and sufficient materials

Room appears neat and inviting

Children's open ended art work displayed

There is a wide variety of developmentally appropriate materials that are easily accessible to the children

There are enough developmentally appropriate materials for all the children to be actively engaged

Cultural diverse materials are evident

Adequate large muscle space in-door

Adequate outdoor play space/equipment

Schedule alternate active and less active periods of the day

At least one half of the books on display are in English if other languages are used

Activities are child centered

Art is open ended

Children are given a choice of materials and activities

A written schedule is posted that is balanced with group and individual activities, indoor and outdoor play, routines and free play

**B. Instructional Practice**

Adults use appropriate language with the children and adults

Language use is encouraged by adults

Most children are able to respond to simple questions in English

Children's names are used throughout session

Most children are able to identify common shapes and colors, and name, address, and telephone number in English

Adults encourage children to be self

Diverse and sufficient materials

Culturally diverse materials are evident

Adults are facilitating play\_\_\_\_\_

1. Children are actively engaged in activities Noise level in room appropriate for activities\_\_\_\_\_

2. Classroom routine is established and followed

3. Transitions are smooth and incident freeBehavior issues are handled in a fair and consistent manner\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

11. There is evidence of themes\_\_\_\_\_

\_\_\_\_\_

12. There is evidence of overall planning\_\_\_\_\_

\_\_\_\_\_

13. Children are able to work at their own pace\_\_\_\_\_

\_\_\_\_\_

14. Adults appear enthusiastic and nurturing\_\_\_\_\_

\_\_\_\_\_

15. Children appear happy and cooperative\_\_\_\_\_

\_\_\_\_\_

16. Adults expect the children to be active\_\_\_\_\_

\_\_\_\_\_

17. Schedule alternates active and less active periods of the day\_\_\_\_\_

\_\_\_\_\_

18. The room is print rich\_\_\_\_\_

\_\_\_\_\_

19. Establish family style eating\_\_\_\_\_

\_\_\_\_\_

20. Provide math and language concepts through the day including at eating time\_\_\_\_\_

\_\_\_\_\_

#### **D. Staff**

1. Staff is actively involved\_\_\_\_\_

\_\_\_\_\_

2. Staff is diverse\_\_\_\_\_

\_\_\_\_\_

3. Voice tones are appropriate\_\_\_\_\_

\_\_\_\_\_

4. Staff expectations are appropriate for the children\_\_\_\_\_

\_\_\_\_\_

5. Staff appear to work cooperatively\_\_\_\_\_

\_\_\_\_\_

6. Staff are alert to children's behavior\_\_\_\_\_

\_\_\_\_\_

7. Staff language is developmentally appropriate\_\_\_\_\_

\_\_\_\_\_

8. Adults sit, talk and eat with children during meals\_\_\_\_\_

\_\_\_\_\_

9. Staff make accommodations for children with special needs\_\_\_\_\_

\_\_\_\_\_

10. Staff communicate regularly with families\_\_\_\_\_

\_\_\_\_\_

**E. Health and Safety and Nutrition**

1. Fire drills are conducted regularly\_\_\_\_\_

\_\_\_\_\_

2. Soap, individual towels and warm water is provided\_\_\_\_\_

\_\_\_\_\_

3. All inside and outside areas are clean and free of debris and clutter\_\_\_\_\_

\_\_\_\_\_

4. Unsafe outdoor and indoor equipment is removed or repaired\_\_\_\_\_

\_\_\_\_\_

5. Children are supervised at all times\_\_\_\_\_

\_\_\_\_\_

6. Nutritious snacks or meals are served daily\_\_\_\_\_

\_\_\_\_\_

**F. Other**

1. A written Guidance and Discipline policy outlining rules, rights, responsibilities are available to parents and staff\_\_\_\_\_
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1. **How do the teachers plan for individual needs of children?**
2. **What assessment tool is the program using?**
3. **How do the teachers share information about the children to the kindergarten teacher?**
4. **How does the staff evaluate the program?**

**Program Specialist Comments:**

**What have been the biggest pitfalls in working with this program?**

**What are some things that you have helped this program accomplish?**

**Have you seen changes directly related to workshops offered? If so, explain**