PERFORMANCE INDICATOR CHECKLIST FOR TEACHERS/FSA

NOTE: For more specific information, the teacher should refer to the various component plans and to the Head Start Performance Standards.

EDUCATION CHECKLIST FOR TEACHER/FAMILY SERVICE AIDES

I. DAILY ACTIVITIES:
   _____ Daily schedule and lesson plans posted in classroom.
   _____ Daily lesson plan provides for activities which enhance child’s growth in the following areas: social, emotional, intellectual, and physical.
   _____ Activities designed to meet specific objectives for individual children.
   _____ Daily plan designates which adult is responsible for what activities.
   _____ Child files are locked.
   _____ Child files are complete.

II. CHILD ASSESSMENT:
   _____ There is ongoing observation, recording, and evaluation of each child's growth and development.
   _____ Teacher’s observations documented and used in individual planning.

III. INTEGRATION OF EDUCATIONAL ASPECTS OF OTHER COMPONENTS INTO DAILY EDUCATIONAL PROGRAMS:
   _____ Health education (Toothbrushing, handwashing, books, etc.)
   _____ Nutrition education (Food experiences)
   _____ Mental Health (Self-concept)
   _____ Social Services (Field trips)
   _____ Requests permission from Central Office one week prior to trips.

IV. PARENT PARTICIPATION:
   a. Home Visits - Two (2) per year
      _____ 1st visit to learn about child and what parent expects him/her to gain from attendance in Head Start.
      _____ 2nd visit to report on individual goals set for child, report any changes in child's health status, and discuss how Head Start parents feel handouts are of benefit.
b. Parent/Teacher Conferences - Two (2) per year
   _____ 1st conference to report on child’s screening and assessment and to identify items in the home which parent may use to help child’s growth and progress.
   _____ 2nd conference to update parent concerning child’s progress on assessment and discuss ways parents can continue to help the child as he/she enters school, etc.

c. Education meetings for parents. Early in the year, the teacher should explain education objectives of Head Start as set out in the Performance Standards (Paragraph 1304.2-1, page 4)
   _____ Education (3)  _____ Health (1)  _____ Nutrition (1)  _____ Mental Health (1)
   _____ Spring Transition (1)
   _____ Space and information is provided for parent use in center.

V. SOCIAL AND EMOTIONAL ENVIRONMENT:
   _____ Staff shows respect, attention and personal regard for children by greeting them by name and interacting at eye level.
   _____ Staff avoids negative verbalization and uses positive approaches to disciplinary situations.
   _____ Children are encouraged to talk about themselves and given smiles, hugs, etc. where culturally appropriate.
   _____ Language and materials in center are free from stereotyping.
   _____ There is an overall sound of dialogue in a relaxed and cheerful environment.
   _____ Children are free to move from one activity to another.
   _____ Individual space available for each child.

VI. INTELLECTUAL ENVIRONMENT:
   _____ Use of open-ended questions by adults.
   _____ Activities available for sorting, sequencing and classifying objects in the environment.
   _____ "Waiting" time between activities is short and well-managed.

VII. PHYSICAL ENVIRONMENT:
   _____ Ample opportunity is provided daily for physical development.
   _____ Staff are actively involved with physical activities.
   _____ Physical activities are adequately supervised.
VIII. FACILITIES:

_____ Safe and effective heating system (radiators, stoves, portable heaters, adequately screened or insulated).
_____ No highly flammable furnishings or decorations.
_____ Flammable and other dangerous materials are stored & locked.
_____ Adult size scissors and other potentially dangerous items to children are out of reach and unavailable to children.
_____ Emergency lighting and exit lights working properly. Working flashlights available.
_____ Facility is maintained to meet Missouri State licensing requirements.
_____ Rooms are well-lighted.
_____ Approved, working fire extinguishers. All adults in the Center are able to locate and properly operate.
_____ Smoke detectors and carbon monoxide detectors are present and in proper working order.
_____ Fire, tornado, and disaster drills are posted in such a way as to provide for children as well as adults.
_____ First aid kit is accessible to adults only and at adult level.
_____ First aid kit and disaster kit are equipped and available for outdoor use (playground, field trips, etc.)
_____ Electrical sockets are covered.
_____ No poisonous plants are in Center.
_____ Indoor and outdoor premises checked daily to insure that there are no hazardous materials or undesirable conditions present.
_____ Outdoor play areas fenced or supervised in such a manner as to prevent children from entering street, etc. (adults positioned properly).
_____ Equipment and materials consistent with specific educational objectives of the program and geared to age, ability and developmental needs of children.
_____ Center is divided into functional learning areas (block, science, art, housekeeping, language, manipulatives, etc.)
_____ Rooms periodically rearranged.
_____ Materials accessible, attractive and inviting to children.
_____ Materials stored in a safe and orderly fashion.
_____ Equipment safe, durable, and in good condition.
_____ Center is kept clean and uncluttered.
HEALTH-NUTRITION CHECKLIST
TEACHER/FSA

_____ Topical fluoride application done weekly where only well water is available.

_____ Daily health check performed on each child.

_____ Observe and record any Health or Dental problems noticed in children. Uses Family Contact form to keep us informed.

_____ Height and weight measurements are taken and charted at beginning and end of school year.

_____ Have posted a plan for medical emergencies:
    _____ “Medical Emergency Care Plan”
    _____ “CPR” Charts
    _____ Local emergency numbers listed by phone.
    _____ Emergency evacuation routes posted on the doors.

_____ First aid kit accessible to all staff out of the reach of children.

_____ Familiarize children with all Health services they will receive prior to delivery of those services.
    (This can be done by including information in daily lesson plan, e.g., stories, dramatic play, etc.)

_____ See that children are receiving required immunizations, medical and dental examinations.
    (See Health Reports.)

_____ Sees that children get follow-up Dental treatment.

_____ Monitor cook to see that food service is delivered according to Performance Standards. (See checklist for cooks.)

_____ Schedule the day so breakfast is served at least 3 hours before lunch.

_____ Provide a quiet time before meals so that children come to the table relaxed and ready to eat.

_____ Ensure that mealtime contributes to the development and socialization of the children.

_____ Ensure that food is not used as punishment or reward and children are **encouraged but not forced** to eat or taste.

_____ Plan daily schedule so sufficient time is allowed for children to eat.

_____ Provide children with complete silverware and settings to set the table.

_____ Children and staff, including volunteers, eat together sharing the same menu.

_____ Incorporate Health & Nutrition Education into the daily lesson.
_____ Provide opportunity for involvement of children in food activities. (Table setting, passing of food, and food experiences.)

_____ Post MDOH Sanitation Inspection.

_____ Mealtime is integrated into the educational aspect of the day. (Discuss color, size, texture of food, language development, socialization, etc.)

_____ Children participate in learning activities planned to effect selection and enjoyment of a wide variety of nutritional foods. (Field trips, planting seeds, tasting parties are some examples.)

_____ Parents are aware of what foods children are being served in the Center. Menus are sent home with the child.

_____ Monitor Cook to insure USDA Roster and Child Attendance records correspond.

_____ Deadlines are consistently met by submitting forms or requested information on time.
SOCIAL SERVICES CHECKLIST

TEACHER/FSA

This checklist speaks to regular activities in which the Teacher/FSA engages to carry out assigned job requirements.

_____ Maintains a full case load and adequate waitlist. **
_____ Completes a Family Assessment on each enrolled family.
_____ Encourages and advocates for the family to achieve goals and assistance, if needed.
_____ Refers families to other agencies as needed.
_____ Follows up with the other agency or family to assure delivery of needed services.
_____ Documents terminations of families as they occur and sends to SS/PI Coordinator in a timely manner.
_____ Makes families aware of community resources and keeps abreast of new resources in the community.
_____ Maintains Family Contact/Services forms on each family as needed and sends to SS/PI Coordinator regularly.
_____ Documents all contacts in reference to applications, referrals for enrollment, etc., on the Referral Contact form and sends to SS/PI Coordinator, as needed.

** Recruitment of children is an ongoing process, with special emphasis in the spring. At that time, the Teacher/FSA is responsible for seeking and completing applications on eligible children for enrollment in the Head Start Program.
## PARENT INVOLVEMENT CHECKLIST

### TEACHER/FSA AND HOME VISITOR

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<thead>
<tr>
<th></th>
<th>Description</th>
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<tbody>
<tr>
<td></td>
<td>Assists the Parent Group in arranging the meeting and seeing that all parents are notified.</td>
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<tr>
<td></td>
<td>Notifies PI Coordinator of Parent Group meetings when assistance is needed.</td>
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<td>Updates information given to PI Coordinator regarding names of officers of Parent Group and Policy Council Representatives and Alternates.</td>
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<td>Reminds Policy Council members and alternates of Policy Council meetings and arranges for transportation, if necessary.</td>
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<td>Instructs parents and community volunteers on the purpose and method of documenting volunteer hours and in-kinds donations. Sends in-kind records to PI Coordinator weekly.</td>
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<td>Offers guidance to members of the Parent Group in their activities.</td>
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<td></td>
<td>Sends the Parent Group meeting minutes and the names of those attending to the PI Coordinator regularly.</td>
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<td></td>
<td>Actively seeks parent and community involvement in all aspects of the Head Start Program.</td>
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DISABILITIES/MENTAL HEALTH CHECKLIST

Completes and sends in forms when necessary.

_____ Disabilities Enrollment Form, as needed
_____ Mental Health Referral Form
_____ Behavioral Checklist (not always)
_____ Refer speech or any other concerns to the Disabilities Coordinator
_____ Attends IEP Meetings
_____ For IEP meetings, arrives on time and presents self in a professional manner.

TRANSACTION CHECKLIST

Submit transition documentation to the Transition Coordinator in a timely manner.

_____ Time spent doing enrollments/health screenings
_____ Open House/Transition into Head Start. Parent meeting will focus on transition into Head Start.
_____ Contact is made with school districts in your area regarding a visit to the kindergarten classroom.
_____ Invite school personnel such as Kindergarten teacher, Principal, Parents as Teachers, etc. to visit Head Start classroom and/or group session.
_____ Parent Meeting (ideally in March) will focus on transition to the public school.