

Checklist for Program Evaluation

The Physical Environment

- Are the facilities clean, comfortable, safe?
- Are room arrangements orderly and attractive?
- Are materials and equipment in good repair and maintained?
- Is there a variety of materials, appropriate to age levels?
- Are activity areas well-defined?
- Are cleanup and room restoration a part of the daily schedule?
- Are samples of children's work on display?
- Is play space adequate, both inside and out?
- Is personal space (e.g., cubby) provided for each child?

The Staff

- Are there enough teachers for the number of children?
- How is this determined?
- Are the teachers qualified? What criteria are used?
- Is the staff evaluated periodically? By whom and how?
- Does the school provide/encourage in-service training and continuing education?
- Do the teachers encourage the children to be independent and self-sufficient?
- Are the teachers genuinely interested in children?
- Are teachers aware of children's individual abilities and limitations?
- What guidance and disciplinary techniques are used?
- Do teachers observe, record, and write reports on children's progress?
- Are teachers skilled in working with individual children, small groups, and large groups?
- Does the teaching staff give the children a feeling of stability and belonging?
- Do teachers provide curriculum that is age-appropriate and challenging?
- How would you describe the teachers' relationships with other adults in the setting? Who does this include, and how?
- Can the teaching staff articulate good early education principles and relate them to their teaching?

Parent Relationships

- How does the classroom include parents?
- Are parents welcome to observe, discuss policies, make suggestions, help in the class?
- Are different needs of parents taken into account?
- Where and how do parents have a voice in the school?
- Are parent-teacher conferences scheduled?
- Does the school attempt to use community resources and social service agencies in meeting parents' needs?

The Organization and Administration

- Does the school maintain and keep records?
- Are scholarships or subsidies available?
- What socioeconomic, cultural, and religious groups does the school serve?

- What is the funding agency, and what role does it play?
- Is there a school board, and how is it chosen?
- Does the school serve children with special needs or handicaps?
- Is the classroom group homo- or heterogeneous?
- What hours is the school open?
- What age range is served?
- Are there both full- and part-day options?
- Is after-school care available?
- Does the school conduct research or train teachers?
- What is the teacher-child ratio?

The Overall Program

- Does the school have a written, state educational philosophy?
- Are there developmental goals for the children's physical, social, intellectual, and emotional growth?
- Are the children evaluated periodically?
- Is the program capable of being individualized to fit the needs of all the children?
- Does the program include time for a variety of free, spontaneous activities?
- Is the curriculum varied to include music, art, science, nature, math, language, social studies, motor skills, etc.?
- Are there ample opportunities to learn through a variety of media and types of equipment and materials?
- Is there ample outdoor play?
- Is there a daily provision for routines: eating, sleeping, toileting, play?
- Is the major emphasis in activities on concrete experiences?
- Are the materials and equipment capable of stimulating and sustaining interest?
- Are field trips offered?
- Do children have a chance to be alone? In small groups? In large groups?

Cultural Responsiveness

- Are multicultural perspectives already incorporated throughout the school, classroom curriculum, and classroom environment?
- Do my attitudes (and those of all staff) indicate a willingness to accept and respect cultural diversity? How is this demonstrated?
- Do classroom materials recognize the value of cultural diversity, gender, and social class equity?
- Do curricular activities and methods provide children opportunities to work and play together cooperatively? In mixed groups of their choice or at teacher direction?
- Do schoolwide activities reflect cultural diversity? How is this noticed?
- Does the program planning reflect the reality (views and opinions) of families and the community?
- Does the curriculum include planning for language diversity? For full inclusion? (Adapted from Baruth and Manning, 1992, and de Melendez and Ostertag, 1997.)