

## Daily Plan Assessment

Teacher \_\_\_\_\_ Classroom \_\_\_\_\_ Observer \_\_\_\_\_ Date \_\_\_\_\_

<b>Daily Schedule &amp; Routine</b>	<b>Consistently</b>	<b>Sometimes</b>	<b>Rarely</b>
There is a current detailed schedule posted for Teachers/volunteers.			
Times allotted for free choice (45), outdoors (20/60), and meals (20/30) reflect current policy.			
A current DAP classroom schedule is posted and used by teachers and children.			
A management/ reinforcement system is visible and used consistently			
Tooth brushing is planned for and modeled by adults			
Children participate in their own daily care and routines.			
<b>Lesson Plans: Documentation</b>	<b>Consistently</b>	<b>Sometimes</b>	<b>Rarely</b>
Plans are complete for the week and available.			
Spontaneous changes and emergent learning are documented.			
Emergency Dills are planned and documented as required.			
Field trips/visitors are planned for monthly and reflect current topics/themes.			
Parent ideas/goals are documented in lesson plan			
There is evidence of thematic integration in domains and activities.			
Activities are clearly planned around children's goals.			
There is evidence of incorporation of home languages.			
<b>Lesson Plans: Daily Activities</b>	<b>Consistently</b>	<b>Sometimes</b>	<b>Rarely</b>
There is evidence of planning for exploration, math, science, literacy, and problem-solving are planned daily.			
Large group activities are planned for: DAP in length and content			
Small group activities are planned for: DAP in length and content.			

Transitions are planned for daily and reflect children's individualized goals.			
Health, mental health, safety (Ped. and Personal) and dental health are integrated into daily routines and lesson plans in a meaningful manner.			
Nutrition activities that related to current topics are planned for monthly			
Art activities are open-ended and focus on the process of creating art.			
Rules and expectations are taught on a regular basis through out the year.			
Outdoor activities include active physical exercise for all children on a daily basis.			
Outdoor activities incorporate all domains on a regular basis.			
<b>Changes to the Environment Plan</b>	<b>Consistently</b>	<b>Sometimes</b>	<b>Rarely</b>
Changes to the classroom are documented in the CTE form.			
All domains are addressed and planned for to reflect the current theme.			
Interest areas and displays reflect the current theme.			
Interest areas include multiple domains.			
Materials reflect all home cultures and home languages in the classroom.			
<b>Incorporation of Children's individualized Goals</b>	<b>Consistently</b>	<b>Sometimes</b>	<b>Rarely</b>
Goal book is in the classroom.			
Goals are tracked weekly.			
Goals cover all 10/11 domains in a quarter (or 5 areas for EHS)			
Goals are measurable and obtainable.			
WIC, IFSP goals are planned for.			
<b>Observed Classroom Activities and Routines.</b>	<b>Consistently</b>	<b>Sometimes</b>	<b>Rarely</b>
Conversations about food and nutrition occur during meals.			
Rules and expectations are reinforced consistently.			

Children are calmly informed of changes in the program or daily routine.			
Planned activities are adjusted to follow the group's need.			
A balance of active and quiet activities is maintained.			
<b>TOTALS</b>			

Area of Strength	Area of Improvement