



PTQ: Readiness Checklists for Licensed Centers

The Readiness Checklist is a self-guided, user-centered tool that program leaders and administrators use to assess alignment with Paths to QUALITY™ standards for the level they are working to achieve or maintain. It is designed to promote reflection and guide intentional action planning.

Take Action:

1. Explore the information in the checklist to become more familiar with PTQ standards.
2. Complete the self-assessment checklist by checking yes, no or N/A (when applicable) for each standard.
 - If you mark no or cannot provide documentation for the standard, reach out to a Child Care Support Line at 1.800.299.1627.
3. If all standards are met, and you are ready for a PTQ advancement, complete this form to trigger a rating visit.

Get More Help:

Contact the Child Care Support Line for help at 1.800.299.1627, if more clarification is needed around a specific standard.

Paths to QUALITY™

Readiness Checklist

for Centers

Level 2



Readiness Checklist for Centers

Level 2

Readiness Checklist Structure

The first digit indicates the PTQ level and the second digit after the period indicates the standard number. In this example, this number indicates level 2; standard 8.

This section explains how to meet the standard

Use this section to learn what evidence you need to provide to demonstrate you meet this standard. There are 3 forms of evidence:

- Documentation
- Interview
- Observation

Area of Focus: Infant/Toddler/Preschool/ School Age/ Leadership			
Standard	Breakdown	Meets Standard?	Evidence
2.8		☐ Yes ☐ No	
<u>Things to consider:</u>			
Action Plan			
Actions	Timeframe	Progress	Recommendations
		☐ Completed ☐ In progress ☐ Need Additional Support	

Determine a realistic timeframe to complete each action.

If you need additional support meeting this standard, this section will be filled out and sent back to you with recommended trainings or resources.

Use this section to reflect on your current practices related to this standard.

Outline concrete steps you will take to meet this standard.

Readiness Checklist for Centers

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Area of Focus: Leadership			
Standard	Breakdown	Meets Standard?	Evidence
2.1 All requirements in Level 1 are met	The license issued by Family and Social Services Administration (FSSA), the Division of Family Resources (DFR) is current and in good standing.	☐ Yes ☐ No	Documentation: License for the site must be prominently posted with site address and license number. (Note: license expiration date)
<u>Things to Consider:</u>			
Action Plan			
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Area of Focus: Leadership			
Standard	Breakdown	Meets Standard?	Evidence
2.2 Director receives orientation and trains staff on the FOUNDATIONS to the Indiana Academic Standards for Young Children from Birth to Age Five.	Director has received orientation on the FOUNDATIONS to the Indiana Academic Standards for Young Children from Birth to Age Five.	☐ Yes ☐ No	Documentation: Evidence of attendance which includes the instructor's signature, length of course, date, and an outline or agenda of the "FOUNDATIONS to the Indiana Academic Standards for Young Children from Birth to Age Five" orientation training as per the Education and Training Summary Form (or equivalent form).
	All teaching staff have received training on the FOUNDATIONS to the Indiana Academic Standards for Young Children from Birth to Age Five.	☐ Yes ☐ No	Documentation: Evidence of attendance which includes the instructor's signature, length of course, date, and an outline or agenda of the "FOUNDATIONS to the Indiana Academic Standards for Young Children from Birth to Age Five" orientation training as per the Education and Training Summary Form (or equivalent form).
<u>Things to Consider:</u>			
Action Plan			
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Area of Focus: Leadership			
Standard	Breakdown	Meets Standard?	Evidence
2.3 Director is a member of a nationally recognized early childhood organization.	Director can demonstrate current membership in a nationally recognized early childhood organization.	☐ Yes ☐ No	Documentation: Current membership card and/or letter, demonstrating member is current. Other membership resources, such as journals or periodicals, may also be used in determining membership. Note: Membership expiration date: _____
<u>Things to Consider:</u>			
Action Plan			
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Area of Focus: Leadership			
Standard	Breakdown	Meets Standard?	Evidence
2.4 Program has a written philosophy and goals for children.	Program has a written philosophy, which includes goals for children.	☐ Yes ☐ No	Documentation: Written philosophy and goals.
<u>Things to Consider:</u>			
Action Plan			
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Area of Focus: Leadership			
Standard	Breakdown	Meets Standard?	Evidence
2.5 25% of teaching staff, including the Director, have either a Child Development Associate credential (CDA) or equivalent certificate, OR an early childhood degree or equivalent degree, OR have completed 45 clock hours of educational training leading to an Early Childhood/Child Development degree or CDA credential.	25% of teaching staff, including Director, have achieved and possess a current CDA or equivalent certificate. OR 25% of teaching staff, including Director, have achieved an early childhood degree or equivalent degree. OR 25% of teaching staff, including Director, have completed 45 clock hours of educational training in early childhood training leading to a CDA or early childhood/child development degree.	☐ Yes ☐ No	Documentation: Child Development Associate credential or equivalent certificate available for review, with current expiration date. OR Transcript for early childhood degree or equivalent degree OR Education and Training Summary Form (or equivalent form) completed and in the teaching staff's file, documenting attendance of 45 clock hours of training. Transcripts, curriculum schedule, certificates, or other written documentation from an agency or organization with expertise in early childhood teacher preparation that meets the requirements set by the Council for Professional Recognition.
<u>Things to Consider:</u>			
Action Plan			
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Area of Focus: Leadership			
Standard	Breakdown	Meets Standard?	Evidence
2.6 At least 50% of teaching staff participate annually in a minimum of 15 clock hours of educational or in-service training focused on topics relevant to early childhood.	At least 50% of teaching staff has participated in a minimum of 15 clock hours of educational or in-service training focused on topics relevant to early childhood.	☐ Yes ☐ No	Documentation: Education and Training Summary Form (or equivalent form) with supporting documentation such as certificates, transcripts, curriculum schedule from ECE/CD degree program or other appropriate evidence for teaching staff that demonstrates participation by 50% of total teaching staff in a minimum of 15 clock hours of educational or in-service training focused on topics relevant to early childhood. Round up to determine number of staff required when calculating percentage. For teaching staff employed less than one year, in-service hours should be prorated based on the number of months since the date hired.
Note: Training is only valid for one year ending with the date of the rating visit. Example: If your rating is scheduled on August 1, 2021, all training from August 2, 2020 – August 1, 2021, is valid. Prorated Hours: Any employee that is employed less than one year needs 1.25 hours of training for every month employed. SPARK suggests always rounding up to ensure sufficiency.			
Action Plan			
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Area of Focus: Infant/Toddler/Preschool/Pre-K/ School Age/ Leadership			
Standard	Breakdown	Meets Standard?	Evidence
2.7 A system is in place for communicating pertinent information to families daily and in an annual family conference for each child.	Center has a system in place for daily communication of pertinent information to families.	☐ Yes ☐ No	Observation: Oral or written communication with families. Interview: Describe your system for daily communication of pertinent information to families.
	Center has a system in place for communicating pertinent information to families in an annual family conference.	☐ Yes ☐ No	Interview: Describe or show your system for conducting annual family conferences for each child.
<u>Things to Consider:</u>			
Action Plan			
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Area of Focus: Infant/Toddler/Preschool/Pre-K/ School Age/ Leadership			
Standard	Breakdown	Meets Standard?	Evidence
2.8 An advisory board is in place to provide input and support to the Director.	Group of individuals who offer advice, information or guidance is available to provide input and support to the Director	☐ Yes ☐ No	Documentation: Evidence of a roster of members, meeting minutes, agenda, or schedule of meetings.
<u>Things to Consider:</u>			
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Area of Focus: Infant/Toddler/Preschool/Pre-K/ School Age/ Leadership			
Standard	Breakdown by Indicator	Meets Standard?	Evidence
2.9a. Classroom environments are welcoming, nurturing, and safe for children to have interactions and experiences that promote their physical, social and emotional well-being.	1. Each child and his/her family are warmly acknowledged upon arrival and departure	☐ Yes ☐ No	Observation: Warmly means the child and his/her family are acknowledged upon arrival and at departure with either a positive verbal or non-verbal acknowledgement. Interview: Can you describe what happens when children arrive and leave?
	2. Each child feels safe, accepted, and protected and this is supported by daily practices that reinforce respect for people, feelings, ideas, and materials	☐ Yes ☐ No	Observation: The teaching staff demonstrates behaviors such as physical affection, eye contact, tone of voice, and smiles. Teaching staff's voice expresses caring, empathy, and concern. Daily practices by the teaching staff reinforce respect for people, feelings, ideas, and materials so that each child feels safe, accepted, and protected. Interview: Describe the program's philosophy for ensuring respect for people, feelings, ideas, and materials.
	3. Children are under adult supervision at all times	☐ Yes ☐ No	
	4. The environment includes representation of each child and family (including all age groups, abilities, and cultures), which might include books, pictures, photographs, music/songs, games, toys, dress-up clothes/materials, and foods.	☐ Yes ☐ No	Observation: The environment includes representation of age groups, abilities, and cultures, such as music/songs, games, toys, dress up clothes/materials, and food. Interview: How do you include representation of the children and families that you provide care for?

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	5. A place for storage of each child's personal belongings and possessions is labeled with the child's name.	☐ Yes ☐ No	Observation: Each child has a specially labeled space, such as a cubby, basket or bag, to hold individual belongings. If bags are used, they must not pose a safety hazard.
	6. Teachers communicate with and listen to children (both verbal and non-verbal messages) with lots of one-on-one attention throughout the day and usually at eye-level, including time when the teacher is down on the floor with the children.	☐ Yes ☐ No	Observation: Teaching staff is observed communicating with and listening to children with lots of one-on-one attention. Teaching staff is consistently observed at eye level with the children and is observed, whenever possible, spending time down on the floor with children.
	7. Children's ideas, requests, and questions are acknowledged with a verbal response or physical gesture.	☐ Yes ☐ No	Observation: Teaching staff is observed responding positively to children's ideas, requests, and questions.
	8. Children's feelings are acknowledged with an accepting, non-critical verbal response or physical gesture.	☐ Yes ☐ No	Observation: Teaching staff is observed responding to children in a non-critical, accepting manner. Verbal responses and physical gestures are positive.
	9. Teachers refrain from negative verbal or physical responses to children at all times, which includes yelling, criticizing, scolding, threatening, using sarcasm, name calling, yanking, pinching, squeezing, or spanking.	☐ Yes ☐ No	

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	10. Destructive or disruptive behavior is addressed with children (face-to-face rather than from a distance) by the teacher, explaining the effect of the behavior, stating the desired behavior and redirecting or helping the child make alternate choices.	☐ Yes ☐ No	Observation: Teaching staff responds to destructive or disruptive behavior in a manner that: provides for the safety of the child; provides for the safety of others in the center; is calm; is respectful to the child; provides the child with information on acceptable behavior; and assists the child in making alternate choices. Interview: How do you respond to destructive or disruptive behavior?
	11. Conflicts are resolved by/with children through a problem-solving approach (acknowledge feelings, listen to children share what happened, ask for ideas or solutions, and follow through.)	☐ Yes ☐ No	Interview: What types of conflict resolution or problem-solving approaches do you use? How is this approach modified for non-verbal children?
	12. The teacher sometimes joins in children's play, expanding upon their ideas and playing interactively.	☐ Yes ☐ No	Observation: Teaching staff is observed joining in children's play, expanding upon their ideas and playing interactively with the children. During large group time, teaching staff is observed actively engaged with the children. During free choice time, teaching staff's presence in the play expands upon the child's ideas and does not interfere with the child's play. Interview: Describe your interaction with the children during playtime.
	13. The classroom is generally characterized by varying sounds and/or comfortable conversations from engaged children and involved adults.	☐ Yes ☐ No	Observation: The environment is pleasant, not over stimulating or distracting.

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Area of Focus: Infant/ Toddler			
Standard	Breakdown by Indicator	Meets Standard?	Evidence
2.9b. Specific Infant/Toddler indicators must include: ☐ N/A	1. Infants are frequently held and comforted when crying.	☐ Yes ☐ No	Observation: Teaching staff is directly observed responding to crying infants. Interview: Describe your typical practice when an infant cries.
	2. Infants are given one-to-one attention during feeding and diapering.	☐ Yes ☐ No	Observation: Teaching staff is directly observed providing one-to-one attention to infants during feeding and diapering. Interview: Describe your interactions with infants and toddlers during typical, routine caregiving activities.
	3. Teachers engage in many one-to-one face-to-face interactions with infants/toddlers, including singing and playful interactions.	☐ Yes ☐ No	Observation: Teaching staff is directly observed interacting with infants and toddlers.
	4. Teachers acknowledge infant/toddler babblings with a verbal response, vocal imitation or physical gesture.	☐ Yes ☐ No	Observation: Teaching staff is directly observed intentionally responding to infant/toddler babblings with verbal responses, vocal imitation or positive physical gestures. Interview: How do you promote language development of the infants and toddlers in your care?
	5. Teachers engage in conversation with toddlers.	☐ Yes ☐ No	Observation: Teaching staff and toddler are observed taking turns being the listener or communicator.

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	6. Teachers give toddlers simple words to use to express feelings. Verbal toddlers are then encouraged to use words in conflict situations.	☐ Yes ☐ No	Observation: Teaching staff is directly observed providing and encouraging toddlers with simple words to use for their feelings and to use in conflict situations. Interview: Describe how you teach toddlers to communicate and express their feelings.
<u>Things to Consider:</u> 			
Action Plan			
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Area of Focus: Infant/Toddler/Preschool/Pre-K/ School Age/ Leadership			
Standard	Breakdown	Meets Standard?	Evidence
2.10a. Daily schedule provides ample time for child-directed choices with activities and materials that are geared to the age, interests, and abilities of each child. Indicators must include:	1. The daily schedule is consistent and predictable.	☐ Yes ☐ No	Documentation: Daily schedule will be viewed. Observation: Teaching staff or children can mention what comes next.
	2. The classroom is arranged with areas for individual, small group, and large group activities.	☐ Yes ☐ No	
	3. Children are encouraged to choose the area in which they want to participate, and whether they want to play alone, with one friend, or with several.	☐ Yes ☐ No	Documentation: Daily schedule will be viewed to ensure children have the opportunity to choose the area in which they want to participate and with whom they want to play. Observation: Children are observed choosing the activities, materials, and friends they want to play with.
	4. Routine tasks (which might include labeling, sorting, classifying, folding clothes, counting while cleaning up or setting the table) are used as learning opportunities	☐ Yes ☐ No	Observation: Children are observed helping with the routine care of the classroom and other routines. The teaching staff uses these experiences to teach self-help skills and to further logical thinking structures. Teaching staff may be observed using routine tasks with infants as learning opportunities.
	5. Transitions are generally relaxed, allowing time for play and completing activities. Children are transitioned from one activity to the next to avoid idle sitting and waiting time.	☐ Yes ☐ No	Observation: Teaching staff is engaged in transitions with children. Teaching staff uses verbal and non- verbal cues to prepare children for changing from one activity to another. Children respond to transitions positively and are engaged in meaningful activity.

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	6. Meal times are relaxed, with no scolding or nagging. Children are encouraged to sample new foods but allowed to eat the foods of their choice.	☐ Yes ☐ No	Observation: Teaching staff is observed creating a relaxed atmosphere when food is served. Interview: How do you encourage children to sample new foods?
	7. Nap time is relaxed with alternative, supervised quiet activities available for the non-nappers. (N/A Applies ONLY to School Age Programs)	☐ Yes ☐ No ☐ N/A	Observation: Relaxed naptime is observed, with children who are not napping engaged in supervised activities. Interview: What are the alternate activities for non-napping children?
	8. The teacher has a system for rotating toys and materials for variety so that unused toys are stored and later reintroduced.	☐ Yes ☐ No	Observation: Storage area for extra materials to be rotated. Interview: What is your system for rotating toys and materials?
	9. TV/VCR/DVD, if used, is primarily an educational experience. Teacher discusses what is viewed with children and provides an alternative activity; OR TV/VCR/DVD is not used at all.	☐ Yes ☐ No	Observation: Educational experiences include programs/movies designed to stimulate children's thinking and physical activity. They do not include violent, sexually explicit or culturally insensitive material. If TV/VCR/DVD is used, the teaching staff views the program/movie with the children. The teaching staff actively engages in conversations with the children about what is being viewed, asks questions, and provides comments about the show. Alternate play activities are planned for children who do not wish to view the program, as well as I-SAT Follow up activities reinforcing concepts introduced in the program. Interview: How often do you use the TV/VCR/DVD per week? What is your typical practice for the use of TV/VCR/DVD?

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Things to Consider:

Action Plan

Actions	Timeline	Progress	Recommendations
		☐ Completed ☐ In progress ☐ Need additional support	

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Area of Focus: Infant/Toddler/ Preschool/ Pre-K/School Age			
Standard	Breakdown by Indicator	Meets Standard?	Evidence
2.10b. Outdoor play time indicators must include:	1. Outdoor play is included daily when weather, air quality, or environmental safety conditions do not pose a health risk. Active indoor play may be a replacement when necessary.	☐ Yes ☐ No	Observation: Direct observation of outdoor play. Interview: Under what circumstances would you replace active indoor play for outdoor play? What activities would you provide for the children?
	2. Outdoor/large motor activities and plentiful play materials for a variety of skills are offered (for example, climbing, running, jumping, balancing, riding, and playing with balls).	☐ Yes ☐ No	Observation: Outdoor play materials appropriate for number of children and skill level. Interview: What types of outdoor/large motor activities do the children participate in?
<u>Things to Consider:</u>			
Action Plan			
Actions	Timeline	Progress	Recommendations
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Area of Focus: Infant/Toddler			
Standard	Breakdown	Meets Standard?	Evidence
2.10c. Specific Infant/Toddler indicators ☐ N/A	1. Individual napping schedules are respected for infants and toddlers.	☐ Yes ☐ No	Interview: How are infant/toddler nap schedules individualized?
	2. Play areas are protected and have open spaces for exploring.	☐ Yes ☐ No	Observation: Open spaces should be uncluttered by toys, material, and equipment. The open spaces for exploring should allow for ample movement of infants and should not encourage crowding. For crawling infants and toddlers, the open space should allow the opportunity to crawl, walk and/or run a short distance. The use of protective play areas is limited and used to keep infants and toddlers safe from harm. The children have access to appropriate play materials while in protective area.
	3. Children are offered a variety of outdoor play experiences.	☐ Yes ☐ No	Observation: Teaching staff makes available outdoor play experiences which are appropriate for each infant and/or toddler's skill level. For each particular skills level, a variety of experiences must be available. Interview: What types of outdoor play experiences are offered to the infant/toddler?
<u>Things to Consider:</u>			

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Action Plan			
Actions	Timeline	Progress	Recommendations
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Area of Focus: Infant/Toddler/Preschool/Pre-K/ School Age/ Leadership			
Standard	Breakdown	Meets Standard?	Evidence
2.11a. The classroom is arranged and utilizes enough materials and activities to provide a variety of age and developmentally appropriate interest centers that invite children's explorations. Each interest center must contain at least three different items.	1. Reading: Materials might include books, soft, washable seating/pillows for use while reading.	☐ Yes ☐ No	Observation: Evidence of this standard will include direct observation of each interest center with a minimum of three different types of materials in each center. For infant only classrooms, evidence of this standard will include direct observation of at least three of these interest centers, with three developmentally appropriate learning opportunities available daily in each center.
	2. Writing: Materials might include writing tools, paper, envelopes, typewriter, letters, and numbers.	☐ Yes ☐ No	
	3. Art: Materials might include drawing materials (crayons, markers, thick pencils, variety of paper, sizes and types, not coloring books or dittos/worksheets), painting materials, tools (scissors, hole punch, tape), staplers for school-age children, three dimensional materials (play dough, clay with tools), collage materials (catalogs, magazines, paper scraps, fabric pieces, string, yarn, cotton balls, pipe cleaners, craft sticks)	☐ Yes ☐ No	
	4. Blocks: Materials might include different size/types of blocks, accessories such as small people, animals, vehicles, road signs, and materials to enhance building, sticks, stones, tape,	☐ Yes ☐ No	

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	string, craft sticks, interlocking blocks.		
	5. Dramatic Play: Materials might include dress-up clothes such as work boots, high heels, and a variety of hats, career gear/attire/uniforms, purses, billfolds, and multicultural outfits. Other items would also include large pieces of fabric/scarves, child-size play furniture, dishes, pots, pans, dolls (multicultural dolls included), dollhouse or other play-sets, accessories for dolls, and “props” for different themes.	☐ Yes ☐ No	
	6. Math/Numbers: Materials might include small objects to count/sort/classify, measuring tools (scales, rulers), numbers/shapes, number games, puzzles and pattern blocks.	☐ Yes ☐ No	
	7. Music and Movement: Materials might include audio equipment, variety of tapes/CDs, and music boxes, musical toys, instruments, dance props such as scarves/streamers.	☐ Yes ☐ No	

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	8. Nature and Science: Materials might include collections of natural items (shells, rocks, flowers, bugs), living plants, pets to care for, science games, toys, magnets, magnifying glasses, cooking opportunities.	☐ Yes ☐ No	
	9. Sensory Play: Materials might include water, play dough, sand, or similar materials, along with kitchen utensils, measuring containers, shovel, trough, buckets, small cars and trucks, and water-play accessories for pouring, measuring, squeezing, and basting. Note: Similar materials are considered cornmeal, rice, beans, and oatmeal.	☐ Yes ☐ No	
	10. Small Motor/Manipulative: Materials might include blocks, puzzles, crayons, pencils, scissors, interlocking blocks and other small building toys, pegboard and pegs, games, counting materials, sorting or classifying materials and containers.	☐ Yes ☐ No	
<u>Things to Consider:</u>			

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Action Plan			
Actions	Timeline	Progress	Recommendations
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Area of Focus: Infant/Toddler			
Standard	Breakdown	Meets Standard?	Evidence
2.11b. Specific Infant and Toddler indicators must include: ☐ N/A	1. Materials are organized consistently on low, open shelves for independent use by children.	☐ Yes ☐ No	Observation: All accessible materials are organized on low, open shelves. Children are observed independently using materials.
	2. Materials are sturdy and in good condition.	☐ Yes ☐ No	Observation: Materials and equipment do not pose a health or safety risk.
	3. Enough materials to avoid problems with children making the same toy choice and waiting.	☐ Yes ☐ No	Observation: When children want the same toy and a duplicate does not exist, the teaching staff redirects the child to make an equally engaging choice.
	4. A variety of open-ended, washable toys, which might include rattles, teething rings, balls, pop beads, nesting toys, containers, cuddle toys, push/pull toys are available.	☐ Yes ☐ No	Observation: At least three skill appropriate materials per child are available.
	5. Furniture adapted for toddlers is available.	☐ Yes ☐ No	Observation: Safe furniture is available for use by toddlers.

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	6. Low, stable furniture is available for children to pull themselves up.	☐ Yes ☐ No	Observation: Infants and/or toddlers are observed pulling themselves up on low, stable furniture.
	7. Soft, washable elements, such as cuddle toys, soft furniture or cushions.	☐ Yes ☐ No	Observation: Direct observation of soft, washable elements appropriate for children in care and soft furniture or cushions.
<u>Things to Consider:</u>			
Action Plan			
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Area of Focus: Infant/ Toddler/ Preschool/ Pre-K/School Age			
Standard	Breakdown	Meets Standard?	Evidence
2.12a. Children are read to daily and encouraged to explore books and other print materials.	1. Teachers read and/or look at books with children daily, including during quiet, individual lap time.	☐ Yes ☐ No	Observation: Children are observed being read to by the teaching staff during various times of the day. For school-age only programs, children are observed being read to or reading. Interview: During what times do you typically read or look at books with children daily?
	2. Books are available and accessible daily for children to look at and enjoy on their own.	☐ Yes ☐ No	Observation: Books are readily available and accessible.
	3. Children are invited to tell stories or “read” a picture book.	☐ Yes ☐ No ☐ N/A (Infants Only Programs)	Observation: Teaching staff is observed inviting children to tell stories or “read” a picture book. Interview: How and when do you encourage children to tell you stories or “read” a picture book?
	4. Children are encouraged to explore print and writing. Examples might include scribbling, inventing spellings, writing their names or other words, and making books	☐ Yes ☐ No ☐ N/A (Infants/Toddler Only Programs)	Observation: Samples of children’s printed work is available for review.
	5. Teachers write words dictated by children as they tell a story or describe their pictures.	☐ Yes ☐ No ☐ N/A (Infants Only Programs)	Observation: Teaching staff is observed writing dictations by children or samples are available for review. Children may be observed writing words. Interview: When and how do you go about writing words dictated by children?

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	6. A variety of writing materials and toys to be used while writing is available. Materials might include: markers, child-sized pencils, chalk and chalk board, paper, envelopes, stamps, tape, paper punch, stickers, magazines, calendars, toy telephones, puppets, tape recorder, alphabet letters, or flannel boards.	☐ Yes ☐ No	Observation: Writing materials, which include at least 3 types of materials, appropriate for the skill level of the children are available. Materials to use with writing utensils are also visible. All materials should be developmentally appropriate to the ages of the children.
	7. Preschoolers are provided language materials daily, in addition to books, which might include puppets, flannel boards, recorded stories, and picture card games	☐ Yes ☐ No ☐ N/A (School-age only or infant/toddler only programs)	Observation: During free play and interest center play, preschoolers have access to books and language materials.
	8. Books for preschoolers must include a variety of imaginative, rhyming, and informational books	☐ Yes ☐ No ☐ N/A (School-age only or infant/toddler only programs)	Observation: Books for preschoolers are accessible and are reviewed for a variety of imaginative, rhyming, and informational content.
	9. Books for school-age children must include a variety of reading levels and topics, which might include adventures, mysteries, and informational books and magazines	☐ Yes ☐ No ☐ N/A (Preschool only or infant/toddler only programs)	Observation: School-age children will have access to books. Books will be reviewed to ensure at least 3 different reading levels are evident, as are topics which are appropriate and relevant for school agers; such as adventures, mysteries, and information books and magazines.

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Things to Consider:

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Area of Focus: Infant/Toddler			
Standard	Breakdown	Meets Standard?	Evidence
2.12b. Specific Infant and Toddler indicators. ☐ N/A	1. The availability of durable books with short stories about common daily activities.	☐ Yes ☐ No	Observation: Durable, appropriate books and stories will be available and accessible to toddlers and infants.
	2. The availability of sturdy, simple books with pictures of real objects for toddlers to look at on their own.	☐ Yes ☐ No	Observation: Available books will be reviewed, to ensure they are sturdy and are simple, with pictures of real objects. Books are readily available for toddler use.
	3. Daily language activities using books, pictures or puppets.	☐ Yes ☐ No	Observation: Teaching staff is observed facilitating or making available language activities, which include books, pictures, or puppets. Interview: Describe your daily procedure for providing language activities which use books, pictures or puppets.
	4. Toddlers are encouraged to experiment with a variety of writing materials.	☐ Yes ☐ No	Observation: Infants and toddlers, as developmentally appropriate, are observed experimenting with appropriate writing materials. Interview: Describe how you encourage toddlers to experiment with a variety of writing materials.
	5. Teachers respond to sounds/speech, including by imitating infants' vocalization and engaging toddlers in conversation.	☐ Yes ☐ No	Observation: Teaching staff is observed responding to sounds/speech, including by imitating infants' vocalizations and engaging toddlers in conversation.

Readiness Checklist for Centers

Level 2

	6. Teachers talk about objects and events that infants and toddlers experience.		Observation: Teaching staff is observed talking about objects and events relevant to infants' and toddlers' experiences. Teaching staff is usually observed using descriptive words for objects and actions in communication with children.
<u>Things to Consider:</u>			
Action Plan			
Actions	Timeline	Progress	Recommendations
		☐ Completed ☐ In progress ☐ Need additional support	