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| **HOME VISIT MONITOR**  **Teacher: Monitored by:** | | | | |
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| **INTERACTION** | | **Competent** | **Developing** | **Focus**  **Area** |
| 1. | Initial time is provided for transition into visit activities. |  |  |  |
| 2. | Visit plans are shared with the family. |  |  |  |
| 3. | Teacher’s language is appropriate for child and parents. |  |  |  |
| 4. | Tasks are presented positively with appropriate reinforcement. |  |  |  |
| **MATERIALS** | | **Competent** | **Developing** | **Focus**  **Area** | |
| 1. | Activity materials are homemade or selected from household objects whenever possible. |  |  |  |
| 2. | Parent education materials are provided. |  |  |  |
| 3. | Materials are left in home where appropriate. |  |  |  |
| 4. | Materials are appropriate for task and child. |  |  |  |
| **ACTIVITIES** | | **Competent** | **Developing** | **Focus**  **Area** |
| 1. | All family members are encouraged to be a part of the home visit activities. |  |  |  |
| 2. | Activities are individualized for the child based on their developmental skill level and/or IEP. |  |  |  |
| 3. | Teacher models activities with parent and child. |  |  |  |
| 4. | Teacher acknowledges parent’s teaching skills reinforcing them as their child’s primary educator. |  |  |  |
| 5. | Presentation of activities is in logical order. |  |  |  |
| 6. | Teacher explains how everyday experiences can be part of their child’s school readiness. |  |  |  |
| 7. | Teacher explains why individual activities are chosen, and how they are part of the child’s sequential learning pattern. |  |  |  |
| 8. | Teacher provides feedback to parent with review of school readiness skills and home activities suggested at last home visit. |  |  |  |

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| **HOME VISIT MONITOR**  **Teacher: Monitored by:** | | | | |
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| **FAMILY INVOLVEMENT** | | **Competent** | **Developing** | **Focus**  **Area** |
| 1. | Parent writes the school readiness goal with the teacher. |  |  |  |
| 2. | The family is informed of related program activities. |  |  |  |
| 3. | The family is made aware of different opportunities to be a part of the program. |  |  |  |
| 4. | The teacher educates the parent on the school readiness goals and GOLD objectives. |  |  |  |
| 5. | The family is given the opportunity to give input about the program and their child’s education. |  |  |  |
| **RECORDING** | | **Competent** | **Developing** | **Focus**  **Area** | |
| 1. | Child & Family School Readiness plan is completed. |  |  |  |
| 2. | Teacher notes any family needs or concerns and evaluates appropriate referral. |  |  |  |
| 3. | Inkind is recorded for activities listed at the bottom of the plan. |  |  |  |
| 4. | Parent signs report. |  |  |  |
| **STAFF CONCERNS/COMMENTS** | |  |  |  |
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| **Teacher:** | | | | |
| **Coach:** | | | | |
| **Date:** | | | | |

7/23 EHS-HS Teams\Coaching\Home Visit Monitoring