



## Family Engagement Observation Form–Center

Date: \_\_\_\_\_ Agency Name: \_\_\_\_\_

Coach Name: \_\_\_\_\_ Site Admin Name: \_\_\_\_\_

Observation Start Time: \_\_\_\_\_ (Note: observations should be scheduled during drop off or pick up time)

Observation End Time: \_\_\_\_\_

1. The Physical Environment	Observation Notes
<input type="checkbox"/> Are there friendly, visible, clear signs displayed for directing visitors such as welcome signs, parking signs, directions to office signs? <input type="checkbox"/> Are the signs in the languages of the families in the program? <input type="checkbox"/> Do the signs indicate operational information such as program days, hours of operation, etc? <b>(ECERS-R Item 38: 3.1)</b>	
<input type="checkbox"/> Is the facility clean, neat, safe and organized for families? <input type="checkbox"/> Is there a procedure to ensure that routine maintenance happens as planned? (indoor, outdoor, restrooms) <b>(ECERS-R Item 1: 3.3) (PAS Item 19: 3.2) (PAS Item 7: 7.1)</b>	
<input type="checkbox"/> Are family bulletin boards neat, organized and accurately labeled? <input type="checkbox"/> Do bulletin boards contain resources that are updated regularly on different topics, current program information, needed resources, volunteer opportunities and/ or upcoming events relevant to families? <input type="checkbox"/> Is information shared and languages spoken by families at the program? <b>(ECERS-R Item 28: 3.1) (ECERS 38: 5.3, 5.4) (PAS Item 16: 3.3)</b>	
<input type="checkbox"/> Do the displays around the program reflect faces of the children and families currently enrolled including cultural, racial, linguistic diversity and a variety of family structures? <input type="checkbox"/> Are the displays colorful, well-maintained, and updated regularly? <b>(ECERS-R Item 28: 3.2) (ECERS-R Item 6: 5.1)</b>	
<input type="checkbox"/> Is there a space for families to sit and/or meet that is comfortable, well-maintained and inviting? <input type="checkbox"/> Does this space have family friendly materials? (i.e. magazines, books, etc.) <b>(ECERS-R Item 39: 5.1) (ECERS-R Item 1: 3.1)</b>	
<input type="checkbox"/> Are learning materials in the classroom reflective of the diverse cultures, occupations, family structures, and	



languages represented by children and families in the program? (ECERS-R Item 28: 5.1, 5.2, 7.2)	
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2. Positive Interactions	Observation Notes
<input type="checkbox"/> Do staff actively greet children and their family members warmly by name and in primary language? <input type="checkbox"/> Are families allowed to be in the classroom, during greeting and departure? (ECERS-R Item 9: 3.3, 5.1, 5.3) (ECERS-R Item 38:3.4) (PAS Item 16: 3.3)	How many family members were greeted by name? _____
<input type="checkbox"/> If busy, do all staff acknowledge arriving or departing children and families with a smile, wave or other friendly gesture, if they can't actively greet them? (ECERS-R Item 38: 3.4) (ECERS-R Item 9: 3.1, 5.3)	
<input type="checkbox"/> Does the program have standards that address positive interactions with families that apply to all staff, including bus drivers, security guards, custodians and cooks? <input type="checkbox"/> Is it a standard for all staff to greet parents with a friendly smile, be patient, helpful and respectful with families and address their concerns? (ECERS-R Items 38: 3.4) (ECERS-R Item 9: 3.1, 7.3)	
<input type="checkbox"/> Are families personally and intentionally invited to attend upcoming events at the program or in the community? (PAS Item 17: 3.3, 5.3, 7.3) (ECERS-R Item 6: 7.3) (PAS Item 16: 3.3)	
<input type="checkbox"/> Do staff share positive stories about children with their families during pick up and /or drop off time? <input type="checkbox"/> Does a system exist to support daily communication between teaching staff and families? (ECERS-R Item 38: 3.2) (ECERS-R Item 6: 7.3) (PAS Item 16: 7.4)	
<input type="checkbox"/> Do staff share resources specific to each family or child's needs/interests in a thoughtful and sensitive way? (ECERS-R Item 38: 5.3) (PAS Item 17: 3.1, 5.1)	
<input type="checkbox"/> Are family volunteers and leadership opportunities for families encouraged? (ECERS-R Item 38: 5.4, 7.2, 7.3)	

Observation	Reflections	Strategies for success
1. Physical Environment		
2. Positive Interactions		



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