Physical Environment

* The classroom space is organized into well-defined interest areas (Blocks, Dramatic Play, Toys and Games, Art Library, Discovery, Sand and Water, Music and Movement, Cooking, Computer, Outdoors).
* Furniture is used to enclose and define areas and to eliminate long or wide-open spaces.
* Adequate space is provided in each interest area
* Furnishings and materials are changed to maintain interest and encourage new learning
* Materials are age-appropriate
* Materials for children’s use are stored on low, open shelves where the children can reach them easily
* Materials are labeled to identify where they belong
* Physical modifications are made to accommodate children with disabilities
* Children’s work is displayed attractively, respectfully and at child’s eye level
* Classroom clutter, including too many materials displayed simultaneously, is minimal
* The classroom is comfortable and attractive – homelike touches, living things, good lighting, soft furnishings, quiet, cozy spaces
* Materials in the interest areas reflect the diversity of the families in the classroom and community
* Images that are non-stereotypical and authentic depictions of children and families are displayed
* Images of children with disabilities are included in the materials and displays

Daily Structure

* A detailed daily schedule and weekly lesson plan are posted for adult use
* Active Supervision plans are implemented with fidelity and intentionality
* An interactive schedule with pictures and words is displayed at the children’s eye level and referenced frequently with the children.
* There are quiet and active times in the schedule along with large and small group opportunities
* One hour of choice time, exclusive of cleanup, is included in the morning and again in the afternoon for full day programs
* At least 30-60 minutes are allocated daily for outdoor play in the morning and again in the afternoon for full-day programs
* Studies are reflected in weekly lesson plans
* Observes children’s interest and engagement and adjusts group times accordingly
* Uses planned, intentional, open ended small-group settings to meet particular instructional goals
* Makes accommodations for children who choose not to participate
* Gives notice before cleanup time or transitioning to other activities
* Minimizes wait time
* Minimizes the number of transitions throughout the day
* Uses transitions as learning opportunities
* Transitions children individually and/or in small groups

Directions: After going through both checklists use the Glows and Grows format to reflect and identify strengths and areas of focus, revisit at next recap.

Glows:

Grows:

CCSC:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_