

Date: \_\_\_\_\_

Classroom: \_\_\_\_\_

<u>Physical Environment</u>		
Observed	Indicators	Reference
	<p>The classroom space is organized into well-defined areas that allow for all of the Creative Curriculum experiences to occur. Keep in mind all of the experiences require particular supplies and materials, not all require separate space.</p> <ul style="list-style-type: none"> <li>• Experiences include: Playing with Toys, Imitating and Pretending, Enjoying Stories and Books, Connecting with Music and Movement, Creating with Art, Tasting and Preparing Food, Exploring with Sand and Water, and Going Outdoors.</li> </ul>	Vol. 1, pp. 40, 43
	Classroom areas are arranged in such a way that noisier areas and materials are located away from relatively quiet areas.	Vol 1, p. 40
	The classroom is arranged so all children can be seen at all times.	Vol 1, p. 40
	<p>Furniture is used to enclose and define areas and to eliminate long or wide-open spaces:</p> <ul style="list-style-type: none"> <li>o Well defined pathways.</li> <li>o Protected spaces for infants playing on the floor</li> <li>o Adequate space is provided in each area</li> </ul>	
	Floor surfaces are appropriate for infant/toddler development (crawling, tumbling, etc). Outdoor footwear is removed or shoe covers are used in rooms with young and mobile infants.	Vol 1, p. 55
	Furnishings and materials are periodically changed to maintain interest and encourage new learning.	Vol. 1 p. 52
	Materials are age-appropriate. ( <i>Ideas for mixed-ages pp.55 -56</i> )	Vol 1, pp. 50-51
	Materials for children's use are stored on low, open shelves where the children can easily reach them.	Vol. 1 p. 52
	Picture and word labels are on containers and shelves to identify where things belong as well as recognizing environmental print.	Vol. 1 p. 52
	Physical modifications are made to accommodate children with disabilities when appropriate.	Vol. 1, pp. 53-57
	Children receive positive messages from their physical environment. (You belong here, You are safe, You can explore, We will take care of you, etc.)	Vol. 1, pp. 58-60
	Children's work is displayed attractively, respectfully, and at child eye level.	
	Classroom clutter, including too many materials displayed simultaneously, is minimal.	Vol 1, p. 40
	The classroom is comfortable and attractive – homelike touches, living things, good lighting, soft furnishings, quiet, cozy spaces (Including a comfortable place for adults).	Vol 1, pp. 40, 59
	Materials reflect the diversity of the families in the classroom and community.	Vol. 1, pp. 51, 145
	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.	Vol. 1, pp. 41, 58 Vol 1, p. 128



## Implementing the Curriculum with Fidelity Physical Environment and Daily Structure EHS

	Classroom areas are comfortable and designed to welcome families. (e.g. bulletin board for communication, area for sign-in, etc.)	Vol. 1, PP. 41, 146-147
--	---	-------------------------

### Daily Structure: Routines and Schedules

Observed	Indicators	Reference
	A detailed daily schedule and weekly lesson plan are posted for adult use.	
	Individual schedules for infants include approximate times.	Vol. 1, pp. 62-66
	Toddler schedules are more group-oriented and consistent while still allowing flexibility. <ul style="list-style-type: none"> <li>• Children have opportunities to spend time in small groups of 2-3 children.</li> <li>• Short group times, allowing children to decide how long to stay. Teacher stops when most children are losing interest.</li> </ul>	Vol. 1, p. 62
	Schedules are flexible and adaptable and implemented in an unhurried, child-directed pace.	Vol. 1, p. 62
	Daily outdoor time is scheduled. Children go outdoors twice a day in full-day programs.	Vol. 1, p. 62
	The schedule reflects a balance between active and quiet times.	Vol. 1, p. 62
	Children have opportunities to be alone (although supervised).	Vol. 1, p. 62
	The schedule allows adequate time for: <ul style="list-style-type: none"> <li>• Hellos and goodbyes</li> <li>• Diapering and toileting</li> <li>• Eating and mealtime</li> <li>• Sleeping and nap time</li> <li>• Dressing</li> </ul>	Vol. 1, p. 62
	Active Supervision Implementation Plans are posted and implemented with fidelity and intentionality.	<a href="http://nmcaacc.com/active-supervision">nmcaacc.com/active-supervision</a>
	Teachers give notice with familiar signals before cleanup time or transitioning to other activities.	Vol. 1, p. 69
	Teachers develop strategies to minimize wait time such as dividing the group.	Vol. 1, p. 69
	The schedule minimizes the number of transitions throughout the day.	Vol. 1, p. 69
	Teachers use transitions as opportunities to teach and build relationships.	Vol. 1, p. 69

Directions: After going through each section of the checklist, use the Glows and Grows format to reflect and identify strengths and areas of focus. You will review your reflections with your coordinator at the next recap.

Glows:

Grows:

Coordinator: \_\_\_\_\_

Teacher: \_\_\_\_\_