

Date: _____

Classroom: _____

<u>Physical Environment</u>		
Observed	Indicators	Reference
	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).	Vol. 1, pp. 54-58
	Adequate space is provided in each interest area.	Vol. 1, p. 54
	Furniture is used to enclose and define areas and to eliminate long or wide-open spaces.	Vol. 1, p. 56
	Furnishings and materials are changed to maintain interest and encourage new learning.	Vol. 1, p. 66
	Materials are age-appropriate.	Vol. 1 p. 54
	Materials for children's use are stored on low, open shelves where the children can reach them easily.	Vol. 1, p. 58
	Materials, shelves and bins are labeled to identify where they belong.	Vol. 1, pp. 57-58
	Physical modifications are made to accommodate children with disabilities.	Vol. 1, p. 61
	Children's work is displayed attractively, respectfully and at child eye level.	Vol. 1, p. 59
	Classroom clutter, including too many materials displayed simultaneously, is minimal.	Vol. 1, p. 59
	The classroom is comfortable and attractive – homelike touches, living things, good lighting, soft furnishings, quiet & cozy spaces.	Vol. 1, pp. 60-61
	Materials in the interest areas reflect the diversity of the families in the classroom and community.	Vol. 1, p. 56
	Images that are non-stereotypical and authentic depictions of children and families are displayed.	Vol. 1, p. 59
	Images of children with disabilities are included in the materials and displays.	Vol. 1, p. 59

<u>Daily Structure: Routines and Schedules</u>		
Observed	Indicators	Reference
	A detailed daily schedule and weekly lesson plan are posted for adult use.	Vol. 1, pp. 77, 85
	Active Supervision Implementation Plans are posted in the classroom and implemented with fidelity and intentionality.	www.nmcaacc.com/active-supervision
	An interactive schedule with pictures and words is displayed at the children's eye level and referenced frequently with the children.	Vol. 1, p. 78
	There are quiet and active times in the schedule along with large and small group opportunities.	Vol. 1, p. 78
	One hour of choice time, exclusive of cleanup, is included in the morning and again in the afternoon for full day programs.	Vol. 1, p. 78



Implementing the Curriculum with Fidelity Physical Environment and Daily Structure HS

	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 the weekly lesson plans.	<i>Vol. 1, p. 85</i>
	Teachers observe children's interest and engagement and adjust group times accordingly.	<i>Vol. 1, pp. 70-71</i>
	Planned, intentional, open-ended small-group settings are used to meet particular instructional goals.	<i>Vol. 1, pp. 71-72</i>
	Teachers make accommodations for children who choose not to participate.	<i>Vol. 1, p. 75</i>
	Notice is given before cleanup time or transitioning to other activities.	<i>Vol. 1, p. 74</i>
	Wait time and transitions are minimized throughout the day.	<i>Vol. 1, pp. 74-75, 78</i>
	Transitions are used as learning opportunities.	<i>Vol. 1, p. 75</i>
	Children transition individually and/or in small groups.	<i>Vol. 1, p. 75</i>

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: _____