

CLASSROOM QUALITY CHECKLIST

(Highlights of ECERS-R, PCMI, SELA)

ECERS-R

<p>SPACE AND FURNISHINGS:</p> <p>___ Room arranged (1) to allow for several children to move and play freely in main centers (i.e. dramatic play and block play) and (2) <u>so quiet centers and active centers are not next to each other.</u></p> <p>___ At least 5 interest centers organized for children's independent use (i.e. labeled shelves, labeled containers, etc.)</p> <p>___ Space for privacy; more than one area set aside for one or two children to play; set aside as a "getaway" area and protected from intrusion by others (i.e. children are aware of no interruption rule, rule enforced by staff).</p>	<p>___ Many child-related displays in room at child eye level.</p> <p>___ Most displays done by children vs. commercial displays; work is mostly individualized. (60% or more of display by or related to children in the class.)</p> <p>___ Most displays related to current theme and/or topics of interest within the last month.</p> <p>___ Most displays relate directly to children in room (i.e. photos of children, self-portraits, stories dictated by children, writing samples, etc.)</p>
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<p>PERSONAL CARE ROUTINES:</p> <p>___ Each child and each parent is greeted warmly by name.</p> <p>___ Pleasant social atmosphere and many conversations during meals.</p> <p>___ Food allergies/dietary restrictions posted in room. (Can be covered.)</p> <p>___ Cots placed 3 feet apart or solid barrier; no bedding stored on stacked cots.</p> <p>___ No teacher coffee, soda, junk food visible or eaten in front of children!</p> <p>___ Milk offered as option to all & only healthy foods served during meals and snacks.</p>	<p>___ Two step table washing process before snacks & lunch (use paper towels; new one for each table)</p> <p>___ Children and staff wash hands after toileting, after nose wiping, before meals, after outdoor play, after messy play, after animal handling, etc. (Also before placing serving gloves on.)</p> <p>___ Bleach, Lysol, & all items labeled "Keep Out of Reach of Children" MUST BE locked. Bleach & water solution (diluted) must be "out of reach" but does not have to be locked.</p> <p>___ Safety covers on unused outlets including power strips.</p>
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<p>LANGUAGE AND REASONING</p> <p>___ Enough books accessible at one time (at least 20-30 out for use & in good repair!)</p> <p>___ Books out show variety from all categories (5 + per category); fantasy, fact, people, animals, science, literature, multi-cultural, etc. (Golden, Disney or similar books of low quality do not count)</p> <p>___ Books read both formally to group and informally daily (must be seen reading to individuals (informally) during observation)</p>	<p>___ Many communication activities; staff-child, child-child; conversation is encouraged, songs, finger plays, stories, etc.</p> <p>___ Staff talk with children about concepts, logical relationships, reasoning, problem solving during play and routines.</p> <p>___ Staff add information and expand on ideas children have during children's play through conversations with children.</p>
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<p>ACTIVITIES; ART & MUSIC</p> <p>___ Labeled shelves and labeled containers of materials. (Not all necessary but most should to promote independence.)</p> <p>___ Many art materials accessible (open shelves) to children. Easel open and ready with paint, brushes and paper.</p> <p>___ Much individual expression in art. (Children choose at least media or topic.)</p>	<p>___ Opportunities provided for 3-D art activities; music/movement.</p> <p>___ Music as free choice for 1 hour with enough musical instruments (for at least 8 students) and materials accessible for use (i.e. dance props, CD's, instruments). Note that CDs & dance props only count if there is music children can use with it.</p>
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<p>ACTIVITIES; BLOCKS</p> <p>___ Enough space, blocks and block accessories (ie. people, vehicles, signs, tape measures, rulers, etc.) for 3 or more children to build sizable structures.</p>	<p>___ Organized, labeled block area for blocks and accessories.</p> <p>___ Two to 3 types of blocks (do not count Legos or other fine motor builders; place these with manipulatives vs. block lab.)</p>
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<p>ACTIVITIES; DRAMATIC PLAY</p> <p>___ Many dramatic play materials accessible; organized and labeled</p> <p>___ Props and clothes for career, home, leisure, fantasy, cultures.</p>	<p>___ Clothes and accessories for male gender role play as well as female gender role play. * Note: If lice is a concern, it is not required that hats be one of the items.</p>
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<p>ACTIVITIES; SCIENCE & NATURE</p> <p>___ 4-5 collections of natural objects such as rocks, shells, acorns, pinecones, leaves, etc. (organized and labeled).</p> <p>___ Science center materials accessible daily, varied and adequate from all categories.</p> <p>___ Live plants and/or fish (at least 3 living things) to care for.</p>	<p>___ Science/nature books displayed and rotated.</p> <p>___ Evidence of science/nature activities: charts re: cooking, simple experiments, etc.</p> <p>___ Science and nature games and toys.</p> <p>___ Unplanned, informal conversations occur connecting everyday events to science in addition to planned activities.</p>
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<p>ACTIVITIES; MATH AND NUMBER</p> <p>___ Many materials for math concepts and number (counting, number, shapes, measurements).</p>	<p>___ Daily routine activities that promote math concepts and link math and number play to daily classroom activities.</p>
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<p>ACTIVITIES; USE OF TV, VIDEO & COMPUTERS</p> <p>___ Computer use limited to 20 minutes per child for the day. (Timer used for turns.) NOTE: Children watching and waiting for a turn are considered at the computer.</p>	<p>___ Videos and computer games limited to those that support themes and are considered educational for children (i.e. children and staff actively involved, no violent images, no feature length movies, Disney type movies, etc.)</p>
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<p>ACTIVITIES; DIVERSITY</p> <p>___ Props, books, pictures and materials that show different ages, races, cultures, abilities in non-stereotypical roles. (3 per category)</p>

<p>ACTIVITIES; SAND AND WATER NOTE:</p> <p>___ Sand table and water table must contain at least 3-4 inches of depth</p>
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<p>INTERACTIONS:</p> <p>___ Staff interactions (physically and verbally) with children are mostly positive.</p> <p>___ Most supervision is non-punitive.</p> <p>___ Staff show enjoyment in being with children.</p>	<p>___ Staff use mostly non-punitive discipline methods (re-direction, attention to positive behavior, problem solving and conflict resolution techniques).</p> <p>___ Staff interact with children with warmth, respect, sympathy.</p>
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<p>PROGRAM STRUCTURE:</p> <p>___ Written schedule posted in room for parents.</p> <p>___ Written and pictorial schedule posted for children. Written schedule is very close to what will actually be observed.</p> <p>___ Schedule & actual observation shows 50 minutes – 1 hour of outdoor play daily</p>	<p>___ Schedule (written and actually observed) shows 2 hours + 10 minutes of free choice play indoors. Written schedules reflect transition minutes. Time does not begin counting until at least ½ of students are participating in choice.</p> <p>___ Variety of daily groupings; short whole-group times (no more than 20 minutes at one time), small groups, self-selected groups and playmates.</p>
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<p>PARENTS AND STAFF:</p> <p>___ Much sharing of child-related information between staff and parents.</p> <p>___ Parents asked to evaluate program.</p>	<p>___ Parent training opportunities occur.</p> <p>___ Teachers systematically provide parents with “at home” strategies and ideas.</p> <p>___ Relationship/Interactions between adult staff members are positive and warm.</p>
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SELA

<p>LITERATE ENVIRONMENT</p> <p>___ Literature-props in centers (i.e. menus, food boxes, recipe cards, books, charts, posters, maps, writing pads, etc.)</p>	<p>___ Functional, purposeful print (i.e. picture of hand washing with sentence “Wash Your Hands”, simple, large, attractive).</p> <p>___ Daily access to writing materials (i.e. writing center)</p>
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<p>LANGUAGE DEVELOPMENT:</p> <p>___ Many organized activities that promote language/vocabulary development.</p> <p>___ Staff ask open-ended questions.</p> <p>___ Staff extend concepts and vocabulary through interactions with children during play.</p> <p>___ Daily activities that build knowledge of print, letters and phonological awareness.</p>	<p>___ Staff call attention to words and letters in fun ways and during routines.</p> <p>___ Daily use of rhymes, songs, games and stories. Staff emphasizes and calls attention to sounds, rhymes, sound patterns and initial sounds in words during the above activities.</p> <p>___ Supports for ELL students in the classroom (pull-out ESL does not count) i.e. labels in home language, basic words, phrases, songs in home language, etc.</p>
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<p>LETTERS AND WORDS:</p> <p>___ Writing center available daily.</p> <p>___ Staff supports beginning writing practice (i.e. staff takes dictation, staff encourages children to write in various ways without criticism).</p>	<p>___ Incorporate letter recognition in fun ways during routines (i.e. names of children on charts/finding letters in books, own names, etc.)</p>
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<p>PARENT INVOLVEMENT IN LITERACY:</p> <p>___ Communicate with parents weekly about child’s specific literacy-related development.</p> <p>___ Provide parents with information and ideas on home reading and reading strategies to use at home.</p>	<p>___ Parent literacy workshops and links to adult literacy services.</p>
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PCMI

MATERIALS FOR MATH:

___ Many objects for counting, sorting, matching and classifying.

___ Many toys and games with number on them for number recognition. (i.e. cash register with money, number puzzles, etc.)

___ Materials to measure; volume, weight, length, height (i.e. bathroom scales, balance scales, rulers, tape measures, measuring cups, unit blocks, etc.).

___ Materials for seriation (i.e. seriated cups, nested measuring cups/spoons, nesting dolls, small, medium, large toys, light, heavy, heaviest items to compare)

___ Materials relating to geometric shapes beyond just 3 basic shapes.

___ Materials for spatial relationships (building toys, pegs, puzzles, dolls with changeable clothing, etc.).

MATH CONCEPTS:

___ **Staff provide opportunities for children to one-to-one match** and / or place one item with another for one to one correspondence (i.e. Child passes out one napkin to each person, teacher facilitates playing lotto, bingo, concentration and other one to one matching games daily, etc.)

___ Staff support and **extend math concepts during play** and routines through conversations and interactions.

___ Staff **encourage meaningful counting**, whole-group and individually.

___ Staff provides **daily opportunities to estimate and check**.

___ Staff encourage children to classify and sort items **and to seriate** items.

___ Staff **use math terminology** (i.e. before, after, next, circle, square, plus, compare, sort, estimate, graph, predict, measure, etc.)

___ Staff call attention to patterns and **provide patterning activities** (i.e. point out on clothes, in classroom, make patterns on calendar, etc.)

___ Staff **encourage children to use time words** (i.e. yesterday, today, tomorrow, morning, afternoon, hour, minutes, etc.)

___ Staff call attention to geometric shapes and spatial positions (i.e. **outlines of objects provided to show it's space on shelf**, placemats with outlines in dramatic play, distance words, etc.).

ECERS-3 Room Arrangement Checklist – Beginning of the Year

***DISCLAIMER:** This document is intended to be used for room arrangement only. It does not address all the items in the Space and Furnishings subscale.

Terms You Need to Know Related to Room Arrangement

- **Accessible** means children can reach and use materials and equipment during play time (e.g., do not have to ask teacher to get item). *See E3 p. 10 for further clarification.*
- **Cozy area** is a clearly defined space with a substantial amount of softness where children can lounge, daydream, read, play quietly, etc. The cozy area must provide enough soft furnishings to allow a child to completely escape the hardness of the classroom (e.g., be completely surrounded by softness). *See E3 p. 18 for further clarification.*
- An **interest center** is a clearly defined play area for a specific type of play (e.g., block play, dramatic play). There is adequate storage for the materials in the interest center. Materials are organized by type and stored on labeled shelves so that children can easily access the materials and return them to the correct location. There is a place nearby where children can play the materials (e.g., rug or nearby table). The interest center has an appropriate amount of space for the type play and the number of children allowed in the center. NOTE: The dramatic play center and block center should be larger because the play in these centers is more active. Interest centers required by E3 include: block center, dramatic play center, reading center, science center and a cozy area (see definition above). *See E3 p. 11 for further clarification.*
- **Soft furnishings** include rugs, upholstered furniture, padded chairs/couches, bean bags, large pillows, small mattress, etc. NOTE: A wall-to-wall carpet that covers several areas can count as 2 soft furnishings. *See E3 p. 16 for further clarification.*
- **Space for privacy** is a place where 1 or 2 children can play and are protected from interruption by other children. A space for privacy should not be located in a busy area of the classroom. Do not count computer/IPAD areas as spaces for privacy since these areas have a time limit and a space for privacy should not have a time limit. *See E3 p. 20 for further clarification.*
- **Substantial amount of softness** means that children can mostly escape the hardness of the classroom (e.g., several pillows on a rug, a cushioned couch on a rug, etc.). *See E3 p. 16 for further clarification.*

Directions: Use this checklist to think through your room arrangement

NOTE: * One or more criteria in the statement reflects an indicator at Level 7.

Section 1: Space and Furnishings	Yes	No	?	Action I need to Take
My classroom has enough space for routines, play and learning. The basic furnishings for play and routines fit in my classroom reasonably well, allowing children and staff to move around with few problems. <i>See E3 p. 14 for further clarification.</i>				
My classroom has enough furnishings (e.g., cubbies) to allow children's belongings to be stored without touching the belongings of another child. <i>See E3 p. 16 for further clarification.</i>				
My classroom has enough furniture for routines, play and learning (e.g., enough shelving for toys/materials, shelving is not crowded, children are not crowded when sitting at classroom tables). <i>See E3 p. 16 for further clarification.</i>				
My classroom has soft furnishings that provide a substantial amount of softness (see definition, p. 1).				
My classroom has at least 2 pieces of furniture designated for a specific activity (e.g., art easel, sand-water table, dramatic play furniture, etc.). NOTE: All dramatic play furniture counts as one example. 3 pieces of furniture designated for specific purpose is required at the 7 level. <i>See E3 p. 16 for further clarification.</i>				
My classroom has the necessary adaptive furniture for children with disabilities. NOTE: Can be scored Not Applicable if classroom does not include children with disabilities.				
My classroom is arranged that I easily see children most of the time. <i>See E3 p. 18 for further clarification.</i>				
The interest centers in my classroom have adequate space for children to play (e.g., chairs do not usually block access to the materials on shelves).				
The dramatic play center and the block center are large enough to allow for active play (typically larger than other centers).* <i>See E3 p. 18 for further clarification.</i>				
My classroom has at least 5 centers, including a cozy area, that meet the definition of an interest center (see definition, p. 1).				

Section 1: Space and Furnishings	Yes	No	?	Action I need to Take
My classroom has a cozy area (see definition, p. 1) that is protected from active play.				
Play areas are accessible to children with disabilities. NOTE: Can be scored Not Applicable if classroom does not include children with disabilities.				
The quiet areas in my classroom (books, writing, listening center) are separated from the noisy play areas (blocks, dramatic play and music centers).* <i>See E3 p. 18 for further clarification.</i>				
Pathways in my classroom do not interrupt play (e.g., children do not have to walk through one interest center to get to another). <i>See E3 p. 18 for further clarification.</i>				
Block interest center has rug or other suitable building surface.				
The art center and sand/water table have easily cleaned surfaces and are located near the sink.*				
My classroom has a space for privacy (see definition, p. 1) and is setup in a way to discourage interruptions (easel for 1 child, writing table with 2 chairs, small rug with a puzzle where only 2 children are allowed to play at one time). <i>See E3 p. 20 for further clarification.</i>				

