

CURRICULUM REVIEW TOOL: INFANTS, TODDLERS, & TWOS

TEACHER(S)

I: Physical Environment

A. ORGANIZATION: Classroom is organized to provide a responsive environment that addresses the needs & growing abilities of young children.

Assessment

Score

NOTES:

1. Spaces and materials are age appropriate and updated to accommodate children's developmental needs, abilities, and interests.

2. Classroom areas are arranged to separate noisy and quiet areas.

3. Classroom is arranged so that all children can be seen at all times.

4. Materials for children's use are labeled with pictures and words and stored on low, open shelves within children's reach.

5. Materials are mounted on the wall at varying heights for children to explore (mirrors, pictures, and boards).

Average

0.00

B. INTEREST AREAS: Classroom areas for learning experiences support children's development and learning.

Assessment

Score

NOTES:

1. The playing with toys area includes duplicates of the most often used toys. (manipulatives)

2. The imitating and pretending area includes materials that encourage sensorimotor activity and pretend play. (Dramatic Play)

3. The stories and books area includes comfortable furnishings and age appropriate books.

4. The music and movement area allows for open space for dancing and moving and includes a device for playing music that is out of children's reach, sound making toys, and duplicates of materials.

5. The art area includes a variety of materials that corresponds to children's interest and abilities and uncluttered displays of children's art work at child's eye level.

6. The sand and water play areas includes age appropriate props and toys.

7. The outdoor area includes protected spaces where children can explore and play on developmentally appropriate equipment, with duplicate toys.

Average

0.00

C. ENVIRONMENT: Healthy, Safe and Clean Environment

Assessment

Score

NOTES:

1. Diapering and toileting area has materials to keep the area safe and sanitary.

2. Eating and mealtime area is separated from diapering and toileting area and includes appropriately sized tables & chairs.

3. Sleeping and nap time area limits light and noise stimulation, includes crib, cot, or mat for each child.

4. Child-sized furnishings are provided

5. Materials are well-maintained and in good condition			
6. Mouthed toys are washed and sanitized after each use.			
7. Outdoor spaces are safe and arranged so that children can be seen and supervised from all vantage points.			
	Average	0	
	Sub-Total I.	0.00	

II: Structure

A. PLANNING: The daily schedule & weekly plans are flexible and include a balance of types of experiences and settings.	<u>Assessment</u>	<u>Score</u>	<i>NOTES:</i>
1. Routines and experiences take place at an unhurried, child-directed pace			
2. Sufficient time is allowed for routines, play experiences, & transitions			
3. Active & quiet times are balanced throughout the day			
4. Children have opportunities to be alone (although supervised) or with a teacher			
5. At least 45-60 minutes are allocated daily for outdoor play in the morning & again in the afternoon for full-day programs.			
	Average	0.00	

B. GROUPS: Individual & small-group experiences are planned to address the individual strengths, needs, & interests of children.	<u>Assessment</u>	<u>Score</u>	<i>NOTES:</i>
1. Accommodations are made for children who choose not to participate			
2. Teachers engage children in interactive experiences			
	Average	0.00	
	Sub-Total II.	0.00	

III: Teacher -Child Interactions

B. GUIDANCE: The teacher uses effective strategies for guiding children's learning	<u>Assessment</u>	<u>Score</u>	<i>NOTES:</i>
1. Adapts & individualizes experiences to include all children			
2. Helps children make choices.			
3. Talks with children during play to help them build receptive & expressive language skills & learn to have conversations.			
4. Ensures that children are engaged (making eye contact & communicating with a teacher, focusing on a toy, etc.)			

5. Uses a range of teaching strategies: observes, acknowledges, & describes children's learning (<i>Your car rolled away, & it is too far for you to reach. I see that you are sad that you don't have your car. Can I move you a little closer so that you can reach it?</i>)			
6. Uses "self-talk" to describe actions (I'm going to hold the book in my lap so you can help me turn the pages, or, I think I'll warm your bottle a little more before feeding you.)			
	Average	0.00	
B. CLASSROOM CLIMATE: The teacher establishes a positive classroom climate	Assessment	Score	NOTES:
1. Maintains a nurturing & positive affect (smiles, laughs, hugs, uses a calm voice, shows enthusiasm)			
2. Gives encouragement & positive feedback about children's interest, needs, efforts, &/or accomplishments.			
3. Listens attentively to each child & responds respectfully (gives the child time to express his feelings, then verbally acknowledges his feelings & offers supports)			
4. Engages in positive back & forth exchanges with children.			
5. Promotes a sense of classroom community, interacts with individual & very small groups of children, includes opportunities for children to group & regroup themselves naturally.			
6. Circulates throughout the room and interacts with children to address their strengths, needs, and interest.			
	Average	0.00	
C. EXPERIENCES: The teacher uses both child-initiated & teacher-planned experiences to effectively guide children's language & literacy learning	Assessment	Score	NOTES:
1. Talks with children regularly throughout the day.			
2. Uses songs, stories, games & rhymes that play with language (replaces words in song with new or silly words, incorporates actions into songs & stories)			
3. Promotes phonemic awareness by drawing children's attention to the sounds of language (emphasizes rhyming words when sharing stories: claps to the beat during chants, rhymes, & songs; imitates infant's babbles)			
4. Reads to individual children &/or small groups of children daily.			
5. Encourages development of emergent writing skills (draws attention to writing, points out print in the environment, offers experiences with writing & drawing tools.) For example, provide large crayons, water-based markers, paint and brushes, and large chalk.			
	Average	0.00	
D. MATH: The teacher uses both child-initiated & teacher-planned experiences to actively introduce mathematical concepts	Assessment	Score	NOTES:
1. Plans appropriate mathematical experiences (counts blocks as the child builds a tower, provides shapes for infants to explore), and interacts with children to support their understanding of number concepts: patterns & relationships; geometry & spatial relationships; & sorting & classifying. * as noted in weekly plans			

2. Makes connections & encourages children to connect mathematical ideas to everyday experiences			
	<u>Average</u>	0.00	
E. OPPORTUNITIES: The teacher offers opportunities for children to explore the physical world, the natural world, the social world, & the arts	<u>Assessment</u>	<u>Score</u>	NOTES:
1. Offers experiences for children to explore the physical properties of objects & materials, using all the senses.			
2. Provides natural materials for display & exploration (an aquarium, small garden, pinecones, feathers, etc.)			
3. Engages with children during imitating & pretending experiences.			
4. Provides opportunities for both planned & spontaneous exploration of the arts (creating art, connecting with music & movement).			
	<u>Average</u>	0	
	Sub-Total III.	0.00	
IV. Families			
A. PARTNERSHIP: The teacher establishes a meaningful partnership with families to support each child's healthy development & learning	<u>Assessment</u>	<u>Score</u>	NOTES
1. Conducts family conferences to share information, discuss progress, & plan next steps using the Individual Care Plan along with the Individual Care Plan-Family Information Form.			
2. A written system is established for sharing day-to-day happenings.			
	<u>Average</u>	0.00	
V: Assessment			
A. OBSERVATIONS: The teacher uses ongoing, authentic, observation-based assessment to follow children's progress, guide planning & instruction, & communicate with others	<u>Assessment</u>	<u>Score</u>	NOTES
1. Uses a system for collecting & managing assessment information. (portfolio)			
2. Conducts focused observations.			
3. Observation notes are dated, objective, & factual.			
4. Encourages families to share observations of their children's development & learning.			
5. Collects & dates samples of children's play over time as evidence of progress (drawings, video clips, photographs, etc.)			
6. Analyzes documentation by relating it to learning objectives.			
7. Uses assessment information to shape interactions with children & to plan for routines & experiences.			
	<u>Average</u>	0.00	

NUMBERED ITEMS SCORED: 58

TOTAL: **0.00**

PROVIDER NAME:

DIRECTOR NAME:

ELC STAFF NAME:

DATE:

OVERALL OBSERVATIONS:

	RATIO	Children	Teachers	Notes:
	INFANTS			
	ONE'S			
	TWO'S			
Center Care Ratios: Birth-1yr 1:4; 1-2yrs 1:6, 2-3yrs 1:11				

GENERAL INFORMATION: ASSESSMENT = M: MET PM: PARTIALLY MET NM: NOT MET
 GENERAL INFORMATION: SCORE= AUTO POPULATES AFTER THE LETTER FOR ASSESSMENT IS PUT IN PLACE