

**CURRICULUM REVIEW TOOL: PRE-SCHOOL**

TEACHER(S)

**I: Physical Environment**

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

Assessment   Score   **NOTES:**

- 1. Defined interest areas: Blocks, Dramatic Play, Toys & Games(Manipulatives), Art, Library, Discovery, Sensory, Music & Movement and Outdoors
- 2. Furniture is used to enclose & define areas to eliminate long, wide-open spaces
- 3. Interest areas do not interfere with one another & have adequate space
- 4. Materials are age appropriate
- 5. Materials are easily accessible to children
- 6. Materials are labeled with pictures, shapes and or words
- 7. Children's work is respectfully displayed at the children's eye level.

Average   0.00

**B. INTEREST AREAS: Interest areas are available as a daily choice & supplied with an adequate amount of developmentally appropriate, well-maintained materials.**

Assessment   Score   **NOTES:**

- 1. Block area includes unit blocks, 1 other type of blocks, & props.
- 2. Dramatic Play includes home living, occupational and cultural props; it corresponds with study topic
- 3. Toys & Games(manipulatives) includes: self-correcting & open-ended toys, collectibles & cooperative games
- 4. Art area includes a variety of materials for painting, drawing, cutting, pasting, molding & 3-dimensional constructions
- 5. Library has comfortable furnishings, age-appropriate books, variety of materials for listening, reading, writing & story retelling
- 6. Discovery area has basic tools & a variety of materials for exploring the physical properties of objects
- 7. Sensory area includes sufficient sand & water with a variety of props for digging, molding, pouring & sifting
- 8. Music & Movement area includes a variety of musical instruments, scarves, streamers, fans, etc.
- 9. Outdoors includes a variety of surfaces & equipment for large-muscle activities & materials for nature exploration

Average   0.00

**C. MATERIALS: The materials, furnishings, equipment, & displays enhance learning in the content areas: literacy, math, science, social studies, & the arts**

Assessment   Score   **NOTES:**

- 1. Print-rich environment includes an alphabet with pictures and displayed at the children's eye level
- 2. Children's names are displayed in a variety of locations throughout the classroom
- 3. Books, magazines, charts, writing materials, etc. are included in all interest areas

4. Variety of materials for investigating life sciences, physical sciences, environment and Earth are included			
5. Materials to expand Social Study thinking includes people and how they live, people and the environment, people and the past, & spaces and geography.			
6. Materials for spontaneous exploration & appreciation of the arts such as painting, drawing, cutting & pasting, molding, and three-dimensional art and woodworking are included			
	<b>Average</b>	0.00	
<b>D. ENVIRONMENT: Healthy, Safe and Clean Environment</b>	<b>Assessment</b>	<b>Score</b>	<b>NOTES:</b>
1. Child-sized furnishings are provided			
2. Job charts, small brooms, dustpans, etc. are available to help children care for their classroom.			
3. Furnishings are arranged for good visual supervision			
4. Outdoor spaces are safe and arranged so that children can be seen and supervised from all vantage points.			
	<b>Average</b>	0	
	<b>Sub-Total I.</b>	0.00	
<b>II: Structure</b>			
<b>A. PLANNING: The daily schedule &amp; weekly plans include a balance of experiences and settings</b>	<b>Assessment</b>	<b>Score</b>	<b>NOTES:</b>
1. Detailed daily schedule and weekly lesson plans are posted including a minimum of 1 hour of child's choice time for A.M. & P.M.			
2. An interactive schedule with pictures & words is displayed at the children's eye level			
3. Alternating active times & quiet times are included			
4. Opportunities for individual, large- & small-group activities are included			
5. Child-initiated & teacher-planned activities are included			
6. At least 40-60 minutes are allocated daily for outdoor play in the morning and again in the afternoon for full-day programs.			
7. Large & small group activities are planned for individual strengths, needs & interests of children.			
8. Transitions are smooth & used as opportunities to teach skills & concepts.			
	<b>Average</b>	0.00	
<b>III: Teacher-Child Interactions</b>			
<b>A. GUIDANCE: The teacher uses effective strategies for guiding children's learning.</b>	<b>Assessment</b>	<b>Score</b>	<b>NOTES:</b>
1. Circulates throughout the room and interacts with children at eye level to address their strengths, needs, and interests.			
2. Talks with children about their work to extend their thinking and build vocabulary.			

3. Listens to what children say and then rephrases or restates their language and adds some new ideas			
4. Responds to children's thoughts and ideas by making statements or asking open-ended questions.			
5. Gives positive feedback and encourages children's efforts and accomplishments.			

	<b>Average</b>	0.00	
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**IV: Families**

**A. PARTNERSHIP: The teacher establishes a meaningful partnership with families to support each child's healthy development and learning.**

	<b>Assessment</b>	<b>Score</b>	<b>NOTES:</b>
1. A written system is established for sharing day-to-day happenings			
2. Works with family individually to help with child's progress			
3. Conducts family conferences to share information, discuss progress, & plan next steps			

	<b>Average</b>	0.00	
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**V: Assessment**

**A. OBSERVATIONS: The teacher uses ongoing, authentic, observation-based assessment to follow children's progress, guide planning and instruction, and communicate with others.**

	<b>Assessment</b>	<b>Score</b>	<b>NOTES:</b>
1. Collects & dates samples of children's work over time as evidence of progress (portfolio)			
2. Writes observation notes that are dated, objective & factual.			
3. Uses collected data to shape interactions with children & plan experiences			

	<b>Average</b>	0.00	
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<b>NUMBERED ITEMS SCORED: 45</b>	<b>TOTAL:</b>	0.00	
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**PROVIDER NAME:**

**DIRECTOR NAME:**

**ELC STAFF NAME:**

**DATE:**

**OVERALL OBSERVATIONS:**

	<b>RATIO</b>	<b>Children</b>	<b>Teachers</b>	<b>Notes:</b>
	THREE'S			

FOUR'S			
FIVES			
3-4yrs 1:15; 4-5yrs 1:20; 5-up 1:25			

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