

CURRICULUM REVIEW TOOL: FAMILY CHILD CARE HOME	TEACHER		
I: Physical Environment			
A. ORGANIZATION: Classroom is organized to provide a responsive environment that addresses the needs and growing abilities of young children.	<u>Assessment</u>	<u>Score</u>	NOTES
1. Clearly defined interest areas (number determined by amount of space available) are set so children can identify physical boundaries.			
2. Spaces and materials are age appropriate and updated to accommodate children's developmental needs, abilities, and interests.			
3. Classroom areas are arranged to separate noisy and quiet areas.			
4. Classroom is arranged so that all children can be seen at all times.			
5. Materials for children's use are labeled with pictures and words and stored on low, open shelves within children's reach.			
6. Materials are mounted on the wall at varying heights for children to explore (mirrors, pictures, and boards).			
	Average	0.00	
B. ROUTINES: Classroom areas for routines support consistent and responsive care	<u>Assessment</u>	<u>Score</u>	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 and chairs.			
3. Sleeping and nap time area limits light and noise stimulation, includes crib, cot, or mat for each child.			
	Average	0.00	
C. INTEREST AREAS: Classroom areas for learning experiences support children's development and learning	<u>Assessment</u>	<u>Score</u>	NOTES
1. Print-rich environment includes an alphabet with pictures and/or children's names and displayed at the children's eye level.			
2. Books and writing materials are included throughout the program.			
3. Magazines, signs, charts, cookbooks, etc. are included in at least 3 different interest areas.			
4. Three or more of the following interest area's are included: *If majority of children are infants; classroom must have <i>italicized</i> items within a, c, d, & h.	NM	1	
*a. The playing with toys area includes <i>duplicates</i> of the most often used toys.			
b. The imitating and pretending area includes materials that encourage sensorimotor activity and pretend play.			
*c. The stories and books area includes comfortable furnishings and <i>age appropriate</i> books.			
*d. 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 <i>duplicates</i> of materials.			
e. The art area includes a variety of materials that corresponds to children's interest and abilities and uncluttered display's of children's art work.			

f. Variety of materials for investigating life sciences, physical sciences, environment and Earth are included			
g. The sand and water play areas includes age appropriate props and toys.			
*h. The outdoor area includes protected spaces where children can explore and play on developmentally appropriate equipment, with duplicate toys.			
	Average	0.25	
D. ENVIRONMENT: Healthy, Safe and Clean Environment	Assessment	Score	NOTES
1. Child-sized furnishings are provided.			
2. Materials are well-maintained and in good condition.			
3. Toys chosen are washable and made of nontoxic materials.			
4. Outdoor spaces are safe and arranged so that children can be seen and supervised from all vantage points.			
	Average	0.00	
	Sub-Total I.	0.06	
II: Structure			
A. PLANNING: . The daily schedule & weekly plans are flexible and include a balance of types of experiences and settings.	Assessment	Score	NOTES
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. Routines, play experiences, & transitions take place at an unhurried, child-directed pace.			
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.	Assessment	Score	NOTES
1. Experiences are planned based on children's interests.			
2. Materials in the classroom reflect children's preferences.			
	Average	0.00	
	Sub-Total II.	0.00	
III: Teacher- Child Interactions			
A. CLASSROOM CLIMATE: The teacher establishes a positive classroom climate.	Assessment	Score	NOTES
1. Gives encouragement & positive feedback about children's interest, needs, efforts, &/or accomplishments.			
2. Listens attentively to each child & responds respectfully (gives the child time to express his feelings, then verbally acknowledges his feelings & offers supports).			
	Average	0.00	

B. GUIDANCE: The teacher uses effective strategies for guiding children's learning.	<u>Assessment</u>	<u>Score</u>	NOTES
1. Adapts & individualizes experiences to include all children.			
2. Responds to children's thoughts and ideas by making statements or asking open-ended questions.			
3. Helps children make choices.			
4. Circulates throughout the room and interacts with children to address their strengths, needs, and interests.			
5. Talks with children about their work to extend their thinking and build vocabulary.			
6. Talks with children during play to help them build receptive & expressive language skills & learn to have conversations.			
7. Gives positive feedback & encourages children's efforts & accomplishments.			
8. 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>)			
9. Uses "self-talk" to describe actions (<i>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.</i>)			
	Average	0.00	
C. EXPERIENCES: The teacher uses both child-initiated & teacher-planned experiences to effectively guide children's language & literacy learning.	<u>Assessment</u>	<u>Score</u>	NOTES
1. Talks with children regularly throughout the day.			
2. 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).			
3. Encourages development of writing skills (draws attention to writing, points out print in the environment, offers experiences with writing & drawing tools.)			
	Average	0.00	
D. MATH: The teacher uses both child-initiated & teacher-planned experiences to actively introduce mathematical concepts.	<u>Assessment</u>	<u>Score</u>	NOTES
1. Plans appropriate mathematical experiences (counts blocks as the child builds a tower, provides plush shapes for infants to explore). * as noted in weekly plans.			
2. Makes connections & encourages children to connect mathematical ideas to everyday experiences.			
	Average	0.00	
	Sub-Total III.	0.00	
IV. Families			
A. PARTNERSHIP: 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. 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.			

3. Works with family individually to help with child's progress.			
	Average	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.	Assessment	Score	NOTES
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. Encourages families to share observations of their children's development & learning.			
4. Uses assessment information to shape interactions with children & to plan for the environment, routines & experiences.			
	Average	0.00	
NUMBERED ITEMS SCORED: 47	TOTAL:	0.02	
PROVIDER NAME:			
DIRECTOR NAME:			
ELC STAFF NAME:			
DATE:			
	RATIO	Children	Teachers
	INFANTS		Notes:
	ONE'S		
	TWO'S		
	THREE'S		
	FOUR'S		
	FIVE'S		
Licensed Center Care Ratios: Birth-1yr 1:4; 1-2yrs 1:6, 2-3yrs 1:11 3-4yrs 1:15; 4-5yrs 1:20; 5-up 1:25			
Family Birth-1yr 1:4 ; Birth-1 yr. 1:3+ other children Max 1:6; 1yr + 1:6 ; no more than 2 infants/5 preschool 1:10			
Large Family Birth - 2 yrs. 1:8; no more than 4 children under 2yrs 1:12			