

The Creative Curriculum for Preschool and Child Plus Fidelity Tool: Staff Environment Screener

Teacher:	TA:
Site:	Manager:
Class:	Date:

Part II. Implementation of The Creative Curriculum for Preschool: Foundation

Physical Environment

1. The classroom is organized to support learning and encourage children to work independently and with peers in self-selected activities.

Indicators

- a. The classroom space is organized into well-defined interest areas (Blocks, Dramatic Play, Toys and Games, Art, Library, Discovery, Sensory, Music and Movement, Outdoors).
- b. Furniture is used to enclose and define areas and to eliminate long or wide-open spaces.
- c. Interest areas are arranged in such a way that they do not interfere with one another.
- d. Interest areas that share common materials are located next to each other.
- e. Adequate space is provided in each interest area.
- f. Furnishings and materials are changed to maintain interest and encourage new learning.
- g. Materials are age appropriate and individually suitable for the children in the group.
- h. Materials for children's use are stored on low, open shelves where children can reach them easily.
- i. Learning Centers are labeled (both pictures and words) to identify learning centers.
- j. Physical modifications are made to accommodate children with disabilities.
- k. Children's work is displayed attractively, respectfully, and at the children's eye level.
- l. Classroom clutter, including too many materials displayed simultaneously, is minimal.
- m. The classroom is comfortable and attractive (homelike touches, living things, good lighting, quiet spaces that are cozy and inviting).

2. Interest areas are attractive, available as a choice daily, and supplied with an adequate amount of developmentally appropriate, well-maintained materials.

Indicators

- a. Block area is enclosed on three sides and includes a variety of unit blocks, at least one other type of block and props in a variety of categories (animals, people, road signs, small vehicles). Blocks are organized by shape on shelves or in a basket.
- b. Dramatic Play area includes props representing not only home living and supports current study or children's interest.
- c. Toys and Games area includes a variety of self-correcting toys, open ended toys, loose parts (keys, bottle caps, shells), and cooperative games.
- d. Art area includes an easel with paints and a variety of materials for painting, drawing, cutting, pasting, molding, and three dimensional constructions.
- e. Library area includes comfortable furnishings; high-quality, age-appropriate books and props for storytelling.
- f. A variety of materials for listening, reading, writing.
- g. Discovery area includes basic tools and a variety of materials for exploring and investigating the physical properties of objects.
- h. Sand and Water (sensory) includes sufficient material (3-4 inches deep) and a variety of props and materials for digging, molding, pouring, and sifting.
- i. Music and Movement area includes a variety of musical instruments and dance and movement props.
- j. Cooking is done every other month.
- k. Outdoors includes a variety of surfaces and equipment for large-muscle activities and materials for nature exploration.

3. The materials, furnishings, equipment, and displays enhance learning in the content areas (literacy, math, science, social studies, the arts, and technology).

Indicators

- a. The environment is print-rich, identifies classroom practices, gives information, and provides narrative descriptions (dictation about artwork, a chart story about a walk around the block).

- b. Children's names are displayed in a variety of locations throughout the classroom.
- c. Books are included in all interest areas.
- d. Other texts (magazines, signs, charts, cookbooks) are included in interest areas.
- e. There are at least 25 books inclusive of all categories: story, informational, alphabet, predictable, number and counting, and nursery rhymes.
- f. Materials for writing are included in interest areas.
- g. An alphabet (with related pictures and/or children's names) is displayed at the children's eye level.
- h. Materials for exploring mathematical concepts (number and operations, patterns, geometry and spatial relationships, measurement, collecting, organizing, and representing data) are included.
- i. A variety of materials for investigating life sciences, physical sciences, and Earth and the environment is included.
- j. Materials to help children learn about people and how they live and to expand their geographic thinking are included.
- k. Materials for spontaneous exploration and appreciation of the arts (visual arts, music, dance and movement, and drama) are included.
- l. Tools and technology to perform tasks, including adaptive tools for any children with disabilities, are included (funnels, magnifying lenses, balances, tape measures, cameras, computers).

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4. The environment reflects the language(s), family background(s), home culture(s), and exceptionalities of the children in the classroom and beyond.

Indicators

- a. Images that are not stereotypical and authentic depictions of children and families are displayed (photos of classroom children and their families, photos showing other cultures).
- b. Books in children's home language(s) are included.
- c. Music with lyrics in the children's home language(s) is included.
- d. Materials in interest areas reflect the diversity of families in the classroom and community.
- e. Images of children with disabilities are included in the materials and displays.

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5. The environment is healthy, safe, and clean.

Indicators

- a. Child-sized furnishings are available.
- b. Materials are well maintained and in good condition.
- c. Materials, equipment, and displays are included to help children care for the classroom environment (job charts, small brooms, dustpans).
- d. Features and practices that promote safety and health are included (handwashing charts, food safety procedures, arrival and departure routines, proper storage of chemicals and medicines).

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| <p>e. The outdoor space is safe (protected from traffic, free from debris, cushioning materials under the equipment, with no sharp edges) and arranged so that children can be seen and supervised from all vantage points.</p> <p>f. Furnishings are arranged for good visual supervision.</p> | |
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