CAP OF WI CLASSROOM ENVIRONMENT EXPECTATIONS

Below you will find the CAP of WI Head Start program expectations to use as you prepare your classroom environment for a successful year.  Print and look at each area specifically with your team.  Check off the areas in which you demonstrate success and make the necessary changes in the others. Resources used in the formation of this checklist include: The Creative Curriculum, The CAP of WI Head Start Policy and Procedure Manual, Head Start Performance Standards (HSPS), and the Early Childhood Environmental Rating Scale. Support and guidance can be found by using resources above and the W.H.Y. Manual.

Note: Items that correspond with The Fidelity Tool Teacher Checklist contain an asterisk (\*) and page number.

**CURRICULUM COMPONENTS**

1 \_\_\_\_ Required curriculum components from the P & P Manual which include:  word wall, home to school chart, and sign in for children.

*See Policy and Procedure Manual, Education Area.*

2\_\_\_ Lesson plan posted, reflective of developmental needs/goals/IEP/IFSP, individual and group assessment, community events, and child interest.  Not what I did last year! Each classroom is unique and planning should reflect this. (\* page 8, 19, 30, 32, 33, 34)

*See The Creative Curriculum and Study Guides. See the W.H.Y. Manual for Study/Project ideas and helps.*

*HSPS page 59, Definition of Curriculum, 1304.21 through 1304.21(a)(1)(i), 1304.20(f)(1), 1304.21(c)(1)(i), 1304.21(c)(2)*

3\_\_\_ Second Step fully implemented including songs from the CD and Brain Games, teachable moments as they naturally occur to focus on skill building across the week span, days 1-5. Followed according to program calendar. **This is a requirement in every HS classroom! Fully Implemented!** (\* page 23, 24)

*See Second Step*

*HSPS 1304.21(a)(3)(i)(A), (B), (C), (D),(E), 1304.21(c)(1)(iii), (iv), (vi), 1304.24(a)(1)(i), (ii), (iii), (iv), (v), (vi)*

4\_\_\_ CSEFEL solution cards, self-regulation tools, and tucker turtle implemented. **A Program Requirement! Fully Implemented!** (\* page 23, 24)

*See The Center on the Social and Emotional Foundations for Early Learning. See the W.H.Y. Manual under Social and Emotional Development.*

*HSPS 1304.21(a)(3)(i)(A), (B), (C), (D),(E), 1304.21(c)(1)(iii), (iv), (vi), 1304.24(a)(1)(i), (ii), (iii), (iv), (v), (vi)*

5\_\_\_ Rules posted in every classroom based on: care of self, care for others, care of the environment. These will be made in cooperation with the children during the first few weeks of school. Rules should be no more than 3-5 in number, displayed where all can see, written in the positive as to what I can do, include both words and visuals, and be used to guide behavior consistently over the school year.

6\_\_\_ Nutrition and Dental Units to be completed as follows: Nutrition Activities once per month and noted on the lesson plan, Dental Units according to the program calendar and noted on the lesson plan.

*HSPS 1304.23(c)(7)*

7\_\_\_ Planning for Observations and Individualization. Form a plan for how classroom observations will be completed routinely weekly. Observations and assessment practices follow the assessment cycle. Plans for individualizing occur naturally as you form relationships with children and design environments to fit their needs. Formal individualization occurs after each checkpoint on the assessment system and is documented on Child Plus. Parent engagement occurs by asking families questions/collecting observations about their child’s interest, development and learning and by involving them in on-going assessment on the TSG system. (\* page 31, 32, 33, 34)

*HSPS 1304.21(a)(2)(i), (ii), (iii)*

**PLANNING FOR THE ENVIRONMENT**

8\_\_\_\_ Interest Areas. See each of the required Interest Areas as follows using The Creative Curriculum, Volume 2 Interest Areas to guide implementation as well as the W.H.Y. Manual for further helps. (\* page 12 & 13)

Group Meeting Area, see pages 72-88

Blocks, Chapter 6, see page 242

Dramatic Play, Chapter 7, see page 271

Toys and Games, Chapter 8, see page 293

Art, Chapter 9, see page 318

Library, Chapter 10, see page 354

Discovery, Chapter 11, see page 385

Sand and Water, Chapter 12, see page 408

Music and Movement, Chapter 13, see page 430

Cooking, Chapter 14, see page 452 (not a required area, supplemental only)

Computer, Chapter 15, see page 480

Outdoors, Chapter 16

Be By Myself Area, see Policy and Procedure Manual, Discipline Policy

9\_\_\_\_ A well- defined room arrangement which guides children’s behavior appropriately or sends messages about how to interact with the environment, the third teacher.  Guidance strategies in place to promote self-regulation and independent use:  shelves labeled, centers labeled, how many can play provided per area, feet or shapes to guide in lining up, place on carpet to set if necessary, room to move, not crowded, or over-stimulating, enough material to encourage engagement, plenty to do, no wandering. The environment or room arrangement should be easily supervised from all corners of the classroom. Private spaces or those that include play for 1-2 children should be included. (\* page 12, 13, 18)

*See The Creative Curriculum, Foundation Chapter 2. The Learning Environment. See The Center on the Social and Emotional Foundations for Early Learning, CSEFEL, Practical Strategies and TACSEI. See The W.H.Y. Manual.*

10\_\_\_\_ Use of visuals and visual reminders throughout the classroom environment to guide behavior, ex. Stop sign on the door, how to brush teeth, wash hands, toileting, meal/snack prep, etc… If the need is there a visual should be included. (\* page 16, 17, 19)

*See CSEFEL and TACSEI for tools*

11\_\_\_\_ Follow a routine schedule which is stable and predictable. Includes a picture schedule which is manageable in size can be manipulated by children, accessible and visible to all most of the day, such as in the Group Meeting Area. The schedule should provide structure, balance, and flexibility to incorporate individual child needs, and teacher-directed and child-directed activities. NO long periods of waiting should exist. (\* page 19, 21)

*See The Creative Curriculum, The Foundation pages 72-88.*

*HSPS 1304.21(a)(1)(iv), and 1304.21(a)(3)(ii)*

12\_\_\_\_ Be By Myself area available any portion of the day for privacy and to cool-off.  Cozy, inviting, with calming things to do.  Also spaces for privacy for 1 -2 children, computer area, etc...

13\_\_\_\_ Cubbies with names plus photos.

14\_\_\_ Per Paths to Quality and best practice offer 1 hour of free play, child initiated, teacher facilitated, where children are allowed to practice skills without interruption. This is where concepts taught are applied! Challenging behavior will occur when children are not given the time to become immersed in play of their choice! Transition children a few at a time rather than in whole groups with no long waiting periods. Warnings of the up-coming transition at the end of free play will be included with individual warnings for children who need extra support. (\* page 19, 21)

*See The Creative Curriculum, The Foundation pages 76-77, and 163-171. The W.H.Y Manual.*

15\_\_\_ Small groups and large group instruction where concepts are introduced, plan/topic/study for day is discussed, feelings of community encouraged, and Second Step implemented.  Large group limited to short periods of 10 minutes. Small group is the time to hone in on skill development and observation. Plan opportunities for self-selected small group participation. Plan for some routines to occur in small groups. (\* page 19, 20)

*See The Creative Curriculum, The Foundation, pages 172-178. See Second Step and program calendar.*

*HSPS 1304.21(a)(1)(iv), 1304.21(c)91)(vii)*

16\_\_\_ Activities should be offered that enables the teaching staff to move about (with attention given to zoning), facilitate and scaffold play and learning.  Know what you are planning and why, Intentionality is Key!  Ask yourself, what goals will be satisfied through this activity?  What will the children learn and how will I see it.  Open-ended planning is key that allows for success and learning within the mixed age range. Plan so that any child/student can explain what they are learning. Any adult walking into the classroom can clearly see the plan without reading the posted lesson plan for the week/study period.

*See The Creative Curriculum Foundation pages, 7-14, and 163-179. See the W.H.Y. Manual, for working with mixed age groups.*

*HSPS page 59, Definition of Curriculum*

17\_\_\_\_Music and instruments available daily during free choice and as a large group experience.

*See The Creative Curriculum, Foundations, And The Arts. See the W.H.Y Manual under Art.*

18\_\_\_ Soft toys available, such as puppets.

20\_\_\_ Writing instruments and literature found across the classroom, i.e. clipboards and pencils, maps, magazines, blueprints, phone books, mail, etc...

*See The Creative Curriculum, The Foundation under Literacy. See Volume 3 Literacy. See the W.H.Y. Manual under Literacy.*

21\_\_\_ Library area: inviting; attractive; includes books pertaining to child interest, culture of families enrolled, study or investigation topic, community events; books in good repair with involvement by children in how to care for books and book repair. Includes a variety in literacy such as: flannel boards and stories, newspapers, blueprints, hand-made books by the classroom or families, recorded stories by families, fiction and nonfiction reading choices.

*Helps same as above.*

22\_\_\_ Diversity. Posters in the classroom of diversity as seen in race, age, gender, ability. Photos of children and families enrolled both taken at school and from home. Family engagement in the school environment as seen in artifacts and other items shared from home, such as table cloths, kitchen items, dishware, empty food container, stories, and other customs, etc… Staff intervene appropriately to counteract prejudice shown by children or adults.

HSPS 1304.21(a)(1)(iii), 1304.20(f)(l), 1304.21(a)(3)(i)(E), 1304.21(a)(2)(i)

23\_\_\_ Science. Natural objects displayed in the classroom such as plants, a class pet, found objects from outdoors. Include: books, games, toys, and activities, three from each area. Indoor and outdoor explorations, open-ended as a teachable moment. Such as everyday events used as a basis for learning, ex. Weather, observing bugs, blowing bubbles, watching snow melt and freeze. (\* page 29)

24\_\_\_ Space for movement, well-defined free space, not crowded or limiting as in free play dramatic play and creative movement opportunities.

25\_\_\_ Children’s work posted and predominates the wall space. Yet not over-stimulating, relevant, and hung or placed in special areas around the classroom.

26\_\_\_ Three-dimensional work created by children, such as clay, sticks, wire, etc…

27\_\_\_ Math experiences. Such as counting, measuring, comparing quantities, recognizing shapes, familiarity with written numbers, 3-5 of each type. Daily activities used to promote, ex. setting the table, counting steps, using a timer for turn taking.

HSPS 1304.21(c)(1)(ii) (\* page 28)

28\_\_\_ Computer as a free choice activity using software that encourages creativity and extends the classroom investigation or topic of study. Activities time limited to 20 minutes daily by child.

29\_\_\_ Art, Dramatic Play and Fine Motor. Extend art over several days when the interest is present, label with the child’s name and allow them to return to it later in the day or over a period of days. Make available group art events, and/or long-term art projects according to interest. Invite local artist or drama instructors to involve children in creative movement or plays. (\* page 29)

Fine motor includes the following items: small building toys, manips, art materials, puzzles. Display or have available three from each group, accessible for a substantial portion of the day.

30\_\_\_ Large Motor indoors or outdoors. Use IMIL every day. Use transition activities that involve active movement, also teach concepts with active movement as much as possible throughout the day. Space will be available during free play for creative movement and/or large motor activity. Access to musical instruments and large motor supplements daily (CDs, rhythm sticks, streamers).

31\_\_\_ Blocks. Access to 2 types and accessories, unit, hollow, homemade. Does not include Legos.

**PLANNING FOR CHILDREN**

32\_\_\_ Centers will be open and accessible daily. Items rotated often according to child interest, topic of study or investigation, developmental/assessment needs and to provide challenges. Design spaces as child-friendly as possible providing opportunity for self-initiated play without the need for adult. The art easel will be open daily with large paper and no adult-directed plan in mind.

33\_\_\_Art activities will be process driven, not product driven. Open-ended and imaginative. Art work will be posted at eye level within the classroom including the child’s name in print (neatly) add any dictation.

34\_\_\_\_ Create and foster a classroom community. Provide a daily balance of teacher directed and child directed activities.  Plan for Group Meetings to discuss the needs of the classroom and problem solve together to find solutions. (\* page 22)

35\_\_\_ Transitions as an active learning opportunity.  Using Brain Games from Second Step and other teachable moments throughout the day. Use children in the planning of transitions. (\* page 21)

36\_\_\_ Meal time as a social time. Teacher and child sharing a relaxed conversation, casual recall of the day’s events, what will happen next, what will occur when they go home, etc… Model close, caring, responsive relationships with children for families.

*See The Creative Curriculum Foundations page 78. See the W.H.Y. Manual.*

37\_\_\_  Active learning used throughout the day: active, engaging group time, flannel stories, movement activities to teach concepts, counting who is present, plan for intentional, purposeful learning discussing what we are learning, what we are doing, why we are doing it, how will we learn this, what will we see, and RECALL to recap the day. (Such as during group meeting with an introduction to the day, what is available at each center and asking the child for their plan for the day. Checking in with each child during free play to see how they are progressing. End of day meeting with recall on how their plan for the day went.) We are striving for thinking about thinking! (\* page 24)

Calendar Time will no longer be used in the classroom.

*See The Creative Curriculum Foundation pages 72-75 on Group Meeting time.*

*See The Creative Curriculum page 75 on the use of a calendar and children’s concept of time. See the W.H.Y. Manual article on calendar.*

*See I Am Moving I Am Learning resources for the need for movement throughout the day and the W.H.Y. Manual.*

38\_\_\_ Provide supports for Dual Language Learners, such as gestures and visual cues, volunteers who speak the home language, picture schedule in both the large group and for individual children, work closely with families to obtain survival words and phrases connected to picture cues to post around the classroom and to use one to one as necessary. When both staff members do not speak fluently in the language of the DLL promote use of the home language in the home. (\* page 26)

*See The Creative Curriculum, The Foundation, helps throughout. See the W.H.Y. Manual under DLL.*  *See the BIG 5.*

39\_\_\_ Plan in advance for zoning, daily and weekly. Each person responsible for the individual zone must be prepared to support children within the zone following the plan for the day. Teaching staff will support positive, nurturing interactions with children face to face and on their level.

*Follow the supports on ECLKC under Zoning.*

40\_\_\_ Arrival and departure times. Both children and families will be greeted upon arrival and departure using their name and allow for sharing if time permits.

41\_\_\_ Meals/Snacks. During family style meals staff encourage self-help skills, involve children in social conversations, plan ahead so they can sit with children, use child-size utensils, do not use food as punishment, allow children to help with spills as part of a typical occurrence and as a teachable moment.

42\_\_\_ Nap. Early risers may play quietly on the cot or get up for a quiet activity. Children are helped to calm themselves by a back rub or gentle touches. No one is forced to sleep. Children may read a book on the cot to help in the transition from play to sleep. Yoga poses are recommended to help in the transition. Forming a daily routine to aid in this process is key.

47\_\_\_ Children with disabilities or special needs. Refer to the IEP for individualized planning. Involve parents to ask what works and what doesn’t work. Involve professionals to identify strategies and helps. Make modifications to the environment and activities to suit the needs of the child.

*HSPS 1304.21(a)(1)(ii), 1304.21(a)(5)(iii), 130420(b)(2), 1304.20(b)(3), 130420(c)(4), 1304.209(e)(1)*

48\_\_\_ Language and Literacy. Use the BIG 5 to promote language and literacy skills. Focus on the CAR approach, comment, ask, respond, in your daily interactions with children. Pause for 5 seconds to allow the child to respond. Incorporate descriptive language to expose children to a rich vocabulary as well as specific praise. Include scaffolding in your daily interactions with children and the process of scientific inquiry. Use recall at the end of each day to focus on the main topics. Child-adult interactions should always include social conversations of interest to the child and the play materials involved. Songs, finger-plays, nursery rhymes, and songs to guide behavior will be a common thread throughout the day. (\* page 11, 27)

Literacy components will be evident by forming a print-rich, and engaging environment. Studies will be seen 3 or more times per year involving the children and families in the planning and follow-through of the topic. Children will engaged in planning through list making, story writing, dictation, webbing, and include listing what we want to learn about a subject and what we learned about a subject as the lead in planning. A large variety of writing materials and supplies will be seen across the environment. (\* page 11, 27)

*HSPS 1304.21(c)(1)(ii), 1304.21(a)(4)(i), (ii), (iii), (iv)*

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