

# CLASSROOM QUALITY CHECKLIST (Highlights of ECERS–R, PCMI, SELA)

## ECERS-R

<p><b>SPACE AND FURNISHINGS:</b></p> <p>___ Room arranged (1) to allow for several children to move and play freely in main centers (i.e. dramatic play and block play) and (2) so <u>quiet centers and active centers are not next to each other.</u></p> <p>___ At least 5 interest centers organized for children’s independent use (i.e. <b>labeled shelves, labeled containers</b>, etc.)</p> <p>___ <b>Space for privacy</b>; more than one area set aside <b>for one or two children</b> to play; set aside as a “getaway” area and protected from intrusion by others (i.e. children are aware of no interruption rule, rule enforced by staff).</p>	<p>___ Many child-related displays in room at <b>child eye level.</b></p> <p>___ Most displays <b>done by children</b> vs. commercial displays; work is mostly individualized. (60% or more of display by or related to children in the class.)</p> <p>___ Most displays <b>related to current theme</b> and/or topics of interest within the last month.</p> <p>___ Most <b>displays relate directly to children in room</b> (i.e. photos of children, self-portraits, stories dictated by children, writing samples, etc.)</p>
<p><b>PERSONAL CARE ROUTINES</b></p> <p>___ Each <b>child</b> and each <b>parent</b> is greeted warmly <b>by name.</b></p> <p>___ Pleasant social atmosphere and many <b>conversations during meals.</b></p> <p>___ <b>Food allergies/dietary restrictions posted</b> in room. (Can be covered.)</p> <p>___ Cots placed 3 feet apart or solid barrier; no bedding stored on stacked cots.</p> <p>___ <b>No teacher coffee, soda, junk food visible or eaten in front of children.</b></p> <p>___ Milk offered as option to all &amp; only healthy foods served during meals and snacks.</p>	<p>___ <b>Two step table washing process before snacks &amp; lunch</b> (use paper towels; new one for each table)</p> <p>___ <b>Children and staff wash hands</b> after toileting, after nose wiping, before meals, after outdoor play, after messy play, after animal handling, etc. (Also before placing serving gloves on.) <b>HAND SANITIZERS NOT PERMITTED</b></p> <p>___ Bleach, Lysol, &amp; all items labeled “Keep Out of Reach of Children” <b>MUST BE locked.</b> Bleach &amp; water solution (diluted) must be “out of reach” but does not have to be locked.</p> <p>___ Safety covers on unused outlets <u>including power strips.</u></p>

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<p><b>LANGUAGE AND REASONING</b></p> <p>___ <b>Enough books accessible</b> at one time (at least 20-30 out for use &amp; in good repair)</p> <p>___ Books out show <b>variety from all categories (5 + per category)</b>; fantasy, fact, people, animals, science, literature, multi-cultural, etc. (Golden, Disney or similar books of low quality do not count)</p> <p>___ Books read both formally to group <b>and informally</b> daily (<b><u>must be seen reading to individuals (informally) during observation</u></b>)</p>	<p>___ Many communication activities; staff-child, child-child; conversation is encouraged, songs, fingerplays, stories, etc.</p> <p>___ <b>Staff talk with children about concepts</b>, logical relationships, reasoning, problem solving <b>during play</b> and routines.</p> <p>___ <b>Staff add information and expand on ideas children have during children’s play</b> through conversations with children.</p>
<p><b>ACTIVITIES; ART &amp; MUSIC</b></p> <p>___ Labeled shelves and labeled containers of materials. (Not all necessary but most should to promote independence.)</p> <p>___ Many art materials <b>accessible</b> (open shelves) to children. <b><u>Easel open and ready with paint, brushes and paper.</u></b></p> <p>___ Much individual expression in art. (Children choose at least media or topic.)</p>	<p>___ Opportunities provided for 3-D art activities; music/movement.</p> <p>___ Music as free choice for 1 hour with enough musical instruments (for at least 8 students) and materials accessible for use (i.e. dance props, CD’s, instruments). Note that CDs &amp; dance props only count if there is music children can use with it.</p>
<p><b>ACTIVITIES; BLOCKS</b></p> <p>___ Enough space, blocks <b>and block accessories</b> (ie. people, vehicles, signs, tape measures, rulers, etc.) for 3 or more children to build sizable structures.</p>	<p>___ Organized, labeled block area for blocks and accessories.</p> <p>___ Two to 3 types of blocks (do not count Legos or other fine motor builders; place these with manipulatives vs. block lab.)</p>
<p><b>ACTIVITIES; DRAMATIC PLAY</b></p> <p>___ Many dramatic play materials accessible; organized and labeled</p> <p>___ <b>Props and clothes for career, home, leisure, fantasy, cultures.</b></p>	<p>___ Clothes <b>and accessories</b> for male gender role play as well as female gender role play. * Note: If lice is a concern, it is not required that hats be one of the items.</p>

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<p><b>ACTIVITIES; <i>SCIENCE &amp; NATURE</i></b></p> <p>___ <b>4-5 collections of natural objects</b> such as rocks, shells, acorns, pinecones, leaves, etc. (organized and labeled).</p> <p>___ <b>Science center materials accessible</b> daily, varied and adequate from all categories.</p> <p>___ <b>Live plants and/or fish (at least 3 living things)</b> to care for.</p>	<p>___ Science/nature books displayed and rotated.</p> <p>___ Evidence of science/nature activities: charts re: cooking, simple experiments, etc.</p> <p>___ Science and nature games and toys.</p> <p>___ <b>Unplanned</b>, informal conversations occur connecting everyday events to science in addition to planned activities.</p>
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<p><b>ACTIVITIES; <i>MATH AND NUMBER</i></b></p> <p>___ Many materials for math concepts and number (counting, number, shapes, measurements).</p>	<p>___ Daily routine activities that promote math concepts and link math and number play to daily classroom activities.</p>
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<p><b>ACTIVITIES; <i>USE OF TV, VIDEO &amp; COMPUTERS</i></b></p> <p>___ Computer use limited to 20 minutes per child for the day. (Timer used for turns.) NOTE: Children watching and waiting for a turn are considered at the computer.</p>	<p>___ <b>Videos</b> and computer <b>games limited to those that support themes and are considered educational for children</b> (i.e. children and staff actively involved, no violent images, no feature length movies, Disney type movies, etc.)</p>
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<p><b>ACTIVITIES; <i>DIVERSITY</i></b></p> <p>___ Props, books, pictures and materials that show different ages, races, cultures, abilities in non-stereotypical roles. (3 per category)</p>
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<p><b>ACTIVITIES; <i>SAND AND WATER NOTE:</i></b></p> <p>___ Sand table and water table must contain at least 3-4 inches of depth</p>
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<p><b>INTERACTIONS:</b></p> <p>___ Staff interactions (physically and verbally) with children are <b>mostly positive</b>.</p> <p>___ Most supervision is non-punitive.</p> <p>___ <b>Staff show enjoyment</b> in being with children.</p>	<p>___ Staff use <b>mostly non-punitive discipline methods</b> (re-direction, attention to positive behavior, problem solving and conflict resolution techniques).</p> <p>___ Staff interact with children with warmth, respect, sympathy.</p>
<p><b>PROGRAM STRUCTURE:</b></p> <p>___ Written schedule posted in room for parents.</p> <p>___ <b>Written and pictorial schedule posted</b> for children. Written schedule is very close to what will actually be observed.</p> <p>___ Schedule &amp; actual observation shows 50 minutes – 1 hour of outdoor play daily</p>	<p>___ Schedule (written and actually observed) <b>shows (i.e, 2 hours + 10 minutes) of free choice play indoors. Written schedules reflect transition minutes.</b> Time does not begin counting until at least ½ of students are participating in choice.</p> <p>___ Variety of daily groupings; short whole-group times (no more than 20 minutes at one time), small groups, self-selected groups and playmates.</p>
<p><b>PARENTS AND STAFF:</b></p> <p>___ Much sharing of child-related information between staff and parents.</p> <p>___ Parents asked to evaluate program</p>	<p>___ Parent training opportunities occur</p> <p>___ Teachers systematically provide parents with “at home” strategies and ideas.</p> <p>___ <b>Relationship/Interactions between adult staff members are positive and warm.</b></p>

# CLASSROOM QUALITY CHECKLIST (Highlights of ECERS–R, PCMI, SELA)

## SELA

<p><b>LITERATE ENVIRONMENT</b></p> <p>___ <b>Literature-props in centers</b> (i.e. menus, food boxes, recipe cards, books, charts, posters, maps, writing pads, etc.)</p>	<p>___ <b>Functional, purposeful print</b> (i.e. picture of hand washing with sentence “Wash Your Hands”, simple, large, attractive).</p> <p>___ Daily access to writing materials (i.e. writing center)</p>
<p><b>LANGUAGE DEVELOPMENT:</b></p> <p>___ Many organized activities that promote language/vocabulary development.</p> <p>___ Staff ask open-ended questions.</p> <p>___ <b>Staff extend concepts and vocabulary through interactions with children during play.</b></p> <p>___ Daily activities that build knowledge of print, letters and phonological awareness.</p>	<p>___ Staff call attention to words and letters in fun ways and during routines.</p> <p>___ Daily use of rhymes, songs, games and stories. Staff emphasize and call attention to sounds, rhymes, sound patterns and initial sounds in words during the above activities.</p> <p>___ <b>Supports for ELL students in the classroom</b> ( pull-out ESL does not count ) i.e. labels in home language, basic words, phrases, songs in home language, etc.</p>
<p><b>LETTERS AND WORDS:</b></p> <p>___ Writing center available daily.</p> <p>___ Staff supports beginning writing practice (i.e. staff takes dictation, staff encourages children to write in various ways without criticism).</p>	<p>___ Incorporate letter recognition in fun ways during routines (i.e. names of children on charts/finding letters in books, own names, etc.)</p>

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<p><b>PARENT INVOLVEMENT IN LITERACY:</b></p> <p>___ Communicate with parents weekly about child’s specific literacy-related development.</p> <p>___ Provide parents with information and ideas on home reading and reading strategies to use at home.</p>	<p>___ Parent literacy workshops and links to adult literacy services.</p>
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### PCMI

<p><b>MATERIALS FOR MATH:</b></p> <p>___ Many objects for counting, sorting, matching and classifying.</p> <p>___ Many toys and games with number on them for number recognition. (ie cash register with money, number puzzles, etc.)</p> <p>___ Materials to measure; volume, weight, length, height (i.e. bathroom scales, balance scales, rulers, tape measures, measuring cups, unit blocks, etc.).</p>	<p>___ Materials for seriation (i.e. seriated cups, nested measuring cups/spoons, nesting dolls, small, medium, large toys, light, heavy, heaviest items to compare)</p> <p>___ Materials relating to geometric shapes beyond just 3 basic shapes.</p> <p>___ Materials for spatial relationships (building toys, pegs, puzzles, dolls with changeable clothing, etc.).</p>
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<p><b>MATH CONCEPTS:</b></p> <p>___ Staff provide opportunities for <b>children to one-to-one match</b> and / or place one item with another for one to one correspondence (ie. Child passes out one napkin to each person, teacher facilitates playing lotto, bingo, concentration and other one to one matching games daily, etc.)</p> <p>___ Staff support and <b>extend math concepts during play</b> and routines through conversations and interactions.</p> <p>___ Staff <b>encourage meaningful counting</b>, whole-group and individually.</p> <p>___ Staff provides <b><u>daily opportunities to estimate and check.</u></b></p> <p>___ Staff encourage children to classify and sort items <b>and to seriate</b> items.</p>	<p>___ Staff <b>use math terminology</b> (i.e. before, after, next, circle, square, plus, compare, sort, estimate, graph, predict, measure, etc.)</p> <p>___ Staff call attention to patterns and <b>provide patterning activities</b> (i.e. point out on clothes, in classroom, make patterns on calendar, etc.)</p> <p>___ Staff <b>encourage children to use time words</b> (i.e. yesterday, today, tomorrow, morning, afternoon, hour, minutes, etc.)</p> <p>___ Staff call attention to geometric shapes and spatial positions (i.e. <b>outlines of objects provided to show it's space on shelf</b>, placemats with outlines in dramatic play, distance words, etc.).</p>
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