

Best In Class Environment Standards Checklist

Program:

Teacher:

Date Completed:

The Environment Standards are designed to ensure that all learning experiences and environments are delivered with intentionality to promote strong child outcomes aligning with the North Dakota Early Learning Standards.

- Materials and equipment listed in the standards are required to be purchased during the first year of funding and replaced as needed through BIC participation.
- All materials should be age appropriate for four-year-old children of all abilities.

Instructions

Please check the box if your classroom meets the standard. If an item is not able to be checked, you must address it in the Notes section and state how your program will meet this standard. Ex. Items have been ordered but not received yet.

Definitions

- An interest center is a clearly defined area for a particular kind of play including but not limited to; library, fine motor/tabletop manipulatives, art, block play, dramatic play, discovery.
- Free play is a designated time when children choose the materials and peers to play with. Adult interaction is in response to the child's social and developmental needs.

Classroom Furnishings/Room Arrangement

- ☐ Cubbies/lockers are designated for each child enrolled
- ☐ Appropriate child-size tables and chairs are used (children's feet are flat on the floor when seated). Desks are not used with children.
- ☐ At least 6 clearly defined interest centers are available to provide a variety of experiences
- ☐ Interest centers are organized for independent use by children; materials are stored on open shelves in labeled containers, and near designated play space
- ☐ A social emotional (calm down) space is accessible
- ☐ Additional materials are available to add to or change interest centers
- ☐ Furniture and materials should be sturdy and in good repair
- ☐ All interest centers are accessible to children with disabilities and adaptive furniture to permit inclusion is available (when applicable)

Notes:

Gross Motor

- ☐ Adequate designated space outdoors for gross motor play exists
- ☐ Adequate materials are accessible for gross motor play indoors
- ☐ Children have access and the opportunity to use equipment daily that promotes a variety of gross motor skills
- ☐ Adaptations are made or special equipment is provided for children in group with disabilities (when applicable)

Notes:

Library

- ☐ One front-facing bookshelf is available to display books
- ☐ A wide selection of books is accessible to children (topics shall include people, feelings and emotions, nature/science, math, males and females, jobs/work, health or self-help skills, sports/hobbies, abilities)
- ☐ Books representing diversity are accessible
- ☐ Soft seating is available to children
- ☐ Additional materials are accessible to enhance library area (examples: puppets, soft toys, flannel boards, etc.)

Notes:

Fine Motor and Tabletop Manipulatives

- ☐ Two shelves and one table for fine motor and manipulative storage are accessible (recommended)
- ☐ At least three types of interlocking building materials are accessible
- ☐ At least three types of manipulatives are accessible
- ☐ At least five puzzles are accessible (at different difficulty levels)

Notes:

Math/Number (materials are accessible in multiple interest centers)

- ☐ At least three types of materials are accessible for counting
- ☐ At least three types of materials are accessible for measuring
- ☐ At least three types of materials are accessible for learning shape/size
- ☐ At least three types of materials are accessible for comparing quantities
- ☐ At least three types of materials are accessible for written numbers

Notes:

Art

- ☐ One shelf and one table for art are recommended.
- ☐ Art easel is accessible to children daily
- ☐ Art materials are accessible, including drawing, painting, three-dimensional, collage and tools.

Notes:

Writing (may be combined within another center)

- ☐ Writing materials are accessible in multiple interest centers and include, but not limited to, a variety of writing tools and paper

Notes:

Block Play

- ☐ Two shelves and adequate defined space are set aside for block play
- ☐ Complete set of standard unit wooden blocks (100 minimum blocks) are accessible
- ☐ Three categories of accessories, including people, animals and vehicles, are accessible
- ☐ Block accessories represent diversity

Notes:

Dramatic Play

- ☐ One shelf and adequate defined space are set aside for dramatic play (recommended)
- ☐ Play kitchen and kitchen accessories (food, pots/pans, dishes) are accessible
- ☐ Baby dolls that represent diversity and accessories are accessible
- ☐ Dress-up clothing is accessible
- ☐ Additional props including, but not limited to, cash register, play phones, doctor kit, vet kit, tool kit, etc. are accessible

Notes:

Discovery

- ☐ One shelf for discovery is recommended
- ☐ At least three collections of natural objects are accessible
- ☐ At least three books and/or games representing nature/science are accessible
- ☐ At least three science tools are accessible for activities
- ☐ At least one living object is recommended

Notes:

Sand and Water Play

- ☐ Sand/water table is accessible to children indoors containing sand and/or water
- ☐ Accessories and/or props are accessible to use with sand/water table

Notes:

Music and Listening Center

- ☐ Music materials are accessible for children's use (*if children do not attend music class regularly*)

- ☐ Listening Center includes CD player or listening device and recorded stories/songs for independent use (*listening center is a recommended additional classroom center*)

Notes:

Schedule

- ☐ Daily visual schedule is posted in classroom and relates generally to what occurs
- ☐ Indoor free play is an uninterrupted time that occurs daily for a minimum of 60 minutes. Materials are accessible during this time. *Minimum of 30 minutes is required for half day programs
- ☐ Outdoor play occurs daily for a minimum of 30 minutes. *Weather permitting
- ☐ Large group experiences occur daily and is limited to 10-20 minutes depending on child's interest level
- ☐ Small group experiences are planned to address individual strengths, needs, and interests of each child
- ☐ Transitions are optimized for learning experiences and minimal wait time

Notes: