

Classroom: Assignments/Checklist Form

Center: _____

Teacher: _____

Fall Set Up Spring Review

#	<i>Environment</i>	<i>Pre-K Guidelines</i>	<i>Completion</i>		<i>Comments</i>	
			<i>Fall Set Up</i>	<i>Spring Review</i>	<i>Fall Set Up</i>	<i>Spring Review</i>
<i>General Physical Environment</i>						
1	There are learning centers which are defined and appropriately separated.	Pg. 18	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO		
	There is a separation of active and quiet play. (<i>.i.e. Library should not be next to Dramatic Play.</i>)	Pg. 11, 17, 18	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO		
3	Shelves are cleaned, organized and labeled using <u>word first then icon/picture</u> throughout the classroom for children. Ensure the following has occurred: *Staff have stripped off old labels, tape and residue from all shelves *Staff have washed down all shelves	Pg. 17,18, 19	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO		
4	All learning centers and shelves are labeled with word and picture in English and Spanish (and other languages as appropriate)	Pg. 9, 10, 17, 18, 19	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO		
5	Furniture, equipment and materials are and age appropriate for all children.	Pg. 18	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO		
6	Lending library equipment/materials are available/ utilized for children with disabilities.	Pg. 13-15	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO		
7	Classroom Management system for each learning center available with the <u>word first then picture/icon</u> and the number of children that can go into the center at any one time. (Each center management plan is posted at the child's eye level.)	Pg. 17, 19	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO		
8	Individual space is available for solitary play Safety Zone- Is a comfortable safe area which has items for self soothing for a child to use to regroup before joining the group; teacher guidance may be needed in some cases to model expectations. (ex.soft pillows, books, squeeze items like stress ball/play dough)	Pg. 17	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO		
9	Rebus charts are present.	Pg. 19, 94	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO		
10	System available for classroom helpers that ensures that children will participate weekly. Item must be placed 4ft. and below.	Pg. 19	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO		
11	Individual space labeled with the child's name for their personal belongings.	Pg. 19	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO		
12	At least eight (8) learning centers provided for learning experience. (Math, Science, Library/Listening, ABC/ Writing, Art, Blocks/Construction, Dramatic Play, Computers, *optional Sand & Water)	Pg. 12, 21	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO		
13	Children's names are located in at least five (5) places: (Cubby, Letter Wall, Sign-In, Card, Journal, Portfolio, etc.) At least two (2) places have a photo.	Pg. 19, 27-33	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO		
14	Portfolios system is set up and assessable	Pg. 24-26	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO		
15	There is a system for daily child check-in. (ex. write-in, check-in w/name & photo)	Pg. 19	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO		

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<i>General Physical Environment continued...</i>							
16	Combine for space issues	Teacher Information Component. Should include: Classroom daily schedule, inclement weather schedule, teacher's degree, lesson plans, special diets in a folder, menu, teacher calendar, lesson plan schedule, approved adult staffing schedule (Teacher schedule) (w/ required certificates)	Pg. 6	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO		
17		Parent Information Component. Should include: Center news letter, volunteer forms, classroom events	Pg. 6	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO		
18	Daily News system to encourage writing and literacy in the room		Pg. 20, 21	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO		
19	There is a system that ensures the classroom/learning center reflects the theme.		Pg. 21, 29, 59, 67	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO		
20	Have a system to include environmental print in the classroom. Environmental print is evident in other areas such as Writing Center, Dramatic Play, and Block Center.		Pg. 12, 17, 18, 19, 68	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO		
21	Reading & Writing materials are present in each center. Centers must include writing materials, books and reading materials which reflect center concept and weekly lesson plan theme...		Pg. 12, 18, 20, 21, 67, 79-81, 82	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO		
22	Lesson plans are posted in classroom and there is a system to store lesson plans (i.e. binder).		HCDE	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO		
23	Diversity is reflected in classroom: Equipment and materials reflective of various cultures and ethnicities.		Pg. 10, 17	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO		
24	Pictures of children's families are reflected in the classroom through out the year (family tree's, all about me books, class books, special events)		Pg. 6	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO		
<i>General Assignments</i>							
25	Equipment and materials in room have been checked and cleared for safety purposes		Pg. 17	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO		
26	Equipment and materials in room have been cleaned and disinfected.		Pg. 17	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO		
27	Create Read Aloud Charts for small group reading: (Must include: title, author, illustrator, 3 vocabulary words with icon and must be 4ft or below.)		Pg. 20, 21, 22, 76, 77	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO		
28	Create a organizers such as: <ul style="list-style-type: none"> Venn Diagram for comparing and contrasting activities KWL: To support developing, creating and extending learning opportunities activities Webbing/concept Maps 		Pg. 94	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO		
30	Create a Letter Wall that is at least 4ft. or below: Cards need word first then picture/icon <ul style="list-style-type: none"> alphabet cards are upper & lower case letter with picture denoting the letter sound Wall must have a name card for each child with their picture Wall must use lowercase letters on word cards which are not proper nouns Wall must be limited to 3 rows Each letter must have space for at least 4 to 5 words Wall must be interactive and ongoing 		Pg. 11, 12, 21, 27-36; 49-82	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO		

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			<i>Fall Set Up</i>	<i>Spring Review</i>	<i>Fall Set Up</i>	<i>Spring Review</i>
<i>Nutrition Classroom Assignments</i>						
31	There is a system for sharing lunch with children before it is served: (meal activity)	Pg. 23	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO		
<i>Classroom Management and Reflection Tools</i>						
32	The Go Around Cup <ul style="list-style-type: none"> • Student name sticks ready • Two cups-smaller cup nested inside larger cup 		<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO		
33	Children’s work must be displayed on children’s board or displayed throughout the classroom. All items must be placed 4 ft. or below.	Pg. 17	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO		
34	Exit/Refection Ticket/Journals <ul style="list-style-type: none"> • Student exit journals prepared (one per student) • Name on cover • System for storing journals • Journals easily accessible and used minimally at the end of the day • Pages dated 		<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO		
35	Starter Calendar <ul style="list-style-type: none"> • Select template-Starter Calendar for the day or week • Activity cards and calendar cards cut and laminated • Activity cards affixed with Velcro tabs 		<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO		
36	“Today We Will” Sign- focus’s the children’s attention on daily work and schedule. <ul style="list-style-type: none"> • Title: “Today We Will” Children’s Daily Schedule • Children’s schedule has picture/icons and words • Posted at eye level: 4ft. or below. • Any “special focuses” or change in the daily schedule must have a special post with word first then picture/icons reflecting the change 	Pg. 18, 19, 20, 21, 22, 51, 92	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO		
37	Develop “Classroom Constitution” <u>or</u> “Magna Carte” <ul style="list-style-type: none"> • Created with students during first two weeks of school • State rules positively. • 4-6 rules: Displayed with word sentence first then picture/icon stating rule. 		<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO		
38	Classroom Managers <ul style="list-style-type: none"> • Create management positions • Create management positions poster using picture/icon and words to describe the project involved • Use pockets or velcro to assign all “new hire management” to their projects • Create management application • Create good job certificates 		<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO		

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39	Teacher Charts- <ul style="list-style-type: none"> • Create a napping chart indicating student name and cot placement in the room • Create a seating chart for whole group table seating • Make student seat labels with name then picture for chairs 		<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO		
40	Create Substitute Teacher Folder/Envelope <ul style="list-style-type: none"> • Substitute teacher letter describe teacher/parent board elements: schedule, lesson plans, special diets, menus, inclement weather plan, absent packet, behavior management system, seating chart, napping chart, CMCD Tips for substitute Teachers ,Feedback from substitute Teacher form) 	HCDE	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO		
41	Promoting Good Deeds: “Flower of Kindness, Vine of Kindness, Giving Tree” Pick a theme and catchy phrase! <ul style="list-style-type: none"> • Create a visual growing bulletin board that promotes deeds and acts of kindness in the class, school or community; by students, staff and parents. • Teachers write name and good deed • Students can draw a picture and write name or have teacher help) 	HCDE	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO		
42	Mailboxes Parent/child <ul style="list-style-type: none"> • Label with child’s name Teacher mailbox <ul style="list-style-type: none"> • Create a you’ve got mail sign or flag to denote when parents or children send information • Place paper, envelopes and writing tools near mailbox for parents or students to share private messages, concerns, or notes. 	HCDE	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO		