

Classroom Name: \_\_\_\_\_

Date of Observation: \_\_\_\_\_

## Developmentally Appropriate Environment: Infant/Toddler Classroom Checklist

**Infants – 24 months:**

- At least one play area
- Materials are organized by type
- Materials are accessible

**24 – 36 months:**

- At least three interest centers
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
- Materials are organized by type
- Materials are accessible

All WMEELS Domains Required:

- Approaches to Learning
- Cognitive & General Knowledge
- Language Development & Communication
- Social & Emotional Development
- Health & Physical Development

Three types of materials/experiences show varied levels of difficulty (must be from different learning activities):

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

All the following must be observed:

- Interactions are positive or at least neutral
- Staff and children demonstrate enjoyment in being with each other
- Staff respond to children's needs promptly and appropriately
- Staff have developmentally appropriate expectations for children's behavior

At least two of these additional practices must be observed:

- Staff are near children when promoting positive interactions and learning opportunities
- Staff initiate language and literacy activities to support language development
- Staff have turn-taking conversations with most children and ask follow-up questions with a pleasant tone of voice
- Staff intentionally create opportunities for all children to engage in peer interaction in ways that are appropriate for each child
- Staff provide children with descriptive feedback for their efforts or accomplishments

All Required and must be accessible:

- One book for each child at any given time
- Six different examples of fine motor materials
- Six different examples of art materials
  - N/A because all children are not 24 months or older
- Two sets of 10-20 blocks
  - N/A because all children are not 12 months or older
- Five different examples of dramatic play materials
- Five different examples of nature/science materials
  - N/A because all children are not 24 months or older
- Six different examples of math/number materials
- WMEELS information shared to families

Required:

- 50 consecutive minutes of uninterrupted free play /prorated for other than full day

## Examples of interest centers:

- Dramatic play
- Block and construction play
- Literacy and writing
- Art
- Sand and water and other sensory play
- Science and nature
- Music and movement
- Math
- Small manipulatives and games

## Examples of materials

### Books

- Age appropriate with variety including books; about people of varying races, ages, and abilities, animals, familiar objects, familiar routines

### Fine motor

- very young children (0 – 12 months) grasping toys, busy boxes, nested cups, containers to fill and dump, textured toys, cradle gyms

### Art materials – Required only if all children are 24 months or older

- Simple materials such as crayons, thick color markers, large brush and finger paints, play dough, large chalk. Other materials should be added as children gain skills and ability to use materials appropriately.
  - \*Materials must be non-toxic and safe. Paper itself is not considered an art material; it must be used with an art medium

### Blocks - Required only if all children are 12 months or older

- soft blocks, light-weight blocks of various sizes, shapes, colors; large cardboard blocks and accessories such as containers to fill and dump; toy trucks or cars, people and animals for accessories

### Dramatic play

- Infants – dolls, soft animals, pots and pans, toy telephones, child safe mirror
- Toddlers– dress-up clothes, child-sized house furniture, cooking/eating equipment such as pots and pans, dishes, spoons, play foods, dolls and doll furnishing; soft animals, small play buildings with accessories; toy telephones

### Math/number development

- rattles of various shapes, cradle gyms with hanging shapes, numbers and shape board books, simple shape puzzles, shape sorters, toy telephones, nested cups, stacking rings

### Science - Required only if all children are 24 months or older

- sensory bottles, large horseshoe magnets, magnifying glasses, real looking toy animals, color paddles, science books (with real pictures)

Classroom Name: \_\_\_\_\_

Date of Observation: \_\_\_\_\_

## Developmentally Appropriate Environment: Preschool Classroom Checklist

<input type="checkbox"/> Five Interest Centers: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ <input type="checkbox"/> Materials are organized by type <input type="checkbox"/> Materials are accessible	<u>All WMEELS Domains Required:</u> <input type="checkbox"/> Approaches to Learning <input type="checkbox"/> Cognitive & General Knowledge <input type="checkbox"/> Language Development & Communication <input type="checkbox"/> Social & Emotional Development <input type="checkbox"/> Health & Physical Development
	Three types of materials/experiences show varied levels of difficulty (must be from different learning activities): 1. _____ 2. _____ 3. _____

All the following must be observed:

- Interactions are positive or at least neutral
- Staff and children demonstrate enjoyment in being with each other
- Staff respond to children's needs promptly and appropriately
- Staff have developmentally appropriate expectations for children's behavior

At least two of these additional practices must be observed:

- Staff are near children when promoting positive interactions and learning opportunities
- Staff initiate language and literacy activities to support language development
- Staff have turn-taking conversations with most children and ask follow-up questions with a pleasant tone of voice
- Staff intentionally create opportunities for all children to engage in peer interaction in ways that are appropriate for each child
- Staff provide children with descriptive feedback for their efforts or accomplishments

All Required and must be accessible:

- One book for each child at any given time
- Six different examples of fine motor materials
- Six different examples of art materials
- Two sets of 10-20 blocks
- Five different examples of dramatic play materials
- Five different examples of nature/science materials
- Six different examples of math/number materials
- WMEELS information shared to families

Required:

- 50 consecutive minutes of uninterrupted free play /prorated for other than full day

### **Examples of interest centers:**

- Dramatic play
- Block and construction play
- Literacy and writing
- Art
- Sand and water and other sensory play
- Science and nature
- Music and movement
- Math
- Small manipulatives and games

### **Examples of materials:**

#### **Books**

- Age appropriate with a variety including books about; people of varying races, ages, and abilities; books of animals, familiar objects, familiar routines

#### **Fine motor**

- peg boards & pegs, gear sets, puzzles, interlocking blocks, stacking/nesting toys, drawing materials, play dough, modeling clay)

#### **Art materials**

- crayons, paints, markers, playdough, collage materials (different types and textures – pompoms, yarn, string, bark, magazines, cardboard types, leaves, ribbon, newspapers)

#### **Blocks**

- blocks with accessories (appropriately sized people, animals, and vehicle accessories for different themes); unit blocks of differing shapes and sizes (e.g., triangle, squares, cylinders, arches), interlocking construction materials.

#### **Dramatic play**

- dress-up clothes, child-sized house furniture, cooking/eating equipment such as pots and pans, dishes, spoons, play foods, dolls and doll furnishing; soft animals, small play buildings with accessories; toy telephones

#### **Math/number development**

- small objects used in counting activities, balance scales, rulers, tape measures, number puzzles, magnetic numbers, number games (dominoes or number lotto) geometric shapes (parquetry/pattern blocks, books on counting or shapes)

Classroom Name: \_\_\_\_\_

Date of Observation: \_\_\_\_\_

Developmentally Appropriate Environment: School Age Classroom Checklist

<input type="checkbox"/> Five Interest Centers: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____  <input type="checkbox"/> Materials are organized by type <input type="checkbox"/> Materials are accessible	<p><u>WMELS Domains:</u></p> <input type="checkbox"/> Approaches to Learning <input type="checkbox"/> Cognitive & General Knowledge <input type="checkbox"/> Language Development & Communication <input type="checkbox"/> Social & Emotional Development <input type="checkbox"/> Health & Physical Development	<p><u>SACF Content Areas:</u></p> <input type="checkbox"/> Health and Wellness <input type="checkbox"/> Media and Technology <input type="checkbox"/> STEM <input type="checkbox"/> Arts and Culture <input type="checkbox"/> Global Learning <input type="checkbox"/> Language, Literacy & Numeracy <input type="checkbox"/> Service Learning <input type="checkbox"/> Environmental Learning <input type="checkbox"/> Social Emotional
<p>Three types of materials/experiences show varied levels of difficulty (must be from different learning activities):</p> 1. _____ 2. _____ 3. _____		

All the following must be observed:

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- Staff and children demonstrate enjoyment in being with each other
- Staff respond to children’s needs promptly and appropriately
- Staff have developmentally appropriate expectations for children’s behavior

At least two of these additional practices must be observed:

- Staff are near children when promoting positive interactions and learning opportunities
- Staff initiate language and literacy activities to support language development
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- Staff intentionally create opportunities for all children to engage in peer interaction in ways that are appropriate for each child
- Staff provide children with descriptive feedback for their efforts or accomplishments

All Required and must be accessible:

- One book for each child at any given time
- Six different examples of fine motor materials
- Six different examples of art materials
- Two sets of 10-20 blocks
- Five different examples of dramatic play materials
- Five different examples of nature/science materials
- Six different examples of math/number materials
- WMELS or SACF information shared to families

Required:

- 50 consecutive minutes of uninterrupted free play /prorated for other than full day

### **Examples of interest centers:**

- Dramatic play
- Block and construction play
- Literacy and writing
- Art
- Sand and water and other sensory play
- Science and nature
- Music and movement
- Math
- Small manipulatives and games
- Social studies

### **Examples of materials:**

#### **Language and Literacy**

- Age appropriate books (consider the interest of the children, chapter books, picture books, magazines, dictionaries) games (Picture Lotto, Taboo Jr., Junior Scrabble, Pictionary, Clue), books on CD, felt board and stories, writing materials

#### **Fine motor**

- playing cards, drawing materials, paints, crafts, modeling clay, origami, puzzles with varying levels/complexity

#### **Art**

- crayons, paints, markers, playdough, charcoal, collage materials (different types and textures – pompoms, yarn, strong, bark, magazines, cardboard types, leaves, ribbon, newspapers)

#### **Blocks**

- blocks with accessories (appropriately sized people, animals, vehicle accessories for different themes such as knights, pirates, farming); unit blocks of differing shapes and sizes (triangle, squares, cylinders, arches, etc.), interlocking construction materials.

#### **Dramatic play**

- dress-up clothes, costumes, props, puppets, materials for both boys and girls to support roles and situations (work, adventure, fantasy, theatrical productions, materials to create costumes).

#### **Math/number development**

- small objects used in counting activities, balance scales, rulers, tape measures, number puzzles, magnetic numbers, number games (dominoes or number lotto) geometric shapes (parquetry/pattern blocks, books on counting or shapes), math/counting board games