

BEYOND CRIBS & RATTLES IMPLEMENTATION GAUGE FOR OLDER INFANT AND TODDLER ENVIRONMENTS[®]

PROGRAM: _____

DATE: _____

CLASSROOM: _____

TEACHER: _____

RATING 0-NO EVIDENCE 1-PARTIAL EVIDENCE 2-FULLY MET			PHYSICAL ENVIRONMENT	EXAMPLES OF EVIDENCE
INDOORS	OUTDOORS			
		1.	Materials are classified and organized on shelves.	
		2.	When appropriate, materials are stored in containers that are labeled with pictures.	
		3.	Depending on the number of children in a group, there are multiple materials of each kind, color, and size available.	
		4.	The play environment is pre-arranged with enough materials available to support the play of each child.	
		5.	There is a mixture of lighting in the room including both natural and artificial.	
		6.	The colors of the walls and furniture are soft earth tones that do not interfere with the visual organization of the room. Light sky blue is the preferred color.	

RATING 0-NO EVIDENCE 1-PARTIAL EVIDENCE 2-FULLY MET		PHYSICAL ENVIRONMENT (Continued)		EXAMPLES OF EVIDENCE
Indoors	Outdoors			
		7.	Children's products are displayed on walls, shelves, and bulletin boards. There is more child created products displayed than adult/commercial products.	
		8.	The furniture and equipment are arranged to support the developmental needs of children, providing easy access to materials. The majority of the furniture is child-sized.	
		9.	The environment is uncluttered allowing space for children and adults to move freely.	
		10.	The environment provides unobstructed access for children and adults with limited mobility.	
		11.	The environment is orderly and free of trash or debris on the floor or ground.	
		12.	There is NO use of television.	
		13.	Singing, playing instruments, and recorded developmentally appropriate children's music or classical music is used intermittently throughout each day.	
		14.	Music is played at an appropriate volume so that language exchanges and other experiences are not interrupted.	

RATING 0-NO EVIDENCE 1-PARTIAL EVIDENCE 2-FULLY MET			SCAFFOLDING THE PLAY EXPERIENCE	EXAMPLES OF EVIDENCE
Indoors	Outdoors			
		1.	The children have a minimum of 45 minutes of free choice play between the pre-scaffolding introduction and the post-scaffolding recall.	
		2.	A lesson plan is displayed for each day. The Florida Performance Standards are embedded in developmentally appropriate ways.	
		3.	There is INTENSITY in children's play allowing them to experience the three kinds of play during each day and throughout the year. <i>Example:</i> Children are allowed to choose from an array of activities everyday providing opportunities to engage in dramatic, construction, and sensorimotor play.	
		4.	Themes are used to create an umbrella for experiences. The themes are appropriate for the developmental levels of the children and are expanded to fit their interests.	
		5.	Books and other theme specific materials are evident throughout the play environments.	

RATING 0-NO EVIDENCE 1-PARTIAL EVIDENCE 2-FULLY MET			SCAFFOLDING THE PLAY EXPERIENCE (Continued)	EXAMPLES OF EVIDENCE
Indoors	Outdoors			
		6.	<p>Scaffolding the pre-play experience:</p> <p>The adult/teacher begins the play with a literacy experience (i.e., book, song, poem, charting, etc.) incorporating new vocabulary.</p> <p>The adult/teacher explains the play spaces available.</p> <p>The adult/teacher plans and implements an orderly transition to play.</p>	
		7.	<p>Scaffolding the individual child's play experience:</p> <p>The teacher asks open-ended questions and enhances and extends the children's language.</p> <p>The adult/teacher models appropriate problem-solving skills through the use of positive language exchanges.</p> <p>During the play experience, the adult/teacher is available to support each child's play through positive scaffolding of their activities and behaviors.</p>	

RATING 0-NO EVIDENCE 1-PARTIAL EVIDENCE 2-FULLY MET			SCAFFOLDING THE PLAY EXPERIENCE (Continued)	EXAMPLES OF EVIDENCE
Indoors	Outdoors			
		8.	<p>Scaffolding the post-play experience:</p> <p>The adult/teacher provides ample notice that the play experience will soon end allowing children to transition smoothly from their play.</p> <p>The adult/teacher organizes and implements an orderly clean-up of the play area using clean-up as a positive learning experience through the classification, seriation, and general organization of the play environment.</p> <p>The adult/teacher recalls and reviews the play experience allowing the children to share their accomplishments.</p>	
		9.	Teachers demonstrate an awareness of the importance of introducing and defining new vocabulary.	

RATING 0-NO EVIDENCE 1-PARTIAL EVIDENCE 2-FULLY MET			FLUID/SENSORIMOTOR PLAY	EXAMPLES OF EVIDENCE
Indoors	Outdoors			
		1.	A variety of fluid construction experiences are available throughout each day. (Painting, drawing, play dough, water, sand, etc.)	
		2.	There is DENSITY in children's play opportunities providing a variety of ways fluid/sensorimotor play is presented for the child to experience. <i>Example:</i> Children can use paint at the easel, on finger paint trays, with small brushes on the tabletop, etc.	
		3.	There are theme related books available in the fluid play area.	
		4.	Children's progress in fluid/sensorimotor play is observed and recorded through the use of BCCT authentic assessment tools. The information obtained is used in planning the intensity and density of experiences provided for the children.	

RATING 0-NO EVIDENCE 1-PARTIAL EVIDENCE 2-FULLY MET			STRUCTURED CONSTRUCTION PLAY	EXAMPLES OF EVIDENCE
Indoors	Outdoors			
		1.	There is a defined block area with unit blocks that are classified and organized on shelving.	
		2.	Block shelves are labeled with pictures and shapes of the various shapes of the blocks.	
		3.	Teachers use the appropriate names of the geometric block shapes when talking with the children.	
		4.	There is DENSITY in children's play opportunities providing a variety of ways structured construction play is presented for the child to experience. <i>Example: Children can use unit blocks, Legos, cardboard blocks, etc.</i>	
		5.	There are theme related books available in the structured construction play area.	
		6.	There are enough blocks and building space available to support the constructions of each child in the group. A minimum of 35 blocks.	
		7.	Children's progress in structured construction play is observed and recorded through the use of BCCT authentic assessment tools. The information obtained is used in planning the intensity and density of experiences provided for the children.	

RATING 0-NO EVIDENCE 1-PARTIAL EVIDENCE 2-FULLY MET			MACRO/MICRO DRAMATIC PLAY	EXAMPLES OF EVIDENCE
Indoors	Outdoors			
		1.	There is a macro dramatic play area that is expanded and changed depending on children's interests and the theme.	
		2.	The materials in the macro dramatic play center are classified and labeled where appropriate.	
		3.	There are theme-appropriate literacy experiences provided in the macro-dramatic play area.	
		4.	The themes and props are appropriate for macro dramatic play of both boys and girls and are multi-cultural.	
		5.	Micro dramatic play props and areas are available throughout each day.	
		6.	Micro dramatic play props and areas are planned to support the interests of both boys and girls and represent different cultures, disabilities, and ages.	
		7.	There is DENSITY in children's play opportunities providing a variety of ways dramatic play is presented for the child to experience. <i>Macro Example:</i> Tubs of mud and sand to "cook" in a play kitchen, etc. <i>Micro Example:</i> Plastic farm animals, fresh hay, and small barns or cardboard boxes made to look like barns.	

RATING 0-NO EVIDENCE 1-PARTIAL EVIDENCE 2-FULLY MET			MACRO/MICRO DRAMATIC PLAY (Continued)	EXAMPLES OF EVIDENCE
Indoors	Outdoors			
		8.	There are books available in the macro and micro play areas that fit the theme.	
		9.	The adult/teacher regularly records anecdotal observations of children's dramatic play development.	
		10.	The information obtained through these observations is used in planning the intensity and density of experiences provided for the children.	
			FINE MOTOR	
		1.	Early writing experiences and teacher/adult expectations meet the developmental needs of each child (plain paper for scribbling and tearing).	
		2.	There is DENSITY in children's play opportunities providing a variety of ways fine motor play is presented. <i>Example:</i> Simple puzzles, butcher paper on tables with crayons for scribbling, play dough for pinching and rolling, paper for tearing.	
		3.	There are literacy materials available in the fine motor play area (i.e., theme related big books, different textures/colors of paper for scribbling and tearing, etc.)	

RATING 0-NO EVIDENCE 1-PARTIAL EVIDENCE 2-FULLY MET			FINE MOTOR (Continued)	EXAMPLES OF EVIDENCE
Indoors	Outdoors			
		4.	The adult/teacher regularly records observations of children's fine motor development.	
		5.	The information obtained through the observation process is used in planning the intensity and density of experiences provided for the children.	
			GROSS MOTOR	
		1.	There is DENSITY in children's play opportunities providing a variety of ways gross motor play is presented. <i>Example:</i> Children can use parachutes, balls, push toys, etc.	
		2.	There is adequate outdoor space for the children to safely run, jump, and play. A minimum of 75 sq. ft. per child is provided.	
		3.	There are theme related books available in playground areas.	
		4.	The adult/teacher regularly records observations of children's gross motor development.	
		5.	The information obtained through the observation process is used in planning the intensity and density of experiences provided for the children.	

RATING 0-NO EVIDENCE 1-PARTIAL EVIDENCE 2-FULLY MET		MEAL TIME	EXAMPLES OF EVIDENCE
	1.	Weekly menus are displayed throughout the program.	
	2.	The adult/teacher supports health and self-help skills by modeling and scaffolding good hand washing techniques.	
	3.	The adult/teacher discusses and models the expected behaviors and social interactions.	
	4.	The adult/teacher introduces the food offered at each meal.	
	5.	The adult/teacher engages the children in conversation, enhancing and extending their language.	
	6.	The adult/teacher makes use of the learning opportunity a well-planned meal provides by discussing the math (numbers, shapes, sizes, etc.), science (temperature, liquid, solid, etc.), and literacy (colors, rhyming words, etc.) concepts presented in the meal.	
	7.	The adult/teacher plans and implements an orderly clean up, allowing children to classify and sort their trash and dishes/utensils.	

RATING 0-NO EVIDENCE 1-PARTIAL EVIDENCE 2-FULLY MET		PARENT/FAMILY INVOLVEMENT	EXAMPLES OF EVIDENCE
	1.	There exists an open-door policy encouraging parents to visit at any time.	
	2.	Upon arrival each day, a staff member greets families.	
	3.	Newsletters and parent letters keep families informed on monthly themes, policies, and program events.	
	4.	Parent conferences are scheduled regularly to review and discuss children's developmental and social progress.	