

# BEYOND CENTERS AND CIRCLE TIME IMPLEMENTATION GAUGE FOR THREE THROUGH FIVE-YEAR-OLD ENVIRONMENTS<sup>®</sup>

PROGRAM: \_\_\_\_\_

DATE: \_\_\_\_\_

ORGANIZATION:    Multi age-groups                      Center based

Classrooms

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 and words.	
		3.	There is a mixture of lighting in the room including both natural and artificial.	
		4.	The colors of the walls and furniture are soft earth tones that do not interfere with the visual organization of the room.	
		5.	Children's products are displayed on walls, shelves, and bulletin boards. There are more child created products displayed than adult/commercial products.	

RATING 0-NO EVIDENCE 1-PARTIAL EVIDENCE 2-FULLY MET			PHYSICAL ENVIRONMENT (Continued)	EXAMPLES OF EVIDENCE
Indoors	Outdoors			
		6.	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.	
		7.	The arrangement of the furniture and equipment changes to support the theme and play experiences provided.	
		8.	The environment is uncluttered allowing space for children and adults to move freely.	
		9.	The environment provides unobstructed access for children and adults with limited mobility.	
		10.	The environment is orderly and free of trash or debris on the floor or ground.	
		11.	There is limited use of television and usage is restricted to developmentally appropriate programming.	
		12.	Singing, playing instruments, and recorded developmentally appropriate children's music or classical music are used intermittently throughout each day.	
		13.	Music is played at an appropriate volume so that language exchanges and other experiences are not interrupted.	

		14.	The play environment is pre-arranged with enough materials available to support the play of each child in the group. 2.5—3 play spaces per child should be provided.	
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.	<p>There is INTENSITY in children's play allowing them to experience the three kinds of play during each day and throughout the year.</p> <p><i>Example:</i> Children are allowed to choose from an array of activities everyday providing opportunities to engage in dramatic, construction, and sensorimotor play.</p>	
		4.	Month long 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			
		7.	<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 and gives ideas for how to use materials.</p> <p>The adult/teacher discusses rules and expectations for appropriate behaviors and use of materials.</p> <p>The adult/teacher plans and implements an orderly transition to play.</p>	
		8.	<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			
		9.	<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>	
		10.	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 literacy materials available in the fluid play area. (i.e., books, plain paper and markers for emergent writing, etc.)	
		4.	Children's progress in fluid/sensorimotor play is observed and recorded through the use of BCCT authentic assessment tools.	
		5.	The information obtained through the authentic assessment 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			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, shapes, and words that represent the various sizes and shapes of the blocks.	
		3.	Teachers use the appropriate names of the geometric block shapes when talking with the children.	
		4.	Micro-play materials are available for use in the block area including people representing different cultures, disabilities, and ages.	
		5.	Micro-play materials are classified and labeled for easy access by the children.	
		6.	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, hollow blocks, etc.</i>	
		7.	There are literacy materials available in the structured construction play area. (i.e., books, plain paper and markers for emergent writing, etc.)	

RATING 0-NO EVIDENCE 1-PARTIAL EVIDENCE 2-FULLY MET			STRUCTURED CONSTRUCTION PLAY (Continued)	EXAMPLES OF EVIDENCE
Indoors	Outdoors			
		8.	There are enough blocks and building space available to support the constructions of each child in the group. A minimum of 100 blocks and a building space of 16 sq. ft. per child should be provided.	
		9.	Children's progress in structured construction play is observed and recorded through the use of BCCT authentic assessment tools.	
		10.	The information obtained through the authentic assessment process is used in planning the intensity and density of experiences provided for the children.	
			MACRO/MICRO DRAMATIC PLAY	
		1.	There is a macro dramatic play area that is expanded and changed depending on children's interests and the monthly theme.	
		2.	The materials in the macro dramatic play center are classified and labeled where appropriate.	
		3.	There are theme-appropriate literacy experiences (books, paper, pencils, etc.) provided in the macro-dramatic play area.	

RATING 0-NO EVIDENCE 1-PARTIAL EVIDENCE 2-FULLY MET			MACRO/MICRO DRAMATIC PLAY (Continued)	EXAMPLES OF EVIDENCE
Indoors	Outdoors			
		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.	<p>There is DENSITY in children's play opportunities providing a variety of ways dramatic play is presented for the child to experience.</p> <p><i>Macro Example:</i> Children can use hollow blocks to build a cruise ship, tubs of mud and sand to "cook" in a play kitchen, etc.</p> <p><i>Micro Example:</i> The sand table is used to create a swamp for amphibian reptile play, a small jungle is created with yarn and sticks for play with small stuffed monkeys, a small ocean scene is created in the water table using sand, shells, and small plastic sea creatures, etc.</p>	
		8.	There are literacy materials available in the macro and micro play areas. (i.e., books, plain paper, notepads, pencils, telephone books, recipe books, etc.)	

RATING 0-NO EVIDENCE 1-PARTIAL EVIDENCE 2-FULLY MET			MACRO/MICRO DRAMATIC PLAY (Continued)	EXAMPLES OF EVIDENCE
Indoors	Outdoors			
		9.	The adult/teacher regularly records observations of children's dramatic play development.	
		10.	The information obtained through the authentic assessment process 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, lined paper, a variety of writing instruments, ghost letters, word packets, etc.).	
		2.	There is DENSITY in children's play opportunities providing a variety of ways fine motor play is presented.  <i>Example:</i> Children can use tweezers to sort macaroni alphabet noodles, use small tools to write letters or create designs in fine sand, use tongs to sort and classify colored disks, use colored clothespins to classify alphabet cards.	
		3.	There are literacy materials available in the fine motor play area (i.e., big books, predictable books, theme related books, different textures/colors of paper, writing materials, etc.)	

RATING 0-NO EVIDENCE 1-PARTIAL EVIDENCE 2-FULLY MET			MACRO/MICRO DRAMATIC PLAY (Continued)	EXAMPLES OF EVIDENCE
Indoors	Outdoors			
		4.	The adult/teacher regularly records observations of children's dramatic play development.	
		5.	The information obtained through the authentic assessment 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, tricycles, hula hoops, 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 literacy materials available in playground areas (i.e., books, writing materials, etc.)	
		4.	The adult/teacher regularly records observations of children's gross motor development.	
		5.	The information obtained through the authentic assessment 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 handwashing 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, families are greeted by a staff member.	
	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.	