

OESD 114 Head Start/ECEAP Preschool

Learning Environment Procedures

1302.31 (c)(d)(e) Programs must ensure that teachers implement well-organized learning environments with developmentally appropriate schedules, lesson plans, and indoor and outdoor learning experiences that provide adequate opportunities for choice, play, exploration, and experimentation among a variety of learning, sensory, and motor experiences. For preschool children, include teacher-directed and child-initiated activities, active and quiet learning activities, and opportunities for individual, small group, and large group learning activities.

ECEAP

E-2 Environment (Indoors and Outdoors)

Contractors must design a play and learning environment that:

Supports children's developmental levels;

Accommodates the special needs of enrolled children;

Allows choice, exploration, and experimentation;

Promotes action and interaction;

Avoids crowding, under stimulation, or over stimulation;

Includes soft elements for comfort and warmth, such as fabric, padding, and natural materials;

Provides space for children to work individually, in small groups, and in a large group;

Includes pathways so that children can move between areas without disrupting each other's work and play;

Predominately displays the children's recent works.

Education staff will ensure that both inside and outside spaces are safe, clean and attractive.

Staff will use *The Fidelity Tool Teacher Checklist* to guide them in setting-up their room. If any changes are made throughout the year, teachers will review the Teaching Strategies Fidelity Implementation Checklist, ECERS following the guidelines within the tool. **Teachers will consult with their coach before implementing any change.**

Teachers will implement well-organized learning environments with developmentally appropriate schedules, lesson plans, and indoor and outdoor learning experiences that provide adequate opportunities for choice, play, exploration, and experimentation among a variety of learning, sensory, and motor experiences.

Soft elements for comfort and warmth, such as fabric, rugs, pillows, and natural materials need to be included in the classroom.

Location of centers in the classroom must allow all staff to see and monitor children at all times.

Adapt and modify space to accommodate children with special needs. Space must be assessable to children with disabilities.

Teachers must change the materials intentionally and periodically to support children's interests, development, and learning.

Visual picture schedules of daily routine will be posted and used with children in the classroom. Pictures taken of children in the environment will be included in the picture schedule.

Age-appropriate equipment, materials, supplies and physical space for indoor and outdoor learning environments, including functional space will be provided.

Snack and meal times must be structured and used as learning opportunities that support teaching staff-child interactions and foster communication and conversations that contribute to a child's learning.

Staff must provide children sufficient time to eat, not use food as reward or punishment, and not force children to finish their food.

Staff will integrate intentional movement and physical activity into classroom activities and the daily routines in ways that support healthy learning. Physical activity will not be used as a reward or punishment.

Teachers must approach routines, such as hand washing and diapering, and transitions between activities, as opportunities for strengthening development, learning, and skill growth.