

Once Upon A Time Teacher Checklist of **Universal Practices**

Name: _____

Classroom: _____

Center Philosophy

- Incorporates natural materials in classroom environment
- Incorporates Yoga / Mindfulness Practices daily
- Teaches about the environment
- Uses recycled materials in various interest areas of the classroom
- Promotes ideas of community – friendship skills, family style eating, caring for people and materials
- Uses process art and loose part play
- Ensures safety of children remains a priority and all licensing rules are followed at all times

Curriculum & Assessment

- Uses Creative Curriculum materials and framework for planning for each child
- Writes anecdotal notes each week
- Creates Individual Goals for children weekly
- Plans and facilitates lesson plan based on children's goals, observation notes, and children's interests – plans no further than a week ahead
- Completes assessment twice a year – Gold Assessment, 4k staff – district required assessments, and ASQ:SE
- Continually maintaining child portfolio

Environment

- Uses Creative Curriculum guidelines to set up room so areas are distinct and include:
 - Block/Construction
 - Science/Discovery
 - Dramatic Play
 - Sensory
 - Music/Movement
 - Toys and Games / Manips
 - Art
 - Library / Writing / Literacy
- Arranges classroom so there are no large open spaces
- Organize materials so that they have a clear and specific place in room – labels shelves and buckets
- Provides enough room and materials for number of children to play at each area
- Displays pictures of students with their families
- Displays books with diverse characters in them for children's use
- Rotate classroom materials at least monthly
- Maintains classroom cleanliness throughout the entire day. Keeps classroom areas free of clutter.

Relationship Building

- Spends majority of time engaged with students (individual or group) on something that interests them
- Responds to children's communication throughout the day in meaningful way (eye contact, listening, etc)
- Has conversations with children on their eye level
- Provides positive descriptive feedback throughout day
- Build relationship with family – conferences, emails, positive conversations at pick up/drop off
- Celebrates children's accomplishments (posts work, verbal praise, etc)

Expectations

- Posts 3-5 positively stated expectations for whole classroom at eye level with pictures
- Posts rules for each area of the room with pictures
- Teaches rules and expectations in positive way and refers to them throughout the day
- Gives 1-2 step directions that are simple, clear, and positively stated
- Uses positive descriptive feedback when children follow an expectation

Transitions / Routines

- Posts visual schedule, follows it, and refers to it throughout day
- Has a variety of student directed and teacher directed activities
- Develops short, consistent routines and transitions
- Teaches children steps of transition in a positive way using visuals and verbal cues as needed
- Incorporates intentional transition activities for the children that need additional support
- Provides positive descriptive feedback for students who transition correctly
- Uses large group instruction less than 10 minutes at a time

Emotional Literacy

- Posts pictures of people with different emotions
- Provides opportunities for students to talk about their emotions
- Labels own and other's emotions verbally
- Discusses both positive and negative emotions
- Supports students as they experience emotions
- Provides positive descriptive feedback for students who express their emotions

Friendship Skills

- Structures activities for children to work together
- Models friendship skills (empathy, turn taking, etc) throughout the day
- Talks about "making friends" and "being a friend"
- Provides positive descriptive feedback for students who show friendship skills

Anger Management/Impulse Control

- Posts visuals to help with calm down techniques (relaxation thermometer, Tucker Turtle, etc)
- Models and teaches self-regulation strategies (yoga, stretching, breathing, etc) – incorporates a daily meditation / quiet time for all children (ex: before lunch or naptime lay down, do a meditative exercise, etc)
- Supports students as they experience strong emotions or impulses
- Provides positive descriptive feedback for students who demonstrate anger management/impulse control strategies

Introducing Problem Solving

- Posts visuals to help with problem solving techniques (Peter Problem Solver, Solution Tool Kit, etc)
- Models and teaches the 4 steps of problem solving
- Supports students as problems arise
- Provides positive descriptive feedback for students who demonstrate problem solving strategies

Attitude / Professionalism

- Positive Descriptive Feedback with Staff
- Understands and is respectful/tolerant of staff, children, and families' differences
- Follows center policies set by administration
- Ensures conversations with staff and families are professional and positive
- Uses warm, calm tone of voice and body language in all situations with children, staff, and families
- Conducts self professionally at trainings / meetings (internal and external)
- Seeks opportunities to grow professionally and collaborate with peers