1

ALL About ME….

Started with Interior Design then switched to Early Childhood Ed

Graduated from UMKC
Masters from MU..
Husband, two children..

Teaching for 14 years…
Of these 14 years I have

-taught in a licensed and accredited program for 12 years (Clinton Early Childhood Center
- worked with the Missouri Preschool Program for 8 years performing ECERS

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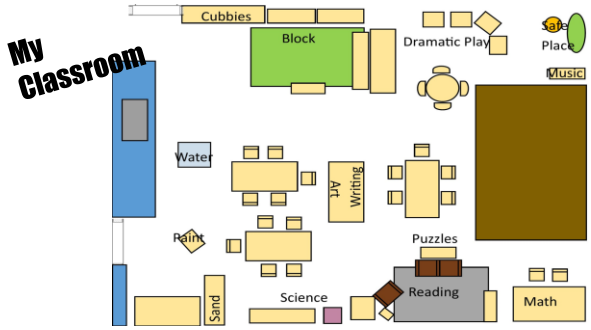
My Classroom
Cubbies
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Dramatic Play
Safe Place
Music
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Art
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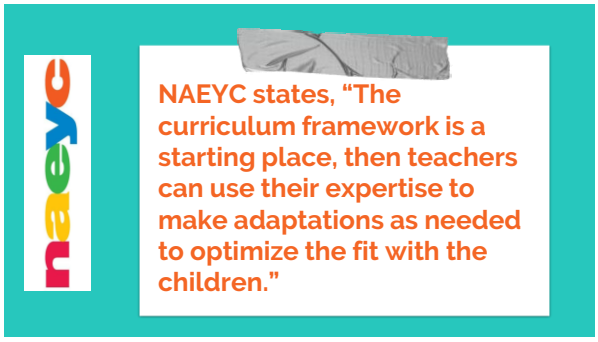
Puzzles
Sand
Science
Reading
Math

4


naeyc
NAEYC states, "The curriculum framework is a starting place, then teachers can use their expertise to make adaptations as needed to optimize the fit with the children."

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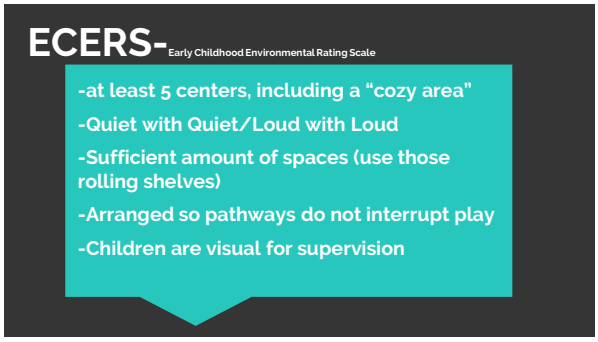
ECERS- Early Childhood Environmental Rating Scale
-at least 5 centers, including a "cozy area"
-Quiet with Quiet/Loud with Loud
-Sufficient amount of spaces (use those rolling shelves)
-Arranged so pathways do not interrupt play
-Children are visual for supervision

6

Missouri Department of
Health & Senior Services

2. Furniture and equipment shall be arranged to provide a clear passage to all exits.

1. All furniture and equipment shall be constructed safely, in good condition and free of sharp, loose or pointed parts. Only lead free paint shall be used.

The forty (40) items shall include at least four (4) items from each of the following categories:
A. Blocks, construction and transportation toys;
B. Manipulatives;
C. Creative arts;
D. Large muscle activities;
E. Library and language activities;
F. Music and rhythm activities;
G. Dramatic and housekeeping play; and
H. Science activities or sensory experiences.

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–MO Accreditation

Classroom space, doorways, bathrooms, and sinks are in working order and accessible or **adapted as needed to allow all children** to participate or to use with minimal adult assistance.

Indoor space is designed and arranged to accommodate children individually, in small groups 1 2 and in a large group; space is divided into areas that are supplied with materials organized in a manner to support children's play and learning: provide semiprivate areas where children can play or work alone or with a friend; providing children with disabilities full access (making adaptations as necessary) to the curriculum and activities in the indoor space.

Space is arranged so most activities are not interrupted (shelves placed so children walk around, not through activities; placement of furniture discourages rough play or running)

All centers are organized for independent use by children (labeled open shelves are not over-crowded; play space near toy storage)

8

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FOCUS:

(List of what I wanted to incorporate/goals I want to see in my environment)

1. Child Centered
2. Inviting
3. Natural
4. Accessible
5. Open- but not giving opportunity to run
6. Organized
7. Calming

9

CALMING

Organized

Child Centered

YOUR FOCUS

→ Make a list of 5-10 words of what you would like to see in YOUR classroom

Natural

Accessible

SAFE

INVITING

10

YOUR classroom

You are in the space EVERY single day, make it an enjoyable space that not only your children love going to-but so do you!

- Every space is DIFFERENT
- Be FLEXIBLE
- CHANGE is good

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Every Space is Different:

Think about YOUR classroom…

1. Furniture/Fixtures
2. Windows/Doors
3. Rugs
4. Rules and Regulations

Work with what you HAVE, not with what you want!!

12

FLEXIBILITY!

If something doesn't work it's ok to RETHINK and REARRANGE!

13

14

Science...

15

16

17

18

Reading/ Listening

19

Whole Group
February
Jobs

20

Cozy Spot/
Safe Place

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Change is GOOD

- Draws the children into the environment
- Children explore more in depth when things are different
- More inviting
- Switch out materials

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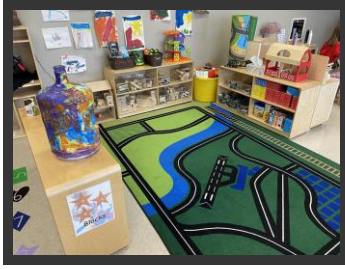
Block Area



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Block Area

24

Change in Dramatic Play
Salon

25

Haunted House

26

Potion Station to go with our "Haunted" House Area

27

Open
Bakery

28

NASA
Mission
Control
and
Shuttle

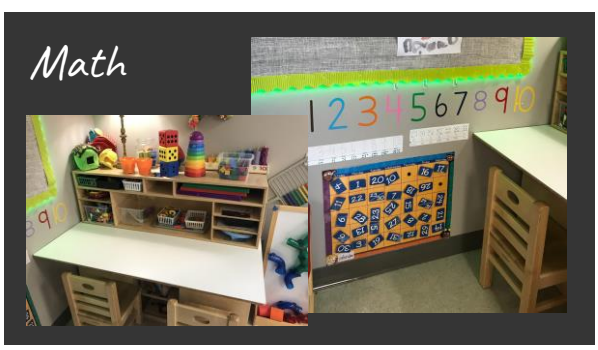
29

Camping/Outside

30

31

32



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Organizational Tips:
Picture Pocket
S-Labels,
Labels
Labels!
Define your areas
-If you don't know where things go...how do your children??
EVERYTHING In storage containers
-Easier for clean up and switching in and out

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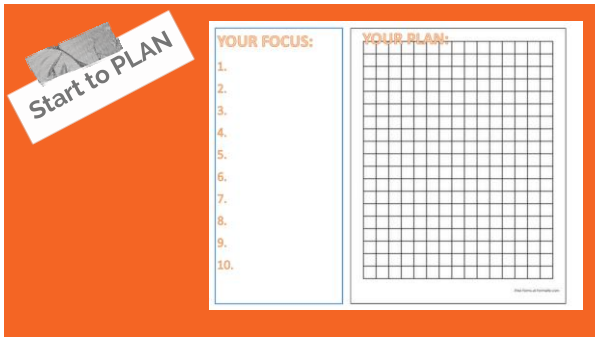
Start to PLAN
YOUR FOCUS:
1.
2.
3.
4.
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7.
8.
9.
10.
YOUR PLAN:

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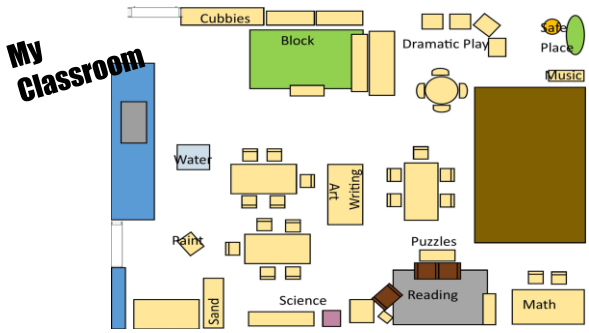
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References:

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