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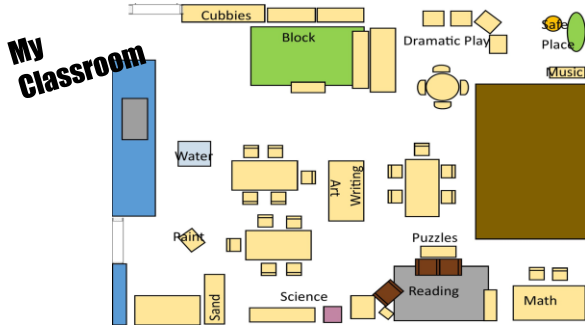
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**NAEYC states, "The curriculum framework is a starting place, then teachers can use their expertise to make adaptations as needed to optimize the fit with the children."**

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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

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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 (labeled open shelves are not over crowded; play space near toy storage)

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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

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**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**

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**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!!

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## FLEXIBILITY!

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

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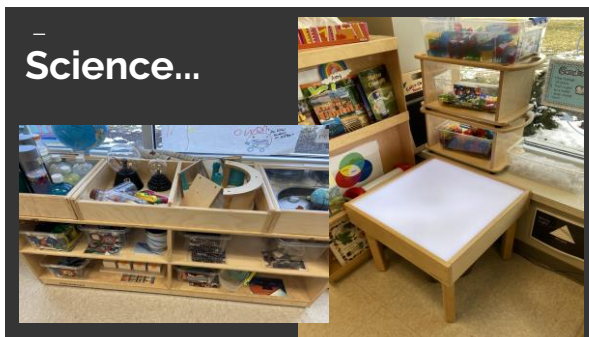
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### Change is GOOD

- 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



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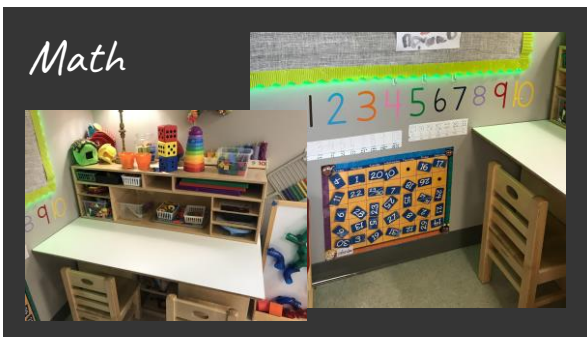
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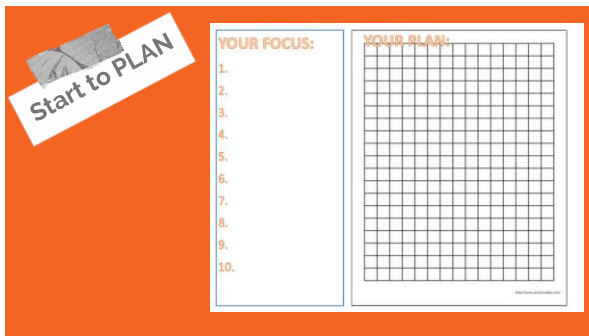
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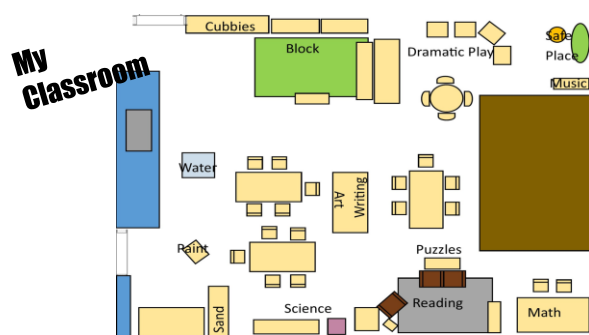
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## References:

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Missouri Department of Health and Senior Services (2020) Retrieved from <https://health.mo.gov/safety/childcare/lawsregs.php>

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NAEYC. (2009). Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8: A Position statement of the National Association for the Education of Young Children. Retrieved from <https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSDAP.pdf>

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