

Current Assessment of PSE Changes

Please take a few minutes during a staff meeting to rate the status of your PSE changes. Involve as many staff as possible in this discussion so you can understand how the change is going in many different classrooms.

Encourage staff to be open during this discussion. It is OK, and likely, that some changes are partially or not implemented. This process will help you understand what the ECE center needs to fully implement these PSE changes and have a positive impact on children and staff.

To rate the level of implementation, consider the following definitions (share these definitions during the discussion):

Not Implemented: The PSE Change is not currently being implemented at your ECE center

Partially Implemented: The PSE Change is sometimes being implemented at your ECE center (some classrooms, some days, etc.)

Fully Implemented: The PSE change is always being implemented at your ECE center (all classrooms, all days)

Change	Extent Implemented (not, partially, fully)	Comments
1.		Successes: Challenges:
2.		Successes: Challenges:
3.		Successes: Challenges:
4.		Successes: Challenges:

**See following page for a sample Current Assessment*

Action Planning Guide

Use this action planning guide to plan for implementation of any PSE change that is not fully implemented in your ECE setting. You will use one page for each change. See next page for example Action Planning Guide.

List the PSE change you are planning for:

PSE Change: _____

[illegible]

Best Practice Menus With Rating Scale

Not	Partially	Fully	EVIDENCE-BASED POLICY, SYSTEM, AND ENVIRONMENT CHANGES THAT INCREASE CHILD-FOCUSED PHYSICAL ACTIVITY IN A PRESCHOOL SETTING
			PHYSICAL ACTIVITY
			★ indicates potential Colorado Shines alignment + indicates Colorado State licensing requirement
			Outdoor Play
			Classroom teachers lead children in structured physical activities daily (once in a 3-hour or less time period, twice in a 5-hour or more time period) ★5.5 +
			A variety of portable play equipment is freely available to students at all times
			Adequate outdoor facilities for play are provided (open space and fixed equipment)
			Teachers join children in active play ★
			Children have 2-3 opportunities for outdoor play (60-90 min) per day +
			Physical Activity is not to be used as a punishment
			Physical Activity is used as a reward opportunity for students
			Outdoor playtime is not withheld for poor behavior
			Music and Movement activities are implemented daily (either in classroom or during outdoor play)
			Indoor Environment
			Children are allowed 90-120 minutes of unstructured play per day
			Short activity sessions (10-15 min) using varied movements are implemented daily
			Children are not sedentary for more than 60 minutes at a time, except when napping
			Indoor play spaces are available for active play, including running
			Physical Activity Education
			Physical activity education is provided to children using a standardized curriculum at least 1 time per week
			Screen Time
			Screen time is limited to no more than 30 minutes per week & designated for educational or physical activity purposes only +
			Screen time is not used during any snack or meal time +
			Screen time is not used as a reward
			Additional Policies and Practices
			Visible support for physical activity is provided in classrooms and common areas through use of posters, pictures, and displayed books ★ 2.2

Not	Partially	Fully	EVIDENCE-BASED POLICY, SYSTEM, AND ENVIRONMENT CHANGES THAT INCREASE CHILD-FOCUSED HEALTHY EATING IN A PRESCHOOL SETTING
			HEALTHY EATING
			★ indicates potential Colorado Shines alignment + indicates Colorado State licensing requirement
			Meal Time Environment
			Meals are served family style (children serve themselves)
			Staff sit with children during meal times +
			Staff create social interaction and conversation about food at snack and meal times +
			Children are provided enough time and are not rushed to eat +
			Staff eat the same food and use informal modeling to encourage children to try foods
			Children decide when they are full during meals and snacks
			Food is not used as reward or punishment +
			Staff never eat less healthy food in front of the children
			Food Served
			Snacks consisting of fruits and/or vegetables are served 2-3 hours apart
			Only whole-grain foods are served
			At least one fruit and/or vegetable is served at every meal and snack
			Less than 4 oz of 100% juice is served no more than twice a week +
			Low-sodium meals or snacks are served every day
			High fat and high sugar foods are served less than once a week or not at all
			Water is readily accessible in all indoor and outdoor environments
			Only low-fat or non-fat white milk is served for children over 2 years of age
			Nutrition Education
			Nutrition education and cooking activities are included in lesson plans at least once per month
			Childcare professionals use a nutrition education curriculum that incorporates other subjects, such as sensory development, language, science, math and dramatic play
			Nutrition lessons reflect children's culture
			Children participate in food preparation activities (ex. cutting fruits and veggies and helping serve/prepare meals)
			Child care professionals teach children about the taste, smell and texture of foods, the benefits of eating healthy foods, as well as vocabulary and language skills about food and eating
			Food Served at Events
			Special occasions, including birthdays, are celebrated with healthy food or non-food activities
			Outside food is not permitted in the classroom
			Additional Policies and Practices
			Center has a garden and serves fruits/vegetables from the garden for children to taste ★5.7
			Visible support for healthy eating is provided in classrooms and common areas through use of posters, pictures, and displayed books ★ 2.2

Not	Partially	Fully	EVIDENCE-BASED POLICY, SYSTEM, AND ENVIRONMENT CHANGES THAT INCREASE COGNITIVE DEVELOPMENT IN A PRESCHOOL SETTING
			Policy/System Changes
			Musicians are invited to the classroom on a quarterly basis so children can experience live music.
			Staff engage children's senses to learn new concepts on a daily basis.
			Staff model language that encourages children to express wonder, pose questions, and provide evidence of discoveries.
			Children learn about their community and community members through the use of books, class visitors, and field trips.
			Staff model environmental consciousness (e.g. picking up trash, recycling) and incorporate into the daily curriculum.
			Mathematics and science learning are integrated with each other and with other content domains.
			Activities that encourage thinking and reasoning about numbers and support investigations into size, quantity, properties of objects, patterns, space, and measurement are included in the curriculum.
			Children group and order materials when cleaning up.
			Staff provide daily opportunities for children to count, group, and order household objects.
			Songs are included in the curriculum that have a growing pattern.
			Staff provide children with examples of diverse music, including cultural examples and examples in their community and home.
			Staff offer different types of music rhythms, patterns, and tempos and have the children imitate these by clapping or playing musical instruments.
			Environment Changes
			The classroom or program space has clearly defined areas with distinct boundaries and pathways.
			Developmental milestone charts where adults can easily read them are posted around the classroom/ECE center.
			The classroom has an ECE center/space dedicated to children resolving conflicts such as a "peace center".
			The classroom has spaces where children can partake in solitary activities.
			The classroom has a sensory table with various bowls, cups, or other containers to encourage measurement activities.
			The classroom has a variety of outdoor natural materials (e.g., smooth stones, shells, pinecones, acorns).
			Appropriate instruments are provided (e.g., maracas, rhythm sticks, bells, tambourines) for musical experimentation.
			Books related to movement are incorporated into the curriculum and staff highlight words and images that suggest movement.
			Age-appropriate art materials are provided.

			A variety of horizontal and vertical surfaces (e.g., easels, floor, walls) and two and three-dimensional objects (e.g., boxes, clay, plastic containers) for creative expression are provided.
			Staff introduce everyday household materials and toys that can be used multiple ways.
			Visits to historical places during field trips and excursions are incorporated into the curriculum.
			Staff promote children's dramatic play by providing props and stories that will stimulate a range of roles and scenarios.

Not	Partially	Fully	EVIDENCE-BASED POLICY, SYSTEM, AND ENVIRONMENT CHANGES THAT INCREASE LANGUAGE & LITERACY IN A PRESCHOOL SETTING
			Policy/System Changes
			Opportunities for children to read to audiences, including peers, parents, or even stuffed animals are provided daily.
			Background and contextual information regarding the literature being read is provided for children/s comprehension, vocabulary building, and decoding (through field trips, experiments, videos, or guest speakers).
			Parents are involved in supporting children's reading habits at home on a daily basis.
			Children have opportunities to experience various types of literature such as stories, informational texts, and poems.
			Vocabulary is reinforced through associated puzzles, games, and art activities.
			With each weekly/monthly theme in the classroom, staff provide a small set of target vocabulary words.
			Children learn about the sounds of language through exposure to linguistic awareness games, nursery rhymes, and rhythmic activities.
			Children sign in and out daily as they arrive and depart, practicing the letters of their names.
			For group activities, English Language Learners are paired with children who have strong English language skills.
			Children are provided with prompts when they need help expressing themselves.
			Children's home language is incorporated into the classroom when possible.
			Similarities between English and the child's home language is used as a foundation for instruction.
			Children are given opportunities to write in the classroom.
			Children are provided with ongoing practice and feedback related to print skills.
			Ample time for self-directed activities is provided.
			Classroom maintains predictable routines.
			Environment Changes
			Staff use Big Books to show children printed words.

			Staff use props when books are read aloud.
			Classroom has a space designated as a "library" (or class makes frequent trips to a public library).
			The "library" space has good lighting and lively displays of books.
			Classroom has alphabet books and alphabet puzzles in which children can see and compare letters.
			Classroom has key words associated with the weekly theme printed on walls with matching pictures.
			All objects in the classroom are labeled so children associate the word with the object.
			Varying levels and varieties of reading materials are provided in the classroom.
			Books are rotated on a weekly basis and are related to the thematic study of the week.

Not	Partially	Fully	EVIDENCE-BASED POLICY, SYSTEM, AND ENVIRONMENT CHANGES THAT INCREASE SOCIAL & EMOTIONAL DEVELOPMENT IN A PRESCHOOL SETTING
			Policy/System
			Staff use modeling and role-playing to model manners.
			Staff model appropriate language for children to use when expressing feelings such as anger and sadness during social interactions.
			Staff model verbal descriptions of children's actions and efforts daily.
			Staff include cultural activities and materials in the classrooms.
			Children build peer relationships through active play on a daily basis.
			Staff have discussions with children about their feelings and emotions while introducing new words that describe emotions on a daily basis.
			Staff use open-ended questions to begin a discussion with individual children or groups of children.
			Environment
			Staff provide materials and activities to further learning at the child's developmental level and to foster feelings of competence.
			Staff make adaptations to the classroom environment to support individual children's needs.
			Staff provide literature, materials, and activities that help children interpret and express a wide range of feelings related to self and others with appropriate words and actions.

Prioritizing Changes

After you have rated current implementation of all potential PSE Changes, you will narrow down which PSE Changes will be implemented. Use this prioritizing tool to help.

First, you will list all changes that were rated either not implemented, or partially implemented in the table below. Then, consider the importance and feasibility of each potential PSE Change.

If a change is evidence-based, will impact children daily or very often, and will reach many or all children in the setting, it is ranked as HIGH importance. Similarly, if a change will not take too much time or money to implement, and everyone involved supports the change, it is ranked as HIGH feasibility. Use this table to rank each possible change. Then, select 2-4 highly important and highly feasible changes to implement. Your next step will be Action Planning for implementation.

Importance

Evidence-based?
How often?
How many?

Feasibility

Time?
Money?
Support?

[illegible]