

APPENDIX E, RESOURCES FOR ENGAGING ENVIRONMENTS

Websites

National Association of the Education of Young Children (NAYCE).

<http://www.naeyc.org/positionstatements/dap>

Position paper and key messages on developmentally appropriate practice.

Natural Learning Initiative (NLI).

<http://www.naturalearning.org/>

NLI has compiled a wide variety of resources to promote the importance of the natural environment in the daily experience of all children.

New Horizons for Learning: Environments for Learning.

<http://education.jhu.edu/newhorizons/strategies/topics/Environments%20for%20Learning/index.html>

New Horizons for Learning is now part of the Johns Hopkins University School of Education. It remains a leading-edge resource for educational change by identifying, communicating, and helping to implement successful educational strategies. In this section of the website you will find articles by visionary architects and educational planners all about discovering and creating the best environments for learning.

The NC Children and Nature Coalition.

<http://ncchildrenandnature.org/resources/for-educators/>

Comprehensive resources for engaging children in outdoor classrooms.

Quality in Outdoor Environments for Child Care.

<http://www.poemsn.org/>

Provides a link to the Preschool Outdoor Environment Measurement Scale.

UNC: FPG Child Development Institute.

<http://ers.fpg.unc.edu/>

Provides ECERS and SACERS instruments for evaluating early childhood environments as well as much more information.

The Whole Child: School Environments.

<http://whatworks.wholechildeducation.org/featured-topics/school-environments/>

This section of the Whole Child website from the Association for Supervision and Curriculum Development (ASCD) contains articles, podcasts, and real life examples covering topics such as shaping spaces to facilitate learning, designing a classroom for inclusive learning, and matching physical structures to learning and school culture.

Documents

Characteristics of a good learning environment for young children.

A checklist created by P. L. Snowden (2007).

Articles & Reports

FirstSchool Design Collaborative. **FirstSchool Design Guide: Optimal Learning Environments for Children Three to Eight.**

2008. FirstSchool, The University of North Carolina at Chapel Hill.

<http://firstschool.us/design-guide>

The purpose of the FirstSchool Design Guide is to help communities develop optimal indoor and outdoor learning environments for children ages 3 to 8. The guide offers the rationale for the FirstSchool approach, the evidence base for our principles, examples of how those principles can be expressed and supported in the physical environment, technical considerations, and design specifications.

Supported Inclusion Tip Sheet: Creating a Positive Environment. 2008. City of Toronto and the Early Childhood Services Team: Community Living Toronto.

<http://www.ccdh.org/vendorimages/ccdh2008/ccdh/creating-Positive-environment.pdf>

Developed by the, this tip sheet shows how thoughtful arrangement of the indoor and outdoor environments can support and include all children.

Books

Ritchie, S. & Willer, B. **Physical Environment: A Guide to the NAEYC Early Childhood Program Standard and Related Accreditation Criteria.** 2008. NAEYC.

<http://www.naeyc.org/store/node/402>

This resource is a self-study guide for programs seeking accreditation from the National Association for the Education of Young Children. It focuses on NAEYC's "Physical Environment" program standard and can be used by anyone to ensure that a program's physical elements are sending the right messages.

Isbell, R., & B. Exelby. **Early Learning Environments that Work.** 2001. Beltsville, MD: Gryphon House.

<http://www.amazon.com/Early-Learning-Environments-That-Work/dp/0876592566>

The authors of this book explore how to manipulate furniture, color, materials, storage, lighting, and more to encourage learning through classroom arrangement. The authors provide detailed illustrations and photographs to help you set up or arrange what you already have in the classroom.

Tools

Assessment of Practices in Early Elementary Classrooms (APEEC).

<http://store.tcpress.com/0807740616.shtml>

This rating scale is designed to evaluate the use of developmentally appropriate practices in kindergarten through third grade classrooms, in terms of physical environment, social context, and instructional context. It can be used in classrooms serving both children with and without disabilities.

Classroom Assessment Scoring System (CLASS).

<http://www.teachstone.org/about-the-class/>

CLASS is an observational tool for assessing classroom quality based on teacher-child interactions in PreK through third grade. Three important domains of interaction are examined: emotional support, classroom organization, and instructional support. The system can be used for professional development, planning, evaluation, and research.

Preschool Outdoor Environment Measurement Scale (POEMS).

<http://www.poemsnc.org/>

This measure was designed to help teachers/caregivers and administrators learn more about creating higher quality environments for children's outdoor play and learning. It is a tool to assess the quality of outdoor environments for children three to five years old and a self-study resource for planning new construction or for improving existing space.