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**Planning Learning Experiences Checklist**

*Use this checklist to think about how you plan learning experiences in your program. For each item, place a check in the column that applies. Use “We’ve got this!” for items that are working well. Use “This is a work in progress” for your growth areas. After you complete the checklist, think about how your responses might point you to a place to start your quality improvement work.*

|  |  |  |
| --- | --- | --- |
|  | **We’ve got this!** | **This is a work in progress** |
| **Our Learning Experience Plans** | | |
| We have written plans for learning experiences |  |  |
| Our plans include daily routines, educator-led learning experiences, and centers for play-based exploration |  |  |
| Our plans are aligned with the Connecticut Early Learning & Development Standards (CT ELDS) |  |  |
| Our plans reflect children’s interests |  |  |
| Our plans reflect the cultures and languages of our families |  |  |
| Our plans incorporate skills from multiple learning and development domains |  |  |
| We include families in children’s learning experiences |  |  |
| **How We Create Learning Plans** | | |
| Educators consistently use their learning experience plans for the cycle of intentional teaching  *The cycle of intentional teaching includes observing, assessing, planning and implementing* |  |  |
| Educators have dedicated time to plan learning experiences |  |  |
| Educators regularly reflect on learning experience plans over time |  |  |
| Educators adjust their plans based on children’s needs |  |  |