

**Early Childhood Classroom Reflection Guide**

Areas/Questions	Look For, Work Towards	Things to Question	Possibilities?
<p><b>1. Classroom Arrangement, Materials, Décor</b>  <i>a) Is the classroom free of clutter? Can you distinguish between teacher storage and child-accessible spaces?</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Low shelving with materials easily accessible.</li> <li><input type="checkbox"/> Neutral tones</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lots of “visual noise”.</li> <li><input type="checkbox"/> Overuse of primary colors</li> <li><input type="checkbox"/> Shelves mix teacher storage <i>and</i> materials for children.</li> </ul>	
<p><i>b) Do the things on the walls have a purpose directly related to children’s learning and curriculum content?</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Photographs of learning in progress/process.</li> <li><input type="checkbox"/> Artwork or artifacts that represent both collective efforts and unique children’s work.</li> <li><input type="checkbox"/> Artifacts that represent children’s cultures, local history and context.</li> <li><input type="checkbox"/> Explanations of learning accompany displays.</li> <li><input type="checkbox"/> Most displays/anchor charts at eye level.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No photos of children and teachers accompanying displays.</li> <li><input type="checkbox"/> Identical worksheets or artwork displayed.</li> <li><input type="checkbox"/> Artifacts displayed without written explanation of the activity and what was learned.</li> <li><input type="checkbox"/> Work and anchor charts displayed near ceiling.</li> </ul>	
<p><i>c) Are there soft spaces? Is the environment “homey”?</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Rugs, small couches, pillows. Low level lighting (lamps)</li> <li><input type="checkbox"/> Neutral color palate, solid color carpeting.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Bright, harsh overhead florescent lighting.</li> <li><input type="checkbox"/> Too many bright, primary colors.</li> </ul>	

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d) <i>Are there spaces for individual, small group, and large group work?</i>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Furniture creates spaces for learning related to specific content or diverse groupings.</li> <li><input type="checkbox"/> Varying sized tables, low tables, alternative seating, Floor as workspace.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Large tables and chairs, teacher desks, are the dominant furnishings</li> </ul>	
e) <i>Are there easily identifiable areas of activity?</i>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identifiable areas linked to specific content (writing center, dramatic play area/dollhouse, block area, art area/easel, listening centers, manipulatives/puzzles, sensory table, reading corner)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Shelving and other furnishings randomly arranged to serve storage needs, not children's needs.</li> </ul>	
<b>2. Accessible Materials and Choice</b> a) <i>Do materials on shelves help children to understand what the content and purpose of that area or activity is?</i>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Like materials arranged in same area.</li> <li><input type="checkbox"/> One basket, tub, or material per space on a shelf.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A shelf has, for ex. math manipulatives, art supplies, and puzzles.</li> <li><input type="checkbox"/> Materials stacked on top of each other. Too many items per space.</li> </ul>	
b) <i>Are materials offered in a way that makes it easy for a child to make a choice?</i>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Children have multiple opportunities throughout the day to choose activities and work either collaboratively or independently.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Children move only from meeting area to tables and back again.</li> <li><input type="checkbox"/> Materials almost always put out <i>for</i> children.</li> </ul>	

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<i>c) Are choices and offerings of materials linked to a particular theme or unit of study?</i>	<input type="checkbox"/> Play, academic content related to ongoing themes. Literacy prompts connected to theme. Science, math, literacy, art, play offerings connected	<input type="checkbox"/> Most content delivered in isolation.	
<b>3. Schedule</b> <i>a) Are the blocks of time sufficient for engagement with materials?</i>	<input type="checkbox"/> Some work/play blocks of time are at least 45-90 minutes long.	<input type="checkbox"/> Most of the schedule requires children to move in 20-30 minute increments.	
<i>b) Are children able to self monitor their choices and move when they are ready?</i>	<input type="checkbox"/> Routines in place for children to choose independently (choice board)	<input type="checkbox"/> Children wait without being engaged; wait for everyone to be ready before moving onto the next activity. <input type="checkbox"/> Teacher controls when and where children move.	
<i>c) Is the schedule of the day reviewed and visible to children?</i>	<input type="checkbox"/> Schedule is visible, presented, reviewed and discussed with children.	<input type="checkbox"/> No visible schedule, not reviewed.	
<b>4. Transitions</b> <i>a) How are children signaled when it is time for a new activity?</i>	<input type="checkbox"/> Signals are quiet, infrequent, and not accompanied by loud teacher voices. (Chimes, lights, whispering)	<input type="checkbox"/> Raised teacher voice is primary signal.	
<i>b) Is the signaling effective?</i>	<input type="checkbox"/> Children are able to stop what they are doing and attend to the person giving the signal.	<input type="checkbox"/> Children “tune out” signals <input type="checkbox"/> Signals are given too frequently and raise stress levels in classroom. (ie. “5 more minutes!”)	