Early Childhood Classroom Reflection Guide			
Areas/Questions	***Look For, Work Towards***	***Things to Question***	***Possibilities?***
1. Classroom Arrangement, Materials, Décor *a) Is the classroom free of clutter? Can you distinguish between teacher storage and child-accessible spaces?*	☐ Low shelving with materials easily accessible. ☐ Neutral tones	☐ Lots of "visual noise". ☐ Overuse of primary colors ☐ Shelves mix teacher storage *and* materials for children.	
b) Do the things on the walls have a purpose directly related to children's learning and curriculum content?	☐ Photographs of learning in progress/process. ☐ Artwork or artifacts that represent both collective efforts and unique children's work. ☐ Artifacts that represent children's cultures, local history and context. ☐ Explanations of learning accompany displays. ☐ Most displays/anchor charts at eye level.	☐ No photos of children and teachers accompanying displays. ☐ Identical worksheets or artwork displayed. ☐ Artifacts displayed without written explanation of the activity and what was learned. ☐ Work and anchor charts displayed near ceiling.	
c) Are there soft spaces? Is the environment "homey"?	☐ Rugs, small couches, pillows. Low level lighting (lamps) ☐ Neutral color palate, solid color carpeting.	☐ Bright, harsh overhead florescent lighting. ☐ Too many bright, primary colors.	

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d) Are there spaces for individual, small group, and large group work?	☐ Furniture creates spaces for learning related to specific content or diverse groupings. ☐ Varying sized tables, low tables, alterative seating, Floor as workspace.	☐ Large tables and chairs, teacher desks, are the dominant furnishings	
e) Are there easily identifiable areas of activity?	☐ 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)	☐ Shelving and other furnishings randomly arranged to serve storage needs, not children's needs.	
2. Accessible Materials and Choice a) Do materials on shelves help children to understand what the content and purpose of that area or activity is?	☐ Like materials arranged in same area. ☐ One basket, tub, or material per space on a shelf.	☐ A shelf has, for ex. math manipulatives, art supplies, and puzzles. ☐ Materials stacked on top of each other. Too many items per space.	
b) Are materials offered in a way that makes it easy for a child to make a choice?	☐ Children have multiple opportunities throughout the day to choose activities and work either collaboratively or independently.	☐ Children move only from meeting area to tables and back again. ☐ Materials almost always put out *for* children.	

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