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## Naeyc classroom environment checklist

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Do I know everything I need to know about every child today? Do I notice each child's mood, clear health, and common sense of happiness and participation? 2. Have I checked with each child's family recently, or through drop-off conversations, written notes, or emails, to provide updates and receive updates? Are there any cultural issues I should address with a particular family, such as asking about upcoming holidays or activities? 3. Do I feel like I have a good relationship with every child today? Can I show warmth and gratitude for the presence and effort of each child today? Do I acknowledge their opinions and behavior in positive ways? 4. Is there a child I need to have special time with or help in any single way tomorrow, based on my observations, other teachers' observations, child comments or parent updates? 5. Do I know the learning goals of children today/ this week/this unit? \_\_\_ For physical development (good mobility and raw motivation) \_\_\_ For social and emotional development \_\_\_ For learning approaches, including enthusiasm, attention, perseverance and flexibility \_\_\_ For advances in content knowledge and mastery of concepts 6. What are the goals for today/this week built on what we've done before? Do I need to make any connections for kids? 7. Is the classroom environment in line with the goal? Does it look fun, tidy and fun for kids? Do I need to change any materials, centers, or wall screens to keep things fresh? 8. I used a variety of teaching strategies this week, including: \_\_\_ problem-solving modeling \_\_\_ sharing my thought process in \_\_\_ loudly encouraging children and acknowledging \_\_\_ provides new information such as new events and vocabulary \_\_\_ demonstrates the correct way to do something and gives direct guidance \_\_\_ giving specific feedback on areas \_\_\_ support improvements and questioning to raise each child's level \_\_\_ adjust the level of challenge (simplify or add complexity) to meet each child's level 9. I have used various learning formats, including: \_\_\_ large groups (whole class together) \_\_\_ small groups \_\_\_ play centers / learning and outdoor time when the child can do what the child wants \_\_\_ daily routines (take advantage of visitors to and from, snack time, transition) 10. Have I weighed carefully based on the level of child participation whether to move on or allow more time on this unit/topic/skill? Am I sure the amount of time allocated is sufficient for every child? 11. Have I grasped the progress and mastery of each child in relation to the goals? 12. I have documented each child's progress through notes from observations, interviews and conversations; photos; and/or portfolio? 13. Have I observed the child in different contexts and contexts? 14. Do I ask my family for information in the relevant areas? 15. Have I checked with other teachers/assistants about each child's happiness and success towards their goals? 16. Do I consider whether language and/or family culture affect children's performance in each area? Do I need to ree evaluate any child in any field or get help from others to accurately understand the performance and well-being of any child? 17. Do I need to adjust my teaching plan based on what I know from the assessments? 18. Are there any aspects of my schedule, environment, plan, document or interaction with children, parents or colleagues that I feel trapped or unsure of? Is there a child I'm worried about for any reason? Have I asked for help (from a supervisor, colleague, family member, professional, or online community)? 19. Do I feel like I made a positive difference in someone's life today? Did I smile, laugh, and enjoy the day? 20. If not, what steps can I take to make things better tomorrow? What will you add to this list? Redirect to Download Naeyc Environment PDF Checkout List after 27 seconds. August 2009 um 22:33 · I was wondering if NAEYC had any kind of class environmental check list. I am looking for resources for a program that will soon be recognized, but do not fully understand what NAEYC will look for as far as setup rooms and materials. &Transition from a & An online with Heather Biggar Tomlinson, contributing author of Appropriate Development Practice: Focusing on Kindergarten. Q: What are some general guidelines we can follow when thinking about DAP? A: Without a sentence words to the question - is something that develops appropriately or not. It depends on the personality, ability, culture and family of the child, as well as the purpose of the activities and context of the class. Keep in mind the five guidelines for teaching the following can be the starting point for a teacher check list, which is adapted for specific programs and children: 1. Do I know everything I need to know about every child today? Do I notice each child's mood, clear health, and common sense of happiness and participation? 2. Have I checked with each child's family recently, or through drop-off conversations, written notes, or emails, to provide updates and receive updates? Are there any cultural issues I should address with a

particular family, such as asking about upcoming holidays or activities? 3. Do I feel like I have a good relationship with every child today? Can I show warmth and gratitude for the presence and effort of each child today? Do I acknowledge their opinions and behavior in positive ways? 4. Is there a child I need to have special time with or help in any single way tomorrow, based on my observations, other teachers' observations, child comments or parent updates? 5. Do I know the learning goals of children today/ this week/this unit? \_\_\_ For physical development (good mobility and raw motivation) \_\_\_ For social and emotional development \_\_\_ For learning approaches, including enthusiasm, attention, perseverance and flexibility \_\_\_ For advances in content knowledge and mastery of concepts 6. What are the goals for today/this week built on what we've done before? Do I need to make any connections for kids? 7. Is the classroom environment in line with the goal? Does it look fun, tidy and fun for kids? Do I need to change any materials, centers, or wall screens to keep things fresh? 8. I used a variety of teaching strategies this week, including: \_\_\_ problem solving modeling \_\_\_ sharing my thought processes into \_\_\_ encouraging children and acknowledging good work \_\_\_ provides new information like new events and vocabulary \_\_\_ that shows the correct ways to do something and gives direct instructions \_\_\_ gives specific feedback on the areas of improvement \_\_\_ support and asks questions to raise the level of each child \_\_\_ adjust the level of challenge (simplify or add complexity) to meet the level of complexity of each child I have used different learning formats , including: \_\_\_ large groups (whole class together) \_\_\_ small groups \_\_\_ play centers / learning and outdoor time when the child can do what the child wants \_\_\_ daily routines (take advantage of visitors to and from, snack time, transition) 10. Have I weighed carefully based on the level of child participation whether to move on or allow more time on this unit/topic/skill? is it certain that the amount of time allocated is sufficient for every child? 11. Have I grasped the progress and mastery of each child in relation to the goals? 12. I have documented each child's progress through notes from observations, observations, and chat; photos; and/or portfolio? 13. Have I observed the child in different contexts and contexts? 14. Do I ask my family for information in the relevant areas? 15. Have I checked with other teachers/assistants about each child's happiness and success towards their goals? 16. Do I consider whether language and/or family culture affect children's performance in each area? Do I need to ree evaluate any child in any field or get help from others to accurately understand the performance and well-being of any child? 17. Do I need to adjust my teaching plan based on what I know from the assessments? 18. Are there any aspects of my schedule, environment, plan, document or interaction with children, parents or colleagues that I feel trapped or unsure of? Is there a child I'm worried about for any reason? Have I asked for help (from a supervisor, colleague, family member, professional, or online community)? 19. Do I feel like I made a positive difference in someone's life today? Did I smile, laugh, and enjoy the day? 20. If not, what steps can I take to make things better tomorrow? What will you add to this list? &Transition from a & An online with Heather Biggar Tomlinson, contributing author of Appropriate Development Practice: Focusing on Kindergarten. Q: What are some general guidelines we can follow when thinking about DAP? A: There is not an answer to the question - is something that develops appropriately or not. It depends on the personality, ability, culture and family of the child, as well as the purpose of the activities and context of the class. 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Do I know the learning goals of children today/ this week/this unit? \_\_\_ For physical development (good exercise and rough movement) \_\_\_ For social and emotional development \_\_\_ For learning approaches, including enthusiasm, attention, attention, and flexibility \_\_\_ For advances in content knowledge and mastery of concepts 6. What are the goals for today/this week built on what we've done before? Do I need to make any connections for kids? 7. Is the classroom environment in line with the goal? Does it look fun, tidy and fun for kids? Do I need to change any materials, centers, or wall screens to keep things fresh? 8. 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