

**ACCESS CLASSROOM ENVIRONMENT SELF-ASSESMENT: KINDERGARTEN-PRIMARY (CESA: K-P)**



**Developed by: Shauna M. Adams, Ed.D, Joy Comingore, MA, Joni L. Baldwin, Ed.D. and Mary Kay Kelly, Ph.D.**

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Strand: Listening & Speaking Ohio Early Learning and Development Standards: Pre Kindergarten

Lan

**Initiative & Curiosity**

**□**The child will show interest in/explore their environment.

□The child will try new activities, experiences and experiment in the environment.

□The child will ask questions to gain information (16+)

**Planning, Action & Reflection:**

□The child will act on the environment to meet needs, interests, or goals. ( may include making choices and use of trial & error)

□The child will use prior experiences to respond to or inform new experiences.

**Attention**

**□**The child will demonstrate awareness of happenings in surroundings.

**□**The child will focus on an activity with developmentally appropriate ability to avoid distractions.

**Persistence:**

□The child will repeat actions to achieve a goal.

□The child will engage in self initiated activities for extended period of time (16+ months)

**Innovation & Invention**

□The child will make discoveries & use materials in new ways.

**Expression through the Arts**

□The child will engage with a variety of materials & media to express ideas & feelings.

**Anecdotal Record:**

**Strand: Initiative**

Ohio Early Learning and Development Standards: Birth to 36 months APPROACHES TO LEARNING

**EVIDENCE:**

**Strand: Engagement & Persistence**

**Topic:**

**Strand: Creativity**

**Strand: Number Relationships and Operations TOPIC:**

**Strand: Measurement and Data TOPIC:**

**Strand: Geometry TOPIC:**

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| **TARGET** | **DESCRIPTION OF CURRENT PRACTICE & GOALS FOR IMPROVEMENT** |
| **A. CLASSROOM CLIMATE** |
| **1. The classroom establishes and maintains an atmosphere of respect, inclusivity and tolerance.**  |  |
| **2. Classroom rules and consequences are established cooperatively by both the teacher and the children at the beginning of the school year.**  |  |
| **3. The meaning and implication of classroom rules are taught on an ongoing basis until all children understand both the rules and the consequences.**  |  |
| **4. Techniques such as the “morning meeting” are used to build classroom community, understand citizenship and discuss issues as they arise.**  |  |
| **B. CLASS ROOM DESIGN** |
| **1. The classroom design supports executive functioning by highlighting items to be attended to and minimizing visual clutter.**  |  |
| **2. The classroom is used as a vehicle that supports aesthetic development by attending to color, light, pattern and space.** |  |



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| **TARGET** | **DESCRIPTION OF CURRENT PRACTICE & GOALS FOR IMPROVEMENT** |
| **CLASSROOM DESIGN (continued)** |
| **3. Ideally, classrooms have windows and ample natural light. Artificial light is conducive to comfort and learning.**  |  |
| **4. Documentation (bulletin) boards are learning tools that intentionally communicate what the children are learning.** |  |
| **5. Natural and authentic objects are present for children to explore as they develop a sense of beauty.**  |  |
| **C. CLASS ROOM ARRANGEMENT** |
| **1. The arrangement includes clearly defined spaced that communicate the purpose of the space and foster easy movement throughout the classroom.**  |  |
| **2. The arrangement allows for child directed and teacher directed instruction.**  |  |
| **3. The arrangement allows for whole class, flexible small group, paired and individual learning.**  |  |



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| **TARGET** | **DESCRIPTION OF CURRENT PRACTICE & GOALS FOR IMPROVEMENT** |
| **CLASSROOM ARRANGEMENT (continued)** |
| **4. The arrangement provides tables/desks and chairs that appropriately fit each child in the classroom.**  |  |
| **5. The arrangement provides a safe space for children to develop organizational structures as they store their belongings.**  |  |
| **6. The arrangement provides a carpeted open area for floor work, story reading, and stretching allowing children to be comfortable for extended periods.**  |  |
| **7. The arrangement provides a shelving and display space that showcases the materials that are currently in use.**  |  |
| **8. The arrangement includes hidden storage for materials that are not in use.** |  |
| **9. The arrangement supports active and/or play-based learning in all domains of development.**  |  |
| **10. The arrangement provides a welcoming and comfortable space for adults including the teaching team, volunteers, observers and families.**  |  |



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