

# Self Evaluation of the Characteristics of Classrooms

Reflect on your classroom during the past week. How well do these statements describe your classroom?

Name _____	Rarely		Sometimes		Often
<b>Connect with families</b> <i>Teachers/instructional partners...</i>					
1. Maintain an ongoing system for exchanging information about each child with his or her family.					
2. Reflect families, their home languages, and cultures in the classroom.					
3. Communicate major changes in a child's physical or emotional state with families and encourage parents to share similar changes.					
4. Give families information about typical developmental skills and behaviors of young children.					
5. Engage families in order to encourage participation in and contribution to the program.					
6. Reduce and/or avoid adding to a family's stress.					
7. Work to prepare children and families for transitions during the day and from one year to next.					
<b>Foster Emotional Vocabulary</b> <i>Teachers/instructional partners...</i>					
8. Display photos of people with various emotional expressions around the room.					
9. Make books about feelings available in the library center.					
10. Acknowledge emotions (e.g., by talking about their own feelings; noticing and labeling children's feelings; drawing attention to how a child's peer is feeling).					
11. Create activities to teach and reinforce emotional literacy (e.g., storybooks about feelings; feelings hunt; mirrors to practice noticing expressions; talking about pictures of people and their feelings).					
12. Reinforce children for using feeling words.					
13. Promote emotional vocabulary, at various times throughout the day.					
14. Post and use weekly "Centers Time Language Supports Guides" to prompt conversations and build vocabulary. (Hill, "Implementing OWL" CD/notebook pink sheets)					
<b>Form Positive Relationships with Children</b> <i>Teachers/instructional partners...</i>					
15. Demonstrate respect for children through frequent social conversations, joint laughter and affection					
16. Talk frequently with children and listen to children with attention and respect: <ul style="list-style-type: none"> <li>a. Respond to children's questions and requests</li> <li>b. Engage in regular, meaningful, and extended conversations with each child</li> </ul>					

Adapted from: "Inventory of Practices for Promoting Social Emotional Competence" from *The Center on the Social and Emotional Foundations for Early Learning; Massachusetts Early Childhood Program Standards for Three and Four Year Olds; NAEYC Accreditation Standards, and DECA reflective checklists.*

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	Rarely		Sometimes		Often
17. Express warmth through behaviors such as physical affection, eye contact, tone of voice, and smiles.					
18. Encourage and recognize children’s work and accomplishments.					
19. Function as a secure base for children (e.g., respond promptly in developmentally appropriate ways to children’s positive initiatives, negative emotions, and feeling of hurt or fear by providing comfort, support and/or assistance).					
20. Respond based on the needs of individual children (e.g., vary interactions to be sensitive and responsive to differing abilities, temperaments, activity levels and cognitive and social development).					
21. Support children’s competent and self-reliant exploration and use of classroom materials.					
22. Refrain from using punishment as form of discipline (e.g., corporal punishment, verbal or physical abuse, humiliation, threats, derogatory remarks, depriving children of meals or snacks, denial of outdoor time or basic needs).					
<b>Help Children Make Friends</b> <i>Teachers/instructional partners...</i>					
23. Support children’s development of friendships and provide opportunities for children to play with and learn from each other.					
24. Support children as they practice social skills by helping them enter into, sustain and enhance play.					
25. Assist children in resolving conflicts by helping them to: <ul style="list-style-type: none"> <li>a. Identify feelings</li> <li>b. Describe problems</li> <li>c. Try alternative solutions</li> </ul>					
26. Guide children who bully, isolate or hurt other children to learn and follow the classroom rules.					
27. Facilitate positive peer interaction for children who are socially reserved or withdrawn and for those who are bullied or excluded.					
28. Actively teach children social communication, and emotional regulation skills					
29. Encourage children to: <ul style="list-style-type: none"> <li>a. Use language to communicate needs</li> <li>b. Express negative emotions in ways that do not harm others</li> <li>c. Use problem-solving techniques</li> <li>d. Learn about self and others</li> </ul>					