



# CLASSROOM PRACTICES SURVEY

Agency Program Name: \_\_\_\_\_ Educator ID \_\_\_\_\_

Educator First Name \_\_\_\_\_ Educator Last Name \_\_\_\_\_

		Never	Generally	Always
1	My classroom schedule includes time for students to work and play in centers.			
3	My classroom has well defined spaces, including at least one area that allows a child to work alone.			
4	There are multiple materials in the different centers or areas of the room that students are able to access independently.			
5	Original student work is displayed on the classroom.			
6	At least some of the student's work is displayed at their eye level.			
7	Classroom furniture is an appropriate size for the students.			
8	The students, including those with special needs, can independently access facilities, equipment and materials.			
9	Students are given an opportunity to wash their hands before snacks, lunch, and as needed throughout the day.			
10	I can quickly contact the office from my classroom, if there is an emergency.			
11	Staff at this school, including me, keeps their CPR skills up to date.			
12	Positive attention for desired behavior is used.			
13	Redirection and planned ignoring are used for minor instances of undesirable behavior.			
14	Shared book reading activities occur in both large and small groups.			
15	Activities are intentionally designed to support both explicit and implicit learning in the areas of oral language, phonological awareness, and alphabetic knowledge.			
16	The classroom environment includes multiple books, writing utensils, and other literacy materials and provides multiple opportunities to practice early literacy skills in meaningful context.			
17	The classroom schedule supports early literacy development through a combination of adult directed and child-initiated activities in small group, large group, learning centers and free play.			
18	Hands on materials, such as unifix cubes, games, small toys, or art materials, are provided for the students in multiple subject areas.			
19	Hands on materials are adapted to meet the diverse learning needs of the students.			
20	Students are taught proper use of materials via modeling, instruction of rules and poster examples.			
21	Computers and other technology are used to support (but not replace) various learning goals/outcomes by providing additional opportunities to practice specific skills through games, alternative methods for creating art (e.g. drawing) etc.			
22	Universal screening and progress monitoring assessments are conducted in the areas of early literacy, early numeracy, and behavior. The information is then utilized to inform instruction for groups as well as individual children.			
23	Planning, joint teaching, and/or sharing of responsibilities occur with special education teachers about students in my class with disabilities.			
24	Each child has the opportunity to engage in one-on-one conversations with the adult(s) in the classroom apart from routine group classroom discussions.			
25	Students are prompted to elaborate on their responses through the use of What, Where, Why and How questions.			



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26	Students are encouraged to share their own opinions, present information and discuss issues within classroom discussions and other activities.			
27	Cooperative learning experiences, wherein a small group of children must complete a group project, are provided.			
28	Multiple grouping (pairs, small group, whole group, etc.) methods are used when providing instruction.			
29	Students work on projects/activities that require them to integrate multiple skills (e.g., the use of writing, fine motor, and numeracy skills for one project).			
30	Students have an opportunity to participate in science activities.			
31	Opportunities to learn about the world, other cultures, our country and its many cultures are provided.			
32	Classroom activities or centers in fine arts are offered.			
33	Students are given opportunities to choose activities, participate in centers or select from teacher identified options.			
34	Classroom expectations are explicitly taught, reviewed often, and posted in the classroom and other locations for frequent reference.			
35	Students are encouraged to negotiate their own solutions to (minor) problems by applying problem solving strategies.			
36	Classroom examples (books, activities, materials, etc.) of diversity are representative of our community's diversity.			
37	Examples of community role models (police, teachers, doctors, etc.) are represented by all racial backgrounds in classroom media.			
38	Adults routinely advise children of an upcoming transition (e.g. a two-five minute verbal announcement, bell, or other method).			
39	Students with disabilities/special education services participate fully in classroom learning activities.			
40	Adults in the classroom provide explicit instruction regarding expected behaviors, appropriate and consistent consequences for miss-behavior, and a nurturing and respectful learning environment.			
41	I ignore minor instances of negative behavior.			
42	When children engage in minor negative behavior I redirect them to a more desired activity/behavior.			
43	Students are taught proper use of materials via modeling, instruction of rules, and poster examples.			
44	Child progress is monitored through the routine use of authentic assessment strategies (observation, portfolios, collection of permanent projects, etc.).			
45	I meet with parents, other teachers and staff, and administrators to collaborate on specific ways to meet students' needs.			
46	I intentionally use data to differentiate instruction for individual learners as needed.			
47	Families are provided opportunities to engage in instructional decision making on behalf of their child.			
48	I follow a curricular scope and sequence that identifies specific early literacy skills to be explicitly taught in the area of phonological awareness.			
49	I analyze student data to determine if a given instructional strategy is working, or if a change in the strategy is needed to support student progress.			
50	I provide targeted instruction to children when the core curriculum does not appear to be sufficient to meet the child's needs.			
51	Student progress measures can be directly tied to specific instruction in my class.			



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		Never	Generally	Always
52	I actively work to engage all parents in my class, including parents whose children struggle as well as those whose children progress well.			

		Yes	No
53	My class is a full day every day classroom.		
54	I have special education students in my classroom.		
55	I have at risk students in my classroom.		