Classroom Readiness Evaluation Self-Reflection

Teacher Name: _____ **Date:** _____

The Classroom Readiness Evaluation Self-Reflection provides early childhood teachers with opportunities to reflect on their classroom environment and the importance of having a setting that is supportive of the needs of English learners. Rate yourself using the following scale:

5=Extremely Effective   4=Very Effective   3=Effective   2=Slightly Effective   1=Not Effective

Learning Environment

As an early childhood teacher, I am (rating) at . . .	Extremely Effective	Very Effective	Effective	Slightly Effective	Not Effective
understanding the importance of creating an environment that is sensitive to cultural, language, and learning differences.	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
labeling the classroom, connecting written language with pictures to create a print-rich environment using both the students' native language and English.	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
creating a classroom that is culturally appropriate, including student work.	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
creating a physical room arrangement rich with environmental print to promote language development.	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
understanding the importance of creating a learning environment that promotes language and literacy through books, materials, resources, and writing utensils that reflect students' culture and language.	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
Total					

Social Environment

As an early childhood teacher, I am (rating) at . . .	Extremely Effective	Very Effective	Effective	Slightly Effective	Not Effective
understanding how to incorporate interaction, cooperative grouping, and independent activities to support language development.	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
promoting activities that use simple language, demonstrating comprehensible input.	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
using cognates embedded into cross-language connections, when appropriate.	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
using stages of language development to emphasize oral language and vocabulary development.	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
encouraging social and quiet times to provide students the opportunities to converse.	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
Total					

Curriculum

As an early childhood teacher, I am (rating) at . . .	Extremely Effective	Very Effective	Effective	Slightly Effective	Not Effective
comprehending the Texas Prekindergarten Guidelines and how to incorporate English Language Proficiency Standards (ELPS) into the curriculum.	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
designing differentiated lesson plans based on students' language proficiencies.	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
scaffolding lessons using routines to promote students' understanding of new concepts and language.	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
understanding terms such as L1 (native language) and L2 (second language).	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
understanding the importance of students' mastery of English language skills as well as content areas such as mathematics, science, and social studies.	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
Total					

Content Knowledge

As an early childhood teacher, I am (rating) at . . .	Extremely Effective	Very Effective	Effective	Slightly Effective	Not Effective
understanding how to use the ELPS to prepare lessons based on students' proficiency levels.	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
incorporating listening, speaking, reading, and writing into lesson plans and daily activities.	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
understanding the importance of social and academic language in both the student's native language and English for academic success.	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
understanding terms such as L1 (native language) and L2 (second language).	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
Total					