

## Classroom Readiness Evaluation Self-Reflection

Teacher Name: \_\_\_\_\_

Date: \_\_\_\_\_

The Classroom Readiness Evaluation Self-Reflection provides early childhood educators 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   | Extremely Effective        | Very Effective             | Effective                  | Slightly Effective         | Not Effective              |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| As an early childhood educator, I am (rating) at . . .   |                            |                            |                            |                            |                            |
| understanding the importance of creating an environment that is sensitive to customs, language, and learning differences.  | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| labeling the classroom, connecting written language with pictures to create a print-rich environment using both the students' native language and English.   | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| creating a classroom that is contextually appropriate, as evident through classroom activities..   | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| creating a physical room arrangement rich with environmental print to promote language development.  | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| understanding the importance of creating a learning environment that promotes language and literacy through books, materials, resources, and writing utensils that reflect students' customs and language. | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| <b>Total</b>   |                            |                            |                            |                            |                            |

| Social Environment  | Extremely Effective        | Very Effective             | Effective                  | Slightly Effective         | Not Effective              |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| As an early childhood educator, I am (rating) at . . .  |                            |                            |                            |                            |                            |
| understanding how to incorporate interaction, cooperative grouping, and independent activities to support language development. | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| promoting activities that use simple language, demonstrating comprehensible input.  | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| using cognates embedded into cross-language connections, when appropriate.  | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| using stages of language development to emphasize oral language and vocabulary skills.  | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| encouraging and providing social opportunities for students to converse.  | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| <b>Total</b>  |                            |                            |                            |                            |                            |

| Curriculum   | Extremely Effective        | Very Effective             | Effective                  | Slightly Effective         | Not Effective              |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| As an early childhood educator, I am (rating) at . . .   |                            |                            |                            |                            |                            |
| incorporating the Texas Prekindergarten Guidelines or the English Language Proficiency Standards (ELPS) into the curriculum. | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| designing differentiated lesson plans based on students' language proficiencies.   | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| scaffolding lessons using routines to promote students' understanding of new concepts and language.                          | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| understanding terms such as L1 (native language) and L2 (second language).   | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| understanding the importance of students' English language development as well as content area concepts                      | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| <b>Total</b>   |                            |                            |                            |                            |                            |

| Content Knowledge  | Extremely Effective        | Very Effective             | Effective                  | Slightly Effective         | Not Effective              |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| As an early childhood educator, I am (rating) at . . .   |                            |                            |                            |                            |                            |
| ability to use PK Guidelines or the ELPS to prepare lessons based on students' proficiency levels.                                   | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| incorporating listening, speaking, reading, and writing into lesson plans and daily activities.                                      | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| understanding the importance of social and academic language in both the student's native language and English for academic success. | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| understanding terms such as L1 (native language) and L2 (second language).   | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| <b>Total</b>   |                            |                            |                            |                            |                            |