

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 and the importance of having a classroom that is culturally and linguistically appropriate for English learners' needs.

Rate yourself using the following scale: **1= Disagree** **2=Neutral** **3=Agree**

As an early childhood teacher I . . .

Learning Environment			
understand the importance of displaying an environment that is sensitive to cultural, language, and learning differences.	1	2	3
label the classroom, connecting written language with pictures to create a print-rich environment using both native language and English.	1	2	3
display a classroom that is culturally appropriate including student work.	1	2	3
create a physical room arrangement rich with environmental print to promote language development.	1	2	3
understand the importance of creating a learning environment that promotes language and literacy through books, materials, resources, and writing utensils that reflects students' culture and language.	1	2	3
Total			

Social Environment			
understand how to incorporate interaction, cooperative grouping, and independent activities to support language development.	1	2	3
promote activities that use simple language demonstrating comprehensible input.	1	2	3
use cognates when appropriate and embedded into cross-language connections.	1	2	3
use stages of language development to emphasize oral language and vocabulary development.	1	2	3
encourage social and quiet times to provide students the opportunities to converse.	1	2	3
Total			

Curriculum			
comprehend the Texas Prekindergarten Guidelines and how to incorporate English Language Proficiency Standards (ELPS) into the curriculum.	1	2	3
design differentiated lesson plans based on students' language proficiencies.	1	2	3
scaffold lessons using routines to promote students' understanding of new concepts and language.	1	2	3
understand terms such as L1 (native language) and L2 (second language)	1	2	3
understand the importance of students' mastery of English language skills, as well as content areas such as mathematics, science, and social studies.	1	2	3
Total			

Content Knowledge			
have knowledge of the ELPS.	1	2	3
understand how to use the ELPS to prepare lessons based on students' proficiency levels.	1	2	3
incorporate listening, speaking, reading, and writing into lesson plans and daily activities.	1	2	3
understand the importance of social and academic language in both student's native language and English for academic success.	1	2	3
understand comprehensible input and how important it is for ELs' learning.	1	2	3
Total			

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