

## Classroom Environment

- Is the room neat and organized?
- Is the room visually appealing (for children and/or adults)?
- Is the room engaging to stimulate the young child's curiosity (i.e. materials, arrangement, flow)?
- Are classroom resources visually and physically accessible to children?
- Is there a word wall (word walls) that is legible and at the children's eye level?
- Is there functional print? (ie. signs, labels, rules, schedules)
- Is the print legible, spelled correctly, written in a correct print style, and stated within a phrase when possible (ie. "Look out the window.")?
- Is there environmental print in centers (ie. stop signs, maps, and blue prints in the block area; empty food boxes, cook books, and menus in the dramatic play center; children dictionaries in the writing center)?
- Are samples of the children's artwork on display and are the displays labeled appropriately with a description (of either the child's thinking about the project or a description about how the work was done)?
- Are "wall materials" displayed in a neat, organized, and visually appealing way?
- Are the learning centers within the room clearly defined?
- Are the learning centers clearly labeled?
- Are classroom materials in good condition?
- Is there a classroom library (or reading/story area)?
- Are books in good condition? (Or are they ripped, torn, too worn?)
- Are books organized (i.e. in baskets or on shelves) that are labeled?
- Are there enough books available for children to have choices?
- Does the library collection represent various racial and cultural groups, non-stereotypical themes and characters, and a wide variety of topics and genres?
- Are books changed on a regular basis?