**Site Name:**

**Teacher Name:**

This checklist is to be completed by the lead teacher during pre-planning or during the first week of the Summer Transition Program and then signed, dated and submitted to the Director/Principal. Upon receipt of the completed Environmental Checklist, Directors/Principals may complete the form or designate a second reviewer. The designated reviewer should complete the document while in the classroom, compare results and provide feedback to the teacher. Directors/Principals should sign the form regardless of who is designated as the reviewer. A copy of this checklist should be provided to the Pre-K Specialist prior to the STP Program Visit.

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| For Rising Pre-K and Rising Kindergarten classes Date Completed: | Teacher    /  / | Reviewer    /  / |
| The classroom is inviting, clean, organized, and visually appealing to students |  |  |
| Classroom has adequate space for students to move freely but without large empty spaces |  |  |
| Classroom rules are developed and posted at the student’s eye level |  |  |
| Picture schedule is posted on the wall |  |  |
| The classroom is safe and free from hazards |  |  |
| Learning centers are open and accessible to students   * Art (center includes a supplied easel) * Science (center includes a sensory table) * Library (center includes a listening station) * Math * Blocks * Dramatic Play |  |  |
| Learning center materials are organized and labeled |  |  |
| Age appropriate equipment is available for outdoor use (balls, hoops, wagons, tricycles, etc) |  |  |
| Teacher’s supplies are kept in a space that is not accessible to the students |  |  |

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| For Rising Pre-K classes only: Date Completed: | Teacher    /  / | Reviewer    /  / |
| Welcome signs, messages, and display are available in the student’s language |  |  |
| Culturally and linguistically appropriate posters, photographs and displays that reflect the diversity of the students and their families |  |  |
| Word walls in student’s home language |  |  |
| Authentic music from the student’s cultural background |  |  |
| Classroom signs and labels including words written and a picture in the student’s language |  |  |
| Print and handwritten materials in the student’s languages are available in the writing center and throughout the other centers |  |  |
| Real and found materials in the dramatic play area represent the student’s cultures and languages |  |  |
| Bilingual books, audio stories, puzzles, CD’s and musical instruments are available to reflect the student’s culture |  |  |

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| Comments |

***Teacher Signature:***

***Date:***      /     /

***Director/Principal Signature:***

***Date:***      /     /