Classroom Practices Survey data

Classroom information	
The number of years the lead teacher has taught preschool	
Secondary teacher's Educator ID	
Secondary teacher's name	
The number of years the secondary teacher has taught preschool	
School district number	
School Name and building Number/program name	

**The secondary teacher is not required.*

Classroom Practices Survey

		Never	Generally	Always
1	My classroom schedule includes time for students to work and play in centers.			
2	My classroom contains multiple centers, including a relaxation center.			
3	My classroom has well defined spaces, including at least one area that allows a child to work alone.			
4	There are multiple materials in the different centers or areas of the room that students are able to access independently.			
5	Original student work is displayed on the classroom.			
6	Each student has multiple examples of her/is work displayed within a school year.			
7	At least some of the student's work is displayed at their eye level.			
8	Classroom furniture is an appropriate size for the students.			
9	The students, including those with special needs, can independently access facilities, equipment and materials.			
10	The arrangement of furniture allows all students to move easily around the room.			
11	Students are given an opportunity to wash their hands before snacks, lunch, and as needed throughout the day.			
12	Students can access working computers in my classroom.			
13	I can quickly contact the office from my classroom, if there is an emergency.			
14	Staff at this school, including me, keeps their CPR skills up to date.			
15	Positive attention for desired behavior is used.			
16	Redirection and planned ignoring are used for minor instances of undesirable behavior.			

		Daily	Two or More days a Week	Once a Week	Two or more times a month	Monthly	Less often than monthly
17	Shared book reading activities occur in both large and small groups.						
18	Focus activities that support language and literacy skills are provided to all students in the class.						
19	The classroom environment includes multiple examples of literacy and language supports that include books, writing utensils and other literacy materials.						
20	The classroom schedule includes small group, large group, and individual practice literacy experiences.						
21	Hands on materials, such as unifix cubes, games, small toys, or art materials, are provided for the students in multiple subject areas.						
22	Hands on materials are adapted to meet the diverse learning needs of the students.						
23	Students are taught proper use of materials via modeling, instruction of rules and poster examples.						
24	Computers are used by students for many different instructional tasks, such as for educational games, practicing a skill, or drawing.						
25	Data collected on student progress is used to make instructional decisions.						
26	Data are collected on IEP objectives as students with disabilities participate in regular classroom activities.						
27	Planning, joint teaching, and/or sharing of responsibilities occur with special education teachers about students in my class with disabilities.						
28	Each child has the opportunity to talk with an adult instructor (teacher/paraprofessional) formally, apart from regular classroom discussions.						
29	I prompt students to elaborate on their responses through the use of What, Where, Why and How questions.						
30	Students are provided opportunities to talk with their classmates about classroom activities or projects.						
31	Students are encouraged to share their own opinions, present information and discuss issues within classroom discussions.						

		Daily	Two or More days a Week	Once a Week	Two or more times a month	Monthly	Less often than monthly
32	Cooperative learning experiences, wherein a small group of children must complete a group project, are provided.						
33	Multiple grouping (pairs, small group, whole group, etc.) methods are used when providing instruction.						
34	Students work on projects/activities that require them to integrate multiple skills (e.g., the use of writing, fine motor, and numeracy skills for one project).						
35	Students have an opportunity to participate in science activities.						
36	Opportunities to learn about the world, other cultures, our country and its many cultures are provided.						
37	Classroom activities or centers in fine arts are offered.						
38	All students are provided an opportunity to participate in gross motor activities outside of physical education and recess periods.						
39	Students are able to observe an adult instructor use the internet or CD-ROM materials.						
40	Students are provided opportunities to make decisions that affect the entire class or a group of children.						
41	Students are given opportunities to choose activities, participate in centers or select from teacher identified options.						
42	Students are allowed to choose by whom they will sit and/or work or with whom they will play in the classroom.						
43	Posted classroom rules are taught and regularly reviewed outside instances of student discipline.						
44	Students are encouraged to negotiate their own solutions to (minor) problems by applying problem solving strategies.						
45	Classroom examples (books, activities, materials, etc.) of diversity are representative of our community's diversity.						
46	Examples of community role models (police, teachers, doctors, etc.) are represented by all racial backgrounds in classroom media.						

		Daily	Two or More days a Week	Once a Week	Two or more times a month	Monthly	Less often than monthly
47	Students can independently access self-selected activities when finished with a whole group project.						
48	Students are allowed extra time, if needed, to complete a project or task.						
49	I provide students with a two-five minute warning of all upcoming transitions in the classroom.						
50	Students with disabilities/special education services participate fully in classroom learning activities.						
51	Students with disabilities/special education services participate in small and large group classroom activities.						
52	I provide positive behavioral support to all children including those who are difficult to manage in the regular education setting (i.e., my classroom).						
53	I ignore minor instances of negative behavior.						
54	I use peers as models for positive behavior.						
55	When children engage in minor negative behavior I redirect them to a more desired activity/behavior.						
56	Students are taught proper use of materials via modeling, instruction of rules, and poster examples.						
57	Data on each child's progress are collected through authentic assessment strategies (observation, portfolios, collection of permanent projects, etc.).						
58	I meet with parents, other teachers and staff, and administrators to collaborate on specific ways to meet students' needs.						
59	When I make special education referrals, special education staff, including the school psychologist, has everything they need to make education planning decisions.						
60	I compare data from individual children to whole class data and curricular benchmarks in order to meet individual child needs.						
61	I change instructional strategies to suit my instructional needs.						
62	I make changes in classroom activities based on data from students' work.						

		Daily	Two or More days a Week	Once a Week	Two or more times a month	Monthly	Less often than monthly
63	I make changes in classroom activities based on student behavior in the classroom.						
64	I systematically evaluate my curriculum/program of instruction.						
65	I use instructional strategies that are well researched and found in peer reviewed – research publications.						
66	I use student data to determine which instructional strategies are effective.						
67	I view incidents of negative behavior as an opportunity to teach children.						
68	I provide targeted instruction to each child who needs it, as they need it.						
69	I use multiple educational and behavioral interventions so that I can meet the needs of children who have different levels of ability.						
70	Student progress measures can be directly tied to specific instruction in my class.						
71	I am aware when students are making inadequate progress and immediately make referrals for specialized services as necessary.						
72	I actively work to engage all parents in my class, including parents whose children struggle as well as those whose children progress well.						

		Yes	No
73	My class is a full day every day classroom.		
74	I have special education students in my classroom.		
75	I have at risk students in my classroom.		