

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

Site: \_\_\_\_\_ Group: \_\_\_\_\_

## Devereux Reflective Checklist for Teaching Practices: DAILY ROUTINE

In My Classroom I...	Almost Always	Sometimes	Not Yet	My Examples/Comments
D1: Plan and maintain a predictable daily schedule (for example, provide a posted picture schedule and review it regularly with children).				
D2: Adjust the schedule as needed to respond to children and circumstances (for example, allow more time to explore something in nature that the children discovered on a walk).				
D3: Plan for smooth transitions (for example, model and practice how a transition will run).				
D4: Use daily routines as times to interact with children and support learning (for example, sit together, talk together, and ask open-ended questions).				
D5: Encourage children to take on a role during daily routines (for example, provide opportunities to do jobs that build a sense of community).				
D6: Individualize during daily routines and transitions (for example, using a gentle touch to remind a child it's almost time to clean up).				
D7: Invite children to be actively involved in planning and reflecting throughout the day (for example, help children make decisions about what they will play with, and talk together about what they learned).				
D8: Support children as they transition between home and the program (for example, invite comfort items, or sing a special song).				

\* The Devereux Reflective Checklist for Teaching Practices is part of the Devereux Early Childhood Assessment (DECA) Preschool Program. Strategy suggestions for each item on the Reflective Checklist can be found in *Promoting Resilience in Preschoolers: A Strategy Guide for Early Childhood Professionals*. For more information about the DECA Preschool Program, please visit [www.CenterForResilientChildren.org](http://www.CenterForResilientChildren.org).

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## Devereux Reflective Checklist for Teaching Practices: ENVIRONMENT

In My Classroom I...	Almost Always	Sometimes	Not Yet	My Examples/Comments
E1: Create a homelike environment that reflects all children and their families (for example, through music, books, artwork, and toys).				
E2: Provide materials and toys that correspond to children's varying skills and interests, and offer appropriate challenges.				
E3: Provide materials and toys that support group play and development of social skills (for example, balls, wagons, a large cardboard box, dramatic play props and dress-up clothes).				
E4: Offer materials that encourage children to explore and express their feelings (for example, art materials, music, movement props, books that introduce and promote conversations about feelings, puppets).				
E5: Provide be-by-myself spaces that are private but still visible to teachers.				
E6: Display toys and materials within reach so children can see what is available and choose what they want to use independently.				
E7: Establish clear, accessible, and well-stocked areas for different kinds of play and learning experiences (for example, learning centers, small and large group activities, eating, napping).				
E8: Include space and materials for large muscle play, both indoors and out.				
E9: Post important classroom information for children, families, and visitors (for example, current daily schedule, upcoming events, volunteer list).				

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## Devereux Reflective Checklist for Teaching Practices: CARING CONNECTIONS

In My Classroom I...	Almost Always	Sometimes	Not Yet	My Examples/Comments
C1: Give each child the opportunity to build a trusting relationship with a caring adult.				
C2: Display respect, warmth, and interest in all children (for example, call each child by name, use effective encouragement).				
C3: Support children's growing independence by recognizing each child's strengths, efforts, and accomplishments.				
C4: Maintain realistic expectations for each child's behavior based on his development.				
C5: Help children learn the skills necessary to play and learn with others (for example, how to make a friend, share a toy, resolve a conflict).				
C6: Tailor positive guidance techniques to fit the child and the situation.				
C7: Involve children in setting a few important rules and guidelines.				

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## Devereux Reflective Checklist for Teaching Practices: ACTIVITIES AND EXPERIENCES

In My Classroom I...	Almost Always	Sometimes	Not Yet	My Examples/Comments
A1: Plan and facilitate a few small group learning opportunities each day based on children's skills and interests.				
A2: Provide opportunities for children to plan, take part in, and review their own play experiences, alone or with others.				
A3: Provide opportunities that promote cooperation and problem-solving (for example, simple games, partner pairing).				
A4: Encourage physical activity.				
A5: Offer a range of activities that support creative and dramatic play skills.				
A6: Include activities that help children learn about social skills and emotions (for example, play emotion games, use feelings posters on the wall, support the use of conflict resolution steps).				
A7: Provide many opportunities for children to build language and literacy skills (for example, talk, read, and sing with children every day).				

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## Devereux Reflective Checklist for Teaching Practices: PARTNERSHIPS BETWEEN TEACHERS AND FAMILIES

In My Classroom I...	Almost Always	Sometimes	Not Yet	My Examples/Comments
P1: Gather and incorporate information from families (for example, strengths, interests, culture, home language, beliefs and practices) to plan for children.				
P2: Use a variety of communication strategies to keep families informed about the program.				
P3: Offer a variety of ways that families can be involved in their children's learning.				
P4: Establish an ongoing system for exchanging information with families about their children.				
P5: Provide families with information about typical child development and behavior.				
P6: Reduce or avoid adding to a family's stress.				
P7: Create opportunities for families to meet and form relationships with one another.				

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