

Teaching Environment

Self Assessment

	<i>Level of Intention</i>	Think about how children can have ownership of the environment in order to build on their learning.
	5: Extensively	
	4: Frequently	
	3: Generally	
	2: Sporadically	
	1: Infrequently	
	0: No evidence	

Rating	Environmental Indicators
	Materials are carefully selected and organized to promote independence, social interaction, motivation, discovery and inquiry.
	The learning environment is regularly modified and adapted to best meet students' evolving needs and developing interests.
	Materials in my classroom are attractive and invite children to inquire, explore and wonder
	I use the environment as a springboard for children to experience the concept of the central idea within a unit of inquiry.
	Clear boundaries define spaces where different actions and activities take place
	Children access materials easily and use them regularly and creatively
	Materials and artifacts produced by the students enhance the environment
	Areas exist within my classroom to illustrate and display children's projects and creations, giving tangible evidence of their achievements
	Routines, expectations and ways of being together have been created by the teacher and students that effectively support and promote school values
	Digital technology enables both teachers and children to document, assess and share learning through photographs and videos