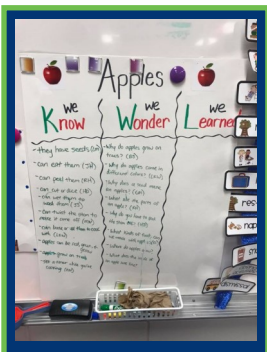


# Classroom Environment and Display Tips

*The IQ Guide for the Learning Environment lists several items related to Classroom Environment and Display that are required to be in the classroom. The following tips can help teachers meet these expectations.*

- The classroom is inviting, clean, organized, and visually appealing to children:** Ensure appropriate learning centers are established and the setting promotes and motivates children’s learning. The classroom should have adequate space for children to move freely but without large empty spaces that could encourage children to run. The shelving and materials should be clean and free from dust. The classroom furnishings, carpets, rugs, and materials should be cleaned on a regular basis, and materials should be organized and stored neatly. Materials and shelves should be labeled appropriately. The storage and organization of materials is crucial in helping children take care of and use them appropriately. Labels (photos, pictures cut from catalogs, drawings, or tracings) and words show where materials belong, promote children’s familiarity and responsibility for their environment, and help children begin to recognize symbols and words.
- Majority of items (more than 50%) in the display are child-initiated, at children’s eye level, and displayed no longer than six weeks:** The children should have selected the subject and materials and completed the work in their own creative way without teacher direction or teacher choice in the materials. Dittos, worksheets, teacher-directed work, and patterned artwork are not considered child-initiated. The items in the display should be current and changed regularly. Dates should be included and items should be displayed no longer than six weeks.
- Photos of children and families are included in the display:** Photos can be provided by families or taken by a teacher during open-house activities, or during drop off or pick up as necessary.
- Dictations from children are included in the display:** Teachers should take the time to ask children about their artwork/writing/drawings and write the children’s words on or near the artwork/child-initiated work. Consider writing these dictations on post-it notes instead of directly on the artwork.
- Photos and chart stories from recent activities are included in the display:** The purpose of these charts is to model writing and support literacy development. They can include recalling events of a recent field trip, special event, or special visitor that occurred during the Pre-K day. Charts, graphs, and stories should include pictures and symbols as well as print.



- Classroom rules are developed and posted at children’s eye level:** Establish four or five classroom rules. Rules should be written using simple words and symbols/pictures. The rules should be concrete and include only what the children “can” do (e.g., “walk inside” rather than “don’t run inside”).
- The classroom is safe and free from hazards:** Safety hazards include accessible toxic substances, dangling electrical cords, exposed electrical outlets, and broken toys or equipment. Teacher supplies should be separate from the children’s materials and kept in a space that is not accessible to the children. Space must be available to store hazardous materials out of children’s reach. Teacher’s backpacks and purses must be kept out of the reach of children.