



# Planting the SEEDS for A Successful New School Year Classroom Checklist



Georgia Dept of Early Care and Learning

This list identifies beneficial tips for enhancing your classroom environment. These considerations are necessary in promoting success in your classroom for all children. This form is intended to be a tool used to help you and your team prepare for the start of a successful new school year.

## Physical Environment

- Traffic patterns are arranged in the classroom so there are no wide-open spaces
- Boundaries are clearly defined in all learning centers
- Learning centers allow the flow for multiple children to enter/exit
- Materials are developmentally appropriate, adequate in number/variety, and reflect the interests of children
- Visual cues are included in the environment for clear expectations
- Group area is clearly defined with enough space to accommodate the number of children
- A calm down area is designated in the classroom and limited for use by one child at a time

- MEANINGFUL INTERACTIONS  
The "Sound"
- BUILDING CLASSROOM COMMUNITY  
The "Feel"
- ARRANGEMENT & DESIGN  
The "Look"

## Daily Schedule

- Visual schedule is posted at children's eye level with pictures and words of each activity
- Pictures are placed in chronological order (beginning of day to end of day)
- Visual schedule shows progression of time (Clip, Velcro, etc.)
- Changes are indicated in the schedule if needed (rain, holiday, special events)
- Schedule is taught in order (first, next, etc.) throughout the day
- Include a balance of teacher-directed and child-directed activities each day
- Include both large and small group activities throughout each day




## Classroom Rules

- Teach and model rules throughout the day
- Rules are stated positively
- Limit number of rules to no more than 5
- Visuals (photos, words) are shown for each rule
- Rules are posted at the child's eyelevel

### What Children Need to Know (Behavior Expectations):

1. What am I supposed to be doing right now?
2. How do I know I'm making progress?
3. How do I know I'm finished?
4. What do I do next?

\*\*Adapted from NCPMI (National Center for Pyramid Model Innovations) 

***Our SEEDS for Success VISION is for all young children in Georgia to have strong social-emotional foundations for lifelong learning and enhanced academic success that are strengthened through a network of professionals, families, and community members.***



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### Planning for Transitions

- Whole group class warnings or cues are provided prior to transitions
- Transition strategies (e.g., games, songs, or other actions) are used to ensure that all children are actively engaged during the transition, including children who are waiting for the next activity
- Specific steps are taught for transition expectations
- Individualized support is provided to children who have difficulty transitioning
- Number of transitions are minimized throughout the day



### Nurturing Positive Relationships


- All children are greeted upon arrival and called by their names throughout the day
- Communication is displayed with children at their eye level
- A calm, positive, and supportive tone of voice is used when speaking to children
- Respect and warmth is shown to all children
- Children who are dual language learners are spoken to with key words from their language
- Use forms of acknowledgment that are individualized to children, including use of nonverbal cues of appreciation (e.g., smile, thumbs up, pat on the back)
- Attend to children in positive ways at times when they are not engaging in challenging behavior



### Family Engagement and Communication

- Families are represented positively in the classroom
- A classroom information board is located for all families to see and is updated frequently
- Ask the best way to stay in contact (phone, text, email, etc.) and what time of day is best for each family
- Use a variety of strategies for building relationships with all families (e.g., send celebration notes home, make home visits, invite families to visit the classroom, visual displays of children's families in the classroom, phone calls to families)
- Create a classroom that is a place that children and families want to be (i.e., reflect children's home and cultures, feel comfortable, welcoming, and safe)



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