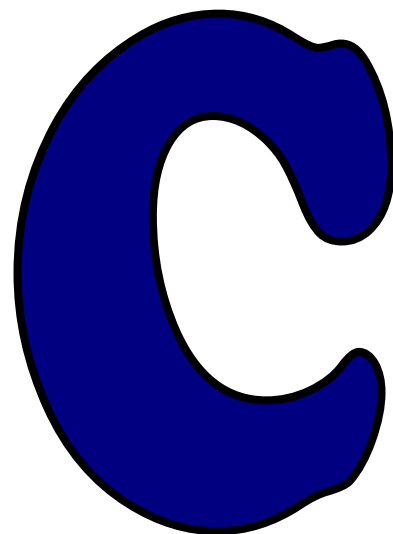


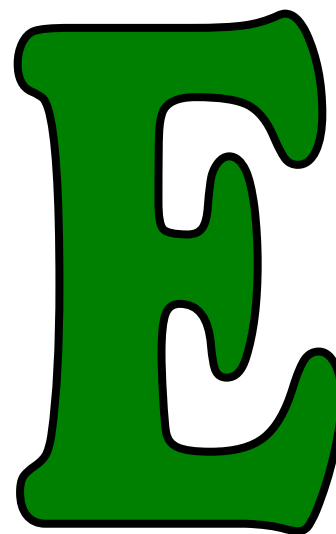
Instruction

- Appropriate instructional level
- Teacher enthusiasm
- Opportunities for reflection
- Varied, frequent methods of assessment and feedback
- Opportunities for student choice
- Use of varied teaching strategies
- Providing a “just-right” task – zone of proximal development
- Authentic and meaningful tasks
- Opportunities for collaboration/social learning
- Use of humor
- Documenting growth and sharing info with child
- Connecting new learning to prior knowledge



Curriculum

- Developmentally appropriate
- Cross-curricular connections
- Relevant to student interests
- Cultural relevancy
- Balance of skills vs. concepts
- Giving abstract concepts a real-world focus



Environment

- Student sense of safety
- Peer relationships
- Student relationship with teacher
- Proximity to distractions
- Welcoming, warm atmosphere
- Physical conditions in classroom (i.e. warm/cold, dim/bright, spacious/cramped, clean/dirty, organized/cluttered)
- Student ownership in classroom space
- Classroom structures
- Arrangement of learning space, furniture, and kids
- Noise level
- Accessibility to materials and needed items or space
- Appropriate levels/types of sensory stimulation



Learner

- Student relationships with peers, teacher
- Learning styles and intelligences
- Sense of belonging
- Special needs of learners
- Acceptance of responsibility as a learner
- Health/hygiene of student – physical, emotional well-being
- Child’s perception of self as a learner
- Attitude and motivation to learn
- Confidence
- Opportunities/exposure – prior knowledge to build upon
- Connection to what is purposeful/meaningful to the learner
- Ability to attend or focus
- Basic needs – sleep, food, shelter