** Look Fors Learning Centers**

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| **Planning: Choice with Intention** | | |
| **Activity** | **Teacher…** | **Students…** |
| Whole group meeting: Plan for work in centers | * Has materials prepared and at hand * Provides a clear structure for student planning * Models activities highlighting 1-2 centers * Asks guiding questions to focus work * Embeds, defines, reinforces key vocabulary * Poses a challenge as appropriate | * Create a plan and share it with a peer or adult * Communicate plan using pictures, words, or acting * Use key vocabulary and restate in own words * Recall previous experiences and articulate connections |
| **Do: Develop Competent Thinkers, Decision-Makers, and Problem Solvers** | | |
| **Activity** | **Teacher…** | **Students…** |
| Children actively engage in center of their choice | * Designs a variety of centers, reflective of student interests, that evolve over time * Encourages children to self-select; may pose ideas to get them started * Promotes independent use and self-selection of materials * Listens and discusses children’s work * Ask critical thinking and/or open-ended questions * Interacts at child’s physical level * Fosters problem solving * Reinforces key content and vocabulary * Differentiates and modifies to ensure access for all learners * Observes and documents to inform future work * Attends to social-emotional needs through problem solving | * Choose and engage in center * Move freely in room * Carry out their plan * Converse about projects/activities using key vocabulary * Feel successful, challenged, and supported * Self-regulate * Take appropriate steps to resolve conflicts |
| **Reflect: Remembering and Reflecting with Analysis** | | |
| **Activity** | **Teacher…** | **Students…** |
| Whole group meeting: Share work using established protocol | * Supports established routine for organized clean up * Sits with the children as a member of the group * Provides visual support such as charts * Provides guidance for giving and receiving feedback * Listens and observes * Participates with children * Provides scaffolds for participation as needed * Encourages children to listen to one another * Promotes productive conversations with guided questions * Connects today’s planning with tomorrow’s work * Uses language that fosters engagement * Actively teaches social, communication, and self-regulation skills | * Respond purposefully to clean up prompts * Gather for meeting sit appropriately, ready to share * Take leadership to enforce the protocol * Share their ideas * Ask questions of peers * Reflect on their own and others’ work * Accept and offer feedback in productive ways * Appreciate the ideas of others |
| **Classroom Environment** | | |
| Classrooms should be intentionally designed so that purposeful and play-based learning is supported.   * Promotes choice and provides direction to use space and materials productively * Materials and activities will change as children grow and change. * Arranged so that children can self-select materials, plan activities, and work independently   Areas for learning should include:   * Meeting/large group * Block * Literacy (including robust classroom library) * Dramatic Play * Math * Art * Science * Privacy | | |
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