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| **Environment**  **Strategy** | **How I currently implement or would like to implement:** |
| Teacher and staff greet each child individually using the child’s primary language to say “hello.” (ECERS, p. 22) |  |
| Consistent, predictable routines supported by photographic or pictorial cues are posted and followed to foster a sense of safety and security. (PCF, Vol. 1, p. 182; PEL Guide, p. 28; ECERS, p. 63) |  |
| Family artifacts and pictures of special talents are displayed prominently throughout the classroom. (PCF, Vol. 1, p. 183; PEL Guide, p. 28) |  |
| Items and learning centers are labeled in both English and the children’s home languages. (PCF, Vol. 1, p. 183; PEL Guide, p. 85) |  |
| High quality, authentic multicultural books and other printed materials are available in the children’s home languages as well as in English. (PCF, Vol. 1, p. 183; PEL Guide, p. 85) |  |
| There are “safe havens”—small spaces with a choice of manipulatives—containing such items as play dough, puzzles, or interlocking blocks. (PCF, Vol. 1, p. 182; ECERS, p. 16). |  |
| Teacher gathers and uses information from families about the child’s home life, family activities, personal interests, as well as the families’ expectations for their children, teachers, and the preschool program. (PCF, Vol. 1, p. 207; PEL, p. 16) |  |
| Family members are invited to share cultural practices, skills, and talents. (PEL Guide, p.16; PCF, Vol. 1, p. 204) |  |
| Communication with parents is in their home language on an individual basis, during parent meetings, through bulletin boards, and/or newsletters. (PCF, Vol. 1, p. 204) |  |