



CARE: Classroom Design

Teacher Pre/Post Reflection

Teachers can use this student reflection to measure the impact of the Classroom Design Test. Teachers can use this to both help determine what component to focus on as well as reflecting on the impact after testing. Guiding principles include: **accessible and organized materials**, **sensory-friendly**, **identity and culture-affirming**, **beautiful and inviting**, and **supportive of student learning**. To read more about each guiding principle, visit the [Whole Child website](#).

Accessible and Organized

- ☐ Are students able to independently find, use, and return materials in the classroom? How do I know this?
- ☐ Does the daily schedule clearly communicate what students are supposed to do next? How often do I need to clarify or remind students?
- ☐ Is the classroom environment clean, organized, and free from unnecessary clutter? Are there areas that feel crowded or difficult to navigate?
- ☐ How well do classroom systems support students in transitioning smoothly between activities without needing my assistance?
- ☐ Are materials and supplies organized in a way that encourages student ownership and responsibility? How might this be improved?

Sensory Friendly

- ☐ Does the lighting in the classroom feel soft and comfortable for students, while still being bright enough for learning? How do I know this?
- ☐ Do I provide options for students to request adjustments, such as changing seats or modifying the environment to meet their sensory needs?
- ☐ Are the visual elements on the walls purposeful and supportive of learning, or do they create unnecessary distractions?
- ☐ Does the overall classroom environment (lighting, sound level, smell, and layout) support students' ability to stay focused and comfortable?
- ☐ How do students respond when they feel uncomfortable in the classroom environment, and am I providing tools or strategies to help them self-advocate?

Identity and Culture Affirming

- ☐ Are there visible items in the classroom that represent the identities, cultures, and communities of my students? How do I know these resonate with them?
- ☐ Do students have opportunities to share and learn about each other's identities and cultures in meaningful ways? How often does this happen?
- ☐ Are there books, stories, or materials in the classroom that reflect the diverse experiences of my students? How do students interact with these resources?

CARE: Classroom Design Student Interview Guide

- ☐ Do students reference classroom items, such as pictures, artifacts, or books, as representations of themselves or their community? What evidence have I seen of this?
- ☐ Am I intentionally fostering conversations or activities that help students connect their identities to classroom learning and relationships?

Beautiful and Inviting

- ☐ Does my classroom create a welcoming and visually appealing environment for students? How do students respond to the space?
- ☐ Are students actively involved in maintaining the cleanliness and organization of the classroom? How does this impact their sense of ownership?
- ☐ Do I intentionally design the classroom to be both aesthetically pleasing and conducive to learning? What specific choices support this?
- ☐ How does the physical appearance of my classroom influence students' feelings and attitudes toward learning?
- ☐ What feedback have students shared about their favorite aspects of the classroom's appearance, and how can I build on that?

Supportive of Learning

- ☐ Does the classroom layout and design support smooth transitions between activities? What might make transitions easier or harder for students?
- ☐ Are there a variety of spaces in the classroom for students to work independently and collaboratively? How are these spaces being used?
- ☐ Is student work prominently displayed in the classroom? How does this reflect and support their learning?
- ☐ How does the arrangement of materials, furniture, and wall displays contribute to students' ability to stay focused and engaged?
- ☐ What do students share about their experiences with moving, collaborating, and working in the classroom? How does this feedback inform changes to the space?