

# Tri-County Head Start/Early Head Start



## Needs Assessment for **Toddler** Class Teaching Practices

Coachees Name: \_\_\_\_\_

RETURN TO COACH BY: \_\_\_\_\_

Center \_\_\_\_\_

Date: \_\_\_\_\_

Instructions: Each of the questions below relate to effective teaching practices for supporting infant’s learning. Read each question and consider how often you do this teaching practice using the 1 to 5 rankings. Once you have completed the rankings, consider if you would like to do this teaching practice more. Identify the top 5 teaching practices you would like more support and help to use in the classroom. Use the notes section to write your initial ideas about what might help you use this practice.

Teaching Practice	How Often?					Change Needed? (Yes/No)	Priority (Top 5)	Notes
	Never			Always				
<b>Positive Climate</b>								
<b>In my care setting I...</b>								
1. Engage in responsive, reciprocal, and respectful interactions with all children throughout the day.	1	2	3	4	5			
2. Use strategies that promote peer interactions including sharing, cooperation, and play.	1	2	3	4	5			
3. Position yourself in close proximity to children.	1	2	3	4	5			
4. My interactions with children are warm and respectful?	1	2	3	4	5			
5. Am matching the affect of the children: smiling, laughing, and showing enthusiasm.	1	2	3	4	5			

Teaching Practice	How Often? Never Always	Change Needed? (Yes/No)	Priority (Top 5)	Notes
<b>Negative climate In my care setting I...</b>				
6. Show irritability, anger, or use a harsh voice when interacting with the children?	1 2 3 4 5			
7. Use punitive control measures such as yelling, threats, physical action, and/or punishment.	1 2 3 4 5			
8. Use teasing, sarcasm or harsh voice as a behavior management tool.	1 2 3 4 5			
9. Children show excessive amounts of negativity in peer disputes, and escalating frustrations.	1 2 3 4 5			
Teacher Practice	How Often? Never Always	Change Needed? (Yes/No)	Priority (Top 5)	Notes
<b>Teacher Sensitivity In my care setting I....</b>				
10. Anticipate problems and plan appropriately. (e.g., transitions, time of day, lack of understanding)	1 2 3 4 5			
11. Notice when children are experiencing difficulties or upset, and help them resolve their problems.	1 2 3 4 5			
12. Acknowledge and accept All emotions of the children.	1 2 3 4 5			

13. Provide support and comfort on an individual basis for all children	1 2 3 4 5			
<b>Teaching Practice</b>	<b>How Often?</b>	<b>Change Needed? (Yes/No)</b>	<b>Priority (Top 5)</b>	<b>Notes</b>
	<b>Never</b> <b>Always</b>			
<b>Regard for Child Perspectives In my care setting I ....</b>				
14. Follow the children's lead, provide choices, and elicit children's expression and ideas.	1 2 3 4 5			
15. Show flexibility and allow for movement and talking, and adjust the pace of activities for individual children.	1 2 3 4 5			
16. provide opportunities for children to have responsibilities, and support self-care.	1 2 3 4 5			
17. Make materials accessible to children.	<b>1 2 3 4 5</b>			
<b>Teaching Practice</b>	<b>How often?</b>	<b>Change Needed? (Yes/No)</b>	<b>Priority (Top 5)</b>	<b>Notes</b>
	<b>Never</b> <b>Always</b>			
<b>Behavior Guidance In my care setting I...</b>				
18. Have clear and consistent behavior expectations in your classroom.	1 2 3 4 5			
19. Consistently monitor challenging behavior in your classroom.	1 2 3 4 5			

20. Am able, in a positive way, to re-direct children in your classroom.	1 2 3 4 5			
21. Use descriptive and positive feedback so children know exactly what is expected and what they are doing well.	1 2 3 4 5			
22. How often are children waiting without being engaged for periods of 3 minutes or longer?	1 2 3 4 5			
<b>Teaching Practice</b>	<b>How Often?</b>	<b>Change Needed? (Yes/No)</b>	<b>Priority (top 5)</b>	<b>Notes</b>
	Never Always			
<b>Facilitation of Learning and Development In my care setting I...</b>				
23. Provide opportunities for exploration and are you actively involved in guiding and supporting children's exploration	1 2 3 4 5			
24. Relate information back to children's home lives and past learning experiences.	1 2 3 4 5			
25. Present information and learning using a variety of modalities. (e.g., hands-on materials, involving all the senses and learning styles)	1 2 3 4 5			
<b>Quality Feedback In my care setting I ...</b>				
26. Offer hints, verbal, and/or physical assistance to scaffold children's learning	1 2 3 4 5			

27. recognize and encourage children's efforts.	1	2	3	4	5			
28. Provide feedback loops (extended back and forth conversations) to children to deepen their understanding of their learning.	1	2	3	4	5			
29. Clarify concepts and tasks, and use positive phrasing and desire behaviors.	1	2	3	4	5			
30. individualize feedback and make it specific to what a child is doing/saying.	1	2	3	4	5			
<b>Language Modeling In my care setting I...</b>								
31. Have back and forth conversations with children.	1	2	3	4	5			
32. Use contingent responding and open ended questions in conversations.	1	2	3	4	5			
33. Repeat, extend, and elaborate children's responses.	1	2	3	4	5			
34. Map your own actions and the actions of the children through language and descriptors using advance language.	1	2	3	4	5			

35. Use a variety of words and descriptive vocabulary when talking with children.	1   2   3   4   5			
36. Make connections between new and familiar words and ideas.	1   2   3   4   5			

*I verify that the Needs Assessment has been completed by the indicated teaching staff member. And is ready to be submitted.*

**Center Coordinator's initials:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Returned to Coach by indicated date, see top of Needs Assessment.**