

Teacher Name: Tanya Robinson

Date: September 201X

**Instructions:** Each of the questions below relate to effective teaching practices for supporting children’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 Do You Use this Practice?					Change needed?	Priority (Top 5)	Notes
	Never	Seldom	Some-times	Usually	Always			
<b>Engaging Interactions &amp; Environments: Well-Organized Classrooms</b>								
1. Do you prepare for teaching and instructional activities in advance and have materials ready and accessible?	1	2	3	4	5	Yes <b>No</b>		
2. Do you use classroom rules to help clarify expectations (what children should do) for specific activities?	1	2	3	4	5	<b>Yes</b> No	3	I Created Classroom rules with the Children at the beginning of the year and have them posted but I could <i>refer to the rules more often</i>
3. Do you plan the classroom schedule to provide a balanced set of activities and routines?	1	2	3	4	5	<b>Yes</b> No	4	It has been easier to do our large group and work activities first and then play outside in the afternoon but the Children seem to get really fidgety by the end of Circle and during small groups

Teaching Practice	How Often Do You Use this Practice?					Change needed?	Priority (Top 5)	Notes
	Never	Seldom	Some-times	Usually	Always			
4. Do you provide a visual schedule and use it to help children understand what is currently happening in class and what will happen throughout the day?	1	2	3	4	5	Yes <input checked="" type="checkbox"/> No		
<b>Engaging Interactions &amp; Environments: Social and Emotional Support</b>								
5. Are your interactions with children responsive and supportive?	1	2	3	4	5	Yes <input checked="" type="checkbox"/> No		
6. Do you identify children’s interests and use them to guide interactions and activities with children?	1	2	3	4	5	Yes <input checked="" type="checkbox"/> No		
7. Are you moving around the classroom to interact and engage with children in play and learning activities, including daily routines?	1	2	3	4	5	<input checked="" type="checkbox"/> Yes No	2	I usually assign my team to specific children to work with so I might not interact with each child in a day

<p>8. Do you use strategies that promote peer interactions including sharing, cooperation, and play?</p>	<p>1 2 3 4 5</p>	<p>Yes No</p>	<p>1</p>	<p>I'm not sure how to promote peer interaction. When I have tried it usually ends up with children demanding my attention. I need more information about the strategies I might use</p>
<p><b>Engaging Interactions &amp; Environments: Instructional Interactions and Materials</b></p>				
<p>9. Do you arrange classroom activities and materials so that children can practice and learn new skills (e.g., offer limited work materials so children need to share, put high interest materials out of reach so children need to ask, “forget” a key idea so children can “remind” them)?</p>	<p>1 2 3 4 5</p>	<p>Yes No</p>		
<p>10. Are you offering children opportunities to make “choices” within activities?</p>	<p>1 2 3 4 5</p>	<p>Yes No</p>	<p>5</p>	<p>I usually assign children to the centers &amp; activities or let them know which materials to use</p>
<p>11. Are you providing opportunities for children to actively engage, respond, talk, and make meaningful contributions during activities?</p>	<p>1 2 3 4 5</p>	<p>Yes No</p>		
<p>12. Do you use descriptive feedback so children know exactly what is expected and what they are doing well?</p>	<p>1 2 3 4 5</p>	<p>Yes No</p>		

<p>13. Do you vary the level of support children receive during classroom activities and tasks based on their individual abilities?</p>	<p>1    2    3    4    5</p>	<p>Yes No</p>	<p>*</p>	<p>I need to learn more about this practice before focusing on it</p>
<p>14. Are you modeling more complex language, problem-solving skills, and exploration and reasoning skills to expand children’s experiences?</p>	<p>1    2    3    4    5</p>	<p>Yes No</p>		
<p><b>Research-Based Curricula and Teaching Practices</b></p>				
<p>15. Do you use intentional and systematic instructional procedures to support children’s learning during ongoing activities, routines, and transitions?</p>	<p>1    2    3    4    5</p>	<p>Yes No</p>	<p>*</p>	<p>I need to learn more about this practice before focusing on it</p>
<p>16. Do you plan high quality appropriate learning targets for children and use them to guide teaching throughout the day?</p>	<p>1    2    3    4    5</p>	<p>Yes No</p>		
<p>17. Do you observe and record children’s skills and progress during naturally occurring activities (i.e., activity-focused assessment) and use this information to inform planning, teaching, and decision-making?</p>	<p>1    2    3    4    5</p>	<p>Yes No</p>		