

Coachee Name: \_\_\_\_\_

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

**Strengths and Needs Assessment: Teaching Practices Engaging Interactions and Environments and Individualized Teaching and Learning**

**Instructions:** These are effective practices for supporting children’s learning. Read each statement and use the 1-5 scales to show how often you are currently using each practice. Select and prioritize 3 practices you would like to focus on. The NCECDTL 15 minute In-service Suites that support each practice are listed in the last column. Complete and submit by October 31<sup>st</sup>.

Teaching Practices	I am doing this now...		Priority (Top 3 of interest to grow)	In-service Suites			
	Not at all	All the time					
<b>Social and Emotional Support</b>							
1. I use a child’s interests to guide interactions and plan activities.	1	2	3	4	5		Following Children’s Lead; Creating a Caring Community
2. I provide opportunities for children to take on meaningful roles in the early learning setting.	1	2	3	4	5		Giving Children Responsibilities
3. I use strategies that encourage children to help each other.	1	2	3	4	5		Giving Children Responsibilities
<b>Well-Organized Classrooms</b>							
1. I provide quality materials that support children’s active engagement and learning and that represent a diverse population.	1	2	3	4	5		Materials to Support Learning
2. I use clear, descriptive, positive feedback so children know exactly what is expected and what they are doing well. I used descriptive feedback more than I use general praise.	1	2	3	4	5		Stating Behavioral Expectations
3. I prepare for teaching and instructional activities in advance and have materials ready and accessible.	1	2	3	4	5		Materials to Support Learning
4. I clearly teach, explain and review the early learning setting rules and behavior expectations with children.	1	2	3	4	5		Creating Early Learning Setting Rules; Stating Behavioral Expectations
5. I provide a visual schedule and use it to help children & staff understand what is currently happening in class and what will happen throughout	1	2	3	4	5		Schedules and Routines

the day.						
<b>Instructional Interactions</b>						
1. I guide children through the process of generating and planning solutions to a problem.	1	2	3	4	5	Fostering Children's Skills; Using the Scientific Method
2. I plan lessons that link similar concepts and help children make connections between their everyday experiences and their previous knowledge.	1	2	3	4	5	Making Learning Meaningful; Fostering Children's Thinking
3. I plan activities where children can predict, observe and experiment.	1	2	3	4	5	Using the Scientific Method; Fostering Children's Thinking Skills
4. I vary the level of support children receive during early learning setting activities and tasks based on their individual abilities.	1	2	3	4	5	Scaffolding Children's Learning
5. I support children's understanding and deepen their knowledge by asking follow-up questions, making comments that extend children's thinking, or making connections to the children's daily experiences.	1	2	3	4	5	Making Learning Meaningful; Expansions
6. I respond to children's correct answers with follow-up questions. I respond to incorrect answers with specific information to help a child learn about the correct answer.	1	2	3	4	5	Providing Feedback
7. I build on what students say, model appropriate language and syntax, and provide examples of different ways we use language.	1	2	3	4	5	Expansions
8. I use and teach new or unfamiliar vocabulary.	1	2	3	4	5	Novel Words
<b>Turning Goals into Teaching Opportunities</b>						
1. I identify children who require individualized teaching. They can be children with IEP's or IFSP's, children with behavior plans, children who are not making progress, or advanced learners who need more challenge.	1	2	3	4	5	
2. I make a goal easier by breaking it down into smaller parts. I use everyday teaching opportunities	1	2	3	4	5	

to focus on these smaller parts.			
<b>Curriculum Modifications</b>			
1. I modify the curriculum (make changes to early learning setting activities or materials) in order to help a child participate as independently as possible in planned activities, interactions and routines.	1	2	3 4 5
2. I assess the impact of the curriculum modifications Did the changes I made allow the child to participate fully?	1	2	3 4 5
3. I have an adult support the child's participation in learning.	1	2	3 4 5
4. I use peers to help children learn important objectives (for example pairing a dual language learner with a child who speaks the home language, or seating a child next to a peer who can model appropriate circle -time behavior).	1	2	3 4 5
5. I use invisible supports (for example, alternating quiet activities with movement activities, or inviting a child with poor motor strength to knead playdough after it has already been warmed or softened)	1	2	3 4 5