**Instructional Practices Supporting Formative Assessment**

**Teacher/Staff Self Checklist**

| To what extent do I: | Almost always | Occasionally | Not yet |
| --- | --- | --- | --- |
| 1. Set clear and specific learning targets?  * For example, the teacher establishes a target of teaching comprehension for terms “near” and “far” (communication & mathematical thinking). She/He sets up an experiment using a catapult where children fling big and small marshmallows across the room. The teacher asks, “Is the big one near you or far from you?” They compare the distance between the marshmallows and the child uses the terms “near” and “far.” |  |  |  |
| 1. Have a process for collecting child observation data? |  | | |
| * Anecdotal notes |  |  |  |
| * Work samples |  |  |  |
| * Pictures |  |  |  |
| * Video |  |  |  |
| * Oral language samples |  |  |  |
| 3. Use instructional play practices to inform my formative assessment process? |  | | |
| * Provide ample wait time after asking a question so that a child can formulate his/her answer |  |  |  |
| * Show/ model a routine or activity, in addition to giving verbal instructions |  |  |  |
| * Guide/scaffold a child in play by repeating what the child does and showing him/her how to extend the play schema to a slightly more mature level. For example, teacher says “ring-ring” and the child picks up a phone and puts it to his ear. Next, the teacher imitates the child and then says, “Hello mommy” |  |  |  |
| * Sometimes “forget”/sabotage/obstruct by not providing an item that is essential for an activity (such as paints with no paintbrush) and waiting to see if the child communicates about the problem |  |  |  |
| * Remove a preferred toy or instructional item and place it out of reach so that children must devise a strategy for retrieving the object (such as by asking for help or attempting to reach the object) |  |  |  |
| * Other instructional play practice: |  |  |  |
| 1. Provide specific feedback to children in routines and activities. For example, when a child provides an incorrect response, the teacher immediately acknowledges what the child said (e.g., “You said the big one is near you) and then follows up by modeling the correct response (e.g., “but when we look and compare we see that the big one is far from you”)? |  |  |  |
| 1. Use formative assessment data to make instructional decisions for  * individual child planning * benchmark assessments (IEP progress, quarterly report) * summative assessment (annual IEP review, end of year progress)? |  |  |  |
| 1. Use formative assessment data to reflect on my instruction? |  |  |  |

**Instructional Practices to Promote Positive Relationships**

**Teacher/Staff Self Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| To what extent do I: | Almost always | Occasionally | Not yet |
| 1. Call children by name and engage in brief and extended conversations throughout the day (i.e.; routines, teacher-led activities, student-led activities, etc.); modeling conversational strategies that support relationship building and overall communication development? |  |  |  |
| 1. Identify, use, and model strategies for joining children’s play that will support their development of social interactions and will assist them in expanding their ideas during play sequences? |  |  |  |
| 1. Use and model a positive, calm, and supportive tone in conversations with children? |  |  |  |
| 1. Respond to children’s comments and ideas by asking open-ended questions and by making comments that expand their learning and encourage critical thinking skills? |  |  |  |
| 1. Use and model alternative strategies when communicating with children who are non-verbal, language delayed, or dual language learners (DLL) that will assist other children in implementing these strategies for successful peer relationships? |  |  |  |
| 1. Provide multiple and creative opportunities for families and caregivers to interact with the children and their families/caregivers in the classroom, including opportunities to participate in classroom activities and share cultural diversity? |  |  |  |
| 1. Have a bi-directional process of communication with families/caregivers using a variety of methods (text, e-mails, phone calls, communication logs, and face-to-face) which supports the families’ choice of communication and includes sharing information about classroom activities and celebrating children’s accomplishments? |  |  |  |
| 1. Have open and supportive communication with other staff members that supports their understanding of early childhood development by providing strategies for working with young children, planning classroom activities collaboratively, and recognizing and utilizing staff members’ contributions to the success of the classroom community? |  |  |  |
| 1. Use reflective strategies to question my own instructional practices in order to enhance, implement, and model nurturing, responsive relationships within the classroom community? |  |  |  |

**Instructional Practices for Classroom Design to Create Supportive Environments**

**Teacher/Staff Self-Assessment Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| To what extent do I: | Almost always | Occasionally | Not yet |
| 1. Arrange the classroom so that all children can move easily around the room (i.e. traffic patterns are clear of obstacles, needs of children with physical and sensory disabilities are addressed)? |  |  |  |
| 1. Arrange the classroom so there are no wide open spaces where children can run (i.e. classroom space can accommodate wheelchairs and other special equipment if needed)? |  |  |  |
| 1. Incorporate critical dimensions when arranging the environment (i.e. hard/soft, intrusion/seclusion, open/closed, risk/safety, simple/complex, high mobility/low mobility)? |  |  |  |
| 1. Design learning centers that have clear (physical) boundaries (i.e. chairs, shelving, tables, rugs etc. create boundaries)? |  |  |  |
| 1. Include an adequate number and variety of centers to promote interest and support the number of children allowed in each center (i.e. new materials connected with current themes and children’s interest are added to centers)? |  |  |  |
| 1. Ensure that the classroom environment, resources and materials are representative of diverse children and families (i.e. children’s families are represented in the classroom in photos, books, bulletin boards and images of successful individuals who fully represent the school community are included in the classroom environment) |  |  |  |
| 1. Prepare activity materials and centers before children arrive at the center or activity (materials are adequate for number of children in centers, teacher is familiar with activity script or sequence)? |  |  |  |
| 1. Communicate at eye level with the children almost all of the time (i.e. in close proximity to children and actively engaging in activities with them)? |  |  |  |

**Instructional Practices to Promote Behavior Expectations and Rules**

**Teacher/Staff Self-Assessment Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| To what extent do I: | Almost always | Occasionally | Not yet |
| 1. Establish and display no more than five rules for a given area (circle or center area, hallways, outdoor play areas, bathrooms, etc.), connecting them throughout the day to the school’s or LEA’s behavior expectations? |  |  |  |
| 1. Use and model rules/directions, oral and written, that are positively phrased, telling children what “to do” rather than what “not to do”? |  |  |  |
| 1. Post rules with picturesor objects at eye-level so that all children may see them? |  |  |  |
| 1. Communicate and involve families/caregivers in understanding the importance of developing behavior expectations and rules and explain how success can be achieved when continuity and collaboration occur between home and school? |  |  |  |
| 1. Utilize a variety of strategies (role play, stories, etc.) to demonstrate and assist children in understanding the rules and behavior expectations? |  |  |  |
| 1. Use naturally occurring opportunities to facilitate discussions which will allow children to think critically about the importance of following behavior expectations and rules in the school environment? |  |  |  |
| 1. Review and facilitate learning of posted behavior expectations and rules with children prior to and during individual-, small-, large-group activities, and during transitions? |  |  |  |
| 1. Use reflective strategies to enhance my own instructional practices and ensure the learning and understanding of rules and behavior expectations in order to promote a safe environment? |  |  |  |

**Instructional Practices for Effective Schedules and Routines**

**Teacher/Staff Self-Assessment Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| To what extent do I: | Almost always | Occasionally | Not yet |
| 1. Post the daily schedule with visuals and review throughout the day so that children are aware of the activity sequence (i.e. talk to children about what is happening next and refer to posted visual schedule)? |  |  |  |
| 1. Ensure that teacher-directed activities are shorter than 20 minutes and ensure that children are actively engaged most of the time (i.e. materials prepared ahead of time; activity modified or changed if most children lose interest; fine and gross motor movements incorporated; verbal and visual supports provided)? |  |  |  |
| 1. Include a balance of both child-directed and teacher-directed activities as well as large and small group activities throughout the daily schedule (i.e. allow time for children to explore materials on their own during center play; teacher provides individualized teaching in small groups)? |  |  |  |
| 1. Prepare children when changes to the schedule occur and provide alternate activity (i.e. verbally explain, “We are not going to be able to go outside today because it is raining, so we are going to go to the gym,” and place a stop sign over outside time on schedule)? |  |  |  |
| 1. Provide individual and/or whole class warnings prior to transitions (i.e. give a verbal 5 minute warning and set a timer. “When the timer goes off it is time to clean up,” five fingers countdown)? |  |  |  |
| 1. Use transition strategies that ensure children are actively engaged in the transition (i.e. sing songs while moving between activities; provide books/games that reinforce academic concepts while waiting)? |  |  |  |
| 1. Teach children the steps and behavior expectations of transitions and provide lots of opportunity to practice (i.e. review steps for washing hands during circle time; post individualized picture cues)? |  |  |  |
| 1. Guide children to select activities or use materials to promote engagement (i.e. get the attention of a child who is not cleaning by inserting his or her name into the Clean-Up Song, provide a visual cue to prompt them to pick up toys)? |  |  |  |
| 1. Allow multiple opportunities throughout the daily schedule for children to make meaningful choices within routines and transitions (i.e. choosing centers, materials, where to sit)? |  |  |  |

**Instructional Practices for Giving Effective Directions and Feedback**

**Teacher/Staff Self-Assessment Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| To what extent do I: | Almost always | Occasionally | Not yet |
| 1. Use directions that are short, simple and specific (i.e. “Use your walking feet”)? |  |  |  |
| 1. Consistently provide positive descriptivefeedback to children who follow the directions, follow the rules, engage appropriately in transitions, engage in activities (i.e. When children are observed to follow the direction follow-up by saying, ”Thank you for using your walking feet; it keeps everyone safe.”)? |  |  |  |
| 1. Redirect children or modify activity when children are withdrawn or off-task to more productive activities (i.e. use rhymes such as “Hocus, pocus, everybody focus” to bring attention back to teacher/activity)? |  |  |  |
| 1. Check in with children to make sure they understand the directions (i.e. ask children to repeat directions or give the directions to another child)? |  |  |  |
| 1. Individualize directions for children who need more support (i.e. When a child does not respond to a whole group direction such as “Get your coats and line up” the teacher repeats the direction in smaller steps – “Get your coat. [pause] Line up.”)? |  |  |  |
| 1. Provide positive descriptive feedback and /or choiceswhen challenging behavior is occurring in the classroom (i.e. “I see you are having a hard time sitting in circle. Do you need a chair, or would you like to go to our safe space?”)? |  |  |  |
| 1. Provides choices and options when possible (i.e. choosing materials during an activity, choosing what activity will come next, and choosing a friend to sit with at lunch)? |  |  |  |
| 1. Give child opportunity to respond (i.e. provide a variety of opportunities for children to express what they know by asking open-ended questions, thumbs up/down to signify understanding, allow child to ask questions)? |  |  |  |
| 1. Use reflective strategies to question my own instructional practices in order to provide short, descriptive directions as well as feedback that is authentic, contingent and descriptive? |  |  |  |

**Instructional Practices to Promote Emotional Literacy and Empathy**

**Teacher/Staff Self Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| To what extent do I: | Almost always | Occasionally | Not yet |
| 1. Use a variety of materials (books, puppets, games etc.) in naturally occurring opportunities across the day to teach emotional literacy and empathy skills? |  |  |  |
| 1. Use group settings (both large and small) to teach emotional literacy and empathy skills? |  |  |  |
| 1. Use and model expected behaviors while describing the behavior? |  |  |  |
| 1. Comment positively and descriptively when children are expressing their emotions? |  |  |  |
| 1. Include instruction using a variety of materials (books, puppets, games etc.) in recognizing feelings in self and others in the daily lesson plan? |  |  |  |
| 1. Discuss emotions in the classroom including using increasingly complex vocabulary such as mad, angry, frustrated etc.? |  |  |  |
| 1. Encourage and allow the children to appropriately express a range of emotions in the class (It is ok to be angry, but not ok to hit)? |  |  |  |
| 1. Use and model alternatives strategies when communicating with children who are non-verbal, language delayed, or dual language learners (DLL) and will assist other children in implementing these strategies for successful peer relationships? |  |  |  |
| 1. Use reflective strategies to question my own instructional practices in order to enhance, implement, and model emotional literacy and empathy within the classroom community? |  |  |  |

**Instructional Practices for Recognizing and Controlling Anger and Impulses**

**Teacher/Staff Self-Assessment Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| To what extent do I: | Almost always | Occasionally | Not yet |
| 1. Provide children with strategies to use when they are angry in order to calm down? |  |  |  |
| 1. Provide a safe space and visual reminders of calm down steps in the classroom? |  |  |  |
| 1. Explicitly teach calming strategies? |  |  |  |
| 1. Comment on and recognize children who have managed anger appropriately? |  |  |  |
| 1. Help children reflect on their own use of calming strategies? |  |  |  |
| 1. Individualize instruction on anger management based on children’s individual needs? |  |  |  |
| 1. Use anger management strategies in interactions with children and model calm down steps? |  |  |  |
| 1. Remind children of posted strategies when a problem behavior occurs? |  |  |  |
| 1. Prompt children to use strategies when appropriate? |  |  |  |
| 1. Help children debrief after problems occur? |  |  |  |

**Instructional Practices to Promote Problem-Solving**

**Teacher/Staff Self-Assessment Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| To what extent do I: | Almost always | Occasionally | Not yet |
| 1. Explicitly teach problem-solving steps? |  |  |  |
| 1. Engage children in generating solutions to common classroom problems? |  |  |  |
| 1. Provide visual reminders about problem-solving steps and possible solutions? |  |  |  |
| 1. Support children as they work through the problem-solving process in naturally occurring situations? |  |  |  |
| 1. Note problem situations and use those as examples during group situations to talk about how to problem solve? |  |  |  |
| 1. Comment on and recognize children who have been “good problem solvers” and help children reflect on their own use of problem solving? |  |  |  |
| 1. Individualize instruction and use different procedures and materials to teach problem solving based on children’s individual needs? |  |  |  |
| 1. Use problem solving in interactions with children and model problem-solving steps? |  |  |  |
| 1. Support resilience by reinforcing it is okay to make a mistake and providing specific feedback to children regarding their willingness to persist when something is difficult? |  |  |  |
| 1. Support children’s development by providing specific feedback on progress/growth that they have made? |  |  |  |

**Instructional Practices for Developing Friendships**

**Teacher/Staff Self-Assessment Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| To what extent do I: | Almost always | Occasionally | Not yet |
| 1. Comment positively and descriptively on children who are working together, helping each other or engaging in friendship behaviors? |  |  |  |
| 1. Encourage children to play together? |  |  |  |
| 1. Use multiple strategies and materials (discussion, puppets, books) in group activities to teach friendship skills (helping others, taking turns, organizing play)? |  |  |  |
| 1. Provide children with planned opportunities to practice friendship skills (e.g. role playing, pairing up with a buddy)? |  |  |  |
| 1. Provide increasing levels of assistance to help children enter and maintain interactions with their peers? |  |  |  |
| 1. Explicitly teach or prompt children how to initiate and respond to their peers? |  |  |  |
| 1. Use multiple strategies (peer buddies, structuring activities) to support children in learning and practicing social skills? |  |  |  |
| 1. Help children reflect on interactions with their peers? |  |  |  |
| 1. Model friendship skills in interactions with children and other adults? |  |  |  |