**Classroom Practices Needs Assessment**

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| --- | --- | --- | --- |
| Name: |  | Date: |  |

| **Practice** | What is your **current level of knowledge and skills** related to this practice? | How much **support** do you think you will need to apply this practice? |
| --- | --- | --- |
| 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| none | low | moderate | high | none | little | moderate | a lot |
| **Talk and Play with Children** |  |  |
| 1. Teacher gets on children’s level and makes eye contact with children when talking with them.
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| 1. Teacher has conversations with children.
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| 1. Teacher follows children’s lead in conversations.
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| 1. Teacher gives positively stated, simple, and specific directions.
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| 1. Teacher provides positive, descriptive feedback.
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| 1. Teacher’s ratio of positive comments to directives or negatives is at least 3:1.
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| 1. Teacher joins children in play.
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| 1. Teacher follows children’s lead in play.
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| 1. Teacher has extended play interactions with children.
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| 1. Teacher encourages children to play with peers.
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| 1. Teacher supports children in play with peers.
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| **Structure the Environment** |  |  |
| 1. Teacher has a predictable schedule for the day.
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| 1. Teacher posts and reviews the schedule daily.
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| 1. Teacher has predictable routines throughout the day.
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| 1. Teacher provides transition cues before whole-class and small-group transitions.
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| 1. Teacher structures transitions so children know what to do.
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| 1. Teacher minimizes “down” time or waiting during transitions.
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| 1. Teacher uses visuals to help children understand the environment and expectations.
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| **Establish and Teach Classroom Rules** |  |  |
| 1. Teacher works with children to develop the rules.
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| 1. Teacher ensures rules are few in number, simple, specific, and positively stated.
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| 1. Teacher posts the rules with visuals for each rule.
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| 1. Teacher teaches children the rules.
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| 1. Teacher reviews the rules daily.
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| 1. Teacher provides rule reminders throughout the day.
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| 1. Teacher provides positive feedback to children for following the rules.
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| 1. Teacher discusses the rules with children, including what the rules look like and why it is important to follow them for the benefit of the classroom community.
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| **Teach Prosocial Skills** |  |  |
| 1. Teacher teaches children emotion vocabulary.
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| 1. Teacher teaches children how to recognize emotions and self and others.
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| 1. Teacher teaches children how to manage and express emotions.
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| 1. Teacher teaches children how to recognize problems.
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| 1. Teacher teaches children how to solve problems.
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| 1. Teacher teaches children how to share and take turns.
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| 1. Teacher teaches children how to give use caring words with others.
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| 1. Teacher teaches children how to interact with others with differences.
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| **Teach About Differences, Culture, and Anti-Bias Behaviors** |  |  |
| 1. Teacher uses discussion, play, books, and planned activities to encourage children to notice and appreciate characteristics of themselves and others (e.g., skin color, hair texture, etc.).
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| 1. Teacher uses discussion, play, books, and planned activities to encourage children to notice and appreciate different family and cultural backgrounds.
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| 1. Teacher uses discussion, play, books, and planned activities to address misconceptions, unfairness, and bias.
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| 1. Teacher supports children in acting against unfairness or bias.
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| **Partner with Families** |  |  |
| 1. Teacher greets family members and engages in informal conversations with them.
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| 1. Teacher welcomes families into the classroom and provides different opportunities for families to be involved in the program.
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| 1. Teacher establishes a method for bidirectional communication with families and regularly shares information.
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| 1. Teacher learns about family characteristics and culture (e.g., asks families to complete a brief questionnaire, asks families to share a tradition).
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| 1. Teacher communicates with families about curriculum and provides activity ideas for how they can support the curriculum at home.
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| 1. Teacher shares resources with families on topics of interest (e.g., supporting social-emotional development).
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