**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. |  | | | |  | | | |
| 1. Teacher has conversations with children. |  | | | |  | | | |
| 1. Teacher follows children’s lead in conversations. |  | | | |  | | | |
| 1. Teacher gives positively stated, simple, and specific directions. |  | | | |  | | | |
| 1. Teacher provides positive, descriptive feedback. |  | | | |  | | | |
| 1. Teacher’s ratio of positive comments to directives or negatives is at least 3:1. |  | | | |  | | | |
| 1. Teacher joins children in play. |  | | | |  | | | |
| 1. Teacher follows children’s lead in play. |  | | | |  | | | |
| 1. Teacher has extended play interactions with children. |  | | | |  | | | |
| 1. Teacher encourages children to play with peers. |  | | | |  | | | |
| 1. Teacher supports children in play with peers. |  | | | |  | | | |
| **Structure the Environment** |  | | | |  | | | |
| 1. Teacher has a predictable schedule for the day. |  | | | |  | | | |
| 1. Teacher posts and reviews the schedule daily. |  | | | |  | | | |
| 1. Teacher has predictable routines throughout the day. |  | | | |  | | | |
| 1. Teacher provides transition cues before whole-class and small-group transitions. |  | | | |  | | | |
| 1. Teacher structures transitions so children know what to do. |  | | | |  | | | |
| 1. Teacher minimizes “down” time or waiting during transitions. |  | | | |  | | | |
| 1. Teacher uses visuals to help children understand the environment and expectations. |  | | | |  | | | |
| **Establish and Teach Classroom Rules** |  | | | |  | | | |
| 1. Teacher works with children to develop the rules. |  | | | |  | | | |
| 1. Teacher ensures rules are few in number, simple, specific, and positively stated. |  | | | |  | | | |
| 1. Teacher posts the rules with visuals for each rule. |  | | | |  | | | |
| 1. Teacher teaches children the rules. |  | | | |  | | | |
| 1. Teacher reviews the rules daily. |  | | | |  | | | |
| 1. Teacher provides rule reminders throughout the day. |  | | | |  | | | |
| 1. Teacher provides positive feedback to children for following the rules. |  | | | |  | | | |
| 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. |  | | | |  | | | |
| **Teach Prosocial Skills** |  | | | |  | | | |
| 1. Teacher teaches children emotion vocabulary. |  | | | |  | | | |
| 1. Teacher teaches children how to recognize emotions and self and others. |  | | | |  | | | |
| 1. Teacher teaches children how to manage and express emotions. |  | | | |  | | | |
| 1. Teacher teaches children how to recognize problems. |  | | | |  | | | |
| 1. Teacher teaches children how to solve problems. |  | | | |  | | | |
| 1. Teacher teaches children how to share and take turns. |  | | | |  | | | |
| 1. Teacher teaches children how to give use caring words with others. |  | | | |  | | | |
| 1. Teacher teaches children how to interact with others with differences. |  | | | |  | | | |
| **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.). |  | | | |  | | | |
| 1. Teacher uses discussion, play, books, and planned activities to encourage children to notice and appreciate different family and cultural backgrounds. |  | | | |  | | | |
| 1. Teacher uses discussion, play, books, and planned activities to address misconceptions, unfairness, and bias. |  | | | |  | | | |
| 1. Teacher supports children in acting against unfairness or bias. |  | | | |  | | | |
| **Partner with Families** |  | | | |  | | | |
| 1. Teacher greets family members and engages in informal conversations with them. |  | | | |  | | | |
| 1. Teacher welcomes families into the classroom and provides different opportunities for families to be involved in the program. |  | | | |  | | | |
| 1. Teacher establishes a method for bidirectional communication with families and regularly shares information. |  | | | |  | | | |
| 1. Teacher learns about family characteristics and culture (e.g., asks families to complete a brief questionnaire, asks families to share a tradition). |  | | | |  | | | |
| 1. Teacher communicates with families about curriculum and provides activity ideas for how they can support the curriculum at home. |  | | | |  | | | |
| 1. Teacher shares resources with families on topics of interest (e.g., supporting social-emotional development). |  | | | |  | | | |