Teaching Practice Needs Assessment

Name: _____   Date: _____

Instructions: Each of the statements listed are effective teaching practices for supporting children's learning. Read each statement and identify whether you are comfortable using the practice, would like to use the practice more often, and rank how much support you feel you need to help you use the practice. Check or circle your choice in each column. After completing the needs assessment on your teaching practices complete your desire to participate in the practice-based coaching pilot program at KCI.

	I am comfortable using this practice.	I would like to use this practice more often.	How much support do I need to help me use this practice?
Positive Climate **Reflects the emotional connection between the teacher and students and among students and the warmth, respect, and enjoyment communicated by verbal and nonverbal interactions" (2008, Pianta, LaParo, & Hamre, p. 69).**			
I say "Please" and "Thank You" to children often.	☐ Yes ☐ No	☐ Yes ☐ No	☐ A lot ☐ A little ☐ Some ☐ None
I sit at a child's level.	☐ Yes ☐ No	☐ Yes ☐ No	☐ A lot ☐ A little ☐ Some ☐ None
I use a soft voice and make direct eye contact with children.	☐ Yes ☐ No	☐ Yes ☐ No	☐ A lot ☐ A little ☐ Some ☐ None
I smile and laugh with the children.	☐ Yes ☐ No	☐ Yes ☐ No	☐ A lot ☐ A little ☐ Some ☐ None
I do not yell across the classroom room to get a child's attention.	☐ Yes ☐ No	☐ Yes ☐ No	☐ A lot ☐ A little ☐ Some ☐ None
I ask children if I can join them in their activities.	☐ Yes ☐ No	☐ Yes ☐ No	☐ A lot ☐ A little ☐ Some ☐ None
I use respectful language with children and others in my classroom.	☐ Yes ☐ No	☐ Yes ☐ No	☐ A lot ☐ A little ☐ Some ☐ None
I do not threaten the children or use a hash voice.	☐ Yes ☐ No	☐ Yes ☐ No	☐ A lot ☐ A little ☐ Some ☐ None
I do not say embarrassing or sarcastic things to children.	☐ Yes ☐ No	☐ Yes ☐ No	☐ A lot ☐ A little ☐ Some ☐ None
I communicate positive expectations and make positive comments to individual children.	☐ Yes ☐ No	☐ Yes ☐ No	☐ A lot ☐ A little ☐ Some ☐ None
Teacher Sensitivity **Encompasses the teacher's awareness of and responsivity to students' academic and emotional needs; high levels of sensitivity facilitate students'' ability to actively explore and learn because the teacher consistently provides comfort, reassurance, and encouragement" (2008, Pianta, LaParo, & Hamre, p. 69).**			
I am consistently aware of students who need extra support, assistance, or attention. I anticipate problems and plan accordingly.	☐ Yes ☐ No	☐ Yes ☐ No	☐ A lot ☐ A little ☐ Some ☐ None
I am consistently responsive to students and matches his or her support to their needs and abilities. I respond quickly when children make comments, ask a question, or send behavioral signals indicating a need for help or attention.	☐ Yes ☐ No	☐ Yes ☐ No	☐ A lot ☐ A little ☐ Some ☐ None
I am consistently effective at addressing students' problems and concerns. I am in tune with them, meaning I am able to see what children need both academically and socially and provides support to them in a timely manner.	☐ Yes ☐ No	☐ Yes ☐ No	☐ A lot ☐ A little ☐ Some ☐ None

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Children often come to me to share ideas, seeks support and guidance. I am consistently seen as a comfortable person for children to seek support.	☐ Yes ☐ No	☐ Yes ☐ No	☐ A lot ☐ Some	☐ A little ☐ None

Regard for Student Perspective
Captures the degree to which the teacher's interactions with students and classroom activities place an emphasis on students' interests, motivations, and points of view and encourage student responsibility and autonomy" (2008, Pianta, LaParo, & Hamre, p. 69).

Flexible in plans and on the lookout for opportunities to involve students by incorporating their interests and ideas into a lesson.	☐ Yes ☐ No	☐ Yes ☐ No	☐ A lot ☐ Some	☐ A little ☐ None
Interact with children by playing alongside and following their lead.	☐ Yes ☐ No	☐ Yes ☐ No	☐ A lot ☐ Some	☐ A little ☐ None
Develop new activities based on observation of the interests of the children.	☐ Yes ☐ No	☐ Yes ☐ No	☐ A lot ☐ Some	☐ A little ☐ None
Set up areas with materials that are available and accessible to the children without specific instructions for ways to use them, allowing for choice, responsibility, and independence.	☐ Yes ☐ No	☐ Yes ☐ No	☐ A lot ☐ Some	☐ A little ☐ None
Allow children to have classroom jobs and allow them to lead activities such as choosing a song to sing or leading a movement to music.	☐ Yes ☐ No	☐ Yes ☐ No	☐ A lot ☐ Some	☐ A little ☐ None
Listen to the children as they talk and converse so you will be able to develop an understanding of how they see the world. Encourage them to express their thoughts and share their ideas.	☐ Yes ☐ No	☐ Yes ☐ No	☐ A lot ☐ Some	☐ A little ☐ None
Provide times for the children to talk openly with teachers and with one another. During more structured activities, encourage a balance of student and adult talk by asking questions, especially open-ended questions.	☐ Yes ☐ No	☐ Yes ☐ No	☐ A lot ☐ Some	☐ A little ☐ None
Set behavioral expectations that are in line with students' developmental needs and appropriate to the activity at hand.	☐ Yes ☐ No	☐ Yes ☐ No	☐ A lot ☐ Some	☐ A little ☐ None

Behavior Management
"Encompasses the teacher's ability to provide clear behavioral expectations and use effective methods to prevent and redirect misbehavior" (2008, Pianta, LaParo, & Hamre, p. 69).

I clearly teach, explain and review the classroom rules and behavior expectations with children using visuals.	☐ Yes ☐ No	☐ Yes ☐ No	☐ A lot ☐ Some	☐ A little ☐ None
I am consistently proactive in monitoring my classroom effectively monitoring for behavior issues to arise.	☐ Yes ☐ No	☐ Yes ☐ No	☐ A lot ☐ Some	☐ A little ☐ None
I successfully redirect misbehavior in my classroom by concentrating on positives and making use of subtle cues. Behavior management rarely takes time away from learning.	☐ Yes ☐ No	☐ Yes ☐ No	☐ A lot ☐ Some	☐ A little ☐ None
I use clear descriptive positive feedback, more than statements that provide general praise, so children know exactly what is expected and what they are doing well.	☐ Yes ☐ No	☐ Yes ☐ No	☐ A lot ☐ Some	☐ A little ☐ None

Productivity
"Considers how well the teacher manages instructional time and routines and provides activities for students so that they have the opportunity to be involved in learning activities" (2008, Pianta, LaParo, & Hamre, p. 69).

I review daily schedule with the children every day before and during activities. I remind children of what is coming up and what we have already done.	☐ Yes ☐ No	☐ Yes ☐ No	☐ A lot ☐ Some	☐ A little ☐ None
I provide supports, cues and learning opportunities during	☐ Yes	☐ Yes	☐ A lot	☐ A little

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transitions.	☐	No	☐	No	☐ Some	☐	None
I review lesson plans and have materials ready where they are easily reached. I know what is expected of me and the children.	☐	Yes	☐	Yes	☐ A lot	☐	A little
	☐	No	☐	No	☐ Some	☐	None
I do not let interruptions hinder children's learning. My entire circle time does not stop when I get a phone call or someone comes in the room.	☐	Yes	☐	Yes	☐ A lot	☐	A little
	☐	No	☐	No	☐ Some	☐	None
I give clear short directions.	☐	Yes	☐	Yes	☐ A lot	☐	A little
	☐	No	☐	No	☐ Some	☐	None
I structure activities so that children are actively engaged, ensuring that children always have something productive to do (e.g., such as by providing an alternative activity for children who complete a task early).	☐	Yes	☐	Yes	☐ A lot	☐	A little
	☐	No	☐	No	☐ Some	☐	None
I use a visual schedule and use it to help children understand what is currently happening in class and what will happen throughout the day.	☐	Yes	☐	Yes	☐ A lot	☐	A little
	☐	No	☐	No	☐ Some	☐	None

Instructional Learning Formats

"Focuses on the ways in which the teacher maximizes students' interest, engagement, and ability to learn from lessons and activities" (2008, Pianta, LaParo, & Hamre, p. 69).

During activities I provide opportunities for children to actively engage, respond, talk, and make meaningful contributions.	☐	Yes	☐	Yes	☐ A lot	☐	A little
	☐	No	☐	No	☐ Some	☐	None
I use zoning practices or moving around the classroom to interact and engage with children in play and learning activities, including daily routine to support active engagement of all children in activities.	☐	Yes	☐	Yes	☐ A lot	☐	A little
	☐	No	☐	No	☐ Some	☐	None
I plan activities using a variety of modalities so that children experience learning through hearing, looking, speaking, doing, touching, or moving.	☐	Yes	☐	Yes	☐ A lot	☐	A little
	☐	No	☐	No	☐ Some	☐	None
I identify children's interests and use them to guide interactions with the child and plan activities related to child interest.	☐	Yes	☐	Yes	☐ A lot	☐	A little
	☐	No	☐	No	☐ Some	☐	None

Concept Development

"Measures the teacher's use of instructional discussions and activities to promote students' higher-order thinking skills and cognition and the teacher's focus on understanding rather than on rote instruction" (2008, Pianta, LaParo, & Hamre, p. 69).

I guide children through the process of generating and planning solutions to a problem.	☐	Yes	☐	Yes	☐ A lot	☐	A little
	☐	No	☐	No	☐ Some	☐	None
I ask open ended questions (i.e. how or why) more than I ask close-ended questions (i.e. yes/no or fact based).	☐	Yes	☐	Yes	☐ A lot	☐	A little
	☐	No	☐	No	☐ Some	☐	None
I plan activities where children can predict (what will happen next), observe (compare similarities and differences), and experiment (try out different ideas).	☐	Yes	☐	Yes	☐ A lot	☐	A little
	☐	No	☐	No	☐ Some	☐	None
I plan lessons that link similar concepts and help children make connections between their everyday experiences and their previous knowledge.	☐	Yes	☐	Yes	☐ A lot	☐	A little
	☐	No	☐	No	☐ Some	☐	None

Quality of Feedback

"Assesses the degree to which the teacher provides feedback that expands learning and understanding and encourages continued participation" (2008, Pianta, LaParo, & Hamre, p. 69).

I provide hints and assistance to students to help them understand their way of thinking.	☐	Yes	☐	Yes	☐ A lot	☐	A little
	☐	No	☐	No	☐ Some	☐	None

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I implement back and forth exchanges between teacher and students.	☐ Yes ☐ No	☐ Yes ☐ No	☐ A lot ☐ Some	☐ A little ☐ None
I prompt students to explain their thinking and rationale for responses and actions.	☐ Yes ☐ No	☐ Yes ☐ No	☐ A lot ☐ Some	☐ A little ☐ None
I contribute additional information to expand on students understanding/actions.	☐ Yes ☐ No	☐ Yes ☐ No	☐ A lot ☐ Some	☐ A little ☐ None
I encourage students' efforts which increases student involvement.	☐ Yes ☐ No	☐ Yes ☐ No	☐ A lot ☐ Some	☐ A little ☐ None
Language Modeling **"Captures the quality and amount of the teacher's use of language-stimulation and language-facilitation techniques" (2008, Pianta, LaParo, & Hamre, p. 69).**				
I initiate frequent and extended conversations with children, actively listen, contribute relevant responses, and ask related questions during each part of the routine.	☐ Yes ☐ No	☐ Yes ☐ No	☐ A lot ☐ Some	☐ A little ☐ None
I use strategies that promote peer interactions and conversations during each part of the routine.	☐ Yes ☐ No	☐ Yes ☐ No	☐ A lot ☐ Some	☐ A little ☐ None
I build on what students say, model appropriate and more complex language and syntax, and provide examples for the different ways we use language.	☐ Yes ☐ No	☐ Yes ☐ No	☐ A lot ☐ Some	☐ A little ☐ None
I talk about what I am doing and what the children are doing during each part of the routine.	☐ Yes ☐ No	☐ Yes ☐ No	☐ A lot ☐ Some	☐ A little ☐ None
I incorporate new or unfamiliar vocabulary during each part of the routine.	☐ Yes ☐ No	☐ Yes ☐ No	☐ A lot ☐ Some	☐ A little ☐ None

2014-2015 Pilot Practice-Based Coaching Program Participation Assessment

Please rate you level of desire to participate in the 2014-2015 Pilot Practice-Based Coaching Program.

☐ I love to learn and want to participate in the 2014-2015 Pilot Practice-Based Coaching Program. I want individual coaching each week to increase, learn more about, and strengthen my teaching practices.

☐ Maybe, I feel I am doing well but I am unsure if coaching will help me.

☐ No, I do not feel as if coaching would increase or improve my teaching practices.

☐ No, Not this Year maybe Later

☐ None of these statements describe me (Explain):

Here is a space for any comments, questions, and/or something specify you want coaching on: