

PRACTICE SUPPORT

THE ESSENTIAL PRACTICES OF EDUCARE TRAINING: HIGH-QUALITY TEACHING PRACTICES

High Quality Teaching Practices Program Self Assessment

Directions: This self-assessment can be completed by an interdisciplinary group of staff -- including leaders, teachers, family support, support services -- and parents. The results of the self-assessment can be used to guide future improvement efforts in your program by prioritizing the items that are the most important to the program and setting goals for improvement around them.

<ul style="list-style-type: none"> Exploration = Not yet initiated practice; still in inquiry mode Adopted Installation = Adopted practice; identifying, developing processes and system required for installation Initial Implementation = Partially installed practice; testing and learning Implemented = Installed and practicing successfully 	Exploration	Adopted Installation	Initial Implementation	Implemented
Leadership				
A purpose-driven vision of developmentally appropriate teaching and learning for children ages birth to five is clearly articulated and shared with all stakeholders (e.g., families, staff, community partners, funders)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has a clearly defined vision and articulated approach to how all staff partner with families in support of children’s learning and development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interdisciplinary Work and Collaboration				
Sets and articulates the vision for and value of interdisciplinary work and collaboration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifies and implements strategies to ensure staff understand the importance of multiple perspectives and have the skills to be successful in interdisciplinary efforts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultivates an organizational culture and climate rooted in reflective practice and inquiry as the mechanism of continuous learning and quality improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High-Quality Teaching Practices				
Teachers adhere to a code of ethics (e.g., Teacher Leader Model Standards, National Association for the Education of Young Children standards).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers know child development (e.g., social-emotional, physical, cognitive and language domains) and how young children learn (e.g., brain and developmental science).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers know the academic content (e.g., early learning standards) appropriate for young children in the areas of literacy, math, science, technology, social studies and the arts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

High-Quality Teaching Practices (continued...)				
<ul style="list-style-type: none"> • Exploration = Not yet initiated practice; still in inquiry mode • Adopted Installation = Adopted practice; identifying, developing processes and system required for installation • Initial Implementation = Partially installed practice; testing and learning • Implemented = Installed and practicing successfully 	Exploration	Adopted Installation	Initial Implementation	Implemented
Teachers know how to teach young children effectively. Teachers implement responsive and developmentally appropriate curriculum and instruction to ensure children are provided socially supportive, organized and instructionally meaningful interactions that support their development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers know how to assess children’s development and learning and how to use the information to plan meaningful curriculum and instruction/interactions for whole groups, small groups and the individual child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers know how to interact in a respectful, collaborative and interdisciplinary manner with families and colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers are aware of and sensitive and responsive to interpersonal issues related to diversity—power, race, religion, ethnicity, culture, socioeconomic status, gender, sexual orientation and temperament—and they use specific skills to cultivate positive relationships and collaborative interactions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers are life-long learners who engage in reflective practice and collaborate with other teachers to continuously examine and improve their instructional practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transitions into, within and out of the program are planned carefully so families are engaged in the process and families and children are supported.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching teams meet regularly (suggested monthly) to plan meaningful learning opportunities for young children; intentionally use data to make decisions about children’s developmental and learning progress; identify children who may need additional support; and reflect on their social-emotional, organizational and instructional supports (teaching practices), as well as on the use of materials and environments to support children’s learning and development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers strive to meet children where they are developmentally and understand behavior in the context of development and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers are knowledgeable about and implement positive behavior intervention and supports (e.g., PBIS).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers partner with families to extend and support meaningful and effective learning opportunities for children at home and at the school/program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers have respect for the knowledge and experiences that children bring with them and demonstrate this by listening to them, honoring their work and viewing them as competent learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers implement curricula/lessons designed to support dual-language learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>