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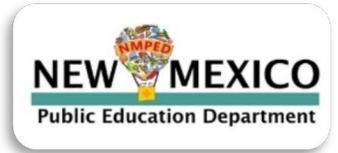
On Young Children's Learning
**PRACTICE-BASED COACHING
MENU OF PRACTICES**



REVISED
JUNE 2020



Practice-Based Coaching Menu of Practices



Revised
June 2020

2020-2021 - Menu of Practices:

- Evidence-Based Teaching practices
- Required by FOCUS Essential Elements of Quality and Practice-Based Coaching
- Address literacy and social emotional practices
- Guide for a two-week coaching cycle
- Resources to support teaching practices: Teaching Pyramid Observation Tool (TPOT) Pyramid Strategies, LETRS-EC Strategies, and WIDA Principles

The purpose of the Menu of Practices is to guide teacher practices in order to maximize children's learning.

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Introduction

Practice-Based Coaching focuses on improving teacher's use of evidence-based practices to support ongoing children's learning and development through progress on the New Mexico Early Learning Guideline outcomes (Essential Indicators).

- **Practices** are specific statements of the actions and behaviors of teachers* that support ongoing child learning.
- **Practices** can be something that you want to learn more about and try out, do more often, do better, or do differently.
- **Practices** should occur throughout the day, every day.
- Teachers select **practices** based on data from the TPOT, ECERS-3, ECOT, and Four-Step Data Analysis reflecting areas of need.
- **Practices** for early literacy are not to be implemented as activities that are “checked off”, but as ongoing practices that occur throughout the day and multiple times a week. New Mexico is unique in the adoption of intentional structured literacy practices in preschool. These literacy practices come directly from LETRS-EC, and have been reviewed by the authors.

* In this document, the term “teacher” refers to the teaching team (teacher and educational assistant(s)).

Literacy Practices - Choose one category and one bulleted practice as your focus for the two-week period.

Resources

The teacher builds developmentally appropriate skills that are culturally and linguistically responsive to children's VOCABULARY AND COMPREHENSION.

- Teacher intentionally plans and provides child-friendly definitions for words during the read aloud.
- Teacher includes vocabulary from storybooks into daily conversations with children.
- Teacher uses the language of mathematics (circle, square, diagonal, over, under, long, short, straight, up, down, horizontal, curved, slanted) in daily conversations with children.
- Teacher individualizes vocabulary skills based on the needs of each child.

[One Page Resources](#)

- Vocabulary Teaching Routines- p. 77 (LETRS 2nd Edition)
- Interactive Storybook Routines- p. 76 (LETRS 2nd Edition)
- Picture Puzzles- p. 227 (BELLS)

- WIDA Essential Action 3 p. 21 (Promising Practices)

Literacy Practices - Choose one category and one bulleted practice as your focus for the two-week period.

The teacher actively engages in developmentally appropriate auditory instruction that is culturally and linguistically responsive to children’s oral language skills to develop **PHONOLOGICAL AWARENESS**.

Rhyming Development: Children begin to develop rhyme sensitivity (age 2-3), then detect and match words that rhyme (age 3-5), and produce words that rhyme (age 4-5) (see pages 104 & 107 of LETRS-EC 2nd Edition).

- As children develop rhyme sensitivity, the teacher embeds rhyming songs, finger plays, nursery rhymes, and/or books throughout the day.
- As children develop rhyme matching and production, the teacher embeds opportunities to detect, match, and/or produce words that rhyme throughout the day.

Syllables: Children learn to blend (combine) syllables first, this is an early developing phonological awareness skill. Segmenting is the opposite skill of blending, but can be taught together (see pages 104 & 113 of LETRS-EC 2nd Edition)

- Teacher embeds opportunities to model **blending** syllables to produce words throughout the day (for example, the teacher says, “Today is Tues-day, Tuesday”).
- Teacher embeds opportunities to model **segmenting** syllables to produce words throughout the day (for example, the teacher says, “Today is Tuesday, Tues-day”).
- Teacher uses physical cues (such as clapping, tapping, arm tapping, fingers, etc.) to model counting the segmented syllables.

Resources

[One Page Resources](#)

- Rhyming Development and Strategies- p. 107-110 (LETRS 2nd Edition)
- Rhyming- p. 54-57 (LETRS 1st Edition)
- Rhyming Activities- p. 135-140, 141-142, 143-145, 147-148, 149-152, 153-154, 155-160, 161-163, 165-170, 171-172, 173-176, 177-182. 183-184, 185-186, 187-193, 197 (BELLS)
- Rhyming- p. 128-131 (CORE)
- [Rhyming Games](#)- (Reading Rockets)
- [Rhyming Activities](#)- (FCRR)
- WIDA Essential Action 3 p. 20 - 21 (Promising Practices)
- Blending and Segmenting Strategies p. 113, Syllables p. 114 (LETRS 2nd Edition)
- Syllable Segmentation and Blending- p.137-139 (CORE)
- [Syllable Games](#)- (Reading Rockets)

Initial Sounds: Children first identify and match words with a common initial sound (ages 3-5), then learn to produce words that begin with the same sound (ages 5-7) (see page 58 of LETRS-EC 1st Edition and page 113 of LETRS-EC 2nd Edition).

- Teacher intentionally focuses on the initial sound in words by “bouncing” on that sound throughout the day (for example, teacher says, “/d/-/d/-/d/-dog”).
- Teacher intentionally focuses on the initial sound in children’s names by “bouncing” on the initial sound and pointing out other words that begin with the same initial sound throughout the day (for example, teacher says, /j/-/j/-/j/-Joey can you /j/-/j/-/j/-jump, Joey and jump both start with /j/).
- Teacher intentionally selects materials with words that begin with the same sound (such as books, toys, songs, puppets, etc.).

Blending and Segmenting: Children must be able to blend and segment syllables before they are able to blend and segment parts (phonemes) of a word. Blending is the ability to combine isolated sounds together to produce a recognizable word, segmenting is the opposite skill of blending and requires the ability to pull apart individual speech sounds (see pages 59 & 60 of LETRS-EC 1st Edition and pages 113-117 of LETRS-EC 2nd Edition).

- Teacher explicitly plans opportunities to model **segmenting and blending** isolated sounds (phonemes) to produce words throughout the day (for example, the teacher says, “I want a block that is /r/-/e/-/d/, red” or “I want a block that is red, /r/-/e/-/d/.”).
- Teacher explicitly plans opportunities to model **segmenting** onset-rime throughout the day (for example, the teacher says, “Where is the /b/-/all/?” /b/ is the onset and /all/ is the rime. Note: students do not need to know the vocabulary onset-rime).

- Alliteration- p. 113, Initial Sounds p. 114-115 (LETRS 2nd Edition)
- Alliteration- p. 58-59 (LETRS 1st Edition)
- Alliteration- p. 118, 122-124 (BELLS)
- [Alliteration Activities](#)- (FCRR)
- Blending and Segmenting Development and Strategies p. 111, Blending and Segmenting Strategies p. 113, Activities across the Linguistic Hierarchy p. 115-117 (LETRS 2nd Edition)
- Blending p. 59-60, Segmenting p. 60-64 (LETRS 1st Edition)
- Blending- p.118-119, 124-125, 195-196, 197-198, 199-200, 201-202, 203-206, 207-208, 209-210 (BELLS)
- Segmenting- p. 119-120, 125-126, 197, 211-212, 213-215, 217-218, 219-224, 225-226, 227-228, 229-230, 231-233, 235-236, 237-238 (BELLS)
- Word-Part Blending, Segmentation, and Deletion- p. 132-136 (CORE)
- [Blending and Segmenting Games](#)- (Reading Rockets)

Literacy Practices - Choose one category and one bulleted practice as your focus for the two-week period.

The teacher employs developmentally appropriate strategies that are culturally and linguistically responsive to build children’s knowledge of the ALPHABETIC PRINCIPLE throughout the day.

- Teacher intentionally names letters and their sounds throughout the day.
- Teacher intentionally includes all components of letter learning in letter instruction, including name, shape (both upper and lowercase), sound, target word, and gesture.

Sequence of Alphabet Instruction: Below is the recommended LETRS-EC instructional sequence to create an effective cycle of planning letter learning instruction, this is dependent upon children’s developmental levels. (see pages 145-146 of LETRS-EC 2nd Edition)

- Teacher uses “**own-name advantage**” approach throughout the day, drawing children’s attention to the letters in their name.
- Teacher uses “**alphabet order**” approach through the use of the alphabet song to teach the components of letters.
- Teacher uses “**letter-name and letter-sound connections**” approach to teach the components of letters.
- Teacher uses “**letter frequency**” approach to teach the components of letters.
- Teacher uses “**consonant acquisition order**” approach to teach the components of letters.
- Teacher uses “**distinctive visual features in writing**” approach to teach the components of letters.

Resources

[One Page Resources](#)

- Alphabetic Principle- p. 133 (LETRS 2nd Edition)
- Alphabet Knowledge That Leads to the Alphabetic Principle- p. 75-78 (LETRS 1st Edition)
- Letter-Sound Correspondence- p. 110-113 (CORE)
- [Alphabetic Principle](#)- (Reading Rockets)
- [Letter Recognition](#)- (FCRR)

Literacy Practices - Choose one category and one bulleted practice as your focus for the two-week period.

The teacher employs developmentally appropriate strategies that are culturally and linguistically responsive to increase children’s ORAL LANGUAGE.

- Teacher gives opportunities throughout the day for children to talk and tell stories.
- Teacher uses questioning techniques for children to tell stories with increasingly complex plot and events.
- Teacher utilizes appropriate wait time for children to think about and formulate oral responses.
- When children are talking, the teacher uses eye contact and body language or other culturally appropriate nonverbal signals to show that he/she is listening.
- When children are talking, the teacher listens and asks questions to encourage the children to elaborate or clarify what they mean.
- In conversations with children, the teacher summarizes what he/she hears children saying and asks them for confirmation that they understand.
- Teacher engages in extended conversations with children that have at least 5 turns either verbally or nonverbally and in the child’s home language.
- Teacher offers a range of possible responses to choose from, by outlining key words and phrases, using the language spoken in the classroom, when children need additional support.
- Teacher provides child-friendly definitions for high utility (Tier 2) and/or specialized (Tier 3) vocabulary words throughout the day in a variety of settings.

Resources

[One Page Resources](#)

- Language-Simulation Strategies- p. 65 (LETRS 2nd Edition)
- Strategies That Facilitate Oral Language Development- p. 40-47 (LETRS 1st Edition)
- Set Up Your Questioning Techniques- p. 8-10 (Big Questions for Young Minds)
- Language Exposure and Cultural Considerations- p.65-67 (LETRS 2nd Edition)
- [Engaging Children in Conversations](#)- (15 Minute In-service Suites)
- Questioning Routines- p. 71-72 (LETRS 2nd Edition)
- Questioning Strategies- p. 45-46 (LETRS 1st Edition)
- Set Up Your Questioning Techniques- p. 8-10 (Big Questions for Young Minds)
- [Asking Questions](#)- (15 Minute In-service Suites)
- Take Turns- p. 68 (LETRS 2nd Edition)
- [Talking Is Teaching](#)- (Strive for Five!)
- [Scaffolding Children’s Learning](#)- (15 Minute In-service Suites)
- WIDA Essential Action 1 p. 9 (Promising Practices)

Literacy Practices - Choose one category and one bulleted practice as your focus for the two-week period.

Resources

☐ **The teacher employs developmentally appropriate strategies that are culturally and linguistically responsive to build children’s understanding through the use of LANGUAGE STIMULATION TECHNIQUES that can be used either for groups of children or for an individual child:**

- Teacher uses child-directed speech utilizing a melodic singsong rhythm, a higher pitch, positive tone, and simplified vocabulary and sentences. This type of language is concrete and literal, it is not baby talk.
- Teacher purposefully uses elaborated language, e.g. “Jimmy, will you please move over so your friend can see the book better?” rather than, “Move, Jimmy.”
- **Teacher tunes in:** notices the object or focus of children’s attention. When appropriate, talks with children and joins in play.
- **Teacher talks more:** engage in conversations *with* children (Strive for 5) throughout the day, rather than giving directions *to* them. Teacher talk is high quality by using bidirectional exchanges.
- **Teacher uses self-talk:** describes what he/she is doing as it occurs.
- **Teacher uses parallel talk:** describes what the child is doing as the child does it.
- Teacher recasts what the child inaccurately said with a correct model when a child makes grammatical or word choice errors. For example, when a child says, “Him putted coat on”. Teacher says, “Yes, *he* put *his* coat on. Tell me that again.”

[One Page Resources](#)

- Language Exposure and Cultural Considerations- p. 65-67 (LETRS 2nd Edition)
- Tune In- p. 67 (LETRS 2nd Edition)
- Talk More- p. 67-68 (LETRS 2nd Edition)
- Self-Talk- p. 68-69 (LETRS 2nd Edition)
- Language-Simulation Techniques- p. 41 (LETRS 1st Edition)
- Parallel-Talk- p. 68-69 (LETRS 2nd Edition)
- Language-Simulation Techniques- p. 41 (LETRS 1st Edition)

- | | |
|---|---|
| <ul style="list-style-type: none"> • Teacher expands on what a child says by adding more information, vocabulary, and complexity to a child's sentences. For example, when a child says, "A fire truck!" the teacher says, "There is a big, lime green fire truck with a loud siren." • Teacher engages in decontextual talk with children which includes pretend, narrative, imaginary talk, or talk about things that are in the past or future, or happening somewhere else. • Teacher provides children with hints when they struggle to understand concepts. For example, teacher provides visual cues for unknown vocabulary words. • Teacher watches and listens for children's spontaneous play with sounds of language and then responds by encouraging and extending it. For example, when a child taps two blocks together while vocalizing, "Bam, bam, boom, boom," join in by tapping two blocks while saying, "Zam, zam, zoom zoom." Extend the play by asking, "What other sounds can you tap?" • Teacher speaks in complete sentences and varies the type of sentences used throughout the day (i.e., short and long sentences). | <ul style="list-style-type: none"> • Recasts and Expansions- p. 69 (LETRS 2nd Edition) • Recasts and Expansions- p. 69 (LETRS 2nd Edition) • Contextual and Decontextual Talk- p. 73-75 (LETRS 2nd Edition) • Scaffolding Children's Learning- (15 Minute In-service Suites) |
|---|---|

Literacy Practices - Choose one category and one bulleted practice as your focus for the two-week period.

Resources

The teacher employs developmentally appropriate strategies that are culturally and linguistically responsive to build children’s understanding by using COMPREHENSION QUESTIONING STRATEGIES:

- Teacher intentionally plans to ask literal questions that require children to identify, name, or remember information. Literal questions typically have only one “right” answer to a literal question. If children answer literal questions incorrectly, the teacher models correct responses.
- Teacher asks children higher-level, open-ended questions, based on the child’s developmental level, that asks children to describe, discuss, explain, connect, compare, contrast, infer, express opinion, or create.

[One Page Resources](#)

- Literal and Inferential Questioning- p. 72 (LETRS 2nd Edition)
- Questioning Strategies- p. 45-46 (LETRS 1st Edition)
- Literal and Inferential Questioning- p. 72 (LETRS 2nd Edition)
- Expand Children’s Thinking and Learning by Asking Questions p. 17, 23, 29, 35, 41, 47, 55, 61, 67, 73, 79, 84, 91, 99, 105, 113, 121, 127, 133 (Big Questions for Young Minds)
- Contextual and Decontextual Talk- p. 73-75 (LETRS 2nd Edition)
- Set Up Your Questioning Techniques- p. 8-10 (Big Questions for Young Minds)

Literacy Practices - Choose one category and one bulleted practice as your focus for the two-week period.

Resources

The teacher employs developmentally appropriate strategies that are culturally and linguistically responsive to build children’s understanding of PRINT KNOWLEDGE through playful experiences as each child progresses through the developmental continuum:

- Teacher intentionally draws children’s attention to the symbols and print in their environment focusing on specific letters and words, in a playful manner.
- Teacher intentionally provides exposure or points out a variety of print in different settings throughout the day so that children understand that print can be found almost everywhere, carries meaning, and has a purpose.
- Teacher provides opportunities and encourages children to figure out the meanings of the print they see around them in naturally occurring situations.
- When looking at print with or reading to children, teacher models movement to indicate that print moves from left to right and top to bottom. Teacher provides opportunities for children to practice the movement as well.

[One Page Resources](#)

- Concepts of Print- p. 127-132 (LETRS 2nd Edition)
- Concepts of Print- p. 70-74 (LETRS 1st Edition)
- Print Awareness- p. 78-82 (CORE)
- Activities for Building Print Awareness- p. 263-344 (BELLS)
- Recognizing print in the environment p. 127 (LETRS 2nd Edition)
- Concepts of Print- p. 70 (LETRS 1st Edition)
- Understand that print carries meaning- p. 128 (LETRS 2nd Edition)
- Concepts of Print- p. 70-71 (LETRS 1st Edition)
- Assessing Print Concepts- p. 130-131 (LETRS 2nd Edition)
- Ways to Help Young Children Develop Print Awareness- p. 72-73 (LETRS 1st Edition)
- Elements of Print and Book Awareness- p. 73 (CORE)
- [Sentence Segmenting](#)- (FCRR)

Literacy Practices - Choose one category and one bulleted practice as your focus for the two-week period.

Resources

The teacher builds developmentally appropriate strategies that are culturally and linguistically responsive for children’s WRITING skills.

- Teacher is responsive to children’s attempts to write (at all developmental levels) by giving positive, descriptive feedback.
- Teacher intentionally provides experiences for children to engage in the writing process by providing diverse opportunities for authentic student writing experiences throughout the classroom environment (e.g., notes, shopping lists, or journals).
- Teacher asks the child to read what they wrote and engages in conversations about his/her writing.
- Teacher provides multiple opportunities for children to authentically write their name at their developmental stage, throughout the day.
- Teacher routinely models the stages of writing development using the *Picture Story/Word Story* strategy.
- Teacher models writing throughout the day, including writing in a child’s home language. For example, teachers can model journal writing, morning message, and signing in.
- Teacher assesses how children use writing tools and modifies by providing developmentally appropriate tools based on individual needs.

[One Page Resources](#)

- Picture Story/Word Story Strategy- p. 161-163 (LETRS 2nd Edition)
- Picture Story/Word Story Strategy- p. 85-88 (LETRS 1st Edition)
- Provide Writing Opportunities- p. 165-166 (LETRS 2nd Edition)
- Ways to Help Young Children Develop Print Awareness- p. 72-74 (LETRS 1st Edition)
- Provide Writing Opportunities- p. 165-166 (LETRS 2nd Edition)
- Ways to Help Young Children Develop Print Awareness- p. 72-74 (LETRS 1st Edition)
- WIDA Essential Action 3 p. 21 (Promising Practices)

Social-Emotional Practices - Choose one category and one bulleted practice as your focus for the two-week period.

Resources

The teacher employs developmentally appropriate strategies that are culturally and linguistically responsive for children as SCHEDULES AND ROUTINES are presented and/or reviewed each day.

- Teacher introduces a posted classroom schedule of activities every day. The schedule is at children’s eye level and includes visual representations of daily activities.
- Teacher refers to the posted schedule with children throughout the day.
- Teacher-directed activities are 20 minutes or shorter in duration. There is a balance of child-directed and teacher-directed activities throughout the school day.
- Teacher structures activities so that there is a clear beginning, middle, and end.
- Teacher only continues with a specific teacher-directed activity when the majority (75% or more) of children are actively engaged and interested.
- Teacher prepares children who need extra guidance by using an activity schedule or individualized cues that use language, sensory, graphic, or interactive supports at the beginning of activities.

[One Page Resources](#)

- ECERS-3- Definition of Engagement p. 10
- [Tips for Teachers Schedules and Routines-](#) (15 Minute In-service Suites)
 - [Visual Schedule-](#) (CSEFEL)
 - [How to Make a Visual Schedule](#) (NCPMI)
 - Visual Daily [Schedule 1](#), [Schedule 2](#), [Schedule 3-](#) (Head Start Inclusion)
 - Teacher-guided *and* child-guided experiences- p. 48-50, 155, 223, 296 (Developmentally Appropriate Practices in Early Childhood Programs)
 - [Tips and Ideas for Making Visuals to Support Young Children with Challenging Behavior-](#) (CSEFEL)
 - [Visual Strategies Tips](#) (NCPMI)
 - [Circle Time Book](#) (NCPMI)
 - [Classroom Routine Support Guide](#) (NCPMI)
 - WIDA Essential Action 5 p. 31- (Promising Practices)

Social-Emotional Practices - Choose one category and one bulleted practice as your focus for the two-week period.

Resources

The teacher implements developmentally appropriate strategies that are culturally and linguistically responsive for smooth and clear TRANSITIONS BETWEEN ACTIVITIES.

- Teacher provides whole-class warnings prior to transitions.
- Teacher uses transition strategies, including those that represent the culture and language of families, that ensure the majority of children are actively engaged in the transitions throughout the day.
- Teacher explicitly teaches children the steps and expectations of transitions.
- Teacher provides specific positive, descriptive feedback to children who appropriately engage in a transition.
- Teacher provides individualized instruction to **begin** the transition based on specific children's needs through the use of language, sensory, graphic, or interactive supports.
- Teacher provides extra assistance to guide individual children **during** the transitions through the use of language, sensory, graphic, or interactive supports.

[One Page Resources](#)

ECERS-3- Transitions and Wait Times p. 79

- [Tips for Teachers Classroom Transitions](#)- (15 Minute In-service Suites)
- [Helping Children Make Transitions Between Activities](#) (NCPMI)
- [Teaching Transitions](#)- (Responsive Classroom)
- [Transition visual cards](#) (NCPMI)
- [Transition visual cards Spanish](#) (NCPMI)
- WIDA Essential Action 3 p. 20- (Promising Practices)
- [Providing Feedback](#)- (15 Minute In-service Suites)
- [Starters for Giving Positive Feedback](#) (NCPMI)
- Visuals for Transitions [Set 1](#), [Set 2](#), [Set 3](#)- (Head Start Inclusion)
- [TIPS AND IDEAS FOR MAKING VISUALS](#) (NCPMI)
- WIDA Essential Action 5 p. 31- (Promising Practices)
- [Planning Transitions to Prevent Challenging Behavior](#)- (NAEYC)

Social-Emotional Practices - Choose one category and one bulleted practice as your focus for the two-week period.

The teacher employs developmentally appropriate strategies that are culturally and linguistically responsive to promote ENGAGEMENT IN SUPPORTIVE CONVERSATION WITH CHILDREN.

- Teacher positively acknowledges children's communication with him or her (i.e., nodding, eye contact, holding up a finger to let children know that they must wait to speak, responding verbally, or answering and expanding on children's communicative initiations to support home language and English language development).
- Teacher greets/calls all children by name using the correct pronunciation of their name.
- Teacher has brief conversations with children to intentionally support home language and English language development throughout the day (Strive for 5).
- Teacher supports home language and English language development as they intentionally join in children's play, engaging in brief conversations about their play on a daily basis.
- Teacher uses a positive, calm, and supportive tone of voice during conversations with children.
- Teacher responds to children's comments and ideas by asking questions and making comments, including asking how to say specific words using their home language.

Resources

[One Page Resources](#)

ECERS-3- p. 72

- [Conversations with Children!](#)- (NAEYC)
- [Tips for Teachers Engaging Children in Conversations](#)- (15 Minute In-service Suites)
- Personalize Your Interactions- p. 49-52 (Powerful Interactions)
- Have Conversations- p. 95-99 Listen to Children- p. 45-48 (Powerful Interactions)
- [Tips for Teachers Fostering Children's Thinking Skills](#)- (15 Minute In-service Suites)
- WIDA Essential Action 2 p. 13 (Promising Practices)
- Powerful Interactions- Be Present, Connect, and Extend
- Show Respect- p. 53-56 (Powerful Interactions)
- [Language Modeling and Conversations](#)- (15 Minute In-service Suites)
- [Tips for Teachers Asking Questions](#)- (15 Minute In-service Suites)
- WIDA Essential Action 3 p. 21 (Promising Practices)

- Teacher often uses positive descriptive feedback for children's skills, behaviors, and activities. For example, the teacher can say “Wow, you guys were sharing toys and playing together so nicely. The town you built with blocks is so interesting.”
- Teacher joins in children's play following their lead, to expand their interactions and ideas with other children using materials that children are using and talking about what children are doing.
- Teacher has extended conversations that are natural and positive with children during activities and routines.
- Teacher uses alternative strategies when communicating with children who are nonverbal, language delayed, or multi-lingual learners.

- [Providing Feedback](#)- (15 Minute In-service Suites)
- [Starters for Giving Positive Feedback](#) (NCPMI)
- Inspire Imaginative Play- p. 101-106 (Powerful Interactions)
- [Facilitating Thick Conversations](#)- (15 Minute In-service Suites)

Social-Emotional Practices - Choose one category and one bulleted practice as your focus for the two-week period.

The teacher promotes **CHILDREN’S ENGAGEMENT AND SUPPORTS** through the use of supports that are developmentally appropriate as well as culturally and linguistically responsive for children.

- Teacher offers general guidance to children in selecting activities or using materials to promote children’s engagement.
- Teacher communicates with children at his/her eye level, using eye contact and body language, gestures, or other culturally appropriate verbal or nonverbal signals to show that he/she is listening.
- Teacher structures opportunities for children to be actively engaged in large-group and teacher-directed time.
- Teacher assists individual children in selecting center activities and becoming actively engaged.
- Teacher provides children with multiple planned opportunities to make choices within large group, small group, and center activities in the classroom.
- Teacher provides frequent and positive comments to children who are engaged in activities.
- Teacher assists individual children who are exhibiting challenging behavior within an activity to actively engage.
- Teacher intentionally modifies instruction or activity when children (two or more) lose interest in large group or small group activities.

Resources

[One Page Resources](#)

- [Five Essentials to Meaningful Play-](#) (NAEYC)
- [DAP With Preschoolers-](#) (NAEYC)
- [3 Core Considerations of DAP-](#) (NAEYC)
- DAP in the Preschool Years- p. 111-183 (Developmentally Appropriate Practices in Early Childhood Programs)
- Listen to Children- p. 45-48 (Powerful Interactions)
- Language Exposure and Cultural Considerations- p.65-67 (LETRS 2nd Edition)
- [Engaging Children in Conversations-](#) (15 minute In-service Suites)
- Learning Center Activities [Visuals 1](#) & [Visuals 2](#)- (Head Start Inclusion)
- [Providing Feedback-](#) (15 Minute In-service Suites)
- [Starters for Giving Positive Feedback](#) (NCPMI)
- [TIPS AND IDEAS FOR MAKING VISUALS](#) (NCPMI)

Social-Emotional Practices - Choose one category and one bulleted practice as your focus for the two-week period.

Resources

The teacher uses developmentally appropriate strategies that are culturally and linguistically responsive to specific needs of the class to support children by PROVIDING DIRECTIONS.

- Teacher uses directions that are simple, short, and specific.
- Teacher uses directions that tell children what to do rather than what not to do.
- Teacher consistently provides positive descriptive feedback to children who follow directions. For example, “You and your friends helped each other clean up the blocks.”
- Teacher describes the activity expectations to children prior to or at the beginning of an activity.
- Teacher redirects children who are withdrawn, distracted, or off-task with choices to more productive activities.
- Teacher checks-in with children to make sure they understand the directions.
- Teacher individualizes directions for children who need more support, such as additional prompts, nonverbal prompt given with verbal direction, or picture prompts.

[One Page Resources](#)

- [10 Effective DAP Teaching Strategies-](#) (NAEYC)
- [COMMUNICATION IS KEY](#) (NCPMI)
- [Reinforcing, Reminding, & Redirecting-](#) (Responsive Classroom)
- [Providing Feedback-](#) (15 Minute In-service Suites)
- [Starters for Giving Positive Feedback](#) (NCPMI)
- [Hand Washing Visual Expectations-](#) (Head Start Inclusion)
- [Transitions Visual Expectations-](#) (Head Start Inclusion)
- Toileting Visual Expectations [Boy](#) and [Girl-](#) (Head Start Inclusion)
- [Tips for Responding to Challenging Behavior in Young Children-](#) (PBIS)

Social-Emotional Practices - Choose one category and one bulleted practice as your focus for the two-week period.

Resources

The teacher uses culturally and linguistically responsive strategies to support COLLABORATIVE TEAMING among all adults in the classroom.

- All adults are engaged with children during classroom activities and routines.
- All adults use a positive, calm, and supportive tone of voice with one another.
- All adults know what they are supposed to be doing throughout the day so the classroom runs smoothly. The teacher informs all adults of the schedule and plans for supports for individual students (e.g. language goals, IEP goals, behavioral supports etc.) for the day.
- Teacher acknowledges and models greeting adults who enter the classroom, including related service personnel and administrators.
- Adult interactions are related to children or classroom activities.
- Adult roles are shared among all adults in the classroom.
- All adults provide instruction at some point during the day.
- Adults give positive feedback to each other about something that is going well with a child or in the classroom.
- Adults initiate positive interactions with children.

[One Page Resources](#)

- [Top 10 List to Teachers What Paraeducators Want You to Know](#)- (Teaching Exceptional Children)
- [Teacher to Teacher Talk Tips](#)- (15 Minute In-service Suites)
- [A Collaborative Relationship Video](#) (NCPMI)
- [A Collaborative Relationship \(Downloadable\)](#) (NCPMI)
- WIDA Essential Action 1 p. 9- (Promising Practices)
- [Toolbox Tip Cards](#) (NCPMI)

Social-Emotional Practices - Choose one category and one bulleted practice as your focus for the two-week period.

Resources

The teacher uses developmentally appropriate strategies that are culturally and linguistically responsive to TEACH BEHAVIOR EXPECTATIONS to students in the classroom.

- Teacher reviews posted behavior expectations or rules that are positively stated, include a visual, and are limited in number during large-group or small-group activities.
- Teacher positively reminds children of posted behavior expectations or rules throughout the day, not only when challenging behavior occurs.
- Teacher provides instruction and positive reminders (verbal and nonverbal) on posted behavior expectations or rules to individual children during play or within small-group activities.
- Teacher comments on appropriate child behavior and links the behavior to the posted classroom rules or expectations.
- Teacher provides specific, positive feedback to children on meeting posted behavior expectations or rules.
- Teacher reflects on behaviors and facilitates an intentional conversation where children are involved in critically thinking about posted behavior expectations or rules and the importance of behavior expectations or rules in the classroom, during an appropriate teachable moment.

[One Page Resources](#)

- [Creating Classroom Rules](#)- (15 Minute In-service Suites)
- [Our Preschool Rules](#) (NCPMI)
- [Our Preschool Rules \(Spanish\)](#) (NCPMI)
- [Stating Behavioral Expectations](#)- (15 Minute In-service Suites)
- [Sample Expectations Book](#)- (Pyramid Model Consortium)
- [Visual Reminders of Classroom Expectations](#)- (15 Minute In-service Suites)
- [Classroom Expectations](#)- (Head Start Inclusion)
- [Behavior Expectations Poster](#)
- Guide Children’s Behavior- p. 57-62 (Powerful Interactions)
- [Providing Feedback](#)- (15 Minute In-service Suites)
- [Starters for Giving Positive Feedback](#) (NCPMI)
- Have Conversations- p. 95-99 (Powerful Interactions)
- Guide Children’s Behavior- p. 57-62 (Powerful Interactions)

Social-Emotional Practices - Choose one category and one bulleted practice as your focus for the two-week period.

Resources

The teacher uses a variety of Pyramid strategies (role-play, discussions, description of observations, puppets, books, etc.) to teach and support students' SOCIAL SKILLS AND EMOTIONAL COMPETENCIES in a developmentally appropriate environment that is culturally and linguistically responsive.

- Teacher intentionally teaches social skills by connecting them to naturally occurring events throughout the day using a Pyramid strategy.
- Teacher intentionally teaches emotional competencies by connecting them to naturally occurring events throughout the day using a Pyramid strategy.
- Teacher intentionally structures opportunities for children to work together using Pyramid strategies.
- Teacher models expected social skills and emotional competencies while describing his or her behavior.
- Teacher comments positively and descriptively on children who are using social skills and expressing their emotions in appropriate ways.
- Teacher guides children to reflect on their use of social skills and emotional competencies either individually or in groups.
- Teacher individualizes instruction of social skills and emotional competencies, such as one-to-one instruction and different prompting strategies, based on children's developmental needs. Procedures and materials vary among children.

[One Page Resources](#)

- [Embedding Friendship Opportunities into Daily Schedule](#)- (Pyramid Model Consortium)
- [You've Got to Have Friends Article](#)- (Pyramid Model Consortium)
- [Scripted Stories Tip Sheet](#)- (CSEFEL)
- [Enhancing Emotional Vocabulary in Young Children](#)- (Pyramid Model Consortium)
- [Social Emotional Development Book List](#)- (CSEFEL)
- [Teaching Targeted Social and Emotional Skills](#)- (Pyramid Model Consortium)
- [Teaching Emotional Intelligence in Early Childhood](#)- (NAEYC)
- Building Social Skills [Visuals 1](#) & [Visuals 2](#)- (Head Start Inclusion)

Social-Emotional Practices - Choose one category and one bulleted practice as your focus for the two-week period.

Resources

The teacher uses a variety of Pyramid strategies (role-play, discussions, description of observations, puppets, books, etc.) to **TEACH FRIENDSHIP SKILLS** in a developmentally appropriate environment that is culturally and linguistically responsive.

- Teacher encourages children to play together throughout the day.
- Teacher comments positively and descriptively on children who are working together, helping each other, or engaging in other friendship behaviors.
- Teacher uses small-group or large-group time to teach friendship skills which include helping others, taking turns, organizing play, sharing toys and materials, being affectionate, giving complements, understanding how and when to give an apology, and beginning to empathize.
- Teacher provides intentional opportunities for children to practice friendship skills throughout the day.
- Teacher explicitly teaches and provides ongoing prompts to individual children about how to initiate and respond to their peers.
- Teacher provides individualized assistance to help children maintain interactions through multiple exchanges with their peers.
- Teacher creates frequent opportunities for children to support their peers by helping each other learn and practice social and language skills (e.g., language buddies to assist with directions, cleaning buddies, reading pairs, etc.).

[One Page Resources](#)

- [Embedding Friendship Opportunities into Daily Schedule](#)- (Pyramid Model Consortium)
- [You've Got to Have Friends Article](#)- (Pyramid Model Consortium)
- [Super Friend Certificate](#) (NCPMI)
- [Certificado de Súper Amigo](#) (NCPMI)
- [Scripted Stories Tip Sheet](#)- (CSEFEL)
- [Scripted Story-I Can Be A Super Friend](#) (NCPMI)
- [Asking a Friend to Play Visuals](#)- (Head Start Inclusion)
- [Intentional Instruction: Instructional Strategies](#)- (Pyramid Model Consortium)
- [Friendship Kit & Directions](#)- (Head Start Inclusion)

- Teacher models friendship skills during interactions with children or other adults.
- Teacher supports children in reflecting on interactions with their peers and encourages children to do most of the talking.

Social-Emotional Practices - Choose one category and one bulleted practice as your focus for the two-week period.

The teacher uses variety of Pyramid strategies (role-play, discussions, description of observations, puppets, books, etc.) to **TEACH CHILDREN TO EXPRESS EMOTIONS** in a developmentally appropriate environment that is **culturally and linguistically responsive**.

- Teacher uses a variety of strategies to teach children about emotion words.
- Teacher intentionally teaches a range of emotions and feelings.
- Teacher uses strategies to teach children how to recognize emotions in themselves and others.
- Teacher frequently validates children's emotions by labeling them and helping children talk about and reflect on their emotions.
- Teacher provides children with strategies to calm down when they are angry or frustrated.
- Teacher frequently models or labels own emotions and appropriate ways to express emotions.
- Teacher uses strategies to teach children how to respond to other children's emotions.
- Teacher individualizes instruction on emotions based on children's developmental needs.

Resources

[One Page Resources](#)

- [Enhancing Emotional Vocabulary in Young Children](#)- (Pyramid Model Consortium)
- Emotions Visual Cards [Set 1](#), [Set 2](#), [Set 3](#), - (Head Start Inclusion)
- [Emotions Faces](#)- (CSEFEL)
- [Feelings Chart](#)- (CSEFEL)
- [Feelings Sign in Chart](#)- (CSEFEL)
- [Feelings Faces Cube](#)- (CSEFEL)
- [Scripted Stories Tip Sheet](#)- (CSEFEL)
- [Helping Young Children Control Anger and Handle Disappointment](#)- (Pyramid Model Consortium)
- [Tucker Turtle Takes Time to Tuck and Think](#) (NCPMI)
- [La Tortuga Tucker Toma Tiempo para detenerse y pensar](#) (NCPMI)
- [Embarrassed Frustrated Sad Mad](#) (NCPMI)
- [Help Us Calm Down: Strategies for Children](#) (NCPMI)
- [Ayúdanos a estar calmados. Estrategias para niños](#)(NCPMI)
- [Self-Regulation Skills: Breathing Strategies](#) (NCPMI)
- [Self-Regulation Skills: Breathing Strategies \(Spanish\)](#) (NCPMI)

Social-Emotional Practices - Choose one category and one bulleted practice as your focus for the two-week period.

Resources

The teacher uses developmentally appropriate strategies that are culturally and linguistically responsive to TEACH PROBLEM-SOLVING.

- Teacher explicitly teaches problem-solving steps using visuals.
- Teacher supports children as they work through the problem-solving process using visuals of problem-solving steps or possible solutions throughout the day.
- Teacher engages children in generating solutions to common classroom problems as they occur.
- Teacher notes problem situations and intentionally uses those as examples during a different part of the day to talk about how to problem-solve.
- Teacher comments on and recognizes children who have been "good problem-solvers."
- Teacher helps children reflect on their own use of problem-solving.
- Teacher individualizes instruction on problem-solving based on children's individual needs.
- Teacher uses problem-solving in interactions with children and models problem-solving steps.

[One Page Resources](#)

- [Problem Solving Steps Poster-](#) (CSEFEL)
- [Problem Solving Cube-](#) (CSEFEL)
- [Scripted Stories Tip Sheet-](#) (CSEFEL)
- Problem Solving Visuals [Set 1](#), [Set 2](#), [Set 3](#), & [Set 4](#)- (Head Start Inclusion)
- [Problem Solving in the Moment Visuals-](#) (15 Minute In-service Suites)
- [Problem Solving Steps: Wrist Cards](#) (NCPMI)
- [Problem Solving Steps: Wrist Cards \(Spanish\)](#) (NCPMI)
- [2 X 2 SOLUTION KIT CUE CARDS](#) (NCPMI)
- [2 X 2 SOLUTION KIT CUE CARDS \(Spanish\)](#) (NCPMI)
- [Large Solution Kit Cards](#) (NCPMI)

- Solve Problems Together- p. 107-112 (Powerful Interactions)

Social-Emotional Practices - Choose one category and one bulleted practice as your focus for the two-week period.

Resources

The teacher uses culturally and linguistically responsive strategies to COMMUNICATE WITH FAMILIES.

- Teacher uses different methods of communication with different families (e.g., home visits, phone calls, classroom visits, notes, technology platform (apps), or newsletter) to ensure that an effort is made to connect with all families.
- Teacher communicates with families to support the use of Pyramid strategies at home to help with social-emotional development, prosocial behavior, and/or addressing challenging behavior.
- Teacher creates and regularly uses **bidirectional** communication systems with families, offering a mechanism to share information about the family or child with the teacher.

- [Building Parent-Teacher Relationships- Reading Rockets](#)
- [Toddlers and Challenging Behavior: Why They do it and How to Respond- \(Zero to Three\)](#)
- [Backpack Connection Series- \(NCPMI\)](#)
- [Family Tools- \(CSEFEL\)](#)
- [Family Engagement Parent Resources \(NCPMI\)](#)

Menu of Practices Reference List

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