
CHALK Coaching



HANDBOOK FOR COACHES



CHALK Coaching Handbook

Below is a list of the recommended citations for CHALK materials.

CHALK App:

Christopher, C., Meador, D., Newman, K., & Speer, C. (2021). *CHALK: Coaching to Help Activate Learning for Kids* [Mobile Application Software]. <https://chalkcoaching.com/>

CHALK User Guide:

Christopher, C., Newman, K., Speer, C., & Meador, D. (2021). *CHALK User Guide*. Nashville, TN: Vanderbilt University.

CHALK Coaching Handbook:

Newman, K., Christopher, C. & Speer, C. (2021). *CHALK Coaching Handbook*. Nashville, TN: Vanderbilt University.

CHALK Teacher Handbook:

Newman, K., Christopher, C. & Speer, C. (2021). *CHALK Teacher Handbook*. Nashville, TN: Vanderbilt University.

CHALK Crosswalks Handbook:

Newman, K., & Christopher, C. (2021). *CHALK User Guide*. Nashville, TN: Vanderbilt University.

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CHALK Coaching Handbook

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1 CHALK Overview and User Training



CHALK Overview



CHALK's mission is to advance pre-k quality with an easy-to-use digital tool for coaches and teachers that:

- ★ Focuses classroom observations on effective practices
- ★ Links results to coaching strategies
- ★ Accelerates professional growth through teacher-created action plans
- ★ Tracks changes in practice over time and progress towards goals



Empowering Teachers and Coaches

Our tool encourages coaches and teachers to work together in setting data-driven goals to improve specific classroom practices that benefit children.



Grounded in Rigorous Research

Coaches and teachers are guided to observe targeted instructional practices that have predicted academic and self-regulation gains for children across hundreds of observations in early childhood classrooms.



Individualized and Timely Feedback

Classroom observation data collected on digital devices are instantly transformed into simple visualizations and guidance for next steps.



Target Key Classroom Practices

CHALK focuses on specific classroom practices that have a direct, meaningful impact on children's learning (read more about these in Section 2!).



Emphasis on Teacher Learning

Teacher reflection and goal-setting in collaboration with responsive coaches builds a culture of learning and self-efficacy.



Works Across Any Curriculum

CHALK focuses on classroom practices that are important across curricula so teachers and coaches can apply this tool to any curriculum they use.



CHALK Coaching Cycle Steps



The CHALK coaching tool provides coaches with digital observation and goal-setting tools that align with many professional development programs.



Observe key classroom practices in action

Coach observes the teacher on a digital device using the CHALK observation tool.



View instant results

Coach reviews observation data and plans for the debrief conference.



Engage in data-driven coaching conversations

Teacher and coach meet to talk about the observation data with the help of CHALK coaching prompts.



Co-create action plan

Teacher and coach co-create instructional goals and action steps with the CHALK action plan tool.



Track progress over time

Coach and teacher use CHALK to track progress over time.

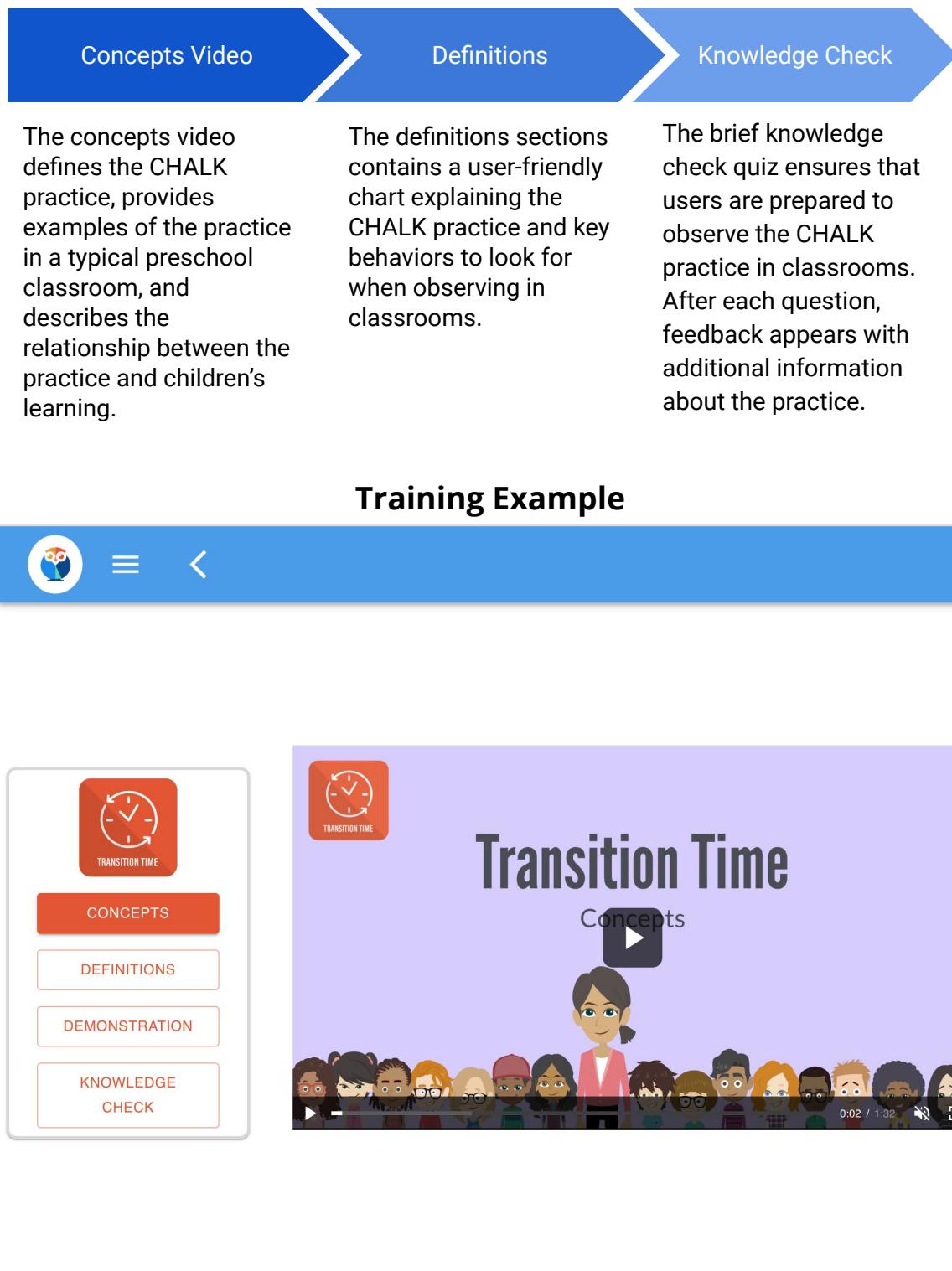


How to Get Started

To begin, go to www.chalkcoaching.com, log in, and select “Training” from the home screen or menu.



The coaching tools for each CHALK practice are unlocked once users complete three steps: (1) watch the concepts video, (2) read the definitions and examples, and (3) pass the knowledge check quiz.



2 CHALK Coaching Cycle Step 1



**Coaching Cycle Step 1:
Observe**



Step 1

Observe Key Classroom Practices in Action



Select CHALK Practice

In the first step of the coaching cycle, the coach and teacher decide which CHALK practice to focus on for improvement. They may refer to school-wide initiatives or curriculum checklists already used by the teacher to match a CHALK practice to a familiar goal. Then, they schedule an observation.

Observe

During an observation, the coach collects data on the classroom practice using the observation tool and interacts with teachers and children minimally. However, during other visits the coach may engage in interactive coaching activities such as modeling or co-teaching.

Send Feedback Message

After completing the observation and thanking the teacher for a great classroom visit, the coach uses the Messaging tool to send an email to the teacher with strengths-based feedback. This type of feedback highlights one example in which the teacher implemented the CHALK classroom practice successfully.

Strengths-based feedback prompts the teacher to reflect on the focal practice and builds teacher confidence and self-efficacy.

Coaching Tip

All of the CHALK practices are evidence-based and align with multiple coaching frameworks, curricula, and evaluation tools that guide professional development efforts (see Crosswalks section, p. 78).



Select CHALK Practice

CHALK is built around nine classroom practices that have a direct, meaningful impact on children's learning. Coaches and teachers focus on one practice during a coaching cycle.



Transition Time

A transition is a time in which most of the class is not involved in a learning activity. Reducing the amount of transition time between activities increases the amount of time available for learning.



Classroom Climate

Emotionally supportive classrooms with responsive teachers have a positive classroom climate. Children who feel supported by caring and positive teachers are more likely to take academic risks and form better relationships.



Math Instruction

Opportunities to do math in preschool including counting and numbers, shapes and spatial reasoning, measurement and data, and patterns are important because they promote greater math and reading achievement.



Student Engagement

Children who are highly engaged in learning activities focus intently on activities and display genuine involvement in learning. Highly engaged children tend to do have better math achievement and vocabulary skills.



Level of Instruction

Level of instruction refers to the richness of the interaction between children and teachers and the amount of inference—or abstract thought—required for children to participate. High level instruction leads to greater academic gains.



Listening to Children

Responsive teachers who listen to children and engage them in multiple back-and-forth conversations support children's vocabulary, literacy, and math skills.



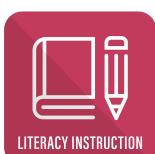
Sequential Activities

When children do sequential activities that require them to follow a logical order or sequence, they practice important executive function and self-regulation skills that help them succeed academically and socially.



Associative and Cooperative Interactions

During associative and cooperative interactions, children co-construct learning experiences with peers or teachers in a collaborative manner. Participating in more of these social learning interactions boosts learning.



Literacy Instruction

Early literacy instruction includes a focus on foundational skills such as phonological awareness and phonics, writing experiences that develop children's ability to use print to convey meaning, and rich interactions during book reading and other classroom activities that support children's language development and comprehension.



Transition Time



Why Choose Transition Time?

This tool supports teachers who want to maximize learning time in the classroom by reducing time spent in transitions. While some transitions throughout the day are necessary, minimizing time spent in transitions leads to fewer instances of challenging behavior and more time available for learning opportunities.

Transition Time Results

The tool creates the following types of results from the Transition Time observation:

- Time children spent in transitions versus time spent in learning activities
- How much time children spent in each type of transition: classroom routines, waiting in line and/or lining up, behavior management disruptions, and waiting on materials
- Changes in total transition time across all observations

Visit the Training page at www.chalkcoaching.com/Training for videos on viewing and interpreting observation results from each CHALK Coaching tool.



Transition Time



The transition time tool allows users to track the amount of time that a class spends in transition.

TRANSITIONS BEGIN WHEN:		TRANSITIONS END WHEN:		
A majority (more than half) of the children are in transition		A majority (more than half) of the children have started the next activity		
WAITING IN LINE/LINING UP	CLASSROOM ROUTINES	TRAVELING OUTSIDE CLASSROOM	BEHAVIOR MANAGEMENT DISRUPTION	CHILDREN WAITING ON TEACHER OR MATERIALS
Lining up or waiting in line	Participating in routine, non-learning activities	Walking from one part of the school to another	Delays or interruptions due to behavior management	Delays or interruptions because teacher or materials are not ready
Lining up to leave the classroom, playground, etc.	Cleaning up, hand-washing, getting out cots or meal trays, etc.	Walking to the playground, library, music room, etc.	Teacher stops a learning activity to address behavior	Teacher stops an activity or delays the start of a new activity to gather or prepare materials
Children are lined up but are waiting to go to the next place	Bathroom and/or water break in the classroom or hallway			Teacher stops an activity or delays the start of a new activity to do something unrelated to activity
Waiting in line for lunch	Moving from one activity to another (e.g., whole group to centers)			



Notes

2 CHALK Classroom Practices

Classroom Climate



Why Choose Classroom Climate?

This tool supports teachers who want to foster a positive, responsive, and emotionally supportive classroom. The tool focuses on increasing specific, meaningful praise, reducing redirections, and eliminating negative responses to child behaviors.



Classroom Climate Results

The tool creates the following types of results from the Classroom Climate observation:

- The number of approvals compared to disapprovals and redirections
- How frequently the teacher used each type of response to children's behavior: specific approvals, non-specific approvals, redirections, and disapprovals
- Average teacher tone during the observation (e.g., neutral, excitement)
- Changes in the teacher's behavior responses across all observations



Classroom Climate



BEHAVIOR RESPONSES		
DISAPPROVAL	EXAMPLES	NON-EXAMPLES
<p>Teacher discourages behavior without providing an alternative. The intent of the disapproval is to stop the child's behavior. A disapproval can be given with a pleasant tone of voice.</p>	<p>"Please stop." No alternative behavior suggested.</p> <p>"I don't understand why you're doing that." The intent of the teacher's comment is to stop the child's behavior.</p>	<p>"Come here, please." The teacher provides the child with a different behavior.</p> <p>This example is a redirection.</p> <p>"No, it's not a four, try again!" The teacher responds to a child's answer during a number guessing game. Feedback during instruction does not count as a disapproval.</p>
REDIRECTION	EXAMPLES	NON-EXAMPLES
<p>Teacher suggests an alternative to the child's current behavior. Redirections are different from giving directions. A redirection happens when a teacher reacts to a child's current behavior. The intent of the redirection is to stop the child's behavior.</p>	<p>"Do you want to sit on a letter or a number?" A child is not sitting on the carpet for circle time.</p> <p>"Count them, you're not counting them." A child is off task during a math lesson.</p>	<p>"Today you can sit on a letter or a number." The teacher is explaining the directions for circle time.</p> <p>"Let's try counting them with your finger." The teacher is suggesting another method for counting.</p>
NON-SPECIFIC APPROVAL	EXAMPLES	NON-EXAMPLES
<p>Teacher gives a general comment of approval.</p>	<p>"Kiss your brain!" Teacher does not mention a specific behavior.</p> <p>"Good job!" Teacher does not mention a specific behavior.</p>	<p>"You found your letter- kiss your brain!" Teacher explains the reason for praising the child.</p> <p>"Good job, you shared those blocks." Teacher describes the behavior being praised.</p>
SPECIFIC APPROVAL	EXAMPLES	NON-EXAMPLES
<p>Teacher gives a positive comment on a specific behavior.</p>	<p>"I like the way you're using your finger to count the cubes." Teacher points out a specific behavior.</p> <p>"Nice job waiting in line!" Teacher provides reason for praise.</p>	<p>"That's correct, it's a 4!" Confirming a correct answer during instruction is not a behavior approval.</p> <p>"Nice job!" No reason provided.</p>



Classroom Climate



The Classroom Climate tool also collects information about the teacher's tone. Tone reflects the positive or negative feel of the classroom and interactions between teacher and children.

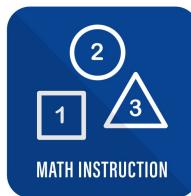
TEACHER TONE				
Anger (yelling, sarcasm)	Irritation (frowning, eye-rolling)	Neutral (neutral facial expression)	Positive Interest (smiling, nodding)	Excitement (laughing, enthusiastic voice)
Shows strong negativity with their verbal and/or physical approach to children.	Shows signs of irritation by looking displeased or showing annoyance.	Shows neutral emotion and expression is neither positive or negative/flat affect..	Has a positive interaction with children.	Has a strong positive interaction with children.
Uses sarcasm toward a child, yells at children, or insults them.	Exhibits frowning, headshaking, negative gestures, and/or sighing.	Involved in the activity but does not show a positive or negative response regarding the activity.	Shows a genuine interest and attention to the child and/or activity.	Expresses a warm, positive connection with children by smiling and/or laughing
Physically moves children from place to place by dragging or pulling (rather than guiding).	Uses mild threats to establish control such as, "quiet or you will lose recess," or "I'll put you in time out."		Nonverbally communicates a positive acknowledgement or appreciation of the children's efforts like looking directly at the child and/or nodding.	Shows genuine excitement about teaching or what children are doing.



Notes

2 CHALK Classroom Practices

Math Instruction



Why Choose Math Instruction?

This tool is helpful for teachers who want to support children's mathematical thinking through intentional instruction and playful, hands-on activities that follow children's natural curiosity and enthusiasm.

The screenshot shows the CHALK app interface for a Math Instruction observation. On the left, there's a sidebar with a navigation menu, a blue header bar with a back arrow and a three-dot menu icon, and a main content area. The main content area has a title "Blocks" with a close button. Below it, there's a section for "Child Behaviors" and another for "Teacher Behaviors", each with a list of checkboxes. To the left of the main content, there's a sidebar with a "Practice Teacher" icon, a progress bar, a timestamp "23s", and a "Start Time: 9:26 PM" with a "COMPLETE OBSERVATION" button.

Blocks

Please select the number of children and teachers at the center. i

Child Behaviors
Select the types of math activities children are doing at this center.

Counting and Numbers
 Shapes and Spatial reasoning
 Patterns
 Measurement and Data

Teacher Behaviors
Select the types of support for math the teacher is providing at this center.

Using math vocabulary
 Asking questions about math concepts
 Demonstrating math concepts
 Helping children use math to problem solve

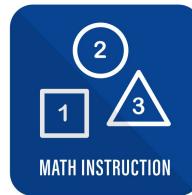
Math Instruction Results

The tool creates the following types of results from the Math Instruction observation:

- How often children did math activities during centers or small groups compared to other activities not related to math
- How often children did each type of math: counting and numbers, shapes and spatial reasoning, patterns, and measurement data
- How often teachers supported children's math overall and by type of support: using math vocabulary, asking questions about math, demonstrating math, and helping children solve problems using math
- Changes in children's math activity and teacher support for math across all observations



Math Instruction Child Behaviors



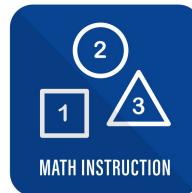
The math tool also allows users to track how often children are doing math in the classroom, whether they are exploring math concepts during centers or participating in a more formal activity led by a teacher.

Student Math Activity			
Counting and Numbers	Shapes and Spatial Reasoning	Patterns	Measurement and Data
Counts, quantifies, or describes sets of objects; connects numerals to counted objects	Identifies, compares, builds, or takes apart shapes; talks about the position of objects; works with maps	Notices, copies, or creates a pattern in the environment or with manipulatives	Compares and orders objects by size, length, or weight; relates time to daily routines or schedule; represents or analyzes data
Counts six marbles and says, "I have six."	Points to a picture of a piece of pizza in a book and says, "This is a triangle!"	While looking at tiles on the floor child says, "I see black, white, black, white"	Places toy animals side by side in order of length
Notices parts of a whole: "I have five bears, two are red and three are blue."	Creates a square from two triangles.	Adds to a green-red-green pattern using cubes	Determines that his shoe is "12 cubes long"
Sorts buttons by the number of holes	Says, "I put the book in <i>the middle</i> of the table."	Creates an A-B-C pattern using stickers (frog, heart, dog, frog, heart dog...etc.)	Looks at the picture schedule and says, "Next we have recess!"
Places seven buttons on the 7 card.	Draws a simple map of the classroom.		



Math Instruction

Teacher Supports for Math



The math tool also allows users to capture how teachers support children's math knowledge development.

Teacher Behaviors			
Using math vocabulary	Asking questions about math concepts	Demonstrating math concepts	Helping children use math to problem solve
number words (<i>one, two, three</i>) less equal compare behind above square cone pattern measure length	How many buttons do you have?	Shows how to say one number as each object is counted.	Highlights how classroom objects (clock, class schedule, blocks) can be used for math activities.
	Who has more- Anna or Marco?	Models how to identify shapes by counting the sides.	Models ways in which math can be used to solve everyday problems. <i>If there are 6 cookies and three of you, how many cookies should everyone get?</i>
	How many do you need to get to five?	Shows how to create a repeating pattern with cubes.	Prompts children to come up with multiple strategies to solve a math problem.
	How do you know that's a triangle?	Demonstrates how to compare the length of two blocks.	Encourages children to take on challenges they have not previously been taught to solve.
	Where did you put the orange block--above or <i>below</i> the blue block?	Models how to use position words when talking about the location of objects.	



Notes

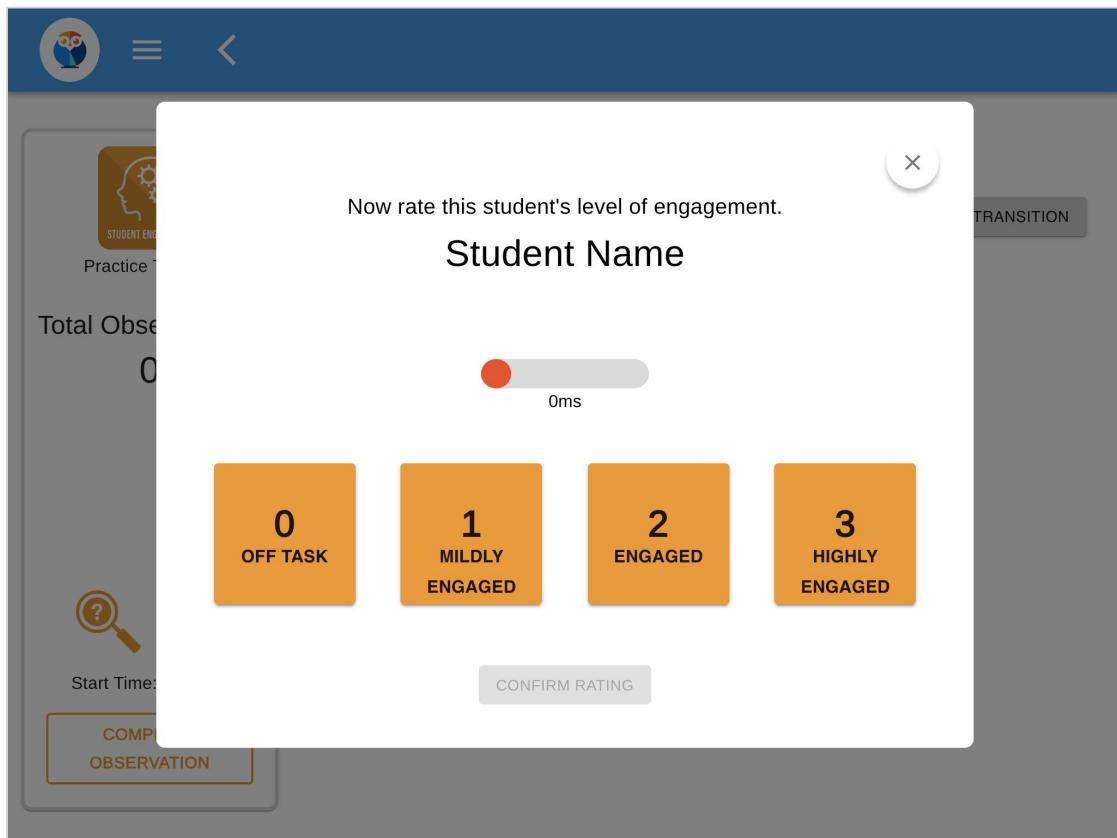
2 CHALK Classroom Practices

Student Engagement



Why Choose Student Engagement?

This tool supports teachers who want to promote high levels of interest, attention, curiosity, motivation, or passion related to learning activities among all children in their classroom.



Student Engagement Results

The tool creates the following types of results from the Student Engagement observation:

- How often individual children were involved in learning activities compared to how often they were off task
- How often individual children were rated off task, mildly engaged, engaged, and highly engaged
- Changes in children's average engagement across all observations



Student Engagement



The student engagement tool allows users to keep track of how involved children are in learning activities.

Level of Student Engagement			
0 Off Task	1 Mildly Engaged	2 Engaged	3 Highly Engaged
Not attentive or is being disruptive	Pays attention to the activity in an inconsistent manner	Focuses on the activity and shows interest in learning	Focuses intensely on the activity, is an active participant, and displays genuine involvement in learning
Sits with materials but stares off into space	Alternates between paying attention to the activity and looking around to see what others are doing/being distracted from the activity	Volunteers responses and shows an eager expression	Shows no signs of distraction
Looks at what other children are doing with little interest	Seems interested in the activity but could also easily give it up for another activity	Persists in looking at the teacher and/or learning materials	Seems oblivious to noise and the behaviors of other children
Engages in challenging behavior			Appears to be concentrating and seriously pursuing the activity



Notes

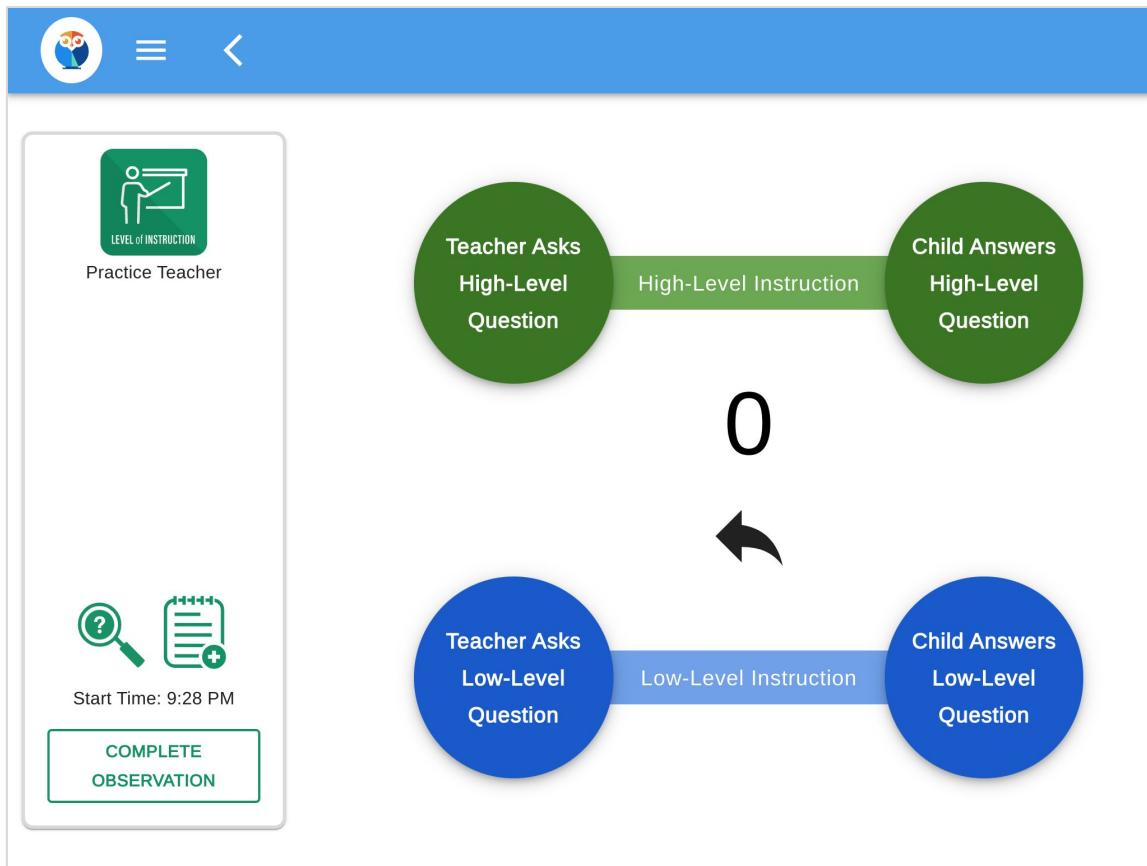
2 CHALK Classroom Practices

Level of Instruction



Why Choose Level of Instruction?

This tool supports teachers who want to engage children in rich conversations across content areas that provide opportunities for children to use reasoning skills, make inferences and predictions, and/or explain their thought processes to a teacher or peer.



Level of Instruction Results

The tool creates the following types of results from the Level of Instruction observation:

- The amount of high-level instruction compared to low-level instruction
- How often the teacher asked high-level and low-level questions
- How often children answered high-level and low-level questions
- Changes in the level of instruction across all observations



Level of Instruction



With the level of instruction tool, users track how often teachers engage children in low-level instruction.

Low-Level Instruction	
Teacher Asks Low-Level Question	Child Answers Low-Level Question
<p>Teacher asks a question with a predetermined answer. The goal of low-level questions is for children to learn or recite the correct response. Low-level questions occur during academic instruction and/or conversations about social-emotional topics.</p> <p>Questions about behaviors are <i>not</i> counted (e.g., <i>Has everybody answered the question of the day?</i>)</p>	<p>A child or children respond to the teacher's low-level question. Each child's response is counted. Incorrect responses are counted.</p> <p>Questions that teachers ask and answer themselves without providing children an opportunity to respond are <i>not</i> counted.</p>
EXAMPLES	
<p>Teacher: Which one of these is a triangle? Child: That one!</p> <p>Teacher: <i>I hear a /w/...</i> Children in choral response: <i>W!</i></p> <p>Teacher: Show me the letter <i>B</i>. Child: Points to the <i>B</i> on the book page.</p> <p>Teacher: Do we have more girls or boys here today? Child: Boys!</p> <p>Teacher: Did Maria feel happy or frustrated? Child 1: Happy. Child 2: Frustrated!</p>	



Level of Instruction



With the level of instruction tool, users track how often teachers engage children in high-level instruction.

High-Level Instruction	
Teacher Asks High-Level Question	Child Answers High-Level Question
<p>Teacher asks a question or uses a prompt that does not have a predetermined answer or set of choices presented. High-level questions occur during academic instruction and/or conversations about social-emotional topics.</p>	<p>A child or children respond to the teacher's high-level question or prompt. Children's responses may vary in length and complexity. Each child's response is counted.</p>
EXAMPLES	
<p>Ask children to explain their thought process:</p> <p><i>How do you know....? What makes you say...? Why did you...?</i></p>	<p>Teacher: Why did you pick that solution card to solve your problem?</p> <p>Child: Because with taking turns we can both play.</p>
<p>Ask children to make a prediction based on context clues or prior knowledge:</p> <p><i>What would happen if...? How could we...?</i></p>	<p>Teacher: What do you think will happen when Luke goes up to bat?</p> <p>Child: He's gonna miss!</p> <p>Teacher: Robert? (This would count as a question) Child: I think he's going to hit a home run.</p>
<p>Ask children to connect academic content with personal experience:</p> <p><i>Tell your friend about a time when... How is this character's problem similar to your...? How are _____ and _____ alike?</i></p>	<p>Teacher: Tell me about a time when you used belly breathing at home?</p> <p>Child 1: When I was mad at my brother. Child 2: I never did. (This type of response would also be counted.)</p>
<p>Ask children to reflect back on parts of activities or lessons:</p> <p><i>What do you remember about...? What was your favorite part of...?</i></p>	<p>Teacher: Think about the rivers and lakes we have been talking about. How are they different from the ocean?</p> <p>Child: The ocean is bigger and very salty.</p>



Notes



Listening to Children



Why Choose Listening to Children?

This tool supports teachers who want to nurture children's language development, communication skills, and self-confidence through a responsive and linguistically-rich classroom environment.

Select all the teacher behaviors you see:

- At **eye-level** with children
- Asks **open-ended questions** to encourage conversation
- Looks at children with a **positive or interested expression** to encourage child talk
- Expands on children's play or talk** using questions or comments
- Repeats or clarifies** children's comments
- Encourages children to **talk to peers**

Listening to Children Results

The tool creates the following types of results from the Listening to Children observation:

- The number of teacher listening behaviors compared to other tasks that don't involve listening
- How often the teacher used specific strategies to foster a responsive and language-rich classroom environment (e.g., positions themselves at eye-level with children, asks open-ended questions)
- Changes in teacher listening to children and encouraging child talk across all observations



Listening to Children



The listening to children tool allows users to track how often teachers use behaviors that encourage child talk.

Teacher Behaviors	Definitions and Examples
At eye-level with children	<p>Teacher positions her body so that she is at eye-level with children.</p> <ul style="list-style-type: none"> ➤ Sits on the floor next to children. ➤ Sits at a table near children sitting at the table. ➤ While standing, bends down in order to see a child's face during an interaction.
Looks at children with an expression that shows interest to encourage child talk	<p>Teacher looks at children with a positive expression and tries to make eye contact. The teacher's body language shows interest in what children say.</p> <ul style="list-style-type: none"> ➤ Nods head and smiles. ➤ Widens eyes to show surprise or curiosity. ➤ Leans in to listen to children.
Repeats or clarifies children's comments	<p>Teacher imitates, or repeats, the child's verbalization without adding content. Child: <i>Giraffe!</i> Teacher: <i>Giraffe!</i> or <i>Giraffe, that's right!</i></p> <p>Teacher asks questions that clarify the meaning of the child's previous comment. Child: <i>Cah.</i> Teacher: <i>Is that your car?</i></p>
Asks open-ended questions to encourage conversation	<p>Teacher asks questions or makes statements that invite multi-word responses. The child's answer is not constrained. These questions often include a wh-word (i.e., what, why, where, how).</p> <ul style="list-style-type: none"> ➤ <i>What did you do with grandma yesterday?</i> ➤ <i>Tell me about your drawing.</i> ➤ <i>Why do you think the blocks fell down?</i>
Expands on children's play or talk using questions or comments	<p>First, the teacher notices what children are talking about or doing. Then, the teacher uses comments or questions to enrich or add to children's play or talk.</p> <ul style="list-style-type: none"> ➤ Watching a child build with blocks, the teacher says, <i>You created a race track!</i> ➤ Child in the art center points to his paint marks and says, <i>My scooter!</i> The teacher responds, <i>What is your favorite thing about riding your scooter?</i>
Encourages children to talk to peers	<p>Teacher prompts children to talk to each other or solve problems together during activities.</p> <ul style="list-style-type: none"> ➤ <i>Why don't you ask Darius what he wants to play?</i> ➤ <i>Maria looks upset. What could you say to help her?</i>



Notes



Sequential Activities



Why Choose Sequential Activities?

This tool supports teachers who want to create opportunities for children to interact with materials and engage in activities that require them to think, plan, and reflect. Children can engage in sequential activities across all content areas.

Dramatic play

Please select the number of children and teachers at the center. [i](#)

Child Behaviors
Select all the activities children are doing at this center.

- Using materials in a **step-by-step, predictable way**
- Drawing** recognizable images or **writing** names or messages (letters or letter-like forms)
- Playing a game with **set rules** and/or **taking turns**
- Speaking or acting according to a **pretend scenario** that follows a predictable plot

Teacher Behaviors
Select the types of support for sequential activities the teacher is providing at this center.

- Helping** children do sequential activities with manipulatives or toys
- Supporting children as they **draw** images or **write** messages
- Demonstrating the steps** to an activity or game
- Supporting children as they **act out** a dramatic play scenario or book

Sequential Activities Results

The tool creates the following types of results from the Sequential Activities observation:

- How often children did sequential activities during centers or small groups compared to non-sequential activities
- How often children did each type of sequential activity (e.g., playing a game with set rules)
- How often teachers used specific strategies to support children's sequential activities (e.g., demonstrating the steps to an activity or game)
- Changes in children's sequential activities and teacher support for sequential activities across all observations



Sequential Activities



The sequential activities tool allows users to track how often children are using classroom materials or doing an activity in a step-by-step, predictable way.

Sequential Activities Definition	
Sequential: Child follows a predetermined sequence of steps that build on each other when doing an activity or using materials.	Non-Sequential: Child does not follow a predetermined set of steps when doing an activity or using materials. It is not clear to the observer that the child is working towards a goal involving steps that build on each other.
Examples: <ul style="list-style-type: none">- Using manipulatives in a sequenced manner (counting, sorting, making shapes, etc.)- Building a recognizable structure with blocks (house, zoo)- Acting out a pretend play scenario with a predictable plot and role speech (i.e., clear indication that children are acting as specific characters)	Examples: <ul style="list-style-type: none">- Exploring manipulatives in an open-ended manner (scooping and dumping cubes)- Playing with blocks without building something specific- Doing pretend actions that are not part of a predictable plot (i.e., moving pots around on the stove)- Repeatedly shoveling and pouring sand



Sequential Activities



The table below describes types and examples of sequential activities that children may engage in during center time.

Sequential Child Behaviors			
Using materials in a step-by-step, predictable way	Drawing recognizable images or writing names or messages (letters or letter-like forms)	Playing a game with set rules and/or taking turns	Speaking or acting according to a pretend scenario that follows a predictable plot
Forming recognizable shapes, letters or objects	Drawing a recognizable picture like a dog or a tree	Following the rules for Candyland	Acting out a story from a book
Working a puzzle or matching cards	Writing names or messages with letters or letter-like forms	Taking turns rolling a ball	Pretending to be a family in dramatic play with clear roles and predictable actions
Looking carefully at the pictures of a book in order	Writing in response to journal prompts or labeling a drawing (child writes "C" for car)	Following a set of rules for an invented game	



Sequential Activities



The table below describes how a teacher supports children's engagement and success with sequential materials and activities.

Teacher Behaviors			
Helping children do sequential activities with materials	Demonstrating the steps to an activity or game	Supporting children as they act out a dramatic play scenario or book	Supporting children as they draw images or write messages
Asking children if they want to put blocks in order from shortest to tallest	Modeling the steps for playing a dice game	Inviting children to act out a book with puppets	Asking children to talk about their drawing and/or discussing details they could add
Showing children a new puzzle	Demonstrating how to sort objects into groups by color, shape, size	Joining children's pretend play as a character to help them act out a predictable scenario (doctor's office; restaurant)	Inviting children to create a message based on their developmental level (scribbles, letter-like forms, or letters representing beginning sounds)
Reading and discussing a book with children			



Notes



Associative and Cooperative Interactions



Why Choose Associative and Cooperative Interactions?

This tool supports teachers who want to facilitate social learning interactions with high levels of child participation and collaboration.

The screenshot shows the CHALK Classroom Practices app interface. On the left, there's a sidebar with a blue header containing an owl icon, a menu icon, and a back arrow. Below the header, the sidebar has a purple square icon with hands, labeled "Practice Teacher", and a vertical progress bar with a purple segment. The number "19s" is displayed below the progress bar. At the bottom of the sidebar is a button with a magnifying glass and a clipboard icon, labeled "Start Time: 9:50 PM". Below that is a "COMPLETE OBSERVATION" button. The main content area has a blue header with the title "Toys and games". Below the header, there's a message: "Please select the number of children and teachers at the center." with an info icon. There are three circular icons representing different group sizes: one person, two people, and three people. The main content area is divided into two sections: "Child Behaviors" and "Teacher Behaviors". The "Child Behaviors" section asks to "Select all the activities children are doing at this center." and lists three options with checkboxes:

- Doing an **activity together** that DOES NOT have a predetermined sequence
- Playing a game together with **formal rules**
- Doing an **activity together** that HAS a predetermined sequence

The "Teacher Behaviors" section asks to "Select the types of support for interactions the teacher is providing at this center." and lists five options with checkboxes:

- Participating** in children's play
- Asking questions to **extend children's thinking** about their shared activity
- Encouraging** children to **share, work, or interact** with each other
- Helping children find the **words to communicate**

Associative and Cooperative Interactions Results

The tool creates the following types of results from the Associative and Cooperative Interactions observation:

- How often children participated in associative and cooperative interactions compared to non-collaborative activities
- How often children engaged in each of the behaviors listed (e.g., doing an activity together that has a predetermined sequence)
- How often teachers used specific strategies to support children's interactions (e.g., encouraging children to share, work, or interact with each other)
- Changes in children's associative and cooperative interactions and teacher support for interactions across all observations



Associative and Cooperative Interactions



The associative and cooperative interaction tool allows users to track instances of students interacting with their peers or teacher in a collaborative manner.

Child Behaviors		
Associative Interactions	Cooperative Interactions	
Doing an activity together that DOES NOT have a predetermined sequence	Playing a game together with formal rules	Doing an activity together that HAS a predetermined sequence
Pretending to be a family but it's unclear who is the parent and who is the child; no defined storyline	Following the rules for a memory card game	Pretending to be a family while acting out a clear storyline and using role speech (The mom says, "Let's make the baby some food.")
Talking about what kind of structure to build together at blocks (Non-example: each child building their own structure with no talking)	Playing a board game with a teacher and/or peers	Completing a pattern block design together
Making up a story with a teacher and acting it out with puppets	Creating and following a set of rules for an invented game	Acting out a familiar book with puppets



Associative and Cooperative Interactions



The table below describes how a teacher supports children's engagement in associative and cooperative interactions.

Teacher Behaviors			
Participating in children's play	Asking questions to extend children's thinking about a shared activity	Encouraging children to share, work, or interact with each other	Helping children find the words to communicate
Talking to children about their play-doh creations	Asking children what will happen next during dramatic play	Demonstrating how to play a new game	Giving children a sentence starter to help them interact with peers (Say, "I want to play...")
Sorting buttons with children	Asking children what shape of blocks they will need to keep their building from falling	Prompting children to ask peers to play or modeling how to share	Helping children solve problems during games or other shared activities (Say, "It's my turn.")
Taking on a role in dramatic play	Asking children what they think a character will do next while reading a book together	Giving positive feedback when children share or interact	



Notes



Literacy Instruction



Why Choose Literacy Instruction?

This tool supports teachers who want to provide comprehensive literacy experiences for children, including foundational skills instruction, writing instruction, interactive book readings, and a rich language environment.

The screenshot shows a mobile application interface for "Literacy Instruction Observation". At the top, there is a navigation bar with a menu icon, a back arrow, and a close button. Below the title "Literacy Instruction Observation", there are four main categories listed vertically: "Foundational Skills", "Writing", "Book Reading", and "Language Environment". Each category has a brief description to its right. At the bottom of the screen, there are three tabs: "SEQUENTIAL ACTIVITIES" (highlighted in yellow), "LITERACY INSTRUCTION" (highlighted in red), and "INTERACTIONS" (highlighted in purple).

- Foundational Skills:** Observe lessons and activities designed to foster children's phonological awareness and develop their knowledge of the alphabetic principle and print concepts.
- Writing:** Observe lessons and activities designed to engage children in emergent writing.
- Book Reading:** Observe interactive book readings that support children's vocabulary and content knowledge, text comprehension, and speaking/listening skills. *To observe shared book readings focusing on print concepts, select the Foundational Skills tool.*
- Language Environment:** Observe responsive and content-rich teacher-child interactions that promote children's language development.

Literacy Instruction Results

The tool creates the following types of results from the Literacy Instruction observations:

- How often children participated in literacy activities compared to non-literacy activities
- How often children engaged in each of the behaviors in the tool (e.g., drawing to communicate meaning; discussing vocabulary words)
- How often teachers used specific strategies to support children's learning (e.g., supporting children's inventive spelling; promoting children's use of vocabulary words)
- Changes in children's literacy activities and teacher support for literacy across all observations



Literacy Instruction - Foundational Skills



Literacy Instruction Observation

Foundational Skills

Observe lessons and activities designed to foster children's phonological awareness and develop their knowledge of the alphabetic principle and print concepts.

Writing

Observe lessons and activities designed to engage children in emergent writing.

Book Reading

Observe interactive book readings that support children's vocabulary and content knowledge, text comprehension, and speaking/listening skills. *To observe shared book readings focusing on print concepts, select the Foundational Skills tool.*

Language Environment

Observe responsive and content-rich teacher-child interactions that promote children's language development.

SEQUENTIAL ACTIVITIES LITERACY INSTRUCTION INTERACTIONS



Literacy Instruction



Foundational Skills Child Observation Tool

The Foundational Skills tool allows users to track children's participation in activities and lessons that focus on phonological awareness, the alphabetic principle, and print concepts.

Child Behaviors	Definitions and Examples
Using knowledge of rhyming, alliteration, and or/syllables	<p>Children do an activity/task alone or with a teacher and/or peers that requires knowledge of rhyming, alliteration, and or/syllables.</p> <ul style="list-style-type: none"> Has a conversation about rhyming words with a teacher (<i>house/mouse- they rhyme!</i>) while looking at books in the library center. <i>Kendrick and Kevin, our names start the same!</i> Claps the syllables in words during a whole group lesson.
Using knowledge of individual sounds (phonemes)	<p>Children do an activity/task alone or with a teacher and/or peers that requires knowledge of individual sounds, or phonemes.</p> <ul style="list-style-type: none"> Children put their thumbs up whenever they hear the /m/ sound in words that the teacher says. Teacher: <i>If you replace the /c/ in cat with /b/ what word do you have?</i> Child: bat! Children use fly swatters to tap picture cards that begin with specific sounds during a game.
Using alphabet knowledge and/or word identification skills	<p>Children do an activity/task alone or with a teacher and/or peers that requires knowledge of the alphabet and/or word identification skills.</p> <ul style="list-style-type: none"> Children do an alphabet puzzle together. One child says, <i>I have the "K."</i> Teacher: Pointing to text in a big book, says, <i>What is this letter?</i> Children: D! Teacher: <i>Who can come circle our new word "the"?</i> Child: circles "the" on the board



Foundational Skills Child Observation Tool

Child Behaviors	Definitions and Examples
Using knowledge of rhyming, alliteration, and or/syllables	<p>Children do an activity/task alone or with a teacher and/or peers that requires knowledge of rhyming, alliteration, and or/syllables.</p> <ul style="list-style-type: none"> ● Has a conversation about rhyming words with a teacher (<i>house/mouse- they rhyme!</i>) while looking at books in the library center. ● <i>Kendrick and Kevin, our names start the same!</i> ● Claps the syllables in words during a whole group lesson.
Using knowledge of individual sounds (phonemes)	<p>Children do an activity/task alone or with a teacher and/or peers that requires knowledge of individual sounds, or phonemes.</p> <ul style="list-style-type: none"> ● Children put their thumbs up whenever they hear the /m/ sound in words that the teacher says. ● Teacher: <i>If you replace the /c/ in cat with /b/ what word do you have?</i> Child: <i>bat!</i> ● Children use fly swatters to tap picture cards that begin with specific sounds during a game.
Using alphabet knowledge and/or word identification skills	<p>Children do an activity/task alone or with a teacher and/or peers that requires knowledge of the alphabet and/or word identification skills.</p> <ul style="list-style-type: none"> ● Children do an alphabet puzzle together. One child says, <i>I have the "K."</i> ● Teacher: Pointing to text in a big book, says, <i>What is this letter?</i> Children: <i>D!</i> ● Teacher: <i>Who can come circle our new word "the"?</i> Child: circles "the" on the board
Using knowledge of letter-sound correspondence	<p>Children do an activity/task alone or with a teacher and/or peers that requires knowledge of letter-sound correspondence.</p> <ul style="list-style-type: none"> ● Teacher: <i>Hmm, this day of the week in our morning message starts with the letter "W." What sound does "W" make?</i> Children: <i>/w/</i> ● Children work together to sort objects into alphabet tubs by initial sound.
Inventing spellings or generating conventional spellings	<p>Children segment the sounds in the target word, select a letter to represent the sound, and write the selected letter(s) to represent the word.</p> <ul style="list-style-type: none"> ● With teacher prompting, a child isolates the first sound in the target word, then writes the corresponding letter. ● Child independently says the target word, "cat," then produces letters to match the speech sounds, such as writing "ct" for "cat." ● Child writes "the" on their paper.



Foundational Skills Child Observation Tool

Child Behaviors	Definitions and Examples
Using knowledge of print concepts	<p>Children do an activity/task alone or with a teacher and/or peers that requires knowledge of the following print concepts:</p> <ul style="list-style-type: none"> • Print directionality (i.e., knowing we read left to right and top to bottom) • Punctuation • Capital letters • The difference between letters and words; notices spaces between words • The difference between the first and last letter of words • Book handling (e.g., holding the book correctly while “reading” or looking at pictures) • Title, author, and illustrator of book
Responding to open-ended questions or prompts about foundational skills	<p>Children respond to an open-ended question or prompt about a foundational skill. Open-ended questions or prompts have more than one correct answer.</p> <ul style="list-style-type: none"> • Teacher: <i>What rhymes with hat?</i> • Child: <i>mat!</i> • Teacher: <i>I’m thinking of a word that begins with /s/....</i> • Child: <i>Snake!</i>
Matching spoken words to print	<p>Children show an understanding that print represents spoken language, or that writing can record our speech.</p> <ul style="list-style-type: none"> • Children “read” the morning message with the teacher. • Teacher looks at a child’s invented spelling/marks and says, <i>Read it to me</i>. The child responds while using gesture, <i>This is my family</i>. • Child points to each word as they say or “read” the morning message.
Using foundational skills for a realistic reading and/or writing purpose (e.g., writing a list, reading environmental print)	<p>Children use foundational skills during a realistic and meaningful reading and/or writing task. Children use skills such as inventive spelling and alphabet knowledge, but the main focus of the activity is to read and/or write for a real-world purpose, such as:</p> <ul style="list-style-type: none"> • Discussing aspects of a shared reading text that is meaningful to children • Writing a letter to a family member; writing their name to show ownership • Reading their writing in front of an audience • “Reading” a book or text (flipping through pages, telling the story, describing pictures, following an instruction manual) • <i>Non-example-</i> matching uppercase and lowercase letters on a worksheet; writing letters/words in isolation; handwriting practice)



Literacy Instruction



Foundational Skills Teacher Observation Tool

The Foundational Skills tool allows users to track teacher strategies during activities and lessons that focus on phonological awareness, the alphabetic principle, and print concepts.

Teacher Behaviors	Definitions and Examples
Focusing on rhyming, alliteration, and/or syllables	<p>Teacher facilitates an activity or interacts with children in order to strengthen children's understanding of rhyming, alliteration, and/or syllables.</p> <ul style="list-style-type: none"> ● <i>Do rug and mug rhyme?</i> ● <i>I heard three words in our poem that begin with the same sound....what sound is it?</i> ● <i>Let's count the syllables in "birthday," ready?</i>
Focusing on individual sounds (phonemes)	<p>Teacher facilitates an activity or interacts with children in order to strengthen children's understanding of individual sounds, or phonemes.</p> <ul style="list-style-type: none"> ● <i>Give me a thumbs up if you hear the /m/ sound in these words...</i> ● <i>If you replace the /c/ in cat with /b/ what word do you have?</i>
Focusing on alphabet knowledge and/or word identification skills	<p>Teacher facilitates an activity or interacts with children in order to strengthen children's understanding of the alphabet and/or word knowledge.</p> <ul style="list-style-type: none"> ● <i>Who can find the letter "T" in our morning message?</i> ● <i>What letter is at the beginning of your name?</i> ● <i>When I say our magic word, walk around the room and find the letter "S."</i> ● <i>How do we spell "the"?</i>



Foundational Skills Teacher Observation Tool

Teacher Behaviors	Definitions and Examples
Focusing on letter-sound correspondence	<p>Teacher facilitates an activity or interacts with children in order to strengthen children's knowledge of letter-sound correspondences.</p> <ul style="list-style-type: none"> ● <i>I see you're holding the "T" puzzle piece, what does "T" say?</i> ● <i>Today we're visiting the library. I want to write that in our morning message! What letter should I write here for /l/.... "Library?"</i> ● <i>Are you ready to take my pizza order? Okay, I would like a pepperoni pizza. What letter are you going to write on my order?</i>
Supporting children's inventive and/or conventional spelling	<p>Teacher supports children as they use phonological awareness, alphabet knowledge, and letter-sound correspondence skills to write labels and/or messages.</p> <ul style="list-style-type: none"> ● Teacher stretches out the word "mom" then asks the child, "What letter do you need?" ● Teacher says, "Yes, C can make the "s" sound at the beginning of the word 'sun.' We'll be able to read that!"
Focusing on print concepts	<p>Teacher facilitates an activity or interacts with children in order to strengthen children's knowledge of the following print concepts:</p> <ul style="list-style-type: none"> ● Print directionality (i.e., knowing we read left to right and top to bottom) ● Punctuation ● Capital letters ● The difference between letters and words; notices spaces between words ● Book handling (e.g., holding the book correctly while "reading" or looking at pictures) ● Title, author, and illustrator of book



Foundational Skills Teacher Observation Tool

Teacher Behaviors	Definitions and Examples
Matching spoken words to print	<p>Teacher demonstrates that print represents spoken language, or that writing can record our speech.</p> <ul style="list-style-type: none"> ● Teacher reads the morning message while pointing to each word. ● Teacher says each word as they write a list on the board.
Asking open-ended questions or prompts about foundational skills	<p>Teacher asks children an open-ended question or prompt about a foundational skill. Open-ended questions or prompts have more than one correct answer.</p> <ul style="list-style-type: none"> ● Teacher: <i>What rhymes with hat?</i> Child: <i>mat!</i> ● Teacher: <i>Let's think of words that begin with /m/.....</i> Child: <i>marker!</i> ● Teacher: <i>When I say our magic word, go stand next to a friend or object in the classroom who has the same beginning sound as your name.</i> Child: Searches the room for an object that begins with /m/ because his name is Martin.
Using multimodal instruction (e.g., gestures/actions, objects, visuals,)	<p>Teacher uses different methods to communicate content to children, such as visuals/pictures, objects, gestures/actions, and sounds.</p> <ul style="list-style-type: none"> ● Teacher invites children to make letters with clay or trace letters in sand. ● Teacher passes around three objects that all begin with /s/ to teach that sound. ● Teacher asks a small group of children to sort picture cards based on whether or not they rhyme. ● Teacher has children stomp their feet as they count syllables.

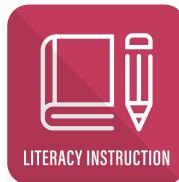


Foundational Skills Teacher Observation Tool

Teacher Behaviors	Definitions and Examples
Using foundational skills for a realistic reading and/or writing purpose (e.g., demonstrating how to write or read a list)	<p>Teacher uses foundational skills during a realistic, or authentic, reading and/or writing task. The teacher may draw children's attention to concepts or skills (e.g., talks about where to start reading) or involve children in using skills within the context of a real-world reading and/or writing activity.</p> <ul style="list-style-type: none">• Teacher demonstrates writing a list of materials the class wants to bring to recess.• Teacher reads the class rules before playing a new game with children and talks about two words that begin with the same sound.• Teacher writes the morning message about the day's events or children's news and invites children to write part of the message.• Non-examples- Teacher demonstrates how to write the letter G in isolation; asks children to copy letters or words; starts a letter hunt in the classroom



Literacy Instruction - Writing



LITERACY INSTRUCTION Observation

Foundational Skills

Observe lessons and activities designed to foster children's phonological awareness and develop their knowledge of the alphabetic principle and print concepts.

Writing

Observe lessons and activities designed to engage children in emergent writing.

Book Reading

Observe interactive book readings that support children's vocabulary and content knowledge, text comprehension, and speaking/listening skills. *To observe shared book readings focusing on print concepts, select the Foundational Skills tool.*

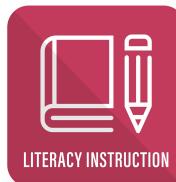
Language Environment

Observe responsive and content-rich teacher-child interactions that promote children's language development.

SEQUENTIAL ACTIVITIES LITERACY INSTRUCTION INTERACTIONS



Literacy Instruction



Writing Child Observation Tool

The Writing tool allows users to track children's participation in activities and lessons that engage children in writing.

Child Behaviors	Definitions and Examples
Talks about the content or meaning of the writing/drawing	<p>Children have conversations with teachers/ peers before, during, or after drawing/writing activities. They may brainstorm topics they want to draw and/or write about or have a conversation that leads to a writing project. Children may also have ongoing conversations with teachers/peers about the meaning of their writing as they engage in the activity.</p> <ul style="list-style-type: none"> • Child says, "I want to write about my abuela." Teacher responds, "What a great idea. Tell me about your abuela." Child says, "She makes bread. It's warm!" The teacher continues asking questions like "Do you put anything on the bread?" or "Who helps your abuela make her bread?" to help the child explore this topic for drawing and writing. • Children share their ideas for journal time with peers during a turn-and-talk activity on the carpet. • Children talk about their purpose or reason for writing (e.g., "I'm making a card for my mom.") • Children talk to teachers and/or peers about the content of the writing/drawing project (e.g., adding details to the class book)
Draws to communicate meaning	<p>Children create drawings or pictures that convey or communicate meaning (e.g., story, message, response to literature, list, etc).</p> <ul style="list-style-type: none"> • Child draws their family. • Children draw a menu of food items at the dramatic play center.
Says aloud the message to be written	<p>Children verbalize the message that they are going to produce. Children may also say out loud the message that the teacher and children will write together during a group writing experience.</p> <ul style="list-style-type: none"> • Child looks at their drawing and says, "My family." • Child says, "I'm going to write, 'The frog is green with spots on it.' • Children say the sentence that the teacher is going to write in the shared writing activity (e.g., morning message).



Writing Child Observation Tool

Child Behaviors	Definitions and Examples
Makes writing forms (e.g., scribbles, letter-like forms, random letter strings, letters)	<p>Children produce writing forms with any type of writing utensil (e.g., pencils, crayons, markers). Writing forms can include scribbles, zig zags, letter-like forms, and/or conventional letters. Children may also produce letters by tracing the letter shape in the air with their finger.</p> <ul style="list-style-type: none"> ● Scribbles or scribble units: Purposeful marks; large mass of scribbles or small patches of scribbles separated by spaces ● Wavy scribbles or mock handwriting: Horizontal loops or zig-zags that imitate writing; child pretends to write words ● Letter-like forms or mock letters: Marks that resemble letters ● Letter strings: Strings of letters grouped together; no letter-sound correspondence ● Transitional writing: Letters or strings of letters with spaces in between to resemble words; letters/words copied from environmental print; memorized words ● Invented or phonetic spelling: Different ways to represent the sounds in words; the first letter of the word or beginning and ending sounds represent the entire word ● Beginning word and phrase writing: Words with beginning, middle, and ending letter sounds; short phrases <p>Adapted from:</p> <p>Rowe, D. W. & Wilson, S. J. (2015). The development of a descriptive measure of early childhood writing: Results from the Write Start! writing assessment, <i>Journal of Literacy Research</i>, 47(2), 245-292. doi: 10.1177/1086296X15619723</p> <p>Byington, T.A. & Kim, Y. (2017). Promoting preschoolers' emergent writing, <i>Young Children</i>, 72(5), 74-82.</p>
Writes one or more letters in their name	<p>Children write their name on their drawing or writing activity.</p> <ul style="list-style-type: none"> ● Writes a few letters in their name ● Writes their full name
Uses knowledge of the alphabet and/or letter-sound correspondence	<p>Children demonstrate their knowledge of the alphabet and letter-sound correspondence, or the match between letters and sounds, during writing activities.</p> <ul style="list-style-type: none"> ● During a whole group interactive writing lesson, the teacher says, "The next letter makes the /b/ sound." The children reply, "B!" ● Child says, "My name starts with 'P' just like Pablo!"



Writing Child Observation Tool

Child Behaviors	Definitions and Examples
Invents spellings or generates conventional spellings	<p>Children segment the sounds in the target word, select a letter to represent the sound, and write the selected letter(s) to represent the word.</p> <ul style="list-style-type: none"> ● With teacher prompting, a child isolates the first sound in the target word, then writes the corresponding letter. ● Child independently says the target word, "cat," then produces letters to match the speech sounds, such as writing "ct" for "cat." ● Child writes "the" on their paper.
"Reads" the message	<p>Children "read" the message by matching their speech to the marks on the page. The message can be scribbles, letter-like forms, invented spellings, or words spelled conventionally.</p> <ul style="list-style-type: none"> ● Child points to each mark as they say, "My dog jumps on me." ● Teacher says, "Read it to me," and child responds, "This is my family." ● Child rereads their message to remember the next word to write. ● Children read the morning message with their peers as the teacher points to the words.



Literacy Instruction



Writing Teacher Observation Tool

The Writing tool allows users to track teacher support for children's writing during activities and lessons.

Teacher Behaviors	Definitions and Examples
Talks to children about the content or meaning of the writing/drawing	<p>Teacher has conversations with groups of children or individual children about their ideas for writing projects or talks to children about the content, or meaning, of their drawing/writing as it develops. Instead of focusing on the writing marks, the teacher has a conversation with children about what the message conveys or how children can expand on their ideas.</p> <ul style="list-style-type: none"> • Teacher and children brainstorm ideas for writing as a group before journal time. • Teacher talks to one child at the science table about what they observe as the child prepares to draw/write in their science log. • Teacher and children generate ideas while composing a story together; the teacher writes their shared story on chart paper • Teacher looks at the child's drawing or writing marks and says, "Tell me about that!" • Teacher says, "I notice you're drawing a bird! What else do you know about birds?"
Invites children to write part of a message (beyond their name)	<p>Teacher encourages children to write a message or part of a message. For some children a message may be scribbles. Other children may produce letter-like forms or conventional letters.</p> <ul style="list-style-type: none"> • Teacher says, "Why don't you draw your dog and then you can write the words on it." • Teacher watches a child drawing and says, "You should write the words on that. What would 'dog' start with?" • Teacher says, "Why don't you write about that on your picture." • Teacher invites various children to write a few letters or words in a group or shared writing piece (e.g., morning message, class list, book, letter, idea web, etc.)



Writing Teacher Observation Tool

Teacher Behaviors	Definitions and Examples
Writes a meaningful message in front of children	<p>The teacher shows children how to compose or generate writing that conveys meaning (e.g., brainstorming ideas, identifying the purpose for writing, drawing, rereading to remember the message, etc.). Teacher thinks aloud about the purpose for writing as they create a note: "I want to remember to bring tomatoes from my garden to show you tomorrow. I think I'll write a note and put it on the door."</p> <ul style="list-style-type: none"> • Teacher starts drawing on their own paper at the writing center and says, "I think I'll draw a ball like the one I throw with my son." • Teacher thinks aloud as they add print to their drawing: "I hear a /b/ at the beginning of 'ball,' so I'm going to write a 'b' here." (<i>belongs below?</i>) • Teacher draws a line for each word in the message on the child's paper or their own paper if the teacher is writing alongside children. • Teacher rereads the child's message to help them remember the next word to write
Demonstrates and talks about writing processes (e.g., print concepts, handwriting)	<p>The teacher shows or models for children the procedures for writing, or the mechanics of writing (e.g., directionality, forming letters, punctuation). Teacher demonstrations or modeling may occur in whole group, small group, and/or learning center settings.</p> <ul style="list-style-type: none"> • Teacher shows a child how to write the letter 'B'. • Teacher shows children how to start writing on the top left of the chart paper during the morning message. • Teacher explains why they wrote a question mark at the end of their sentence.
Invites children to write their name	<p>Teacher encourages children to write their name or the letters in their name that children know so far.</p> <ul style="list-style-type: none"> • "Let's write your name on that!" • "Do you want to write your name so your mom knows the card is from you?" • "I see the 'S' for Sharonda! What other letters are in your name?"
Responds positively to all writing forms (e.g., child scribbles, letter-like forms, letters)	<p>Teacher accepts and celebrates all children's writing even if it doesn't look like correctly formed letters or is not spelled correctly.</p> <ul style="list-style-type: none"> • Teacher looks at child's letter-like forms and says, "You are really a fabulous writer!" • Teacher points to child's scribble marks next to their drawing and says, "I see you wrote a message- tell me about it!" • I see you made a lower-case 'h'! • Non-example: "Your 'M' is upside down! Let me help you."



Writing Teacher Observation Tool

Teacher Behaviors	Definitions and Examples
<p>Supports children's inventive and/or conventional spelling</p>	<p>Teacher supports children as they use phonological awareness, alphabet knowledge, and letter-sound correspondence skills to write labels and/or messages.</p> <ul style="list-style-type: none"> ● Teacher stretches out the word "mom" then asks the child, <i>What letter do you need?</i> ● Teacher says, <i>Yes, C can make the "s" sound at the beginning of the word 'sun.' We'll be able to read that!</i> ● Teacher says, <i>Now you say the word and listen for the sounds you hear!</i>
<p>Invites children to "read" the message (e.g., "Read what you wrote to me!" or "What does that say?")</p>	<p>Teacher asks children to "read" the message, which can be scribbles, letter-like forms, or invented spellings. The teacher may also ask children to read a message that the class composed together.</p> <ul style="list-style-type: none"> ● "What did you write?" ● "Read that to me?" ● "Read it to me and point with your finger." ● "Let's read the morning message together."



Literacy Instruction - Book Reading



Literacy Instruction Observation

Foundational Skills

Observe lessons and activities designed to foster children's phonological awareness and develop their knowledge of the alphabetic principle and print concepts.

Writing

Observe lessons and activities designed to engage children in emergent writing.

Book Reading

Observe interactive book readings that support children's vocabulary and content knowledge, text comprehension, and speaking/listening skills. *To observe shared book readings focusing on print concepts, select the Foundational Skills tool.*

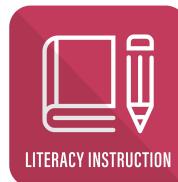
Language Environment

Observe responsive and content-rich teacher-child interactions that promote children's language development.

SEQUENTIAL ACTIVITIES LITERACY INSTRUCTION INTERACTIONS



Literacy Instruction



Book Reading Teacher Observation Tool

The Book Reading tool allows users to track teacher strategies that support children's vocabulary and content knowledge, text comprehension, and speaking/listening skills.

Teacher Behaviors	Definitions and Examples
Defining and/or discussing vocabulary words	<p>Teacher defines and/or talks about vocabulary words from the text before, during, and/or after the book reading. The teacher may use one of more of these methods to expand children's word knowledge:</p> <ul style="list-style-type: none"> • Provide a child-friendly explanation of the word meaning (<i>A habitat is a place than an animal lives. An animal can find food and water in its habitat.</i>) • Encourage children to use words (<i>Can you say, 'habitat'? Turn and talk to a friend about the habitat of your favorite animal- where does it live?</i>) • Use gestures and/or visuals to teach the word meaning (<i>Teacher shows a photograph of a habitat like a pond that is different from the illustration of the pond in the book. The teacher can also share objects, like a bird's nest)</i> • Use sounds or music to teach word meaning (<i>Teacher sings or plays a song about different habitats- from deserts to forests to the ocean)</i> • Ask children to generate definitions, classify, and/or compare words (<i>Let's write/draw a list of all the different habitats we can think of!)</i> • Connect words with children's home languages (<i>We can say habitat in Spanish- el habitat! The teacher can research common habitats in children's home countries, if applicable)</i> • Ask questions about the word (<i>Let's look at this picture of this habitat - a pond. How does this habitat help the frog live?</i>)



Book Reading Teacher Observation Tool

Teacher Behaviors	Definitions and Examples
Discussing concepts related to a book before, during, and/or after the book reading	<p>Teacher draws children's attention to concepts that will be featured in a text and/or activates children's funds of knowledge that will help them engage in and comprehend the content of the text.</p> <ul style="list-style-type: none"> ● Teacher clarifies a concept that is important for understanding a story ● Teacher does a picture walk with children (e.g., flips through the pages to think about what might occur based on the illustrations). ● Teacher creates a KWL chart (What do you Know? What do you Want to learn? and What have you Learned?) with children ● Teacher shows objects or a short video clip, or plays a song related to the text.
Relating the book to children's experiences inside and/or outside the classroom	<p>Teacher encourages children to relate concepts from the book to their experiences in the classroom, at home, or in the community.</p> <ul style="list-style-type: none"> ● Teacher prompts children to connect a book they are reading about construction sites to a building project in their neighborhood. ● Teacher allows children to talk about their home life or activities, or tell personal stories that connect to themes or aspects of a book. ● Teacher hands out children's nature walk journals from the previous day and asks children to share their observations before reading a book about trees.
Encouraging children to make connections to books that reflect their language and/or cultural backgrounds	<p>Teacher selects books that reflect their students' language and/or cultural backgrounds. The teacher intentionally facilitates discussions that link the book theme to children's experiences.</p> <ul style="list-style-type: none"> ● Teacher reads a book that celebrates black nighttime hair routines and asks children if they want to share anything about their hair routines (e.g., <i>Bedtime Bonnet</i> by Nancy Redd). ● Teacher reads and discusses folktales that reflect children's cultural backgrounds (e.g., <i>Tales Our Abuelitas Told</i> by Alma Flor Ada). ● Teacher reads and discusses a bilingual book in Spanish and English.



Book Reading Teacher Observation Tool

Teacher Behaviors	Definitions and Examples
<p>Using multimodal instruction to support comprehension and/or word learning (e.g., props, gestures, sounds, visuals, book illustrations)</p>	<p>Teacher uses different methods to communicate content to children, such as visuals/pictures, objects, gestures/actions, and sounds.</p> <ul style="list-style-type: none"> ● Acting out concepts and words; gestures that represent word meanings ● Hands-on learning experiences (e.g. planting seeds; science experiments; exploring cultural artifacts) ● Pictures, music, and/or video ● Explicitly drawing children's attention to book illustrations (e.g., pointing to a picture that helps teach vocabulary or supports children's understanding of character motivations/actions)
<p>Asking children open-ended questions/ prompts (e.g., to make predictions or inferences)</p>	<p>Teacher asks questions or makes statements that invite multi-word responses and often require children to use their reasoning skills.</p> <p>There is not one correct answer to these types of high-level questions, which often involve a wh-word (i.e., why, why, where, how). Common examples during book reading are asking children to make predictions or inferences.</p> <p>Predictions: Teacher asks children to predict future events that have not yet happened in a text.</p> <ul style="list-style-type: none"> ● <i>What do you think the girl is going to do with her toy?</i> ● <i>How do you think the animals will escape?</i> <p>Inferences: Teacher asks children to draw conclusions about events or character emotions, intentions, and/or motivations based on information that has not been clearly stated in a text.</p> <ul style="list-style-type: none"> ● Making inferences within a text: <i>Do you think Luke really believes that Jackie Robinson hit the ball on his roof? Why?</i> ● Making inferences based on children's background knowledge: <i>Has anyone in your family ever moved away? How did it make you feel? How do you think the girl in the story feels?</i> ● Making inferences between texts: <i>How is the boy in this story different from the boy in last week's story?</i>



Book Reading Teacher Observation Tool

Teacher Behaviors	Definitions and Examples
<p>Responding to children with follow-up questions and/or comments to extend children's thinking</p>	<p>Teacher responds to children's comments, questions, or actions in ways that continue the conversation or interaction and extend children's thinking. The teacher may respond with a follow-up question to elicit talk from the children or provide an informative comment to support children's thinking.</p> <ul style="list-style-type: none"> ● During a book reading, the teacher asks, <i>What do you think happened to the snowball in Peter's pocket when he came inside?</i> A child answers, <i>His momma took it!</i> The teacher values the child's contribution to the discussion and responds: <i>I bet Peter's mom does NOT want him to bring a snowball inside!</i> Then, the teacher asks a follow-up question to focus the children's attention on the illustration and the cause-and-effect relationship: <i>Let's look at the picture - what do you see on his jacket?</i>
<p>Encouraging children to retell, reenact, sequence, or summarize a text or part of a text</p>	<p>Teacher provides opportunities for children to engage with elements of a text through retelling, reenacting, sequencing or summarizing activities. A text could be a fiction or informational read aloud, poem, nursery rhyme, folktale, or any text that has been shared with children.</p> <ul style="list-style-type: none"> ● Retell- Encourage children to retell a text using their own words. ● Reenact- Encourage children to act out a text. They may use materials such as puppets or dramatic play props. ● Sequence- Encourage children to put events from a text into the correct order. ● Summarize- Encourage children to identify the main ideas of a text, such as talking about the plot or drawing/writing in response to a text.

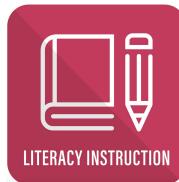


Book Reading Teacher Observation Tool

Teacher Behaviors	Definitions and Examples
<p>Facilitating discussion of social issues around equity/fairness</p>	<p>Teacher uses fiction and non-fiction texts to discuss topics around power, equity, and/or fairness. Conversations and activities may include discussion of gender, race, religion, nationality, disability, the environment, or other social-political topics reflected in the children's community.</p> <ul style="list-style-type: none"> ● During a read aloud about Jackie Robinson, the first African American to play for a Major League Baseball team, teacher asks questions like, <ul style="list-style-type: none"> ○ <i>What problem do you see?</i> ○ <i>What is segregation? Is this fair?</i> ○ <i>How would you feel if you were Jackie Robinson or the teammate?</i> ○ <i>What are some things that could have been done differently?</i> ○ <i>What would you have done if you were Jackie Robinson?</i> ● Prompt children to act out or draw a more fair or equitable ending to a story (e.g., from a different character's perspective) ● Encourage children to ask questions about differences they notice in a book or illustration.
<p>Encouraging children to listen and respond to peer comments/ideas</p>	<p>Teacher prompts children to listen, pay attention, and talk to their peers during conversations about a text. Teachers may also intentionally plan activities that require children to listen and respond to each other before, during, or after a book reading..</p> <ul style="list-style-type: none"> ● A child makes a comment during the book reading. The teacher asks the other children to respond if they agree or disagree, and to explain their reason (<i>Tell George why you think that</i>). ● The teacher asks a question about a character's motivation, then asks children to turn to their neighbor and share their thoughts. ● A child asks a question. The teacher allows the child to call on a friend to answer.



Literacy Instruction - Language Environment



Literacy Instruction Observation

- Foundational Skills**
Observe lessons and activities designed to foster children's phonological awareness and develop their knowledge of the alphabetic principle and print concepts.
- Writing**
Observe lessons and activities designed to engage children in emergent writing.
- Book Reading**
Observe interactive book readings that support children's vocabulary and content knowledge, text comprehension, and speaking/listening skills. *To observe shared book readings focusing on print concepts, select the Foundational Skills tool.*
- Language Environment**
Observe responsive and content-rich teacher-child interactions that promote children's language development.

SEQUENTIAL ACTIVITIES LITERACY INSTRUCTION INTERACTIONS



Literacy Instruction



Language Environment Teacher Observation Tool

The Language Environment tool allows users to track teacher support for children's language development through responsive and content-rich interactions.

Teacher Behaviors	Definitions and Examples
Discussing, defining, and/or promoting use of advanced vocabulary and concepts	<p>Teacher discusses advanced vocabulary and related content that children don't typically encounter in everyday conversation. The teacher intentionally draws children's attention to vocabulary words that build children's content knowledge. The teacher may use and discuss words or concepts when talking about topics of interest to children both within and outside of the curriculum or unit of study.</p> <ul style="list-style-type: none"> • The teacher may provide more formal definitions of words being discussed (e.g., <i>a habitat is where animals live</i>). • The teacher may also provide implicit information about word meanings during interactions with children (e.g., a teacher observes a child making a tree with play dough and says, <i>I see you made a habitat for the owl!</i>). • The teacher may draw children's attention to cognates or provide both the English and home language version of words that relate to children's ongoing activity (<i>I see you're playing restaurant-restaurante. May I order some comida, some food?</i>) <p>The teacher may use one or more of the following methods for expanding children's vocabulary knowledge:</p> <ul style="list-style-type: none"> • Provide child-friendly explanation of the word's meaning • Use props, gestures and/or visuals to help children understand the word's meaning • Encourage children to use vocabulary words • Ask children to generate definitions including synonyms and/or perceptual qualities, classify, and/or compare words • Connect words with children's home languages



Language Environment Teacher Observation Tool

Teacher Behaviors	Definitions and Examples
<p>Having a conversation with children about a social-emotional topic</p>	<p>Teachers have a conversation with one child or multiple children that focuses on a social-emotional topic (e.g., how to solve problems, feelings, friendship). Conversations can occur between a teacher and one child or a teacher and several children at once.</p> <p>Teacher: Remember, only two friends can visit the pet center today, Louisa. That may make you feel disappointed. What can you do if you feel disappointed?</p> <p>Child 1: Tell you.</p> <p>Child 2: Maybe next time.</p> <p>Teacher: Good idea! You can say, 'Maybe next time' and find another center or game to play.</p>
<p>Encouraging children to tell and/or act out stories from experiences in their lives</p>	<p>Teacher encourages children to talk or tell stories about their lived experiences. Children may also act out themes, events or stories based on their personal experiences at home, in the community, or at school. Teachers encourage these language-building behaviors by listening to children and valuing any talk, story-telling, and/or re-enactments from their lives</p> <ul style="list-style-type: none"> ● During centers, after reading the picture book Chrysanthemum earlier in the day, the teacher listens as a child talks about the many different names he is called outside of school. The teacher asks him to tell more about his names. ● The teacher knows that a child is spending time with their extended family and asks open-ended questions about what the child is doing with their cousins.
<p>Encouraging children to listen and respond to peer comments/ideas</p>	<p>Teacher helps children listen, pay attention, and talk to their peers. Teachers may also intentionally plan activities that require children to listen and respond to each other. The children do not have to talk in response to the teacher's strategy. This checklist item captures the teacher's attempt to support peer communication.</p> <ul style="list-style-type: none"> ● The teacher notices that one child is trying unsuccessfully to engage a peer at the dramatic play center. The teacher provides a model, "Jonah, how about you ask Leo if he wants to play restaurant with you." ● The teacher encourages two children to pause and look at each others' block structures and talk to each other about what they notice or ask each other questions.



Language Environment Teacher Observation Tool

Teacher Behaviors	Definitions and Examples
Asking open-ended questions or prompts to encourage conversation	<p>Teacher asks questions or makes statements that invite multi-word responses. The child's answer is not constrained. These questions often involve a wh-word (i.e., what, why, where, how)</p> <ul style="list-style-type: none"> ● <i>What did you do with Grandma yesterday?</i> ● <i>Tell me about your drawing.</i> ● <i>Why do you think the blocks fell down?</i> ● <i>Which one of these do you think will float? Why?</i>
Observing or using questions/prompts in order to enter children's ongoing play or activity	<p>The teacher watches children or asks an open-ended question/prompt to understand what children are doing before the teacher enters the activity or play scene. In contrast, teachers who begin interacting with children without taking time to observe or ask questions first may interrupt or disrupt children's play. This can lead to more teacher directing and less child initiation of ideas and talk.</p> <ul style="list-style-type: none"> ● Teacher says, "What are you doing?" as she enters the blocks center and sits down next to children. ● Teacher sits right outside the dramatic play center to listen and watch as children move objects around and talk to each other. ● Teacher watches a child select various materials (e.g., rocks with different textures) at the science center and bring them to the table, then asks a question about what the child is doing.
Repeating or clarifying children's comments	<p>Teacher imitates, or repeats, the child's verbalization without adding content.</p> <ul style="list-style-type: none"> ● Child: <i>Giraffe!</i> Teacher: <i>Giraffe! or Wow, a giraffe!</i> <p>Teacher asks questions that clarify the meaning of the child's previous comment.</p> <ul style="list-style-type: none"> ● Child: <i>Cah</i> Teacher: <i>Is that your car?</i>



Language Environment Teacher Observation Tool

Teacher Behaviors	Definitions and Examples
Responding to children with follow-up questions and/or comments to extend their thinking	<p>Teacher responds to children's comments, questions, or actions in ways that extend the conversation or interaction. The teacher may respond with a follow-up question to elicit talk from the children or provide an informative comment to support children's thinking.</p> <ul style="list-style-type: none">During a conversation at the science center a child playing with a toy bear says, <i>The baby bear is going to hatch out of his egg- look out!</i> The teacher picks up the toy snake and says, <i>You know, baby bears don't hatch out of eggs, but snakes do! What else do you know about bears?</i>



Notes

3 CHALK Coaching Cycle Step 2



**Coaching Cycle Step 2:
View Results**



Step 2

View Instant Results



Review Results

In the second step of the cycle, the coach reviews the observation results and answers questions like

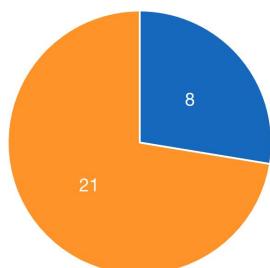
- *What are the teacher's strengths and areas for growth based on the results?*
- *What do the results say about strategies the teacher does more or less often?*
- *How might the teacher respond to the results?*
- *Which parts of the results might interest the teacher?*
- *What specific examples from the classroom observation might help the teacher interpret the results?*

Results Types

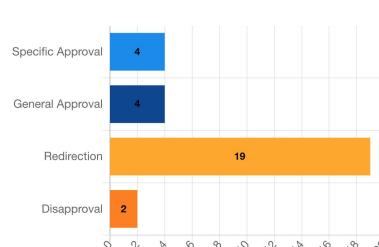
The results are displayed in three different ways: summary, details, and trends.

The coach may choose to view results from their most recent observation, a previous observation, or all results over time.

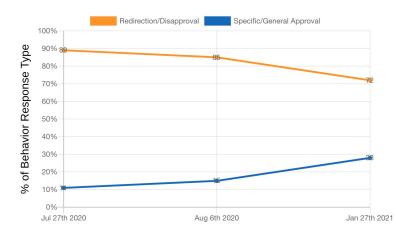
Summary



Details



Trends



The summary chart presents an overall picture of the results from a single observation.

The details graph shows how often children or teachers did specific activities or used specific strategies during a single observation.

The trends graph shows the summary of results across all observations.



Summary - Child Results

In this example, the summary pie chart shows how often children were observed doing math (blue slice) and the number of times children were observed doing other activities (red slice).

Data reflection questions accompany each chart to assist the coach and teacher as they interpret the results and reflect on the teacher's classroom practices.



Coaching Tip

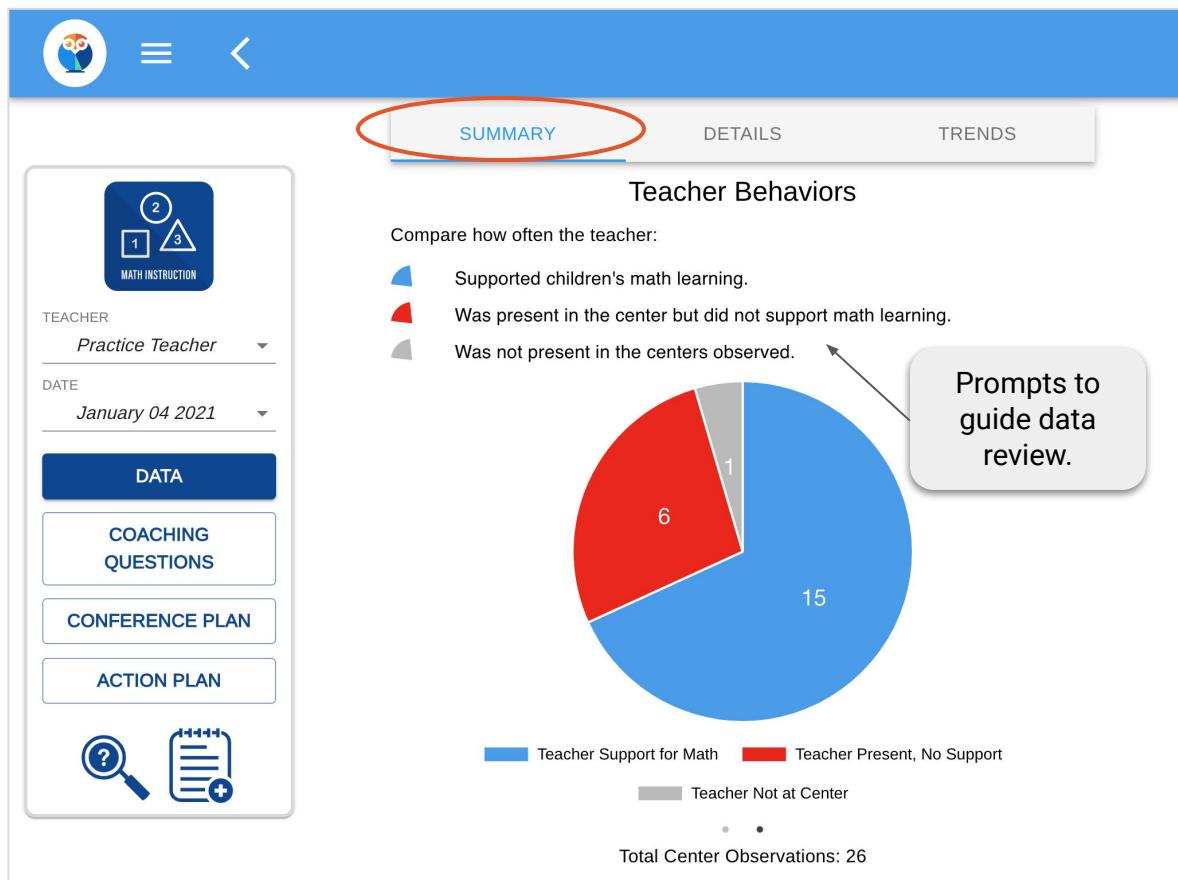
Depending on the teacher's learning style, coaches may share specific examples from the observation to put the results into context. For example, the coach may point out the math activities that children were doing during the observation (e.g., counting bears) and discuss ways to build on that momentum to include more children and different types of math.



Summary - Teacher Results

In this example, the summary pie chart shows how often the teacher was present and supported children's math activities (blue slice), present with the children but did not support math activities (red slice), and not present at the center being observed (gray slice).

Data reflection questions focus on how often the teacher was engaged in support for math compared to other tasks.





Details - Child Results

In this example, the bar chart shows the number of times children were observed doing each type of math during centers.

Data reflection questions focus on comparing how often children engaged in the different math types.

CHALK COACHING

DETAILS

Child Behaviors

What types of math did children do during the observation?

Did they do one type of math more often than other types?

Did they do one type of math less often than other types?

Math Type	Number of Observations
Counting and Numbers	5
Shapes and Spatial Reasoning	1
Patterns	3
Measurement and Data	0

Number of Times Observed

Questions to guide data review.

Children were observed doing patterns during 3 of the 1-minute intervals.

3 CHALK Coaching Cycle Steps

Details - Teacher Results

In this example, the bar chart shows how often the teacher was observed providing each type of support for math.

Data reflection questions focus on comparing how often the teacher provided the different types of math support.

The screenshot shows the CHALK app interface. At the top, there's a blue header with a logo, three horizontal lines, and a back arrow. Below the header, there are three tabs: 'SUMMARY', 'DETAILS' (which is underlined in blue), and 'TRENDS'. On the left, there's a sidebar with a blue icon containing three shapes (circle, square, triangle) labeled 'MATH INSTRUCTION'. It also includes dropdown menus for 'TEACHER' (set to 'Practice Teacher') and 'DATE' (set to 'January 04 2021'). Below these are four buttons: 'DATA' (highlighted in blue), 'COACHING QUESTIONS', 'CONFERENCE PLAN', and 'ACTION PLAN'. At the bottom of the sidebar is a search icon with a magnifying glass and a document icon with a plus sign.

Teacher Behaviors

What behaviors did the teacher use during the observation?

Did the teacher do one type of behavior more often than other behaviors?

Did the teacher do one behavior less often than other behaviors?

Bar Chart Data:

Behavior	Number of Times Observed
Using math vocabulary	16
Asking questions about math concepts	11
Demonstrating math concepts	4
Doing math with children	0

Number of Times Observed

Annotations:

- A callout bubble on the right side contains the text: "Questions to guide data review." An arrow points from this bubble to the question "Did the teacher do one type of behavior more often than other behaviors?"
- A callout bubble at the bottom contains the text: "The teacher demonstrated math concepts during 4 of the 1-minute intervals." An arrow points from this bubble to the bar chart entry for "Demonstrating math concepts".



Trends - Child Results

In this example, the line graph shows how often children did math across all observations, allowing coaches and teachers to view trends over time.

The red line shows how often children engaged in activities that did not involve math. The blue line shows how often children did math activities.



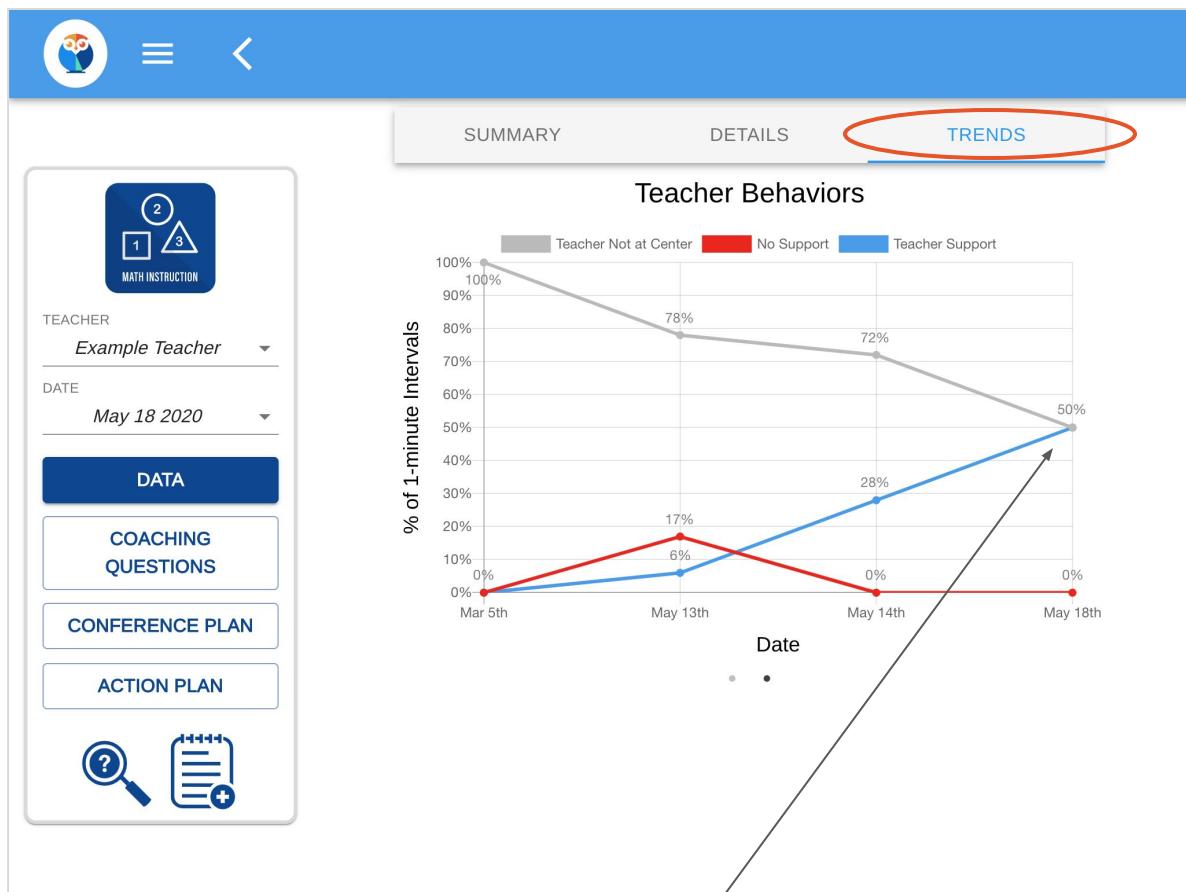
Over time, children did more math during centers. On March 4, children were observed doing math almost as frequently as other activities.



Trends - Teacher Results

In this example, the graph shows how often the teacher used strategies to support children's math development across all observations, allowing coaches and teachers to view trends over time.

The gray line that shows how often the teacher was not at the center being observed. The red line shows how often the teacher was at the center but not providing support for math. The blue line shows how often the teacher was at the center and supporting children's math activities.



Over time, the teacher provided more support for children's math. On May 18, the teacher supported math during 50% of all 1-minute observation intervals—a significant increase from the previous three observations.



Notes

4 CHALK Coaching Cycle Step 3



Coaching Cycle Step 3: Coaching Conversations



Step 3

Engage in Data-Driven Coaching Conversations

Review Results Together

In the third step of the cycle, the coach and teacher meet to talk about the observation data, or results. Depending on the teacher's familiarity with charts, the coach may spend time in the beginning talking about what each chart shows and how it reflects what happened in the classroom. A good first step is to ask teachers what they notice about the data. This will help the coach understand how the teacher interprets the data and how much support to provide.

Individualize Results Discussions

Some teachers might want to start with a short refresher on how the data were collected before discussing the results. Other teachers may choose to receive the observation results over email prior to the debrief conference, and may be ready to lead the data discussion. The coach responds flexibly to each teacher's level of experience and comfort with data (see the *CHALK Coaching Best Practices* section for more guidance).

Reflect Together

Following the results discussion, the coach uses the coaching questions and prompts to facilitate a conversation with the teacher about the "why" behind the results. The teacher reflects on their practices and begins to formulate ideas about specific strategies or behaviors they want to focus on for growth.



Coaching Questions and Prompts

Based on the observation results, the coach explores the prompts and selects a few that would best facilitate a conversation with the teacher about their practices and areas for growth. For example, if the Level of Instruction results show that the teacher asked very few high-level questions during an observation, the coach could select the “Asking High-Level Questions” category, which includes questions and prompts under several related topics (e.g., Explain Thinking, Make a Prediction).

The screenshot shows the CHALK coaching cycle interface. At the top, there is a blue header bar with a white owl icon, a menu icon (three horizontal lines), and a back arrow icon. Below the header, a message reads: "Based on the observation results, select a category to guide your reflection on classroom practices and plan your next steps." On the left side, there is a sidebar with the following sections and icons:

- LEVEL OF INSTRUCTION** (Icon: Teacher with a presentation board)
- TEACHER**: Practice Teacher (dropdown menu)
- DATE**: January 27 2021 (dropdown menu)
- DATA** (Icon: Bar chart)
- COACHING QUESTIONS** (Icon: Magnifying glass over a document, highlighted with a red circle)
- CONFERENCE PLAN** (Icon: Document with a plus sign)
- ACTION PLAN** (Icon: Document with a checkmark)
- REFLECTION** (Icon: Magnifying glass over a document)

The main content area displays three categories:

- ASKING HIGH-LEVEL QUESTIONS** (Green box)
- BUILDING ON LOW-LEVEL INSTRUCTION** (Grey box)
- HIGH-LEVEL INSTRUCTION IN CONTENT AREAS** (Grey box)

Under the first category, there are two dropdown menus:

- Explain Thinking
- Make a Prediction

Below these, a section titled "Connecting Content to Experience" is expanded, showing two questions with green plus signs for adding to a conference plan:

- When do your students tend to make connections between academic content and their lives? During book reading, center time, or science, etc.?
- Talk about the kinds of connections or comparisons to personal experience that might deepen their understanding of the academic content.

At the bottom right of the main content area, there is a "Add to Conference Plan" button with a green plus sign icon.

Individualize Coaching Conversations

The prompts are meant to be a tool for starting a reflective dialogue with the teacher. The coach also brings content expertise and knowledge about the teacher’s learning style and curriculum that informs their coaching. The coach may tweak the CHALK coaching questions based on the teacher’s interests and curriculum. For example, the coach may take the general questions about connecting content to children’s experiences featured above and make them more specific. If the teacher is starting a unit on clothing and their students are dual language learners from culturally diverse backgrounds, the coach may prompt the teacher to reflect on how to connect children’s personal and community experiences with clothing to the academic content in the curriculum as the teacher plans for high-level discussions.

4 CHALK Coaching Cycle Step



Plan for Conference

The coach may use the conference plan to add key topics they want to address in the conversation. Based on the observation results, the coach thinks about reflection questions that will:

- help the teacher reflect on their classroom practices
- encourage the teacher to problem-solve and set goals.

The screenshot shows the CHALK app interface. On the left, there's a sidebar with a teacher profile (Practice Teacher), date (January 27, 2021), and tabs for DATA, COACHING QUESTIONS (highlighted in green), CONFERENCE PLAN, and ACTION PLAN. Below these are icons for a magnifying glass and a clipboard. In the main content area, a message says "Based on the observation results, select a category to guide your reflection on classroom practices and plan your next steps." Three categories are listed: ASKING HIGH-LEVEL QUESTIONS (green background), BUILDING ON LOW-LEVEL INSTRUCTION (grey background), and HIGH-LEVEL INSTRUCTION IN CONTENT AREAS (grey background). Under "ASKING HIGH-LEVEL QUESTIONS", there are sections for "Explain Thinking" and "Make a Prediction". A callout bubble points to the "+ button" in the "Connectting Content to Experience" section, which contains two prompts: "When do your students tend to make connections between academic content and their lives? During book reading, center time, or science, etc.?" and "Talk about the kinds of connections or comparisons to personal experience that might deepen their understanding of the academic content.". At the bottom is a "Add to Conference Plan" button.

Select the + button to add a question to the conference plan.

The coach may add several **prompts or questions** to their conference plan form.

The screenshot shows the CHALK app interface with the "CONFERENCE PLAN" section highlighted. The sidebar remains the same. The main content area has three sections: "Strengths-Based Feedback" (blue border), "Reflection Questions" (orange border), and "Notes" (green border). Each section contains a list of prompts with a "+ button" for adding more. A callout bubble points to the "+ button" in the "Reflection Questions" section, with the text "The question will appear on conference plan.".

The question will appear on conference plan.



Notes



Coaching Cycle Step 4: Co-create Action Plan



Step 4

Co-create Action Plan

Co-create Action Plan

In the fourth step of the cycle, the coach and teacher create an action plan together based on growth areas indicated by the observation results. Action-planning typically occurs towards the end of the coaching conversation. Action plans enable the coach and teacher to work towards improving a specific practice over a determined period of time. The action plan embedded in CHALK contains the following sections:

- Teacher Goal
- Benefit for Students
- Action Steps
- Person Responsible
- Timeline

Supportive Check-ins

As the teacher, co-teacher, and/or coach implement the steps included in the action plan, the coach checks in with the teacher to make sure they feel supported. Coaches individualize their support. Teachers prefer different forms of communication such as email, text message, video-chat, or in-person check-ins. The coach's goal is to meet the needs of individual teachers as they make progress towards their goal.

Coach Observation

The coach and teacher schedule a follow-up observation. The coach uses the same tool (e.g., Transition Time) to see whether or not the goal has been met and the results show improvement from the previous observation (e.g., transition time was reduced).



Action Plan Components

Teacher Goal

The goal describes the skill that the teacher wants to develop over a specific timeframe. The goal is directly linked to observation data so that achieving the goal is easy to measure with the observation tool.

Example goal **not** linked to data: Reduce transition time by November 10.

Example goal linked to data: Reduce centers clean-up transition to **7 minutes** by November 10.

Example goal linked to data: Reduce time spent in transitions to **10%**.

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ACTION PLAN

Sample Teacher 1	Coach Name	Date
Teacher Goal		Achieve by: Date
Action Steps	Persons	Timeline
1. 2. +	1. 2.	1 Date 2 Date

Benefit for Students

This section describes how achieving the goal will improve children's learning. It can also describe how achieving the goal will enhance the classroom environment and children's school experience.

Example: Reducing transitions will create more time for instruction and improve the learning environment. It will also help several children with challenging behavior who have an especially hard time during long, disorganized transitions.



Action Plan Components

Action Steps

Break down the goal into several actions. Create at least one action step that describes how the coach will support the teacher (e.g., modeling).

Example action step: Select a song to signal to children that it's clean-up time.

Example action step: Teach children how to freeze when song plays and then clean up.

Example action step: Coach will model individualized transition cue for child with challenging behavior on November 5.

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ACTION PLAN

Sample Teacher 1	Coach Name	Date
Teacher Goal		Achieve by: Date <input type="date"/>
Benefit for Students <div style="float: right; border: 1px solid #ffccbc; border-radius: 50%; padding: 2px 5px; margin-top: -10px;">i</div>		
<div style="display: flex; justify-content: space-between;"> <div style="width: 33%;"> Action Steps 1. 2. <input style="border: 1px solid #4a90e2; border-radius: 50%; width: 20px; height: 20px;" type="button" value="+"/> </div> <div style="width: 33%;"> Persons 1. 2. </div> <div style="width: 33%;"> Timeline 1. Date <input type="date"/> 2. Date <input type="date"/> </div> </div>		
<div style="display: flex; justify-content: space-around;"> <div style="width: 45%;"> Person Indicate the person (teacher, coach, etc.) responsible for completing each action step. </div> <div style="width: 45%;"> Timeline Assign a timeframe for each action step that supports the coach and teacher in achieving the goal. </div> </div>		

6 CHALK Coaching Cycle Step 5



**Coaching Cycle Step 5:
Track Progress**



Step 5

Track Progress Over Time

Review Trends Data

In the fifth part of the cycle, the coach and teacher use the trends data to assess progress towards the teacher's goal.

Celebrate Achievement

If the trends data show that the teacher met the goal, celebrate the achievement! For example, a teacher might accomplish a goal by reducing centers clean-up transition from 18 minutes during the October observation to 7 minutes during the November observation.

Revisit Action Plan

If the trends data show that the teacher has not met the goal yet, the coach and teacher revisit the action plan. A coaching conversation helps the teacher revise or add steps to the action plan in order to make progress. A new date is set for achieving the goal and the coaching cycle begins again with a classroom observation.



Notes

7 CHALK Coaching Cycle Example



Coaching Cycle Example



Classroom Climate Example



Step 1 Observe Key Classroom Practices in Action

Observe

In this example, a coach and teacher have decided to focus on Classroom Climate. Their preschool program uses *Conscious Discipline®* (Bailey, 2014) as its social-emotional curriculum and the CHALK Classroom Climate practices align with several key *Conscious Discipline®* practices such as the Encouragement Skill. Therefore, setting goals around Classroom Climate using CHALK Coaching will help the teacher meet their program's social-emotional goal. The coach and teacher decide that the coach will come during center time to do a 30-minute observation using the Classroom Climate tool (below).



During the observation, the coach tallies how often she notices the teacher respond to children's behavior with disapprovals, redirections, specific approvals, and non-specific approvals. Using the **notes tool** the coach types in an example of a specific approval the teacher gave one student: *Teacher said to child, I see you waiting your turn at the sink, great job!* The coach wants to remember this to include in a strengths-based feedback email to the teacher. The coach only recorded two instances of specific approvals, and wants to encourage the teacher to reflect on how these types of responses affect children.





Classroom Climate Example



Step 1 Observe Key Classroom Practices in Action

Send Feedback Message

Following the observation, the coach uses the Messaging tool to send the teacher an email thanking them again for the visit. Ideally, the coach sends this message within 24 hours of the observation. The coach also includes at least one piece of strengths-based feedback from the observation to highlight what the teacher did well. The coach can access their notes from the observation at any time from the Results screen. Notes often contain descriptive examples to include in feedback. The positive feedback should be about the CHALK practice that was the focus of the observation. The feedback builds trust between coach and teacher. It also focuses the teacher's attention on the practice and generates reflection.

The screenshot shows the CHALK messaging interface. On the left, there is a sidebar with icons for Sent (blue), Drafts (grey), and New Message (plus sign). The main area has a blue header bar with the CHALK owl logo, a menu icon, and a back arrow. Below the header, there are fields for 'To:' (Practice Teacher), 'Template:' (Feedback), and 'Subject:' (Today's classroom visit). The message body contains a friendly note to the teacher, mentioning observations of children's engagement and specific teaching strategies noticed. At the bottom of the message window, there are buttons for 'SEND >', 'ATTACH', 'SAVE', and 'DELETE'.



Classroom Climate Example



Step 2 View Instant Results

Review Results

After thanking the teacher for the classroom visit, the coach leaves and reviews the observation results (example below).

The teacher did a fair amount of approvals, but she did more than double the amount of general approvals compared to specific approvals.

DATA

SUMMARY
DETAILS
TRENDS

What behavior responses did the teacher give children during the observation?

Did the teacher give one type of behavior response more often than other types?

Did the teacher give one type of behavior response less often than other types?

Classroom Climate Details

Behavior Responses	Number Observed
Specific Approval	2
General Approval	7
Redirection	17
Disapproval	1

The teacher did more redirections than any other behavior response.

Reducing redirections would be a great goal for this teacher.



Classroom Climate Example



Step 2 View Instant Results

Plan for Conference

After viewing the results, the coach plans for a debrief conference with the teacher. The data shows that the teacher gave more redirections than approvals. The coach recalls that many redirections were given during the clean-up transition after centers. Therefore, during the conference the coach wants to ask questions that encourage the teacher to do the following:

- Notice the amount of redirections compared to approvals in the observation data
- Reflect on the use of redirections during transitions and make a plan to reduce them.

The screenshot shows the CHALK app's Conference Plan screen. At the top, there's a blue header bar with the CHALK owl logo, a menu icon, and a back arrow. Below the header, the title "CONFERENCE PLAN" is centered. To the right of the title is a small document icon and the date "05/16/2020". On the left side, there's a sidebar with tabs for "TEACHER" (set to "Example Teacher"), "DATE" (set to "March 05 2020"), "DATA", "COACHING QUESTIONS", "CONFERENCE PLAN" (which is currently selected), and "ACTION PLAN". Below these tabs are icons for a magnifying glass over a question mark and a clipboard with a plus sign. The main content area has three sections: "Strengths-Based Feedback" (with a note icon), "Reflection Questions" (with a note icon), and "Notes" (with a note icon). Each section contains a bulleted list of items for the coach to consider or ask about.

Section	Content
Strengths-Based Feedback	<ul style="list-style-type: none"> I noticed how quickly your students transitioned from the rug to centers, and with very few redirections! The velcro picture system you taught them to use to choose their center seems to be working really well. Type your feedback here!
Reflection Questions	<ul style="list-style-type: none"> Think about a time of day in which children really know the classroom routines. What strategies did you use to get them to this point? Talk about how those strategies could help them learn routines during other times of the day that feel more stressful. Type your question here!
Notes	<ul style="list-style-type: none"> Good transition from rug to centers- very few redirections. Encourage teacher to see the connection between how she trained the children to know exactly what to do during that transition and apply that to the less successful transition from centers back to rug.



Classroom Climate Example



Step 3 Engage in Data-Driven Coaching Conversations

Review Results with Teacher

Before the debrief conference, the coach considers the teacher's prior experience with data. The coach thinks about how to most effectively approach the discussion about observation results with the teacher.

Example A The teacher shows curiosity about the observation tool and asks the coach to email the results after the observation. When they meet for the debrief conference, the coach decides to begin the conversation with an open-ended prompt that encourages the teacher to lead the data discussion:

- ❖ *What was helpful about this data?*
- ❖ *What surprised you about this data?*
- ❖ *What part of the data would you like to focus on today?*

Example B The teacher expresses anxiety about data. In their former position, the student achievement data given to teachers was unclear and generated negative feelings for the teacher about their instruction. The coach decides to show the teacher example results from a practice teacher's observation as part of an introduction to the CHALK coaching tool. This way, the teacher can become familiar with the data charts in a low-pressure environment before viewing their own results. When they meet for their first debrief conference, the coach decides to begin the conversation by asking how the teacher would like to review the results:

- ❖ *Talk about how you would prefer to look at these results together.*
- ❖ *Would you like to discuss what you notice about the data first, or would you rather use the CHALK questions to guide us?*

Coaching Tip

A coach builds trusting relationships with teachers by valuing their expertise and asking how they would like to begin conversations about data.



Classroom Climate Example



Step 3 Engage in Data-Driven Coaching Conversations

Reflect Together

While discussing the results, the teacher wonders about the high number of redirections that occurred during the observation. The coach builds on the teacher's moment of reflection and provides some **strengths-based feedback** about how few redirections the coach observed during the transition from whole group to centers compared to the higher number observed during centers clean-up time. The coach adds a *specific example* about how the children required very few redirections as they used the visual system of velcro picture cards to quickly select their center.

Next, the coach asks a **reflection question** from the conference plan. It encourages the teacher to translate the strategies used during a successful transition to one that is more difficult, like clean-up time:

- ❖ *Talk about how those successful strategies could help your students learn routines during other times of the day that feel more stressful.*

The teacher and coach discuss how visuals and practicing could help children with clean-up routines and reduce the need for redirections. The coach values the **teacher's expertise** by asking questions like:

- ❖ *In your experience, what centers are the easiest and hardest to clean up? Why?*
- ❖ *What have you noticed about your students who struggle with the clean-up transition?*
- ❖ *What teaching strategies support your students with different needs?*
- ❖ *You've told me about the power of the Conscious Discipline® approach—what strategies from that curriculum encourage student independence during transitions?*

Coaching Tip

Reflection questions that value the teacher's expertise empower teachers to reflect on their instruction in a positive way. In addition, questions that connect CHALK practices to the curriculum enable the teacher to work on goals valued by their school.



Classroom Climate Example



Step 4 Co-create Action Plan

Teacher-Driven Goals

The coach's goal is to empower teachers to invest in growing their practice. The coach carefully selects the type of approach that will best position individual teachers to lead the action-planning process.

Example A The teacher is comfortable talking about observation data and has experience setting goals. During the coaching conversation, the teacher begins using phrases like *I could use...* and *maybe I could try*. The coach notices that the teacher is thinking about concrete steps they could take to reduce redirections. The coach follows the teacher's lead with these types of prompts:

- ❖ *It sounds like you have some great strategies in mind.*
- ❖ *Would now be a good time to start our action plan?*

Example B The teacher who was initially anxious about data shares that they are overwhelmed by the action-planning process. The teacher is already working to implement a few *Conscious Discipline®* practices and seems reluctant to take on additional goals. The coach intentionally links CHALK to the teacher's current goals with these prompts:

- ❖ Tell me more about the *Conscious Discipline®* goals you're working on. How's that going?
- ❖ Where do you see any overlaps between your *Conscious Discipline®* goals and CHALK's Classroom Climate practices?
- ❖ Would now be a good time to look at the action plan and see how it could support you in meeting those *Conscious Discipline®* goals?



Classroom Climate Example



Step 4 Co-create Action Plan

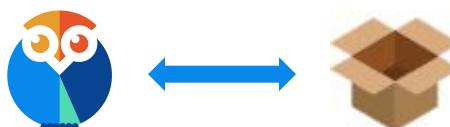
Developing Action Steps

The coach continues to ask reflective questions as the teacher develops a goal and specific action steps. Knowing how important it is to actively support the teacher and participate in at least one action step, the coach offers to be a co-teacher when the teacher models new procedures for children during the clean-up routine. However, if the teacher prefers less hands-on support, the coach respects that preference and offers different coaching strategies, such as sending links to video examples or taking notes on how children respond to the new routine.

Connect CHALK Goals to Existing Curriculum

Teachers value professional development that connects to curriculum they already use and/or evaluation tools used by their school or center. In this scenario, the teacher's goal to reduce redirections connects with key components of the social-emotional learning and classroom management curriculum used by the school, *Conscious Discipline®*. Several of the teacher's CHALK action steps, such as using visuals during transitions and modeling routines for children, mirror the *Conscious Discipline®* skill of assertiveness, practice of visual routines, and transition rituals. Therefore, as the teacher works toward achieving the CHALK goal, they are simultaneously implementing several *Conscious Discipline®* practices.

The CHALK practices also align with several other widely used early childhood observation tools and their associated professional development programs, such as the Classroom Assessment Scoring System (CLASS; Pianta, La Paro, & Hamre, 2008) and the Pyramid Model (Hemmeter, Fox, & Snyder, 2013) for promoting social emotional competence in young children. See the Crosswalks section (p. 78) for more information.





Classroom Climate Example



Step 4 Co-create Action Plan

Supportive Check-ins

Once the action plan is complete (see below), the coach asks how the teacher would like them to check-in or communicate over the next several weeks as they both complete action steps. They decide that the coach will send the teacher a brief email or text to check in after each action step to ask how things are going. They also schedule an in-person debrief about halfway between the time they created the action plan and the “achieve by” date. These different types of check-ins create time for problem-solving throughout the coaching cycle and foster a supportive environment for both teacher and coach.

The screenshot shows the CHALK app interface for creating an Action Plan. The top navigation bar includes a user icon, a menu icon, and a back arrow. The main title is "ACTION PLAN" with a plus sign to add more items. On the left sidebar, there are tabs for "DATA", "COACHING QUESTIONS", "CONFERENCE PLAN", and "ACTION PLAN", with "ACTION PLAN" currently selected. The main content area is divided into several sections:

- Teacher Goal:** Practice Teacher (Coach Name) - Reduce redirections and disapprovals to 30% of total responses to children's behavior during the transition from centers back to whole group. Achieve by: 04/01/2021 (04/01/20).
- Benefit for Students:** Teaching and practicing the clean-up routine will help children know and do what is expected of them, which will increase their independence and self-esteem.
- Action Steps:**
 - Decide whether or not centers have too many materials accessible to children, then put away extra materials to make clean-up easier.
 - Choose a clean-up song that will be a cue for children to start cleaning up. The end of the song will be a cue that clean-up time is over.
 - Teachers and coach model the clean-up routine for children; ask children to describe what they notice.
- Persons:** 1. Teacher, 2. Teacher, 3. Coach and teacher.
- Timeline:**

1. 03/13/20
2. 03/18/20
3. 03/24/20



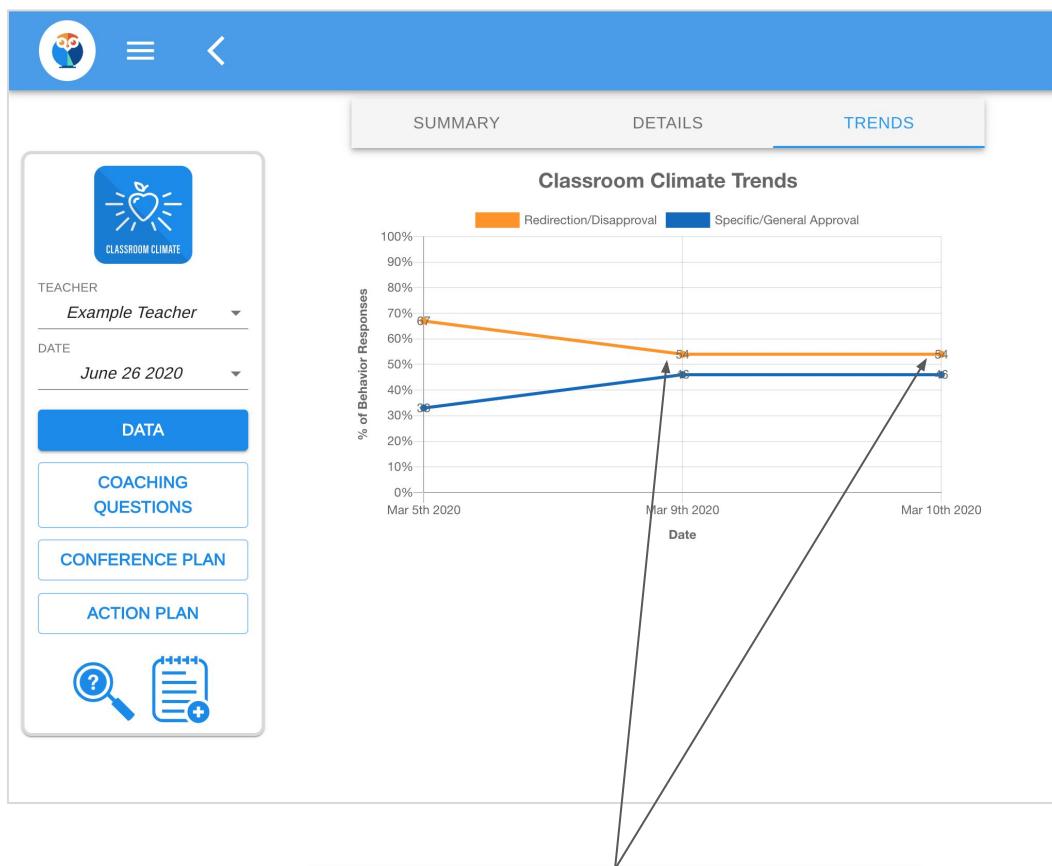
Classroom Climate Example



Step 5 Track Progress Over Time

Measure Progress

A few days after the action plan “achieve by” date, the teacher and coach schedule an observation to measure the teacher’s progress towards their goal. During a follow-up meeting, they look at the results under the “trends” tab to see the teacher’s progress over the past three observations (see below).



The teacher made progress towards their goal! They reduced their disapprovals and redirections from 70% of total behavior responses during the first observation to 54% during the second and third observations.

However, the teacher has not yet reached their goal of reducing behavior disapprovals to 30%.



Classroom Climate Example



Step 5 Track Progress Over Time

Revisit Action Plan

During a follow-up conversation after the observation, the coach prompts the teacher to talk about what they noticed in the trends chart. The teacher expresses pride about reducing redirections, yet wants to continue working on this goal. The coach and teacher decide to revisit the action plan. If the teacher achieved the goal, the coach would celebrate the accomplishment. Then they would discuss future goals or classroom practices to focus on next.

The teacher keeps the same goal of reducing redirections to 30% or fewer. However, the teacher and coach talk about creating new actions steps. Some children continue to show challenging behavior when they arrive on the rug after transitioning from centers. Additional strategies might make the transition even more efficient for them, which will lead to fewer redirections.

ACTION PLAN

Teacher Goal: Reduce redirections and disapprovals to 30% of total responses to children's behavior during the transition from centers back to whole group

Benefit for Students: Teaching and practicing the clean-up routine will help children know and do what is expected of them, which will increase their independence and self-esteem.

Action Steps:

- Teachers will pick 3 new finger plays or movement games to keep children engaged on the rug during the transition.
- Co-teacher will be at the rug to greet children as they transition from center time and start the finger play or game.
- Teacher will circulate around the room offering specific approvals as children clean up and transition.

Persons:

- Teacher team
- Co-teacher
- Teacher

Timeline:

- 04/16/20
- 04/22/20
- 04/30/20

The teacher thinks that the co-teacher would be great at engaging children in finger plays on the rug during the transition. This way, children already on the rug would be engaged in a learning activity while waiting for the rest of the children.



Notes



Coaching Best Practices



The Coaching Best Practices section includes guidance on laying the foundation for adult learning through relationship building and respectful communication. It also offers practical tips and examples of how to use CHALK Coaching tools to support teacher reflection, goal-setting, and growth.

Relationship Building

Principles for developing a partnership based on a shared desire for professional growth

Coaching Communication Skills

Descriptions and examples of committed listening, paraphrasing, presuming positive intent and powerful questions, and reflective feedback

Teacher-Driven Coaching

Guidance on positioning teachers as the leaders of their own professional growth

Goal-Setting Conversations

Communication strategies to support teacher goal-setting

Professional Learning Communities and CHALK

Examples of how CHALK Coaching tools can support collaborative professional development

Coaching Strategies

Menu of strategies and approaches to instructional coaching such as co-planning lessons, modeling instruction, and role-playing practice.



Relationship Building

A trusting relationship lays the foundation for adult learning and long-term growth in a teacher's practice. Through ongoing interactions, you communicate to the teacher, "I notice you, I'm interested in you and your students, and I want to get to know you even better." When you share genuine, judgement-free curiosity about a teacher's practice and invite them to open up about their thinking and decision-making, a personal connection is forged.

For example, during a conversation following an observation you might say, "I noticed you talking to Jasmine and Leo about their blocks building this morning. I'm interested in hearing about your goals for supporting their cooperative interactions, and I want to learn more about what you are thinking and doing." Interactions like this position the teacher-coach relationship as a partnership based on a shared desire for professional learning.

Four principles strengthen the teacher-coach relationship and promote learning.

1. **Individualized coaching fosters the development of respectful relationships essential for learning.** Coaches adjust their approach based on each teacher's communication and learning style.
2. **A strengths-based approach highlights teacher success.** Coaches observe teachers with the goal of identifying moments of effective instruction.
3. **Powerful coaching conversations enable teachers to act based on their own thinking and ideas.** Coaches intentionally use communication skills like powerful questions to foster teacher reflection and goal-setting.
4. **A reciprocal learning partnership leads to shared goals and responsibilities.** Coaches and teachers co-develop a plan of action to grow classroom practices that is meaningful for both coach and teacher.

References

- Material in the Coaching Best Practices section was adapted from the following sources:
- Aguilar, E. (2020). *Coaching for equity: Conversations that change practice*. San Francisco, CA: Jossey-Bass.
- Jablon, J., Dombro, A. L., Johnsen, S. (2016). *Coaching with powerful interactions: A guide for partnering with early childhood teachers*. Washington, D.C.: National Association for the Education of Young Children.
- Kee, K. M. & Anderson, K. A. (2010). *Results coaching: The new essential for school leaders*. Thousand Oaks, CA: Corwin.



Coaching Communication Skills

Committed Listening

When you listen to a teacher with commitment, you convey that you care about what the teacher has to say and that you are listening in order to fully understand the issue from their perspective. You are also listening to gather information that will inform your feedback and to allow the teacher to refine their thinking as they speak at length and without interruption. This last point cannot be underscored enough: most of us do not listen to others for very long before we interject with questions, advice, or “me-too” anecdotes! Committed listening requires patience and the ability to quiet our own judgement of the content being presented. The benefit of committed listening is fully understanding the specific thoughts and actions the teacher is sharing before you move toward responses and co-developed solutions.

Paraphrasing

The next communication skill, paraphrasing, is closely related to the skill of committed listening. In fact, you cannot skillfully paraphrase a teacher’s thoughts and feelings without listening deeply first. Paraphrasing is when the listener summarizes or captures the essence of what the speaker has expressed. Paraphrasing sends the message that the listener is interested in the speaker and trying to understand them. Most importantly, paraphrasing gives the speaker the opportunity to clarify their thinking in response to the paraphrase, and lays a path for thoughtful communication.

Paraphrasing is also an effective strategy to use before asking a question. Without paraphrasing, questioning may feel more like an interrogation. Your question is more likely to engage the teacher in a productive conversation when you paraphrase their concern or idea first.

Communication Skill	Examples
Committed Listening	<p>Waiting for the speaker to finish their thoughts before responding</p> <p>Setting aside judgement, solution finding, or personal stories as you listen</p>
Paraphrasing	<p>“So, you’re feeling....”</p> <p>“You’re noticing that....”</p> <p>“It sounds like you’re wondering about....”</p>



Coaching Communication Skills

Presuming Positive Intent and Powerful Questions

The language that we use matters as we form relationships with teachers and engage them in coaching conversations. Presuming positive intent refers to a mindset and a related communication style that effective coaches and leaders develop. Coaches who presume positive intent operate with the assumption that teachers want to be their best and do their best. Using positive language encourages positive actions. In contrast, expressing negative assumptions can lead to defensiveness and derail the conversation.

Consider the difference between these two questions:

Negative Do you have a plan for teaching math? I don't see that in your daily schedule.

This question presumes that the teacher has not planned for math.

Positive What has been helpful as you plan for math activities throughout the day?

This question presumes that the teacher has already started thinking about incorporating math into their day, even if there is no evidence in their schedule yet.

The positive question assumes that the teacher has already thought, planned, or done what is being discussed. Powerful questions based on the language of positive intent have the potential to inspire a teachers' best self and lead to greater outcomes.

Powerful Question Examples

Negative

Don't you think there's a lot of wasted instructional time in the morning as you get ready for circle time?

Did you ask inferential questions during story time today?

Have you thought about teaching your students a calm-down strategy?

Positive

How do you and your co-teacher help each other with lesson and materials preparation? In your experience, what systems work best?

What type of questions do you like to ask during story time?

What have you found to be your best strategies for supporting students' emotional regulation?



Coaching Communication Skills

Reflective Feedback

Feedback has a powerful effect on learning for both students and adult learners, including teachers. However, the type of feedback and how it is provided determines its effectiveness. Unfortunately, the most common forms of feedback that we receive are not as valuable as they could be. These include judgement ("Great lesson" or "Important information was missing"), personal observation ("I like the way..."), or questions ("Are you planning to...").

Reflective feedback supports the teacher's thoughtful reflection and decision making. This type of feedback flows naturally after you have spent time engaging in committed listening and paraphrasing during a conversation with a teacher. Teachers perceive reflective feedback that presumes positive intent as honest, respectful, and thoughtful. There are three main options for reflective feedback: asking for clarity, identifying value in the teacher's idea or plan, and posing reflective questions that support teacher thinking and goal-setting.

CHALK coaching questions and prompts are examples of reflective feedback.

Reflective Feedback Types and Examples

Clarify

This type of feedback ensures that coach and teacher are talking about the same thing. It gives the teacher an opportunity to clarify their idea or thought.

"How did your students respond to the process?"

"How do you see this curriculum as different from...?"

Value Potential

A coach communicates that the teacher's idea or action has positive elements and moves towards building on them.

"You have really thought deeply about.."

"The strength of the idea is...."

Reflective Questions for Possibilities

These types of questions create space for the coach and teacher to discuss concerns, considerations, or options toward improvement.

"What learning gaps, if any, did you notice in your students' during that activity?"

"What next steps are you thinking will be important for you to take?"



Teacher-Driven Coaching

Teachers do the critical thinking. Effective coaching draws on principles of adult learning theory and findings from neuroscience. The essential idea is that teachers need to think through issues or scenarios for themselves to be truly committed to new actions (Kee et al., 2010). CHALK is designed to engage teachers in analyzing instructional practice data from their own classroom. The coach supports teachers' interpretation of the data and answers questions about the observation tool used to collect the data. However, teachers will feel empowered by their insights only if they go through the process of making connections between the data and their practices themselves (Costa & Garmston, 1991).

Teachers choose what they want to learn. After the data conversation, the coach follows another principle of adult learning- respecting teacher choice regarding their professional learning. The coach's role is to notice where the teacher has the energy or desire to work on a skill or build knowledge. There are many ways to achieve growth within each CHALK practice. For example, teachers can use different strategies in an effort to reduce transition time. One teacher may be motivated to partner with their co-teacher to implement a more efficient hand-washing procedure. Another teacher may wish to provide individualized visuals and supports for two children who have difficulty with transitions.

Teachers value relevant PD. Professional development is relevant when it's practical. Instead of adding to a teacher's workload, CHALK can complement a teacher's ongoing effort to improve their instruction. After learning more about the CHALK practices, teachers can decide which practices align with their instructional priorities and ongoing work. Coaches may wish to support teachers in making connections between CHALK practices and the teacher's goals and aspirations. For example, teachers focusing on classroom management might use the CHALK Transition Time tool. Teachers who wish to support children's social-emotional skill development might use the Associative and Cooperative Interactions tool. Some teachers may be working on goals associated with specific curriculum or program-wide goals based on trends in formal observation data. The CHALK crosswalks section (p. 78) describes the connections between widely-used early childhood curriculum (e.g., the Pyramid Model; Hemmeter, Fox, & Snyder, 2013, and *Conscious Discipline®*; Bailey, 2014), classroom observation tools (e.g., CLASS; Pianta, La Paro, & Hamre, 2008), and CHALK practices.



Goal-Setting Conversations

An effective goal-setting conversation will lead to a detailed action plan and set the coach and teacher up for success. Some teachers will review their CHALK observation data and generate their own goal and action steps. Other teachers may want more support from their coach in reviewing the data, identifying an area for growth, and crafting a goal. In this scenario, the coach can listen and notice where the teacher has energy or motivation to work within a CHALK focus area, then use questions (see examples below) as the teacher develops a goal and determines how to achieve it.

The coach may begin with broad questions like, “What will it look like when you have achieved this goal?” to encourage teachers to envision their goal. Working backwards from the goal and breaking it down into parts is an effective method for generating specific, realistic action steps.

Once a teacher has brainstormed several strategies, the coach encourages them to select and refine 1-3 key action steps that will have the greatest impact on their instruction and student learning. The coach and teacher also consider who else might support the teacher’s work, such as a co-teacher or the coach themselves, and include those individuals in the action steps.

Language for the Goal-Setting Conversation

What does progress on this goal look like?

What five strategies are you thinking....

Which of these would you want to begin with?

What kinds of supports will you need?

Who would ideally support you and/or collaborate with you?



Professional Learning Communities and CHALK

A Professional Learning Community (PLC) is a collaborative form of professional development that brings small groups of teachers together to focus on shared topics. The pre-k teachers at a childcare center may meet during their planning period twice a month to review children's math achievement data and develop shared goals around specific math strategies they want to try in their classrooms. A group of pre-k teachers from different elementary schools might gather virtually several times over the school year to expand their knowledge of high-level questioning strategies, co-write lessons together, and then reflect on how children responded to their questions. Coaches or program leaders often act as facilitators or participants to support teacher learning during PLCs.

CHALK Coaching tools and professional development materials can support and complement the collaboration that occurs during PLCs. The table below describes a few examples of how CHALK can enhance various forms of in-person and virtual collaborative professional development: teacher collective inquiry, video observation, and shared goal setting.

PLC Activity	CHALK Tools
Collective Inquiry Teachers select a content area, a specific practice, or set of strategies to explore together.	Training: Concepts videos, instructional practice definitions and examples Resources: Powerpoint presentations, handouts, guiding questions for discussion about specific practices
Shared Goal Setting Teachers share and discuss children's work, such as emergent writing from journals. They identify strategies that will support children's writing development, then create a shared goal to implement specific strategies. In between PLC meetings, the coach observes each teacher using the strategies.	Literacy Training: Teachers review and discuss the stages of emergent writing and instructional strategies in the practice definitions and examples. Action Plan Tool: Teachers make a plan for achieving their writing strategies goal. Writing Observation Tool: Coach observes teachers with a focus on their shared goal from the PLC.
Video Observation The coach brings a video clip of a math lesson to the PLC meeting. Teachers use the CHALK math instruction observation tool as they view the video. They discuss their results and the math activities and teacher strategies that they observed.	Math Instruction Observation Tool: Teachers use the observation tool on a shared example video. Math Coaching Questions: The coach uses the coaching prompts to facilitate a discussion about what teachers observed in the example video and how it applies to their own instruction.



Coaching Strategies

Observe Instruction

The coach and teacher decide in advance what the coach will observe and collect data on in ways that will support the teacher's growth. The data and information collected during the observation provides the foundation for a coaching conversation and enables the teacher to reconstruct and analyze what happened while they were teaching.

Provide Reflective Feedback

Reflective feedback refers to coaching questions that promote deeper, more detailed thinking and lead to more productive decision-making. Reflective feedback also includes comments that emphasize the value and strength of the teacher's ideas and goals. See page 46 in the manual for further description and examples.

Co-Plan Lessons

The teacher and coach create a lesson plan together. This provides the coach with an opportunity to 1) learn about the teacher's planning process and 2) ask questions that may deepen the teacher's analytical thinking about their instruction and anticipated student responses.

Role-Play Practice

The teacher and coach role-play scenarios in order to practice and build new skills. For example, the coach might play a student as the teacher practices introducing new concepts or explaining a procedure. Then, they might reverse roles so that the teacher can experience the scenario from a student perspective.

Model Instruction

The coach demonstrates a teaching strategy or practice in the classroom as the teacher observes. To facilitate the most effective professional learning experience, the teacher and coach meet beforehand to discuss the strategy to be modeled and create a note-taking form for the teacher to use while observing the coach. They also make a plan to debrief afterward.

Video-Record and Reflect

Video is a powerful professional learning tool because it helps educators see exactly what teaching and student learning looks like. Video-recordings help coaches and teachers get specific about actionable next steps. Video should only be used when teachers and coaches have discussed the purpose of this coaching strategy and agree on the focus for the video-recorded lesson. Small groups of teachers can also come together during professional learning time to watch and discuss lesson clips. Video enables teachers to visit their peers' classrooms virtually and deepen their craft knowledge together.

Share Resources

Coaches provide the teacher with resources to support their professional growth. These may include tangible resources such as articles, instructional materials (e.g., storybooks, visuals, manipulatives), websites, or lesson planning templates. Coaches may also connect teachers to interpersonal resources, such as colleagues who seek to enhance their instruction and student learning through collaboration.



Coaching Resources

Books

- Aguilar, E. (2020). *Coaching for equity: Conversations that change practice*. San Francisco, CA: Jossey-Bass.
- Costa, A. & Garmston, R. (1991). Cognitive coaching: A strategy for reflective teaching. From Northeast Georgia RESA. Teacher Support Specialist Instructional Handbook. Winterville, GA: Northeast Georgia RESA, pp. 91-94.
- Dufour, R., Eaker, R., & Many, T. (2010). *Learning by doing: A handbook for professional learning communities at work* (Second ed.) Bloomington, IN: Solution Tree Press.
- Jablon, J., Dombro, A. L., Johnsen, S. (2016). *Coaching with powerful interactions: A guide for partnering with early childhood teachers*. Washington, D.C.: National Association for the Education of Young Children.
- Kee, K. M., Anderson, K. A., Dearing, V., Harris, E., Shuster, F. (2010). *Results coaching: The new essential for school leaders*. Thousand Oaks, CA: Corwin.
- Killion, J., Harrison, C., Bryan, C., & Clifton, H. (2012). *Coaching Matters*. Oxford, OH: Learning Forward.
- Knight, J. (2014). *Focus on Teaching: Using Video for High-Impact Instruction*. Thousand Oaks, CA: Corwin.

Websites

Ayers Institute for Teacher Learning & Innovation, eduTOOLBOX resources
<https://www.edutoolbox.org/>

National School Reform Faculty, Harmony Education Center
<https://nsrfharmony.org/>

Bright Morning: Every Conversation Counts
<https://brightmorningteam.com/free-tools/>

All Things PLC
<https://www.allthingsplc.info/>

Early Childhood Curriculum and Assessment Resources

- Bailey, B. A. (2014). Introduction to conscious discipline. In J. Ruffo (Ed.), *Conscious discipline: Building resilient classrooms* (pp. 8–29). Oviedo, FL: Loving Guidance, Inc.
- Hemmeter, M. L., Fox, L., & Snyder, P. (2013). A tiered model for promoting social-emotional competence and addressing challenging behavior. In V. Buysse, & E. Peisner-Feinberg (Eds.), *Handbook of response to intervention in early childhood* (pp. 85–101). Brookes.
- Hemmeter, M. L., Fox, L., & Snyder, P. (2014). *Teaching Pyramid Observation Tool: Research edition*. Brookes.
- Pianta, R. C., La Paro, K. M., & Hamre, B. K. (2008). *Classroom Assessment Scoring System manual*. Pre-K. Brookes.



Notes

9 CHALK Crosswalks



CHALK Crosswalks



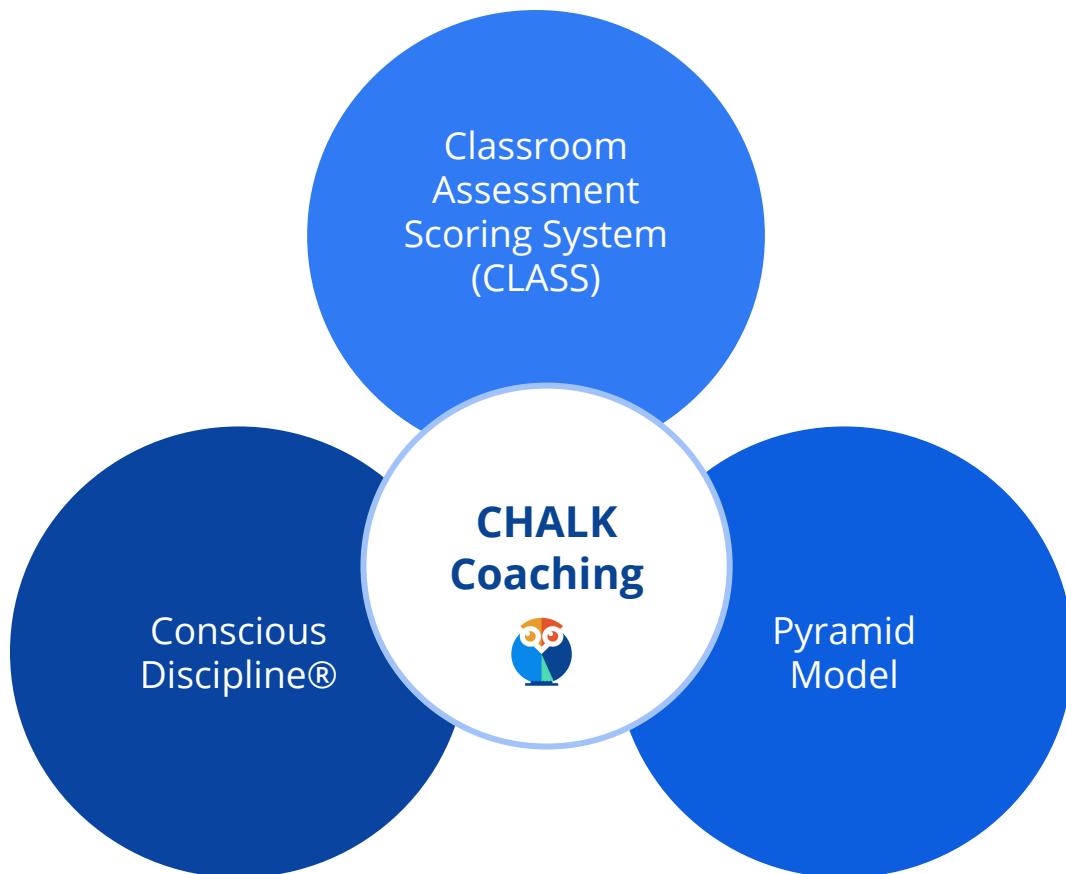
CHALK Coaching and Common Early Childhood Programs

The research-based practices in CHALK Coaching align with key practices featured in three widely-used early childhood programs: the Classroom Assessment Scoring System (CLASS), *Conscious Discipline®*, and the *Pyramid Model for Promoting Social and Emotional Competence in Infants and Young Children*.

The following pages include:

Practical examples of how a teacher and coach might use CHALK to support implementation of strategies from each program.

Summary tables highlighting the connection between CHALK practices and the components of each program.



CLASS: <https://education.virginia.edu/classroom-assessment-scoring-system>

Conscious Discipline: consciousdiscipline.com

Pyramid Model: pyramidmodel.org



CHALK and CLASS

Practical Example

In this example, the teacher and coach use CHALK to set goals that align with two dimensions from the Instructional Support domain of CLASS: **Concept Development** and **Language Modeling**.

The pre-k program observes each classroom with CLASS twice a year to identify program-wide areas for growth. CLASS data from the previous year indicates that most teachers scored in the low range of concept development and language modeling. Moving forward, program leaders decide to provide year-long professional development and coaching supports focusing on these two dimensions.

CHALK provides observation tools that collect data on specific teacher actions. The Level of Instruction and Listening to Children tools are aligned with the focal CLASS dimensions (see table below). In addition, with the CHALK action planning tool, the teacher and coach can set specific, quantifiable goals. Achieving CHALK goals should improve classroom practices that are the focus of the pre-k program's CLASS goals.

CLASS	CHALK
Concept Development <p>Teachers support children's understanding of concepts and ideas. They provide children opportunities to use reasoning and analysis instead of focusing on memorization of facts. Teachers ask open-ended questions that focus on the hows and whys of learning.</p>	Level of Instruction <p>Teachers engage children in conversations about concepts that require abstract thinking, reasoning, and inferencing. Teachers ask high-level, or open-ended questions that do not have predetermined answers or a set of choices presented.</p> <p>Example CHALK goal: 60% of teacher questions during centers will be high-level questions.</p>
Language Modeling <p>Teachers support children's language development by modeling advanced language and encouraging child talk. During conversations teachers repeat children and extend their responses. Teachers ask questions to encourage extended, multi-word responses.</p>	Listening to Children <p>Teachers create a high-quality linguistic environment by listening to children and encouraging child talk. During interactions teachers repeat children and/or clarify their comments. Teachers ask questions to encourage extended, multi-word responses.</p> <p>Example CHALK goal: Teacher will repeat and/or clarify children's responses at least 7 times and ask at least 5 open-ended questions during centers.</p>

CHALK Teaching Practices

Crosswalk for CHALK and Classroom Assessment Scoring System (CLASS)

CHALK Teaching Practices	CLASS Domains, Dimensions, and Indicators							
	Classroom Organization			Instructional Support				
Positive Climate	Teacher Sensitivity	Regard for Student Perspectives	Behavior Management	Productivity	Instructional Learning Formats	Concept Development	Quality of Feedback	Language Modeling
Reduce Transition Time								
Classroom Routines				✓				
Behavior Management Disruption			✓					
Traveling Outside the Classroom				✓				
Waiting in line/Lining up				✓				
Children Waiting on Teacher/Materials			✓					
Create a Positive Classroom Climate								
Increase Behavior Approvals	✓	✓					✓	
Decrease Redirections			✓	✓				
Decrease Negative Comments	✓		✓					
Positive Tone	✓							
Children's Associative and Cooperative Interactions								
Doing an activity together that DOES NOT have a predetermined sequence		✓					✓	
Playing a game together with formal rules		✓		✓				
Doing an activity together that HAS a predetermined sequence				✓	✓			✓

CHALK Teaching Practices

Crosswalk for CHALK and Classroom Assessment Scoring System (CLASS)

CHALK Teaching Practices	CLASS Domains, Dimensions, and Indicators							
	Emotional Support		Classroom Organization		Instructional Support			
Positive Climate	Teacher Sensitivity	Regard for Student Perspectives	Behavior Management	Productivity	Instructional Learning Formats	Concept Development	Quality of Feedback	Language Modeling
Promote Associative and Cooperative Interactions								
Participate in children's play	✓				✓			
Ask questions to extend children's thinking about a shared activity				✓	✓	✓		
Encourage children to share, work or interact with each other			✓		✓			✓
Help children find the words to communicate		✓	✓					✓
Plan Sequential Activities								
Encourage sequential use of materials					✓		✓	
Demonstrate the steps to an activity or game				✓				
Help children act out a dramatic play scenario or book				✓			✓	
Support children's drawing of an image or writing of a message		✓					✓	

CHALK Teaching Practices

Crosswalk for CHALK and Classroom Assessment Scoring System (CLASS)

CHALK Teaching Practices			CLASS Domains, Dimensions, and Indicators					
			Classroom Organization			Instructional Support		
Positive Climate	Teacher Sensitivity	Regard for Student Perspectives	Behavior Management	Productivity	Instructional Learning Formats	Concept Development	Quality of Feedback	Language Modeling
Math Instruction								
Use math vocabulary								✓
Ask questions about and demonstrate math concepts					✓	✓	✓	✓
Help children use math to problem solve						✓		
Listening to Children								
Looks at children with a positive expression to encourage child talk	✓							
Repeats or clarifies children's comments						✓		✓
Asks open-ended questions to encourage conversation							✓	✓
Expands on children's play or talk using questions or comments						✓	✓	
Encourage peer talk								✓

CHALK Teaching Practices

Crosswalk for CHALK and Classroom Assessment Scoring System (CLASS)

CHALK Teaching Practices			CLASS Domains, Dimensions, and Indicators					
			Classroom Organization			Instructional Support		
Positive Climate	Teacher Sensitivity	Regard for Student Perspectives	Behavior Management	Productivity	Instructional Learning Formats	Concept Development	Quality of Feedback	Language Modeling
Level of Instruction								
Ask low-level questions					✓		✓	
Ask high-level questions					✓	✓	✓	✓
Student Engagement in Learning								
Off task								
Mildly engaged								
Engaged				✓	✓			
Highly engaged				✓	✓			



CHALK and *Conscious Discipline®*

Practical Example

In this example, the teacher and coach use CHALK to set goals that align with key *Conscious Discipline®* practices: **Transition Rituals** and the **Encouragement Skill**.

The teacher's preschool program recently adopted *Conscious Discipline®* to support classroom management skills and children's social-emotional learning. Program leadership are encouraging coaches and teachers to start with the Power of Attention/Skill of Assertiveness, which includes transitions rituals, as they begin to implement *Conscious Discipline®*. Once teachers demonstrate progress with transitions, they will be encouraged to shift their focus to the Encouragement Skill.

Using the CHALK Transition Time and Classroom Climate observation and action-planning tools, the teacher and coach focus on key practices that are present in both CHALK and *Conscious Discipline®*, such as using visuals during transitions, modeling routines for children, and drawing attention to appropriate behavior with positive, descriptive praise. As the teacher works toward achieving CHALK goals, they are simultaneously implementing several *Conscious Discipline®* practices.

CONSCIOUS DISCIPLINE®	CHALK
Transition Rituals <p>Teachers reduce the length of time that children spend in transitions and incorporate learning activities when possible. They review behavior expectations and transition cues with children to ensure success.</p>	Transition Time <p>Teachers limit the number of transitions that occur, reduce the length of time that children spend in transitions, and increase time spent in learning activities. They review behavior expectations and transition cues with children.</p> <p>Example CHALK goal: Reduce time children spend in transition to 10% of the total observation.</p>
Encouragement Skill <p>Teachers notice children's strengths and use positive descriptive language to draw children's attention to their peers' strengths. Teachers avoid using general praise.</p>	Classroom Climate <p>Teachers increase positive descriptive language to approve of children's behavior and avoid using general praise. Teachers do less redirecting and disapproving of children's behavior.</p> <p>Example CHALK goal: Increase specific approvals to 75% of total responses to children's behavior.</p>



Crosswalk for CHALK and Conscious Discipline®

Conscious Discipline Structures	CHALK Practices							
	Transition Time		Classroom Climate					
Before Transition: Make a Plan	Review Expectations and Cues	Incorporate Learning Activities	Support Individual Students	After Transition: Debrief	Specific Approval	Non-specific Approval	Non-specific Approval	Positive Tone
Power of Attention/Skill of Assertiveness								
Visual Routines	✓	✓	✓	✓			✓	✓
Visual Rules		✓	✓	✓				✓
Visual Daily Schedule		✓	✓	✓				✓
Individual Daily Schedule		✓	✓	✓				✓
Transition Rituals	✓	✓	✓	✓	✓			✓
Social Stories		✓	✓	✓				✓
Voice/Assertive Commands	✓	✓	✓	✓	✓		✓	✓
Time Machine		✓	✓	✓			✓	✓
Power of Unity/Skill of Encouragement								
Encouragement		✓	✓	✓	✓	✓	✓	✓
Ways to be Helpful			✓				✓	
Kindness Tree			✓	✓	✓			
Power of Free Will/Skill of Choices								
2 Positive Choices		✓	✓	✓			✓	✓
Picture Rule Cards		✓	✓	✓			✓	✓



Crosswalk for CHALK and Conscious Discipline ®

Conscious Discipline Structures	CHALK Practices								
	Transition Time		Classroom Climate						
Before Transition: Make a Plan	Review Expectations and Cues	Incorporate Learning Activities	Support Individual Students	After Transition: Debrief	Specific Approval	Non-specific Approval	Positive Approval	Redirection	Positive Tone
Power of Love/Skill of Positive Intent									
Celebrations			✓	✓	✓	✓	✓		✓
Power of Perception/Skill of Composure									
Safekeeper Ritual		✓	✓	✓	✓		✓		✓
Breathing	✓		✓	✓	✓		✓		✓
Active Calming	✓		✓	✓	✓		✓		✓
Noticing		✓	✓						✓
Power of Intention/Skill of Consequence									
Classroom Meeting	✓	✓	✓	✓	✓	✓	✓	✓	✓
Positive Intent			✓	✓		✓	✓	✓	✓
Consequences	✓	✓	✓	✓	✓		✓	✓	✓
Power of Acceptance/Skill of Empathy									
We Care Center		✓	✓	✓				✓	✓

CD PLC1 Weekly Survey Questions

Added after meeting #	Weekly Survey Elements	CD Fidelity Rubric	CHALK Practices
1 Add by 10/11	How many times this week did you notice your inner state and breathe before responding to a situation.	Power of Perception	
2 Add by 11/8	How many times this week did you or the children visit or reference the Friends and Family Board or Book?	1.2 Friends and Family Board	Listening to Children Teachers use behaviors from the Listening to Children tool (listed below) as they encourage students to talk about their friends and family and/or explain the Friends and Family Board purpose. Children may also share and talk about a class-made Friends and Family book with others.
3 Add by 12/13	How many times this week did you use a visual Safekeeper ritual with safety language? "My job is to keep you safe and your job is to help keep it safe."	1.4 Safekeeper Ritual	<ul style="list-style-type: none"> • Looks at children with a positive or interested expression to encourage child talk • Repeats or clarifies children's comments • Asks open-ended questions • Expands on children's talk using questions or comments
4 Add by 1/10	How many times this week did you start the day with a "Brain Smart Start" that included all four of the elements? Unite, Disengage stress, Connect and Commit	1.3 Brain Smart Start	
4 Add by 1/10	How many days this week did every child have a classroom job?	3.3 Meaningful Jobs	
5 Add by 2/14	How many times this week did you use visuals to help children understand the rules or the routines of the classroom? (picture rule cards, daily picture schedule, visual routine, routine book, or a Ways to be Helpful board or book)	2.1 Visual Routines 2.2 Visual Daily Schedule 3.2 Ways to be	<p>Transition Time Teachers reduce the time children spend in transition when they use visuals to help children understand the rules or the routines of the classroom.</p> <ul style="list-style-type: none"> • When teachers use Visual Routines, the amount of time children spend in classroom routines (as

Helpful		<ul style="list-style-type: none"> measured by the Transition Time tool) should decrease. When teachers create individual schedule books or charts for children who require additional security/assistance, transition times that are typically longer as a result of supporting children with challenges should decrease.
6 Add by 3/14	How many times this week did you assist a child in using the Safe Place?	<p>Classroom Climate</p> <ul style="list-style-type: none"> Teachers provide children with specific approvals to draw attention to well-done routines. Specific approvals are also used when teachers implement Ways to be Helpful boards or books and use the phrase “You _____ so _____ that was helpful.” Fewer redirections and disapprovals should be used when teachers focus on children’s appropriate behaviors.
7 Add by 4/11	<p>How many rituals did you implement or use this week with the children in your classroom? Rituals include: Wish Well, Welcome Back, Celebrations, I Love You Rituals, and Greetings/Goodbyes. (Ex. If you did a Wish Well everyday for 5 days and did 2 ILYRs with a child this week, that is a total of 7 instances for this week.)</p>	<p>Listening to Children</p> <p>Teachers use behaviors from the Listening to Children tool (listed below) as they coach children through the five steps of emotional regulation and as they help children explain the purpose and use of the Safe Place. The Listening to Children tool can provide information on the quality and depth of the Safe Place use and conversation.</p> <ul style="list-style-type: none"> At eye-level with children Looks at children with a positive or interested expression to encourage child talk Repeats or clarifies children’s comments Asks open-ended questions Expands on children’s talk using questions or comments <p>1.5 Greeting/ Goodbye Ritual 2.4 Transition Rituals 3.1 I Love You Rituals 6.2 Wish Well Board 6.3 Absent Child</p>

<p>8 Add by 5/9</p> <p>How many times this week did you use the Time Machine, conflict resolution steps, with children during a conflict or a Class Meeting?</p>	<p>2.3 Time Machine 7.1 Class Meeting</p>	<p>Associative and Cooperative Interactions As teachers guide children through problem solving and generate a consequence together, they use behaviors from the Associative and Cooperative Interactions tool such as:</p> <ul style="list-style-type: none"> • Asking questions to extend children's thinking • Encouraging children to share, work, or interact with each other • Helping children find the words to communicate. <p>This tool can support teachers in improving the quality of the collaboration and communication during a Time Machine or Class Meeting activity.</p>
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CHALK and Pyramid Model

Practical Example

In this example, the teacher and coach use CHALK to set goals that align with several Pyramid Model practices: **ensuring smooth transitions, using positive feedback and encouragement, and using prompting and reinforcement of interactions effectively.**

The teacher's preschool program uses the Pyramid Model to promote young children's social and emotional competence and effectively address challenging behavior. With support from their coach, the teacher completes the inventory of practices and selects several areas in which they would like to improve their Pyramid Model implementation.

With CHALK, the coach can collect data on practices that match the teacher's Pyramid Model focus areas. Based on the observation results, the teacher and coach co-create an action plan with goals about specific practices the teacher wants to improve. As the teacher works towards achieving their CHALK goals, they are simultaneously addressing Pyramid Model practices

Pyramid Model	CHALK
Ensures Smooth Transitions Teachers minimize the number of transitions that children have during the day and reduce the length of time children spend waiting with nothing to do.	Transition Time Teachers limit the number of transitions that occur, reduce the length of time that children spend in transitions, and increase time spent in learning activities. Example CHALK goal: Reduce time children spend in transition to 10% of the total observation.
Uses Positive Feedback and Encouragement Teachers spend more time using positive descriptive language and less time giving directions, redirecting , or disapproving /correcting inappropriate behavior.	Classroom Climate Teachers increase positive descriptive language to approve of children's behavior. Teachers do less redirecting and disapproving of children's behavior. Example CHALK goal: Reduce redirections and disapprovals to 30% of total responses to children's behavior.
Uses Prompting and Reinforcement of Interactions Effectively Teachers create opportunities for children to share materials and interact with each other . They model how to play with cooperative toys and give children phrases and words to communicate .	Associative and Cooperative Interactions Teachers create opportunities for children to share materials and interact with each other . They model how to play with cooperative toys and help children find the words to communicate . Example CHALK goal: Encourage children to share, work, or interact with each other at least 8 times during centers.

Pyramid Model Practices

Crosswalk for CHALK and Pyramid Model

Inventory of Practices for Promoting Social Emotional Competence	CHALK Teaching Practices						
	Reduce Transition Time	Create a Positive Classroom Climate	Associative and Cooperative Interactions	Sequential Activities	Math Instruction	Listening to Children	Level of Instruction
Building Positive Relationships							
1. Develops meaningful relationships with children and families		✓				✓	
2. Examines person, family, and cultural views of child's challenging behavior							
3. Examines own attitudes toward challenging behavior		✓					
Designing Supportive Environments							
4. Designs the physical environment	✓						
5. Develops schedules and routines	✓						
6. Ensures smooth transitions	✓						
7. Designs activities to promote engagement	✓		✓	✓			✓
8. Giving Directions	✓						
9. Establishes and enforces clear rules, limits, and consequences for behavior	✓						
10. Engages in ongoing monitoring and positive attention		✓					
11. Uses positive feedback and encouragement		✓					
Social and Emotional Teaching Strategies							
12. Interacts with children to develop their self-esteem		✓	✓			✓	
13. Shows sensitivity to individual children's needs		✓	✓			✓	

Pyramid Model Practices

Crosswalk for CHALK and Pyramid Model

Inventory of Practices for Promoting Social Emotional Competence	CHALK Teaching Practices						
	Reduce Transition Time	Create a Positive Classroom Climate	Associative and Cooperative Interactions	Sequential Activities	Math Instruction	Listening to Children	Level of Instruction
Social and Emotional Teaching Strategies							
14. Encourages autonomy	✓			✓	✓		
15. Capitalizes on the presence of typically developing peers	✓			✓	✓		
16. Utilizes effective environmental arrangements to encourage social interactions				✓	✓		
17. Uses prompting and reinforcement of interactions effectively				✓	✓		
18. Provides instruction to aid in the development of social skills				✓	✓		
19. Promotes identification and labeling of emotions in self and others							
20. Explores the nature of feelings and the appropriate ways they can be expressed							
21. Models appropriate expressions and labeling of their own emotions and labeling of their own emotions and self-regulation							
22. Creates a planned approach for problem solving processes within the classroom				✓			
23. Promotes children's individualized emotional regulation that will enhance positive social interactions				✓			

Crosswalk for CHALK Literacy Practices and Ohio Pre-K Early Learning & Development Standards: Language and Literacy Development

Ohio Language and Literacy Development Standards	CHALK Literacy Behaviors	
	Language Environment Teacher Behaviors	Book Reading Teacher Behaviors
Listening and Speaking		
Receptive Language and Comprehension		
Demonstrate understanding of increasingly complex concepts and longer sentences.	Asking open-ended questions or prompts to encourage conversation	Asking children open-ended questions/prompts (e.g., to make predictions or inferences)
Ask meaning of words.	Responding to children with follow-up questions and/or comments to extend their thinking	Responding to children with follow-up questions and/or comments to extend children's thinking
Expressive Language		
Use language to communicate in a variety of ways with others to share observations, ideas and experiences; problem-solve, reason, predict and seek new information.	Encouraging children to tell and/or act out stories from experiences in their lives	Relating the book to children's experiences inside and/or outside the classroom
Describe familiar people, places, things and experiences.	Having a conversation with children about a social-emotional topic	Asking children open-ended questions/ prompts (e.g., to make predictions or inferences)
With modeling and support, use words acquired through conversations and shared reading experiences.	Encouraging children to tell and/or act out stories from experiences in their lives	Relating the book to children's experiences inside and/or outside the classroom
With modeling and support, determine the meanings of unknown words/concepts using the context of conversations, pictures that accompany text or concrete objects.	Discussing, defining, and/or promoting use of advanced vocabulary and concepts	Defining and/or discussing vocabulary words
Identify real-life connections between words and their use.	Discussing, defining, and/or promoting use of advanced vocabulary and concepts	Defining and/or discussing vocabulary words
With modeling and support, explore relationships between word meanings (e.g., categories of objects, opposites, verbs describing similar actions).	Discussing, defining, and/or promoting use of advanced vocabulary and concepts	Defining and/or discussing vocabulary words

Crosswalk for CHALK Literacy Practices and Ohio Pre-K Early Learning & Development Standards: Language and Literacy Development

Ohio Language and Literacy Development Standards	CHALK Literacy Behaviors	
	Language Environment	Book Reading
Listening and Speaking		
Social Communication		
With modeling and support, follow typical patterns when communicating with others (e.g., listen to others, take turns talking and speaking about the topic or text being discussed).	Encouraging children to listen and respond to peer comments/ideas	Encouraging children to listen and respond to peer comments/ideas
With modeling and support, continue a conversation through multiple exchanges.	Responding to children with follow-up questions and/or comments to extend their thinking	Responding to children with follow-up questions and/or comments to extend children's thinking
	Asking open-ended questions or prompts to encourage conversation	Asking children open-ended questions/prompts (e.g., to make predictions or inferences)

Crosswalk for CHALK Literacy Practices and Ohio Pre-K Early Learning & Development Standards: Language and Literacy Development

Ohio Language and Literacy Development Standards	CHALK Literacy Behaviors Book Reading Teacher Behaviors
Reading	
Ask and answer questions, and comment about characters and major events in familiar stories.	<p>Discussing concepts related to a text before, during, and/or after the book reading</p> <p>Asking children open-ended questions/prompts (e.g., to make predictions or inferences)</p>
Retell or re-enact familiar stories.	<p>Encouraging children to retell, reenact, sequence, or summarize a text or part of a text</p>
Identify characters and major events in a story.	<p>Discussing concepts related to a text before, during, and/or after the book reading</p>
Demonstrate an understanding of the differences between fantasy and reality.	<p>Discussing concepts related to a text before, during, and/or after the book reading</p>
With modeling and support, describe what part of the story the illustration depicts.	<p>Encouraging children to retell, reenact, sequence, or summarize a text or part of a text</p> <p>Discussing concepts related to a text before, during, and/or after the book reading</p> <p>Asking children open-ended questions/prompts (e.g., to make predictions or inferences)</p>
With modeling and support, identify the topic of an informational text that has been read aloud.	<p>Discussing concepts related to a text before, during, and/or after the book reading</p>
With modeling and support, describe, categorize and compare and contrast information in informational text.	<p>Discussing concepts related to a text before, during, and/or after the book reading</p>
With modeling and support, discuss some similarities and differences between two texts on the same topic (e.g., illustrations, descriptions).	<p>Asking children open-ended questions/prompts (e.g., to make predictions or inferences)</p> <p>Encouraging children to retell, reenact, sequence, or summarize a text or part of a text</p>
Actively engage in group reading with purpose and understanding.	<p>Relating the book to children's experiences inside and/or outside the classroom</p> <p>Encouraging children to make connections to books that reflect their language and/or cultural backgrounds</p> <p>Encouraging children to listen and respond to peer comments/ideas</p>

Crosswalk for CHALK Literacy Practices and Ohio Pre-K Early Learning & Development Standards: Language and Literacy Development

Ohio Language and Literacy Development Standards	CHALK Literacy Behaviors Foundational Skills
Reading	
Print Concepts	
Demonstrate an understanding of basic conventions of print in English and other languages.	Using knowledge of print concepts Matching spoken words to print
Orient books correctly for reading and turn pages one at a time.	Using knowledge of print concepts
Demonstrate an understanding that print carries meaning.	Matching spoken words to print Using foundational skills for a realistic reading and/or writing purpose (e.g., writing a list; reading environmental print)
Phonological Awareness	
With modeling and support, recognize and produce rhyming words.	Using knowledge of rhyming, alliteration, and or/syllables
With modeling and support, recognize words in spoken sentences.	Using alphabet knowledge and/or word identification skills Matching spoken words to print
With modeling and support identify, blend and segment syllables in spoken words. With modeling and support, orally blend and segment familiar compound words.	Using knowledge of rhyming, alliteration, and or/syllables
With modeling and support, blend and segment onset and rhyme in single-syllable spoken words.	Using knowledge of individual sounds (phonemes)
With modeling and support identify initial and final sounds in spoken words.	Using knowledge of individual sounds (phonemes)
Letter and Word Recognition	
With modeling and support, recognize and "read" familiar words or environmental print.	Using alphabet knowledge and/or word identification skills Using foundational skills for a realistic reading and/or writing purpose (e.g., writing a list; reading environmental print)
With modeling and support, recognize and name some upper and lower case letters in addition to those in first name.	Using alphabet knowledge and/or word identification skills

Crosswalk for CHALK Literacy Practices and Ohio Pre-K Early Learning & Development Standards: Language and Literacy Development

Ohio Language and Literacy Development Standards	CHALK Literacy Behaviors	Foundational Skills
Reading		
Letter and Word Recognition	With modeling and support, demonstrate understanding that alphabet letters are a special category of symbols that can be named and identified.	Using alphabet knowledge and/or word identification skills
	With modeling and support, recognize the sounds associated with letters.	Using knowledge of letter-sound correspondence

Crosswalk for CHALK Literacy Practices and Ohio Pre-K Early Learning & Development Standards: Language and Literacy Development

Ohio Language and Literacy Development Standards	CHALK Literacy Behaviors: Writing	
	Child Behaviors	Teacher Behaviors
Writing		
Writing Process		
Demonstrate an understanding of the structure and function of print (e.g., uses a combination of scribbles, shapes, drawings, and letters when writing).	Draws to communicate meaning Makes writing forms (e.g., scribbles, letter-like forms, random letter strings, letters)	Invites children to write part of a message (beyond their name)
With modeling and support, print letters of own name and other meaningful words with mock letters and some actual letters.	Writes one or more letters in their name Makes writing forms (e.g., scribbles, letter-like forms, random letter strings, letters)	Invites children to write their name Invites children to write part of a message (beyond their name)
With modeling and support, demonstrate letter formation in “writing.”	Makes writing forms (e.g., scribbles, letter-like forms, random letter strings, letters) Uses knowledge of the alphabet and/or letter-sound correspondence	Demonstrates and talks about writing processes (e.g., print concepts, handwriting) Responds positively to all writing forms (e.g., child scribbles, letter-like forms, letters)
With modeling and support, show awareness that one letter or cluster of letters represents one word.	Invents spellings or generates conventional spellings	Supports children’s inventive and/or conventional spelling
Writing Application and Composition		
“Read” what they have written.	“Reads” the message	Invites children to read the message (e.g., “Read what you wrote to me!” or “What does that say?”)
With modeling and support, notice and sporadically use punctuation in writing.		Demonstrates and talks about writing processes (e.g., print concepts, handwriting)
With modeling and support, use a combination of drawing, dictating and emergent writing for a variety of purposes (e.g., letters, greeting cards, menus, lists, books).	Makes writing forms (e.g., scribbles, letter-like forms, random letter strings, letters)	Writes a meaningful message in front of children

Crosswalk for CHALK Literacy Practices and Ohio Pre-K Early Learning & Development Standards: Language and Literacy Development

Ohio Language and Literacy Development Standards	CHALK Literacy Behaviors: Writing	
	Child Behaviors	Teacher Behaviors
Writing		
Writing Application and Composition		
With modeling and support, use a combination of drawing, dictating and emergent writing to tell a story, to express ideas, and to share information about an experience or topic of interest. (Composition)	<p>Draws to communicate meaning</p> <p>Makes writing forms (e.g., scribbles, letter-like forms, random letter strings, letters)</p> <p>Invents spellings or generates conventional spellings</p>	<p>Writes a meaningful message in front of children</p> <p>Invites children to write part of a message (beyond their name)</p> <p>Supports children's inventive and/or conventional spelling</p>
With modeling and support, discuss and respond to questions from others about writing/drawing.	<p>Talks about the content or meaning of the writing/drawing</p>	<p>Talks to children about the content or meaning of the writing/drawing</p>
With modeling and support, participate in shared research and writing projects using a variety of resources to gather information or to answer a question.	<p>Talks about the content or meaning of the writing/drawing</p>	<p>Talks to children about the content or meaning of the writing/drawing</p>

Crosswalk for CHALK Practices and Ohio Pre-K Early Learning & Development Standards: Cognition and General Knowledge

Ohio Cognition and General Knowledge Standards	CHALK Practices	
	Practice	Teacher and Child Behaviors
Cognitive Skills		
Symbolic Thought		
Demonstrate understanding that symbols carry meaning and use symbols to represent thinking (e.g., drawings, construction or movement).	Associative and Cooperative Interactions	<u>Child:</u> Doing an activity together that does not have a predetermined sequence (e.g., pretending to be a family but roles are not clearly defined) <u>Teacher:</u> Participating in children's play
Participate cooperatively in complex pretend play, involving assigned roles and an overall plan.	Literacy Instruction: Writing	<u>Child:</u> Drawing to communicate meaning
	Associative and Cooperative Interactions	<u>Child:</u> Doing an activity together that has a predetermined sequence (e.g., pretending to be a family while acting out a clear storyline and using role speech) <u>Teacher:</u> Participating in children's play <u>Teacher:</u> Encouraging children to share, work, or interact with each other
	Sequential Activities	<u>Child:</u> Speaking or acting according to a pretend scenario that follows a predictable plot <u>Teacher:</u> Supporting children as they act out a dramatic play scenario or book
Reasoning and Problem-Solving		
Solve problems by planning and carrying out a sequence of actions.	Math Instruction	<u>Child:</u> Counting and Numbers, Shapes and Spatial Reasoning, Patterns, Measurement and Data <u>Teacher:</u> Helping children use math to problem solve
Seek more than one solution to a question, problem or task.	Sequential Activities	<u>Child:</u> Using materials in a step-by-step, predictable way
Explain reasoning for the solution selected.	Math Instruction	<u>Child:</u> Counting and Numbers, Shapes and Spatial Reasoning, Patterns, Measurement and Data <u>Teacher:</u> Helping children use math to problem solve
	Level of Instruction	<u>Child:</u> Answers a high-level question/ prompt

Crosswalk for CHALK Practices and Ohio Pre-K Early Learning & Development Standards: Cognition and General Knowledge

Ohio Cognition and General Knowledge Standards	CHALK Practices	
	Practice	Teacher and Child Behaviors
Number Sense		
Number Sense and Counting		
Count to 20 by ones with increasing accuracy.	Math Instruction	<u>Child:</u> Counting and Numbers <u>Teacher:</u> Using math vocabulary Asking questions about math concepts Demonstrating math concepts
Identify and name numerals 1-9	Math Instruction	<u>Child:</u> Counting and Numbers <u>Teacher:</u> Using math vocabulary Asking questions about math concepts Demonstrating math concepts
Identify without counting small quantities of up to 3 items. (Subitize)	Math Instruction	<u>Child:</u> Counting and Numbers <u>Teacher:</u> Using math vocabulary Asking questions about math concepts Demonstrating math concepts
Demonstrate one-to-one correspondence when counting objects up to 10.	Math Instruction	<u>Child:</u> Counting and Numbers <u>Teacher:</u> Using math vocabulary Asking questions about math concepts Demonstrating math concepts
Understand that the last number spoken tells the number of objects counted.	Math Instruction	<u>Child:</u> Counting and Numbers <u>Teacher:</u> Using math vocabulary Asking questions about math concepts Demonstrating math concepts
Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10.	Math Instruction	<u>Child:</u> Counting and Numbers <u>Teacher:</u> Using math vocabulary Asking questions about math concepts Demonstrating math concepts

Crosswalk for CHALK Practices and Ohio Pre-K Early Learning & Development Standards: Cognition and General Knowledge

Ohio Cognition and General Knowledge Standards	CHALK Practices	
	Practice	Teacher and Child Behaviors
Number Relationships and Operations		
Number Relationships		
Count to solve simple addition and subtraction problems with totals smaller than 8, using concrete objects.	Math Instruction	<u>Child:</u> Counting and Numbers <u>Teacher:</u> Using math vocabulary Asking questions about math concepts Demonstrating math concepts Helping children use math to problem solve
Algebra		
Group and Categorize		
Sort and classify objects by one or more attributes (e.g., size, number).	Math Instruction	<u>Child:</u> Counting and Numbers, Shapes and Spatial Reasoning, Measurement and Data <u>Teacher:</u> Using math vocabulary Asking questions about math concepts Demonstrating math concepts
Patterning		
Recognize, duplicate and extend simple patterns using attributes such as color, shape or size.	Math Instruction	<u>Child:</u> Patterns <u>Teacher:</u> Using math vocabulary Asking questions about math concepts Demonstrating math concepts
Create patterns.	Math Instruction	<u>Child:</u> Patterns <u>Teacher:</u> Using math vocabulary Asking questions about math concepts Demonstrating math concepts

Crosswalk for CHALK Practices and Ohio Pre-K Early Learning & Development Standards: Cognition and General Knowledge

Ohio Cognition and General Knowledge Standards	CHALK Practices	
	Practice	Teacher and Child Behaviors
Measurement and Data		
Describe and Compare Measurable Attributes		
Describe and compare objects using measurable attributes (e.g., length, size, capacity and weight).	Math Instruction	<u>Child:</u> Measurement and Data <u>Teacher:</u> Using math vocabulary Asking questions about math concepts Demonstrating math concepts
Order objects by measurable attribute (e.g., biggest to smallest, etc.).	Math Instruction	<u>Child:</u> Measurement and Data <u>Teacher:</u> Using math vocabulary Asking questions about math concepts Demonstrating math concepts
Measure length and volume (capacity) using non-standard or standard measurement tools.	Math Instruction	<u>Child:</u> Measurement and Data <u>Teacher:</u> Using math vocabulary Asking questions about math concepts Demonstrating math concepts
Data Analysis		
Collect data by categories to answer simple questions.	Math Instruction	<u>Child:</u> Measurement and Data <u>Teacher:</u> Using math vocabulary Asking questions about math concepts Demonstrating math concepts Helping children use math to problem solve

Crosswalk for CHALK Practices and Ohio Pre-K Early Learning & Development Standards: Cognition and General Knowledge

Ohio Cognition and General Knowledge Standards	CHALK Practices	
	Practice	Teacher and Child Behaviors
Geometry		
Spatial Relationships		
Demonstrate understanding of the relative position of objects using terms such as in/on/under, up/down, inside/outside, above/below, beside/between, in front of/ behind and next to.	Math Instruction	<u>Child:</u> Shapes and Spatial Reasoning <u>Teacher:</u> Using math vocabulary Asking questions about math concepts Demonstrating math concepts
Identify and Describe Shapes		
Understand and use names of shapes when identifying objects.	Math Instruction	<u>Child:</u> Shapes and Spatial Reasoning <u>Teacher:</u> Using math vocabulary Asking questions about math concepts Demonstrating math concepts
Name three-dimensional objects using informal, descriptive vocabulary (e.g., "cube" for box, "ice cream cone" for cone, "ball" for sphere, etc.).	Math Instruction	<u>Child:</u> Shapes and Spatial Reasoning <u>Teacher:</u> Using math vocabulary Asking questions about math concepts Demonstrating math concepts
Analyze, Compare, and Create Shapes		
Compare two-dimensional shapes, in different sizes and orientations, using informal language.	Math Instruction	<u>Child:</u> Shapes and Spatial Reasoning <u>Teacher:</u> Using math vocabulary Asking questions about math concepts Demonstrating math concepts
Create shapes during play by building, drawing, etc.	Math Instruction	<u>Child:</u> Shapes and Spatial Reasoning <u>Teacher:</u> Using math vocabulary Asking questions about math concepts Demonstrating math concepts
Combine simple shapes to form larger shapes.	Math Instruction	<u>Child:</u> Shapes and Spatial Reasoning <u>Teacher:</u> Using math vocabulary Asking questions about math concepts Demonstrating math concepts

Crosswalk for CHALK Practices and Ohio Pre-K Early Learning & Development Standards: Cognition and General Knowledge

Ohio Cognition and General Knowledge Standards	CHALK Practices	
	Practice	Teacher and Child Behaviors
History		
Heritage		
Develop an awareness and appreciation of family cultural stories and traditions.	Literacy instruction: Book reading	<u>Teacher:</u> Encouraging children to make connections to books that reflect their language and/or cultural backgrounds <u>Teacher:</u> Relating the book to children's experiences inside and/or outside the classroom
Geography		
Human Systems		
Identify similarities and differences of personal, family and cultural characteristics, and those of others.	Literacy instruction: Book reading	<u>Teacher:</u> Encouraging children to make connections to books that reflect their language and/or cultural backgrounds <u>Teacher:</u> Relating the book to children's experiences inside and/or outside the classroom
Government		
Civic Participation Skills		
Understand that everyone has rights and responsibilities within a group.	Literacy instruction: Book reading	<u>Teacher:</u> Facilitating discussion of social issues around equity/fairness <u>Teacher:</u> Encouraging children to listen and respond to peer comments/ideas
Demonstrate cooperative behaviors and fairness in social interactions.	Associative and Cooperative Interactions	<u>Children:</u> Playing a game together with formal rules <u>Teacher:</u> Encouraging children to share, work, or interact with each other <u>Teacher:</u> Helping children find the words to communicate
With modeling and support, negotiate to solve social conflicts with peers.	Associative and Cooperative Interactions	<u>Teacher:</u> Encouraging children to share, work, or interact with each other <u>Teacher:</u> Helping children find the words to communicate



Notes