



## Rhode Island Infant Instructional Practice Guide

Start Here					
<i>The Rhode Island Early Childhood Instructional Practice Guides (IPG) support teachers, coaches, and leaders in reflecting on and strengthening instructional practices across infant, toddler, and preschool classrooms. This tool is intended for growth-focused, non-evaluative use — to guide reflection, coaching, and observation in support of developmentally appropriate practice.</i>					
<b>Observer</b>		<b>Date</b>		<b>Unit</b>	
<b>Teacher</b>		<b>Time &amp; Activity Observed</b>		<b>HQCM</b>	
<b>Learning Goals</b>					

Classroom Environment & Culture of Learning	
<i>Are the conditions in place for a positive, inclusive, and supportive classroom community where all children can learn and thrive?</i>	
1. Environment demonstrates connections to children’s and families’ lives, including their cultures, languages, and identities	Yes   No
2. Materials are safe, sanitized, developmentally appropriate, and support sensory exploration and literacy foundations	Yes   No
3. Predictable caregiving routines (feeding, diapering, sleeping) support infants’ emotional security and create learning opportunities	Yes   No
4. The environment supports infant-initiated sensory exploration and early play	Yes   No

Core Action 1: Teacher-Child & Peer Interactions	
<i>Are interactions between teachers and children, and among peers, fostering a sense of community, collaboration, and growth?</i>	
1. Teachers consistently engage in warm, responsive interactions to build trust, support emotional security, and create a foundation for learning	Yes   Mostly   Somewhat   Not Yet
2. Teachers support infants’ early awareness of peers by narrating peer actions and modeling respectful, gentle interactions	Yes   Mostly   Somewhat   Not Yet
3. Infant well being is prioritized throughout routines and activities with attention to physical, emotional, and sensory needs	Yes   Mostly   Somewhat   Not Yet

## Core Action 2: Instructional Practices & HQCM Alignment

*Are instructional practices intentional, literacy-rich, and aligned to curriculum goals and materials to support children's development across domains?*

1. Teachers design responsive, exploratory experiences that support early development across domains (e.g., motor, sensory, communication), aligned with the HQCM	Yes   Mostly   Somewhat   Not Yet
2. Teachers adapt experiences and HQCM materials to meet infants' developmental readiness and sensory preferences	Yes   Mostly   Somewhat   Not Yet
3. Teachers intentionally plan and provide exposure to songs, picture books, and visual images to support infants' early communication and literacy foundations.	Yes   Mostly   Somewhat   Not Yet
4. Teachers observe infants' behaviors and interactions to guide ongoing planning and support	Yes   Mostly   Somewhat   Not Yet

## Core Action 3: Child Voice & Agency

*Are children supported to make choices, express themselves, and influence their learning experiences?*

1. Teachers recognize and respond to infants' cues, preferences, and interests as meaningful expressions communicated through gaze, movement, vocalizations, and gestures	Yes   Mostly   Somewhat   Not Yet
2. Infants are supported to make simple choices in routines and play (e.g., reaching, gazing, crawling towards desired items or people), with teacher support to honor and extend their interests	Yes   Mostly   Somewhat   Not Yet
3. Teachers follow and extend children's cues, ideas, and interests to deepen understanding and sustain engagement across caregiving routines and play	Yes   Mostly   Somewhat   Not Yet
4. Teachers provide consistent language modeling and responsive verbal and non-verbal communication to support infants' early expression and participation	Yes   Mostly   Somewhat   Not Yet
5. Play is infant-led and supported by teachers who introduce sensory-rich materials, language, and interactions to extend engagement and build understanding	Yes   Mostly   Somewhat   Not Yet
6. Teachers support infants' early communication by modeling language, labeling actions, responding to vocalizations, and expanding gestures or babbles	Yes   Mostly   Somewhat   Not Yet