

## Rhode Island Toddler Instructional Practice Guide

Start Here					
<p><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, <b>non-evaluative</b> use — to guide reflection, coaching, and observation in support of developmentally appropriate practice.</i></p>					
<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	
<p><i>Are the conditions in place for a positive, inclusive, and supportive classroom community where all children can learn and thrive?</i></p>	
1. Environment demonstrates connections to toddler’s and families’ lives, including their cultures, languages, and identities	Yes   No
2. Materials are accessible, well-organized, safe, and aligned to the learning goals	Yes   No
3. The classroom environment is print-rich, with accessible and meaningful print that supports early literacy development.	Yes   No
4. Predictable routines and/or transitions ensure toddlers feel secure and support participation throughout the day.	Yes   No
5. Play and playful learning are integrated across the day. The classroom environment supports joyful, imaginative exploration as a central mode of learning.	Yes   No

Core Action 1: Teacher-Child & Peer Interactions	
<p><i>Are interactions between teachers and children, and among peers, fostering a sense of community, collaboration, and growth?</i></p>	
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 toddlers’ emerging peer interactions by modeling communication and helping toddlers navigate simple social exchanges	Yes   Mostly   Somewhat   Not Yet
3. Toddler’s emotional and physical well-being is embedded throughout routines and activities	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 and facilitate play-based experiences that integrate domains (e.g., language, communication, movement) and align to the learning goals of the HQCM	Yes   Mostly   Somewhat   Not Yet
2. Teachers adapt HQCM materials, experiences, and language supports so that all learners can work towards the same core goals, with appropriate scaffolds.	Yes   Mostly   Somewhat   Not Yet
3. Teachers create and use opportunities to share books and other text-rich materials with toddlers (e.g., lap reading, small group exploration, looking at pictures together) to model and support language development, early comprehension, and knowledge-building	Yes   Mostly   Somewhat   Not Yet
4. Teachers collect ongoing evidence of toddlers' progress toward learning goals (observational notes, artifacts, anecdotal records) and adjust supports accordingly.	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 encourage toddlers to express ideas, preferences, and thinking through gestures, actions, vocalizations, emerging language, and symbolic play that connect to the focus of learning	Yes   Mostly   Somewhat   Not Yet
2. Toddlers make choices in routines, centers, and play that allow them to enter the learning at different levels while still working towards learning goals.	Yes   Mostly   Somewhat   Not Yet
3. Teachers follow and extend toddlers' cues, ideas, and interests, and support them to connect experiences across routines, materials, and stories to deepen understanding and sustain engagement with learning.	Yes   Mostly   Somewhat   Not Yet
4. Teachers model language, label toddler's actions, expand on toddler's words, and scaffold thinking to support understanding of key ideas.	Yes   Mostly   Somewhat   Not Yet
5. Teachers provide language-rich support (e.g., modeled vocabulary, expansions, visuals, AAC) to ensure all learners can participate fully, express themselves, and make progress towards learning goals	Yes   Mostly   Somewhat   Not Yet
6. Play is child-directed, with teachers skillfully weaving in questions, vocabulary, materials and ideas that connect back to toddlers' interests and learning goals.	Yes   Mostly   Somewhat   Not Yet