

Rhode Island Preschool (Ages 3-5) 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>					
Observer		Date		Unit	
Teacher		Time & Activity Observed		HQCM	
Learning Goals					

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. Materials are accessible, well-organized, safe, and aligned to the HQCM unit	Yes No
2. The classroom environment is print-rich, with accessible and meaningful print that supports early literacy development.	Yes No
3. Environment demonstrates connections to children’s and families’ lives, including their cultures, languages, and identities	Yes No
4. Predictable routines/transitions maximize instructional time and minimize disruption	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	
<i>Are interactions between teachers and children, and among peers, fostering a sense of belonging, collaboration, and growth?</i>	
1. Teachers consistently engage in warm, responsive interactions to build trust, support emotional security, and create foundations for learning	Yes Mostly Somewhat Not Yet
2. Teachers intentionally foster positive peer interactions and model skills that support collaboration, communication, and conflict resolution	Yes Mostly Somewhat Not Yet
3. Child 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 experiences that integrate domains (e.g., language, math, science) and align to the learning goals of the HQCM unit of study.	Yes Mostly Somewhat Not Yet
2. Teachers use opportunities to read to children (1:1, small group, whole group) and utilize other text-rich experiences to model and support comprehension, language development, and knowledge-building aligned to the learning goals of the HQCM	Yes Mostly Somewhat Not Yet
3. Teachers deepen and extend children's language and thinking (through modeling, open-ended questioning, feedback, revoicing, etc.) in order to support understanding of key ideas of the unit.	Yes Mostly Somewhat Not Yet
4. 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
5. Teachers collect ongoing evidence of children's 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 children to express ideas, preferences, and thinking using multiple modalities (oral language, drawing, mark-making, dramatic play, symbols) that connect to the learning	Yes Mostly Somewhat Not Yet
2. Children make choices in routines, centers, and play that allow them to enter the learning at different levels and still work toward core goals.	Yes Mostly Somewhat Not Yet
3. Teachers follow and extend children's cues, ideas, and interests to deepen understanding and sustain engagement with the learning	Yes Mostly Somewhat Not Yet
4. 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
5. Play is child-directed, with teachers skillfully weaving in questions, vocabulary, or materials that connect back to learning goals.	Yes Mostly Somewhat Not Yet