

# What percent intentional teacher are you?

## DO YOU.....

- deliberately select materials for learning experiences?
  - consider how materials will be used or misused?
  - think about the safety considerations of selected materials?
  - integrate authentic materials in the classroom (real, natural, relevant to children's lives)?
  - plan specific questions to ask during exploration?
  - plan for supporting communication between children?
  - provide opportunities for feedback to children during learning experiences?
  - choose classroom furniture or equipment based on children's interests?
  - plan specific learning activities based on children's interests?
  - repeat learning experiences more than once?
  - consider the context in which learning will take place?
  - set high expectations for children's learning?
  - have back-up plans for when children are disengaged?
  - consider how to support challenging behavior during the day?
  - differentiate lessons to challenge all learners in the classroom?
  - create rubrics to assess children's learning?
  - establish a learner-oriented environment?
  - consider how much time will be spent on specific content areas?
  - plan on how to integrate multiple developmental domains?
  - think about how learning will be documented?
  - use a variety of tools to document learning, including pictures, writing samples, and standardized assessments?
  - use documentation to plan learning experiences?
  - consider the classroom setup and the impact on student learning?
  - provide opportunities for indoor and outdoor learning?
- Supply plentiful and diverse equipment and materials?
- display work created by and of interest to children?
  - create a warm and caring atmosphere by making connections with each child/family?
  - encourage and support language and communication by asking open-ended questions and engaging in conversational loops?
  - encourage independence and initiative in the classroom?

- acknowledge children's activities and accomplishments?
- support peer interactions by encouraging children work together to achieve common goals in play?
- support independent problem solving?
- converse respectfully, reciprocally, and frequently with children?
- consciously promote all areas of learning and development?
- know and use general teaching strategies that are effective with young children?
- know and use specific teaching strategies that are effective in different content areas?
- match content with children's developmental levels and emerging abilities?
- take advantage of spontaneous, unexpected teaching, and learning opportunities?
- carefully observe children to determine their interests and level of understanding?
- adjust instructional strategies to work with different individuals and groups?
- neither underestimate or overestimate what children can do and learn?
- challenge children to question their own thinking and conclusions?
- scaffold learning with careful consideration of introducing new materials and ideas?
- Reflect on and change teaching strategies based on children's responses?

Adapted from:

Epstein, A. S. (2007) The intentional teacher: Choosing the best strategies for young children's learning. National Association for the Education of Young Children, Washington D.C.