

CIRCLE INFANT & TODDLER TEACHER COMPETENCIES

Goal-Setting Form

Teacher _____

Center _____

Coach _____

School Year _____

Observation Date(s) _____



CIRCLE INFANT & TODDLER TEACHER COMPETENCIES

Teacher _____ Center _____

Coach _____ Obs. Date(s) _____

PL=Priority Level OB=Observed NS=Observed but Needs Support

| Level | Teaching Behavior | Observed | | | Goals | |
|-----------------------------------|--|--|--|----------------|----------|----------|
| | | BOY | MOY | Updates (Date) | Set Date | Met Date |
| LANGUAGE AND COMMUNICATION | | | | | | |
| PROVIDING RICH LANGUAGE | | | | | | |
| 1 | Labels objects, concepts, and actions throughout the day. | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 1 | Describes objects (how they look, feel, smell, etc.), experiences (e.g., "that was a long walk"), or feelings or internal states (e.g., "she looks tired"). | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 1 | Makes comparisons by talking about how things are the same (or not the same) and by talking about opposites (e.g., big/small). | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 2 | Explains how things work or why things are done a certain way (e.g., "We are going to walk quietly because the babies are sleeping"). | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 2 | Links new objects, ideas, or concepts by making connections to something the child already knows or has experienced (e.g., "That cat is black, just like the one we read about in the book yesterday.") | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 2 | Narrates what is happening (e.g., "Ava is eating green peas today. Here comes the spoon!"). | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 2 | "Thinks aloud" by saying his or her perspective out loud (e.g., "My favorite fruit is banana. I wonder if there will be bananas in this story?"). | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| ELICITING LANGUAGE | | | | | | |
| 2 | Elicits language from children by asking a variety of both closed- and open-ended questions. | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 2 | Encourages two-way conversation by pausing, making eye contact, asking questions, and allowing children to both initiate and respond to conversational topics. | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 3 | Provides opportunities for children to participate both verbally and nonverbally in group activities. | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |

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|-------------------------|---|--|--|----------------|----------|----------|
| | | BOY | MOY | Updates (Date) | Set Date | Met Date |
| RESPONDING CONTINGENTLY | | | | | | |
| 2 | Paces interactions with children by speaking and moving at rates that match children's speed and pausing to allow turn-taking in conversation (including with nonverbal children). | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 3 | Extends children's interest by adding new content or ideas to broaden children's understanding or vocabulary (e.g., child points to a plane, teacher says "That's plane flying in the sky. Planes can go really fast. I wonder where that one is going?"). | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 3 | Accepts children's incorrect communication and gently rephrases it , modeling the correct grammar and pronunciation or adding words to make a complete sentence. | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 3 | Provides an upward scaffold in response to children's correct and complete verbalizations and gestures by providing additional details to deepen children's background knowledge and vocabulary. | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 3 | Provides a downward scaffold in response to children's incorrect, incomplete, or missing verbalizations and gestures by using techniques such as simplifying the question, starting a word or phrase, and prompting for imitation . | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| EARLY LITERACY | | | | | | |
| BOOK READING | | | | | | |
| 1 | Reads with an enthusiastic or dramatic voice and moderates tone based on the content of the book. | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 1 | Shares control of the book by letting children hold it, turn the pages, etc. | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 1 | Begins book reading by capturing children's attention and inviting their interest in the book. (for infants, positioning / for toddlers, rounding them up, excited). | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 1 | Pauses to talk and ask questions about pictures in the book . | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 1 | Encourages participation in book readings (e.g., encourages children to touch/hold books; points to pictures, responds to questions, acts out the story). | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 2 | Sings songs and recites rhymes , and encourages children's participation. | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 2 | Uses props and/or extension activities that are linked to book content (e.g., puppets, dramatic play around book plot). | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 2 | Links book content to children's own experiences . | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |

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|-------------------------------|--|--|--|----------------|----------|----------|
| | | BOY | MOY | Updates (Date) | Set Date | Met Date |
| PRINT AND WRITING | | | | | | |
| 2 | Encourages play with drawing, painting, or writing tools that promote fine motor skills. | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 3 | Models writing as opportunities arise (e.g., writing children's names on artwork; dictating children's vocalizations) (toddlers only). | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 3 | Takes advantage of incidental opportunities to point out environmental print and letters of the alphabet (toddlers only). | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| COGNITIVE SKILLS | | | | | | |
| OBSERVING AND THINKING SKILLS | | | | | | |
| 2 | Draws attention to details of objects, actions, and events to encourage observation ; encourages toddlers to verbalize their own observations. | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 2 | Demonstrates and explains how things work to help children understand cause and effect. | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 2 | Talks about sequence including steps to complete a task, repeated patterns, a daily schedule, or time concepts (e.g., today, tomorrow, before, next). | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 3 | Promotes flexibility in thinking by playing games that include small surprises or hide-and-find , offering open-ended materials and encouraging multiple uses (e.g., using a block as a phone), or explaining schedule changes . | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 3 | Models "thinking aloud" by talking as s/he thinks through a problem, considers options , or reflects on an outcome. | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| HANDS-ON LEARNING | | | | | | |
| 1 | Offers opportunities and experiences for infants and toddlers to explore using all five senses . | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 1 | Follows children's lead to maintain their attention and support their interests. | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 1 | Encourages imitation when demonstrating skills and extending play. | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 2 | Encourages continued effort, persistence , or hard work on a task or problem. | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 2 | Models and joins in pretend play (with or without props) (toddlers only). | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 2 | Engages children in math activities such as shape recognition, counting, measuring, sorting, or classifying (toddlers only). | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |

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|---------------------------------------|---|--|--|----------------|----------|----------|
| | | BOY | MOY | Updates (Date) | Set Date | Met Date |
| SCAFFOLDING LEARNING | | | | | | |
| 3 | Scaffolds children's learning by simplifying (e.g., breaking down task into smaller steps ; demonstrating and prompting for imitation ; starting a task for child to finish ; giving hand-over-hand assistance; giving clues or prompts; simplifying a task by narrowing choices ; offering a simpler version of a toy). | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 3 | Scaffolds children's learning by adding challenge (offering a more difficult task ; offering more choices ; suggesting a new challenge .) | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| SOCIAL AND EMOTIONAL DEVELOPMENT | | | | | | |
| BUILDING TRUST AND EMOTIONAL SECURITY | | | | | | |
| 1 | Responds promptly and sensitively (warmly and with genuine concern/understanding) to children's verbal and nonverbal signals, feelings, interests, and needs. | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 1 | Expresses warmth and affection through positive nonverbal behaviors such as getting down to child's eye level , smiling , cuddling , using reassuring touch , gentle tone of voice , and pacing that matches the child's energy level. | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 1 | Provides comfort to children in distress by responding quickly and calmly to provide physical comfort , or simply using gentle , soothing words . | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 1 | Is consistent and predictable in responsive behaviors, following through with commitments to children, and being consistent in classroom management and setting limits on behavior. | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 1 | Follows a consistent daily schedule and routines (may be shown by including signals for transition routines , references to visual daily schedule, talks about schedule, talks about change in daily routine when needed). | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 2 | Explains what comes next using simple reminders, especially before and during transitions. | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 2 | Models respect for diversity including culture, ethnicity, gender roles, special needs, and home languages, includes reading books or using materials that reflect diverse backgrounds. | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| PROMOTING EMOTIONAL UNDERSTANDING | | | | | | |
| 2 | Labels feelings and emotions expressed by infants and toddlers, and may also label teacher's own feelings in an appropriate way. | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 3 | Encourages children to talk about their feelings ; may include modeling talking about own feelings, feelings of peers and/or characters in a story, and inviting children to continue such conversation (toddlers only). | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 3 | Makes connections between children's or storybook characters' emotions, actions, and events (e.g., "Joey stomped his foot because he felt mad"; "The pig was scared when the wolf blew his house down"). | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 3 | Plans activities to support children's understanding of emotions through songs, book readings, pretend play, or other teacher-initiated activities (toddlers only). | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |

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|---|---|--|--|----------------|----------|----------|
| | | BOY | MOY | Updates (Date) | Set Date | Met Date |
| SUPPORTING COOPERATION AND SELF-REGULATION | | | | | | |
| 1 | Uses descriptive, specific praise to encourage positive behavior (includes praising children's actions, ideas, cooperation with peers, following directions, etc.). | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 2 | Offers a positive behavior to replace a child's negative or undesired behavior ; tells and/or models what children should do instead (e.g., "Let's draw on this paper instead of the wall," or "Use gentle hands like this." Substitute a toy/activity when a child wants a toy that is already in use). | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 2 | Offers choices between two or three things to allow children to practice independence and build self-confidence. <i>Excludes choices offered to redirect behavior.</i> | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 3 | Offers verbal and physical clues for self-control such as gestures, songs/rhymes that remind children to use specific behaviors, modeling how to ask for help , or offering alternative behavior choices (toddlers only). | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| SUPPORTING SOCIAL RELATIONSHIPS | | | | | | |
| 1 | Engages in back-and-forth play , (e.g., peek-a-boo, rolling a car or ball back and forth) including sharing control and giving child enough time to take a turn. | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 2 | Models prosocial behaviors throughout the day, including using polite manners, offering comfort, modeling turn-taking and sharing . | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 2 | Helps children share space by finding places for them to sit or stand when needed, providing enough materials, and modeling cooperative play. | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 2 | Supports turn-taking by modeling, explaining why and how to take turns, prompting, and specifically praising taking turns. | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 3 | Plans small or large group activities for peer interactions by creating opportunities to engage in back-and-forth peer play, work together on a task, or group songs/games/dances. | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 3 | Prompts children for peer interaction behaviors such as words and gestures for greetings, polite manners, invitations to play, requests to peers, and responses to questions from peers. | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 3 | Helps resolve conflicts with peers by staying close during play times, remaining calm, giving children words and actions they can use with each other, setting limits to keep children safe, offering help, and encouraging empathy. | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |

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|---|--|--|--|----------------|----------|----------|
| | | BOY | MOY | Updates (Date) | Set Date | Met Date |
| PHYSICAL DEVELOPMENT | | | | | | |
| SUPPORTING FINE AND GROSS MOTOR SKILLS | | | | | | |
| 1 | Engages infants in tummy time activities (infants only). | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 1 | Provides supported sitting for infants (e.g., in lap, various kinds of seats) (infants only). | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 1 | Promotes gross motor skills (crawling, pulling to stand, jumping, dancing, ball play, running, climbing, balancing, etc.) with games, toys, and songs . | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 1 | Promotes fine motor practice (e.g., grasping skills, building with blocks, lacing, simple puzzles, fill-and-empty activities); supports hand-eye coordination and/or using both hands together . <i>Excludes drawing, painting, or writing tools; see Early Literacy domain.</i> | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| PROMOTING HEALTH AND WELL-BEING | | | | | | |
| 1 | Responds promptly to signals of physical needs , including pain, discomfort, need for diaper change/potty; hunger or feeding cues; sleepiness. | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 1 | Teaches correct words for body parts and their functions . | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 1 | Models and encourages independence in hygiene routines (e.g., washing and drying hands, wiping face, blowing nose, covering cough, brushing teeth) (toddlers only). | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 1 | Supports and encourages independence in feeding skills (e.g., holding bottle, using fingers and/or utensils) (older infants and toddlers only). | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 1 | Supports and encourages independence in dressing/undressing (e.g., taking off shoes, unzipping jacket, putting arms through sleeves) (toddlers only). | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 1 | Supports and encourages independence in toileting routines (e.g., pulling pants down and up at potty time, flushing) (toddlers only). | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 2 | Talks about and offers nutritious food . | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 2 | Teaches words and actions related to safety (e.g., hot, dirty, safe/not safe, danger, stop, spit it out). | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |
| 2 | Models and encourages expression of internal states by verbalizing observations of physical needs (e.g., hunger, fullness, sleepiness, pain, needing a diaper change/potty) and encouraging children to express their needs . | <input type="checkbox"/> OB <input type="checkbox"/> NS | <input type="checkbox"/> OB <input type="checkbox"/> NS | | | |

Short-Term Goal Report

Teacher Name:

Date:

CHOOSE COMPETENCY GOALS

| | Domain | Goal |
|---|--------|------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |

ACTION PLAN

On My Own

With Support

Resources / Additional Comments
