Rock Your Classroom

Evidence-based Practices for Early Childhood Classrooms

Focus on Embedding Communication and Language Skills

Teachers actively engage children in social conversation.

Teachers identify vocabulary or linguistic concepts and embed them into teaching and learning opportunities.

Teachers provide opportunities to practice use of new vocabulary or linguistic concepts.

Teachers talk with children about instructional and non-instructional, structured and non-structured activities.

Teachers use language and communication interactions for purposes of enhancing children's opportunities to communicate, not solely for directing or asking questions.

2. Embedded instructional strategies in developmental domains.	
2d. Emphasis on language and communication	

Quality indicators: • Teachers actively engage children in social conversation beyond the scope of the prescribed curriculum. • Teachers identify vocabulary or linguistic concepts and embed them into teaching and learning opportunities. • Teachers provide opportunities to practice use of new vocabulary or linguistic concepts.	
Questions to ask: ✓ *How do you incorporate language or communication-building activities into all areas of the daily routine?* ✓ *What types of questioning strategies do you use to expand thinking and expressive/receptive communication skills?*	

3. Engagement and responsiveness	
3b. Conversations (child/child or adult/child) are encouraged and observed	
Quality indicators: • Teachers talk with children about instructional and non-instructional activities. • Teachers and children laugh and teachers seem genuinely interested in the children's attempt to communicate. • Teachers do not use language and communication for the sole purpose of directing children, teaching a new skill or asking questions about activities.	
Questions to ask: ✓ *How / when do you have conversations with the children in the class?* ✓ *What types of things do you talk about?* ✓ *How do you encourage communication beyond instructional topics?*	