

SAMPLE NEEDS ASSESSMENT – Book Knowledge and Print Concepts (Infants/Toddlers)

Coachee Name:

Date:

Read each statement and use the 1 to 5 scales to show how often you are using each practice now, and how often you would like to use it. Then write the difference between current use and desired use of the practice.

Teaching Practices	I am doing this now...					I want to do this...					Differences between current use and desired use
	Not at all					Not at all					
1. Choose a variety of stories, poems, and songs in the children's home languages and English for individual and small group reading opportunities.	1	2	3	4	5	1	2	3	4	5	
2. Cuddle up and read books together every day in home languages and English. Reread books when toddlers ask, as they may want to hear the same story again and again.	1	2	3	4	5	1	2	3	4	5	
3. Look in the direction where children point or follow their gaze and support babies' language development in their home languages and English.	1	2	3	4	5	1	2	3	4	5	
4. Provide cloth and board books and talk about what the infant or toddler sees, feels, or hears in their home language and in English.	1	2	3	4	5	1	2	3	4	5	
5. Use games such as peek-a-boo, pat-a-cake, or invented games in home languages and English that expose infants and toddlers to predictable patterns of interaction that are precursors to the predictable structures of books and writing.	1	2	3	4	5	1	2	3	4	5	
6. Post environmental print (that is not overstimulating) in home languages and English throughout the environment and refer to it during songs, stories, and chants.	1	2	3	4	5	1	2	3	4	5	
7. Use picture books in developmentally appropriate ways and in short intervals to keep the child's attention (e.g. stop reading before the story is finished if children begin to lose interest).	1	2	3	4	5	1	2	3	4	5	
8. Make note of children's favorite stories, poems, and chants in their home language(s) and in English and read them multiple times.	1	2	3	4	5	1	2	3	4	5	
9. Talk or sign about books and ask questions during and after story reading in home languages and in English.	1	2	3	4	5	1	2	3	4	5	



NATIONAL CENTER ON

Early Childhood Development, Teaching and Learning



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Teaching Practices	I am doing this now...					I want to do this...					Differences between current use and desired use
	Not at all				All the time	Not at all				All the time	
10. Introduce new words to infants and toddlers, by talking or signing about unfamiliar words and encourage children to repeat them in their home language and English.	1	2	3	4	5	1	2	3	4	5	
11. Create a comfortable area where books are attractively arranged and easy to reach to encourage children to explore books independently.	1	2	3	4	5	1	2	3	4	5	
12. Store books where infants and toddlers can see the covers and easily access them.	1	2	3	4	5	1	2	3	4	5	
13. Model how to use books appropriately.	1	2	3	4	5	1	2	3	4	5	