



NATIONAL CENTER ON

Early Childhood Development, Teaching and Learning



## SAMPLE NEEDS ASSESSMENT – Phonological Awareness (Infants and 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. This \* applies to learning English. Speech sounds are important for understanding words in all languages, but sounds may not always be represented by letters in different languages.

| 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 |   |   |   |
| 1. Use songs and nursery rhymes <i>in children’s home languages to support awareness of the sounds of words.</i>                                    | 1                      | 2 | 3            | 4 | 5 | 1                    | 2 | 3            | 4 | 5 |   |
| 2. Use child-directed speech, or “parentese” <i>in home languages and English.</i>  | 1                      | 2 | 3            | 4 | 5 | 1                    | 2 | 3            | 4 | 5 |   |
| 3. Respond verbally to infants’ and toddlers’ needs <i>in home languages and English.</i>   | 1                      | 2 | 3            | 4 | 5 | 1                    | 2 | 3            | 4 | 5 |   |
| 4. Describe routines and actions <i>in home languages and English.</i>  | 1                      | 2 | 3            | 4 | 5 | 1                    | 2 | 3            | 4 | 5 |   |
| 5. Use lots of different words <i>in home languages and English.</i>  | 1                      | 2 | 3            | 4 | 5 | 1                    | 2 | 3            | 4 | 5 |   |
| 6. Narrate your actions and use lots of different words to help infants and toddlers build their vocabularies <i>in home languages and English.</i> |                        |   |              |   |   |                      |   |              |   |   |   |
| 7. Describe the different voices used in telling stories or pretend play to help children focus on the different sounds of speech.                  | 1                      | 2 | 3            | 4 | 5 | 1                    | 2 | 3            | 4 | 5 |   |
| 8. Choose rhyming books, songbooks, and storybooks* to read with children.  | 1                      | 2 | 3            | 4 | 5 | 1                    | 2 | 3            | 4 | 5 |   |
| 9. Choose nursery rhymes, rhyming books, alliterative texts, and songs and chants that play with words.   | 1                      | 2 | 3            | 4 | 5 | 1                    | 2 | 3            | 4 | 5 |   |
| 10. <i>Use languages I speak fluently with children</i> and play with sounds.   | 1                      | 2 | 3            | 4 | 5 | 1                    | 2 | 3            | 4 | 5 |   |



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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 |   |
| 11. Practice sounds with infants and toddlers by having one-on-one conversations every day and aim for two or more conversational turns for each speaker. <b>Plan and conduct some in home languages and some in English. Pause and wait for response attempts. Note that pre-verbal infants will likely respond with cooing or babbling sounds.</b> | 1 2 3 4 5              |              | 1 2 3 4 5            |              |   |
| 12. Develop listening skills by asking for children’s attention <b>in home languages and English.</b>  | 1 2 3 4 5              |              | 1 2 3 4 5            |              |   |
| 13. Point out rhyming words.   | 1 2 3 4 5              |              | 1 2 3 4 5            |              |   |
| 14. Support attention skills with cues.  | 1 2 3 4 5              |              | 1 2 3 4 5            |              |   |
| 15. <b>Use alphabet books and puzzles to introduce letters with toddlers in languages children are learning wherever they are encountered in the environment.</b>  | 1 2 3 4 5              |              | 1 2 3 4 5            |              |   |
| 16. Help children label and describe pictures and objects <b>in their home language and in English.</b>  | 1 2 3 4 5              |              | 1 2 3 4 5            |              |   |
| 17. Talk with older toddlers about the names and sounds of letters <b>in English and alphabetic languages that are meaningful to them during activities.</b>   | 1 2 3 4 5              |              | 1 2 3 4 5            |              |   |