



supervisor's guide: embedded learning opportunities

Supervisor's:

Each of the statements listed are skills that teachers need to create embedded learning opportunities. Read each statement and identify the extent to which a teacher in your program is doing this skill and the extent to which you would like him or her to do this skill. After determining the current and desired skill level, compare these two columns and note the skill with the largest discrepancies to provide support to a teacher in his or her classroom to develop the skill.

SKILL:	The teacher does this now...		I want the teacher to do this...	
	NOT AT ALL	ALL THE TIME	NOT AT ALL	ALL THE TIME
WHAT TO TEACH				
The teacher breaks down larger goals to identify the learning objective behavior or skill that he or she would like the child to achieve in the next few weeks	1	2 3 4 5	1	2 3 4 5
The teacher considers learning objectives that will help a child be more engaged, participative, and independent, to embed in activities, routines, and transitions throughout the day	1	2 3 4 5	1	2 3 4 5
The teacher writes a learning objective so the behavior is observable (i.e., what the child will do or say)				
a. the natural locations in which the learning objective behavior should occur	1	2 3 4 5	1	2 3 4 5
b. the activities in which embedding the learning objective is most logical	1	2 3 4 5	1	2 3 4 5
c. the child's preferences and learning needs	1	2 3 4 5	1	2 3 4 5
d. the practical aspects of the activity, routine, or transition (e.g., the # of staff available, objectives for other children)	1	2 3 4 5	1	2 3 4 5
The teacher makes informed decisions about how many planned instructional sequences to embed within and across activities, routines, and transitions; by considering:				
a. the child's learning needs	1	2 3 4 5	1	2 3 4 5
b. the learning objective behavior	1	2 3 4 5	1	2 3 4 5
c. the natural opportunities for practice throughout the day	1	2 3 4 5	1	2 3 4 5
d. the practical aspects of the activity, routine, or transition (e.g., # of staff available, objectives for other children)	1	2 3 4 5	1	2 3 4 5
The teacher develops an Activity Matrix for target children to record when he or she plans to embed planned instructional sequences	1	2 3 4 5	1	2 3 4 5

SKILL:	The teacher does this now...		I want the teacher to do this...	
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HOW TO TEACH (PLANNING)				
The teacher develops a planned instruction form; specifying:				
a. what he or she will say or do to set the occasion for the learning objective behavior (cue)	1	2 3 4 5	1	2 3 4 5
b. what, if any, help to provide (prompt)	1	2 3 4 5	1	2 3 4 5
c. what the child should say or do (child response)	1	2 3 4 5	1	2 3 4 5
d. how he or she will tell the child they gave the correct response (feedback)	1	2 3 4 5	1	2 3 4 5
e. how he or she will tell the child they gave an incorrect response (correction)	1	2 3 4 5	1	2 3 4 5
HOW TO TEACH (IMPLEMENTING)				
The teacher implements instructional sequences in the planned activities, routines, and transitions				
The teacher implements the number of planned instructional sequences for each learning objective throughout the day				
The teacher implements each component of the planned instructional sequence throughout the day by:				
a. using a logical cue to set the occasion for the learning objective behavior	1	2 3 4 5	1	2 3 4 5
b. using a prompt or providing extra help as needed to increase the likelihood the learning objective behavior will occur	1	2 3 4 5	1	2 3 4 5
c. observing whether the learning objective behavior occurs	1	2 3 4 5	1	2 3 4 5
d. using a logical correction procedure if the learning objective behavior does not occur or is incorrect	1	2 3 4 5	1	2 3 4 5
e. providing a positive consequence when the learning objective behavior occurs	1	2 3 4 5	1	2 3 4 5
f. ending the sequence with feedback when appropriate	1	2 3 4 5	1	2 3 4 5
HOW TO EVALUATE (AM I DOING IT?)				
The teacher evaluates <i>Am I doing it</i> by:				
a. evaluating whether instructional sequences are occurring in the activities in which they were planned to occur	1	2 3 4 5	1	2 3 4 5
b. evaluating the number of planned instructional sequences in these activities	1	2 3 4 5	1	2 3 4 5
c. evaluating whether the components were implemented so that a linked instructional sequence occurs	1	2 3 4 5	1	2 3 4 5

SKILL:	The teacher does this now...		I want the teacher to do this...	
	NOT AT ALL	ALL THE TIME	NOT AT ALL	ALL THE TIME
HOW TO EVALUATE (IS IT WORKING?)				
The teacher implements strategies to determine if children are making progress on their learning objectives by:				
a. considering how the learning objective relates to types of data to collect	1	2 3 4 5	1	2 3 4 5
b. planning how often, when, where, and who should collect data	1	2 3 4 5	1	2 3 4 5
c. collecting data in the on-going activities, routines, and transitions	1	2 3 4 5	1	2 3 4 5
d. displaying, summarizing, and analyzing the data	1	2 3 4 5	1	2 3 4 5