

Observational and Interview Items

1. Teacher provides opportunities for communication and building relationships.		Free Play	Structured	Group	Meals/ Feeding	Physical Care	Outdoors	Y/N	Notes
CSI1	Teacher talks often to individual children.								
CSI2	Teacher joins in children's activities and follows the child's lead by matching the focus of his or her attention to the child's focus of attention.								
CSI3	Teacher comments on children's interests, activities, or actions.								
CSI4	Teacher imitates and/or expands upon children's vocalizations and actions.								
CSI5	Teacher listens and responds to children's attempts to communicate.								
CSI6	Teacher encourages child communication, skills, behaviors, and activities through positive, descriptive statements.								
CSI7	Teacher provides opportunities for <u>toddlers</u> to initiate social interactions, and provides time throughout interactions for the child to take a turn or form a response.								
CSI8	Teacher uses alternative strategies for communicating with children who are nonverbal, have language delays, or are dual language learners.								
Total									
2. Teacher demonstrates warmth and responsivity to individual children.									
DWR1	Teacher's tone toward the class is generally positive, calm, AND supportive.								
DWR2	Teacher positions self at child's level during interactions almost all of the time.								
DWR3	Teacher uses a warm, responsive tone, makes eye contact, and smiles in her interactions with individual children throughout the day.								
DWR4	Teacher shows physical affection toward children and often smiles at them.								
DWR5	Teacher acknowledges children warmly on arrival and throughout day.								
DWR6	Teacher shows a sincere interest in, and is patient with children's initiations.								
DWR7	Teacher participates readily in children's play when appropriate, and demonstrates enjoyment in these interactions.								
Total									

3. Teacher promotes positive peer interactions.		Free Play	Structured Group	Meals/Feeding	Outdoors	Y/N	Notes	
PPI1	Teacher remains nearby during children's social interactions.							
PPI2	Teacher encourages children to be aware of and care about their peers in the classroom.							
PPI3	Teacher encourages children to initiate or maintain interactions with their peers during activities and routines.							
PPI4	Teacher helps children work cooperatively during activities/routines.							
PPI5	Teacher provides positive descriptive comments to children who are engaging in positive peer interactions.							
PPI6	Teacher offers comfort when negative social interactions occur among children.							
PPI7	Teacher models social skills for children such as sharing, gentle touching, requesting, or using words.							
PPI8	Teacher helps children understand their peers' intentions.							
PPI9	<p>Teacher uses a <u>variety</u> of developmentally appropriate strategies, materials, and activities (books, puppets, songs; i.e., more than one) to encourage peer-to-peer interactions.</p> <p>Interview Question: What types of strategies, materials or activities do you use to promote positive peer interactions?</p> <ul style="list-style-type: none"> Are there specific skills that you teach to help children interact more positively with the other children in your class? 						Obs	
							Int	
Total								

		Free Play	Structured Group	Meals/Feeding	Physical Care	Outdoors	Y/N	Notes	
4. Teacher promotes children's active engagement.									
CAE1	Teacher makes positive and varied attempts to encourage unengaged children to become involved in an activity.								
CAE2	Teacher uses a variety of strategies to help children sustain their engagement in an activity.								
CAE3	Teacher provides attention and positive comments to children who are engaged in activities and with materials.								
CAE4	Teacher provides <u>toddlers</u> with opportunities to make choices.								
CAE5	<p>Adults in the room work together to make sure all children are engaged.</p> <p>Interview Question: Tell me how you work together with other teachers in your classroom to make sure that each child in your class gets and stays engaged?</p> <ul style="list-style-type: none"> Describe how this might work during free play time. Describe how this might work during a more structured time like CIRCLE activities or STORY TIME. 							Obs	
								Int	
Total									

5. Teacher is responsive to children’s expression of emotions and teaches about feelings.		Free Play	Structured Group	Meals/Feeding	Outdoors	Y/N	Notes	
REF1	Teacher demonstrates understanding of children’s feelings and provides labels of how the child is feeling.							
REF2	Teachers expand on children’s descriptions of their emotions.							
REF3	Teacher helps <u>toddlers</u> recognize and understand emotions in peers by pointing out facial expressions, words, or voice tone.							
REF4	Teacher uses opportunities during activities to teach about feelings.							
REF5	Teacher labels her own emotions and models self-regulating actions.							
REF6	Teacher uses real-life classroom situations to identify their feelings and problem-solve when children have conflicts or when they experience frustration.							
REF7	Teacher uses a variety of strategies to teach children about feeling words. Interview Question: What strategies do use to teach feeling words (e.g., role play, feelings chart)?						Obs	
							Int	
REF8	Teacher individualizes teaching of feeling words based on children’s developmental needs. Teaching strategies and materials vary across children. Interview Question: Are there ways you individualize teaching about feelings for specific children who need extra help in this area?						Obs	
							Int	
Total								

6. Teacher communicates and provides feedback about developmentally appropriate behavioral expectations.		Free Play	Structured Group	Meals/Feeding	Physical Care	Outdoors	Y/N	Notes	
CBE1	Teacher expectations are developmentally appropriate and individualized as needed.								
CBE2	Teacher communicates behavioral expectations by letting <u>toddlers</u> know, in a positive tone, what they should do in specific activities (and not just what they shouldn't do).								
CBE3	Teacher demonstrates behavioral expectations in specific activities through modeling.								
CBE4	Teacher frequently acknowledges, praises, and/or encourages appropriate behavior related to expectations.								
CBE5	Teacher uses simple words or phrases to explain natural consequences of undesirable behavior.								
CBE6	Teacher provides feedback to <u>toddlers</u> when classroom expectations are not met.								
CBE7	Teacher anticipates potential conflict situations or undesirable behavior and provides guidance to children before the situations get out of control. Interview Question: What steps do you take minimize conflicts between children						Obs		
							Int		
Total									

		Free Play	Structured Group	Meals/Feeding	Physical Care	Outdoors	Y/N	Notes	
7. Teacher responds to children in distress and manages challenging behaviors.									
RDC1	Teacher's tone remains calm, supportive, AND positive during children's distressful or challenging episodes.								
RDC2	Teacher immediately responds to children in distress to assess child status.								
RDC3	Teacher provides positive attention to <u>toddlers</u> when she or he has calmed down and is behaving appropriately.								
RDC4	Teacher uses challenging situation as an opportunity to help children recognize and deal with emotions.								
RDC5	Teacher provides support to <u>toddlers</u> who are angry or upset to help them with problem solving, when appropriate.								
RDC6	Teacher uses strategies such as redirection and planned ignoring with individual <u>toddlers</u> who engage in occasional episodes of challenging behavior. Interview Question: Tell me what strategies you follow when children have occasional episodes of challenging behavior (e.g., physical aggression, screaming, taking others toys)?							Obs	
								Int	
RDC7	Teacher uses a variety of strategies to console, soothe, or calm children who are in distress, and individualizes responses according to the child and the situation. Interview Question: Are there different ways that you comfort children who are in distress? <ul style="list-style-type: none"> Are there strategies you teach to <u>toddlers</u> to help them self-regulate when they are upset? 							Obs	
								Int	
Total									

8. Teacher uses specific strategies or modifications for children with disabilities/delays, or who are dual-language learners.		Y/N	Notes	
SMD1	<p>Teacher reports using specific strategies with children with disabilities/delays to support peer interactions.</p> <ul style="list-style-type: none"> Can you describe any specific strategies, modifications, activities, or materials you use to promote social-emotional development with children with disabilities or delays? 		Int	
SMD2	<p>Teacher reports using specific strategies with children who are dual language learners to foster communication.</p> <ul style="list-style-type: none"> Can you describe any specific strategies, modifications, activities, or materials you use with children who are dual-language learners? 		Int	
Total				

9. Teacher conveys predictability through carefully planned schedule, routines, and transitions.		Y/N	Notes
SRT1	A schedule is posted that describes the daily activities for the entire class.		
SRT2	Teacher follows the classroom schedule for the group but varies it when necessary to meet the needs of individual children.		
SRT3	During group transitions for <u>toddlers</u> , teacher uses verbal and visual cues and a predictable routine that minimizes excessive waiting.		
SRT4	Teacher provides individualized support for children during transitions, providing visual/verbal cues, or physical guidance as needed.		
SRT5	Before a transition to a new activity, teacher conveys information about what <u>toddlers</u> should expect in developmentally and individually appropriate ways.		
TOTAL			
10. Environment is arranged to foster social-emotional development.			
EA1	Early learning environment includes variety of developmental toys and play areas to support engagement and social interaction.		
EA2	Play spaces are designed for use by multiple children and to promote social interaction.		
EA3	In rooms for children under 12 months, there is open space for infants to have “tummy time.”		
EA4	In rooms for children who are capable of running , traffic patterns in the classroom are arranged so that there are no wide open spaces for running.		
EA5	Books, materials and posters are available that foster social awareness and help children learn about cultural and individual differences.		
TOTAL			

11. Teacher collaborates with his/her peers to support children's social emotional development (e.g., other teachers, mental health practitioners, allied health service providers).		Y/N	Notes	
TCP1	Almost all interactions between teachers and his/her peers are related to children or classroom activities.		Obs	
			Int	
TCP2	All teachers are engaged with children during classroom activities or routines.		Obs	
			Int	
TCP3	The tone of adult voices is positive toward other classroom adults.		Obs	
			Int	
TCP4	The classroom runs smoothly with all adults appearing to know what they are supposed to be doing throughout the observation.		Obs	
			Int	
TCP5	<p>Teacher describes ways in which they have shared information and communicated with allied professionals (PT, OT, etc.) and how they have incorporated this information into interaction with the individual child.</p> <p>Interview Question: Do you have communication with allied professionals (PT, OT, etc.)? If so, how do you use information into interaction with the individual child?</p>		Int	
TCP6	<p>Teacher reports frequent communication with other members of the team and with parents to assure all needs are met.</p> <p>Interview Question: How often do you communicate with other members of the team to ensure child needs are being met?</p>		Int	
Total				

12. Teacher has effective strategies for engaging parents in supporting their child's social-emotional development and addressing challenging behaviors.		Y/N	Notes	
EEP1	<p>Teacher describes ways in which families are provided information about social-emotional development.</p> <p>Interview Question: How do you provide families with information on social-emotional development?</p>		Int	
EEP2	<p>Teacher describes giving families practical strategies that they can use to promote their child's social-emotional development, prevent challenging behavior, or address other behavioral concerns.</p> <p>Interview Question: Do you help families support the individual socio-emotional development of their child in the home? If so, how?</p>		Int	
EEP3	<p>Teacher indicates that when there is a concern about a child's social-emotional development or challenging behavior, she/he works together with parents to collect information on the behavior to determine if there is a need for more intensive support.</p> <p>Interview Question: When a concern about a child's challenging behavior OR social emotional development arises, what steps do you take with the child's family?</p>		Int	
EEP4	<p>Teacher describes providing families with information on community resources related to children's social-emotional development (e.g. parenting classes or mental health services).</p> <p>Interview Question: Do you provide families with information on community resources related to children's social-emotional development (e.g. parenting classes or mental health services)? If so, what are some examples of resources provided?</p>		Int	
EEP5	<p>When a child has significant behavior challenges, teacher indicates that she or he works together with the family and other mental health support services to develop and implement a behavior support plan.</p> <p>Interview Question: When a child has significant behavior challenges, how do you work together with the family and other mental health support services to develop and implement a behavior support plan?</p>		Int	
Total				

13. Teacher has effective strategies for communicating with families and promoting family involvement in the classroom.		Y/N	Notes	
CWF1	<p>Teacher reports that she regularly provides families with information on what is going on in the classroom.</p> <p>Interview Question: Please tell me about the ways you communicate on a regular basis with families.</p> <ul style="list-style-type: none"> • What types of information do you share about classroom events, activities, staff changes, etc.? How do you do that? How often? 		Int	
CWF2	<p>Teacher reports a system for communicating with families about the daily experiences of individual children.</p> <p>Interview Question: What types of information do you share about what their child is doing in the classroom? How do you do that? How often?</p>		Int	
CWF3	<p>Teacher's responses indicate that she/he has different approaches to reach different families.</p> <p>Interview Question: Are there specific ways you get information from the parents about their child?</p> <ul style="list-style-type: none"> • How do you determine the best ways to communicate with each family? 		Int	
CWF4	<p>Teacher describes system for getting information from families on an ongoing basis for what is happening at home with the child.</p> <p>Interview Question: How do you get information from families on an ongoing basis for what is happening at home with the child?</p>		Int	
CWF5	<p>Teacher describes a variety of strategies for promoting family involvement in the classroom.</p> <p>Interview Question: Tell me about what you do to promote family involvement in your classroom.</p> <ul style="list-style-type: none"> • Are there specific strategies that you use to help families feel welcome? • Are there different ways that you reach out to families to get them involved? • Are there ways that you reach out to families to gain their trust? 		Int	
Total				

Red Flags

Score red flags for individual teachers or entire classroom, as indicated. Because red flags indicate a need for more immediate feedback, you may score these items for other teachers in the classroom as well, if you choose to do so.	Observed Teacher		Other Teacher(s) *		Classroom	
Responsive to Individual Children						
1. Children spend large amounts of time disengaged, without assistance from this teacher to become engaged. Example: Children are left in play area for extended periods of time without teacher engagement.	Yes	No	Yes	No		
2. Teacher rarely speaks to and/or engages children. Example: Teacher gives a bottle to an infant and does not say anything to the child. Or, teacher sits on floor next to children playing, but does not talk to children.	Yes	No	Yes	No		
3. Teacher seldom makes eye contact with children during interactions. Example: Teacher changes a diaper without looking at the child's face.	Yes	No	Yes	No		
4. Classroom staff expected children in the class to be on the same schedule for activities such as feeding or diapering instead of attending to individual children's needs for personal care. Example: Infants nap on same schedule, and there is no indication that this schedule would be flexible for children on a different sleep schedule.					Yes	No
Promoting Emotional Expression and Social Interaction						
5. Teacher uses flat affect when talking with infants and toddlers. Example: While talking with a child, teacher's tone of voice is flat and lacks any emotion or enthusiasm.	Yes	No	Yes	No		
6. Teacher speaks harshly to children. Example: Teacher uses a harsh or negative tone while responding to a child.	Yes	No	Yes	No		

Responds to Children's Distress and Challenging Behavior						
7. Children seem generally unhappy or upset. Example: Multiple children spend a greater amount of time crying or fussing than might be expected.					Yes	No
8. Children who are distressed are left unattended. Example: Teacher fails to attend to an infant crying in a crib or infant seat <i>Note:</i> This red flag item may be scored for either an individual teacher OR for the classroom	Yes	No	Yes	No	Yes	No
9. When problem behaviors occur, teacher uses punitive practices. Example: Ignoring the child, using time-out; asking the parent to take the child home; ridiculing the child; speaking in a harsh tone; yelling; pointing out the child's behavior to other adults or children.	Yes	No	Yes	No		
Environmental Support for Social Engagement						
10. The environment is set up such that children are isolated from each other for long periods of time. Example: Infants remain awake in cribs for extended periods of time, or in infant seats for lengthy periods of time, without the ability to interact with other children.					Yes	No
11. The environment is arranged in a way that prevents children from engaging with materials, toys and/or activities. Example: Children remain in cribs or infant seats for extended periods of time, or materials, toys, or books are primarily stored out of reach of children.					Yes	No
Enter number of items scored "Yes"	Observed Teacher		Other Teacher		Classroom	

* You may choose to score "other teacher" behavior only if it is necessary to capture teacher behavior in need of immediate feedback.

Observational and Interview Items

1. Teacher provides opportunities for communication and building relationships.		Free Play	Structured	Group	Meals/ Feeding	Physical Care	Outdoors	Y/N	Notes
CSI1	Teacher talks often to individual children.								
CSI2	Teacher joins in children's activities and follows the child's lead by matching the focus of his or her attention to the child's focus of attention.								
CSI3	Teacher comments on children's interests, activities, or actions.								
CSI4	Teacher imitates and/or expands upon children's vocalizations and actions.								
CSI5	Teacher listens and responds to children's attempts to communicate.								
CSI6	Teacher encourages child communication, skills, behaviors, and activities through positive, descriptive statements.								
CSI7	Teacher provides opportunities for <u>toddlers</u> to initiate social interactions, and provides time throughout interactions for the child to take a turn or form a response.								
CSI8	Teacher uses alternative strategies for communicating with children who are nonverbal, have language delays, or are dual language learners.								
Total									
2. Teacher demonstrates warmth and responsivity to individual children.									
DWR1	Teacher's tone toward the class is generally positive, calm, AND supportive.								
DWR2	Teacher positions self at child's level during interactions almost all of the time.								
DWR3	Teacher uses a warm, responsive tone, makes eye contact, and smiles in her interactions with individual children throughout the day.								
DWR4	Teacher shows physical affection toward children and often smiles at them.								
DWR5	Teacher acknowledges children warmly on arrival and throughout day.								
DWR6	Teacher shows a sincere interest in, and is patient with children's initiations.								
DWR7	Teacher participates readily in children's play when appropriate, and demonstrates enjoyment in these interactions.								
Total									

3. Teacher promotes positive peer interactions.		Free Play	Structured Group	Meals/Feeding	Outdoors	Y/N	Notes	
PPI1	Teacher remains nearby during children's social interactions.							
PPI2	Teacher encourages children to be aware of and care about their peers in the classroom.							
PPI3	Teacher encourages children to initiate or maintain interactions with their peers during activities and routines.							
PPI4	Teacher helps children work cooperatively during activities/routines.							
PPI5	Teacher provides positive descriptive comments to children who are engaging in positive peer interactions.							
PPI6	Teacher offers comfort when negative social interactions occur among children.							
PPI7	Teacher models social skills for children such as sharing, gentle touching, requesting, or using words.							
PPI8	Teacher helps children understand their peers' intentions.							
PPI9	<p>Teacher uses a <u>variety</u> of developmentally appropriate strategies, materials, and activities (books, puppets, songs; i.e., more than one) to encourage peer-to-peer interactions.</p> <p>Interview Question: What types of strategies, materials or activities do you use to promote positive peer interactions?</p> <ul style="list-style-type: none"> Are there specific skills that you teach to help children interact more positively with the other children in your class? 						Obs	
							Int	
Total								

		Free Play	Structured Group	Meals/Feeding	Physical Care	Outdoors	Y/N	Notes	
4. Teacher promotes children's active engagement.									
CAE1	Teacher makes positive and varied attempts to encourage unengaged children to become involved in an activity.								
CAE2	Teacher uses a variety of strategies to help children sustain their engagement in an activity.								
CAE3	Teacher provides attention and positive comments to children who are engaged in activities and with materials.								
CAE4	Teacher provides <u>toddlers</u> with opportunities to make choices.								
CAE5	<p>Adults in the room work together to make sure all children are engaged.</p> <p>Interview Question: Tell me how you work together with other teachers in your classroom to make sure that each child in your class gets and stays engaged?</p> <ul style="list-style-type: none"> Describe how this might work during free play time. Describe how this might work during a more structured time like CIRCLE activities or STORY TIME. 							Obs	
								Int	
Total									

5. Teacher is responsive to children's expression of emotions and teaches about feelings.		Free Play	Structured Group	Meals/Feeding	Outdoors	Y/N	Notes	
REF1	Teacher demonstrates understanding of children's feelings and provides labels of how the child is feeling.							
REF2	Teachers expand on children's descriptions of their emotions.							
REF3	Teacher helps <u>toddlers</u> recognize and understand emotions in peers by pointing out facial expressions, words, or voice tone.							
REF4	Teacher uses opportunities during activities to teach about feelings.							
REF5	Teacher labels her own emotions and models self-regulating actions.							
REF6	Teacher uses real-life classroom situations to identify their feelings and problem-solve when children have conflicts or when they experience frustration.							
REF7	Teacher uses a variety of strategies to teach children about feeling words. Interview Question: What strategies do use to teach feeling words (e.g., role play, feelings chart)?						Obs	
							Int	
REF8	Teacher individualizes teaching of feeling words based on children's developmental needs. Teaching strategies and materials vary across children. Interview Question: Are there ways you individualize teaching about feelings for specific children who need extra help in this area?						Obs	
							Int	
Total								

6. Teacher communicates and provides feedback about developmentally appropriate behavioral expectations.		Free Play	Structured Group	Meals/Feeding	Physical Care	Outdoors	Y/N	Notes	
CBE1	Teacher expectations are developmentally appropriate and individualized as needed.								
CBE2	Teacher communicates behavioral expectations by letting <u>toddlers</u> know, in a positive tone, what they should do in specific activities (and not just what they shouldn't do).								
CBE3	Teacher demonstrates behavioral expectations in specific activities through modeling.								
CBE4	Teacher frequently acknowledges, praises, and/or encourages appropriate behavior related to expectations.								
CBE5	Teacher uses simple words or phrases to explain natural consequences of undesirable behavior.								
CBE6	Teacher provides feedback to <u>toddlers</u> when classroom expectations are not met.								
CBE7	Teacher anticipates potential conflict situations or undesirable behavior and provides guidance to children before the situations get out of control. Interview Question: What steps do you take minimize conflicts between children						Obs		
							Int		
Total									

		Free Play	Structured Group	Meals/Feeding	Physical Care	Outdoors	Y/N	Notes	
7. Teacher responds to children in distress and manages challenging behaviors.									
RDC1	Teacher's tone remains calm, supportive, AND positive during children's distressful or challenging episodes.								
RDC2	Teacher immediately responds to children in distress to assess child status.								
RDC3	Teacher provides positive attention to <u>toddlers</u> when she or he has calmed down and is behaving appropriately.								
RDC4	Teacher uses challenging situation as an opportunity to help children recognize and deal with emotions.								
RDC5	Teacher provides support to <u>toddlers</u> who are angry or upset to help them with problem solving, when appropriate.								
RDC6	Teacher uses strategies such as redirection and planned ignoring with individual <u>toddlers</u> who engage in occasional episodes of challenging behavior. Interview Question: Tell me what strategies you follow when children have occasional episodes of challenging behavior (e.g., physical aggression, screaming, taking others toys)?							Obs	
								Int	
RDC7	Teacher uses a variety of strategies to console, soothe, or calm children who are in distress, and individualizes responses according to the child and the situation. Interview Question: Are there different ways that you comfort children who are in distress? <ul style="list-style-type: none"> Are there strategies you teach to <u>toddlers</u> to help them self-regulate when they are upset? 							Obs	
								Int	
Total									

8. Teacher uses specific strategies or modifications for children with disabilities/delays, or who are dual-language learners.		Y/N	Notes	
SMD1	<p>Teacher reports using specific strategies with children with disabilities/delays to support peer interactions.</p> <ul style="list-style-type: none"> Can you describe any specific strategies, modifications, activities, or materials you use to promote social-emotional development with children with disabilities or delays? 		Int	
SMD2	<p>Teacher reports using specific strategies with children who are dual language learners to foster communication.</p> <ul style="list-style-type: none"> Can you describe any specific strategies, modifications, activities, or materials you use with children who are dual-language learners? 		Int	
Total				

9. Teacher conveys predictability through carefully planned schedule, routines, and transitions.		Y/N	Notes
SRT1	A schedule is posted that describes the daily activities for the entire class.		
SRT2	Teacher follows the classroom schedule for the group but varies it when necessary to meet the needs of individual children.		
SRT3	During group transitions for <u>toddlers</u> , teacher uses verbal and visual cues and a predictable routine that minimizes excessive waiting.		
SRT4	Teacher provides individualized support for children during transitions, providing visual/verbal cues, or physical guidance as needed.		
SRT5	Before a transition to a new activity, teacher conveys information about what <u>toddlers</u> should expect in developmentally and individually appropriate ways.		
TOTAL			
10. Environment is arranged to foster social-emotional development.			
EA1	Early learning environment includes variety of developmental toys and play areas to support engagement and social interaction.		
EA2	Play spaces are designed for use by multiple children and to promote social interaction.		
EA3	In rooms for children under 12 months, there is open space for infants to have “tummy time.”		
EA4	In rooms for children who are capable of running , traffic patterns in the classroom are arranged so that there are no wide open spaces for running.		
EA5	Books, materials and posters are available that foster social awareness and help children learn about cultural and individual differences.		
TOTAL			

11. Teacher collaborates with his/her peers to support children's social emotional development (e.g., other teachers, mental health practitioners, allied health service providers).		Y/N	Notes	
TCP1	Almost all interactions between teachers and his/her peers are related to children or classroom activities.		Obs	
			Int	
TCP2	All teachers are engaged with children during classroom activities or routines.		Obs	
			Int	
TCP3	The tone of adult voices is positive toward other classroom adults.		Obs	
			Int	
TCP4	The classroom runs smoothly with all adults appearing to know what they are supposed to be doing throughout the observation.		Obs	
			Int	
TCP5	<p>Teacher describes ways in which they have shared information and communicated with allied professionals (PT, OT, etc.) and how they have incorporated this information into interaction with the individual child.</p> <p>Interview Question: Do you have communication with allied professionals (PT, OT, etc.)? If so, how do you use information into interaction with the individual child?</p>		Int	
TCP6	<p>Teacher reports frequent communication with other members of the team and with parents to assure all needs are met.</p> <p>Interview Question: How often do you communicate with other members of the team to ensure child needs are being met?</p>		Int	
Total				

12. Teacher has effective strategies for engaging parents in supporting their child's social-emotional development and addressing challenging behaviors.		Y/N	Notes	
EEP1	<p>Teacher describes ways in which families are provided information about social-emotional development.</p> <p>Interview Question: How do you provide families with information on social-emotional development?</p>		Int	
EEP2	<p>Teacher describes giving families practical strategies that they can use to promote their child's social-emotional development, prevent challenging behavior, or address other behavioral concerns.</p> <p>Interview Question: Do you help families support the individual socio-emotional development of their child in the home? If so, how?</p>		Int	
EEP3	<p>Teacher indicates that when there is a concern about a child's social-emotional development or challenging behavior, she/he works together with parents to collect information on the behavior to determine if there is a need for more intensive support.</p> <p>Interview Question: When a concern about a child's challenging behavior OR social emotional development arises, what steps do you take with the child's family?</p>		Int	
EEP4	<p>Teacher describes providing families with information on community resources related to children's social-emotional development (e.g. parenting classes or mental health services).</p> <p>Interview Question: Do you provide families with information on community resources related to children's social-emotional development (e.g. parenting classes or mental health services)? If so, what are some examples of resources provided?</p>		Int	
EEP5	<p>When a child has significant behavior challenges, teacher indicates that she or he works together with the family and other mental health support services to develop and implement a behavior support plan.</p> <p>Interview Question: When a child has significant behavior challenges, how do you work together with the family and other mental health support services to develop and implement a behavior support plan?</p>		Int	
Total				

13. Teacher has effective strategies for communicating with families and promoting family involvement in the classroom.		Y/N	Notes	
CWF1	<p>Teacher reports that she regularly provides families with information on what is going on in the classroom.</p> <p>Interview Question: Please tell me about the ways you communicate on a regular basis with families.</p> <ul style="list-style-type: none"> • What types of information do you share about classroom events, activities, staff changes, etc.? How do you do that? How often? 		Int	
CWF2	<p>Teacher reports a system for communicating with families about the daily experiences of individual children.</p> <p>Interview Question: What types of information do you share about what their child is doing in the classroom? How do you do that? How often?</p>		Int	
CWF3	<p>Teacher's responses indicate that she/he has different approaches to reach different families.</p> <p>Interview Question: Are there specific ways you get information from the parents about their child?</p> <ul style="list-style-type: none"> • How do you determine the best ways to communicate with each family? 		Int	
CWF4	<p>Teacher describes system for getting information from families on an ongoing basis for what is happening at home with the child.</p> <p>Interview Question: How do you get information from families on an ongoing basis for what is happening at home with the child?</p>		Int	
CWF5	<p>Teacher describes a variety of strategies for promoting family involvement in the classroom.</p> <p>Interview Question: Tell me about what you do to promote family involvement in your classroom.</p> <ul style="list-style-type: none"> • Are there specific strategies that you use to help families feel welcome? • Are there different ways that you reach out to families to get them involved? • Are there ways that you reach out to families to gain their trust? 		Int	
Total				

Red Flags

Score red flags for individual teachers or entire classroom, as indicated. Because red flags indicate a need for more immediate feedback, you may score these items for other teachers in the classroom as well, if you choose to do so.	Observed Teacher		Other Teacher(s) *		Classroom	
Responsive to Individual Children						
1. Children spend large amounts of time disengaged, without assistance from this teacher to become engaged. Example: Children are left in play area for extended periods of time without teacher engagement.	Yes	No	Yes	No		
2. Teacher rarely speaks to and/or engages children. Example: Teacher gives a bottle to an infant and does not say anything to the child. Or, teacher sits on floor next to children playing, but does not talk to children.	Yes	No	Yes	No		
3. Teacher seldom makes eye contact with children during interactions. Example: Teacher changes a diaper without looking at the child's face.	Yes	No	Yes	No		
4. Classroom staff expected children in the class to be on the same schedule for activities such as feeding or diapering instead of attending to individual children's needs for personal care. Example: Infants nap on same schedule, and there is no indication that this schedule would be flexible for children on a different sleep schedule.					Yes	No
Promoting Emotional Expression and Social Interaction						
5. Teacher uses flat affect when talking with infants and toddlers. Example: While talking with a child, teacher's tone of voice is flat and lacks any emotion or enthusiasm.	Yes	No	Yes	No		
6. Teacher speaks harshly to children. Example: Teacher uses a harsh or negative tone while responding to a child.	Yes	No	Yes	No		

Responds to Children's Distress and Challenging Behavior						
7. Children seem generally unhappy or upset. Example: Multiple children spend a greater amount of time crying or fussing than might be expected.					Yes	No
8. Children who are distressed are left unattended. Example: Teacher fails to attend to an infant crying in a crib or infant seat <i>Note:</i> This red flag item may be scored for either an individual teacher OR for the classroom	Yes	No	Yes	No	Yes	No
9. When problem behaviors occur, teacher uses punitive practices. Example: Ignoring the child, using time-out; asking the parent to take the child home; ridiculing the child; speaking in a harsh tone; yelling; pointing out the child's behavior to other adults or children.	Yes	No	Yes	No		
Environmental Support for Social Engagement						
10. The environment is set up such that children are isolated from each other for long periods of time. Example: Infants remain awake in cribs for extended periods of time, or in infant seats for lengthy periods of time, without the ability to interact with other children.					Yes	No
11. The environment is arranged in a way that prevents children from engaging with materials, toys and/or activities. Example: Children remain in cribs or infant seats for extended periods of time, or materials, toys, or books are primarily stored out of reach of children.					Yes	No
Enter number of items scored "Yes"	Observed Teacher		Other Teacher		Classroom	

* You may choose to score "other teacher" behavior only if it is necessary to capture teacher behavior in need of immediate feedback.