

Missouri Child, Inc.

Head Start

Classroom Social/Emotional Observation

Teacher Name: _____

Class: _____

Date: _____

Start Time: _____ End Time: _____

Education Staff: _____

Volunteers: _____

Children Present: _____

Observed (Check all that apply)

☐ Routines ☐ Whole Group ☐ Small Group ☐ Individual Time ☐ Outside ☐ Meals ☐ Learning Centers

Classroom Environment/Schedules/Routines

Comments/Examples

The class schedule is posted with visuals and teacher refers to it throughout the day	Yes	No	
Classroom rules are posted, illustrated with a picture of each rule or expectation and stated positively	Yes	No	
Learning Centers have clear boundaries (physical)	Yes	No	
The classroom is arranged such that all children in the classroom can move easily around the room	Yes	No	
Materials in all centers are adequate to support the number of children playing in that center	Yes	No	
Material/Centers are prepared before children arrive at the center or activity	Yes	No	
The teaching staff is all actively engaged in the activities and the focus is the children and/or health and safety needs (as appropriate).	Yes	No	

Building Positive Relationships

Observations	Consistently	Occasionally	Seldom	Comments/Examples
Greets children on arrival; calls by name				
Communicated with children at eye level				
Teachers join in children's play to support their interactions and expand their ideas				
Teachers frequently display positive affection (smiles, laughter, enthusiasm, matched affect, social conversation)				
Teachers demonstrate respect (Ex. Eye contact; warm, calm voice; respectful language)				
Attends to children in positive ways when the children are <i>not</i> engaging in challenging behavior				

Supportive Communication

Observations	Consistently	Occasionally	Seldom	Comments/Examples
Teachers use directions that are simple, short and specific				
Teachers has positive conversations with children about their interests and ideas during routines and activities				
Teacher responds to children's comments and ideas by asking questions, making comments.				
Teacher uses alternative strategies when communicating with children who are nonverbal, language delayed, or Dual Language Learners (e.g. additional prompt, nonverbal prompt along with verbal direction, picture prompts				

Social Emotional Teaching Strategies

Observations	Consistently	Occasionally	Seldom	Comments/Examples
Teacher structure transitions so children do not have to spend excessive time waiting with nothing to do				
Teacher provides explanation when changes in the schedule are necessary				
Teacher helps children identify appropriate choices				
Teachers help children try solutions until the situation is appropriately resolved				
Teacher uses naturally occurring opportunities across the day to teach social & emotional skills and provides opportunities for children to work together				
Teacher uses small/large group setting to teach social skills and emotional competencies (e.g., friendship skills, problem solving, emotional literacy (describe feelings)).				

Recommendations:

Follow-up needed: ☐ Yes ☐ No Follow-up date: _____

Teacher Signature _____ Area Supervisor Signature _____