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| Provider Name | | | | | FEIN: | |
| Provider Address | | | | | County: | |
| Licensing Consultant(s) | | | | | Type of Care: | |
| License Time Frame: | | thru | | Visit Date: | | Visit Number: |

Teacher/Child Interactions Classroom Observation Tool
(18 Elements/Indicators)
Value: 40%

| Rating | Point Value (16) | Elements and Indicators | Required Evidence |
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| TEACHER/CHILD INTERACTIONS | | | |
| Element 1. Early Learning Activities and Routines | | | |
| Met Not Met | 2 | E 1.1: Inclusiveness/Choice/Balance of Teacher & Child initiated activities. (Opportunities for children to feel motivated to explore and learn). Program Language and Literacy 1240-04-01.-15 | <ul style="list-style-type: none"> Each child provided an opportunity to participate in program activities. Balance between child's choice and educator directed activities. Direct supervised tummy time for infants less than six (6) months Group times limited based on children's age and ability to encourage independent exploration should children lose interest. All children allowed to move freely and choose their own companions during free play. <u>Offer tailored support and modifications to ensure children with special educational needs can participate fully in all activities. [If there are not any children with special needs, N/A].</u> |
| Met Not Met | 2 | E 1.2: Routines and activities are scheduled to occur at the same time each day. Ownership, Organization & Administration 1240-01.-05 | <ul style="list-style-type: none"> Infants' schedules should be individualized based on each child's needs. <u>Routines are done individually to limit wait times. (Example: stagger bathroom time)</u> Written and/ or visual schedules should demonstrate routines that occur at approximately the same time and in the same sequence each day while also allowing flexibility with activities. |

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| | | | <ul style="list-style-type: none"> • Monitor children's involvement in scheduled activities to ensure they are actively participating. • <u>Maintain a predictable routine that helps all children feel secure and understand what to expect next.</u> |
| Met Not Met | 2 | E 1.3: Offering developmentally appropriate activities, (reading, writing, play, sorting, self-care, outdoor play) use wide range of language when engaging and allow children to build imagination, independence, and to develop a love of learning. Program, Language & Literacy Development 1240-04-01-.15 Equipment for Children 1240-04-01-.14 | <ul style="list-style-type: none"> • Developmentally appropriate opportunities for learning, self-expression, and indoor physical activities for each age group daily. • Appropriate materials are placed for easy access by all children. • Educators use of a variety of language and materials such as books, fine motor, blocks, dramatic play, etc. to encourage cognitive learning/critical thinking/ and develop motor skills. • <u>Use educational materials that reflect a diverse range of cultures, languages, abilities, and family structures.</u> |
| Met Not Met | 2 | E 1.4: Rotation of activities/materials to engage child interest | <ul style="list-style-type: none"> • <u>Extra materials stored in classroom for easy use by the educator.</u> • <u>Materials relevant to the current curriculum accessible.</u> • <u>Additional Infant/toddler mouthed toys swapped out daily.</u> |
| Met Not Met | 2 | E 1.5: Activities with planned instruction followed and teacher influenced. | <ul style="list-style-type: none"> • <u>Children's interests considered when planning activities.</u> • <u>The Lesson is theme based and relates to what is observed.</u> • <u>Lesson plan posted and is related to what is observed.</u> • <u>Design group activities that encourage children of all abilities to participate and interact.</u> |
| Met Not Met | 2 | E 1.6 Children see and interact with print materials. | <ul style="list-style-type: none"> • <u>Print materials are used when age-appropriate to help children make connections to their daily lives (Examples include, but are not limited to, weather charts, calendars, and a menu from a familiar local restaurant).</u> • <u>Children's work displayed.</u> • <u>Children's names around the classroom for children to see, promoting recognition of the letters and sounds in names.</u> • <u>Educators point to and talk about displayed print items in the classroom (children's names, labels, signs, alphabet and shapes; Real life pictures of animals, objects, and places).</u> |

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| | | | <ul style="list-style-type: none"> • <u>Books and other print materials are integrated throughout the classroom learning spaces.</u> • <u>Educators read with children daily, pointing out and naming pictures and words, encouraging children's hands-on participation, and supporting serve and return conversations and comprehension through the use of a variety of conversational techniques.</u> |
| Met Not Met | 2 | E 1.7: Language used with children is enriching and educational. | <ul style="list-style-type: none"> • Language is used for more than discipline or care needs. • <u>Conversations take place during routines.</u> • <u>Educators talk with children through serve-and-return conversations, noticing all nonverbal cues, including eye contact, gestures, touch, smiles, pointing, etc.</u> • <u>Educators respond with more than a "yes or no" when asked a question, offering an explanation or more information.</u> • <u>Educators engage children in conversation about things that interest them.</u> • <u>Educator asks open-ended questions building on children's dialogue</u> • <u>Educators integrate new words during shared reading and play, both in the classroom and outdoors.</u> • <u>Educators use comments and a variety of questions to support children's curiosity during play, both in the classroom and outdoors.</u> |

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| Met Not Met | 2 | E 1.8: Review of Curriculum/Lesson Planning Program, Language & Literacy Development 1240-04-01-.15 | <ul style="list-style-type: none"> • <u>The lesson plan of activities supports the curriculum.</u> <p>The director or primary educator documents they have observed the use of the applicable developmental learning standards within the classroom. The following content is evident in the planning:</p> <ul style="list-style-type: none"> • TN-ELDS <p>Educators demonstrate knowledge of the following in their daily educational activities to enhance the learning environment.</p> <ul style="list-style-type: none"> • Health and Safety • TN-ELDS • Literacy • Developmental Milestones • Developmentally Appropriate Practices • Parent Involvement • <u>Inclusive Practices</u> |
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| Rating | Point Value (6) | Elements and Indicators | Required Evidence |
|---|-----------------|--|---|
| TEACHER/CHILD INTERACTIONS | | | |
| Element 2. Responsive Caregiving | | | |
| Met Not Met | 2 | E 2.1: Educator engages in activities with the children (serve & return interactions). | <ul style="list-style-type: none"> • <u>Educator's focus is on the child's interest.</u> • <u>Educators actively engage, comment, interpret, and imitate children's communication.</u> • <u>Educators position themselves face-to-face as much as possible when interacting with children.</u> • <u>Educators notice children's interests and comment, ask a variety of questions, and make meaningful contributions during activities.</u> • <u>Educators join in and play while using serve-and-return interactions to build connections with children and support conversational turns.</u> |
| Met Not Met | 2 | E 2.2: Educators respond to/interact with children consistently in a warm, encouraging manner. Program, Language, and Literacy Development 1240-04-01-.15 | <ul style="list-style-type: none"> • Warm and positive tone of voice. • Shows warmth through positive body language such as touch, eye contact, or holding children on their lap. • <u>Sitting next to children as they engage in play and read stories.</u> • Interacting with children as they do things independently. • <u>Engaging children's questions and answers through listening, understanding, and responding.</u> • Encouraging children to participate. • <u>Educators acknowledge and validate children's emotions and feelings.</u> • <u>Educator remains calm.</u> • <u>No ignoring of children's verbal or non-verbal requests. (i.e.: responsive to infants' fussing, etc.)</u> • No negative or condescending remarks/comments in response to children. • <u>Educators provide rich social interactions such as smiling, talking, touching, singing, calling child by name, and engaging in eye contact.</u> |
| Met Not Met | 2 | E 2.3: Educators show regard for child perspective/extend learning opportunities through | <ul style="list-style-type: none"> • <u>Allows children to lead and incorporate their desired activities, interests into circle, group, and free choice play.</u> |

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| | | <p>effective use of questioning, listening, and responding (allow child-initiated activities/interactions as appropriate, elicit child ideas, encourage child talk).</p> <p>Program, Language, and Literacy Development</p> <p>1240-04-01-.15</p> | <ul style="list-style-type: none"> • <u>Books about feelings and emotions must be present in the classroom and utilized as a resource to help children better understand their own feelings and emotions when applicable.</u> • Help the children problem-solve and assist in helping another child that is upset. • <u>Encouraging children to consider other's points of view and ask questions.</u> • <u>Educators use a combination of closed and open-ended questions to engage children in serve and return conversations and learn about their interests.</u> • <u>Educators allow for ample time for children to think about and respond to questions.</u> • <u>Educators demonstrate interest in and respect for children by listening attentively and responding positively to children's thoughts, ideas, feelings, and questions, which may be demonstrated through the child's gaze, vocalizations, movements, and/or speech.</u> |
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|---|------------------|--|--|
| TEACHER/CHILD INTERACTIONS | | | |
| Element 3. Behavior Support and Guidance | | | |
| Met Not Met | 3 | <p>E 3.1: Appropriate behavior interventions based upon age and development of children (positive guidance/focusing on positive behavior) and reasonable/appropriate discipline-redirection that a child can understand (without being shaming, abusive, or injurious).</p> <p>Program language and Literacy Development 1240-04-01.-15</p> <p>Ownership, Organization, and Administration 1240-04-01.-05</p> | <ul style="list-style-type: none"> • <u>The director/primary educator has made available social-emotional resources that support appropriate child development.</u> • <u>Educators are familiar with how to access resources that support appropriate social-emotional development.</u> • Strategies in place for behavior management that are consistent and can be explained by the educator. • <u>Educator focus is on the positive rather than the negative to teach a child what is safe for the child and other children.</u> • <u>Educator modifies the learning and play environment to support appropriate behavior. (Schedule, routine, transitions, etc.)</u> • <u>Educator uses encouragement and descriptive praise.</u> • <u>Educator models desired behavior.</u> • <u>Behavioral interventions shall be developmentally appropriate, with consideration given to the attention spans and skills of individual children.</u> • Less restrictive, positive behavior management techniques shall be employed before using time-out. • Time out is reasonable and developmentally appropriate and does not include restraint or seclusion. • <u>The educator explains how time out works before using it for the first time.</u> • <u>Educator ends time out on a positive note, allowing the child to feel good again.</u> • The length of each time-out session shall be based on the age of the child and shall not exceed one (1) minute per each year of age of the child; provided, however, that no child under thirty-six (36) months shall be placed in time out. Redirection or other similar approaches for children under thirty-six (36) months are used in the classroom. |

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| | | | <ul style="list-style-type: none"> • Children not made to sit on potty/toilet over five (5) minutes. • Educators shall focus upon positive behavior and on the individual child's strengths. • Discipline is reasonable and developmentally appropriate. Shaming, humiliating, frightening, , and/or techniques that isolate the child are prohibited. • Discipline shall not be related to food, rest, or toileting. Food shall not be used or withheld as a form of discipline. |
| Met Not Met | 3 | E 3.2: Opportunities for children to acquire social skills and better engage with other children. | <ul style="list-style-type: none"> • <u>Children given opportunities for natural groupings/choices.</u> • <u>Educator encourages children to engage in positive peer interactions.</u> • <u>Staff model good social skills and help children develop appropriate social behavior.</u> |
| Met Not Met | 3 | E 3.3: Clear & Appropriate behavior expectations are given. | <ul style="list-style-type: none"> • <u>Classroom rules are posted and reviewed with the children to teach and reinforce appropriate behavior.</u> • <u>Staff talks through what is appropriate and inappropriate behavior giving examples and modeling that behavior.</u> • <u>An individualized behavior plan should be created and approved by both educators and parents and/or caregivers as needed to address inappropriate behavior(s).</u> |
| Met Not Met | 3 | E 3.4: Conflicts among children are minimized and redirected using positive guidance. Program language and Literacy Development 1240-04-01.-15 | <ul style="list-style-type: none"> • Strategies in place for conflict management that are consistent and can be explained by the educator. • Educators stop negative interactions (ex. Fighting over toys, mean words) and encourage positive interactions by modeling that behavior (ex. Kind words, cooperating with others). • The educator shall first redirect the child's attention and substitute a desirable activity prior to disciplining the child. |

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| TEACHER/CHILD INTERACTIONS | | | |
| Element 4. Family Engagement and Interactions | | | |
| Met Not Met | 2 | E 4.1: Parent Notification of Policies Emergency Preparedness 1240-04-01-.18 Ownership, Organization and Administration 1240-04-01-.05 | <ul style="list-style-type: none"> Parents must be informed of the written emergency preparedness/ multi-hazard plan. The child care agency shall ensure that a copy of the child care agency's policies, procedures, and the Department's Summary of Licensing Requirements is supplied to the parents/guardians upon admission of the child. Written acknowledgement from the parent/guardian must be maintained in the child's file. The child care agency's policies shall include, at a minimum: <ul style="list-style-type: none"> Criteria for the disenrollment of children. Specific criteria concerning the release of children. Written parental permission for observation of children by non-child care agency staff. Behavior management techniques. Procedures to allow for a planned transition of a child to another program if expulsion must occur. Hours of operation. Late fees. Rates. Inclement weather. Emergency Preparedness policy. Whether the environment is smoke free. Meal Service policy. The child care agency has made available an after-hours contact telephone number in the event of emergencies. Mandated Child Abuse Reporting |

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| Met Not Met | 2 | E 4.2: Regular Parent Communication Ownership, Organization, and Administration 1240-04-01-.05 Record Keeping 1240-04-01-.08 Incident Reporting 1240-04-01-.09 Program, Language, and Literacy Development 1240-04-01-.15 | <ul style="list-style-type: none"> • Written acknowledgement of policy notification when a policy is changed. • Parents/guardians shall be permitted to see the professional credential(s) of staff upon request. • The child care agency shall have ongoing communication with parents/guardians to include curriculum, changes in personnel and any changes affecting children's routine care. • <u>The child care agency hosts planned conferences with the parent/guardian and the caregiver/educator to discuss activities for the healthy development of the child.</u> • The child care agency shall document immediately and report incidents, accidents, injuries, and signs of illness to the parent/ guardian no later than the child's release on the date of the occurrence. • The child care agency shall provide the documentation to the parent/guardian the same day of the incident and file in the child's record. • The child care agency shall report serious injuries or signs of serious illness to the parent/guardian immediately. • Health information from recognized health organizations available for parents. • Educator encourages parents to share information regarding the child's evening/morning/life events. • Parents given a daily record of their infant's activities such as feeding, diapering and napping. • Educator shall document any obvious signs of marks or injuries and note any comments from parents. • Toilet learning shall be done in cooperation with the parents. Communication with parent should be maintained throughout the process. |
| Met Not Met | 2 | E 4.3: Family Involvement encouraged | <ul style="list-style-type: none"> • <u>Family Advisory Board works with the director and educators to meet the needs of all children and parents. The board must have input into the program.</u> • <u>Families participate in decision making and goal setting for their child.</u> • <u>Families encouraged to volunteer time helping in classrooms.</u> • <u>Families encouraged to share information regarding the child's family and culture. Teachers incorporate this into their classroom and curriculum.</u> |

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Notes:

Director/ Primary Educator Signature

Date

Licensing Consultant Signature

Date

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