

# TANF Preschool Monitoring Form

## Monitor Form

Date: \_\_\_\_\_

Monitor: \_\_\_\_\_

### C. Classroom Management

#### Step 1: Written Observations

Record examples of the teacher demonstrating classroom management behaviors.  
 Be sure to include both positive and negative examples of classroom management behaviors that you  
 Be specific!

#### Step 2: Behavior Ratings

For each of the listed behaviors assign a rating where 1=No, 2=Somewhat, 3=Yes, 4=Absolutely, to an exemplary degree

C. 1. Classroom Management: Behavior	No	Some-what	Yes	Abso-lutely	Not Observed
1 The rules and expectations are clearly stated (e.g., posted in	1	2	3	4	0
2 Rules are consistently enforced.	1	2	3	4	0
3 Teacher takes action to stop off-task behavior or minor misbehavior before it escalates.	1	2	3	4	0
4 Teacher uses effective methods of positive behavior support strategies.	1	2	3	4	0
5 Teacher uses specific praise of desirable behavior.	1	2	3	4	0
6 The rules are developed with and understood by children.	1	2	3	4	0

<b>C. 2. Classroom Management: Student Choice</b>	<b>No</b>	<b>Some- what</b>	<b>Yes</b>	<b>Abso- lutely</b>	<b>Not Observed</b>
1 Teacher intentionally extends or adjusts activities in response to children's interests and needs.	1	2	3	4	0
2 There is a balance between teacher-directed activities and child-directed activities.	1	2	3	4	0
3 Teacher does not adhere to the agenda at the expense of learning opportunities.	1	2	3	4	0
4 During an activity, children's talk is equal or greater than the amount of teacher talk.	1	2	3	4	0
5 Children are given the opportunity to make choices during teacher-directed activities.	1	2	3	4	0
6 Children are given opportunities to help with daily activities in routines such as passing out or collecting materials, cleaning	1	2	3	4	0

<b>C. 3. Classroom Management: Productivity</b>	<b>No</b>	<b>Some- what</b>	<b>Yes</b>	<b>Abso- lutely</b>	<b>Not Observed</b>
1 Teacher is prepared to start each scheduled activity.	1	2	3	4	0
2 Teacher does not allow interruptions or irrelevant conversations to interfere with learning activities.	1	2	3	4	0
3 Teacher clearly presents the goals and directions of an activity.	1	2	3	4	0
4 Children demonstrate understanding of the activity through relevant questioning of peers and staff.	1	2	3	4	0

### **Step 3: Staff Interview**

If you need to ask the teacher any questions about classroom management, do so here.

### **Step 4: Overall Rating**

Based on a review of your recorded observations, the individual behavior ratings, and the teacher's responses, assign an overall rating to classroom management using this scale:

1=Needs Much Improvement, 2= Needs Some Improvement 3=Okay, 4=Very Good 5=Exemplary

<b>Overall Rating:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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