



Use this checklist to guide your classroom observations. If you find that a classroom has many things to work on, prioritize your recommendations in an effort not to overwhelm teachers. This tool is designed to support supervisors in providing teachers with feedback on their strengths as well as on areas for improvement.

Date: \_\_\_\_\_ Classroom: \_\_\_\_\_ Observer: \_\_\_\_\_

Questions	Examples/explanation	Observations and recommendations
Are the redirecting statements delivered in a clear, understandable way to children?	Children understand the redirecting and follow the guidance.	
Does the teacher provide guidance in a timely fashion?	A teacher redirects in the moment and does not attempt to address the behavior once it has passed.	
In what ways does the teacher redirect to another activity?	Verbal, physical, redirecting with a cue, and redirecting with proximal attention are used as appropriate.	
Does the teacher provide redirection guidance to a whole group of children as well as to individuals?	The teacher verbally redirects the whole class and also provides one-on-one redirecting to a child who needs extra support.	



Questions	Examples/explanation	Observations and recommendations
When using physical redirection, are the children handled with care?	The teacher gently prevents a child from taking a toy from a classmate.	
What kind of tone does the teacher use when verbally redirecting?	The teacher uses a tone that conveys importance without yelling.	
Are children given access to the desired material as soon as they are engaged in appropriate behavior?	The teacher has a system in place for ensuring that a child has a chance to play with the material after demonstrating the appropriate behavior.	
Does the teacher use redirecting proactively?	The teacher uses positive language to provide guidance.	