

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
<b>TEACHER/CHILD INTERACTIONS</b>			
<b>Element 1. Early Learning Activities and Routines</b>			
Met Not Met	2	<b>E 1.1: Inclusiveness/Choice/Balance of Teacher &amp; Child initiated activities. (Opportunities for children to feel motivated to explore and learn).</b>  Program Language and Literacy 1240-04-01.-15	<ul style="list-style-type: none"> <li>Each child provided an opportunity to participate in program activities.</li> <li>Balance between child's choice and educator directed activities.</li> <li>Direct supervised tummy time for infants less than six (6) months</li> <li>Group times limited based on children's age and ability to encourage independent exploration.</li> <li>All children allowed to move freely and choose their own companions during free play.</li> </ul>
Met Not Met	2	<b>E 1.2: Routines and activities are scheduled to occur at the same time each day.</b>	<ul style="list-style-type: none"> <li>Routines done individually to limit wait times. example: stagger bathroom time</li> <li>Written schedule posted.</li> </ul>
Met Not Met	2	<b>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.</b>	<ul style="list-style-type: none"> <li>Developmentally appropriate opportunities for learning, self-expression, and indoor physical activities for each age group daily.</li> <li>Appropriate materials are placed for easy access by all children.</li> <li>Educators use of a variety of language and materials such as books, fine motor, blocks, dramatic play,</li> </ul>

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			etc. to encourage cognitive learning/critical thinking/ and develop motor skills.
Met Not Met	2	<b>E 1.4: Rotation of activities/materials to engage child interest</b>	<ul style="list-style-type: none"> <li>• Extra materials stored in classroom for easy use by the educator.</li> <li>• Materials relevant to the current curriculum for the week accessible.</li> <li>• Additional Infant/toddler mouthed toys swapped out daily.</li> </ul>
Met Not Met	2	<b>E 1.5: Activities with planned instruction followed and teacher influenced.</b>	<ul style="list-style-type: none"> <li>• Children's interests considered when planning activities.</li> <li>• Lesson is theme based and relates to what is observed.</li> <li>• Lesson plan posted and relates to what is observed.</li> </ul>
Met Not Met	2	<b>E 1.6 Children see and interact with print materials.</b>	<ul style="list-style-type: none"> <li>• Calendars and weather charts are used when age appropriate to help children make connections to their daily lives (talking about the weather each day, marking home days or celebration days on the calendar, etc.).</li> <li>• Children's work displayed.</li> <li>• Children's names around the classroom.</li> <li>• 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).</li> <li>• Books and other print materials are integrated throughout the classroom learning spaces.</li> <li>• 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.</li> </ul>
Met Not Met	2	<b>E 1.7: Language used with children is enriching and educational.</b>	<ul style="list-style-type: none"> <li>• Language is used for more than discipline or care needs.</li> <li>• Talking during routines.</li> </ul>

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			<ul style="list-style-type: none"> <li>• Educators talk with children through serve and return conversations noticing all non-verbal cues, including eye contact, gestures, touch, smiles, pointing, etc.</li> <li>• Educators respond with more than a “yes or no” when asked a question and offer an explanation or give more information.</li> <li>• Educators engage children in conversation about things that interest them.</li> <li>• Educator asks questions building on children’s dialogue</li> <li>• Educators integrate new words during shared reading and play, both in the classroom and outdoors.</li> <li>• Educators use comments and a variety of questions to support children’s curiosity during play, both in the classroom and outdoors.</li> </ul>
Met Not Met	2	<b>E 1.8: Review of Curriculum/Daily Planning</b>	<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"> <li>• TN-ELDS</li> </ul> <p>Educators demonstrate knowledge of the following in their daily educational activities to enhance the learning environment.</p> <ul style="list-style-type: none"> <li>• Health and Safety</li> <li>• TN-ELDS</li> <li>• Literacy</li> <li>• Developmental Milestones</li> <li>• Developmentally Appropriate Practices</li> <li>• Parent Involvement</li> </ul>

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Rating	Point Value (6)	Elements and Indicators	Required Evidence
<b>TEACHER/CHILD INTERACTIONS</b>			
<b>Element 2. Responsive Caregiving</b>			
Met Not Met	2	<b>E 2.1: Educator engages in activities with the children (serve &amp; return interactions).</b>	<ul style="list-style-type: none"> <li>• Educators focus is on the child’s interest.</li> <li>• Educators actively engage, comment, interpret, and imitate children’s communication.</li> <li>• Educators position themselves face-to-face as much as possible when interacting with children.</li> <li>• Educators notice children’s interests and comment, ask a variety of questions, and make meaningful contributions during activities.</li> <li>• Educators join in and play while using serve-and-return interactions to build connections with children and support conversational turns.</li> </ul>
Met Not Met	2	<b>E 2.2: Educators respond to/interact with children consistently in a warm, encouraging manner.</b>  Program, Language, and Literacy Development 1240-04-01-.15	<ul style="list-style-type: none"> <li>• Warm and positive tone of voice.</li> <li>• Holding children on their laps.</li> <li>• Sitting next to children as they engage in play and read stories.</li> <li>• Interacting with children as they do things independently.</li> <li>• Engaging children’s questions and answers through listening, understanding, and responding.</li> <li>• Encouraging children to participate.</li> <li>• Educators acknowledge and validate children’s emotions and feelings.</li> <li>• Educator remains calm.</li> <li>• No ignoring of children’s verbal or non-verbal requests. (i.e.: responsive to infants’ fussing, etc.)</li> <li>• No negative or condescending remarks/comments in response to children.</li> <li>• Educators provide rich social interactions such as smiling, talking, touching, singing, calling child by name, and engaging in eye contact.</li> </ul>

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Met Not Met	2	<p><b>E 2.3: Educators show regard for child perspective/extend learning opportunities through effective use of questioning, listening, and responding (allow child-initiated activities/interactions as appropriate, elicit child ideas, encourage child talk).</b></p>	<ul style="list-style-type: none"> <li>• Educator establishes clear guidelines for classroom activities (rules).</li> <li>• Allows children to lead and incorporate their desired activities, interests into circle, group, and free choice play.</li> <li>• Incorporates books that talk about feelings and identify emotions.</li> <li>• Help the children problem solve and assist in helping another child that is upset.</li> <li>• Encouraging children to consider other's points of view and ask questions.</li> <li>• Educators use a combination of closed and open-ended questions to engage children in serve and return conversations and learn about their interests.</li> <li>• Educators allow for ample time for children to think about and respond to questions.</li> <li>• 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.</li> </ul>
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Rating	Point Value (12)	Elements and Indicators	Required Evidence
<b>TEACHER/CHILD INTERACTIONS</b>			
<b>Element 3. Behavior Support and Guidance</b>			
Met Not Met	3	<p><b>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).</b></p> <p>Program language and Literacy Development 1240-04-01.-15</p>	<ul style="list-style-type: none"> <li>• The director/primary educator has made available social-emotional resources that support appropriate child development.</li> <li>• Educators are familiar with how to access resources that support appropriate social-emotional development.</li> <li>• Strategies in place for behavior management that are consistent and can be explained by the educator.</li> <li>• Educator focus is on the positive rather than the negative to teach a child what is safe for the child and other children.</li> <li>• Educator modifies the learning and play environment to support appropriate behavior. (Schedule, routine, transitions, etc.)</li> <li>• Educator uses encouragement and descriptive praise.</li> <li>• Educator Models desired behavior.</li> <li>• Behavioral interventions shall be developmentally appropriate, with consideration given to the attention spans and skills of individual children.</li> <li>• Spanking and all types of corporal punishment prohibited.</li> <li>• Less restrictive, positive behavior management techniques shall be employed before using time-out.</li> <li>• Time out is reasonable and developmentally appropriate and does not include restraint or seclusion.</li> <li>• The educator explains how time out works before using it for the first time.</li> <li>• Educator ends time out on a positive note, allowing the child to feel good again.</li> <li>• 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</li> </ul>

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			<p>similar approaches for children under thirty-six (36) months are used in the classroom.</p> <ul style="list-style-type: none"> <li>• Mechanical and chemical restraints are prohibited.</li> <li>• Staff shall not restrain a child by any means other than holding and then for only as long as it is necessary for the child to regain control.</li> <li>• Children not made to sit on potty/toilet over five (5) minutes.</li> <li>• Educators shall focus upon positive behavior and on the individual child's strengths.</li> <li>• Discipline is reasonable and developmentally appropriate. Shaming, humiliating, frightening, verbally abusive, injurious discipline methods, and/or techniques that isolate the child are prohibited.</li> <li>• Discipline shall not be related to food, rest, or toileting. Food shall not be used or withheld as a form of discipline.</li> </ul>
Met Not Met	3	<b>E 3.2: Opportunities for children to acquire social skills and better engage with other children.</b>	<ul style="list-style-type: none"> <li>• Children given opportunities for natural groupings/choices.</li> <li>• Educator encourages children to engage in positive peer interactions.</li> <li>• Staff model good social skills and help children develop appropriate social behavior.</li> </ul>
Met Not Met	3	<b>E 3.3: Clear &amp; Appropriate behavior expectations are given.</b>	<ul style="list-style-type: none"> <li>• Classroom rules posted and reviewed with the children.</li> <li>• Staff talks through what is appropriate and inappropriate behavior giving examples and modeling that behavior.</li> <li>• In the event of special circumstances, a behavior plan may be created and approved by both Educators, Parent and/or Caregivers.</li> </ul>
Met Not Met	3	<p><b>E 3.4: Conflicts among children are minimized and redirected using positive guidance.</b></p> <p>if there is no conflict observed, the score is <i>Met</i></p> <p>Program language and Literacy Development 1240-04-01.-15</p>	<ul style="list-style-type: none"> <li>• Strategies in place for conflict management that are consistent and can be explained by the educator.</li> <li>• Educators stop negative interactions (ex. Fighting over toys, mean words) and encourage positive interactions by modeling that behavior (ex. Kind words, cooperating with others).</li> <li>• The educator shall first redirect the child's attention and substitute a desirable activity prior to disciplining the child.</li> </ul>

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

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			the signed receipt shall be maintained by the child care agency in the child's file.
Met Not Met	2	<p><b>E 4.2: Regular Parent Communication</b></p> <p>Ownership, Organization, and Administration 1240-04-01-.05</p> <p>Record Keeping 1240-04-01-.08</p> <p>Incident Reporting 1240-04-01-.09</p> <p>Program, Language, and Literacy Development 1240-04-01-.15</p>	<ul style="list-style-type: none"> <li>• Written acknowledgement of policy notification when a policy is changed.</li> <li>• Parents/guardians shall be permitted to see the professional credential(s) of staff upon request.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• The child care agency shall report serious injuries or signs of serious illness to the parent/guardian immediately.</li> <li>• Health information from recognized health organizations available for parents.</li> <li>• Educator encourages parents to share information regarding the child's evening/morning/life events.</li> <li>• Parents given a daily record of their infant's activities such as feeding, diapering and napping.</li> <li>• Educator shall document any obvious signs of marks or injuries and note any comments from parents.</li> <li>• Toilet learning in cooperation with parents.</li> </ul>
Met Not Met	2	<p><b>E 4.3: Family Involvement encouraged</b></p>	<ul style="list-style-type: none"> <li>• Family Advisory Board works with the director and educators to meet the needs of all children and parents.</li> <li>• Families participate in decision making and goal setting for their child.</li> <li>• Families encouraged to volunteer time helping in classrooms.</li> <li>• Families encouraged to share information regarding the child's family and culture. Teachers incorporate this into their classroom and curriculum.</li> </ul>

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Notes:

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Director/ Primary Educator Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Licensing Consultant Signature

\_\_\_\_\_  
Date

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