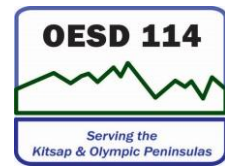




Olympic Educational Service District 114

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Active Supervision

Supervisor Monitoring Check List

Date: _____ **Classroom:** _____ **Observer:** _____

Questions	Examples	Observations and recommendations
Are the children engaged in play?	<ul style="list-style-type: none"> • Children are playing in centers and interacting with materials. • Children are not wandering around the classroom 	
Are the adults managing transitions so that children move easily and smoothly from activity to activity?	<ul style="list-style-type: none"> • An adult leads the transition and another adult or adults support the children as they move through the transition. 	
Is the classroom organized in a way that helps children understand the expectations in various learning centers?	<ul style="list-style-type: none"> • The teacher has explained/modeled how to interact with materials. • The physical boundaries between play areas are clear. 	
Do adults know where they should be and what they should be doing during the daily schedule of activities?	<ul style="list-style-type: none"> • A chart is posted in the classroom that tells each adult where they should be during each activity of the day. • Adults are not "clumped" in one area of the classroom or outdoor play area. 	
Are adults positioned so they can interact with and see children in their zone?	<ul style="list-style-type: none"> • Adults have their backs to walls and their bodies facing outward toward the children. 	
Does the adult periodically scan his/her area as well as other classroom areas?	<ul style="list-style-type: none"> • The boundaries or shelves are low enough to allow adults to see around the room 	
Are adults observed counting children?	<ul style="list-style-type: none"> • Children are counted aloud prior to a transition to a new area of the center, including to and from the outside play area. 	
Do the teachers talk to each other about the children's and adults' needs throughout activities?	<ul style="list-style-type: none"> • Teachers tell each other that children are moving between zones. • Teachers ask for help from other adults as it is needed. 	
Are adults observed engaging and redirecting children as a prevention strategy?	<ul style="list-style-type: none"> • Teachers vary their tone of voice or comment on activities to keep children engaged. • Teachers approach children and talk about available choices. 	