

What I observed:

- Teacher moved from area to area of room frequently. Cleaning, picking up toys, and prepping for a circle time with little positive interactions and redirection of children.
 - Circle time activity was prepped at circle 35 minutes before activity took place.
 - Child was restricted from touching activity “markers” that were set up for circle time
- Teacher raised voice from across the room numerous times to get children’s attention. Then physically moved to the area of the room to gain children’s attention.
- Teacher removed high chair from dramatic play area after attempts of raised voice from across the room.
- Teacher incorporated sign language to help with communication.
- Child used restroom and was rushed to wash hands and come out.
- One child was turned away from art area because there were too many children.
 - Same child was previously turned away from dramatic play because of a safety issue.
 - Same child was turned away from a tabletop activity because two children were already playing.
 - Same child was not allowed to help turn pages of a book during read aloud.
- Teacher engaged in shared connection with child during handwashing routine.
- Teacher engaged children in a read aloud.

What I want to share:

Teachers work hard and have to juggle a lot to implement a nurturing and educational program for children. I was not physically present in the classroom, but I could still feel a sense of urgency in Teacher’s Name interactions with children and her movements in the classroom. Taking time to be with children is also important. Being with them while they complete an activity, share in the connections of what is happening in the moment.

When wanting to gain children’s attention, I noticed that you would raise your voice first by calling the child’s name, then proceeding to the area. I think remembering to speak to children at their level and in a lower voice is what we want to model for them.

Some wonderings I have:

- Why was the circle time activity prepped so early?
- Was the activity that was planned age appropriate for all children?
- At one point, a child wanted to paint, but was told he could not. Why couldn’t he have some paper and paint (or crayons) and sit in another area?
- Are there cues in the center areas for how many children can be present? Do children have an active part in it? For example, popsicle sticks with their names on it? A visual?
- How many negative interactions with Child’s Name and how many positive interactions with Child’s Name during the time Teacher’s Name was in classroom by herself? Can you quantify this?

Conscious discipline strategies to incorporate:

I wish you well strategies, noticing and wonderings, positive intent.

Skills to Focus on:

- Classroom Management/Interactions refer back to CLASS
- Being present with children and engaging by sitting down at tables, floor.
- Engage in back and forth conversations
- Use of positive intent and limit the word “No”.

SAMPLE