

Manager Role Observation Form Directions

Includes 5 sections

- ❖ Initiations
- ❖ Feedback
- ❖ Supervises and rotates attention
- ❖ Manager checklist
- ❖ Feedback on observation

Each observation is conducted for one 10-minute period. The 'Initiations', 'Feedback' and 'Supervises and Rotates Attention' sections are all used during the 10-minute sample.

The 'Initiations' and 'Feedback' sections are used for continuous recording of the manager's actions during the 10 minute period. The 'Initiations' and 'Feedback' sections allow for recording across three rows of the form in reference to who the manager is addressing: staff, volunteer staff, and children.

- ❖ **Initiations** - In this section, all interactions initiated by the manager (but is not in response to initiations) with staff, volunteer staff, and children is recorded. These initiations are divided into three categories:
 - ◆ Interactions - Comments and conversation not specific to their role in the classroom or interactions with children.
 - Appropriate - Brief pleasantries needed to develop rapport and create a supportive environment.
 - Inappropriate-conversations or interactions that distract from the performance of classroom duties or distract from involvement with children.
 - ◆ Directives - Directions given regarding general classroom function and for the purpose of training.
 - Appropriate - Clear direct statement given to individuals in pleasant and positive manner.
 - Inappropriate
 - Priority - This is marked if a priority situation in the classroom was ignored or overlooked.
 - Weak - This is marked if the directive was unclear or indirect. A directive may be considered weak if the urgency or importance of the issue was not conveyed.
 - ◆ Modeling - Demonstrating how a task should be performed.
 - Appropriate - A clear and simple demonstration delivered in the context of the classroom routine and done in a positive manner. An appropriate model is done for the purpose of training.
 - Inappropriate - A model would be considered inappropriate if it was incorrectly done or done in a demeaning, negative way.

- ❖ Feedback - In this section, all interactions with staff, volunteer staff, and children in which the manager is responding are recorded. Feedback is divided into two categories:
 - ◆ Reinforcement - positive statements and comments made to reinforce staff, volunteer staff and children.
 - Appropriate - Direct and sincere comments made at the appropriate time.
 - Inappropriate - Being unclear, indirect, or not pairing the reinforcers with the correct actions.
 - ◆ Correction - Providing correction when a task has been performed incorrectly. For adults, this will most often be in the form of verbally pointing out the error and providing direction to perform it correctly. For children, this will be the same correction discussed in the instructional strategies lecture.
 - Appropriate - Direct statements pointing out the error and leading the individual to perform the task appropriately.
 - Inappropriate - A correction is considered inappropriate if it does not clearly point out the error and/or does not provide the opportunity/information for the individual to perform the task correctly. Not providing a correction when the manager has observed an error would also be marked as inappropriate.

- ❖ Actively Supervises and Rotates Attention - This section is marked in two minute intervals. A 'yes' or 'no' is marked based on the manager's supervision of the entire classroom. The manager should be visually surveying the entire classroom a minimum of every two minutes.

- ❖ Manager Checklist - At the end of the 10 minute observation, the observer checks "yes" or "no" or "NA" for each item. All items in the checklist are responsibilities of the manager. Description of each item follows:
 - ◆ Enthusiastically engages with children: Is at children's eye level when conversing with them. Responds to children's greetings and sharing with noticeable interest. Uses a tone of voice that lets children know that they are genuinely interested and excited about what they are being shown or told.
 - ◆ Readily available & responsive to staff, child, and parent needs: Should be able to identify the manager when entering the room. Should emanate approachability for children, staff and parents. Children should always come first, but manager should have a way to communicate the willingness to address issues with parents and staff (maybe set a meeting time outside of class).
 - ◆ Sets a pleasant tone for the classroom: Should be smiling and emanating an attitude of enjoyment with their job. Should be using positive statements and have a nice tone quality. Should be handling situations in a calm, confident manner. Is not the main focus of the classroom, but supports child/child interactions.
 - ◆ Responds to all children and staff with equal respect and consideration: Sets up the classroom to reflect children's different cultures. Does not ignore comments that are said to

put down children who are different. Is confident in answering children's questions about others differences. Points out similarities and unique qualities of all children.

- ◆ Facilitates the inclusion of less social children: Is observant and responsive to children who have trouble entering a group. Provides support to children who are lacking the skills to join a group. Works with other children to include a child who is having difficulties joining a group.
- ◆ Supports transitions: Plans for transitions, recognizing that this is may be a hard time for children. Has developmentally appropriate expectations for transitions (not too much waiting time, not expecting children to be quiet, not requiring children to stand in strict line). Provides the needed support for children having a extra hard time with transitions (visual, adult). Encourages children to be involved in a transitional activity to help the transition go more smoothly (song, game).
- ◆ Motivates cooperation: Makes comments that reinforce children for working and playing together. Asks open ended questions that encourage children to problem solve together. Allows and supports children to work out conflicts together.
- ◆ Encourages independence: Supports children at what ever developmental level they are at to be as independent as possible. Does not clean up for children, but models and works with them to clean up. Allows and encourages children to take care of their own needs, such as serve themselves at snack time, put their own coat on, clean up toys. Makes sure the room is set up to support children's independence.
- ◆ culates any data collection material that needs to follow children such as skill folders for children with disabilities or behavior management programs.
- ◆ Keeps volunteers on task and on schedule: Makes sure that volunteers are spread out in classroom or outside and assigned to appropriate or high need areas. Monitors to ensure volunteers are interacting with children appropriately. Observes volunteers to ensure that they are involved with children.

❖ Feedback to the Teacher

- ◆ Observer writes down positive feedback and recommendations for improvement. Try to start with positive feedback, give specific recommendations for improvement, then end on a positive note. *Discuss feedback with the manager following each observation.*