



Classroom Follow-up Packet

Follow-Up Summary

Check one: Follow-up 1 Follow-up 2 Date follow-up was completed: _____

Demographic Information

Program: _____ Trainer: _____

Classroom: _____

Participating Early Childhood Educators: _____

of children enrolled: _____ Boys: _____ Girls: _____ Ages of children in classroom: _____

of adults in the classroom: _____

of children with identified disabilities: _____

Types of disabilities: _____

of Children learning English as a second language: _____

Primary/home languages of the children: _____

What languages are supported (spoken) by staff?: _____

What language is predominantly used for instruction? _____

Follow-up Information

Dates trainer visited classroom to complete follow-up: _____

of hours spent in classroom providing follow-up: _____

Observations completed

(The following lists the content of this packet and can be used as a checklist for completing observations)

- | | |
|--|--|
| <input type="checkbox"/> ECERS (selected items) | <input type="checkbox"/> Small Group Observation Forms (copies for each ECE) |
| <input type="checkbox"/> Behavior Intervention Guidelines (BIG) Observation Form | <input type="checkbox"/> Classroom Follow-up Feedback Form |
| <input type="checkbox"/> Manager Role Observation Form | |

Observation Summary

Measure	Items/Area	Score
Early Childhood Environment Rating Scale Date Completed: _____	4. Room Arrangement	
	16. Encouraging children to communicate	
	17. Using language to develop reasoning skills	
	18. Informal use of language	
	29. Supervision of gross motor activities	
	30. General supervision of children	
	31. Discipline	
	32. Staff-child interaction	
	33. Interactions among children	
	35. Free play	
	37. Provision for children with disabilities	

Small Group Observation	Cues _____/_____	%
	Distribution _____/6	%
	Consequences _____/_____	%
	Checklist _____/ 10	%

Behavior Intervention Guidelines Observation	Appropriate Implementation _____/_____	%
	Checklist _____/3	%

Manager Role	Checklist _____/10	%
	Feedback _____/_____	%
	Initiations _____/_____	%
	Rotates _____/5	%

SCORE SHEET

Early Childhood Environment Rating Scale – Revised

Thelma Harms, Richard M. Clifford, and Debby Cryer

Date of observation: ___ / ___ / ___

Participating Early Childhood Educators:

Number of children present: _____

4. Room arrangement

1 2 3 4 5 6 7

Notes

Y	N	Y	N	NA	Y	N	Y	N			
1.1	<input type="checkbox"/>	<input type="checkbox"/>	3.1	<input type="checkbox"/>	<input type="checkbox"/>	5.1	<input type="checkbox"/>	<input type="checkbox"/>	7.1	<input type="checkbox"/>	<input type="checkbox"/>
1.2	<input type="checkbox"/>	<input type="checkbox"/>	3.2	<input type="checkbox"/>	<input type="checkbox"/>	5.2	<input type="checkbox"/>	<input type="checkbox"/>	7.2	<input type="checkbox"/>	<input type="checkbox"/>
			3.3	<input type="checkbox"/>	<input type="checkbox"/>	5.3	<input type="checkbox"/>	<input type="checkbox"/>	7.3	<input type="checkbox"/>	<input type="checkbox"/>
			3.4	<input type="checkbox"/>	<input type="checkbox"/>						

16. Encouraging children to communicate

1 2 3 4 5 6 7

Notes

Y	N	Y	N	Y	N	Y	N				
1.1	<input type="checkbox"/>	<input type="checkbox"/>	3.1	<input type="checkbox"/>	<input type="checkbox"/>	5.1	<input type="checkbox"/>	<input type="checkbox"/>	7.1	<input type="checkbox"/>	<input type="checkbox"/>
1.2	<input type="checkbox"/>	<input type="checkbox"/>	3.2	<input type="checkbox"/>	<input type="checkbox"/>	5.2	<input type="checkbox"/>	<input type="checkbox"/>	7.2	<input type="checkbox"/>	<input type="checkbox"/>
			3.3	<input type="checkbox"/>	<input type="checkbox"/>						

17. Using language to develop reasoning skills

1 2 3 4 5 6 7

Notes

Y	N	Y	N	Y	N	Y	N				
1.1	<input type="checkbox"/>	<input type="checkbox"/>	3.1	<input type="checkbox"/>	<input type="checkbox"/>	5.1	<input type="checkbox"/>	<input type="checkbox"/>	7.1	<input type="checkbox"/>	<input type="checkbox"/>
1.2	<input type="checkbox"/>	<input type="checkbox"/>	3.2	<input type="checkbox"/>	<input type="checkbox"/>	5.2	<input type="checkbox"/>	<input type="checkbox"/>	7.2	<input type="checkbox"/>	<input type="checkbox"/>

18. Informal use of language

1 2 3 4 5 6 7

Notes

Y	N	Y	N	Y	N	Y	N				
1.1	<input type="checkbox"/>	<input type="checkbox"/>	3.1	<input type="checkbox"/>	<input type="checkbox"/>	5.1	<input type="checkbox"/>	<input type="checkbox"/>	7.1	<input type="checkbox"/>	<input type="checkbox"/>
1.2	<input type="checkbox"/>	<input type="checkbox"/>	3.2	<input type="checkbox"/>	<input type="checkbox"/>	5.2	<input type="checkbox"/>	<input type="checkbox"/>	7.2	<input type="checkbox"/>	<input type="checkbox"/>
1.3	<input type="checkbox"/>	<input type="checkbox"/>				5.3	<input type="checkbox"/>	<input type="checkbox"/>			
						5.4	<input type="checkbox"/>	<input type="checkbox"/>			

29. Supervision of gross motor activities

1 2 3 4 5 6 7

Notes

Y	N	Y	N	Y	N	Y	N				
1.1	<input type="checkbox"/>	<input type="checkbox"/>	3.1	<input type="checkbox"/>	<input type="checkbox"/>	5.1	<input type="checkbox"/>	<input type="checkbox"/>	7.1	<input type="checkbox"/>	<input type="checkbox"/>
1.2	<input type="checkbox"/>	<input type="checkbox"/>	3.2	<input type="checkbox"/>	<input type="checkbox"/>	5.2	<input type="checkbox"/>	<input type="checkbox"/>	7.2	<input type="checkbox"/>	<input type="checkbox"/>
						5.3	<input type="checkbox"/>	<input type="checkbox"/>	7.3	<input type="checkbox"/>	<input type="checkbox"/>

30. General supervision of children

1 2 3 4 5 6 7

Notes

Y	N	Y	N	Y	N	Y	N				
1.1	<input type="checkbox"/>	<input type="checkbox"/>	3.1	<input type="checkbox"/>	<input type="checkbox"/>	5.1	<input type="checkbox"/>	<input type="checkbox"/>	7.1	<input type="checkbox"/>	<input type="checkbox"/>
1.2	<input type="checkbox"/>	<input type="checkbox"/>	3.2	<input type="checkbox"/>	<input type="checkbox"/>	5.2	<input type="checkbox"/>	<input type="checkbox"/>	7.2	<input type="checkbox"/>	<input type="checkbox"/>
			3.3	<input type="checkbox"/>	<input type="checkbox"/>	5.3	<input type="checkbox"/>	<input type="checkbox"/>			
						5.4	<input type="checkbox"/>	<input type="checkbox"/>			

31. Discipline

1 2 3 4 5 6 7

Notes

Y	N	Y	N	Y	N	Y	N				
1.1	<input type="checkbox"/>	<input type="checkbox"/>	3.1	<input type="checkbox"/>	<input type="checkbox"/>	5.1	<input type="checkbox"/>	<input type="checkbox"/>	7.1	<input type="checkbox"/>	<input type="checkbox"/>
1.2	<input type="checkbox"/>	<input type="checkbox"/>	3.2	<input type="checkbox"/>	<input type="checkbox"/>	5.2	<input type="checkbox"/>	<input type="checkbox"/>	7.2	<input type="checkbox"/>	<input type="checkbox"/>
1.3	<input type="checkbox"/>	<input type="checkbox"/>	3.3	<input type="checkbox"/>	<input type="checkbox"/>	5.3	<input type="checkbox"/>	<input type="checkbox"/>	7.3	<input type="checkbox"/>	<input type="checkbox"/>

32. Staff-child interaction

1 2 3 4 5 6 7

Notes

Y	N	Y	N	Y	N	Y	N				
1.1	<input type="checkbox"/>	<input type="checkbox"/>	3.1	<input type="checkbox"/>	<input type="checkbox"/>	5.1	<input type="checkbox"/>	<input type="checkbox"/>	7.1	<input type="checkbox"/>	<input type="checkbox"/>
1.2	<input type="checkbox"/>	<input type="checkbox"/>	3.2	<input type="checkbox"/>	<input type="checkbox"/>	5.2	<input type="checkbox"/>	<input type="checkbox"/>	7.2	<input type="checkbox"/>	<input type="checkbox"/>
1.3	<input type="checkbox"/>	<input type="checkbox"/>				5.3	<input type="checkbox"/>	<input type="checkbox"/>			

33. Interactions among children

1 2 3 4 5 6 7

Notes

Y	N	Y	N	Y	N	Y	N				
1.1	<input type="checkbox"/>	<input type="checkbox"/>	3.1	<input type="checkbox"/>	<input type="checkbox"/>	5.1	<input type="checkbox"/>	<input type="checkbox"/>	7.1	<input type="checkbox"/>	<input type="checkbox"/>
1.2	<input type="checkbox"/>	<input type="checkbox"/>	3.2	<input type="checkbox"/>	<input type="checkbox"/>	5.2	<input type="checkbox"/>	<input type="checkbox"/>	7.2	<input type="checkbox"/>	<input type="checkbox"/>
1.3	<input type="checkbox"/>	<input type="checkbox"/>	3.3	<input type="checkbox"/>	<input type="checkbox"/>						

35. Free play

1 2 3 4 5 6 7

Notes

Y	N	Y	N	Y	N	Y	N				
1.1	<input type="checkbox"/>	<input type="checkbox"/>	3.1	<input type="checkbox"/>	<input type="checkbox"/>	5.1	<input type="checkbox"/>	<input type="checkbox"/>	7.1	<input type="checkbox"/>	<input type="checkbox"/>
1.2	<input type="checkbox"/>	<input type="checkbox"/>	3.2	<input type="checkbox"/>	<input type="checkbox"/>	5.2	<input type="checkbox"/>	<input type="checkbox"/>	7.2	<input type="checkbox"/>	<input type="checkbox"/>
			3.3	<input type="checkbox"/>	<input type="checkbox"/>	5.3	<input type="checkbox"/>	<input type="checkbox"/>			

37. Provision for children with disabilities

1 2 3 4 5 6 7

Notes

Y	N	Y	N	Y	N	Y	N				
1.1	<input type="checkbox"/>	<input type="checkbox"/>	3.1	<input type="checkbox"/>	<input type="checkbox"/>	5.1	<input type="checkbox"/>	<input type="checkbox"/>	7.1	<input type="checkbox"/>	<input type="checkbox"/>
1.2	<input type="checkbox"/>	<input type="checkbox"/>	3.2	<input type="checkbox"/>	<input type="checkbox"/>	5.2	<input type="checkbox"/>	<input type="checkbox"/>	7.2	<input type="checkbox"/>	<input type="checkbox"/>
1.3	<input type="checkbox"/>	<input type="checkbox"/>	3.3	<input type="checkbox"/>	<input type="checkbox"/>	5.3	<input type="checkbox"/>	<input type="checkbox"/>	7.3	<input type="checkbox"/>	<input type="checkbox"/>
1.4	<input type="checkbox"/>	<input type="checkbox"/>	3.4	<input type="checkbox"/>	<input type="checkbox"/>						

NOTES

TEACHING RESEARCH EARLY CHILDHOOD PROGRAMS GROUP OBSERVATION FORM

Trainee: _____ Observer _____ Setting: _____ Date: _____ Time: _____

Actively supervises and rotates attention		CUE							CONSEQUENCES						
		INDIRECT					DIRECT		REINFORCERS				CORRECTION		
		Parallel Talk	Self Talk	Description	Comments	Open ended Questions	Appropriate Cue	Inappropriate	Expansion	Expansion plus	Direct Reinforce	Inappropriate Direct	Repetition	Appropriate Correction	Inappropriate Correction
Yes	No														
SCORE: Cues ___/___ = ___% Distribution ___/6 = ___% Consequences ___/___ = ___%															

Trainee Behaviors Observed:

	Yes		Yes
1. Actively supervises and rotates attention (4/5 intervals)	<input type="checkbox"/>	6. Facilitates social interaction between children	<input type="checkbox"/>
2. Insures that all children are actively engaged	<input type="checkbox"/>	7. Appropriate pacing/timing	<input type="checkbox"/>
3. Makes eye contact with children	<input type="checkbox"/>	8. Actively involved/shows interest in children's activity	<input type="checkbox"/>
4. Gives clear, specific reinforcers	<input type="checkbox"/>	9. Adjusts verbal interactions when appropriate	<input type="checkbox"/>
5. Develops a pleasant rapport with group	<input type="checkbox"/>	10. Uses an appropriate reinforcement: correction ratios	<input type="checkbox"/>

Please list recommendations on reverse

TEACHING RESEARCH EARLY CHILDHOOD PROGRAMS GROUP OBSERVATION FORM

Trainee: _____ Observer _____ Setting: _____ Date: _____ Time: _____

Actively supervises and rotates attention		CUE							CONSEQUENCES						
		INDIRECT					DIRECT		REINFORCERS				CORRECTION		
		Parallel Talk	Self Talk	Description	Comments	Open ended Questions	Appropriate Cue	Inappropriate	Expansion	Expansion plus	Direct Reinforce	Inappropriate Direct	Repetition	Appropriate Correction	Inappropriate Correction
Yes	No														
SCORE: Cues ___/___ = ___% Distribution ___/6 = ___% Consequences ___/___ = ___%															

Trainee Behaviors Observed:

	Yes		Yes
1. Actively supervises and rotates attention (4/5 intervals)	<input type="checkbox"/>	6. Facilitates social interaction between children	<input type="checkbox"/>
2. Insures that all children are actively engaged	<input type="checkbox"/>	7. Appropriate pacing/timing	<input type="checkbox"/>
3. Makes eye contact with children	<input type="checkbox"/>	8. Actively involved/shows interest in children's activity	<input type="checkbox"/>
4. Gives clear, specific reinforcers	<input type="checkbox"/>	9. Adjusts verbal interactions when appropriate	<input type="checkbox"/>
5. Develops a pleasant rapport with group	<input type="checkbox"/>	10. Uses an appropriate reinforcement: correction ratios	<input type="checkbox"/>

Please list recommendations on reverse



Classroom Follow-up Feedback

Date: _____ Program: _____

Classroom: _____ Coach: _____

Participating Early Childhood Educators:

Follow-up 1 Follow-up 2

General classroom strengths:

Specific areas of strength:

Early Childhood Rating Scale	Small Group Observation	Behavior Intervention Guidelines Observation	Manager Role
•	•	•	•
•	•	•	•
•	•	•	•

Recommendations for Improvement:

- 1.
- 2.
- 3.

Manager Role Observation Form

Trainee: _____ Observer: _____ Date: _____ Time: _____

	Initiations						Feedback				Actively Supervises and Rotates Attention		
	Interactions		Directives		Modeling		Reinforcement		Correction				
	Appropriate	In-appropriate	Appropriate	Inappropriate		Appropriate	In-appropriate	Appropriate	In-appropriate	Appropriate	In-appropriate	Min	Y
Priority				Weak									
Staff													
Vol. Staff													
Child													

Yes	No	Manager Checklist	Score
		1. Enthusiastically engages with children	Checklist: ___/10 = ___ (80%) Initiations: ___/___ = ___ (80%) Feedback: ___/___ = ___ (80%) Rotates: ___/5 = ___ (80%)
		2. Readily available & responsive to staff, child, and parent needs.	
		3. Sets a pleasant tone for the classroom.	Positive Feedback:
		4. Responds to all children and staff with equal respect and consideration.	
		5. Facilitates the inclusion of less social children.	
		6. Supports transitions.	
		7. Motivates cooperation.	
		8. Encourages independence.	Recommendations:
		9. Ensures any individual programs or plans are completed.	
		10. Keeps volunteers on task and on schedule.	