



TOOLS FOR SUPERVISORS STATING BEHAVIORAL EXPECTATIONS

Use this checklist to guide your classroom observations. If you find that a classroom has many things to work on, prioritize your recommendations in an effort not to overwhelm teachers. This tool can support supervisors in providing teachers with feedback on their strengths and areas for improvement.

Date: _____ Classroom: _____ Observer: _____

Questions	Frequency	Observations and recommendations
Is there a written plan for teaching expectations?	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	
Are supporting materials (e.g., posters, pictures, social stories and children's books) appropriate and ready for use?	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	
Have expectations been established for a variety of activities and routines including transitions?	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	
Are expectations communicated using simple language, pictures, and other visual supports?	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	
Are expectations posted at children's level?	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	
Are expectations taught through demonstrations, role play, discussions, etc.?	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	
Are all staff in the room consistent in stating expectations?	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	