

## Responsive Staff Member Checklist and Reflection Guide

This chart is designed to be a self-reflective tool, but for this exercise you will use it to practice really watching staff members interactions. Use the chart below to observe a staff member. What evidence do you see or not see for each item? How would you use this information for professional development?

After you have used the tool to practice really watching interactions, offer this checklist as a self-reflective tool for staff members. Then use the reflective questions that follow to spark discussion and improvement.

Responsive Teacher Checklist				
Category	Do you...?	All the time	Sometimes	Not yet
<b>Response Quality</b>	Respond immediately and appropriately to children who are asking for help?			
	Respond with excitement when a child is excited about doing something new?			
	Respond quietly and calmly when a child is hurt or crying?			
	Respond immediately and appropriately to match a child's needs?			
<b>Synchrony</b>	Work to ensure you have reciprocal and rewarding relationships with each child?			
	Laugh together with all children about events, stories, games, songs, etc.?			
	Play/interact with children with the activities or games they enjoy in the classroom or on the playground?			

<b>Mutuality</b>	Frequently share attention to objects, events, people with other children?			
	Look at what children are looking at and comment on it?			
	[For early childhood]: Point to and comment on objects, pictures, events in the classroom or playground and encourage children to look at the same things?			
<b>Positive attitude</b>	Frequently display positive affect and attention to all children?			
	Make sure you say at least five positive comments for every negative or directive comment to both parents and children?			
	Make positive comments to all children across all activities?			
<b>Stimulation</b>	Arrange and adapt the environment to provide multiple opportunities for children to play, learn and engage with each other?			
	Include a range of developmentally appropriate materials and activities each day in response to the range of needs of the children in your classroom or program?			
	Intentionally teach the children who need it to engage with the materials in the classroom or program?			
	Encourage children to persist with difficult tasks?			
<b>Support</b>	Support children in independent active engagement with materials and peers?			
	Arrange multiple, contextually relevant opportunities for children to interact with other children and support their interactions when appropriate?			
	Use peers as models for appropriate behavior by making positive comments to all children when they are actively engaged and interacting with each other?			

### **Responsive Staff Member Checklist Self-Reflection**

Examine the items you checked as all the time. Commend yourself for being responsive and continue to use all these strategies each day. Which categories do they fall under?

List three ways you are a responsive staff member

- 1.
- 2.
- 3.

Examine the items you marked as sometimes or not yet. What categories do these items fall under? Are most of them under one category? How might you start embedding these strategies into your teaching practice?

List at least three things you might start doing on Monday to improve your responsiveness with the children and families in your class or program:

- 1.
- 2.
- 3.