



Observation Guide for Evidence-based Practices in Early Childhood Classrooms

Teacher: _____		School Year: _____	Observed Activity: _____
Observer: _____		Instructional Grouping: ___ Whole Group ___ Small Group ___ Individual ___ Centers	

		Classroom Spaces		Notes
Classroom Spaces	1	Visual supports are used to enhance instruction		
	a	<input type="checkbox"/>	Daily schedule is posted with pictures and words.	
	b	<input type="checkbox"/>	Schedule is used as a teaching tool to enhance transitions.	
	c	<input type="checkbox"/>	Rules are posted with pictures and words.	
	d	<input type="checkbox"/>	Class displays are child-created and/or related to units.	
	e	<input type="checkbox"/>	Additional visual supports are used to facilitate lessons.	
	2	Classroom materials are sufficient, in good condition		
	a	<input type="checkbox"/>	Classroom areas are organized, defined, uncluttered.	
	b	<input type="checkbox"/>	Shelves, bins, areas for personal items are labeled.	
	c	<input type="checkbox"/>	Materials are sufficient in quantity, interest, variety.	
Instructional Strategies	1	Evidence of Lesson Planning		
	a	<input type="checkbox"/>	Instruction is meaningful, purposeful, and addresses FL standards.	
	b	<input type="checkbox"/>	Teachers know and can describe instructional objectives and activity purpose.	
	c	<input type="checkbox"/>	Plans and activities accommodate for individual needs, including IEP goals.	
	d	<input type="checkbox"/>	Teachers use ongoing progress monitoring to inform group and individual plans.	
	e	<input type="checkbox"/>	Activities match information in plan book and/or posted schedule.	
	2	Embedded instructional strategies in developmental domains		
	a	<input type="checkbox"/>	Independence and self-care skills are incorporated in daily routines	
	b	<input type="checkbox"/>	Gross and fine motor skills are included in daily lessons and activities	
	c	<input type="checkbox"/>	Social/emotional skills instruction is provided throughout the day.	
	d	<input type="checkbox"/>	Emphasis on language and communication.	
	e	<input type="checkbox"/>	Early literacy activities are embedded throughout the routine.	
	f	<input type="checkbox"/>	Children are supported in awareness of and use of learning goals.	
	3	Engagement and responsiveness		
	a	<input type="checkbox"/>	Adults and children are engaged in the current activity.	
	b	<input type="checkbox"/>	Conversations (child/child or adult/child) are encouraged and observed.	
	c	<input type="checkbox"/>	Adults demonstrate respect and cooperation in working together.	
	d	<input type="checkbox"/>	Adults are interacting with, or facilitating interaction between children.	
	e	<input type="checkbox"/>	There is evidence of communication and collaboration with families.	
	4	Differentiated Instruction		
	a	<input type="checkbox"/>	Teachers conduct ongoing progress monitoring to inform instruction.	
	b	<input type="checkbox"/>	Scaffolding/Universal Design for Learning are demonstrated.	
	c	<input type="checkbox"/>	Accommodations modifications are used as needed and indicated on IEP.	
	d	<input type="checkbox"/>	Varieties of group sizes (whole, small, individual) are used throughout the day.	
e	<input type="checkbox"/>	All children have opportunities to participate with peers in activities.		
5	Facilitation of Social Skills and Behavior Management			
a	<input type="checkbox"/>	A system is in place for teaching and providing practice for expectations		
b	<input type="checkbox"/>	Direct instruction is provided for social skills and replacement behaviors.		
c	<input type="checkbox"/>	Additional supports and instruction to students with behavioral difficulties.		
d	<input type="checkbox"/>	Transitions are anticipated, taught, and supported throughout the day.		
e	<input type="checkbox"/>	Opportunities and instruction for making choices and initiating activities.		
f	<input type="checkbox"/>	Teachers' actions provide nurturing and respectful environment.		
6	ESE supports and services			
a	<input type="checkbox"/>	Teachers/staff are aware of IEP goals, accommodations, and special needs		
b	<input type="checkbox"/>	Teachers meet required deadlines, updates, progress monitoring, and IEP		
c	<input type="checkbox"/>	Teachers/staff coordinate and plan with service providers (SLP, OT, PT)		

This form is to be used for information purposes, not as an evaluative tool. It is not expected for all boxes to be checked at every observation. All early childhood classrooms are expected to be active learning and engaging environments.