

Rock Your Classroom

Observation Guide

Evidence-based Practices for Early Childhood Classrooms



Focus on Embedded Instructional Strategies in Developmental Domains

Independence and self-care:

- Adequate time for participation
- Prompts that lead to independence
- Self-care incorporated into daily routines
- Children help clean up and put away materials

Gross and fine motor:

- Movement activities throughout the day
- Active play facilitated and encouraged
- Fine motor activities and materials provided
- Motor activities are developmentally appropriate
- Adapted materials and tools are available

2. Embedded instructional strategies in developmental domains

2a. Independence and self-care skills are incorporated in daily routines.

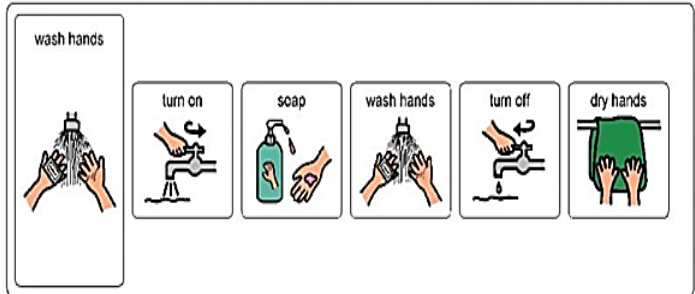
Quality Indicators

- Adequate time is allowed for children to participate as independently as possible.
- Children who need assistance are provided prompts that lead to independence.
- Self-care skills are incorporated into daily routines and children participate in activities such as being “snack helper” or other classroom jobs.
- Children clean up and help organize/put away materials.



Questions to ask

- ✓ *Is ample time allowed during the daily schedule for children to perform self-care skills?*
- ✓ *Are children encouraged and taught to help with cleaning up and other classroom jobs?*
- ✓ *Are there visuals to support children through the steps of self-care tasks?*
- ✓ *Is assistance (with a plan for fading prompts) provided for children who need assistance?*



2b. Gross and fine motor skills are included in daily lessons and activities.

Quality Indicators

- Movement activities are provided periodically throughout the day (ex. movements, marching, walking like animals during circle and/or transitions)
- Active play is facilitated and encouraged.
- A variety of fine motor activities and materials are available throughout the day.
- Fine motor activities are developmentally appropriate and engaging and children receive assistance in fine motor tasks if needed.
- Adapted materials and tools are available for fine and gross motor activities



Questions to ask

- ✓ *Are motor breaks and motor activities built into daily routines (example: movement activities interspersed with seated activities during circle time; movements incorporated into transitions)?*
- ✓ *Does the classroom offer a variety of fine motor activities, some of which are provided in centers and free choice areas?*
- ✓ *Do adults encourage and reinforce gross and fine motor activities throughout the day?*

