

Observation Guide
Evidence-based Practices in Early Childhood Classrooms - Draft

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| Teacher: | | Date: | |
| Observer: | | Observed Activity: | |

Indicate Instructional Grouping: Whole Group Children working in centers
 Small Group Individual

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|------------------------|---|---|-----------------------------------|--|
| Classroom Space | | | Evidence of Implementation | |
| | 1 | Visual supports are used to enhance instruction | | |
| | a | Daily schedule is posted with pictures and words. | | |
| | b | Schedule is used as a teaching tool to enhance transitions. | | |
| | c | Rules are posted with pictures and words. | | |
| | d | Class display is child created and/or related to instructional units. | | |
| e | Additional visual supports are used to facilitate instruction. | | | |
| 2 | Classroom materials are sufficient and in good condition. | | | |
| a | Classroom areas are organized, clearly defined, and uncluttered. | | | |
| b | Shelves, bins, and areas for children's personal items are labeled. | | | |
| c | Materials are sufficient in quantity, interest, and variety to engage all children. | | | |

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|---------------------------------|--|--|-----------------------------------|--|
| Instructional Strategies | | | Evidence of Implementation | |
| | 1 | Evidence of Lesson Planning | | |
| | a | Instruction is meaningful, purposeful, and addresses FL standards. | | |
| | b | Teachers can verbalize instructional objectives and activity purpose. | | |
| | c | Plans and activities accommodate for individual needs, including IEP goals. | | |
| | d | Teachers use ongoing progress monitoring to inform group and individual plans. | | |
| | e | Observed activity matches information in plan book and/or posted schedule. | | |
| | 2 | Embedded instructional strategies in developmental domains | | |
| | a | Independence and self-care skills are incorporated in daily routines | | |
| | b | Gross and fine motor skills are included in daily lessons and activities | | |
| | c | Social/emotional skills instruction is provided throughout the day. | | |
| | d | Emphasis on language and communication. | | |
| | e | Early literacy activities are embedded throughout the routine. | | |
| | e | Children are supported in awareness of and use of learning goals. | | |
| | 3 | Engagement and responsiveness | | |
| | a | Adults and children are engaged in the current activity. | | |
| | b | Conversations (child/child or adult/child) are encouraged and observed. | | |
| | c | Adults demonstrate respect and cooperation in working together. | | |
| | d | Adults are interacting with, or facilitating interaction between children. | | |
| | e | There is evidence of communication and collaboration with families. | | |
| | 4 | Differentiated Instruction | | |
| | a | Teachers conduct ongoing progress monitoring to inform instruction. | | |
| | b | Scaffolding/Universal Design for Learning are demonstrated. | | |
| | c | Accommodations/modifications are used as needed and indicated on IEP. | | |
| d | Varieties of group sizes (whole, small, individual) are used throughout the day. | | | |
| e | All children have opportunities to participate with peers in activities. | | | |
| 5 | Facilitation of Social Skills and Behavior Management | | | |
| a | A system is in place for teaching and providing practice for expectations | | | |
| b | Direct instruction is provided for social skills and replacement behaviors. | | | |
| c | Additional supports and instruction to students with behavioral difficulties. | | | |
| d | Transitions are anticipated, taught, and supported throughout the day. | | | |
| e | Opportunities and instruction for making choices and initiating activities. | | | |
| f | Teachers' actions provide nurturing and respectful environment. | | | |
| 6 | ESE supports and services | | | |
| a | Teachers/staff are aware of IEP goals, accommodations, and special needs | | | |
| b | Teachers meet required deadlines, updates, progress monitoring, and IEP mandates | | | |
| c | 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.