



ECE Classroom Observation Form

A. OBSERVATION INFORMATION

Name of observer:	Date of observation:
Program name:	Class(s) observed: Room#(s):
School site:	
Start Time:	End Time:

B. DESCRIPTION OF OBSERVATION

<p>Classroom Climate</p> <p><input type="checkbox"/> Adults respond to children's needs.</p> <p><input type="checkbox"/> Smooth transitions are evident.</p> <p><input type="checkbox"/> Clearly defined routines are established and followed.</p> <p><input type="checkbox"/> Children are engaged in classroom activities.</p> <p><input type="checkbox"/> Children are encouraged to be independent (e.g., open their own lunches, throw away trash, access supplies, etc.)</p> <p><input type="checkbox"/> Communication with adults and peers is encouraged throughout the day.</p> <p><input type="checkbox"/> Adults model respectful behavior toward adults and children.</p> <p><input type="checkbox"/> Adults model age-appropriate strategies for conflict resolution.</p> <p><input type="checkbox"/> There is a helper sheet posted.</p> <p><input type="checkbox"/> The room is labeled.</p> <p>Language Development</p> <p><input type="checkbox"/> Adults speak with students in the following contexts:</p> <p style="margin-left: 20px;"><input type="checkbox"/> Individually</p> <p style="margin-left: 20px;"><input type="checkbox"/> Small Groups</p> <p style="margin-left: 20px;"><input type="checkbox"/> Whole Group</p> <p><input type="checkbox"/> Children are encouraged to speak in their primary language as well as in English.</p> <p><input type="checkbox"/> Adults model complete sentences when responding to children.</p>	<p>Language Development (Cont'd)</p> <p><input type="checkbox"/> Adults respond to children by extending their language.</p> <p><input type="checkbox"/> Meal and snack times are used as opportunities for language development.</p> <p><input type="checkbox"/> Children engage in songs, rhymes and fingerplays.</p> <p>Circle Time</p> <p><input type="checkbox"/> Circle time is used 2-3 times per day (15-20 min. each).</p> <p><input type="checkbox"/> Calendar activities (3-5 min.) are integrated.</p> <p><input type="checkbox"/> Children interact during Circle Time.</p> <p><input type="checkbox"/> Center activities are explained.</p> <p><input type="checkbox"/> New materials are introduced, as appropriate.</p> <p><input type="checkbox"/> Materials and procedures are reviewed, as appropriate.</p> <p><input type="checkbox"/> Children engage in a variety of activities based on Pre-K guidelines (phonological awareness, language development, alphabetic principle, etc.)</p> <p>Print Rich Environment</p> <p><input type="checkbox"/> Environmental print (rules, signs, directions, etc.) is displayed.</p> <p><input type="checkbox"/> Sensory play is available daily (e.g., sand, water, clean mud, etc.).</p> <p><input type="checkbox"/> Books reflecting the curricular theme are available in centers.</p> <p><input type="checkbox"/> Center activities are connected to learning goals.</p>
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Print Rich Environment (Cont'd)

- _____ Writing materials are available in centers, as appropriate.
- _____ Felt board is available for children's use.
- _____ Dramatic play is available for daily use.
- _____ Theme-related props are available.
- _____ Block area is accessible daily.
- _____ Classroom materials are labeled with print (e.g., The door is labeled "door," shelves accessible to children are labeled to assist children in returning materials to the proper places.)
- _____ Children's names are visible.
- _____ Children's work is displayed at their eye level.
- _____ Work displayed reflects individual children's efforts.
- _____ Children's request to display work are honored.
- _____ Curricular theme is evident throughout the classroom.
- _____ Poems and rhymes are posted.
- _____ Daily schedule and choice charts utilizing print and icons are posted.
- _____ Classroom library is easily accessible.
- _____ Classroom library includes the following:
 - _____ Age Appropriate Materials.
 - _____ Books, Magazines and Other types of Printed materials
 - _____ Fiction, Non Fiction, Alphabet, and Number books.
 - _____ Culturally Diverse and Gender Representative Materials.
 - _____ Theme-Related Books.
 - _____ At Least 3 Books per Child.
 - _____ Library Checkout System.
 - _____ Representations of the children's home Lives, communities, cultures and Languages.

Interest Centers

- _____ Children attend centers daily 45 min. - 1 hour).
- _____ Center areas are clearly defined.
- _____ Materials are accessible to children
- _____ Centers provide a combination of teacher-directed and student- directed activities.
- _____ Listening center with books and tapes is available.
- _____ Journal writing occurs 3 or more times weekly.

Mathematics

- _____ Children engage in hands-on activities that support one or more of the five math strands (numbers sense, algebra, functions, measurements and geometry).
- _____ Math is incorporated into daily routines (e.g., counting, calendar, etc.).
- _____ Manipulative area for independent activity.
- _____ Puzzles are available daily.
- _____ A variety of puzzles included 3-16 piece and floor puzzles is available daily.

Lesson Plans

- _____ Teachers develop and utilize written lesson plans. Lesson plans are:
 - _____ Daily
 - _____ Weekly
 - _____ Monthly
- _____ Thematic units are used to integrate content.
- _____ Planned activities are based on developmentally appropriate learning objectives.
- _____ Planned activities address various learning styles.
- _____ Plans include time daily for the following:
 - _____ Reading Aloud
 - _____ Oral Language Development
 - _____ Phonological Awareness Activities
 - _____ Writing
 - _____ Math
 - _____ Science
 - _____ Art
 - _____ Gross Motor
 - _____ Social Emotional Activities
 - _____ Independent Activities Chosen By Students

Communication with Families

- _____ Staff communicates with families in the families preferred language(s).
- _____ Lesson plans are shared with families regularly.
 - _____ Weekly
 - _____ Monthly
- _____ A Family Orientation or Back to School Night is available for families.
- _____ Childcare is provided for evening events.
- _____ Families receive an early childhood education or handbook upon program entry.

Communication with Families (Cont'd)

- _____ Student progress is discussed with families throughout the school year.
- Student progress is discussed via:
 - _____ Parent-Teacher Conferences
 - _____ Parent-Teacher-Student Conferences
 - _____ Written Progress Reports
- _____ Student progress is shared _____ times per year.
- _____ Family members are encouraged to volunteer in the classroom.
- _____ Families are encouraged to share cultural traditions/heritage with class.

Outdoor Area

- _____ The following gross motor equipment is available daily:
 - _____ Tricycles
 - _____ Wagons
 - _____ Climbing Structure
 - _____ Balls
 - _____ Other, please specify _____
- _____ Teacher encourage children to engage in physical activity.
- _____ Outdoor play area includes a variety of areas.
 - _____ Sun
 - _____ Shade
 - _____ Grass
 - _____ Open Space
- _____ Sand and water play areas and equipment are available daily.
- _____ A combination of directed and free play is encouraged.
- _____ Material associated with interest centers are available outdoors.
 - _____ Books
 - _____ Dramatic Play
 - _____ Puzzles
 - _____ Blocks/Building Materials
 - _____ Other, please specify _____

Story Time

- _____ Reading aloud to children occurs in the following settings:
 - _____ Circle Time
 - _____ Small Groups

Story Time (Cont'd)

- _____ Individually
- _____ Teachers/Staff read stories two to three time per day. _____ Teachers/Staff ask open-ended questions.
- _____ Teachers/Staff use story time to expand vocabulary.
- _____ Teachers/Staff use picture walls to teach children reading skills (e.g. _____
- _____ Prediction, vocabulary comprehension, etc.
- _____ Teacher/Staff draw attention to the following concepts about print:
 - _____ Front Cover
 - _____ Back Cover
 - _____ Title
 - _____ Author/Illustrator
 - _____ Illustrations
 - _____ Title Page
 - _____ Tracking Text
 - _____ Spaces Between Words

Letter Knowledge

- _____ Activities focused on the children's names are evident.
- _____ Alphabet is posted sequentially, at children's eye level.
- _____ Labels include words followed by icons.
- _____ Word wall sequenced & continuous from A-Z, posted at children's eye level.
- _____ Children's names on word wall (w/pictures).
- _____ Word wall reflects theme & corresponding literature.

Emergent Writing

- _____ Shared writing (daily news, morning message, etc.) occurs daily.
- _____ Children sign in daily.
- _____ Daily opportunities for individual writing are provided.
- _____ Children dictate and illustrate class books.
- _____ Individual student journals are utilized.
- _____ Entries are dated.

Assessment

- _____ Assessment is on going and documents student progress over time.
- _____ Multiple methods of assessment are utilized.
Check all that apply:
- _____ Structured Observation
- _____ Performance Assessment (activity-focused assessment).
- _____ Desired Results Developmental Profile.
- _____ Curriculum Based Assessments
(Please specify). _____
- _____ Portfolios
- _____ Other, please specify _____
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- _____ Assessments are used to plan classroom environment and activities.
Portfolios include the following:
- _____ Student Work
- _____ Oral Language Samples
- _____ Anecdotal Records
- _____ Assessments
- Portfolios include work in the following curricular areas:
- _____ Language and Literacy
- _____ Math
- _____ Science
- _____ Other please specify _____
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- _____ Work placed in the portfolio is strategically selected to demonstrate growth over time.
- _____ Children may select work to place in their portfolios.
- _____ Portfolios are shared with families
_____ (number) times per year.
- _____ The program has a written transition plan for students.

Early Language & Literacy Classroom Observation (ELLCO) Literacy Environment Checklist

		Yes	No
Book Area			
1. Is an area set aside just for book reading?			
2. Is the area where books are located orderly and inviting?			
3. Does the area where books are located have soft materials?			
Notes: _____			

Book Selection			
1. Do the books in the classroom range in difficulty?			
2. How many books are easily available to children? 26+			
3. How many books convey factual information? 6+			
4. Are there three or more books related to the current theme?			
Notes: _____			

Book Use			
1. How many books are available in the science area? 4+			
2. How many books are available in the dramatic play area? 4+			
3. How many books are available in the block area? 4+			
4. How many books are available in other area (not including the book area)? 4+			
5. Is there a place for children to listen to recorded books/stories?			
Notes: _____			

Adapted from
Early Language & Literacy Classroom Observation (ELLCO)

	Yes	No
Writing Materials		
1. Is an alphabet visible?		
2. Are there word cards with names or familiar words? (cards with children's names on a ring or cards with familiar words posted next to writing area ,etc)		
3. Are there templates or tools to help children form letters? (alphabet stencils, sandpaper letters, rubber stamps, etc.)		
4. How many varieties of writing tools are available for writing? 3+ (construction paper, white lined and unlined paper, tracing paper, etc.)		
5. How many varieties of writing tools are available? 3+ (pens, pencils, markers, crayons, colored pencils, magnetic letters, a chalkboard, a whiteboard, a typewriter, rubber stamp, etc.)		
6. Is a distinct area set up and functioning for writing?		
Notes: _____ _____ _____		
Writing around the Room		
1. How many varieties of teacher dictation are on display in the classroom? 6+ (This item is designed to determine the variety, rather than the number of dictations. If the display of teacher dictation consists of work from on on-time, teacher-led activity completed by all children count it as on example.)		
2. How many charts big books, or other evidence of full-group literacy are there in the classroom? 6+ (Include teacher-created charts that show evidence of group discussion, e.g. My Favorite Color.)		
3. How many varieties of children's writing are on display in the classroom? 6+ (This item is designed to determine the variety, rather than the number, of child writing samples on display) (This item is designed to determine the variety, rather than the number, of writing samples on display.)		
4. Are there writing tools in the dramatic play or block area?		
5. Are there props that prompt children to write in the dramatic play or block area?		
6. Are there alphabet puzzles available for children's use?		
7. Are there puzzles with words available for children's use? (Puzzles with words must include several short words and meanings must be clearly indicated by pictures. Puzzles must be available without adult assistance.)		
Notes: _____ _____ _____		