

Observation Guide for Evidence-based Practices in Early Childhood Classrooms

Teacher _____		Date/School Year: _____		Observed Activity: _____	
Observer _____		Instructional Grouping: ____ Whole Group ____ Small Group ____ Individual			

Classroom Spaces	1 Visual Supports are Used to Enhance Instruction		Notes
	a	Daily schedule is posted with pictures and words.	
	b	Schedule is used as a teaching tool.	
	c	Rules are posted with pictures and words.	
	d	Class displays are child-created and/or related to instructional units.	
	e	Additional visual supports are used to support 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.	

Instructional Strategies	1 Evidence of Lesson Planning		
	a	Instruction is meaningful, purposeful and addresses Florida standards.	
	b	Teachers know and can describe instructional objectives and purpose of activities.	
	c	Plans and activities accommodate for individual needs, including IEP goals.	
	d	Teachers use ongoing progress monitoring to inform group and individual plans.	
	e	Activities match information in plan book and/or posted schedule.	
	2 Embedding Instruction		
	a	Independent functioning and self-care skills are incorporated into daily routines.	
	b	Gross and fine motor skills are included in daily lessons and activities.	
	c	Social skills instruction is provided throughout the day.	
	d	Emphasis on language and communication in daily activities.	
	e	Early literacy activities are embedded throughout routines.	
	f	Children are supported in the development and awareness of their 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 practices are demonstrated.	
	c	Accommodations or modifications are used as needed and/or indicated on IEP's.	
	d	Varieties of group sizes and length of activities are used throughout the day.	
	e	All children have opportunities to participate with peers in activities.	
	5 Facilitating Social Skills		
	a	A system is in place for teaching and providing practice for behavior expectations.	
	b	Direct instruction is provided for social skills and replacement behaviors.	
	c	Additional supports/instruction provided to students with behavioral difficulties.	
	d	Moving from one activity to another is anticipated, taught and supported.	
e	Opportunities are provided for making choices and initiating activities.		
f	Teachers' actions provide nurturing and respectful environment.		
6 Exceptional Student Education Supports and Services			
a	Teachers/staff are aware of IEP goals, accommodations and special needs.		
b	Teachers meet required deadlines/mandates, IEP updates and progress monitor.		
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.