



Classroom, Family Child Care, or Socialization Experience Observation Instrument

SETTING 1

SETTING 2

Setting: _____

Setting: _____

Teacher: _____

Teacher: _____

Date: _____

Date: _____

Start time: _____ End time: _____

Start time: _____ End time: _____

Children's ages: _____

Children's ages: _____

Focus child: _____

Focus child: _____

Number of children: _____

Number of children: _____

Number of staff: _____

Number of staff: _____

Number of parents: _____

Number of parents: _____

This instrument is designed to guide service reviewers' observations in each focus child's group setting (i.e., classroom, family child care home, or home-based socialization experience). The form contains a page for each of the concepts. Each concept highlights the Performance Standards and other regulations relevant to the concept.

The form provides space to write observations for two settings, one child per setting. Use the spaces labeled "Setting One" and "Setting Two" to take notes about what you see and hear in relation to each concept for your focus child. Make photocopies of these forms to record observations for additional focus children.

- What are the children doing, saying, and using?
- What are teachers and other staff doing, saying, and using?
- What is the environment like? How do the equipment and materials in the environment support each concept?

However, you will not be able to observe all of the concepts listed, so you may find it helpful to ask some additional questions of each teacher in whose classroom you observe. Before you begin your conversation, ask the teacher to show you the following:

- a copy of the curriculum specific to infants, toddlers, or preschoolers;
- examples of the tools used in the assessment system;
- the focus child's file (may include the developmental screening, assessment data, and individualization plans); and
- planning documents.

INTERVIEW QUESTIONS

NOTES

We'd like to talk to you about your understanding of the curriculum, how you learn about children's progress, and how you plan for the children.

- How do you adapt the curriculum for use in your classroom? How do you connect what you learned about (*focus child*) to what you are teaching him/her?
- How do you integrate issues of health, nutrition, and mental health into the curriculum? How do you prepare children for transitions? Can you provide an example?
- What developmental screening tool do you use? Are you involved in the process of conducting the developmental screening? If you're not, how do you get the results? How does the program use the information from (*focus child's*) screening?
- When screening results in a child having an IEP or IFSP, how do you use that plan in your work with that child? How do you use the information from (*focus child's*) assessments to work with him/her individually? Can you show us an example of how you do that?
- How often do you assess children? How do you use the assessment information you have gathered for (*focus child*) to learn about his/her progress? How do you communicate this information to his/her parents?
- How are (*focus child's*) parents involved in the planning and implementation of the curriculum to individualize for their child?
- If the focus child is a child with disabilities, ask: How are (*focus child's*) parents involved in the planning for their child's IEP?
- For 3- to 5-year-old classrooms, ask: How does your curriculum respond to the Head Start Outcomes Framework?

REVIEWER	COMMENTS
<p>At least one child development or disabilities services reviewer should read the written curriculum for the following:</p> <ul style="list-style-type: none">• goals for children’s development and learning;• experiences through which children will achieve these goals;• what staff and parents do to help children achieve these goals;• the materials needed to support the implementation of the curriculum;• consistency with the <i>Head Start Program Performance Standards</i> and other regulations;• a base of sound child development principles about how children grow and learn;• for preschool classrooms, inclusion of the eight domains of development and learning and the required domain elements and indicators (e.g., associates sounds with written words, recognizes a word as a unit of print, and phonological awareness). <p>Questions:</p>	

NOTES

Large empty rectangular area for taking notes.

ISSUES, QUESTIONS, AND FOLLOW-UP:

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1. TEACHER INTERACTIONS AND STRATEGIES

- adults using a variety of intentional strategies that vary in complexity;
- supervision of all indoor and outdoor activities;
- positive child guidance and appropriate limits.

Observe: What are the children doing? What are the teachers and adults doing? What is the environment like?

Examples you might *Look For* include:

- child-initiated and adult-directed activities;
- individual and small group experiences;
- children exploring and making choices;
- timely, predictable, and unrushed routines and transitions;
- talking to babies, singing and playing with them during diaper changes, mealtimes, and other routines.

Setting 1:

Setting 2:

ISSUES, QUESTIONS, AND FOLLOW-UP:

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2. FACILITATING CHILDREN'S LANGUAGE AND LITERACY DEVELOPMENT

- language use and interaction among and between children and adults;
- adults fostering children's communication, including home language;
- experiences that develop auditory and visual discrimination;
- experiences that support creative expression;
- experiences that develop school-readiness skills in literacy.

Observe: What are the children doing? What are the teachers and adults doing? What is the environment like?

Examples you might *Look For* include:

- alphabet posters, puzzles, and books;
- examples of functional print and other materials in appropriate places: mailboxes, sign-in charts, maps, helper charts, and schedules;
- opportunities for children to write and dictate stories and messages;
- art, music, rhyming songs, and movement;
- learning activities such as games, puzzles, and books that promote knowledge of letters (alphabet) and sounds;
- adults reading and discussing stories one-on-one and in small groups;
- children choosing books to look at alone, to share with a friend, or to take home;
- adults and children asking questions and engaged in meaningful conversations;
- experiences, materials, conversation and activities that support the language used at home and English as a second language.

Setting 1:

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3. FACILITATING CHILDREN'S MATH AND SCIENCE DEVELOPMENT

- experiences that develop skills in mathematics and science;
- experiences that develop auditory and visual discrimination;
- opportunities for children to discover how numerical concepts relate to other concepts.

Observe: What are the children doing? What are the teachers and adults doing? What is the environment like?

Examples you might *Look For* include:

- puzzles, games, unit blocks, and manipulatives that range in complexity;
- materials and experiences that develop counting, sequencing, and one-to-one correspondence;
- materials and experiences that encourage understanding of cause and effect and spatial relationships, such as a map in the block area;
- opportunities for children to discover how mathematical concepts relate to other concepts, for example measuring or weighing;
- opportunities for children to count, classify, sequence, sort, and match;
- children experimenting, describing, and making predictions;
- children using recipes for making snacks;
- children caring for plants and animals, and learning about science in their surroundings;
- adults asking children questions in ways that extend their thinking.

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4. FACILITATING CHILDREN'S SOCIAL AND EMOTIONAL DEVELOPMENT

- experiences that foster independence and trust;
- age-appropriate expectations of children;
- adults interacting in supportive ways;
- experiences that help children develop social skills, competence, respect for others, and positive attitudes towards learning.

Observe: What are the children doing? What are the teachers and adults doing? What is the environment like?

Examples you might *Look For* include:

- self-portraits and family pictures;
- books, stories, puppets, and other dramatic play experiences;
- interactive games and activities;
- familiar routines and transitions;
- clear, consistent age-appropriate rules developed with child input;
- children accessing materials independently;
- adults' timely response to children's cries and other cues;
- adults encouraging and modeling problem-solving, behaviors, and language;
- adults reinforcing age-appropriate self-control behaviors;
- singing or talking during routines and transitions.

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5. FACILITATING CHILDREN'S PHYSICAL DEVELOPMENT

- experiences that develop sensory and motor skills;
- experiences that develop fine and gross motor skills;
- children using and coordinating small muscles, including eyes, hands, and eye-hand coordination;
- sufficient safe indoor and outdoor space with age-appropriate equipment and materials.

Observe: What are the children doing? What are the teachers and adults doing? What is the environment like?

Examples you might *Look For* include:

- tools such as blocks, beads, scissors, stapler, and writing or drawing tools, pencils and brushes, as appropriate;
- opportunities and sufficient space for children to crawl, sit, walk, run, jump, and climb;
- age- and ability-appropriate equipment and materials;
- children using motor skills in daily routines such as pouring juice or milk, serving themselves, buttoning, and zipping;
- children manipulating materials such as sand, water, and clay.

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6. PREVENTION AND EARLY INTERVENTION INTEGRATING HEALTH, NUTRITION, MENTAL HEALTH, SAFETY, AND WELLNESS

- health, nutrition, and mental health integrated into routines and children's learning experiences.

Observe: What are the children doing? What are the teachers and adults doing? What is the environment like?

Examples you might *Look For* include:

- toothbrushing and handwashing;
- children using tissues and throwing them in the wastebasket after use;
- sufficient time for meals;
- adults, toddlers, and preschool children sharing family-style meals and pleasant conversations;
- infants held while being fed;
- children involved in food experiences;
- topical books, songs, games, and fingerplays;
- children role playing;
- adults and children talking about visits to the dentist and doctor;
- experiences representative of children's cultures.

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7. INDIVIDUALIZING AND DISABILITIES SERVICES

- respect for the culture, language, ethnicity, family, and ability of each child;
- facilities that ensure children's safety, comfort, and participation;
- environment and curriculum that reflect the IFSP or IEP;
- adults observing and assessing children's behavior and progress.

Observe: What are the children doing? What are the teachers and adults doing? What is the environment like?

Examples you might *Look For* include:

- books, music, posters, and games in different languages and representing different cultures;
- dolls, posters, pictures, and books that represent children with disabilities;
- special furniture, equipment, and materials, if needed, to accommodate a child with disabilities;
- activities adapted to include children with disabilities;
- experiences required in the IFSP or IEP;
- adults working with individual children and with small groups of children;
- self-stick notes, notebooks, folders, cameras, or other procedures used to record observations.

Setting 1:

Setting 2:

