



# Observation Tool

Name	Date	
Program Name	Time Began	Time Ended
Teachers Observed	Classroom Age(s)	
Number of Children who are ELL	Number of Children who are IEP	

Required Postings	Observed	Comments
License		
Mandatory Reporting		
DHS Consultant		
No Smoking Signs		
Fire/Tornado Evacuation Routes		
Daily Schedule		
Menu		
Curriculum		

Health and Safety	Observed	Comments
Restrooms/diaper area is clean; children are monitored while using.		
Handwashing is done with adult supervision and for the appropriate length of time. Step stool where needed.		
Medications/diaper cream/sunscreen is labeled and out of children's reach.		
First Aid kit/emergency medication is easily accessible to adults.		
Tall/heavy items are properly secured (TV's, shelving, cords hanging down).		
Materials do not pose a choking hazard (too small, stored in plastic bags).		
Outlets are covered.		

<b>Environment</b>	<b>Observed</b>	<b>Comments</b>
Classroom has natural light.		
Classroom environment is overall safe, clean and well organized.		
Classroom is arranged so teachers have an open view of the room.		
Materials are safe and appropriate for children's age group.		
Materials are accessible on low, open shelving.		
Materials are in overall good condition (books are not ripped, puzzles are not missing pieces).		
There are ample materials for the children in care.		
There is a soft/quiet space for comfort.		

<b>Materials</b>	<b>Observed</b>	<b>Comments</b>
Wood blocks		
Art		
Books		
Puzzles		
Manipulatives		
Dramatic Play		
Math/Science		
Sensory		

<b>Transitions</b>	<b>Observed</b>	<b>Comments</b>
Children are given advance notice before transitions.		
Transition is announced consistently.		
Activities are planned to reduce waiting time during transitions.		
Children are counted before, during and after transitions.		

<b>Communication</b>	<b>Observed</b>	<b>Comments</b>
Teachers greet each child by name.		
Teachers use open-ended questions with children.		
Teachers use 'please' and 'thank you' when speaking to children.		
Teachers respond to and reciprocate children's communication attempts.		
Teachers use a calm, pleasant voice when speaking to children.		
Teachers speak to individual children as opposed to the whole group the majority of the time.		
Teachers engage children in spontaneous stories/songs.		
Teachers participate in child-led stories/songs.		

<b>Interactions</b>	<b>Observed</b>	<b>Comments</b>
Children are treated with respect.		
Teachers model appropriate play.		
Teachers are down at children's level.		
Teachers position themselves close to the children.		
Children are encouraged to play together.		
Children are encouraged to make their own choices in activities.		
Children are shown affection through hugs, backrubs and high fives.		
Teachers have pleasant facial expressions when speaking to children.		

<b>Behavior</b>	<b>Observed</b>	<b>Comments</b>
Teachers praise children for positive behavior.		
Children are given appropriate choice options.		
Teachers are responsive to children's feelings/needs/actions.		
Teachers interactions with children are timely, positive and supportive.		
Teachers monitor, redirect and proactively address behavior issues.		

Appropriate guidance and discipline techniques are used consistently in the classroom.		
Teachers remain calm while dealing with misbehavior.		

<b>Social/Emotional</b>	<b>Observed</b>	<b>Comments</b>
Photos of the children/families are posted in the classroom.		
Children's artwork is displayed.		
Visual schedule posted for children.		
Classroom expectations are posted.		
Materials included depict the diversity of the children in care.		
Children have individual, labeled storage.		
Teachers use descriptive emotion words with children.		
Children are encouraged to appropriately express their emotions.		

<b>Teachers</b>	<b>Observed</b>	<b>Comments</b>
Teachers are respectful with each other.		
Teachers are aware of where children are at all times.		
Teachers voices are not so loud as to overpower the room.		
Teachers are enthusiastic about children's activities, accomplishments and efforts.		
Teachers are not engaged in other activities that take their attention away from the children.		
Teachers do not make derogatory remarks about children or their families.		
Teachers use appropriate language with the children.		
Teachers model appropriate health and safety practices (handwashing, eating/drinking with the children).		

<b>Infant Care</b>	<b>Observed</b>	<b>Comments</b>
Mouthed items are removed for cleaning.		
Cribs have tight fitting sheets.		

Nap space is separate from active play space but easily viewable and attended to by teachers.		
Infants are held while being given bottles.		
Nap/feeding is on infant's demand.		
Infants are not placed in restrictive devices for lengthy periods of time >15 minutes.		
Tired infants are moved immediately and placed into a safe sleep environment.		
Staff use children's non-verbal cues to talk to and attend to their wants and needs.		

**Additional Comments**