

Classroom Observation Self-Monitoring Form

Center:	Classroom:
Date:	Observation Completed by:

Health/Safety/Nutrition	Evident	Partially Evident	Not Evident
Staff and children wash their hands upon arrival at school, after toileting, before meals, after outdoor play, after nose blowing/wiping, and before and after Sensory Play (Sand and Water Table). <i>DAP; MO STATE 19 CSR 30-62.192.6; HS P.S. 1304.22.E.1&2; ECERS #10,12,13; ITERS #10</i>			
Tables are sanitized before and after all snacks and meals . <i>HS P.S. 1304.23.e.1; ECERS #10; ITERS #7</i>			
Unused food from snack and meals are disposed of (includes formula). <i>HS P.S. 1304.23.e.1</i>			
Information on food consumption, diapering, and napping of infants and toddlers are provided to families daily. <i>HS P.S. 1304.23.A.3 ITERS # 6</i>			
Daily/Weekly food menu is posted. <i>MO STATE 19 CSR 30-62.202.1.K; ECERS #10.3.2; ITERS #7</i>			
Meal times are social and pleasant. Staff uses pleasant tones and positive statements. <i>DAP; MO STATE 19 CSR 30-62.202.1.J; HS P.S. 1304.23.c.2&3&4; ECERS-R #10; ITERS #7</i>			
Children’s feet comfortably touch the floor while seated at the meal tables. <i>MO STATE 19 CSR 30-62.092.1.C.A.1.A&B; DAP; ECERS #2.5.1; ITERS #2</i>			
Children are encouraged/ expected to serve and feed themselves. <i>HS P.S. 1304.23.c.4; ECERS-R #10; ITERS #7</i>			
Infants are held during bottle feeding, even when they are able to feed themselves. Infants are not laid down to sleep with a bottle. <i>HS P.S. 1304.23.c.5; ECERS-R #10; ITERS #7</i>			
Children assist in clean up of all snacks and meals. <i>HS P.S. 1304.21.c.1.vi; 1304.21.a.3.i.B; ECERS #10</i>			
High chairs are used only for meal times. <i>DAP; HS P.S. 1304.21.b,1,iii; ITERS #2</i>			
Tooth brushing sinks are sanitized before use if the sink serves a dual purpose such as for hand washing after toileting. <i>ECERS # 13; ITERS #10</i>			
Children brush teeth once per day in conjunction with a meal. (Children over 1 brush with brushes and a small pea sized amount of toothpaste. Under the age of 1-gums are wiped with gauze) <i>HS P.S. 1304.23.b.3</i>			
Care is given to children’s appearance. Faces are cleaned gently, clothes are changed if necessary. <i>DAP; ECERS-R #13; ITERS # 10</i>			

Health/Safety/Sanitation (continued)	Partially evident	Evident	Not Evident
A supervised isolated area, with a cot/crib, is provided for ill children. (Ask) <i>MO STATE 19 CSR 30-62.192.2.G; DAP; ECERS #13; ITERS #10</i>			
Toileting accident/ diapering procedures are posted and followed by staff with appropriate easily accessible materials provided for clean up. <i>HS P.S. 1304.22.e.5; HS P.S. 1304.22.e.6 ECERS #12; ITERS #9</i>			
Required adult/child ratios are met at all times. Teachers are within voice range of all children at all times. <i>MO STATE 19 CSR 30.62.082.6.B.2; 19CSR 30.62.112.1.C; HS P.S. 1306.32; HS P.S. 1306.20; HS P.S. 1304.52.g.1; HS P.S. 1304.52.g.3; HS P.S. 1304.52.g.4; ECERS #30, ITERS #25</i>			
Teachers position themselves, during indoor and outdoor play, to ensure the safety of children. <i>DAP; MO STATE 19 CSR 30-62.082.6.A.3 ECERS #14, 29,30, ITERS #11,25; HS P.S. 1304.52.g.5</i>			
Limited use of “movement restrictive” furniture (toddlers/infants) <i>HS P.S. 1304.21.b.1.ii & iii; ITERS #8 & #16</i>			
Toys and material are routinely picked up, with children assisting, to maintain walking space. <i>DAP; ITERS # 11; HS P.S. 1304.21.c.1.vi; CC</i>			
Items that are 1 inch in diameter or smaller are inaccessible to Infant and Toddlers. <i>MO STATE 19 CSR 30-62.092.2.C; HS P.S. 1304.53.b.1.i; ITERS #11</i>			
A monthly checklist is completed, assessing the quality and condition of all indoor/outdoor equipment and materials. <i>MO STATE 19 CSR 30.62.092.2A. 1& 2; HS P.S. 1304.52.g.5; ITERS # 2</i>			
Daily Safety Checklist is completed, assessing the quality and condition of all indoor/outdoor equipment and materials (partnership sites use own forms). <i>MO STATE 19 CSR 30-62.092.2A. 1& 2; HS P.S. 1304.52.g.5; HS P.S. 1304.53.a.10.viii; ITERS # 2</i>			
Emergency drills and evacuations are completed on required time schedule. See Documentation. <i>MO STATE 19 CSR 30-62.082.1.B; 19 CSR 30-62.087.2.F; 19 CSR 30-62.182.1.B; HS P.S. 1304.22.a.3</i>			
Staff explain, to children, why safety rules (indoors and outdoors) should be followed. <i>MO STATE 19 CSR 30-62.182.1.c.1; ECERS #29 & 30; HS P.S. 1304.21.a.3.i.c</i>			
Follows Safe Sleep Policy for children under one year of age. <i>NMCAA</i>			
Follows “Child Safety Transition Plan”. <i>NMCAA</i>			
Performs “Good Morning Health Check” as each child arrives. <i>NMCAA</i>			
Comments:			
Educational Curriculum and Indoor Environment	Partially Evident	Evident	Not Evident
All Creative Curriculum Interest/Center areas are provided and available to children. <i>DAP; HS P.S. 1304.53.b.1.iv; HS P.S. 1304.21.c.1; CC</i>			
Toys are rotated, in and out of the classroom, based on interest level of children. <i>DAP; CC; ECERS-R #35; ITERS # 14 & #15; CC; HS P.S. 1304.21.b.1.iii</i>			
Additional materials are provided to children wanting to extend play. <i>DAP; HS P.S. 1304.21.A.1.ii; ECERS-R #35; ITERS #30; CC</i>			
Flexible and adapted activities are developed depending on interest of children. <i>HS P.S. 1304.21.a.1.iv; HS P.S. 1304.21.a.1.i; HS P.S. 1304.21.a.4.i; ITERS # 30; CC</i>			
Fine motor experiences are provided throughout the day. (For preschool-buttoning, cutting with scissors, zipping, lacing, etc. For Infant & Toddlers-snap beads, simple puzzles, nested cups, etc) <i>HS P.S. 1304.21.a.3.i C & D; HS P.S. 1304.21.a.5.ii; ECERS #19; ITERS #15; CC</i>			

Education Curriculum/Indoor Environment (continued)	Partially Evident	Evident	Not Evident
Teachers interact one on one and in small groups during Interest/Center time AND THROUGHOUT THE DAY...? <i>MO STATE 19 CSR 30-62.182.2.B; HS P.S. 1304.21.c.1.vii; ECERS-R #16; ECERS-R #36; ITERS #30; CC</i>			
Individual Creative work is evident. Process not Product is emphasized. <i>DAP; ECERS-R #20; ITERS # 20; CC; HS P.S. 1304.21.a.4.ii</i>			
Children’s artwork and photographs of children and their families are displayed at child’s eye level. Most wall displays are child photos and child artwork. (ECERS: States approximately 6 feet or below for Preschoolers and 4 feet or below for toddlers- 75% of classroom wall displays need to be at this level) <i>ECERS-R #6; DAP; ITERS # 5 & #17; CC; CDA observation tool</i>			
Free expression art is offered. Daily for preschool, 3 times a week for toddlers. <i>HS P.S. 1304.21.a.4.ii; ECERS-R #20; ITERS # 17</i>			
A variety of DEVELOPMENTALLY APPROPRIATE sufficient equipment, materials and spaces have been provided including different textures, soft spaces, and cuddly toys. <i>MO STATE 19 CSR 30-62.092.2.B; DAP; HS P.S. 1304.21.a.4.i; ECERS-R #3; ITERS #1, #2, #4 & #30; CC</i>			
Developmentally appropriate materials are displayed, organized (picture and written labels), and accessible to all children. <i>ECERS; ITERS #2, #9 & #30; CC</i>			
Music interest area is inviting and appealing!(1 instrument per infant & toddler- ½ instrument per preschool child) <i>HS P.S. 1304.21.a.4.ii; ECERS-R #21; ITERS #18; CC</i>			
Children are provided with sensory (Sand and Water play) experiences. Daily for preschool, 3 times a week for toddlers. Natural materials are used in the sand and water table (wood, clay, dirt, sand, and water). (*Inappropriate materials are: cornmeal, flour, or any other items that may be inhaled, causing difficulties in breathing, and shaving cream.) <i>DAP; ECERS-R #23; ITERS # 21; CC</i>			
Children are given written and oral experiences daily. <i>DAP; ITERS #12 & #13</i>			
Children sign in daily. (Preschool) <i>DAP; CC</i>			
Word Wall is displayed and used, words are relevant and meaningful to children’s lives. (Preschool) <i>DAP; CC</i>			
At least 1 ½ to 2 books per child are provided in the classroom. Some books are facing forward to spark interest. <i>ECERS-E LITERACY #2; ECERS-R #15; ITERS #14; CC; CDA observation tool</i>			
Books are available in all interest areas, as well as paper/writing tools (pencils, pens, markers, and crayons) are available in all interest areas. (Preschool) <i>ECERS-R #15; CC</i>			
Cultural diversity is represented in the classroom through books, posters, food experiences, babies, puppets, etc. <i>ECERS-E DIVERSITY #3; DAP; HS P.S. 1304.21.a.3.i.E; HS P.S. 1304.21.a.1.iii; ECERS-R #28; ITERS #24</i>			
Rote memorization activities, worksheets, color sheets etc., are absent from the daily program. <i>ECERS-R #26; CC</i>			
Pre-viewed educational, goal related, passive media is used only on occasion. <i>DAP; ECERS-R #27; ITERS #23; CC</i>			
Parents participate in classroom activities, fieldtrips, and parent meetings. <i>DAP; HS P.S. 1304.21.a.2.ii; ITERS #33</i>			
Classrooms are reserved for educational purposes; staff breaks, phone calls, and personal matters are taken care of in “adult only” spaces (Center provides “Adult Space” with adult sized furniture). <i>MO STATE 19 CSR 30.62.082.2.B.G&H; DAP; ITERS #34 &35</i>			
Comments:			

Lesson Plans/Daily Schedule	Partially Evident	Evident	Not Evident
Lesson plans are posted. <i>ECERS-R #38; ITERS #33; HS P.S. 1304.21.c.1.iii</i>			
Lesson plans are relevant and reflect the surrounding populations, communities, and physical environments. <i>DAP</i>			
Lesson plans and activities reflect developmental stages of children and individualized for each child. <i>MO STATE 19 CSR 30.62.182.2.B; ITERS #32</i>			
A daily schedule is posted for all visiting adults. <i>MO STATE 19 CSR 30-62.182.2; ECERS-R #34; ITERS # 33</i>			
A daily schedule, displayed left to right, in both words and pictures is posted for children. <i>ECERS-E LITERACY #1;</i>			
The daily schedule incorporates an Active/Quiet pattern throughout the day. <i>MO STATE 19 CSR 30-62.182.2.B.3; DAP; ITERS # 29; HS P.S. 1304.21.a.5.i</i>			
Teacher- led and child-led activities are evident throughout the daily schedule and program day. <i>DAP; HS P.S. 1304.21.a.3.ii.B; ECERS-R #34; ITERS #29; HS P.S. 1304.21.a.1.iv</i>			
Daily self-help tasks are incorporate into the schedule. <i>DAP; HS P.S. 1304.21.a.3.i.B; HS P.S. 1304.21.c.1.vi; HS P.S. 1304.21.a.1.v; ITERS #9</i>			
Music, singing, dancing, or instruments are provided daily, dependence on CD's is minimal. <i>DAP; HS P.S. 1304.21.a.4.ii; ECERS-R #21; ITERS #18</i>			
Children are read to in small groups, large groups and one on one throughout the day. <i>ECERS-E LITERACY #2; HS P.S. 1304.21.a.4.iv; ECERS-R #15</i>			
Activities are offered to children in small groups, large groups, and one on one each day. <i>DAP; ECERS-R #4; ECERS-R #30; ITERS #31; HS P.S. 1304.21.c.1.vii</i>			
Activities are used to facilitate smooth transitions. (Verbal discussion of the schedule, five minute warning, songs, games, and music). <i>DAP; HS P.S. 1304.21.a.3.ii; ECERS-R #34; ITERS #29</i>			
Teachers and classroom staff have daily scheduled breaks to care for personal needs. <i>ECERS-R #39; ITERS #34</i>			
Teacher's daily schedules, including breaks, are posted. (All staff receive a 10-15 minute break during morning routines and Full Day centers also during afternoon routines). <i>ECERS-R #39; DAP; ITERS #34</i>			
Comments:			

Classroom and Individual Behavior Management	Partially Evident	Evident	Not Evident
Conscious Discipline principles are applied and used consistently. All other center staff (bus driver, cooks, aides, supervisor, etc.) are observed, as opportunities arise, to apply and model Conscious Discipline principles with children and parents. <i>MO STATE 19 CSR 30.62.182.1.C; DAP; HS P.S. 1304.21.a.3.i.C&D; ECERS-R #31; ITERS #26, #27, #28</i>			
Uses Conscious Discipline routines (safe space, job chart, etc.) regularly and appropriately in the classroom. <i>Conscious Discipline</i>			
Teachers are involved with children. Asking open-ended questions, making specific comments, follow children's play, participation in play as appropriate, and helping children extend their ideas and work. <i>DAP; HS P.S. 1304.21.c.1.ii; HS P.S. 1304.21.a.4.iii; ECERS-R #18; ITERS #12 & #13</i>			
Communication with the children is responsive, specific, descriptive, positive and meaningful. <i>MO STATE 19 CSR 30-62.182.1.C; HS P.S. 1304.21.a.3.i.A; ECERS-R #32; ITERS #12; HS P.S. 1304.21.a.3.i.D</i>			
Planning is evident in preventing or eliminating problem situations before they occur. <i>DAP; ITERS #26</i>			
Primary caregivers/Teachers are provided each day. <i>DAP; HS P.S. 1306.20; HS P.S. 1304.21.a.3.i.A; ITERS #37</i>			
Staff/volunteer and classroom visitors are wearing appropriate work attire and identification tags. <i>NMCAA Policy</i>			
Volunteers work under direct supervision at all times. <i>DAP</i>			
Comments:			

Communication

	Partially Evident	Evident	Not Evident
Regular, friendly, respectful communication occurs between classroom staff and families. <i>DAP; HS P.S. 1304.21.a.2.iii; HS P.S. 1304.40.e.1&3; HS P.S. 1304.40.d.2; ECERS-R #38; ITERS #6, #33, #36</i>			
Classroom Staff have opportunities to meet and plan together on a regular basis. <i>ECERS #41; ITERS #36</i>			
All visitors to the classroom are acknowledge and appropriately identified. <i>ECERS-R #9; ITERS# 6</i>			
Alternate forms of communication with families are used through weekly notes, newsletters, conferences and bulletin boards. <i>DAP; HS P.S. 1304.40.f.1; ECERS-R #38; ITERS #33</i>			
Personal conversations, unless conversations include child input, need to occur out of the hearing range of children. <i>ECERS-R #40; ITERS #35</i>			
Comments:			

Outdoor Environment/IMIL Activities	Partially Evident	Evident	Not Evident
1 hour (1/2 hr part day centers) of gross motor play is provided daily and children are permitted to go outside when temperatures are above 20°, regardless of snow or wet playground conditions. <i>MO STATE 19 CSR 30.62.182.2.B; ECERS-R #35; ITERS #16 HS P.S. 1304.21.a.5.i</i>			
Staff provide gross motor experiences, indoors, for children when weather prohibits outdoor play. <i>HS P.S. 1304.21.a.5.i; ECERS-R #35; ITERS # 16</i>			
Outdoor play area is cleaned and materials are put away, with children assisting, after use. <i>MO STATE 19 CSR 30.62.092.2.A; HS P.S. 1304.62.182.2.c.7; HS P.S. 1304.21.a.5.i</i>			
One structured outdoor MVPA daily, documented on lesson plans. <i>I AM MOVING/I AM LEARNING</i>			
Transition routines that are more active and include MVPA. <i>I AM MOVING/I AM LEARNING</i>			
Movement & Music activities that are purposeful to IMIL: 1) Increasing heart rates, 2) Crossing the midline, balancing, rhythm activities and props. <i>I AM MOVING/I AM LEARNING</i>			
Modeling and encouraging water consumption. <i>I AM MOVING/I AM LEARNING</i>			
Comments:			
Staff Comments:		Follow-up Needed:	

Teaching Staff

Date

Education Coordinator

Date

Program Supervisor

Date

Teaching Staff

Date

Center Supervisor

Date

Head Start Director

Date