



CLASSROOM DEMOGRAPHICS

Fill it prior to observations									
School/Center ID									
Teacher ID									
Teacher name									
Coder ID									
Date	D	D	M	M	Y	Y	Y	Y	Y

Total class enrollment (by age)	Female						Male					
	<3	3	4	5	6	>6	<3	3	4	5	6	>6
Total children present (by age)	Female						Male					
	<3	3	4	5	6	>6	<3	3	4	5	6	>6
Type of Class (check one)	<input type="checkbox"/> Age 3 class <input type="checkbox"/> Age 4 class <input type="checkbox"/> Age 5 class <input type="checkbox"/> Age 6 class <input type="checkbox"/> Multiage class											

Number of adults assigned to work in this classroom		Female	Male
	Total number of teachers (not including number of assistants)		
	Total number of assistants		
	Number of assistants providing specialized support to one or a select group of students		
Compared with children of the same age, how many children enrolled in the class have the following difficulties?	Other (please specify role):		
	A lot of difficulty seeing?		
	A lot of difficulty hearing sounds like peoples' voices or music?		
	A lot of difficulty walking?		
	A lot of difficulty picking up small objects with his/her hand?		
	A lot of difficulty communicating with others?		
What is the official language of instruction?			
	What proportion of enrolled children speak the same language at home as the official language of instruction?		
	All the children speak this language at home		
	More than half of the children speak this language at home		
Less than half of the children speak this language at home			
None of the children speak this language at home			

Teacher ID: _____	Observation Start Time: ____:____ am / pm	Observation End Time: ____:____ am / pm	SEGMENT 1
What learning activities/routines were observed? (check all that apply) <input type="checkbox"/> Language / Literacy <input type="checkbox"/> Math / Numeracy <input type="checkbox"/> Art <input type="checkbox"/> Music/ Dance/ Movement <input type="checkbox"/> Play <input type="checkbox"/> Health/ Science <input type="checkbox"/> Personal hygiene / Self-care <input type="checkbox"/> Meals / Snacks <input type="checkbox"/> Other			Segment Length: ____ min
Format: (check all that apply) <input type="checkbox"/> Whole Group/Class <input type="checkbox"/> Small Groups <input type="checkbox"/> Pairs Working Together <input type="checkbox"/> Children working/playing alone			

TIME ON TASK

0. TIME ON LEARNING	1 st Snapshot (4m)				2 nd Snapshot (9m)				3 rd Snapshot (14m)			
0.1 The teacher provides learning activities for most children	Y	N			Y	N			Y	N		
0.2 Children are on task	N/A	L	M	H	N/A	L	M	H	N/A	L	M	H

QUALITY OF TEACHING PRACTICES

Areas / Elements / Behaviors	Scoring	Final Scores
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A. CLASSROOM CULTURE

1. SUPPORTIVE LEARNING ENVIRONMENT						1	2	3	4	5			
1.1	The teacher treats all children respectfully					L		M		H			
1.2	The teacher uses positive language with children					L		M		H			
1.3	The teacher responds to children's needs				N/A	L		M		H			
1.4	The teacher does not exhibit bias and challenges stereotypes in the classroom	a. Gender bias	L	M	H	Sub-scores	Determine score	L		M		H	
		b. Disability bias	L	M	H			L		M		H	
2. POSITIVE BEHAVIORIAL EXPECTATIONS						1	2	3	4	5			
2.1	The teacher sets clear behavioral expectations for classroom activities and/or routines					L		M		H			
2.2	The teacher acknowledges children's positive behavior					L		M		H			
2.3	The teacher redirects misbehavior and focuses on the expected behavior, rather than the undesired behavior					L		M		H			

B. GUIDED LEARNING

3. FACILITATION OF LEARNING						1	2	3	4	5	
3.1	The teacher explicitly articulates the objectives of the learning activity					L		M		H	
3.2	The teacher explains concepts and/or provides learning activities using multiple forms of representation					L		M		H	
3.3	The teacher makes connections during the day that relate to other concepts or children's daily lives					L		M		H	
3.4	The teacher models by enacting <u>OR</u> assisting <u>AND</u> narrating/thinking aloud					L		M		H	
4. CHECKS FOR UNDERSTANDING						1	2	3	4	5	
4.1	The teacher uses questions, prompts, or other strategies to determine children's level of understanding					L		M		H	
4.2	The teacher monitors most children during independent/small group learning activities, including free play				N/A	L		M		H	
4.3	The teacher adjusts teaching to the level of the children					L		M		H	
5. FEEDBACK						1	2	3	4	5	
5.1	The teacher provides specific comments or prompts that help clarify children's misunderstandings					L		M		H	
5.2	The teacher provides specific comments or prompts that help identify children's successes					L		M		H	
6. CRITICAL THINKING						1	2	3	4	5	
6.1	The teacher asks open-ended questions					L		M		H	
6.2	The teacher provides thinking tasks					L		M		H	
6.3	The children ask open-ended questions or perform thinking tasks					L		M		H	

C. SOCIOEMOTIONAL SKILLS

7. AUTONOMY						1	2	3	4	5	
7.1	The teacher provides children with choices					L		M		H	
7.2	The teacher provides children with opportunities to take on roles in the classroom					L		M		H	
7.3	Children volunteer to participate in the classroom					L		M		H	
8. PERSEVERANCE						1	2	3	4	5	
8.1	The teacher acknowledges children's efforts					L		M		H	
8.2	The teacher responds positively to children's challenges					L		M		H	
8.3	The teacher encourages planning in the classroom					L		M		H	
9. SOCIAL & COLLABORATIVE SKILLS						1	2	3	4	5	

9.1	The teacher promotes children's collaboration through peer interaction		L	M	H	
9.2	The teacher promotes children's intra- or interpersonal skills		L	M	H	
9.3	Children collaborate with one another through peer interaction		L	M	H	

0.1

0.2

1.1

1.2

1.3

1.4a

1.4b

2.1

2.2

2.3

3.1

3.2

3.3

3.4

4.1

4.2

4.3

5.1

5.2

6.1

6.2

6.3

7.1

7.2

7.3

8.1

8.2

8.3

9.1

9.2

9.3

Teacher ID:	Observation Start Time: ___:___ am / pm	Observation End Time: ___:___ am / pm	SEGMENT 2
What learning activities/routines were observed? (check all that apply)	<input type="checkbox"/> Language / Literacy <input type="checkbox"/> Math / Numeracy <input type="checkbox"/> Art <input type="checkbox"/> Music/ Dance/ Movement <input type="checkbox"/> Play <input type="checkbox"/> Health/ Science <input type="checkbox"/> Personal hygiene / Self-care <input type="checkbox"/> Meals / Snacks <input type="checkbox"/> Other		Segment Length: _____ min
Format: (check all that apply)	<input type="checkbox"/> Whole Group/Class <input type="checkbox"/> Small Groups <input type="checkbox"/> Pairs Working Together <input type="checkbox"/> Children working/playing alone		

TIME ON TASK

0. TIME ON LEARNING		1 st Snapshot (4m)				2 nd Snapshot (9m)				3 rd Snapshot (14m)			
0.1	The teacher provides learning activities for most children	Y	N			Y	N			Y	N		
0.2	Children are on task	N/A	L	M	H	N/A	L	M	H	N/A	L	M	H

QUALITY OF TEACHING PRACTICES

Areas / Elements / Behaviors	Scoring	Final Scores
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A. CLASSROOM CULTURE

1. SUPPORTIVE LEARNING ENVIRONMENT		1	2	3	4	5			
1.1	The teacher treats all children respectfully	L	M	H					
1.2	The teacher uses positive language with children	L	M	H					
1.3	The teacher responds to children's needs	N/A		L	M	H			
1.4	The teacher does not exhibit bias and challenges stereotypes in the classroom	a. Gender bias L M H b. Disability bias L M H		Sub-scores	Determine score	L	M	H	
2. POSITIVE BEHAVIORIAL EXPECTATIONS		1	2	3	4	5			
2.1	The teacher sets clear behavioral expectations for classroom activities and/or routines	L	M	H					
2.2	The teacher acknowledges children's positive behavior	L	M	H					
2.3	The teacher redirects misbehavior and focuses on the expected behavior, rather than the undesired behavior	L	M	H					

B. GUIDED LEARNING

3. FACILITATION OF LEARNING		1	2	3	4	5	
3.1	The teacher explicitly articulates the objectives of the learning activity	L	M	H			
3.2	The teacher explains concepts and/or provides learning activities using multiple forms of representation	L	M	H			
3.3	The teacher makes connections during the day that relate to other concepts or children's daily lives	L	M	H			
3.4	The teacher models by enacting <u>OR</u> assisting <u>AND</u> narrating/thinking aloud	L	M	H			
4. CHECKS FOR UNDERSTANDING		1	2	3	4	5	
4.1	The teacher uses questions, prompts, or other strategies to determine children's level of understanding	L	M	H			
4.2	The teacher monitors most children during independent/small group learning activities, including free play	N/A		L	M	H	
4.3	The teacher adjusts teaching to the level of the children	L	M	H			
5. FEEDBACK		1	2	3	4	5	
5.1	The teacher provides specific comments or prompts that help clarify children's misunderstandings	L	M	H			
5.2	The teacher provides specific comments or prompts that help identify children's successes	L	M	H			
6. CRITICAL THINKING		1	2	3	4	5	
6.1	The teacher asks open-ended questions	L	M	H			
6.2	The teacher provides thinking tasks	L	M	H			
6.3	The children ask open-ended questions or perform thinking tasks	L	M	H			

C. SOCIOEMOTIONAL SKILLS

7. AUTONOMY		1	2	3	4	5	
7.1	The teacher provides children with choices	L	M	H			
7.2	The teacher provides children with opportunities to take on roles in the classroom	L	M	H			
7.3	Children volunteer to participate in the classroom	L	M	H			
8. PERSEVERANCE		1	2	3	4	5	
8.1	The teacher acknowledges children's efforts	L	M	H			
8.2	The teacher responds positively to children's challenges	L	M	H			
8.3	The teacher encourages planning in the classroom	L	M	H			
9. SOCIAL & COLLABORATIVE SKILLS		1	2	3	4	5	
9.1	The teacher promotes children's collaboration through peer interaction	L	M	H			

9.2	The teacher promotes children's intra- or interpersonal skills		L	M	H	
9.3	Children collaborate with one another through peer interaction		L	M	H	

Teacher ID:

SEGMENT 2

0.1

0.2

1.1

1.2

1.3

1.4a

1.4b

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2.2

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8.3

9.1

9.2

9.3

Fill in based on both observations						
What language(s) did the teacher teach in?						
Number of adults present in classroom during observation	Total number of teachers (not including number of assistants)					
	Total number of assistants					
	Number of assistants providing specialized support to one or a select group of students					
	Other (please specify role):					
Did you have to end an observation before the segment was finished for any reason?	Yes	<i>If yes, indicate the following:</i> Segment: End Time: Reason:				
	No					
Were the children left unsupervised?	Yes	for _____ minutes				
	No					
Were any severe negative verbal/physical interactions observed?	Yes	<i>Please describe what was observed:</i>				
	No					
Of the available resources in the classroom, what percent of children had the opportunity to manipulate the materials (tick all that apply)		More than 75%	Between 75-50%	Less than 50%	None	Resources not available
	Writing utensils (pencils, pens, crayons, chalk, slates)					
	Art (paper, crayons, markers, chalk, pencils, paints, clay, sand, scissors, tape, glue, stamps, sticks, grasses, natural materials)					
	Fantasy Play (dolls, stuffed animals, cars, dress up clothes, masks, pretend food, pots and spoons)					
	Blocks (wooden or plastic blocks, interlocking pieces)					
	Educational Toys or Math Materials (bottle caps, dice, water, beads, rocks, abacus, materials used for counting or sorting, puzzles, games)					
	Storybooks (books with pictures <u>and</u> text, including those made by the teacher) Number of books: <i>in English</i> _____ <i>in other languages</i> _____					

Are any of these safety hazards observed? (check all that apply)	Broken or uneven floors	
	Broken chairs	
	Sharp or rusting play materials	
	Leaking roof or holes in ceiling	
	Broken windows or doors	
	Inadequate natural lighting	
	Inadequate ventilation	
	Door which cannot be locked	
	Packed/stored objects on school grounds	
	Open pit/holes	
	Rocky/littered playgrounds	
	No fencing on school premises/school near main roads	
	Exposed wiring/uncovered outlets	
Other conditions likely to cause injury to children		

Are the following available/seen in the center:		
Clean drinking water for children	Yes	No
Child-friendly hand washing facilities	Yes	No
Toilets with handwashing facilities appropriate for children	Yes	No
Separate toilets for girls	Yes	No
Clean toilets	Yes	No

Please indicate in the area below if you feel there were additional aspects to the classroom which you observed that were not captured by the tool. Leave blank if you do not have any comments.

