



ADOM EARLY CHILDHOOD TEACHER OBSERVATION TOOL

TEACHER _____ OBSERVATION DATE _____ OBSERVATION #: _____
 TIME IN: _____ TIME OUT: _____ GRADE LEVEL OBSERVED: _____
 ACTIVITY/STANDARD: _____

Catholic Identity

- Accessible, age-appropriate religious materials
- Intentional incorporation of Catholic values and teachings
- Presence of meaningful prayer
- Catholic messages, symbols, and crucifix displayed

Classroom Organization

- Organized and uncluttered
- Variety of accessible, age-appropriate materials
- Toys and areas labeled with pictures and multi-lingual print if applicable
- Personal items labeled
- Centers are clearly defined and labeled
- Range of auditory, visual, and movement opportunities
- Pictorial schedule is posted at children’s eye level
- Classroom rules are easy for children to understand, specific, and posted at children’s eye level
- Family photos are posted at children’s eye level
- Charts and graphs are posted at children’s eye level
- Children’s work products are unique & original to the child
- Toxic materials and teachers’ bags locked
- Hand washing/diapering guidelines posted and followed

Items in bold italic indicate CLASS observation terms

Behavior Management

- **Behavior expectations** are **clear**, specific, and **consistent**
- **Transitions** are **brief** and **provide learning opportunities**
- **Routine** is **consistent**; students **know what to do**
- **Effective** and **positive redirection** of misbehavior
- Positive behavior evident
- Teacher visible; engaged; **monitors activities**
- **Specific feedback** is used to **reinforce positive behaviors**
- Instructional activities are planned in advance
- **Materials are ready and accessible.**
- **Choice of activities** are offered throughout the day
- Job chart displayed and executed to promote **autonomy.**

Use of Technology

- Tools and media are integrated into the learning environment (Does not replace meaningful interactions)
- Communicate to parents as needed
- Document children’s experiences and development

Follow Up Conference

- Conference requested by observer
- Conference not needed at this time

Emotional Support

- Evidence of teacher-child engagement
- Student-teacher relationship is **positive** and **respectful**
- Students demonstrate **problem solving** and conflict resolution skills
- Teacher makes **eye contact** and uses **warm, calm voice** to communicate
- Teaching staff works collaboratively
- Evidence of **cooperative** play
- Teacher is **responsive** to children’s needs
- Teacher is **flexible** and supports children’s **autonomy**
- Children are allowed reasonable freedom of **movement**

Instructional Support

- Evidence of lesson plan is clear and organized
- Lesson aligned to FL. Early Learning & ADOM Standards, and selected curriculum criteria
- Manipulatives used/**hands-on** learning
- Teacher asks **why and/or how** questions to encourage higher-order thinking
- Activities **connect concepts** and new ideas to what children already know
- Teacher provides opportunities to facilitate children’s creativity
- Teacher helps children **connect concepts** to children’s daily experiences
- Teacher **scaffolds** children’s knowledge and prompts thought process
- Accommodations are made to the lesson as needed
- Visual cues and instructions used
- Group participation and discussion
- Evidence of teacher involvement and **effective questioning**
- Children are **listening** and **actively participating**
- Teacher intentionally documents student progress using various assessment methods/tools.
- Teacher engages in **frequent conversation**, encouraging **peer conversation**, and using **advanced language to add vocabulary**
- Evidence of feedback; **back-and-forth exchanges**; **follow-up questions**
- **Feedback is clear and specific** to promote **recognition, reinforcement, and encourage student persistence**

GLOW (Reinforce): _____

GROW (Refine): _____

Observer Name/Signature: _____

Teacher Signature/Acknowledgement: _____

Date: _____

___Conference requested by teacher ___Teacher comments attached

Please note: Your signature is intended only to acknowledge receipt of the notice and that you have reviewed it prior to inclusion in your personnel file; it does not imply agreement or disagreement with the notice itself. If you refuse to sign, someone in another position within the school will be asked to initial this letter indicating that you received a copy of the letter.