

## ELM Activity Observation Checklist

Classroom: 218 Staff: A.T. Date: 10-10-2017 Begin/End Time: 9:30-10:30

Activity: Math Activity—Counting Things (Week 7, Day 2) Observer: S.J.

Observe one ELM large/small group activity offered during its typical time. Use the activity plan in the ELM curriculum as a reference for the observation. Use one Classroom Observation Checklist form for each ELM large/small group activity you observe. Observe at least 15 minutes of time devoted to child-initiated activities.

### Planning and Preparation

	NA	No	Partial	Yes
1. The physical space for an ELM large/small group activity was arranged in advance of the session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Materials used in an ELM large/small group session and in the center activity were gathered in advance of the session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. The ELM Planning Form for this week includes staff-determined adaptations of large/small group activities. (Adaptations on the planning form may not apply to the activity you observe.)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. The staff member's implementation of the ELM large/small group activity suggested advance planning and preparation had been done. Evidence might include: activity notes (sometimes on a 3 x 5 card) prepared by staff member; staff member singing a song without hesitation; staff member's book sharing suggests familiarity with the book.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### Notes:

No adaptations for Math on ELM Planning Form. A.T. was prepared for the activity (materials were in place, sufficient seating for the children). Note cards were written to help with implementation of the activity. A.T. was comfortable with the book content. Transition to the group was orderly. Children seemed to know what to expect and how to act.

ELM Large/Small Group Activity	NA	No	Partial	Yes
5. Staff member attempted to connect the content of the activity to children’s experiences and/or current understandings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Staff member frequently looked at and listened to children during the activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. The activity seemed well matched to children’s abilities, with the staff member making adaptations during the activity if it appeared children were confused or not sufficiently engaged.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Staff member used an appropriate range of instructional strategies, including questions, to facilitate children’s participation and encourage learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. The activity plan’s goal and content were addressed during all or nearly all of the session (no significant “drift”).	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. During a book sharing, the staff member (a) offered child-friendly definitions of novel words, (b) acknowledged child questions or comments, (c) used his/her own words to describe and connect book illustrations to the book’s story or information, and (d) facilitated children’s discussion of book information.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. Staff member used an engaging transition from the large/small group session to the next segment of the schedule.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Notes:**

5: Related it to what they had for breakfast and setting the table for lunch.

6: Listened to the children but did not always have eye contact with them.

7: Did not take opportunity to count items in the book.

8: Missed some opportunities for children’s engagement with the book.

9: Quickly moved to activity about healthy food to eat.

10: Porridge is like oatmeal—had for breakfast yesterday—not counting the items.

11: Walking like bears.

A.T. started the activity by addressing the learning goal (one-to-one counting) but it ended up being an activity about health and eating healthy food. It had quite a bit of drift from the original learning goal. A.T. connected the activity to both what the children sometimes have for breakfast and setting the table for lunch. She followed up on children’s comments about food but let the food topic take over the activity. It was hard to know if the children understood the counting as part of the activity.

Transition to outside play was clever—maintaining the bear idea and walking like bears.

<b>Child-initiated Activities</b>	<b>NA</b>	<b>No</b>	<b>Partial</b>	<b>Yes</b>
12. If you observe during center time: There is a center activity directly related to the content of the large/small group session you observed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13. Staff member uses naturally occurring opportunities to mention a novel word or concept or information related to a large/small group activity (it may be a large/small group session you did not observe).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
14. Staff member actively monitors children's efforts and asks questions or offers suggestions directly related to children's (or a child's) interests or actions without directing the activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15. Staff member encourages children to express their ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
16. Staff member is involved in a one-to-one exchange with a child. Examples: a brief back-and-forth conversation, a book, a response to a child question.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Notes:**

- 13: Reminded several children in block center of basic shape names.
- 14: Watched two groups of children and asked some questions about their activities during first part of center time. Was not engaged in second half.
- 15: Asked a child what he was building. Asked another child to tell about her painting.
- 16: Talked briefly with child looking at pictures in book.