

ELM Activity Observation Checklist

Classroom: _____ Staff: _____ Date: _____ Begin/End Time: _____

Activity: _____ Observer: _____

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 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 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 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 type="checkbox"/>

Notes:

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 type="checkbox"/>
6. Staff member frequently looked at and listened to children during the activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 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 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 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 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 type="checkbox"/>

Notes:

Child-initiated Activities

NA No Partial Yes

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|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 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 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 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 type="checkbox"/> | <input type="checkbox"/> |
| 15. Staff member encourages children to express their ideas. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input 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 type="checkbox"/> |

Notes: