**Optional Tool for Use**

**IQPPS Classroom Observation Tool**

**(All Classrooms)**

Conducted by: Name

Date conducted: / /

month day year

Instructions: The IQPPS Classroom Observation Tool is an optional tool for use. This tool may be used to observe classroom interaction and instructional practices in relation to some of the IQPPS criteria. While partial IQPPS criteria descriptions are provided, this tool does not include [complete IQPPS criteria](https://www.educateiowa.gov/documents/early-childhood/2017/02/iowa-quality-preschool-program-standards-and-criteria-2017) descriptions nor do the prompts address all components of each IQPPS criterion included. The IQPPS Classroom Observation Tool is for use for purposes of self-assessment and program improvement. This tool may be used by teachers for self-reflection and personal goal setting. This tool may also be used for peer review, support, and collaboration, or for observation by an instructional coach, program administrator, or AEA consultant for coaching and support as part of continuous improvement. Finally, this tool could be used for needs assessment of resources or professional development needed by classrooms to support implementation of IQPPS criteria. The IQPPS Classroom Observation Tool should not be used for evaluative purposes.

Observe in early childhood classrooms based on the IQPPS criteria listed in this tool. Place a check in the box corresponding to the classroom if the referenced materials or practice is observed. Use the Notes column to record recommendations for resources or suggestions for improvement.

Identify classrooms included in this observation:

| **Teacher/Classroom Name** | **Building/Site name** |
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| **1.** |  |
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| **IQPPS CLASSROOM OBSERVATION TOOL** | | | | | | | | | | | |
|  | **Teacher/Classroom (Check if referenced materials and/or practices are present)** | | | | | | | | | | **NOTES (recommendations for resources or suggestions for improvement)** |
| **Items** | **1** | **2** | | | **3** | **4** | | **5** | | **6** |  |
| **Program Standard 1: Relationships** | | | | | | | | | | | |
| IQPPS 1.1: Teachers work in partnership with families, establishing and maintaining regular, on-going, two-way communication.  *Look for examples of TWO-WAY communication efforts by teaching staff with families of children in the classroom. Evidence may include clear invitations from staff to receive family* *communications.* |  | |  |  | |  |  | |  | |  |
| IQPPS 1.2: Teaching staff evaluate and change their responses based on individual needs. Teaching staff vary their interactions to be sensitive and responsive...  *Watch for teaching staff’s sensitivity to individual children (versus treating all children basically the same way).* |  | |  |  | |  |  | |  | |  |
| IQPPS 1.3: Teaching staff never use threats or derogatory remarks and neither withhold nor threaten to withhold food as a form of discipline. *Any instance of threats, derogatory (demeaning) remarks or the withholding of food as discipline is unacceptable.* |  | |  |  | |  |  | |  | |  |
| IQPPS 1.4: Teaching staff talk frequently with children and listen to children with attention and respect.  IQPPS 3.15: Teachers use their knowledge of content to pose problems and ask questions that stimulate children’s thinking. Teachers help children express their ideas and build on the meaning of their experiences.  *Listen for responsiveness to and extensions on children’s questions and requests.* |  | |  |  | |  |  | |  | |  |
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| IQPPS 1.5: Teaching staff support children as they practice social skills and build friendships by helping them...  *Look for staff trying to bring unengaged children into play, working with children to negotiate materials or rules, or making play more complex.* |  | |  |  | |  |  | |  | |  |
| IQPPS 1.6: Teaching staff assist children in resolving conflicts by helping them…  *Staff should not be observed to be immediately solving conflicts for children without giving children a chance to resolve the issue first.* |  | |  |  | |  |  | |  | |  |
| IQPPS 1.8: Rather than focus solely on reducing the challenging behavior, teachers focus on…  *Look for preventive strategies such as control of number of children in a learning center; well-arranged centers with well-marked boundaries, classroom rules and routines; and use of group projects and cooperative games to promote a cohesive social environment. Staff should not be observed in lack of response to challenging behavior or responding to challenging behavior with negative verbal directives (“No yelling!”, “Stop pushing him!”), or suppressing behavior without attempting to teach alternative behavior.* |  | |  |  | |  |  | |  | |  |
| IQPPS 1.9: Teaching staff help children manage their behavior by guiding and supporting children to…  *Watch for missed opportunities for staff to help children manage their behavior (guiding them to persist when frustrated, play cooperatively with other children, use language to communicate needs, learn turn taking, etc.).* |  | |  |  | |  |  | |  | |  |

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| **Program Standard 2: Curriculum** | | | | | | | | | | | | | | |
| IQPPS 2.5: The curriculum guides teachers to incorporate content, concepts, and activities that foster…  *Observe for activities, materials, written plans* *and other documentation that may be present in the classroom or other learning spaces used by the class to support social, emotional, physical, language, and cognitive development as well as key areas of content including literacy, mathematics, science, technology, creative expression and the arts, health & safety, and social studies.* | |  | |  |  | |  | |  | |  | |  | |
| IQPPS 2.6: The schedule…  *Look for evidence of play, creative expression, and learning opportunities that extend over several days within the daily schedule. The written schedule should match actual practice.* | |  | |  |  | |  | |  | |  | |  | |
| IQPPS 2.7: Children have varied opportunities to develop a sense of competence and positive attitudes toward learning, such as persistence, engagement, curiosity, and mastery.  *Observe for a variety of opportunities for children to develop persistence, curiosity, and engagement.* | |  | |  |  | |  | |  | |  | |  | |
| IQPPS 2.10: Children have varied opportunities to develop competence in verbal and nonverbal communication by…  *Observe for opportunities for children to respond to questions, describe things and events, and communicate needs and thoughts in verbal and nonverbal ways.* | |  | |  |  | |  | |  | |  | |  | |

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| IQPPS 2.11: Children have varied opportunities to develop vocabulary through...  *Look for evidence of children’s access to age-appropriate books and field trips or other experiences with follow-up activities that explore what was seen, for example, exploring leaves collected or worms observed in the play yard or on a neighborhood walk, trips to see (or visits from) farm and zoo animals, or visits with community service workers such as police or fire fighters. Other evidence might include dictated stories, documentation boards about children’s experiences, and other opportunities to develop vocabulary.* |  |  |  |  |  |  |  |
| IQPPS 2.13: Children have varied opportunities to…  *Ensure there are daily opportunities for read alouds, a location for quiet enjoyment of a variety of books (such as a reading center), opportunities to retell or reenact books, and opportunities for engaging in conversations related to books or stories.* |  |  |  |  |  |  |  |
| IQPPS 2.15: Children are regularly provided multiple and varied opportunities to develop phonological awareness…  *Look for opportunities for children to play with the sounds of language, identify letters and sounds, and recognize the same beginning/end sounds of words using rhymes, poems, songs, and finger plays.* |  |  |  |  |  |  |  |

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| IQPPS 2.20: Children are provided varied opportunities and materials that help them recognize and name repeating patterns.  *Look for examples such as: clapping or beating a drum (LOUD-LOUD-SOFT); lining up blocks in repeating color or shape sequences; learning dance steps; using an abacus or playing Connect 4.* |  |  |  |  |  |  |  |
| IQPPS 2.22: Children are provided varied opportunities and materials to…  *Look for evidence of children collecting data and recording findings such as graphs or drawings.* |  |  |  |  |  |  |  |
| IQPPS 2.23: Children are provided varied opportunities and materials that encourage them to think, question, and reason about observed and inferred phenomena.  *Look for evidence of such things as science experiments and materials that encourage children to ask “What would happen if” questions.* |  |  |  |  |  |  |  |
| IQPPS 2.25: Technology is used to...  *Look for teachers enriching the environment and curriculum through use of technology.* |  |  |  |  |  |  |  |
| IQPPS 2.29: Children are offered opportunities to become part of the classroom community so that each child feels accepted and gains a sense of belonging.  *Look for evidence such as lesson plans, job/responsibility charts, names on displays/artwork, activities that provide opportunities for all children to participate fully. Look for children having opportunities to provide input to determine materials, studies, and/or activities in the classroom.* |  |  |  |  |  |  |  |

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| **Program Standard 3: Teaching** | | | | | | | | | |
| IQPPS 3.1: Teachers organize space and select materials in all content and developmental areas to stimulate...  *Look for evidence of a variety of materials in all learning centers in the classroom; evidence that materials for core content areas are logically grouped together to convey concepts; and evidence that materials have sufficient space so that they are easy for children to access and explore, experiment, and discover.* | |  |  |  |  |  |  |  | |
| IQPPS 3.2: Teachers work to prevent challenging or disruptive behaviors through…  *Look for evidence of strategies to prevent challenging behavior as part of schedules, lesson plans, classroom layouts, effective transitions, and engaging activities.* | |  |  |  |  |  |  |  |
| IQPPS 3.4: Teachers help individual children learn socially appropriate behavior by providing guidance that is consistent with the child’s level of development.  *Look for staff members guiding children into social encounters, helping children understand how other children are feeling, using “please”, “thank you”, “excuse me”, how to be friends, problem solving, etc. Guidance provided is consistent with the child’s level of development.* | |  |  |  |  |  |  |  |
| IQPPS 3.5: Teachers…  *Look for staff members implementing classroom expectations and managing behaviors in a consistent and predictable manner. Look for classroom rules and expectations to be posted and referenced/taught by staff.* | |  |  |  |  |  |  |  |

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| IQPPS 3.7: Teaching staff supervise children primarily by sight. Supervision for short intervals by sound is permissible, as long as teachers check frequently on children who are out of sight (e.g., those who can use the toilet independently, who are in the library area, or who are napping).  *Preschool children may be momentarily out of sight and sound as long as the child is back in sight and sound within one minute. It is permissible for staff members to supervise preschool children by sound for a brief interval, only before regaining both sight and sound observation.* |  |  |  |  |  | |  |  |
| IQPPS 3.8: Teaching staff coach and support children as they learn to participate in daily cleanup and maintenance of the classroom.  *Look for opportunities for children to assist with cleanup or classroom chores, job or chore charts posted in the classroom, and interactions between teachers and children that encourage participation in cleanup.* |  |  |  |  |  | |  |  |
| IQPPS 3.9: Teachers create opportunities for children to engage in group projects and to learn from one another.  *Look for schedules, lesson plans, curriculum webs, or evidence of small and large group activities that promote child-to-child engagement. The intent is that teachers are intentional in promoting children’s ability to learn from each other.* |  |  |  |  |  | |  |  |

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| IQPPS 3.10: Teachers scaffold children’s learning by…  *Look for examples such as staff members working with a child in an activity center, assisting children with a process that they may not be able to complete without assistance. Examples could also include modifying the schedule and/or lesson plans to practice a skill or to revisit a topic, gradually decreasing teacher support and/or guidance. Evidence may also include written documentation of such practices in anecdotal notes, lesson plans, or child assessment plans.* |  | |  |  | |  | |  |  |  |
| IQPPS 3.11: Teachers use their knowledge of children’s…  *Look for evidence that teaching staff have knowledge of the children and adapt teaching to meet the specific needs of each child and the class. Look for evidence such as observation forms, GOLD documentation, intake forms, and anecdotal notes; as well as evidence that children’s interests and skills are considered during lesson planning, such as a unit or study that is planned around a child-initiated interest.* |  | |  |  | |  | |  |  |  |
| IQPPS 3.12: Play is planned for each day.  *Look for teaching staff who are encouraging and facilitating active play involving physical movement as well as pretend or dramatic play. Watch for opportunities for children to engage in child-directed play individually and with peers.* |  |  | | |  |  |  | |  |  |
| IQPPS 3.13: Teaching staff help children understand spoken language (particularly when children are learning a new language) by using…  *Look for evidence such as picture collections, labels on materials, narration and naming by teaching staff of routines and the materials involved in routines, and child dictations.* |  |  | | |  |  |  | |  |  |

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| IQPPS 3.14: Teaching staff support the development and maintenance of children’s home language whenever possible.  *Look for evidence such as books and/or music in the child’s home language or availability of staff or use of volunteers who speak the child’s language.* |  |  |  |  | |  |  |  |
| IQPPS 3.16: Teachers help children identify and use prior knowledge. They provide experiences that extend and challenge children’s current understandings.  *Look for examples such as KWLs, scaffolding, conversations, field trips, or books created based on shared experiences like taking a class field trip.* |  |  |  | |  |  |  |  |
| IQPPS 3.17: Teachers promote children’s engagement and learning by…  *Look for materials and activities that are provided to practice emerging skills and expand on activities in which children repeatedly engage.* |  |  |  | |  |  |  |  |
| IQPPS 3.18: Teachers promote children’s engagement and learning by guiding them in acquiring specific skills and by explicitly teaching those skills.  *Evidence of guiding children to acquire specific skills and explicitly teaching those skills, which may include: charts or posters showing routines such as hand washing broken into steps or other activities deconstructed into meaningful and achievable parts that are developmentally appropriate. Skills may include tooth brushing, putting on a coat, friendship skills, or any other skill that the children are learning.* |  |  |  | |  |  |  |  |