

# An ECE {R}evolutionary's Classroom Observation Guide: Tenet One of Three

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## BEFORE USING THE GUIDE:

1. Ensure you have a strong and trusting relationship with the person being observed
2. Be fully present and take your time to observe, dialogue, and discover what the tenets encompass in terms of early care and education research and wisdom
3. Check in on your own biases and values as you aim to remain open and receptive to variations of how the tenets are achieved across early childhood settings

### Tenet #1 Resonant Relationships: Interactions are "built on positive emotion and genuine connection" Boyatzis, Smith, & Van Oosten 2019, p. 21

- **Emphasizes children's well-being over content** (e.g., ensures children feel at ease and experience enjoyment, promotes flexibility and adaptability, helps children get in touch with feelings and builds a sense of community)
- **Exhibits strong emotional intelligence**
  - Aware of implicit and explicit biases
  - Acts with empathy and compassion
  - Works from a growth mindset and leverages strengths of self and others
  - Avoids labels and limiting beliefs and actions toward self, colleagues, children, and families
- **Considers children's perspectives and is aware and attentive to their needs for safety, satisfaction, and connection** (e.g., recognizes and reduces stressors across environments and experiences, engages in active listening and open-ended questioning, aims to connect through compassion and curiosity)

Overall Rating  
1 low - 5 high

If an overall rating of 4 or 5,  
what did you experience?

If an overall rating of 1-3,  
what did you experience?



## NOTES:

# An ECE {R}evolutionary's Classroom Observation Guide: Tenet Two of Three

NAME: \_\_\_\_\_  
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**Tenet #2** Intentional Instruction: Teachers are "planful, thoughtful, and purposeful...use their knowledge, judgment, and expertise to organize learning experiences for children."

Epstein, 2014, p. 1

- Ensures rich and engaging opportunities for sustained play by setting high expectations with low demands as children's partner in play
- Teaches when children are in the "green zone" by creating multiple and varied opportunities for children to respond
- Uses co-regulation strategies as a "lifeline" back to the green zone when children have "flip their lids"
- Engages in data-driven decision-making to embed instruction (including specially designed instruction) related to different outcomes (including IEP goals) w/in the same activity/experience
- Distributes instruction across daily activities as a "guide on the side" by following children's "readiness", lead, and interests
- Scaffolds and supports when children struggle and/or development and learning have stalled

Overall Rating  
1 low - 5 high

If an overall rating of 4 or 5,  
what did you experience?

If an overall rating of 1-3,  
what did you experience?



NOTES:

# An ECE {R}evolutionary's Classroom Observation Guide: Tenet Three of Three

NAME: \_\_\_\_\_

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**Tenet #3** Wholeness: Understands "the brain performs at its best when its different parts work together in a coordinated and balanced way."

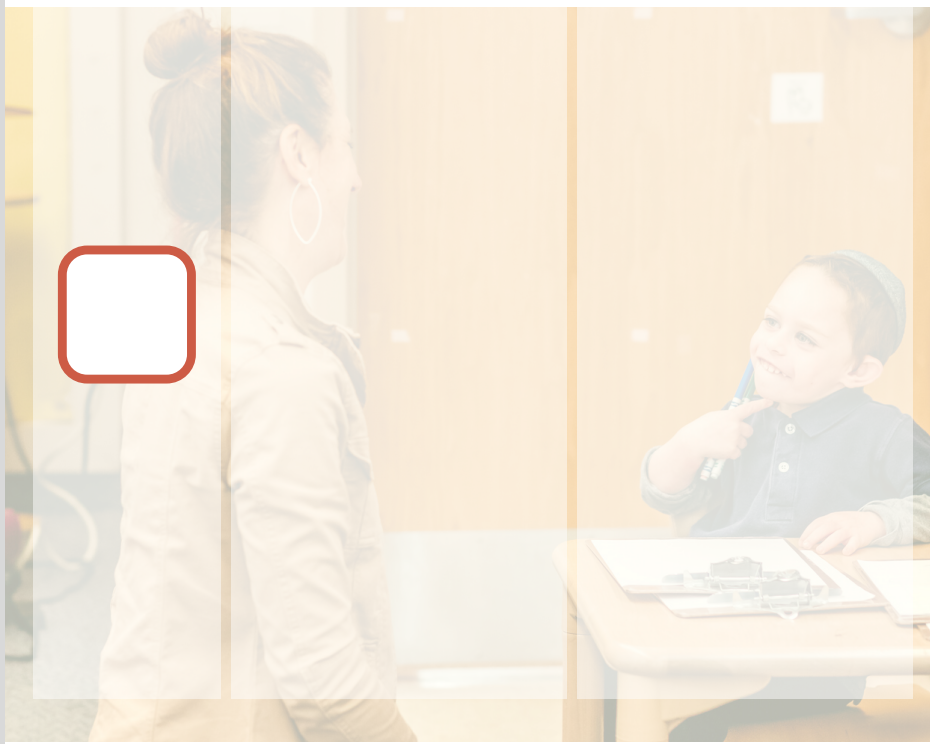
Daniel J. Siegel and Tina Payne Bryson, 2011

- Assumes children's competence and positive intent
- Sees disability as a form of diversity and upholds the unique value and dignity of children
- Focuses on the bi-relational nature of early development and learning
- Teaches and supports development and learning by creating motivating and integrated experiences
- Maintains movement, connections with nature, hydration, and nutrition as curricular priorities
- Systematically personalizes instruction and interactions while avoiding standardization
- Co-constructs knowledge that is meaningful within the context of children's lives

Overall Rating  
1 low - 5 high

If an overall rating of 4 or 5,  
what did you experience?

If an overall rating of 1-3,  
what did you experience?



NOTES: