

**Frog Street Infant
Administrator Classroom Observation for Curriculum Fidelity**

Caregiver: _____

Date: _____

Administrator: _____

Time: _____

N - No evidence observed

S - Some evidence observed

C - Consistently observed

Teacher's Sensitivity to Social and Emotional Needs of Children	Observation
Caregiver creates a safe environment for infants by consistently assuring them.	
Crying infants are responded to immediately or if this is not possible they are addressed by their name and a statement that the caregiver hears them and is coming.	
Fully-present caregiver/child interactions occur several times throughout the day.	
Infants are warned before caregiver transitions them to another activity or picks them up.	
Infants are respected and their needs are met immediately and consistently.	
Caregiver responds appropriately to infant cues both verbal and nonverbal.	
Examples observed:	
Instructional Strategies Implemented by Developmental Domains	Observation
Learning goals are age and stage appropriate.	
Frog Street Infant Activity Cards are posted for each child, one activity from each domain, each day. Activities are repeated throughout the week with an understanding that repetition is key to learning and development.	
Activities are differentiated to meet the needs of children at different levels of development and maturity.	
Music and movement is offered daily and is used to stimulate both physical and language development.	
Infants are placed on the floor (except for eating, sleeping or diaper change.)	
Caregiver encourages curiosity and persistence during floor time. Care is given not to overstimulate with too many toys at one time.	
Caregiver responds to infants with verbal interactions when they are babbling and cooing.	
Caregiver uses complete sentences when communicating with infants.	
Sign language is incorporated in communication with infants (beginning with babies at 6 months).	
Caregiver helps infants sustain attention with toys and communication by drawing their attention back to the object or conversation.	
Examples observed:	

Classroom Environment	
Infants are encouraged to move. Infants are placed on the floor and supported through engagement, manipulatives, and conversations.	
Appropriate lighting is comfortable for activities.	
Room temperature is comfortable.	
A few pictures/posters are safely placed within the child's view. (i.e. Frog Street Infant Posters, Photo Activity Cards)	
Books and manipulatives are accessible based on child's age group.	
Frog Street Infant Posters are displayed for caregiver and/or family members' reference. Posters are changed and rotated throughout the year.	
Work samples (digital photographs, art work, checklist, and anecdotal records) are collected for infants between 9 and 18 months and placed in portfolios to be used for assessment and shared with families. Some work samples may be displayed.	
Examples observed:	
Intentionality	
Caregiver is familiar with the “ Windows of Opportunity ” and uses the resource as a guide for selecting activities that foster positive growth and development.	
Caregiver references “ What Should You Do? ” scenarios for personal professional growth and/or sharing with families.	
Caregiver is familiar with the child development information tips (butterfly icon) on the Frog Street Infant Activity Cards to further their understanding of quality interactions and practices with infants.	
Caregiver records domain activities on Frog Street Infant Activity Tracker .	
Caregiver shares Frog Street Infant Parent Letters with families on a consistent basis.	
Examples shared:	

Additional notes/comments: