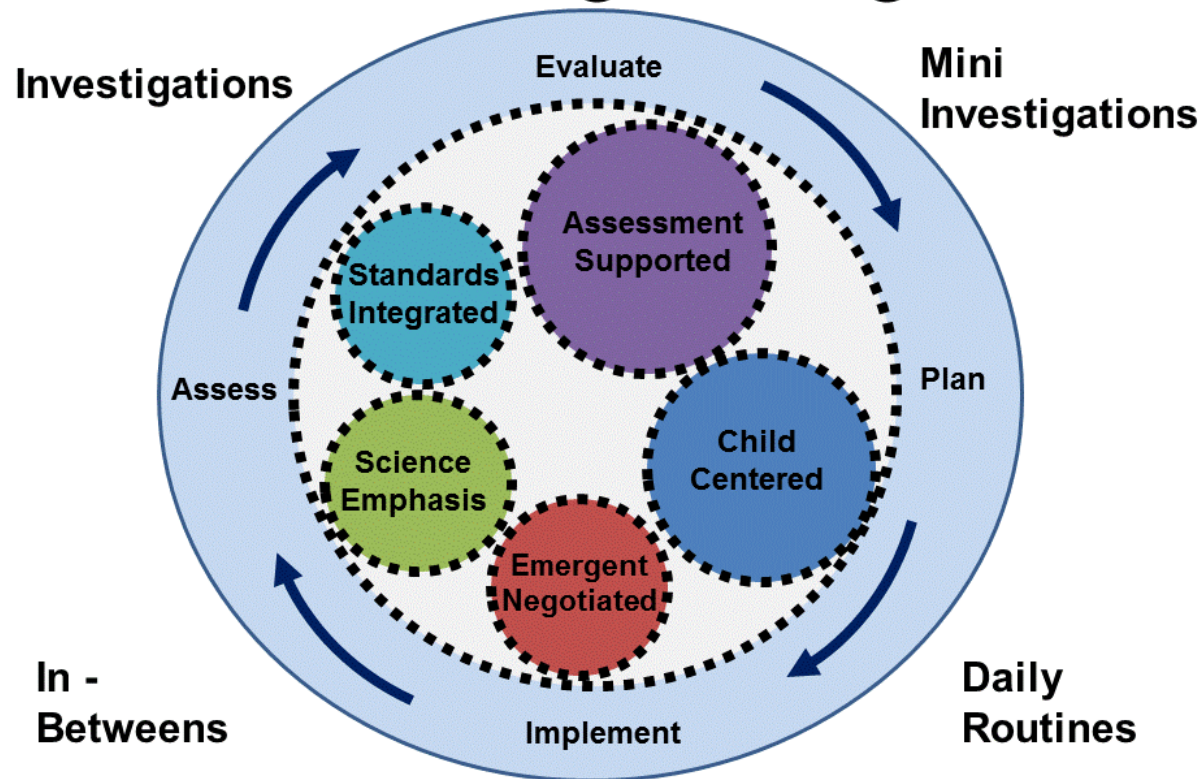


Administrator Observation Guide

ACCESS: Pulling it All Together





The ACCESS Curriculum Intentional, Integrated and Inquiry-based *for Infancy through Grade 5*
Administrator Observation Guide

Classroom: _____ Teachers: _____

Date: _____ Observer: _____

Evaluate		
Guidelines	Indicators	Observation Notes
Daily Schedule: day is structured in a manner that supports teacher planning and collaboration.	Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished <input type="checkbox"/>	
Budget: budget is designed to support classroom expenditures regarding classroom investigations in addition to day-to-day supply needs.	Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished <input type="checkbox"/>	
Materials: program supplies materials to support a child-centered, developmentally-appropriate curriculum	Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished <input type="checkbox"/>	
Family Communication: program has a systematic family communication process to inform of program	Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished <input type="checkbox"/>	

Ineffective: not consistently implementing curriculum; elements of curriculum not observed or evidenced
Developing: embraces philosophy; connections still developing; accumulates and applies knowledge; actively involved in process
Skilled: meets all expectations, all elements of curriculum are evident
Accomplished: consistent, leadership, takes ownership and initiative; models this element through training, coaching, assisting

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needs and progress		
Internal Communication: program has a systematic communication process connecting administrators with teachers regarding needs and progress	Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished <input type="checkbox"/>	
Support: administrators serve as a resource person, mentor, and professional support for classroom teachers	Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished <input type="checkbox"/>	

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Date: _____ Observer: _____

Planning

Guidelines	Indicators	Observation Notes
Concept Planner: <i>potential learning experiences identified connected to concepts</i>	Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished <input type="checkbox"/>	
Standards: <i>appropriate learning and/or developmental standards identified</i>	Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished <input type="checkbox"/>	
Embedded Instruction: <i>IEP goals identified where appropriate</i>	Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished <input type="checkbox"/>	
Child-Centered: <i>evidence that child interest informed topic selection and learning experiences</i>	Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished <input type="checkbox"/>	
Investigations: <i>learning experiences include ongoing investigations</i>	Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished <input type="checkbox"/>	

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<p>Non-Investigations: <i>learning experiences include those unrelated to long-term investigations</i></p>	<p>Ineffective Developing Skilled Accomplished</p> <p align="center"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p>	
<p>Environment: <i>elements of the environment are modified as needed to support investigations</i></p>	<p>Ineffective Developing Skilled Accomplished</p> <p align="center"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p>	
<p>Daily Routine: <i>elements of the routine are modified as needed to support investigations</i></p>	<p>Ineffective Developing Skilled Accomplished</p> <p align="center"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p>	

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Administrator Observation Guide

Classroom: _____ Teachers: _____

Date: _____ Observer: _____

Implementation

Guidelines	Indicators	Observation Notes
Interactions: <i>exchanges between adults and children are positive and respectful</i>	Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished <input type="checkbox"/>	
Intentionality: <i>materials are selected based on relevance to the exploration and made available at appropriate times</i>	Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished <input type="checkbox"/>	
Questioning: <i>teacher uses questioning techniques to deeper children's learning, including open- and closed-ended questions</i>	Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished <input type="checkbox"/>	
Language Development: <i>teacher uses questioning techniques to deeper children's learning</i>	Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished <input type="checkbox"/>	
Wait Time: <i>sufficient wait time is provided to</i>	Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished <input type="checkbox"/>	

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Classroom: _____ Teachers: _____

Date: _____ Observer: _____

<i>support children's learning/experience</i>		
Models: <i>teacher models advanced and/or academic language to promote children's learning</i>	Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished <input type="checkbox"/>	
Conversational Exchanges: <i>teacher encourages children's language development through extended give and take exchanges, clarifying child responses, providing information to extend child responses</i>	Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished <input type="checkbox"/>	
Instruction: <i>teacher uses a variety of teaching strategies and modalities</i>	Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished <input type="checkbox"/>	
Preparation: <i>all materials needed for instruction are present; teachers are prepared and experiences well facilitated</i>	Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished <input type="checkbox"/>	

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Classroom: _____ Teachers: _____

Date: _____ Observer: _____

<p>Transitions: <i>changes of activities through the day are as brief as possible and planned</i></p>	<p>Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished <input type="checkbox"/></p>	
<p>Directions: <i>instructions and learning outcomes are clearly articulated</i></p>	<p>Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished <input type="checkbox"/></p>	
<p>Critical Thinking: <i>children are encouraged and supported in attempts to analyze, question, integrate ideas, and make connections to the real world</i></p>	<p>Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished <input type="checkbox"/></p>	
<p>Choices: <i>children are provided opportunities to make choices</i></p>	<p>Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished <input type="checkbox"/></p>	
<p>Leadership: <i>children are provided opportunities to engage in leadership roles</i></p>	<p>Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished <input type="checkbox"/></p>	

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Administrator Observation Guide

Classroom: _____ Teachers: _____

Date: _____ Observer: _____

Assess

Guidelines	Indicators	Observation Notes
Display: <i>evidence of both group and individual work samples are displayed</i>	Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished <input type="checkbox"/>	
Language: <i>student language samples are evident</i>	Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished <input type="checkbox"/>	
Graphic Organizers: <i>charts, lists, graphs showing individual student responses are displayed</i>	Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished <input type="checkbox"/>	
Progress: <i>documentation of student work in progress is evident</i>	Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished <input type="checkbox"/>	
Documentation: <i>photographs, videos, and written notes, showcasing teacher reflection, are evident</i>	Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished <input type="checkbox"/>	
Standards: <i>appropriate standards</i>	Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Skilled <input type="checkbox"/> Accomplished <input type="checkbox"/>	

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Classroom: _____ Teachers: _____

Date: _____ Observer: _____

<i>are tied to documentation</i>				
Rationale: <i>teacher rationale for learning experiences are evident</i>	Ineffective <input type="checkbox"/>	Developing <input type="checkbox"/>	Skilled <input type="checkbox"/>	Accomplished <input type="checkbox"/>
Connections: <i>next steps for connections or expansion of investigation is evident</i>	Ineffective <input type="checkbox"/>	Developing <input type="checkbox"/>	Skilled <input type="checkbox"/>	Accomplished <input type="checkbox"/>

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Administrator Observation Guide

Classroom: _____ Teachers: _____
 Date: _____ Observer: _____

Classroom Walkthrough Feedback

Planning

	Ineffective	Developing	Skilled	Accomplished	Comments: _____
Concept Planner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Embedded Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Child-Centered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Investigations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Non-Investigations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Daily Routine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

Implementation

	Ineffective	Developing	Skilled	Accomplished	Comments: _____
Interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Intentionality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Questioning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Language Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Wait Time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Models	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Conversational Exchanges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Transitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Critical Thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Choices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

Assessment

	Ineffective	Developing	Skilled	Accomplished	Comments: _____
Display	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Graphic Organizers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Documentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Rationale	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Connections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

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