THE ACCESS CURRICULUM: INTENTIONAL, INTEGRATED AND INQUIRY-BASED FOR INFANCY THROUGH GRADE 5

Administrator Observation Guide
Classroom Walkthrough Feedback Form

Classroom: _____ Teacher/s: _____

Date: _____ Observer: _____

Environment

	I	D	S	A	NO
Concept Planner: *potential learning experiences identified connected to concepts and are posted*	☐	☐	☐	☐	☐
Standards: *appropriate learning and/or developmental cross-curricular standards identified*	☐	☐	☐	☐	☐
Literacy: *rich literacy materials, including those related to investigations, are readily available*	☐	☐	☐	☐	☐
Child-Centered: *evidence that child interest informed topic selection and learning experiences*	☐	☐	☐	☐	☐
Investigations: *learning experiences include ongoing investigations*	☐	☐	☐	☐	☐
Non-Investigations: *learning experiences include those unrelated to long-term investigations*	☐	☐	☐	☐	☐
Classroom Management: *opportunities for large and small group experiences are provided*	☐	☐	☐	☐	☐
Daily Routine: *elements of the routine are modified as needed to support investigations*	☐	☐	☐	☐	☐

*Comments:*_____

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Implementation

	I	D	S	A	NO
Interactions: *exchanges between adults and children are positive and respectful*	☐	☐	☐	☐	☐
Intentionality: *materials selected based on relevance to exploration, available at appropriate times*	☐	☐	☐	☐	☐
Questioning: *uses open and closed-ended questioning techniques to deeper children's learning*	☐	☐	☐	☐	☐
Language Development: *teacher uses questioning techniques to deeper children's learning*	☐	☐	☐	☐	☐
Wait Time: *sufficient wait time is provided to support children's learning/experience*	☐	☐	☐	☐	☐
Models: *teacher models advanced and/or academic language to promote children's learning*	☐	☐	☐	☐	☐
Conversational Exchanges: *encourages language development through give and take exchanges*	☐	☐	☐	☐	☐
Extended Discussion: *clarifies responses, providing information to extend deeper-level thinking*	☐	☐	☐	☐	☐
Instruction: *teacher uses a variety of teaching strategies and modalities*	☐	☐	☐	☐	☐
Preparation: *materials needed for instruction are present, prepared, and experiences well facilitated*	☐	☐	☐	☐	☐
Transitions: *changes of activities through the day are as brief as possible and planned*	☐	☐	☐	☐	☐
Directions: *instructions and learning outcomes are clearly articulated*	☐	☐	☐	☐	☐
Critical Thinking: *children are encouraged, supported in attempts to analyze, question, integrate ideas, and make connections to the real world*	☐	☐	☐	☐	☐
Choices: *children are provided opportunities to make choices*	☐	☐	☐	☐	☐
Leadership: *children are provided opportunities to engage in leadership roles*	☐	☐	☐	☐	☐
Differentiated Instruction: *changes are made to lessons to meet the needs of diverse learners*	☐	☐	☐	☐	☐

*Comments:*_____

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Assessment

	I	D	S	A	NO
Display: *evidence of both group and individual work samples are displayed*	☐	☐	☐	☐	☐
Language: *language samples are evident, and children utilize language related to investigations*	☐	☐	☐	☐	☐
Graphic Organizers: *charts, lists, graphs showing individual student responses are displayed*	☐	☐	☐	☐	☐
Progress: *documentation of student work in progress is evident*	☐	☐	☐	☐	☐
Documentation: *photographs, videos, and written notes, showcasing teacher reflection, are evident*	☐	☐	☐	☐	☐
Rationale: *teacher rationale for learning experiences are evident*	☐	☐	☐	☐	☐
Connections: *next steps for connections or expansion of investigation is evident*	☐	☐	☐	☐	☐

*Comments:*_____

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I: Ineffective: not consistently implementing curriculum; elements of curriculum not observed or evidenced

D: Developing: embraces philosophy; connections still developing; accumulates and applies knowledge; actively involved in process

S: Skilled: meets all expectations, all elements of curriculum are evident

A: Accomplished: consistent, leadership, takes ownership and initiative; models this element through training, coaching, assisting

NO: Not Observed: behavior or evidence not observed during walkthrough