

Peer Feedback Form

Classroom Walkthrough Feedback Form

Classroom: _____ Teacher/s: _____
 Date: _____ Observer: _____

Environment

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

Implementation

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

Assessment

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

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