

Observation Look-fors

Primary Environments

Fall	Winter	Spring
<ul style="list-style-type: none"> <input type="checkbox"/> Prepared environment <input type="checkbox"/> Separate Transition shelf available with appropriate (control of error, old news for returning students, not toys) <input type="checkbox"/> A lot of G&C <input type="checkbox"/> Rugs, pathways clear <input type="checkbox"/> Food situation <input type="checkbox"/> Transitions <input type="checkbox"/> Procedure practice time during work period <input type="checkbox"/> Time spent in circle <input type="checkbox"/> Practical Life dominant <input type="checkbox"/> Sensorial with appropriate purposeful extensions <input type="checkbox"/> Emphasis on protected lesson <input type="checkbox"/> Soft, conversational adult voices at child's level <input type="checkbox"/> System of just-ness in place 	<ul style="list-style-type: none"> <input type="checkbox"/> Transition shelf gone <input type="checkbox"/> Frequent three hour work periods <input type="checkbox"/> Emergence of G&C <input type="checkbox"/> Procedures & routines internalized (Expectations clear) <input type="checkbox"/> Mostly individual lessons now <input type="checkbox"/> Adults observing regularly <input type="checkbox"/> Children accustomed to observers <input type="checkbox"/> Concentration evident <input type="checkbox"/> Adult teaming & communication <input type="checkbox"/> Older children taking responsibility & leadership <input type="checkbox"/> Balance of materials in use <input type="checkbox"/> Bathroom independence <input type="checkbox"/> Resolving needs with words <input type="checkbox"/> Children waiting turn, observing without disrupting <input type="checkbox"/> Repetition evident <input type="checkbox"/> Frequent rotation of core materials 	<ul style="list-style-type: none"> <input type="checkbox"/> Prepared environment <input type="checkbox"/> Consistent three hour work period <input type="checkbox"/> Group work for older children <input type="checkbox"/> Advanced, innovative Practical Life <input type="checkbox"/> Children sitting around reading <input type="checkbox"/> More students using pencils <input type="checkbox"/> Adults observing <input type="checkbox"/> High degree of independence <input type="checkbox"/> Increase in work <input type="checkbox"/> Classroom can sustain routine with substitute <input type="checkbox"/> Fewer interruptions <input type="checkbox"/> Advanced Language and Math <input type="checkbox"/> Purposeful conversation <input type="checkbox"/> Resolving needs without adult support <input type="checkbox"/> Mixed aged groups connected
<p><i>Fall Primary Reflection Question</i> Are most children using the classroom procedures and routines?</p>	<p><i>Winter Primary Reflection Question</i> How are children growing in their independence?</p>	<p><i>Spring Primary Reflection Question</i> What are the markers of readiness for transitions?</p>

Observation Look-fors

Elementary Environments

Fall	Winter	Spring
<ul style="list-style-type: none"> <input type="checkbox"/> Prepared environment <input type="checkbox"/> A lot of G&C <input type="checkbox"/> Rugs, pathways clear <input type="checkbox"/> Bathroom system clear <input type="checkbox"/> Independent snack <input type="checkbox"/> Transitions discussed <input type="checkbox"/> Children managing own materials <input type="checkbox"/> Practice time during work period <input type="checkbox"/> Soft, conversational adult voices at child's level <input type="checkbox"/> Uninterrupted work periods <input type="checkbox"/> Procedure & routine expectations clear <input type="checkbox"/> Adults observing regularly <input type="checkbox"/> Children accustomed to observers <input type="checkbox"/> Concentration evident <input type="checkbox"/> Adult teaming & communication <input type="checkbox"/> Older children taking responsibility & leadership <input type="checkbox"/> Balance of materials in use <input type="checkbox"/> Use of the hall understood and respected <input type="checkbox"/> Conflict resolution strategies evident <input type="checkbox"/> Practical Life/care of environment evident <input type="checkbox"/> Literacy emphasis evident 	<ul style="list-style-type: none"> <input type="checkbox"/> Varied groupings (solo, pairs, small groups) <input type="checkbox"/> Use of levels (table, chowki, floor) <input type="checkbox"/> Variety of types of work (FOG) <input type="checkbox"/> Big Work has emerged (great work) <input type="checkbox"/> Diverse groups working (gender, age, race etc) <input type="checkbox"/> Present, circulate, observe followed <input type="checkbox"/> Lesson planning evident <input type="checkbox"/> Evidence of scaffolding for learners <input type="checkbox"/> Teacher made materials to meet student needs are in use <input type="checkbox"/> Systems for student work being followed <input type="checkbox"/> Transitions mastered <input type="checkbox"/> Evidence of children sharing thinking, in conversation with peers about work <input type="checkbox"/> Adult voices indistinguishable <input type="checkbox"/> Procedures & routines internalized (Expectations clear) <input type="checkbox"/> Active use of conflict resolution strategies 	<ul style="list-style-type: none"> <input type="checkbox"/> Prepared environment in order and all systems easily navigated independently <input type="checkbox"/> Consistent three hour work period <input type="checkbox"/> Group work for older children <input type="checkbox"/> Advanced, innovative Big Work <input type="checkbox"/> Children deeply engaged <input type="checkbox"/> Materials across all areas in use all the time <input type="checkbox"/> Adults observing <input type="checkbox"/> High degree of independence <input type="checkbox"/> Increase in duration of work <input type="checkbox"/> Classroom sustains routine with substitute <input type="checkbox"/> Effective use of conflict resolution strategies <input type="checkbox"/> Fluid movement between the varied groupings <input type="checkbox"/> Going Outs being planned, discussed <input type="checkbox"/> All students reading, and writing in chosen mode (cursive or print) using appropriate pencil grip
<p><i>Fall Elementary Reflection Question</i> Where is evidence of systems for materials</p>	<p><i>Winter Elementary Reflection Question</i> Where is evidence of varied collaborations amongst students?</p>	<p><i>Spring Elementary Reflection Question</i> Where is evidence of reading to learn?</p>

management?		
-------------	--	--