



Administrator Pre-K and Kindergarten Informal Observation Checklist

Teacher: _____ Classroom: _____

Observer: _____ Date Observed: _____

<i>The teacher...</i>	
GOALS	<input type="checkbox"/> Develops learning goals that are developmentally appropriate and includes them in lesson plans. <input type="checkbox"/> Structures lessons to meet class and individual student goals and assesses if students have met their goals. <input type="checkbox"/> Sets personal short- and long-term goals and takes responsibility for own professional growth.
PLANNING & PREP	<input type="checkbox"/> Arranges the physical classroom and teaching activities primarily with learning centers. <input type="checkbox"/> Provides a variety of materials for hands-on learning (rather than worksheets). <input type="checkbox"/> Creates engaging tasks that are developmentally appropriate. <input type="checkbox"/> Day-to-Day Plans: uses the current Mississippi four-year-old or Kindergarten learning standards and other research-based instructional tools/strategies to develop lesson plans. <input type="checkbox"/> Day-to-Day Plans: includes provisions for individual student needs, including students who have disabilities, are gifted, and are struggling learners. <input type="checkbox"/> Long-term Plans: constructs well-developed unit/thematic plans with daily topics and activities that reflect organization, sequencing, and use of a variety of groups and materials. <input type="checkbox"/> Long-term Plans: uses all content area learning standards to develop lesson plans, integrating multiple learning standards into each teaching/learning activity.

DURING THE LESSON	<ul style="list-style-type: none"> <input type="checkbox"/> Uses appropriate pacing, with a beginning (whole group), middle (learning centers and small groups), and end/closure (whole group). <input type="checkbox"/> Utilizes learning centers as an extension of concepts taught in large/small groups. <input type="checkbox"/> Encourages students to work together and use conversation during learning centers. <input type="checkbox"/> Ensures appropriate transitions with little wait time. <input type="checkbox"/> Utilizes hands-on activities (rather than worksheets) as the primary method of teaching and learning. <input type="checkbox"/> Adjusts teaching during the lesson to effectively meet student needs. <input type="checkbox"/> Makes modifications and accommodations to meet individual student needs. <input type="checkbox"/> Makes authentic, real-world applications. <input type="checkbox"/> Uses questions to facilitate higher order thinking and discussions. <input type="checkbox"/> Greet student questions with respect and enthusiasm and responds in thoughtful ways. <input type="checkbox"/> Facilitates during learning centers to give feedback to guide students' next steps.
ASSESSMENTS	<ul style="list-style-type: none"> <input type="checkbox"/> Utilizes checks for understanding to gauge student comprehension. <input type="checkbox"/> Uses questions to prompt student reflection on their understanding and performance. <input type="checkbox"/> Models self-assessment using the kinds of skills that students will use to succeed at the task at hand. <input type="checkbox"/> Uses data to support teaching activities, actions, and interventions.
PROCEDURE	<ul style="list-style-type: none"> <input type="checkbox"/> Has the class rules, level system, class schedule, etc. posted in the classroom. <input type="checkbox"/> Provides learning opportunities for all students through attentive classroom management. <input type="checkbox"/> Gives clear directions and expectations, written or orally. Multistep directions are broken down and presented visually. <input type="checkbox"/> Consistently explains, re-explains, and implements procedures. <input type="checkbox"/> Works in co-teaching or collaborative models, or with a paraprofessional, where each person is appropriately utilized with ease of transition from person to person.