



**Walkthrough Observation

Class Observed

Grade Level

Focus on Learning Objective

Is the learning objective evident to the students?
 yes no NA

Is the objective grade level/ course appropriate?
 Yes No

Is the learning objective constructed as:

<input type="checkbox"/> Real World Application	<input type="checkbox"/> Content Knowledge
<input type="checkbox"/> Task	<input type="checkbox"/> Unable to Determine
<input type="checkbox"/> Other	

Is the learning objective visible to students?
 Yes No

Comments:

Focus on Instructional Strategies

The strategies the teacher employees

<input type="checkbox"/> Identifying Similarities and Differences	<input type="checkbox"/> Summarizing and Note Taking
<input type="checkbox"/> Reinforcing Effort and Providing Recognition	<input type="checkbox"/> Homework and Practice
<input type="checkbox"/> Cooperative Learning	<input type="checkbox"/> Nonlinguistic Representations
<input type="checkbox"/> Setting Objectives and Providing Positive Feedback	<input type="checkbox"/> Generating and Testing Hypotheses
<input type="checkbox"/> Cues, Questions, and Advanced Organizers	<input type="checkbox"/> None of the above are Evident
<input type="checkbox"/> Other	

What is the grouping format?

<input type="checkbox"/> Whole group	<input type="checkbox"/> Small group
<input type="checkbox"/> Paired group	<input type="checkbox"/> Not grouped-Students work individually
<input type="checkbox"/> Other	

Identify teacher's instructional practice

<input type="checkbox"/> Coaching	<input type="checkbox"/> Students discussing
<input type="checkbox"/> Modeling for students	<input type="checkbox"/> Providing directions/instructions
<input type="checkbox"/> Lecturing	<input type="checkbox"/> Students presenting to class or group
<input type="checkbox"/> Providing hands-on experiences for students	<input type="checkbox"/> Involving students in instructional decision-making
<input type="checkbox"/> Asking questions and eliciting answers	<input type="checkbox"/> Using Formative Assessment
<input type="checkbox"/> Using Summative Assessment	<input type="checkbox"/> None of the above practices are identified
<input type="checkbox"/> Other	

What instructional materials are the students using?

<input type="checkbox"/> Content Specific Tools	<input type="checkbox"/> Hand-held Technology
<input type="checkbox"/> Worksheet/Lab Sheet	<input type="checkbox"/> Textbook
<input type="checkbox"/> Published/Print Materials (non textbook)	<input type="checkbox"/> Student-created Materials
<input type="checkbox"/> Videos	<input type="checkbox"/> Real World Materials
<input type="checkbox"/> Internet - App	<input type="checkbox"/> Internet - Website

- Internet - YouTube
- Other

- Web Tools

Comments:

Focus on Student Work

What is the level of rigor and relevance?

- Knowledge/Comprehension/Application in one or multiple disciplines
- Analysis/Synthesis/Evaluation in one or multiple disciplines
- Other

- Knowledge/Comprehension/Application in real-world predictable/unpredictable situations
- Analysis/Synthesis/Evaluation in real-world predictable or unpredictable situations

Comments:

Focus on Engagement

The students are

- Engaged
- Not Engaged
- Compliant
- Other

The level of teacher engagement is

- High
- Low
- Moderate
- Other

Does the teacher notice and react when students are not engaged?

- Yes
- No

Comments:

Focus on Learner's Needs

Instruction is Differentiated through

- | | |
|----------------------------------|--|
| <input type="checkbox"/> Content | <input type="checkbox"/> Process |
| <input type="checkbox"/> Product | <input type="checkbox"/> No evidence of Differentiated Instruction |
| <input type="checkbox"/> Other | |

Comments:

Focus on Classroom Management

Is the physical layout of the classroom organized for 21st Century learning?

- Yes No

Are routines established that allow maximum use of instructional time?

- Yes No

Comments:

Classroom Environment

Classroom environment reflects

- | | |
|---|---|
| <input type="checkbox"/> Positive rapport and respect | <input type="checkbox"/> Good routines and transitions |
| <input type="checkbox"/> Good behavior | <input type="checkbox"/> Flexibility and responsiveness |
| <input type="checkbox"/> Other | |

Comments:

