

Teacher/Grade/Subject: _____
 Date/Start Time/End Time: _____

CLASSROOM WALKTHROUGH CHECKLIST

LEGEND
 - Evidence NE - NO Evidence NA - Not Applicable

Focus on LEARNERS & RELEVANCE	Focus on INSTRUCTION & RIGOR		Focus on ENVIRONMENT & CULTURE
<p>Student Engagement</p> <ul style="list-style-type: none"> <input type="checkbox"/> Authentically On Task <input type="checkbox"/> Passive/Compliant <input type="checkbox"/> Disengaged/Disruptive <p>Whole Class</p> <ul style="list-style-type: none"> <input type="checkbox"/> Asking & responding to questions <input type="checkbox"/> Listening & note taking <input type="checkbox"/> Participating in discussion <input type="checkbox"/> Participating in guided practice <p>Small Group or Paired</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students have defined responsibilities <input type="checkbox"/> Students encourage one another <input type="checkbox"/> Collaboratively producing a product <input type="checkbox"/> Collaboratively problem-solving <input type="checkbox"/> Participating in discussion <input type="checkbox"/> Presenting <p>Individual</p> <ul style="list-style-type: none"> <input type="checkbox"/> Independently producing a product <input type="checkbox"/> Independently solving a problem <input type="checkbox"/> Independent practice/application <input type="checkbox"/> Presenting <input type="checkbox"/> Silent reading <input type="checkbox"/> Writing activities <input type="checkbox"/> Researching information <p>Level(s) of Student Work</p> <ul style="list-style-type: none"> <input type="checkbox"/> Remembering <input type="checkbox"/> Understanding <input type="checkbox"/> Applying <input type="checkbox"/> Analyzing <input type="checkbox"/> Evaluating <input type="checkbox"/> Creating 	<p><input type="checkbox"/> Standards-Based Learning Objectives (posted/written)</p> <p><input type="checkbox"/> Evidence of Lesson Plan</p> <p><input type="checkbox"/> Fidelity of Core Programs (effective use of core program components/materials to provide quality standards-based lessons)</p> <p>Instructional Practices & Strategies</p> <p>Differentiation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Content <input type="checkbox"/> Learning Process <input type="checkbox"/> Student Product <input type="checkbox"/> Skill Development <input type="checkbox"/> Support <input type="checkbox"/> Learning Time <input type="checkbox"/> Flexible, fluid groupings <p>Lesson Design</p> <ul style="list-style-type: none"> <input type="checkbox"/> Alternating whole & small group activity <input type="checkbox"/> Efficient transitions <input type="checkbox"/> Equitable student participation <p>Direct Instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Modeling <input type="checkbox"/> Think-alouds <input type="checkbox"/> Re-teaching <input type="checkbox"/> "I do, we do, you do" <input type="checkbox"/> Mini-lessons/focus lessons (5-7 mins) <input type="checkbox"/> Scaffolding <input type="checkbox"/> Guided practice <input type="checkbox"/> Lecture/Presentation <input type="checkbox"/> Visual Aids <p>Classroom Discussion</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student-lead discussion/presentation <input type="checkbox"/> Teacher-directed Q & A <p>Check for Learning/Understanding</p> <ul style="list-style-type: none"> <input type="checkbox"/> Verbal questioning <input type="checkbox"/> Monitoring student practice <input type="checkbox"/> Total Group Response (e.g., white boards, show of hands, choral response) <input type="checkbox"/> Writing to learn activity <input type="checkbox"/> Formative Assessments (e.g., quizzes - oral/written) 	<p>Classroom Appearance</p> <ul style="list-style-type: none"> <input type="checkbox"/> Organized, neat & uncluttered <input type="checkbox"/> Learning goals/data is displayed <input type="checkbox"/> Standards-based student work is displayed <input type="checkbox"/> Other visuals support learning <p>Classroom Management</p> <ul style="list-style-type: none"> <input type="checkbox"/> Safe & orderly environment <input type="checkbox"/> Routines & procedures are evident <input type="checkbox"/> Evidence that students understand behavioral expectations <input type="checkbox"/> Evidence that students share responsibility for effective operations <input type="checkbox"/> Positive behavior is reinforced <input type="checkbox"/> Negative behavior is addressed through re-directing <input type="checkbox"/> Teacher circulates throughout the classroom <input type="checkbox"/> Teacher manages/monitors many activities simultaneously <input type="checkbox"/> Teacher manages proactively & calmly <input type="checkbox"/> Teacher displays energy & enthusiasm <input type="checkbox"/> Time is used effectively & efficiently <p>Classroom Culture</p> <ul style="list-style-type: none"> <input type="checkbox"/> Respectful, positive student-teacher relationships are evident <input type="checkbox"/> Students demonstrate mutual respect <input type="checkbox"/> Students are comfortable sharing ideas, questions, concerns, or needs <input type="checkbox"/> Evidence of celebrating student success <input type="checkbox"/> Evidence of developing leadership skills (e.g., using Leader in Me components) 	
<p>Notes:</p>	<p>Research-based Strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cooperative learning <input type="checkbox"/> Vocabulary instruction (six-step model) <input type="checkbox"/> Think-pair-share <input type="checkbox"/> Reciprocal teaching <input type="checkbox"/> SDAIE strategies <input type="checkbox"/> Frontloading strategies <input type="checkbox"/> Thinking Maps <input type="checkbox"/> Write from the Beginning <input type="checkbox"/> Teach for Success techniques <input type="checkbox"/> GLAD (Guided Language Acquisition Design) strategies <input type="checkbox"/> Cornell note-taking strategies <p>Embedded Literacy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing across the curriculum <input type="checkbox"/> Reading in content areas <input type="checkbox"/> Evidence of writing process <p>Instructional Materials/Technology</p> <ul style="list-style-type: none"> <input type="checkbox"/> Manipulatives/hands-on materials used <input type="checkbox"/> Technology resources from adopted programs used <input type="checkbox"/> Other technology resources used by teacher to enhance teaching and learning <input type="checkbox"/> Technology equipment used by teacher to enhance lesson delivery (e.g., computer, document camera, projector, audio, smartboard) <input type="checkbox"/> Technology used by students to master grade-level content standards (e.g., computer, online resources, podcasting) 	<p>Notes:</p>	
<p>Notes:</p>	<p>Notes:</p>		<p>Notes:</p>

SAMPLE