Walkthrough Form with Indicators

Date of Walkthrough

Class/Subject Observed

The Space Below Can Be Used For General Notes:

2A Creating an Environment of Respect and Rapport

- ☐ Respectful talk, active listening and turn taking
- ☐ Body language indicative of warmth and caring shown by teacher and students
- ☐ Politeness and encouragement
- ☐ Acknowledgement of students` backgrounds and lives outside of the classroom
- ☐ Physical proximity
- ☐ Fairness

Observations of teacher interactions with students:

Observations of students interactions with students:

2B Establishing a Culture of Learning

- ☐ Belief in the value of what is being learned
- ☐ Expectation of high-quality work on the parts of the students
- ☐ High expectations for expression and work products
- ☐ High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation
- ☐ Expectation and recognition of effort and persistence on the parts of students

Teacher said or did:

Student said or did:

2C Managing Classroom Procedures

- ☐ Smooth functioning routines
- ☐ Students playing an important role carrying out routines
- ☐ Little or no loss of instructional time
- ☐ Students knowing what to do, where to move

Observation/Times of transitions:

Observations of procedures:

Observation of student participation:

2D Managing Student Behavior - Classroom Management Strategies Observed

- ☐ Clear standards of conduct, possibly posted, and possibly referred to during a lesson
- ☐ Teacher awareness of student conduct
- ☐ Absence of misbehavior
- ☐ Absence of acrimony between teacher and students concentering behavior
- ☐ Preventive action when needed by the teacher
- ☐ Reinforcement of positive behavior

Classroom rules are posted

- ☐ Yes
- ☐ No

Classroom rules are referred to

- ☐ Yes
- ☐ No

Proximity - Teacher moves to every section of the classroom keeping an eye on student behavior

- ☐ Yes
- ☐ No

Verbal Strategies

- ☐ Teacher notes positive student behavior
- ☐ Teacher speaks publicly to student about misbehavior
- ☐ Teacher raises voice to correct student behavior
- ☐ Teacher repeatedly asks student to manage same behavior
- ☐ Teacher response is inconsistent to misbehavior
- ☐ Teacher speaks privately to student about misbehavior
- ☐ Teacher uses sarcasm to correct misbehavior
- ☐ Teacher shows signs of anger when correcting student behavior
- ☐ Teacher response is consistent to misbehavior

Students respond to nonverbal signals to correct behavior

- ☐ Yes
- ☐ No

Student reminds classmates of classroom rules:

Other observations of management of student behavior:

2E Organizing Physical Space

- ☐ Pleasant, inviting atmosphere
- ☐ Accessibility for all students
- ☐ Effective use of physical resources, including computer technology, by both teacher and students
- ☐ Safe environment
- ☐ Furniture arrangement suitable for learning activities

Safety issues observed:

Student access to resources:

Catholic symbols/sacred spaces:

Classroom organization:

Furniture Arrangement:

Children can see and hear instruction:

3A Communicating with Students

- ☐ Clarity of lesson purpose
- ☐ Absence of content errors and clear expectations of concepts and strategies
- ☐ Clear directions and procedures specific to lesson activities
- ☐ Correct and imaginative use of language

Lesson purpose:

Directions and procedures specific to lessons activities:

Knowledge of content and content explanations:

Use of language:

3B Use Questioning and Discussion Techniques

- ☐ Questions of high cognitive challenge, formulated by both students and teachers
- ☐ Effective use of student responses and ideas
- ☐ Focus on the reasoning exhibited by students in discussion, both in give and take with the teachers and with their classmates
- ☐ Questions with multiple correct answers or multiple approaches, even when there is a single correct response
- ☐ Discussion, with the teacher stepping out of the central, mediation role
- ☐ High levels of student participation in discussion

Questions asked by teacher:

Discussion techniques observed:

Student participation in discussions observed:

3C Engaging Students in Learning

- ☐ Student enthusiasm, interest, problem solving etc.
- ☐ Students highly motivated to work on all tasks and persistent even when the tasks are challenging
- ☐ Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection
- ☐ Learning tasks that require high-level thinking and invite students to explain their thinking
- ☐ Students actively "working" rather than watching while their teacher "works"

Learning tasks observed:

Grouping observed:

Student engagement observed:

Technology integration observed:

Pacing observed:

3D Using Assessment in Instruction

- ☐ The teacher paying close attention to evidence of student understanding
- ☐ The teacher posing specially created questions to elicit evidence of student understanding
- ☐ The teacher circulating to monitor student learning and to offer feedback
- ☐ Students assessing their own work against established criteria

Assessment criteria observed:

Teacher monitoring of student learning observed:

Feedback to students observed:

Student self-assessment and monitoring of progress observed:

3E Demonstrating Flexibility and Responsiveness

- ☐ Incorporation of student`s interests into daily events into a lesson
- ☐ The teacher adjusting instruction in response to evidence of student understanding (or lack of it)
- ☐ The teacher seizing a teachable moment

Lesson adjustment observed:

Response to students (teachable moment) observed:

Persistence observed: