

Walkthrough Form with Indicators

Class/Subject Observed The Space Below Can Be Used For General Notes: A Creating an Environment of Respect and Rapport	Date of Walkthrough	
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Verbal Strategies		
☐ Teacher notes positive student behavior		Teacher speaks privately to student about misbehavior
☐ Teacher speaks publicly to student about misbehavior ☐ Teacher raises voice to correct student behavior		Teacher uses sarcasm to correct misbehavior Teacher shows signs of anger when correcting student behavior
☐ Teacher repeatedly asks student to manage same behavior		Teacher response is consistent to misbehavior
☐ Teacher response is inconsistent 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		Safe environment
☐ Accessibility for all students ☐ Effective use of physical resources, including computer		Furniture arrangement suitable for learning activities
technology, by both teacher and students		
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		Clear directions and procedures specific to lesson activities
☐ Absence of content errors and clear expectations of concepts and		
strategies		
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		Questions with multiple correct answers or multiple approaches, when there is a single correct response
☐ Effective use of student responses and ideas		Discussion, with the teacher stepping out of the central,
$\hfill \Box$ Focus on the reasoning exhibited by students in discussion, both in give and take with the teachers and with their classmates		iation 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.		Learning tasks that require high-level thinking and invite students (plain their thinking
$\hfill \Box$ Students highly motivated to work on all tasks and persistent even when the tasks are challenging		Students actively "working" rather than watching while their
$\hfill \Box$ Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection	teacl	her "works"

Grouping observed:	
Student engagement observed:	
Technology integration observed:	
Pacing observed:	
3D Using Assessment in Instruction	
$\hfill \square$ The teacher paying close attention to evidence of student understanding	$\hfill\Box$ The teacher posing specially created questions to elicit evidence of student understanding
$\hfill \square$ The teacher circulating to monitor student learning and to offer feedback	$\hfill \Box$ 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	
$\hfill \square$ Incorporation of student's interests into daily events into a lesson	$\hfill\Box$ 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:	

Learning tasks observed: