



Walkthrough Form - Framework for Teaching with Catholic Identity

Grouping Format

Date of Walkthrough

Subject

Grouping Format (check all that apply)

- | | |
|-------------------------------------------|-----------------------------------------------|
| <input type="checkbox"/> Whole group | <input type="checkbox"/> Small group |
| <input type="checkbox"/> Paired/partners | <input type="checkbox"/> Individual |
| <input type="checkbox"/> Station rotation | <input type="checkbox"/> Group circle/meeting |

Focus on Curriculum

What is/are the learning objective(s) for this lesson?

Learning objective(s) is/are evident to the students (select one)

- | | |
|----------------------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| <input type="checkbox"/> Unable to determine | |

Learning objective(s) is/are on target for grade-level standards (select one)

- | | |
|----------------------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| <input type="checkbox"/> Unable to determine | |

Focus on Curriculum Comments:

Classroom Environment

Interactions

- | | |
|------------------------------------------------------------------|----------------------------------------------------|
| <input type="checkbox"/> Respectful between teacher and students | <input type="checkbox"/> Respectful among students |
|------------------------------------------------------------------|----------------------------------------------------|

Culture for Learning

- | | |
|------------------------------------------------------------|--------------------------------------------------------|
| <input type="checkbox"/> Teacher commitment to the content | <input type="checkbox"/> Student pride in work |
| <input type="checkbox"/> Hard work expected | <input type="checkbox"/> No Catholic Identity observed |

Routines and Procedures

- | | |
|--------------------------------------------------------------------|-------------------------------------------------------|
| <input type="checkbox"/> Smooth/ little loss of instructional time | <input type="checkbox"/> Prayer |
| <input type="checkbox"/> Student lead prayer | <input type="checkbox"/> Transitions are disorganized |

Monitoring Student Behavior

- | | |
|-----------------------------------------------------------|-------------------------------------------------------|
| <input type="checkbox"/> Classroom environment is chaotic | <input type="checkbox"/> Active student participation |
| <input type="checkbox"/> Clear standards of conduct | <input type="checkbox"/> Respectful correction |
| <input type="checkbox"/> Teacher monitoring | |

Use of Physical Space and Resources

- | | |
|---------------------------------------------------------------|------------------------------------------------------------------------|
| <input type="checkbox"/> Resources Safe/ students have access | <input type="checkbox"/> Furniture arrangement conducive to activities |
| <input type="checkbox"/> Catholic symbols are present | <input type="checkbox"/> Sacred space visible |
| <input type="checkbox"/> Classroom is disorganized | |

Focus on Classroom Environment Comments:

Instruction

Instruction

- Learning goals are clear
- Explaining/modeling procedures
- Expressive use of language
- Teacher connects content to Catholic Faith

- Accurate presentation of content
- Instructional strategies
- Teacher's dress is unprofessional

Questioning and Discussion Techniques

- Used to deepen understanding
- Students initiate questions
- Full student participation
- Students asked to justify their thinking

Student Engagement in Learning

- Rigorous learning tasks
- Student engagement
- Student choice
- High-level student thinking
- Materials/groupings suitable to activities
- Appropriate pacing

Using Assessment in Instruction

- Clear standards for student work
- Feedback to students
- Teacher monitoring
- Student self-assessment

Flexibility and Responsiveness

- Respond to student interests
- Major/minor lesson adjustment
- Seize teachable moment

The teacher is responding to specific learning needs through differentiation of:

- Content
- Product
- Unable to determine
- Process
- Learning environment

Educational Technology

- Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals.
- Students employ strategies for understanding and solving problems.
- Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- Student have a variety of educational technology resources available to enhance their learning experiences.
- Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate for their goals.
- Students display evidence of

Focus on Instruction Comments:

Additional Walkthrough Comments: