



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

- | | |
|--|--|
| <input type="checkbox"/> Respectful talk, active listening and turn taking | <input type="checkbox"/> Acknowledgement of students' backgrounds and lives outside of the classroom |
| <input type="checkbox"/> Body language indicative of warmth and caring shown by teacher and students | <input type="checkbox"/> Physical proximity |
| <input type="checkbox"/> Politeness and encouragement | <input type="checkbox"/> Fairness |

Observations of teacher interactions with students:

Observations of students interactions with students:

2B Establishing a Culture of Learning

- | | |
|--|--|
| <input type="checkbox"/> Belief in the value of what is being learned | <input type="checkbox"/> High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation |
| <input type="checkbox"/> Expectation of high-quality work on the parts of the students | <input type="checkbox"/> Expectation and recognition of effort and persistence on the parts of students |
| <input type="checkbox"/> High expectations for expression and work products | |

Teacher said or did:

Student said or did:

2C Managing Classroom Procedures

- | | |
|---|---|
| <input type="checkbox"/> Smooth functioning routines | <input type="checkbox"/> Little or no loss of instructional time |
| <input type="checkbox"/> Students playing an important role carrying out routines | <input type="checkbox"/> 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

- | | |
|--|--|
| <input type="checkbox"/> Clear standards of conduct, possibly posted, and possibly referred to during a lesson | <input type="checkbox"/> Absence of acrimony between teacher and students centering behavior |
| <input type="checkbox"/> Teacher awareness of student conduct | <input type="checkbox"/> Preventive action when needed by the teacher |
| <input type="checkbox"/> Absence of misbehavior | <input type="checkbox"/> Reinforcement of positive behavior |

Classroom rules are posted

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

Classroom rules are referred to

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

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

- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> 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

- | | |
|--|---|
| <input type="checkbox"/> The teacher paying close attention to evidence of student understanding | <input type="checkbox"/> The teacher posing specially created questions to elicit evidence of student understanding |
| <input type="checkbox"/> The teacher circulating to monitor student learning and to offer feedback | <input type="checkbox"/> 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

- | | |
|---|---|
| <input type="checkbox"/> Incorporation of student's interests into daily events into a lesson | <input type="checkbox"/> The teacher adjusting instruction in response to evidence of student understanding (or lack of it) |
| <input type="checkbox"/> The teacher seizing a teachable moment | |

**Lesson adjustment
observed:**

**Response to students
(teachable moment)
observed:**

Persistence observed: