



### **Who Would Use This Tool?**

Principals, Assistant Principals, Instructional Lead Teachers, Grade Level Teachers/Specialists for School Learning Walk

### **Overview of Tool**

The attached template addresses 5 areas that a particular principal believes has to be assessed in his/ her building. Each section gives the focus along with an explanation of the expectations. This makes it easier for an administrator to zoom in on what to look for in the classroom.

### **How Should a Leader Use This Tool?**

The observer can then indicate the strengths or what they expect to continue in the classroom. Next steps will provide teachers with a roadmap as to how to raise the level of their instruction. Don't forget to make steps time bound. For example, "I look forward to seeing the recommendations in your classroom by..." Above all, it is important to know and understand the school culture and how a walkthrough form will be perceived. It is a good idea to explain the process and expectations prior to the walkthrough. Also, let staff know if the process is evaluative or not. Sometimes if the process is non-evaluative, staff members will be more willing to look for feedback that will help their instruction.

### **Expert Principal Tips for Using this Tool**

This form can be modified and adjusted to the specific needs of a school. Administrative teams can meet and discuss what is important and how they would like to see changes. Regular walkthroughs are a great way to move a whole school community in areas that you have identified as in need of improvement.

# Classroom Walkthrough Template

**Teacher:** \_\_\_\_\_

**Date of Visit:** \_\_\_\_\_

**Lesson Focus:** \_\_\_\_\_

	Strengths	Next Steps
<b>Students Cognitively Engaged</b> <ul style="list-style-type: none"><li>• <i>Not just on task.</i></li><li>• <i>Activities and assignments</i></li><li>• <i>Grouping of students</i></li><li>• <i>Instructional materials and resources</i></li></ul>		
<b>Assessment</b> <ul style="list-style-type: none"><li>• <i>Formal and Informal</i></li><li>• <i>Assessment criteria</i></li><li>• <i>Monitoring of student learning</i></li><li>• <i>Feedback to students</i></li><li>• <i>Student self-assessment and monitoring of progress</i></li></ul>		
<b>Balance</b> <ul style="list-style-type: none"><li>• <i>Teacher directed versus student directed</i></li><li>• <i>Structure and pacing</i></li><li>• <i>Teacher model</i></li><li>• <i>Student ownership</i></li></ul>		
<b>Questioning</b> <ul style="list-style-type: none"><li>• <i>Balance between low and high level questions</i></li><li>• <i>Quality of questions/prompts</i></li><li>• <i>Discussion techniques</i></li><li>• <i>Student participation</i></li></ul>		
<b>Differentiated Instruction</b> <ul style="list-style-type: none"><li>• <i>Teacher works with students in small groups, one on one, scaffolds, modifies, questions to meet the needs of all students</i></li></ul>		