

Class Keys Walkthrough Observation Checklist

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| Date: | Time: | Observer: |
| Grade Level: | Teacher: | Subject: |
| CURRICULUM AND PLANNING | | |
| Brief Description of the observation/Comments: | | |
| YES NO | | |
| <input type="checkbox"/> | <input type="checkbox"/> | The teacher designs opportunities for students to learn the content - CP 1.1 |
| <input type="checkbox"/> | <input type="checkbox"/> | The teacher designs extended practices that apply acceleration/remediation according to learning needs. CP 1.1 |
| <input type="checkbox"/> | <input type="checkbox"/> | The teacher helps students to understand standards in a variety of ways appropriate for age/grade/developmental level. CP 1.2 |
| <input type="checkbox"/> | <input type="checkbox"/> | The teacher demonstrates a clear understanding of the curriculum. CP 1.2 |
| <input type="checkbox"/> | <input type="checkbox"/> | The teacher invites students to bring their everyday knowledge and experiences into the lesson. CP 1.3 |
| <input type="checkbox"/> | <input type="checkbox"/> | The lesson adheres closely to the district curriculum map and pacing guideline. CP 2.1 |
| <input type="checkbox"/> | <input type="checkbox"/> | The teacher aligns standards, instruction, and assessments logically for the lesson/unit. CP 2.2 |
| <input type="checkbox"/> | <input type="checkbox"/> | The teacher plans a variety of assessment strategies to allow all students to demonstrate mastery of the standards. CP 2.3 |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| STANDARDS-BASED INSTRUCTION | | |
| Brief Description of the observation/Comments: | | |
| YES NO | | |
| <input type="checkbox"/> | <input type="checkbox"/> | The teacher uses appropriate strategies to maximize student learning. SBI 1.1 |
| <input type="checkbox"/> | <input type="checkbox"/> | The teacher uses summarizing strategies throughout the lesson (every 10-15 minutes). SBI 1.1 |
| <input type="checkbox"/> | <input type="checkbox"/> | The teacher facilitates activities that require the use of higher-order thinking skills. SBI 1.2 |
| <input type="checkbox"/> | <input type="checkbox"/> | The teacher responds to the different learning needs of all students. SBI 1.3 |
| <input type="checkbox"/> | <input type="checkbox"/> | The teacher involves all student subgroups in learning activities. SBI 1.3 |
| <input type="checkbox"/> | <input type="checkbox"/> | The teacher uses purposeful grouping strategies. SBI 1.4 |
| <input type="checkbox"/> | <input type="checkbox"/> | The teacher and student use technology to enhance student learning and achievement. SBI 1.5 |
| <input type="checkbox"/> | <input type="checkbox"/> | The teacher poses questions that require students to evaluate, make predictions, and experiment within their learning. SBI 2.1 |
| <input type="checkbox"/> | <input type="checkbox"/> | The standard or essential question for the lesson is evident and guides instruction. SBI 2.2 |
| <input type="checkbox"/> | <input type="checkbox"/> | The teacher provides oral feedback/commentary to students as they work, usually referring to the standards. SBI 2.3 |
| <input type="checkbox"/> | <input type="checkbox"/> | |

ASSESSMENT OF STUDENT LEARNING

Brief Description of the observation/Comments:

YES NO

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| | Both formal and informal assessments are used to guide instruction. AL 1.1 |
| | Teacher uses effective questioning techniques to probe for understanding. AL 1.2 |
| | A variety of strategies are used to assess student knowledge (i.e., questioning, individual white boards, non-verbal, whole-group responses, random selection of students, ticket out the door, k-w-l charts, etc.). AL 1.3 |
| | Students participate in activities that encourage higher order thinking skills. AL 1.3 |
| | Timely feedback is given throughout the lesson. AL2.1 |
| | Teacher adjusts instruction, pace, and activity based on students' feedback. AL 2.1 |
| | Students are authentically engaged as opposed to ritually compliant. AL 2.1 |
| | The students are actively engaged in the lesson. AL 2.1 |

PROFESSIONALISM

Brief Description of the observation/Comments:

Yes NO

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| | The climate of the classroom promotes mutually respectful relationships in which students feel safe to take risks. P 1.1 |
| | Routines and procedures are evident to maximize instruction. P 1.1 |
| | The teacher establishes positive relationships with students. P 1.1 |
| | The pace of the lesson is appropriate to keep students on task. P 1.2 |
| | All students are afforded multiple opportunities to respond to instruction (i.e., whole group response, collaborative pairs, and individual response). P1.3 |
| | Many opportunities are provided for students to self monitor learning and behavior P 1.4 |
| | Volunteers are utilized in the classroom. P 2.1 |
| | The teacher actively communicates with parents (i.e., letters, emails, contact logs, and conference notes). P 2.1 |
| | The teacher participates in professional learning opportunities (. e., collaborative planning, analysis of student work, curriculum development, book study, workshops, conferences, college courses, RESA). P 3.1 and P 3.2 |
| | The teacher provides instruction to address gaps in student performance identified in the School Improvement Plan (SIP). P 4.1 |