CLASSROOM WALKTHROUGH CHECKLISTS Development Process

SAMPLE

1. Identify:

- Purpose & Focus Area(s)
- Users and Impacted Groups

Example #1:

Purpose & Focus Area – To monitor the implementation of a district adopted program Users – Site administrators; Impacted Group – all teachers

Example #2

Purpose & Focus Area – To assess the level of differentiation in classroom teaching and learning. Users – site administrators and leadership team; Impacted Group – all teachers

Example #3

Purpose & Focus Area – To provide peer support to PD participants to implement the learned strategies

Users & Impacted Group – Teachers who participate in the PD

2. Form a Task Force Group with representation from:

- District and site administrators
- Representatives from users and impacted groups

3. Task Force Group:

Checklist Development:

- Identify a list of specific evidence when the focus area is fully implemented with quality.
- Evidence may be grouped into major **categories**, such as "What does the teacher do?", "What does the student do?", "What does student work look like?"
- Choose a format based on the type and amount of written information to be included on the checklist.

Implementation & Monitoring Plan:

- Identify the details how the checklist will be used, including timeline, frequency, roles and responsibilities, process and procedures.
- Identify how the data collected from the Walkthrough Checklist will be used.
- Identify how progress will be monitored and how all concerned parties will be held accountable for an effective implementation.
- Identify how support will be provided to address the identified needs.

Communication & Collaboration

- Share **draft** checklist and implementation plan with all users and impacted groups to solicit input.
- Make necessary revisions/refinement based on input received.
- Share final checklist and implement with all concerned parties.

4. Implementation Monitoring & Refinement

 Continue to monitor implementation progress and make necessary refinements/revisions based on progress data.

CLASSROOM WALKTHROUGH Checklist Development

Purpose & Focus Area(s)				
Users		Impacted Group(s)	
How Checklist will be Used: (Specify timeline, frequency, roles and re	esponsibilities, proce	ess and procedures.)		
How Data collected will be used:				
Measures and Process to Monitor Progress and hold everyone accountable. Supports to address identified needs:				
Quality Evidence What does the teacher do?	What does the st	Colo tack	What does student work look	
	What does the su	udent dor	like?	
Format: Other information to be included on checklist:				

Teacher/Grade/Subject:	
Date/Start Time/End Time	

LEGEND

☑ – Evidence NE – NO Evidence

NA – Not Applicable

Focus on LEARNERS & RELEVANCE	Focus on INSTRUCTION & RIGOR		Focus on ENVIRONMENT & CULTURE
Student Engagement	☐ Standards-Based Learning Objectives (posted/written)		Classroom Appearance
			☐ Organized, neat & uncluttered
☐ Authentically On Task	☐ Evidence of Lesson Plan		☐ Learning goals/data is displayed
			☐ Standards-based student work is displayed
☐ Passive/Compliant	☐ Fidelity of Core Programs (effective use of core prog	gram components/materials to provide quality standards-based lessons)	☐ Other visuals support learning
☐ Disengaged/Disruptive	Instructional P	ractices & Strategies	Classroom Management
	Differentiation	Research-based Strategies	☐ Safe & orderly environment
	□ Content	☐ Cooperative learning	☐ Routines & procedures are evident
	☐ Learning Process	☐ Vocabulary instruction (six-step model)	☐ Evidence that students understand behavioral
Whole Class	☐ Student Product	☐ Think-pair-share	expectations
☐ Asking & responding to questions	☐ Skill Development	☐ Reciprocal teaching	☐ Evidence that students share responsibility for
☐ Listening & note taking	☐ Support	☐ SDAIE strategies	effective operations
☐ Participating in discussion	☐ Learning Time	☐ Frontloading strategies	☐ Positive behavior is reinforced
☐ Participating in guided practice	☐ Flexible, fluid groupings	☐ Thinking Maps	☐ Negative behavior is addressed through re-
	E Flexible, fluid groupings	☐ Write from the Beginning	directing
Small Group or Paired	Lesson Design	☐ Teach for Success techniques	☐ Teacher circulates throughout the classroom
☐ Students have defined responsibilities	☐ Alternating whole & small group activity	☐ GLAD (Guided Language Acquisition Design)	☐ Teacher manages/monitors many activities
☐ Students encourage one another	☐ Efficient transitions	strategies	simultaneously
☐ Collaboratively producing a product	☐ Equitable student participation	☐ Cornell note-taking strategies	☐ Teacher manages proactively & calmly
☐ Collaboratively problem-solving	E Equitable stadent participation	g a variages	☐ Teacher displays energy & enthusiasm
☐ Participating in discussion	Direct Instruction	Embedded Literacy	☐ Time is used effectively & efficiently
☐ Presenting	□ Modeling	☐ Writing across the curriculum	Classroom Culture
	☐ Think-alouds	☐ Reading in content areas	☐ Respectful, positive student-teacher relationships
Individual	☐ Re-teaching	☐ Evidence of writing process	are evident
☐ Independently producing a product	□ "I do, we do, you do"	31	☐ Students demonstrate mutual respect
☐ Independently solving a problem	☐ Mini-lessons/focus lessons (5-7 mins)	Instructional Materials/Technology	☐ Students are comfortable sharing ideas,
☐ Independent practice/application	☐ Scaffolding	☐ Manipulatives/hands-on materials used	questions, concerns, or needs
☐ Presenting	☐ Guided practice	☐ Technology resources from adopted programs	☐ Evidence of celebrating student success
☐ Silent reading	☐ Lecture/Presentation	used	☐ Evidence of developing leadership skills (e.g.,
☐ Writing activities	☐ Visual Aids	☐ Other technology resources used by teacher to	using Leader in Me components)
☐ Researching information		enhance teaching and learning	
	Classroom Discussion	☐ Technology equipment used by teacher to	
	☐ Student-lead discussion/presentation	enhance lesson delivery (e.g., computer, document camera, projector, audio,	
Level(s) of Student Work	☐ Teacher-directed Q & A	smartboard)	
□ Remembering		☐ Technology used by students to master grade-	
_	Check for Learning/Understanding	level content standards (e.g., computer, online	
☐ Understanding	☐ Verbal questioning	resources, podcasting)	
□ Applying □ Analyzing	☐ Monitoring student practice	, , , , , , , , , , , , , , , , , , , ,	
☐ Evaluating	☐ Total Group Response (e.g., white boards,		
☐ Creating	show of hands, choral response)		
- Creating	☐ Writing to learn activity		
	☐ Formative Assessments (e.g., quizzes – oral/written)		
Notes:	Notes:	1	Notes:
			CAMDIE
			SAMPLE

Teacher/Grade/Subject:	
Date/Start Time/Fnd Time:	

LEGEND

☑ – Evidence NE – NO Evidence

NA – Not Applicable

Focus on LEARNE	RS & RELEVANCE		Focus on ENVIRON	Focus on ENVIRONMENT & CULTURE	
QUALITY EVIDENCE	OBSERVATIONS	FOLLOW-UP	QUALITY EVIDENCE	OBSERVATIONS	FOLLOW-UP
Student Engagement		FOCUS	Classroom Appearance		FOCUS
☐ Authentically On Task			☐ Organized, neat & uncluttered☐ Learning goals/data is displayed☐ Standards-based student work is		
☐ Passive/Compliant			displayed ☐ Other visuals support learning		
☐ Disengaged/Disruptive					
		GUIDING QUESTIONS	Classroom Management ☐ Safe & orderly environment ☐ Routines & procedures are evident		GUIDING QUESTIONS
Whole Class			☐ Evidence that students understand		
☐ Asking & responding to questions			behavioral expectations		
☐ Listening & note taking			☐ Evidence that students share		
☐ Participating in discussion			responsibility for effective operations Positive behavior is reinforced		
☐ Participating in guided practice			☐ Negative behavior is addressed through		
Small Group or Paired			re-directing ☐ Teacher circulates throughout the		
☐ Students have defined responsibilities			classroom		
☐ Students encourage one another			☐ Teacher manages/monitors many		
☐ Collaboratively producing a product			activities simultaneously		
☐ Collaboratively problem-solving☐ Participating in discussion			☐ Teacher manages proactively & calmly		
☐ Presenting			☐ Teacher displays energy & enthusiasm		
□ Presenting			☐ Time is used effectively & efficiently		
Individual					
☐ Independently producing a product			Classroom Culture		
☐ Independently solving a problem			☐ Respectful, positive student-teacher relationships are evident		
☐ Independent practice/application			☐ Students demonstrate mutual respect		
☐ Presenting			☐ Students demonstrate mutual respect ☐ Students are comfortable sharing ideas,		
☐ Silent reading			questions, concerns, or needs		
☐ Writing activities			☐ Evidence of celebrating student success		
☐ Researching information			☐ Evidence of developing leadership skills		
			(e.g., using Leader in Me components)		
Level(s) of Student Work ☐ Remembering ☐ Understanding ☐ Applying ☐ Analyzing					
☐ Evaluating					
□ Creating					SAMPLE
		1			ı

Teacher/Grade/Subject: Date/Start Time/End Time:		CLASSROOM WALK	THROUGH CHECKLIST	LEGEND ☑ – Evidence	NE – NO Evidence	NA – Not Applicable
		Focus on INSTF	RUCTION & RIGOR			
☐ Standards-Based Learning Objectives (poste	ed/written)					
☐ Evidence of Lesson Plan						
☐ Fidelity of Core Programs (effective use of co	ore program compoi	nents/materials to provide quali	ity standards-based lessons)			
QUALITY EVIDENCE	OBSERVATIO	ONS FOLLOW-UP	QUALITY EVIDENCE		OBSERVATIONS	FOLLOW-UP
Differentiation □ Content □ Learning Process □ Student Product □ Skill Development □ Support □ Learning Time □ Flexible, fluid groupings Lesson Design □ Alternating whole & small group activity □ Efficient transitions □ Equitable student participation Direct Instruction □ Modeling □ Think-alouds □ Re-teaching □ "I do, we do, you do" □ Mini-lessons/focus lessons (5-7 mins) □ Scaffolding □ Guided practice □ Lecture/Presentation □ Visual Aids Classroom Discussion □ Student-lead discussion/presentation □ Teacher-directed Q & A Check for Learning/Understanding □ Verbal questioning □ Monitoring student practice		GUIDING QUESTIONS	Research-based Strategies Cooperative learning Vocabulary instruction (six-step) Think-pair-share Reciprocal teaching SDAIE strategies Trinking Maps Write from the Beginning GLAD (Guided Language Acquist Design) strategies Cornell note-taking strategies Writing across the curriculum Reading in content areas Evidence of writing process Instructional Materials/Technology resources use teacher to enhance teaching and programs used Other technology resources use teacher to enhance teaching and Technology equipment used by enhance lesson delivery (e.g., condocument camera, projector, ausmartboard) Technology used by students to grade-level content standards (ecomputer, online resources, pod	ology als used pted d by d learning teacher to omputer, dio, o master		GUIDING QUESTIONS
 □ Total Group Response (e.g., white boards, show of hands, choral response) □ Writing to learn activity □ Formative Assessments (e.g., quizzes – oral/written) 						SAMPLE

Teacher/Grade/Subject:

Date/Start Time/End Time:

CLASSROOM WALKTHROUGH CHECKLIST

LEGEND

☑ – Evidence NE – NO Evidence NA – Not Applicable

Focus on LEARNERS & RELEVANCE

QUALITY EVIDENCE	OBSERVATIONS	FOLLOW-UP
Student Engagement		FOCUS
☐ Authentically On Task		
☐ Passive/Compliant		
□ Disengaged/Disruptive		
Whole Class ☐ Asking & responding to questions ☐ Listening & note taking ☐ Participating in discussion ☐ Participating in guided practice		GUIDING QUESTIONS
Small Group or Paired ☐ Students have defined responsibilities ☐ Students encourage one another ☐ Collaboratively producing a product ☐ Collaboratively problem-solving ☐ Participating in discussion ☐ Presenting		
Individual ☐ Independently producing a product ☐ Independently solving a problem ☐ Independent practice/application ☐ Presenting ☐ Silent reading ☐ Writing activities ☐ Researching information		
Level(s) of Student Work ☐ Remembering ☐ Understanding ☐ Applying ☐ Analyzing ☐ Evaluating ☐ Creating		
Strengths		
Areas of Need		SAMPLE

Teacher	/Grade/Subject:	

Date/Start Time/End Time:

CLASSROOM WALKTHROUGH CHECKLIST

LEGEND

☑ – Evidence NE – NO Evidence NA – Not Applicable

Focus on INSTRUCTION & RIGOR

QUALITY EVIDENCE	OBSERVATIONS	FOLLOW-UP
,	OBSERVATIONS	
☐ Standards-Based Learning Objectives (posted/written)		FOCUS
□ Evidence of Lesson Plan		
☐ Fidelity of Core Programs		
Differentiation		
□ Content		
☐ Learning Process ☐ Student Product		
☐ Skill Development		
□ Support		
☐ Learning Time		
☐ Flexible, fluid groupings		
Lesson Design		GUIDING QUESTIONS
☐ Alternating whole & small group activity		
☐ Efficient transitions		
☐ Equitable student participation		
Direct Instruction		
☐ Modeling ☐ Think-alouds		
☐ Re-teaching		
☐ "I do, we do, you do"		
☐ Mini-lessons/focus lessons (5-7 mins)		
□ Scaffolding		
☐ Guided practice		
☐ Lecture/Presentation		
☐ Visual Aids		
Classroom Discussion		
☐ Student-lead discussion/presentation		
☐ Teacher-directed Q & A		
Check for Learning/Understanding		
☐ Verbal questioning ☐ Monitoring student practice		
☐ Total Group Response (e.g., white boards, show of hands, choral		
response)		
☐ Writing to learn activity		
☐ Formative Assessments (e.g., quizzes – oral/written)		
Research-based Strategies		
☐ Cooperative learning		
☐ Vocabulary instruction (six-step model)		
☐ Think-pair-share ☐ Reciprocal teaching		
☐ SDAIE strategies		
☐ Frontloading strategies		
☐ Thinking Maps		
☐ Write from the Beginning		
☐ Teach for Success techniques		
☐ GLAD (Guided Language Acquisition Design) strategies		
☐ Cornell note-taking strategies		
Embedded Literacy		
☐ Writing across the curriculum ☐ Reading in content areas		
☐ Evidence of writing process		
Instructional Materials/Technology		
☐ Manipulatives/hands-on materials used		
☐ Technology resources from adopted programs used		
☐ Other technology resources used by teacher to enhance teaching and		
learning		
☐ Technology equipment used by teacher to enhance lesson delivery		
(e.g., computer, document camera, projector, audio, smartboard) ☐ Technology used by students to master grade-level content standards		
(e.g., computer, online resources, podcasting)		
Strengths		SAMPLE
Areas of Need		

Teacher/Grade/Subject:

Date/Start Time/End Time:

CLASSROOM WALKTHROUGH CHECKLIST

LEGEND

☑ – Evidence NE – NO Evidence NA – Not Applicable

Focus on ENVIRONMENT & CULTURE

QUALITY EVIDENCE	OBSERVATIONS	FOLLOW-UP
Classroom Appearance		FOCUS
 □ Organized, neat & uncluttered □ Learning goals/data is displayed □ Standards-based student work is displayed □ Other visuals support learning 		
Classroom Management		
☐ Safe & orderly environment		
☐ Routines & procedures are evident		GUIDING QUESTIONS
☐ Evidence that students understand behavioral expectations		
☐ Evidence that students share responsibility for effective operations		
☐ Positive behavior is reinforced		
☐ Negative behavior is addressed through re-directing		
☐ Teacher circulates throughout the classroom		
☐ Teacher manages/monitors many activities simultaneously		
☐ Teacher manages proactively & calmly		
☐ Teacher displays energy & enthusiasm		
☐ Time is used effectively & efficiently		
Classroom Culture		
☐ Respectful, positive student-teacher relationships are evident		
☐ Students demonstrate mutual respect		
☐ Students are comfortable sharing		
ideas, questions, concerns, or needs		
☐ Evidence of celebrating student success		
☐ Evidence of developing leadership skills (e.g., using Leader in Me components)		
Strengths		
Areas of Need		SAMPLE

Teacher/Grade/Subject:	
Date/Start Time/End Time:	

LEGEND

☑ – Evidence NE – NO Evidence NA – Not Applicable

Focus on INSTRUCTION & RIGOR LEVEL(S) OF STUDENT WORK

QUALITY EVIDENCE	OBSERVATIONS	FOLLOW-UP
□ Remembering		FOCUS
☐ Understanding		
☐ Applying		
☐ Analyzing		
☐ Evaluating		GUIDING QUESTIONS
☐ Creating		GOIDING QUESTIONS
Strengths		
Areas of Need		

Teacher/Grade/Subject:
Date/Start Time/End Time:

LEGEND

☑ – Evidence NE – NO Evidence NA – Not Applicable

Focus on INSTRUCTION & RIGOR DIFFERENTIATION

QUALITY EVIDENCE	OBSERVATIONS	FOLLOW-UP
□ Content		FOCUS
☐ Learning Process		
☐ Student Product		
☐ Skill Development		
☐ Support		GUIDING QUESTIONS
☐ Learning Time		GOIDING QUESTIONS
☐ Flexible, fluid groupings		
Strengths		
Areas of Need		
Aleas of Need		

Teacher/Grade/Subject:
Date/Start Time/End Time:

LEGEND

☑ – Evidence NE – NO Evidence NA – Not Applicable

Focus on ENVIRONMENT & CULTURE CLASSROOM CULTURE

QUALITY EVIDENCE	OBSERVATIONS	FOLLOW-UP
☐ Respectful, positive student-teacher relationships are evident		FOCUS
☐ Students demonstrate mutual respect		
☐ Students are comfortable sharing ideas, questions, concerns, or needs		GUIDING QUESTIONS
☐ Evidence of celebrating student success		
☐ Evidence of developing leadership skills (e.g., using Leader in Me components)		
Strengths		
Areas of Need		

SAMPLE

CLASSROOM WALKTHROUGH CHECKLISTS Development Process

5. Identify:

- Purpose & Focus Area(s)
- Users and Impacted Groups

Example #1:

Purpose & Focus Area – To monitor the implementation of a district adopted program Users – Site administrators; Impacted Group – all teachers

Example #2

Purpose & Focus Area – To assess the level of differentiation in classroom teaching and learning.

Users – site administrators and leadership team; Impacted Group – all teachers

Example #3

Purpose & Focus Area – To provide peer support to PD participants to implement the learned strategies

Users & Impacted Group – Teachers who participate in the PD

6. Form a Task Force Group with representation from:

- District and site administrators
- Representatives from users and impacted groups

7. Task Force Group:

Checklist Development:

- Identify a list of specific evidence when the focus area is fully implemented with quality.
- Evidence may be grouped into major categories, such as "What does the teacher do?",
 "What does the student do?", "What does student work look like?"
- Choose a format based on the type and amount of written information to be included on the checklist.

Implementation & Monitoring Plan:

- Identify the details how the checklist will be used, including timeline, frequency, roles and responsibilities, process and procedures.
- Identify how the data collected from the Walkthrough Checklist will be used.
- Identify how progress will be monitored and how all concerned parties will be held accountable for an effective implementation.
- Identify how **support** will be provided to address the identified needs.

Communication & Collaboration

- Share draft checklist and implementation plan with all users and impacted groups to solicit input.
- Make necessary revisions/refinement based on input received.
- Share final checklist and implement with all concerned parties.

8. Implementation Monitoring & Refinement

 Continue to monitor implementation progress and make necessary refinements/revisions based on progress data.

CLASSROOM WALKTHROUGH Checklist Development

Purpose & Focus Area(s)				
Users		Impacted Group(s)		
How Checklist will be Used: (Specify timeline, frequency, roles and responsibilities, process and procedures.)				
How Data collected will be used:				
Measures and Process to Monitor Progress and hold everyone accountable.		Supports to address identified needs:		
Quality Evidence	·			
What does the teacher do?	What does the st	udent do?	What does student work look like?	
Other information to be included on checklist:				