

## Walk Through Observation

Teacher

Class

Date

Time

## Content Planning

1. Objectives: Activities appear to be consciously designed to teach specific student learning objectives.  
 \_\_\_ Distinguished \_\_\_ Proficient \_\_\_ Basic \_\_\_ Unsatisfactory \_\_\_ Not observed

2. Seven Laws: The teacher demonstrates a thorough knowledge of the material presented  
 \_\_\_ Distinguished \_\_\_ Proficient \_\_\_ Basic \_\_\_ Unsatisfactory \_\_\_ Not observed

3. Seven Laws: The teacher began the lesson with information that the students already knew.  
 \_\_\_ Distinguished \_\_\_ Proficient \_\_\_ Basic \_\_\_ Unsatisfactory \_\_\_ Not observed

4. Trivium: Students are engaged in appropriate 'trivium level' activities.  
 \_\_\_ Distinguished \_\_\_ Proficient \_\_\_ Basic \_\_\_ Unsatisfactory \_\_\_ Not observed

5. Seven Strategies: Students were provided with a clear vision of the learning target. Targets are posted for student reference.  
 \_\_\_ Distinguished \_\_\_ Proficient \_\_\_ Basic \_\_\_ Unsatisfactory \_\_\_ Not observed

## Assessment for Learning

6. Checking for Understanding: There is evidence of frequent, on-going and involuntary assessment of all students.  
 \_\_\_ Distinguished \_\_\_ Proficient \_\_\_ Basic \_\_\_ Unsatisfactory \_\_\_ Not observed

7. Teacher and students act on the CFU information during the class period  
 \_\_\_ Distinguished \_\_\_ Proficient \_\_\_ Basic \_\_\_ Unsatisfactory \_\_\_ Not observed

8. Seven Strategies: The teacher offered frequent descriptive feedback.  
 \_\_\_ Distinguished \_\_\_ Proficient \_\_\_ Basic \_\_\_ Unsatisfactory \_\_\_ Not observed

9. Seven Strategies: Students had opportunities to self-assess and set goals.  
 \_\_\_ Distinguished \_\_\_ Proficient \_\_\_ Basic \_\_\_ Unsatisfactory \_\_\_ Not observed

10. Seven Strategies: Students were engaged in focused revision.  
 \_\_\_ Distinguished \_\_\_ Proficient \_\_\_ Basic \_\_\_ Unsatisfactory \_\_\_ Not observed

11. Seven Strategies: Students were engaged in self-reflection, and in tracking and sharing their learning.  
 \_\_\_ Distinguished \_\_\_ Proficient \_\_\_ Basic \_\_\_ Unsatisfactory \_\_\_ Not observed

## Instruction

12. Student Involvement: All students are involved in meaningful activities.  
 \_\_\_ Distinguished \_\_\_ Proficient \_\_\_ Basic \_\_\_ Unsatisfactory \_\_\_ Not observed

13. The teacher attempts to show the integration of subject matter.  
\_\_\_\_ Distinguished \_\_\_\_ Proficient \_\_\_\_ Basic \_\_\_\_ Unsatisfactory \_\_\_\_ Not observed

14. Seven Strategies: Examples and models of strong and weak work were provided.  
\_\_\_\_ Distinguished \_\_\_\_ Proficient \_\_\_\_ Basic \_\_\_\_ Unsatisfactory \_\_\_\_ Not observed

15. Seven Laws: The teacher maintains the interest of the students during the lesson.  
\_\_\_\_ Distinguished \_\_\_\_ Proficient \_\_\_\_ Basic \_\_\_\_ Unsatisfactory \_\_\_\_ Not observed

16. Seven Laws: The teacher uses analogies, illustrations, examples or narratives to help students understand and remember  
\_\_\_\_ Distinguished \_\_\_\_ Proficient \_\_\_\_ Basic \_\_\_\_ Unsatisfactory \_\_\_\_ Not observed

17. Seven Laws: The teacher uses language that is common to the student.  
\_\_\_\_ Distinguished \_\_\_\_ Proficient \_\_\_\_ Basic \_\_\_\_ Unsatisfactory \_\_\_\_ Not observed

18. Seven Laws: Students are required to do most of the thinking during the lesson  
\_\_\_\_ Distinguished \_\_\_\_ Proficient \_\_\_\_ Basic \_\_\_\_ Unsatisfactory \_\_\_\_ Not observed

19. Seven Laws: The students were required to demonstrate learning by reproducing the lesson in their own language.  
\_\_\_\_ Distinguished \_\_\_\_ Proficient \_\_\_\_ Basic \_\_\_\_ Unsatisfactory \_\_\_\_ Not observed

20. Seven Laws: Some time was devoted to review as part of the lesson.  
\_\_\_\_ Distinguished \_\_\_\_ Proficient \_\_\_\_ Basic \_\_\_\_ Unsatisfactory \_\_\_\_ Not observed

#### Classroom Management/Class Culture

21. Routines and maintenance procedures are simple but adequate.  
\_\_\_\_ Distinguished \_\_\_\_ Proficient \_\_\_\_ Basic \_\_\_\_ Unsatisfactory \_\_\_\_ Not observed

22. The teacher provided an orderly teaching environment by consistently enforcing class and school discipline policies in a way that shows the teacher is "on their side".  
\_\_\_\_ Distinguished \_\_\_\_ Proficient \_\_\_\_ Basic \_\_\_\_ Unsatisfactory \_\_\_\_ Not observed

23. The teacher uses acceptable English in written and oral communication, and speaks with clear articulation.  
\_\_\_\_ Distinguished \_\_\_\_ Proficient \_\_\_\_ Basic \_\_\_\_ Unsatisfactory \_\_\_\_ Not observed

24. The teacher develops and maintains rapport with students, promoting a learning atmosphere that is predictable and supportive.  
\_\_\_\_ Distinguished \_\_\_\_ Proficient \_\_\_\_ Basic \_\_\_\_ Unsatisfactory \_\_\_\_ Not observed

25. The teacher maintains a clean, attractive, well-ordered classroom.  
\_\_\_\_ Distinguished \_\_\_\_ Proficient \_\_\_\_ Basic \_\_\_\_ Unsatisfactory \_\_\_\_ Not observed

Walkthrough Labels

Distinguished: Consistently present, leading to high degree of student learning

Proficient: Generally present, supporting student learning

Basic: Sometimes present, occasionally supporting students learning

Unsatisfactory: Not present or only in a limited way