

PLEASANTVILLE PUBLIC SCHOOLS
SCHOOL WALK-THROUGH OBSERVATION

SCHOOL: _____ WALK-THROUGH TEAM: _____ DATE: _____

<p>1. RICH AND STIMULATING CLASSROOM ENVIRONMENT</p> <ul style="list-style-type: none"> ○ The physical layout of the classroom provides access to materials, computers, and centers ○ Bulletin boards/classroom displays relate to current content ○ There is a display of current student work ○ Evidence of Framework for Learning being used 	1	2	3	4
Comments				
<p>2. CLASSROOM ENVIRONMENT OF RESPECT</p> <ul style="list-style-type: none"> ○ Evidence of an established culture of learning ○ Evidence of well-established routines and procedures ○ Teacher –students interaction demonstrates caring and respect ○ Classroom environment of respect and rapport between students and between teacher and student 	1	2	3	4
Comments				
<p>3. ENGAGED STUDENTS:</p> <ul style="list-style-type: none"> ○ If working in groups, students are working well together. ○ Students appear aware that the teacher is taking note of their level of engagement. Students try to increase level of engagement when prompted. ○ Teacher uses physical movement to maintain students’ engagement; students move easily about the classroom. ○ Teacher uses pacing techniques to maintain students’ engagement 	1	2	3	4
Comments				
<p>4. CLEAR FOCUS:</p> <ul style="list-style-type: none"> ○ The goals of the lesson, as identified in the Common Core Standards, are understood by the students. ○ Students can easily explain what they are learning, why they are learning it and how they will know that they have learned it. ○ The purpose of the lesson is clear to the observer. ○ The lesson or activity is clearly structured to help students master a particular skill or “big idea”. 	1	2	3	4
Comments				
<p>5. RIGOROUS INSTRUCTION:</p> <ul style="list-style-type: none"> ○ Students are working on complex, challenging tasks that require them to think critically and grapple with questions for which there is no single correct answer. ○ Students are asking questions, forming opinions based on evidence, and engaging in thoughtful conversations with teachers and one another. ○ Teacher asks students to explain or provide evidence of understanding that require student to make inferences about the content. ○ Evidence of students critiquing multiple forms of text. 	1	2	3	4
Comments				

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<p>6. IMPORTANCE OF READING AND WRITING:</p> <ul style="list-style-type: none"> ○ Students are required to engage in extensive reading and writing activities related to the context of the lesson or activity. ○ Students are being actively helped to become better readers and writers. ○ Evidence of student’s engagement in reading and writing is visible throughout the classroom and in collection of work samples. ○ In discussion or in writing, students are asked to cite information from text to support opinions or answers 	1	2	3	4
Comments				
<p>7. MATHEMATICAL THINKING:</p> <ul style="list-style-type: none"> ○ Students are required to “think mathematical “and use mathematical tools to approach problems even though it may not be a math class, ○ There is evidence of problem solving using logical reasoning. ○ Students are using mathematical evidence to support views or opinions, ○ Students are asked to create and/or interpret graphs, charts, tables, etc. 	1	2	3	4
Comments				
<p>8. REAL-WORLD APPLICATION:</p> <ul style="list-style-type: none"> ○ The lesson gives students the opportunity to apply new understanding and skills to interesting real-world problems and situations, going beyond skill work. ○ Students are applying academic knowledge to issues that are relevant or meaningful to them. ○ Students have or will have the opportunity to interact with members of the community in meaningful ways. ○ Student work has an “authentic” purpose and there is relevance beyond the classroom. 	1	2	3	4
Comments				
<p>9. Using Assessment in Instruction</p> <ul style="list-style-type: none"> ○ Students are assessed before, during and after lesson activity. ○ Assessment is used diagnostically, to help students learn. There is evidence of small group or individual instruction based on student’s need. ○ The teacher has a system in place to track student progress on one or more learning goals using a formative approach to assessment. ○ The teacher provides students with timely and specific feedback on their current status and their knowledge gains relative to learning goal. 	1	2	3	4
Comments				

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<p>10. CLEAR AND HIGH EXPECTATIONS:</p> <ul style="list-style-type: none"> ○ The teacher has a learning target posted so that all students can see it. ○ The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment ○ Students are given models of high-quality work and rubrics, checklist and other tools for monitoring their own performance. The teacher makes reference to the checklist or rubric throughout the lesson. ○ Models for high-quality work are readily available and displayed 	1	2	3	4
	Comments			
<p>11. ACCOMMODATIONS AND INTERVENTION:</p> <ul style="list-style-type: none"> ○ Appropriate accommodations for ELL and students with IEP's are evident. ○ Intervention supports are employed in the classroom when needed through small group/individualized differentiated instruction (flexible grouping) ○ There is evidence of behavior supports and /or classroom management tool. ○ Evidence of strategies being used to address learning styles. 	1	2	3	4
	Comments			
<p>12. EFFECTIVE USE OF TECHNOLOGY:</p> <ul style="list-style-type: none"> ○ Technology is used by all students in ways that clearly remediate, enrich and extend learning ○ Student's use of technology in classroom assignments is evident. ○ The teacher has a systematic way of using technology in the classroom a resource to differentiate instruction. ○ Technology is used a tool for research and discovery 	1	2	3	4
	Comments			

TOTAL SCORE _____