

Academy Charter School

WALK THROUGH OBSERVATION

Teacher's Name:				Observer:			
Date:		Time:		Grade:		Subject:	
1. Focus on Curriculum							
1a. What was the learning objective(s) for the lesson?							
Objectives:							
Comments							
2. Focus on Instruction							
2a. Identify instructional practices							
<input type="checkbox"/> Coaching		<input type="checkbox"/> Modeling		<input type="checkbox"/> Teacher-directed Q&A			
<input type="checkbox"/> Discussion		<input type="checkbox"/> Presentation		<input type="checkbox"/> Testing			
<input type="checkbox"/> Hands-on experiences		<input type="checkbox"/> Provide directions/instructions		<input type="checkbox"/>			
<input type="checkbox"/> Lecturing centers		<input type="checkbox"/> Provide opportunities for practice		<input type="checkbox"/>			
<input type="checkbox"/> Lecture				<input type="checkbox"/>			
2b. Identify grouping format							
<input type="checkbox"/> Whole group		<input type="checkbox"/> Small group		<input type="checkbox"/> Paired		<input type="checkbox"/> Individual	
2c. Identify research-based instructional strategies							
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		Identifying similarities and differences				Cooperative learning	
		Summarizing/note-taking				Setting objectives/feedback	
		Reinforcing effort/recognition				Generating/testing hypothesis	
		Homework/practice				Cues/questions/advanced organizers	
		Nonlinguistic representation					
3. Focus on the Learner							
3a. Identify student actions							
<input type="checkbox"/> Listening		<input type="checkbox"/> Working with hands-on materials		<input type="checkbox"/> Speaking			
<input type="checkbox"/> Reading		<input type="checkbox"/> Writing		<input type="checkbox"/>			
3b. Identify instructional materials							
<input type="checkbox"/> Computer software		<input type="checkbox"/> Overhead/board/flip chart		<input type="checkbox"/> Video			
<input type="checkbox"/> Content-specific manipulative's		<input type="checkbox"/> Published printed materials		<input type="checkbox"/> Web sites			
<input type="checkbox"/> Hand-held technology		<input type="checkbox"/> Real-world objects		<input type="checkbox"/> Worksheets			
<input type="checkbox"/> Lab/activity sheet		<input type="checkbox"/> Student-created materials		<input type="checkbox"/>			
<input type="checkbox"/> Oral		<input type="checkbox"/> Textbook		<input type="checkbox"/>			
3c. Determine level(s) of student work							
<input type="checkbox"/> Recalling information (Remembering)			<input type="checkbox"/> Breaking down information into parts (Analyzing)				
<input type="checkbox"/> Understanding information (Understanding)			<input type="checkbox"/> Putting information together in a new way (Evaluating)				
<input type="checkbox"/> Using information in a new way (Applying)			<input type="checkbox"/> Making judgments and justifying positions (Creating)				
3d. Determine level(s) of class engagement							
<input type="checkbox"/> Highly Engaged - all students think critically by defending and justifying their answers through thoughtful questions that deepen the discussion.							
<input type="checkbox"/> Engaged – most students extend their thinking and elaborate their answers with teacher prompting.							
<input type="checkbox"/> Partially Engaged – some students extend their thinking and elaborate their answers with teacher prompting.							
<input type="checkbox"/> Not Engaged – students are <u>not</u> extending their thinking or elaborating their answers with teacher prompting.							
4. Focus on Classroom Management							
<input type="checkbox"/> Highly Effective – procedures and routines are well established and efficiently managed by self-directed learners.							
<input type="checkbox"/> Effective - procedures and routines are clearly established and well known to students.							
<input type="checkbox"/> Partially Effective - procedures and routines are established, but inconsistently enforced.							
<input type="checkbox"/> Ineffective - procedures and routines are not clear or enforced.							
5. Do you see evidence that the teacher is responding to the different learning needs in the classroom?							
<input type="checkbox"/> Highly Effective – teacher uses a variety of techniques to check student understanding and adjust the lesson to ensure individual success.							
<input type="checkbox"/> Effective - teacher uses a variety of techniques to check student understanding and adjust the lesson sequence and pacing during the lesson.							
<input type="checkbox"/> Partially Effective - teacher uses a variety of techniques to check student understanding, but <u>does not</u> adjust the lesson sequence and pacing during the lesson.							
<input type="checkbox"/> Ineffective – the teacher does not check for understanding and students are confused.							
6. Focus on Technology Use							
<input type="checkbox"/> Laptop computer				<input type="checkbox"/> Airliner Wireless Tablet			
<input type="checkbox"/> Desktop computer				<input type="checkbox"/> Clickers/Responders			
<input type="checkbox"/> SmartBoards				<input type="checkbox"/> iPads			
<input type="checkbox"/> Document Camera				<input type="checkbox"/>			
<input type="checkbox"/> IR Sound System (microphone)				<input type="checkbox"/>			