

The Key Questions

Meaningful Learning

Are all students engaged in content aligned to the appropriate standards and experiences for their subject and grade?

Culture of Learning

Are all students continuously engaged in the work of the lesson?

Evidence of Learning

Are all students demonstrating that they are learning?

Ownership of Learning

Are all students responsible for doing the thinking in the classroom?

Instructional Vision 2.0 Walkthrough

This [Google Form](#) is designed for school leaders, coaches, and Central Office leaders to use for any walkthrough of Tier 1 Instruction. This form is directly aligned to our RPS Instructional Vision. Leaders should make a copy of this form and utilize the section(s) that apply to the walkthrough.

	Students:	Educators:
<p>Meaningful Learning <i>Are all students engaged in content aligned to the appropriate standards and experiences for their subject and grade?</i></p> <p>Standard Two: Instructional Planning Teachers plan using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Engage with learning targets and materials that are aligned and appropriately demanding for grade level. <input type="checkbox"/> Explain the learning target in their own words. <input type="checkbox"/> Making connections to relevant, real-world learning experiences and other content areas. 	<ul style="list-style-type: none"> <input type="checkbox"/> Establish rigorous, grade-appropriate, student-friendly learning targets aligned with standards. <input type="checkbox"/> Implement strategies and use materials that are grade-level appropriate and engage students. <input type="checkbox"/> Plan daily instructional activities that are sequenced intentionally and have scaffolds to move all students towards mastery of grade-level standard(s) and/or IEP goals. <input type="checkbox"/> Plan intentional connections of grade-level work to student experiences and real-world learning.
<p>Culture of Learning <i>Are all students provided a learning environment that promotes continuous engagement in the work of the lesson?</i></p> <p>Standard Five: Learning Environment Teachers use resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Listen and respond to peers in productive ways, holding themselves and each other accountable to positively learn individually and together. <input type="checkbox"/> Contribute to a growth mindset environment in which it is safe to take intellectual risks. <input type="checkbox"/> Participate in a learning community by engaging in instructional tasks, volunteering responses, and asking appropriate questions. <input type="checkbox"/> Use age-appropriate self-regulation during transitions, routines, and procedures with scaffolding from the teacher. 	<ul style="list-style-type: none"> <input type="checkbox"/> Make learning targets relevant to build student investment. <input type="checkbox"/> Facilitate intellectual risk-taking through positive interaction among students and with the teacher. <input type="checkbox"/> Use routines, procedures, and pacing to maximize instructional time and minimize time off task, providing specific, concrete, sequential, and observable directions. <input type="checkbox"/> Use voice and presence to maintain engagement and convey caring for students.

<p style="text-align: center;">Evidence of Learning <i>Are all students demonstrating that they are learning?</i></p> <p style="text-align: center;">Standard Four: Assessment of and for Student Learning Teachers systematically gather, analyze, and use all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Self-assess and reflect on their progress towards the learning target each day. <input type="checkbox"/> Use academic language to cite evidence to support their thinking. <input type="checkbox"/> Provide appropriate feedback to other students related to the learning target or critical goals (peer assessment). <input type="checkbox"/> Make connections between what they are learning and how it advances their academic and career goals. 	<ul style="list-style-type: none"> <input type="checkbox"/> Share and debrief a learning target with students that addresses rigorous, critical content. <input type="checkbox"/> Use multiple forms of assessment to provide all students the opportunity to demonstrate their learning <i>during</i> the key moments in the learning (e.g., during group instruction, before independent practice, at a transition, debriefing the learning target at the end of a lesson). <input type="checkbox"/> Use formative data to scaffold instruction as needed to continue student learning of rigorous content and skills. <input type="checkbox"/> Use formative data to identify root cause for errors and plan instructional delivery to address those causes.
<p style="text-align: center;">Ownership of Learning <i>Are all students responsible for doing the thinking in the classroom?</i></p> <p style="text-align: center;">Standard Three: Instructional Delivery Teachers effectively engage students in learning by using a variety of instructional strategies in order to meet individual learning needs.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently attempt academic work, including classroom discussion, even if the work is challenging. <input type="checkbox"/> Engage in productive struggle to reach high expectations, seeking help as appropriate. <input type="checkbox"/> Cite evidence to support their thinking. <input type="checkbox"/> Use critical thinking, problem solving, communication, self management, project management, and collaboration skills (5 Cs) to own their learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Plan and facilitate activities in which students are doing the thinking rather than the teacher. <input type="checkbox"/> Plan and facilitate activities in which students cite evidence to support their thinking. <input type="checkbox"/> Support students in productive struggle to reach high academic expectations, using scaffolding as appropriate. <input type="checkbox"/> Plan and facilitate activities related to the 5 Cs competencies critical for our students to successfully participate in college and career: critical thinking, creative thinking, communication, collaboration, citizenship.

<p style="text-align: center;">English/ Language Arts</p> <p><i>The instructional vision for English and Language Arts is to engage students intellectually through an emphasis on teaching students to read through</i></p> <p><i>providing scaffolded instruction, close reading, and independent reading, with exposure to complex and culturally relevant texts daily, to include increasingly rich vocabulary. Students will be expected to engage in daily writing exercises, which should model complex sentence structure and a variety of writing styles and genres.</i></p>	<p style="text-align: center;"><u>Students</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Display persistence with challenging tasks, particularly when providing textual evidence to support answers and responses, both orally and in writing. <input type="checkbox"/> Persevere in analytical thinking and tasks in the face of initial difficulty. <input type="checkbox"/> Demonstrate progress toward independence in reading and writing. <input type="checkbox"/> Demonstrate use of language conventions and activating such strategies needed to read and write with grade-level fluency and skill. <input type="checkbox"/> Spends the majority of class reading and analyzing text. 	<p style="text-align: center;"><u>Teachers</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Keep all students persevering with challenging tasks that require students to use evidence from the text to demonstrate understanding and to support their ideas about the text through both written and oral responses. Expects evidence from students and probes students' answers accordingly. <input type="checkbox"/> Encourage analytical thinking by posing challenging questions and tasks that offer opportunities for productive struggle with regard to reading and writing. <input type="checkbox"/> Demonstrate awareness and appropriate action regarding the variations present in student progress toward reading independently. <input type="checkbox"/> Explicitly attend to strengthening students' language and reading foundational skills while the majority of the lesson is spent reading, writing, or speaking about text(s), moving from comprehension to analysis. <input type="checkbox"/> Ensure that the text(s) are at or above the complexity level expected for that particular grade.
	<p>K-8 EL Education ELA Curriculum Indicators</p>	
<p style="text-align: center;">Math</p> <p><i>The instructional vision of Richmond Public Schools' mathematics is to engage students with a balance of conceptual understanding,</i></p>	<p style="text-align: center;"><u>Students</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicate and defend mathematical reasoning using objects, drawings, diagrams, and/or actions 	<p style="text-align: center;"><u>Teachers</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide and orchestrate opportunities for students to listen to the solutions and strategies of others and defend their ideas

<p><i>procedural fluency, and application of the mathematical thinking and reasoning skills that will enable them to become accurate, efficient and flexible problem-solvers.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Make connections between manipulatives, math drawings, and numbers <input type="checkbox"/> Make sound decisions about the use of specific tools (calculator, pencil/paper, ruler, protractor, digital technologies, Base10s, etc.) <input type="checkbox"/> Look for patterns or structure, recognizing that quantities can be represented in different ways <input type="checkbox"/> Continually evaluate the reasonableness of answers, while attending to details, and make generalizations based on findings 	<ul style="list-style-type: none"> <input type="checkbox"/> Provide opportunities for students to make connections between the concrete, representational, and abstract models of mathematics <input type="checkbox"/> Use appropriate physical and digital tools to represent, explore and deepen student understanding <input type="checkbox"/> Provide activities in which students demonstrate their flexibility in representing mathematics in a number of ways <input type="checkbox"/> Engage students in discussions related to reasoning within problem-solving
	<p>Eureka Math Curriculum Indicators</p>	
	<ul style="list-style-type: none"> <input type="checkbox"/> Communicates effectively using academic language in both written and oral tasks <input type="checkbox"/> Engages in independent practice, collaborative activities and productive struggle 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses tools, precise mathematical language, and/or models accurately and effectively. <input type="checkbox"/> Balances teacher talk with opportunities for peer share and/or collaboration. <input type="checkbox"/> Allows for independent practice and productive struggle. <input type="checkbox"/> Ask questions that elicit student thinking, prompt reflection, and promote metacognition. <input type="checkbox"/> Concludes each lesson with student verbal articulation of their learning for that day.
<p>History/Social Science</p>	<p><u>Students</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Use content specific vocabulary during lesson 	<p><u>Teachers</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Use content specific vocabulary during lesson

<p><i>The instructional vision of RPS History and Social Science is to engage students with critical thinking through the use of primary/secondary sources and historical skills involving geographical awareness, political perspectives and connections between the past and present for the development of their own analyses of history.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Engage content-specific geographical maps <input type="checkbox"/> Interact with primary/secondary source materials during the lesson <input type="checkbox"/> Respond to or pose at least one critical thinking or analysis question relating to the topic 	<ul style="list-style-type: none"> <input type="checkbox"/> Instruct by use of content-specific geographical maps <input type="checkbox"/> Model the use of primary/secondary source materials within the lesson <input type="checkbox"/> Pose and respond to at least one critical thinking or analysis question from students relating to the topic <input type="checkbox"/> Provide students an opportunity to engage differing perspectives/cultures/ideas in a safe and thoughtful way.
<p style="text-align: center;">Science</p> <p><i>The instructional vision of Richmond Public Schools' science is to engage students in a scientific view that explanations of nature are developed and tested using observation, experimentation, models, evidence, and systematic processes. Learning should emphasize data analysis and the importance of scientific research that validates or challenges ideas.</i></p>	<p style="text-align: center;"><u>Students</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Observe, question, and measure the world around them using the tools that are readily available. <input type="checkbox"/> Explain, defend opinions, and justify decisions scientifically <input type="checkbox"/> Apply knowledge of scientific concepts and use of scientific vocabulary <input type="checkbox"/> Use scientific tools to make observations and gather data for inquiry 	<p style="text-align: center;"><u>Teachers</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Use inquiry-based and phenomenon-based instruction to have students engage deeply in scientific concepts and essential skills/knowledge. <input type="checkbox"/> Provide common experiences in relation to scientific concepts to ensure equity of learning among all students. <input type="checkbox"/> Provide prompts for students to observe, question, and measure the world around them using the tools that are readily available to them. <input type="checkbox"/> Use inquiry-based instruction to have students engage deeply in scientific concepts and essential skills/knowledge <input type="checkbox"/> Encourage students to apply and analyze scientific concepts to real-world & relatable issues and propose solutions to current and future problems
<p style="text-align: center;">World Languages</p> <p><i>The instructional vision of Richmond Public Schools' World Languages is to develop and enhance linguistic skills and a global perspective of other cultures in the studied target language. Students will achieve language proficiency and cultural awareness through the four essential areas: effective communication, enhanced</i></p>	<p style="text-align: center;"><u>Students</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicate in the target language during every learning block and improve their understanding of and ability to communicate in the English language by comparing and contrasting another language with their own. <input type="checkbox"/> Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. <input type="checkbox"/> Interact and negotiate meaning in spoken, signed, 	<p style="text-align: center;"><u>Teachers</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Encourage student ownership in communicating and enhancing cultural perspectives in the target language. <input type="checkbox"/> Provide meaningful connections to other content areas in the target language by exposing students to culturally authentic materials. <input type="checkbox"/> Facilitate communication in the target language (at least 80%) during the learning environment.

<p><i>cultural understanding, expanded access to information and increased global perspective.</i></p>	<p>or written conversations to share the information, reactions, feelings, and opinions.</p> <ul style="list-style-type: none"> ❑ Gain awareness and appreciation of other cultural perspectives through the learning and exposure of multiple cultures and countries. ❑ Connect with other content areas through language study, which enables them to understand the interrelationships. ❑ Respond to and contribute to their communities and to the world in a more informed and effective manner as a result of the global perspective gained in a world language class. 	<ul style="list-style-type: none"> ❑ Provide significant levels of meaningful communication, interactive feedback, and resources in the target language in order for students to develop language and cultural proficiency. ❑ Assess students in a variety of methods to ensure learning is occurring in the target language through formative and summative assessments, project-based learning and quarterly oral, speaking and writing samples from each student.
<p style="text-align: center;">Fine Arts (Music)</p> <p><i>The instructional vision of Richmond Public Schools' Fine Arts Department is to reinforce skills of analysis, creative choice, critical thinking, and communication for students through engaging experiences and opportunities. Through offerings in dance, theater, music and visual arts, the culture of artistic excellence reinforces the essential skills needed to be academically successful and life-ready.</i></p>	<p style="text-align: center;"><u>Students</u></p> <ul style="list-style-type: none"> ❑ Read music and explain concept in music theory ❑ Demonstrate evidence of effective procedures concerning proper use of instruments/music/supplies/equipment. ❑ Understand music elements (rhythm, pitch, dynamics, notation and music terminology) through practice in an authentic context. ❑ Explain and/or model how to improve musicianship 	<p style="text-align: center;"><u>Teachers</u></p> <ul style="list-style-type: none"> ❑ Implement strategies (Instrumental classes) for Sight-reading (using sightreadingfactory.com) (Choral classes) and demonstrating Solfege vocal technique (using hand signals) ❑ Model appropriate instrumental technique with musical demonstrations and recordings. ❑ Ensure that all students, regardless of ability are participating in the use of instruments and resources provided. ❑ Using high-quality resources that are approved and licensed for use and aligned to the standards.
<p style="text-align: center;">Fine Arts (Visual Art)</p> <p><i>The instructional vision of Richmond Public Schools' Fine Arts Department is to reinforce skills of analysis, creative choice, critical thinking, and communication for students through</i></p>	<p style="text-align: center;"><u>Student</u></p> <ul style="list-style-type: none"> ❑ Use systems to critique, respond and form an opinion, and interpret meaning in art-making ❑ Art-making is the central focus of the lesson while understanding how art history connects 	<p style="text-align: center;"><u>Teacher</u></p> <ul style="list-style-type: none"> ❑ Encourages student ownership of ideas in art-making process ❑ Provides meaningful connections to contemporary artists/practices and integrates ideas from outside to the art world into the current art project.

<p><i>engaging experiences and opportunities. Through offerings in dance, theater, music and visual arts, the culture of artistic excellence reinforces the essential skills needed to be academically successful and life-ready.</i></p>	<ul style="list-style-type: none"> ❑ Demonstrate evidence of procedures concerning the proper use of pencils, watercolors, paint, masonite, canvas, oils, acrylics, brushes. ❑ Solves problems posed by materials and applies an art age-appropriate level of fluency. 	<ul style="list-style-type: none"> ❑ Facilitates care for safety, materials, and tools in the studio classroom. ❑ Art elements (paint, line, shape, form, color, value, space, texture,) are taught in context and explained in detail.
<p>Health & Physical Education</p> <p><i>The Instructional vision of Richmond Public Schools Health & Physical Education department is to offer a sequential K-12, standards-based health and physical education program. To actively promote lifelong learning through physical activity, exercise, & sport while supporting students in making health-conscious decisions, meeting challenges, and participating in social and mental positive behaviors.</i></p>	<p style="text-align: center;"><u>Students</u></p> <ul style="list-style-type: none"> ❑ Applies knowledge of concepts, principles, strategies and tactics related to movement, skills and performance. ❑ Exhibits responsible personal and social behavior that respects self and others. ❑ Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. ❑ Evidence-based practices that measure student achievement in all areas of instruction, including physical fitness and active participation. 	<p style="text-align: center;"><u>Teachers</u></p> <ul style="list-style-type: none"> ❑ Encourages student personal wellness and engagement in healthy activities ❑ Addresses the content through the three domains of learning; Cognitive, Affective, Psychomotor and includes ongoing assessment of the content through those domains. ❑ Facilitates care for safety and equipment in the classroom/gym ❑ Employs instruction practices that engage students in moderate to vigorous physical activity for at least 50 percent of class time. ❑ Ensures the inclusion of all students and makes the necessary adaptations for students with special needs or disabilities.
<p>Career and Technical Education</p> <p><i>Our mission is to provide opportunities for students to be prepared for the 21st century world of work, further education and training, and continue to be life-long learners through linkage of education, business, labor market and the community. Our students will be college, career and citizenship ready to be a productive citizen and a success in their family, relationships and community.</i></p>	<p style="text-align: center;"><u>Students</u></p> <ul style="list-style-type: none"> ❑ Understand course content vocabulary and apply throughout the lesson ❑ Demonstrate knowledge of all 21 Workplace Readiness Skills throughout the lessons outlined in all CTE courses ❑ Ability to show comprehension of content by using content specific tools, i.e computer, printing equipment, manufacturing tools, simulation devices, kitchen equipment 	<p style="text-align: center;"><u>Teachers</u></p> <ul style="list-style-type: none"> ❑ Have a proficient level of course content knowledge by using content vocabulary during lesson delivery ❑ Able to use various delivery strategies to engage students of various learning styles ❑ Engage students in meaningful learning through hands-on and project based lessons with the use of various learning tools

	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate a minimum of 80% mastery of course content knowledge on practice or pre-test of industry assessments 	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure students receive and understand the course content to effectively assess to achieve a minimum 80% mastery level for each student for course and industry assessments
<p style="text-align: center;">Library</p> <p><i>The instructional vision of the Richmond Public Schools' Library department is to empower students and teachers to become lifelong learners with a joy and culture of reading, be ethical users and producers of information, and to provide an avenue to Think, Create, Share, and Grow.</i></p>	<p style="text-align: center;"><u>Students</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Applies knowledge of library terms, skills, and research strategies. <input type="checkbox"/> Exhibits a love of reading and an appreciation for literature. 	<p style="text-align: center;"><u>Teachers</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Librarians encourage and model a love of reading, literature, and a quest for knowledge. <input type="checkbox"/> Librarians will engage students through lessons incorporating the AASL standards/domains of Think, Create, Share, and Grow. <input type="checkbox"/> Employ instructional strategies to reach all students through a diverse collection of materials.
<p style="text-align: center;">STEM</p> <p><i>The instructional vision of STEM in Richmond Public Schools is to empower student ownership of content and process by using the knowledge and skills of science, technology, math, and engineering to collaboratively tackle locally relevant, real-world challenges. Invoking the 5 C's (critical thinking, creative thinking, communication, collaboration, and citizenship skills) and the competencies outlined in the Virginia Profile of a Graduate, the RPS STEM program is designed to nurture the curiosity and passion for learning within each student and prepare them for the 21st century skills necessary for life beyond high school graduation.</i></p>	<p style="text-align: center;"><u>Students</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> 	<p style="text-align: center;"><u>Teachers</u></p>
<p style="text-align: center;">Gifted & Talented</p> <p><i>The instructional vision of the RPS Programs for Gifted and Talented is to enable students to become independent, self-directed and reflective learners who use their knowledge, understanding and highly capable ability to build rich and productive lives as individuals and as innovators within their community. It is our vision that students gain exposure to content-rich text, complex acceleration options, diverse career pathways, and culturally responsive strategies, to ensure that all students</i></p>	<p style="text-align: center;"><u>Students</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Are able to explain with clarity what they are learning and how that learning is relevant to them. <input type="checkbox"/> Are able to defend their ideas and supply a rationale for their thinking based on research, facts, and/or data. <input type="checkbox"/> Participate in developing rubrics, assessments, and performance based tasks using the backward design model. 	<p style="text-align: center;"><u>Teachers</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Encourages students to take academic risks to develop a growth mindset and take ownership of their learning. <input type="checkbox"/> Provide strategies that move students from literal to analytical learning skills. <input type="checkbox"/> Explain and model concepts with consistency using logical and systematic concrete examples, clear and concise instructions leading to conceptual understanding and the ability for students to apply this knowledge to new contexts.

<p><i>may experience a broad array of enriching learning opportunities to nurture their passion for learning as they grow into tomorrow's scholarly minds, talented workforce, and community stewards.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Apply newly learned concepts to other content areas. <input type="checkbox"/> Will be able to identify what critical or creative thinking skill or problem solving technique would be best suited to a problem or situation. 	<ul style="list-style-type: none"> <input type="checkbox"/> Are the lead facilitators guiding discussions with probing questions while the students take the lead in dialogue and formulating their own open-ended questions. <input type="checkbox"/> Utilizes best practices in instruction and ensures the activities are intrinsically appealing to students based on real world applications and/or student interest. <input type="checkbox"/> Emphasizes distinctive features of new concepts while making connections to previously-learned material.
<p>College and Career Pathways <i>To ensure that all students apply academic achievement strategies, manage emotions, apply interpersonal skills, and plan for postsecondary options. The College and Career Pathway team will ensure that today's students become the productive, well-adjusted adults of tomorrow. As a department, we will seek to support students in discovering "what's next" with continuous, aspirational vision guided by adult and community support.</i></p>	<p style="text-align: center;"><u>Students</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Engage in individual, small group and classroom sessions with College and Career Pathways team members. <input type="checkbox"/> Name personal, academic and future goals specific to a student's desired future path. <input type="checkbox"/> Recognize multiple pathways for a positive future <input type="checkbox"/> Understand the requirements of their future goals and the impact their actions have on their ability to attain those goals. <input type="checkbox"/> Read and interpret their own transcript in collaboration with caring professionals. 	<p style="text-align: center;"><u>School Counselors/Future Center Navigators</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Facilitate one-on-one and group sessions with students to guide students in discussion about their academic, career and post secondary plans <input type="checkbox"/> School counselors will collaborate with and advocate for the students and families that they serve, helping to ensure access to an academically challenging learning environment that inspires and engages all students. <input type="checkbox"/> Student's differences and special needs are considered in the planning, implementation and delivery of the comprehensive school counseling program. <input type="checkbox"/> Utilize best practices in providing information and resources to students and parents as it relates to the cost and financing of post-secondary opportunities