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

CLASSROOM WALKTHROUGH CHECKLIST

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 program components/materials to provide quality standards-based lessons)		☐ Other visuals support learning
☐ Disengaged/Disruptive	Instructional Practices & 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,	
Loyal(s) of Student Work	☐ Teacher-directed Q & A	smartboard)	
Level(s) of Student Work		☐ Technology used by students to master grade-	
☐ Remembering	Check for Learning/Understanding	level content standards (e.g., computer, online	
☐ Understanding	☐ Verbal questioning	resources, podcasting)	
☐ Applying	☐ Monitoring student practice	, , , , , , , , , , , , , , , , , , , ,	
☐ Analyzing	☐ Total Group Response (e.g., white boards,		
□ Evaluating □ Creating	show of hands, choral response)		
La Creating	☐ Writing to learn activity		
	☐ Formative Assessments (e.g., quizzes – oral/written)		
Notes:	Notes:	1	Notes:
			CAMDIE
			SAMPLE