



K-3 PST Tier II Walkthrough

Teacher: _____ Grade Level: _____ Date: _____

Evaluator: _____

Rating Scale: 1 = minimal evidence noted 2 = evidence noted 3 = outstanding implementation

Classroom Environment

- Classroom is arranged to accommodate whole group instruction, teacher-led small group instruction, and independent student centers.
- Daily class schedule is posted which includes the agreed-upon minimum number of minutes of core academic instruction (reading and math) plus an additional block of time for intervention.
- Displays, including student work and curriculum materials (e.g. math facts, formulas, visual representations, word banks, posters, vocab lists), reflect the current instructional topic or theme.

Materials

- Evidence exists of program materials being used as designed.
- Teacher uses the Teacher's Edition during instruction.

Teacher Instruction

- Teacher follows the selected program's instructional routines as designed.
- Teacher fosters active student engagement and motivation to learn.
- Classroom behavior management system is effective in providing an environment conducive to learning.

Small Group, Differentiated Instruction

- Small group instruction is provided at different levels depending on student need.
- At independent student learning centers, students are working on activities that directly build reading or math skills.
- Student products are completed and submitted as appropriate.
- Centers are clearly defined and labeled.

Classroom Environment

- Teacher and student interactions are mutually respectful and positive in tone.
- Evidence exists that the teacher provides all students with an opportunity to learn.
- Evidence exists that the teacher implements activities that support student diversity.

READING

Phonemic Awareness

Grade-level appropriate activities are apparent

Phonics

Grade-level appropriate activities are apparent

Fluency

Grade-level appropriate activities are apparent

Vocabulary

Grade-level appropriate activities are apparent

Comprehension

Grade-level appropriate activities are apparent

MATH

Conceptual Understanding

Grade-level appropriate activities are apparent

Computational Facility and Fluency

Grade-level appropriate activities are apparent

Problem Solving

Grade-level appropriate activities are apparent

Fractional Relations

Grade-level appropriate activities are apparent

Geometry and Measurement Concepts

Grade-level appropriate activities are apparent

Principal's Signature

Teacher's Signature