



Grade 4-12 PST Tier II Walkthrough

Teacher: _____ Grade Level: _____ Date: _____

Evaluator: _____

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

Classroom Setting

- Classroom is arranged to accommodate whole group instruction and small group/partner student work.
- Displays and curriculum materials (e.g. word walls with content vocabulary, posters, scoring rubrics, routines/procedures), are posted effectively.

Materials

Evidence exists of various materials being used to facilitate student engagement/learning:

- | | | | | |
|--|--|--|--|---|
| <input type="checkbox"/> textbook | <input type="checkbox"/> computers | <input type="checkbox"/> other print materials | <input type="checkbox"/> objects | <input type="checkbox"/> lab/activity sheet |
| <input type="checkbox"/> content-specific manipulative | <input type="checkbox"/> overhead/flip chart | <input type="checkbox"/> video | <input type="checkbox"/> graphic organizer | |

Teacher Instruction

- Content teaching strategies (introduce, define, or explain a concept; relate a concept to other concepts; assist students in recalling concepts; quality questing, etc.).
- Learning strategy instruction (before, during, and after strategies; vocabulary strategies).
- Interaction with students during small-group activities (listening, use of neutral comments).
- Evidence of differentiated strategic teaching (recognition of student needs; intentional grouping).
- Instruction that includes student writing about content-area learning.
- Posted or assigned student work that exhibits thinking about texts.

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.

Student Actions

- Evidence of student engagement.
- Partnered learning strategies (turn & talk, jigsaw modified, numbered heads together, 3-part interview).
- Evidence of collaborative small-group or partner reading/writing/learning.
- Evidence of active versus passive learning.

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.

Strategies observed during walkthrough: _____

Principal's Signature

Teacher's Signature