

(Best Practices/Principles of Learning/Reflection) THE WALKTHROUGH

	0	1	2	3
Actively Involved Students	No Participation	Some participation Too much teacher talk	Involved in actual learning Cooperative Learning	Involved, variety of techniques, student creates information
Understood routines Warm Up etc.	Students not attentive	Students working but asking questions	Students working with some help from teacher	Students working independently
Objective Written or Verbal	Not noted	Noted but not clear	Noted, clear, and restated periodically	Noted, clear, restated, and closure
Introduction/ Anticipatory Set	No sense or meaning at all	Some sense or meaning to lesson	Sense, meaning, real life examples, personal prior knowledge	Sense, meaning, real life examples, past experiences
Lesson Organization	Not ready at all	Somewhat ready with materials only	Materials ready for instructional time with clear directions	Materials ready for instructional time with clear directions, adequate time on task
Varied Activities (2-4 activities)	Auditory only	Auditory, Visual only	Auditory, Kinesthetic, visual with smooth transitions	Auditory, Kinesthetic, visual with smooth transitions ... differentiated instruction
Student	No	Some modeling,	Model, guided, individual,	Model, guided,

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Practice Opportunities	modeling at all	guided, individual, cooperative practice	cooperative practice with circulating	individual, cooperative practice with circulating and “Whoever explains Learns”
Questioning Techniques	Bloom’s lower level only	Bloom’s lower and higher level, with adequate wait time	Bloom’s lower and higher level, with adequate wait time, random student selection	All of 3 plus choral, signal response, hints, clues, QAR
Student Participation	Sit in desk and listen	Sit in desk and listen with some group activity	Teacher becomes Guide on Side	Teacher becomes Guide on Side with some hands on cooperative learning
Check for Understanding	No feedback from student at all	Some feedback but minimal	Use questioning and provide feedback	Observation, use question and provide feedback with adequate pacing
Periodic Summary of lesson	No summary at all	Minimal reference	Refer to objective for lesson periodically	Refer to objective for lesson periodically with student feedback
Assessments	None	Observation only	Observation, use of response journals, student demos, portfolios, cold tests rubric	Observation, use of response journals, student demos, portfolios, cold tests, rubric, authentic performance, respond to open ended questions
Retention Strategies	None	Minimal meaning to lesson	Use of meaning, humor, mnemonics	Use of meaning, humor, mnemonics, Make sense, transfer of

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				past experiences for new learning
Effective Teaching Behaviors	Low expectations	Minimal expectations with good classroom management	High expectations, good management, assertive discipline plan	High expectations, good management, assertive discipline plan, positive, safe respectful environment
Lesson Ending	No closure, disorderly exit	Closure but disorderly exit	Closure, orderly exit routine	Closure, orderly exit routine, bridge to next lesson, homework connected to lesson
Classroom Atmosphere	Bulletin boards not decorated, cluttered, cold atmosphere, walls empty.	Bulletin boards not decorated but not relevant or updated, wall space used sparingly, cluttered	Bulletin boards look good but no correlation to classroom activities, wall space fully used, uncluttered	A Celebration of Learning! Bulletin Boards current, no clutter, reference charts visible, no clutter.
Student Work	No student work displayed	Minimum student work displayed (no rubric with work)	Many examples of student work posted, no rubric displayed (work is current)	All student work in professional manner and celebrated with rubric (current work)
Standards	No standards posted	Standards posted but cannot be read easily	Standards posted but not prominent.	Standards posted, easily seen, useful during instruction

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