

CLASSROOM WALKTHROUGH CHECKLISTS

Development Process

SAMPLE

1. Identify:

- **Purpose & Focus Area(s)**
- **Users and Impacted Groups**

Example #1:

Purpose & Focus Area – To monitor the implementation of a district adopted program

Users – Site administrators; Impacted Group – all teachers

Example #2

Purpose & Focus Area – To assess the level of differentiation in classroom teaching and learning.

Users – site administrators and leadership team; Impacted Group – all teachers

Example #3

Purpose & Focus Area – To provide peer support to PD participants to implement the learned strategies

Users & Impacted Group – Teachers who participate in the PD

2. Form a Task Force Group with representation from:

- District and site **administrators**
- Representatives from **users and impacted groups**

3. Task Force Group:

Checklist Development:

- Identify a list of **specific evidence** when the focus area is fully implemented with quality.
- Evidence may be grouped into major **categories**, such as “What does the teacher do?”, “What does the student do?”, “What does student work look like?”
- Choose a **format** based on the type and amount of written information to be included on the checklist.

Implementation & Monitoring Plan:

- Identify the details how the **checklist** will be used, including timeline, frequency, roles and responsibilities, process and procedures.
- Identify how the **data** collected from the Walkthrough Checklist will be used.
- Identify how progress will be monitored and how all concerned parties will be held **accountable** for an effective implementation.
- Identify how **support** will be provided to address the identified needs.

Communication & Collaboration

- Share **draft** checklist and implementation plan with all users and impacted groups to solicit input.
- Make necessary **revisions/refinement** based on input received.
- Share final checklist and implement with all concerned parties.

4. Implementation Monitoring & Refinement

- Continue to monitor implementation progress and make necessary refinements/revisions based on progress data.

CLASSROOM WALKTHROUGH

Checklist Development

SAMPLE

Purpose & Focus Area(s)	
Users	Impacted Group(s)
How Checklist will be Used: (Specify timeline, frequency, roles and responsibilities, process and procedures.)	
How Data collected will be used:	
Measures and Process to Monitor Progress and hold everyone accountable.	Supports to address identified needs:

Quality Evidence		
What does the teacher do?	What does the student do?	What does student work look like?
Format:		
Other information to be included on checklist:		

Teacher/Grade/Subject: _____
Date/Start Time/End 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 <input type="checkbox"/> Authentically On Task <input type="checkbox"/> Passive/Compliant <input type="checkbox"/> Disengaged/Disruptive Whole Class <input type="checkbox"/> Asking & responding to questions <input type="checkbox"/> Listening & note taking <input type="checkbox"/> Participating in discussion <input type="checkbox"/> Participating in guided practice Small Group or Paired <input type="checkbox"/> Students have defined responsibilities <input type="checkbox"/> Students encourage one another <input type="checkbox"/> Collaboratively producing a product <input type="checkbox"/> Collaboratively problem-solving <input type="checkbox"/> Participating in discussion <input type="checkbox"/> Presenting Individual <input type="checkbox"/> Independently producing a product <input type="checkbox"/> Independently solving a problem <input type="checkbox"/> Independent practice/application <input type="checkbox"/> Presenting <input type="checkbox"/> Silent reading <input type="checkbox"/> Writing activities <input type="checkbox"/> Researching information Level(s) of Student Work <input type="checkbox"/> Remembering <input type="checkbox"/> Understanding <input type="checkbox"/> Applying <input type="checkbox"/> Analyzing <input type="checkbox"/> Evaluating <input type="checkbox"/> Creating	<input type="checkbox"/> Standards-Based Learning Objectives (posted/written) <input type="checkbox"/> Evidence of Lesson Plan <input type="checkbox"/> Fidelity of Core Programs (effective use of core program components/materials to provide quality standards-based lessons)		Classroom Appearance <input type="checkbox"/> Organized, neat & uncluttered <input type="checkbox"/> Learning goals/data is displayed <input type="checkbox"/> Standards-based student work is displayed <input type="checkbox"/> Other visuals support learning Classroom Management <input type="checkbox"/> Safe & orderly environment <input type="checkbox"/> Routines & procedures are evident <input type="checkbox"/> Evidence that students understand behavioral expectations <input type="checkbox"/> Evidence that students share responsibility for effective operations <input type="checkbox"/> Positive behavior is reinforced <input type="checkbox"/> Negative behavior is addressed through re-directing <input type="checkbox"/> Teacher circulates throughout the classroom <input type="checkbox"/> Teacher manages/monitors many activities simultaneously <input type="checkbox"/> Teacher manages proactively & calmly <input type="checkbox"/> Teacher displays energy & enthusiasm <input type="checkbox"/> Time is used effectively & efficiently Classroom Culture <input type="checkbox"/> Respectful, positive student-teacher relationships are evident <input type="checkbox"/> Students demonstrate mutual respect <input type="checkbox"/> Students are comfortable sharing ideas, questions, concerns, or needs <input type="checkbox"/> Evidence of celebrating student success <input type="checkbox"/> Evidence of developing leadership skills (e.g., using Leader in Me components)
	Instructional Practices & Strategies <div><div>Differentiation <input type="checkbox"/> Content <input type="checkbox"/> Learning Process <input type="checkbox"/> Student Product <input type="checkbox"/> Skill Development <input type="checkbox"/> Support <input type="checkbox"/> Learning Time <input type="checkbox"/> Flexible, fluid groupings</div><div>Lesson Design <input type="checkbox"/> Alternating whole & small group activity <input type="checkbox"/> Efficient transitions <input type="checkbox"/> Equitable student participation</div><div>Direct Instruction <input type="checkbox"/> Modeling <input type="checkbox"/> Think-alouds <input type="checkbox"/> Re-teaching <input type="checkbox"/> "I do, we do, you do" <input type="checkbox"/> Mini-lessons/focus lessons (5-7 mins) <input type="checkbox"/> Scaffolding <input type="checkbox"/> Guided practice <input type="checkbox"/> Lecture/Presentation <input type="checkbox"/> Visual Aids</div><div>Classroom Discussion <input type="checkbox"/> Student-lead discussion/presentation <input type="checkbox"/> Teacher-directed Q & A</div><div>Check for Learning/Understanding <input type="checkbox"/> Verbal questioning <input type="checkbox"/> Monitoring student practice <input type="checkbox"/> Total Group Response (e.g., white boards, show of hands, choral response) <input type="checkbox"/> Writing to learn activity <input type="checkbox"/> Formative Assessments (e.g., quizzes – oral/written)</div></div> <div><div>Research-based Strategies <input type="checkbox"/> Cooperative learning <input type="checkbox"/> Vocabulary instruction (six-step model) <input type="checkbox"/> Think-pair-share <input type="checkbox"/> Reciprocal teaching <input type="checkbox"/> SDAIE strategies <input type="checkbox"/> Frontloading strategies <input type="checkbox"/> Thinking Maps <input type="checkbox"/> Write from the Beginning <input type="checkbox"/> Teach for Success techniques <input type="checkbox"/> GLAD (Guided Language Acquisition Design) strategies <input type="checkbox"/> Cornell note-taking strategies</div><div>Embedded Literacy <input type="checkbox"/> Writing across the curriculum <input type="checkbox"/> Reading in content areas <input type="checkbox"/> Evidence of writing process</div><div>Instructional Materials/Technology <input type="checkbox"/> Manipulatives/hands-on materials used <input type="checkbox"/> Technology resources from adopted programs used <input type="checkbox"/> Other technology resources used by teacher to enhance teaching and learning <input type="checkbox"/> Technology equipment used by teacher to enhance lesson delivery (e.g., computer, document camera, projector, audio, smartboard) <input type="checkbox"/> Technology used by students to master grade-level content standards (e.g., computer, online resources, podcasting)</div></div>		
Notes:	Notes:		<div><div>SAMPLE</div></div>

Teacher/Grade/Subject: _____
Date/Start Time/End Time: _____

CLASSROOM WALKTHROUGH CHECKLIST

LEGEND

☑ – Evidence NE – NO Evidence NA – Not Applicable

[illegible]

Teacher/Grade/Subject: _____
Date/Start Time/End Time: _____

CLASSROOM WALKTHROUGH CHECKLIST

LEGEND

☑ – Evidence NE – NO Evidence NA – Not Applicable

Focus on INSTRUCTION & RIGOR

- ☐ Standards-Based Learning Objectives (posted/written)
- ☐ Evidence of Lesson Plan
- ☐ Fidelity of Core Programs (*effective use of core program components/materials to provide quality standards-based lessons*)

[illegible]

Date/Start Time/End Time:

LEGEND
☒ – Evidence
 NE – NO Evidence
 NA – Not Applicable

QUALITY EVIDENCE	OBSERVATIONS	FOLLOW-UP
Student Engagement <ul style="list-style-type: none"> <input type="checkbox"/> Authentically On Task <input type="checkbox"/> Passive/Compliant <input type="checkbox"/> Disengaged/Disruptive 		<div style="text-align: center; padding-top: 20px;">FOCUS</div> <div style="text-align: center; padding-bottom: 20px;">GUIDING QUESTIONS</div>
Whole Class <ul style="list-style-type: none"> <input type="checkbox"/> Asking & responding to questions <input type="checkbox"/> Listening & note taking <input type="checkbox"/> Participating in discussion <input type="checkbox"/> Participating in guided practice 		
Small Group or Paired <ul style="list-style-type: none"> <input type="checkbox"/> Students have defined responsibilities <input type="checkbox"/> Students encourage one another <input type="checkbox"/> Collaboratively producing a product <input type="checkbox"/> Collaboratively problem-solving <input type="checkbox"/> Participating in discussion <input type="checkbox"/> Presenting 		
Individual <ul style="list-style-type: none"> <input type="checkbox"/> Independently producing a product <input type="checkbox"/> Independently solving a problem <input type="checkbox"/> Independent practice/application <input type="checkbox"/> Presenting <input type="checkbox"/> Silent reading <input type="checkbox"/> Writing activities <input type="checkbox"/> Researching information 		
Level(s) of Student Work <ul style="list-style-type: none"> <input type="checkbox"/> Remembering <input type="checkbox"/> Understanding <input type="checkbox"/> Applying <input type="checkbox"/> Analyzing <input type="checkbox"/> Evaluating <input type="checkbox"/> Creating 		
Strengths		
Areas of Need		<div style="border: 1px solid black; width: fit-content; margin: auto; padding: 5px;">SAMPLE</div>

Date/Start Time/End Time:

LEGEND
☒ – Evidence
 NE – NO Evidence
 NA – Not Applicable

QUALITY EVIDENCE	OBSERVATIONS	FOLLOW-UP
<input type="checkbox"/> Standards-Based Learning Objectives (posted/written) <input type="checkbox"/> Evidence of Lesson Plan <input type="checkbox"/> Fidelity of Core Programs		FOCUS
Differentiation <input type="checkbox"/> Content <input type="checkbox"/> Learning Process <input type="checkbox"/> Student Product <input type="checkbox"/> Skill Development <input type="checkbox"/> Support <input type="checkbox"/> Learning Time <input type="checkbox"/> Flexible, fluid groupings		GUIDING QUESTIONS
Lesson Design <input type="checkbox"/> Alternating whole & small group activity <input type="checkbox"/> Efficient transitions <input type="checkbox"/> Equitable student participation		
Direct Instruction <input type="checkbox"/> Modeling <input type="checkbox"/> Think-alouds <input type="checkbox"/> Re-teaching <input type="checkbox"/> "I do, we do, you do" <input type="checkbox"/> Mini-lessons/focus lessons (5-7 mins) <input type="checkbox"/> Scaffolding <input type="checkbox"/> Guided practice <input type="checkbox"/> Lecture/Presentation <input type="checkbox"/> Visual Aids		
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Check for Learning/Understanding <input type="checkbox"/> Verbal questioning <input type="checkbox"/> Monitoring student practice <input type="checkbox"/> Total Group Response (e.g., white boards, show of hands, choral response) <input type="checkbox"/> Writing to learn activity <input type="checkbox"/> Formative Assessments (e.g., quizzes – oral/written)		
Research-based Strategies <input type="checkbox"/> Cooperative learning <input type="checkbox"/> Vocabulary instruction (six-step model) <input type="checkbox"/> Think-pair-share <input type="checkbox"/> Reciprocal teaching <input type="checkbox"/> SDAIE strategies <input type="checkbox"/> Frontloading strategies <input type="checkbox"/> Thinking Maps <input type="checkbox"/> Write from the Beginning <input type="checkbox"/> Teach for Success techniques <input type="checkbox"/> GLAD (Guided Language Acquisition Design) strategies <input type="checkbox"/> Cornell note-taking strategies		
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Strengths		
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Date/Start Time/End Time:

LEGEND
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QUALITY EVIDENCE	OBSERVATIONS	FOLLOW-UP
Classroom Appearance <ul style="list-style-type: none"> <input type="checkbox"/> Organized, neat & uncluttered <input type="checkbox"/> Learning goals/data is displayed <input type="checkbox"/> Standards-based student work is displayed <input type="checkbox"/> Other visuals support learning 		FOCUS GUIDING QUESTIONS
Classroom Management <ul style="list-style-type: none"> <input type="checkbox"/> Safe & orderly environment <input type="checkbox"/> Routines & procedures are evident <input type="checkbox"/> Evidence that students understand behavioral expectations <input type="checkbox"/> Evidence that students share responsibility for effective operations <input type="checkbox"/> Positive behavior is reinforced <input type="checkbox"/> Negative behavior is addressed through re-directing <input type="checkbox"/> Teacher circulates throughout the classroom <input type="checkbox"/> Teacher manages/monitors many activities simultaneously <input type="checkbox"/> Teacher manages proactively & calmly <input type="checkbox"/> Teacher displays energy & enthusiasm <input type="checkbox"/> Time is used effectively & efficiently 		
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Teacher/Grade/Subject:

Date/Start Time/End Time:

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LEGEND

☑ – Evidence

NE – NO Evidence

NA – Not Applicable

Focus on INSTRUCTION & RIGOR LEVEL(S) OF STUDENT WORK

QUALITY EVIDENCE	OBSERVATIONS	FOLLOW-UP
<input type="checkbox"/> Remembering <input type="checkbox"/> Understanding <input type="checkbox"/> Applying <input type="checkbox"/> Analyzing <input type="checkbox"/> Evaluating <input type="checkbox"/> Creating		FOCUS
Strengths		GUIDING QUESTIONS
Areas of Need		

SAMPLE

Date/Start Time/End Time:

LEGEND

NE – NO Evidence

Focus on INSTRUCTION & RIGOR
DIFFERENTIATION

- ☐ Content
- ☐ Learning Process
- ☐ Student Product
- ☐ Skill Development
- ☐ Support
- ☐ Learning Time
- ☐ Flexible, fluid groupings

Strengths

Areas of Need

FOCUS

GUIDING QUESTIONS

SAMPLE

Date/Start Time/End Time:

NA – Not Applicable

[illegible]

SAMPLE

CLASSROOM WALKTHROUGH CHECKLISTS

Development Process

SAMPLE

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Communication & Collaboration

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