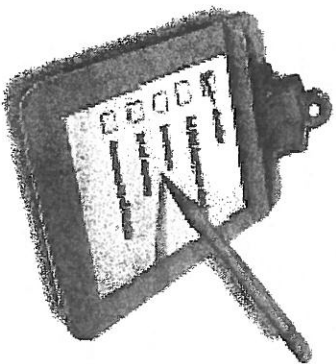


# CCA East TEN MINUTE WALK THROUGH CHECKLIST



Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Period/Time: \_\_\_\_\_

Subject/Grade: \_\_\_\_\_

Purpose/Common Core Objective/I CAN Statement \_\_\_\_\_

Number of Students: \_\_\_\_\_

*The ten-minute walkthrough is a tool used for guiding teachers toward continuous improvement. The walkthrough is a brief, focused classroom visit. This form should be used for reflection on instructional practices and as well as a guide towards self-initiated professional development. The role of the observer is to assume the role of coach as opposed to judge, leading teachers to reflective practices and to dialogue focused on curriculum and instruction. Below are the following practices observed in your classroom today:*

## PHYSICAL SETTING:

Yes No

- Student work displayed
- Print rich environment and Instructional posters on walls
- Availability of manipulatives
- Furniture allows for grouping
- Adequate space for activities
- Classroom organized in a manner conducive for success
- Technology readily available
- Room clean and neat

## ACTIVITIES IN PROGRESS:

Yes No

- Lecture
- Teacher Demonstration
- Teacher/Student Discussion
- Student/Student Discussion
- Cooperative group activity
- Student using technology
- Silent Reading
- Independent Seat work

**CURRICULUM:**

Yes No

- Curriculum standards and performance indicators are evident (clearly articulated and stated on the Board)
- Curriculum Alignment Evident (i.e., C-I-A)
- Builds upon student academic background
- Links to life, career, and continuing education

**LESSON PLAN DEVELOPMENT:**

Yes No

- Aim/Objective stated on the Board
- Addresses goals/objective of lesson
- Provides vocabulary relevant to lesson
- Materials/resources support lesson
- Evaluates/assesses learning acquisitions
- Aligns to curriculum and learning standards
- Evidence of homework assignment/review

**INSTRUCTION:**

Yes No

- Delivery engages all students
- Communicates *WHAT* is being taught
- Communicates *WHY* concepts are being taught
- Clear use of vocabulary terms relevant to lesson
- Reviews previously taught skills and concepts
- Evidence of differentiating instruction
- Aligns with curriculum and learning standards

**ASSESSMENT:**

Yes No

- Expectations clearly communicated
- Use of rubrics
- Use of higher level questioning
- Student self reflection practices
- Multiple assessments
- Open response questions with scoring guide
- Alignment to curriculum

**ORGANIZATION:**

Yes No

- Instructional time is maximized
- Few interruptions
- Student time on task maximized

**CULTURE:**

Yes No

- Maintains high expectations for all students
- Teacher exhibits positive attitude toward students
- Students exhibit a sense of comfort/belonging

**TEACHER LEADERSHIP:**

Yes No

- Vision and Mission for student learning clear and posted
- Classroom management orderly/well managed
- Serves as a role model
- Professional language, diction, and enunciation
- Professional and appropriate attire

**PROFESSIONAL DEVELOPMENT:**

Yes No

- Demonstrates use of researched based strategies
- Demonstrates use of best practices
- Demonstrates an understanding of pedagogy
- Professional development embedded into classroom instruction

**SUPPLEMENT SUPPORT:**  
Volunteer(s) in class

Student Teacher

Special Education Teacher

Teacher Assistant

**SUGGESTIONS**

