CCA East TEN MINUTE WALK THROUGH CHECKLIST

Teacher: Preston **Subject/Grade:** Reading / 2nd
Date: 1-28-15 **Period/Time:** 9am **Number of Students:** 14
Purpose/Common Core Objective/I CAN Statement _____

refer to throughout lesson

You should write this and read w/ 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:*

"Police officers"

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

move desks up - looks crammed in back of room

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

only a few students, not all

- Book displayed on SMART board
- Went over Table of Contents
- Students read aloud (All have copy of book)

Where does Police Officers fall with pacing guide?

CURRICULUM:
Yes No

Legends...

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

Talking about Hart Plaza, if you're lost, etc

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

Try to allow them to talk more, so its not so much lecture.

ORGANIZATION:
Yes No

Instructional time is maximized
Few interruptions
Student time on task maximized

- Students having difficulty w/ page #s
- Staying focused

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

LESSON PLAN DEVELOPMENT:
Yes No

In plans, not similar to what is going on in classroom?
— Add how they're reading story

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

ASSESSMENT:
Yes No

How do you know students "got it"?

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

CULTURE:
Yes No

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

(*) Music playing

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

You just ended w/ a Brain Break"

Where was the wrap-up?

Students didn't do any reading (some), no comprehension worksheets, no vocab review

SUPPLEMENT SUPPORT:
Volunteer(s) in class Student Teacher Special Education Teacher Teacher Assistant

SUGGESTIONS

- For Building Background - show a picture/images of police officers. Begin class discussion with their role, etc. to get them eager to read the story.

- Try writing names on sticks to call on students so all students are accountable for learning.

- For student copies of books - Have them pre-cut so they are able to better follow along.

- Content Boards - use these during your instruction - they have vocab, I can's, and resources that pertain to what they're learning about.

- Reading - where all of your students aren't on grade level - begin with you modeling how to read the story aloud. Then let them partner read. Then, get into lesson of asking questions/ checking for comprehension.