

Isaac Classroom Walk Through Observation Instrument

Classroom Instructor: _____ Grade/Subject: _____ School: _____

Observer: _____ Start Time: _____ End Time: _____

O = Observed/Present **N** = Not Observed

Mainstream

ELD

SPED

O	N	Walk Through Elements	Evidence / Documentation	
		Teacher Techniques	Observation notes:	
		Whole group instruction		
		Small group instruction		
		No instruction		
		Direct, Explicit Instruction		
		Standard(s) and daily objective(s) posted and communicated to all students		
		Standard(s) and daily objective(s) related to instruction		
		Instruction aligned with lesson plan		
		Explicitly models and explains		
		Provides practice		
		Elicits / Supports use of academic language		
		Emphasizes key vocabulary		
		Uses displayed words in lesson		
		Provides specific and immediate feedback		
		Instructional pacing appropriate for grade level		
		Formative assessment (checks for understanding)		
		Seatwork / Centers	Observer comments:	
		Learning is meaningful		
		Instructional materials are from the District's core program(s)		
		Self-discipline/self directed/accountable		
		Student Engagement		
		Elicited by the teacher		
		Mandatory throughout the learning (minimum 85%)*		
		Classroom environment conducive to learning		
		Student interactions and discussion related to lesson		
		Teacher illustrates strong classroom management skills		
* Determining 85%: 30-24 ≤ 4, 23-17 ≤ 3, 16-10 ≤ 2, 9-3 ≤ 1				
		ELD Focus		Teacher feedback:
		Language STAR		
		Vocabulary <input type="checkbox"/> Phonology		
		Grammar <input type="checkbox"/> Morphology		
		Writing <input type="checkbox"/> Syntax		
		Reading <input type="checkbox"/> Lexicon		
		Oral Language <input type="checkbox"/> Semantics		
When observer(s) came in, teacher was:				
When observer(s) came in, students were:				