

# Summary of Isaac Classroom Walk Through Observation Instrument

## Teacher Techniques

**Whole group instruction:** Teacher is engaged with students in a whole group setting for five (5) continuous minutes or longer

**Small group instruction:** Teacher is engaged with a small group of students for five (5) continuous minutes or longer.

**No instruction:** Teacher does not monitor, give feedback, and/or provide instructional assistance to any students completing an assignment or task for five (5) continuous minutes.

## Direct, Explicit Instruction

**Standard(s) and daily objective(s) posted and communicated to all students** Standard(s)/objective(s) are displayed in student friendly language to inform students of what they need to know and/or be able to do. Students are reminded of the learning objective(s) throughout the lesson.

**Standard(s) and daily objective(s) related to instruction; Instruction aligned with lesson plan** Instruction is appropriate and aligned to the state grade level standard(s) & lesson plans.

**Explicitly models and explains; provides practice:** Provides a clear, accurate model – Provides verbal explanation of the critical features of the model in the simplest and clearest form.

**Elicits / Supports use of academic language:** Assists students to be proficient through paraphrasing and/or correcting students' verbal use of academic language.

**Emphasizes key vocabulary; Uses displayed words in lesson** Displays or highlights words from the lesson – The teacher explicitly introduces and/or reviews key vocabulary by defining, demonstrating and/or showing how each term is used within the context of the learning – Throughout the learning, the teacher elicits students to explicitly do three (3) of the following with the key vocabulary being emphasized: listen to, say, read, and/or write.

**Provides specific and immediate feedback** Provides explanation of what students are doing that is correct or incorrect and how to correct it – Frequently provides specific and immediate feedback to students.

Instructional pacing appropriate for grade level: All teacher input, activities, questions and responses are related to objective(s) – Keeps lesson moving to avoid slowdowns – Stays on-track with the lesson by avoiding digressions.

**Formative assessment (checks for understanding)** Elicits all students to respond to a question(s) by signaling, writing, performing or a combination of those three (3) – Reviews elicited behavior to check for all students' understanding to determine instructional needs – Provides assistance and clarification as needed – Adjusts teaching as needed.

## Seatwork / Centers

**Learning is meaningful:** Students are held accountable during seatwork or centers.

**Instructional materials are from the District's core program(s):** Assignment or task is directly related to the comprehensive core programs of the District.

**Self-discipline/self-directed/accountable:** Students are held accountable and demonstrate these behaviors during seatwork or centers.

## Student Engagement

**Elicited by the teacher:** Elicits 85 percent or more of the students to be engaged in academic learning at the same time.

**Mandatory throughout the learning (minimum 85%):** Makes student engagement mandatory for 85 percent or more of the students throughout the academic learning.

**Classroom environment conducive to learning:** Climate of fairness, caring and respect is maintained by the teacher – Literacy rich environment is established – A variety of books, resources and materials are displayed and readily available to the students – Current student work is displayed – Students have materials for learning.

**Student interactions and discussion related to lesson** Provides specific opportunities for students to interact and/or discuss the learning with each other.

**Teacher illustrates strong classroom management skills:** Standards for behavior and routines are established – Transitions are efficient to avoid loss of instructional time – Models appropriate behavior consistently – Enforces appropriate behavior consistently – Carries out disciplinary actions as needed.

## ELD Focus

Vocabulary, Grammar, Writing, Reading and/or Oral Language were observed during academic learning at the time the walk through was conducted.

**Phonology:** Language warm-up – minimal pairs, alphabet and number pronunciation

**Morphology:** Verb tense sentences; prefix/suffix activity

**Syntax:** Structure of sentences; sentence building; syntax surgery

**Lexicon (Vocabulary):** Semantic mapping; categories; backpack

**Semantics (Vocabulary):** Sentence frames