City of Baker School System
Walk-Through Observation Instrument

Teacher:		Grade:	Observer:	
Number of Students:		School:		
Date:		Time:		Subject:

√ =observed	X= needs improvement	NO= not observed

Instructional Components

Objectives displayed/communicated	
Current lesson plans available/implemented	
Content related charts/visuals displayed	
GLE's are addressed in lesson plans	

Classroom Environment

Physical environment is organized to facilitate learning	
Materials are organized, readily available and disseminated quickly	
Classroom promotes a positive learning environment (care, concern, assistance, equity, etc.)	

Classroom Management

PBS expectations are present and displayed	
PBS behaviors are monitored/language promoting PBS is being used	
Time Management (provisions for early finishers, effective routines, timely transitions, etc.)	

Instruction

Teaching and learning present and/or assessment	
Clear and accurate directions and explanations	
Higher Order questioning and/or activities	
Differentiated instruction taking place	

Higher Order Thinking Skills

Knowledge	Comprehension	Application
Analysis	Synthesis	Evaluation

Assessment

Students academic progress is monitored (student check of understanding of concept)	
Immediate feedback is provided to students	
Documentation observed: checklists, anecdotal notes, formal assessments, etc.	

Comments/Notes:

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Instructional Strategies		Method of Instruction

❑ Demonstration/Modeling
    o Graphic Organizers
    o KWL Charts
    o Problem Solving
    o Pause, Prompt, Praise
❑ Interactive Instruction
    o Role Playing
    o Debates
    o Brainstorming
    o Cooperative Learning
    o Problem Solving
    o Discussion
    o Interviews
❑ Facilitating Discussion
    o Circle Learning
    o Debate
    o Summarizing/Note Taking
❑ Independent Instruction
    o Computer Assisted
    o Journals
    o Learning Logs
    o Assigned Questions
    o Research Projects
    o Presentations
	❑ Experiential Learning
	    o Narratives
	    o Role Playing
	    o Model Building
	    o Storytelling/Retelling
	❑ Direct Instruction
	    o Explicit Teaching
	    o Drill and Practice
	    o Compare and Contrast
	❑ Guided Practice/Questioning
	    o Cooperative Learning
	    o Think/Pair/Share
	    o Jigsaw
	❑ Indirect Instruction
	    o Problem Solving
	    o Reading for Meaning
	    o Inquiry
	    o Concept Mapping
	❑ Assessment
	    o Rubric
	    o Formal
	    o Informal
	        ▪ **Checklist**
	        ▪ **Performance**
		❑ Whole Class
		❑ Small Group
		❑ Intervention
		❑ Cooperative Learning Groups
		❑ Computer Based
		❑ Individualized Teaching
		❑ Centers
		
		Student Engagement
		
		❑ 90%-100%
		❑ 70%-89%
		❑ 0%-69%
		
		Student Activities
		❑ Hands on Activities
		❑ Problem Solving
		❑ Composing/Process Writing
		❑ Brainstorming
		❑ Discussing
		❑ Utilizing Technology
		❑ Note Taking
		❑ Listening
		❑ Reading
		❑ Drill and Practice
		❑ Textbook/Worksheet
		❑ Other

District "Look Fors" *Mandatory*

- ❑ Class Schedules posted outside of each classroom (district form)
- ❑ UNRAAVEL poster for Comprehension posted and utilized (Grades 3-5)
- ❑ Power of Retelling Comprehension Strategies utilized (K-2)
- ❑ PBS School Expectations displayed
  - o Hallways
  - o Classrooms
- ❑ Core Reading program being utilized with fidelity
- ❑ Mission Statement is posted school wide
- ❑ School SPS is posted school wide
- ❑ Daily Attendance is posted outside each classroom
- ❑ Singapore Math is being used effectively
- ❑ Technology is being used, is up to date and students are benefiting from it
  - o Classrooms
  - o Computer Labs
- ❑ GLE/Objective Lesson correlation for each lesson being taught
- ❑ Constructed Response item included on every unit test and is documented in the lesson plans (Grades 6-8)

Professional Development Recommended/Follow-Up Procedures: