**Tier I Walkthrough**

This document is designed to document and assist in looking for trends in instructional practices and alignment with the Teaching and Learning Cycle. Appropriate uses for this data would include using the data to determine professional development needs for a building or department as well as to help guide PLC conversations.

Grade Level

Content Area

**Standards**

What do students need to know, understand, and be able to do? (LEAVE BLANK any items not relevant to this observation.) Items not scored are not included in the aggregate data.

Teachers and students are clear about what the content and language objectives are for the day and learning outcomes are based on standards with concepts appropriate for age and educational backgrounds of students. (LP-1,2,3)

1 2 3 4

No evidence ( ) ( ) ( ) ( ) High evidence

Grade level expectations and evidence outcomes are taught to mastery level

1 2 3 4

No evidence ( ) ( ) ( ) ( ) High evidence

21st Century Skills are in place (critical thinking and reasoning, information literacy, collaboration, self- direction and invention.)

1 2 3 4

No evidence ( ) ( ) ( ) ( ) High evidence

Proficient work samples and exemplars are shared with criteria and measured against a rubric and standards.

1 2 3 4

No evidence ( ) ( ) ( ) ( ) High evidence

Comments (Standards) Enter comments as needed about observations in this category

**Assessment**

How do we know students have learned? (LEAVE BLANK any items not relevant to this observation.) Items not scored are not included in the aggregate data.

The Teaching and Learning Cycle is practiced daily to help measure student learning toward mastering standards on an on- going basis using formative and summative assessments, progress monitoring, and pre and post assessments.

1 2 3 4

No evidence ( ) ( ) ( ) ( ) High evidence

Data is collected frequently and is used to make instructional decisions.

1 2 3 4

No evidence ( ) ( ) ( ) ( ) High evidence

Teachers are consistently checking for students’ understanding of the learning by using a variety of assessment

methods.

1 2 3 4

No evidence ( ) ( ) ( ) ( ) High evidence

Assessment data is used to differentiate instruction for students.

1 2 3 4

No evidence ( ) ( ) ( ) ( ) High evidence

Comments (Assessment) Enter comments as needed about observations in this category.

**Core Instruction: Classroom Environment, Student and Teacher**

**Relationships**

How do we teach effectively to ensure students learn? (LEAVE BLANK any items not relevant to this observation.) Items not scored are not included in the aggregate data.

Teacher promotes a safe and secure environment.

Rewards and consequences for behavior are fair and consistent.

1 2 3 4

No evidence ( ) ( ) ( ) ( ) High evidence

Strong teacher/student relationships exist.

1 2 3 4

No evidence ( ) ( ) ( ) ( ) High evidence

Teacher understands students’ interests and backgrounds.

1 2 3 4

No evidence ( ) ( ) ( ) ( ) High evidence

The physical layout of the classroom is organized and supportive of student learning.

1 2 3 4

No evidence ( ) ( ) ( ) ( ) High evidence

Appropriate and varied primary and supplemental materials and tools are present to support different learning styles and needs. (LP-4)

1 2 3 4

No evidence ( ) ( ) ( ) ( ) High evidence

Students and teachers are actively engaged in the learning.

1 2 3 4

No evidence ( ) ( ) ( ) ( ) High evidence

Teachers provide sufficient wait time for student responses consistently. (I-18)

1 2 3 4

No evidence ( ) ( ) ( ) ( ) High evidence

Teachers provide frequent opportunities for interactions and discussion between teacher/student and among students. (I-16)

1 2 3 4

No evidence ( ) ( ) ( ) ( ) High evidence

Teachers and students demonstrate an ability to understand and effectively interact with people across cultures.

1 2 3 4

No evidence ( ) ( ) ( ) ( ) High evidence

Teachers have high expectations for every student.

1 2 3 4

No evidence ( ) ( ) ( ) ( ) High evidence

Comments (Core Instruction: Classroom Environment, Student and Teacher Relationships) Enter comments as needed about observations in this category

**Core Instruction: Lesson Design and Delivery**

How do we teach effectively to ensure students learn? (LEAVE BLANK any items not relevant to this observation.) Items not scored are not included in the aggregate data.

Intentional, meaningful and purposeful teaching occurs consistently.

1 2 3 4

No evidence ( ) ( ) ( ) ( ) High evidence

Pacing is appropriate to support student mastery and includes alignment with curriculum maps.

1 2 3 4

No evidence ( ) ( ) ( ) ( ) High evidence

Teachers demonstrate an understanding of the content they teach.

1 2 3 4

No evidence ( ) ( ) ( ) ( ) High evidence

Teachers use effective instructional strategies for students.

1 2 3 4

No evidence ( ) ( ) ( ) ( ) High evidence

Teachers use a variety of district approved digital, print, and other instructional resources based on standards and student needs.

1 2 3 4

No evidence ( ) ( ) ( ) ( ) High evidence

Lessons are rigorous and include cognitively complex tasks.

Lessons are designed so that student curiosity and learning are encouraged beyond classroom time.

1 2 3 4

No evidence ( ) ( ) ( ) ( ) High evidence

Adaptation of content to all levels of student proficiency. (LP-5)

1 2 3 4

No evidence ( ) ( ) ( ) ( ) High evidence

Teachers provide meaningful activities that integrate lesson concepts with language practice opportunities for reading, writing, listening, and/or speaking. (LP-6)

1 2 3 4

No evidence ( ) ( ) ( ) ( ) High evidence

Higher order thinking questions are planned into instructional time and student talk goes beyond response to prompt. (I-16)

1 2 3 4

No evidence ( ) ( ) ( ) ( ) High evidence

Students have opportunities to engage in 21st century skills (critical thinking and reasoning, information literacy, collaboration, self direction and invention).

1 2 3 4

No evidence ( ) ( ) ( ) ( ) High evidence

Comments (Core Instruction: Lesson Design and Delivery) Enter comments as needed about observations in this category

**Core Instruction: Feedback**

How do we teach effectively to ensure students learn? (LEAVE BLANK any items not relevant to this observation.) Items not scored are not included in the aggregate data.

Teachers provide students feedback about their learning in individual/group conferences, referring to models and examples, asking open-ended questions and taking anecdotal notes. Students incorporate the feedback by revising their work.

Feedback is balanced and descriptive with strengths as well as next steps.

1 2 3 4

No evidence ( ) ( ) ( ) ( ) High evidence

Students are making progress toward being self-directed with their learning and beginning to self-assess their learning progress.

1 2 3 4

No evidence ( ) ( ) ( ) ( ) High evidence

Assessment data is shared with all stakeholders (students, parents, and staff).

1 2 3 4

No evidence ( ) ( ) ( ) ( ) High evidence

Comments (Core Instruction: Feedback) Enter comments as needed about observations in this category

**Instruction and Intervention**

What do we do when students don’t learn or reach mastery before expectation? LEAVE BLANK any items not

relevant to this observation.) Items not scored are not included in the aggregate data.

Multiple opportunities are provided for learning, including: whole group, small group, and 1:1 instruction, throughout the day/class. This includes group configurations that support language and content objectives. (I-

16,17)

1 2 3 4

No evidence ( ) ( ) ( ) ( ) High evidence

Teachers are differentiating instruction for students through flexible grouping, sheltered instruction, tiered assignments and scaffolds for learning in collaboration with support staff.

1 2 3 4

No evidence ( ) ( ) ( ) ( ) High evidence

Comments (Instruction and Intervention Enter comments as needed about observations in this category.)