



## CSDE Commissioner's Network Walkthrough Tool

Classroom and Grade Level		Classroom 1 Grade: __	Classroom 2 Grade: __	Classroom 3 Grade: __	Classroom 4 Grade: __	Classroom 5 Grade: __
	<b>Structures (write initials of those that apply):</b>					
	Lesson Part: Opening Routine (OR), Guided Practice (GP), Independent Practice (IP), Mini-lesson (ML), Closing Routine (CR)					
	Format: Whole Group (WG), Small Group (SG), Station Work (SW), Individual Work (IW)					
<b>Culture &amp; Climate</b>	<b>Classroom Learning Environment</b>					
	Clean and visually stimulating classroom environment is connected to the <i>current</i> unit or theme; contains either inclusive positive practices or artifacts.					
	Systems and routines promote classroom efficiency and student engagement.					
	<b>Positive Relationships</b>					
	Students engage in positive personal interactions.					
	Consistent teacher response to negative interactions in which adults employ strategies to de-escalate and redirect to promote positive relationships.					
<b>Academics</b>	<b>Instruction</b>					
	Posted lesson objectives are clear in identifying in what students are to learn, demonstrate and produce and are in student accessible language.					
	Teacher displays solid knowledge of the important content in the discipline and connects with students' knowledge and experience.					
	The lesson has a clearly defined structure and allows for reasonable time allocations.					
	Most of the teacher questions are of highly quality and rigorous. Adequate time is provided for multiple students to respond.					
Teacher creates conditions for student discourse where students are encouraged to talk about each other's thinking.						



<b>Academics</b>	<b>Differentiation and Checking for Understanding</b>					
	Teacher employs strategies to tier or scaffold instruction. The teacher utilizes varied instructional groupings and interacts with the majority of the different groups.					
	A variety of ongoing assessment tools (i.e., checklists, surveys) are utilized to adjust instruction.					
	Teacher identifies and supports students who may struggle with the content.					
	Teacher feedback to students is timely, actionable and specific.					
	Student responses, work, and interactions demonstrate that most students are on track to achieve learning goals.					
	<b>Academic Rigor and Ownership</b>					
	Most students complete an appropriate amount of the cognitive work.					
	Most students provide meaningful evidence to support their thinking.					
	Most students respond to their peers' thinking, ideas or answers.					
	Most students try hard to complete academic work and answer questions.					
	<b>Student Engagement</b>					
	Strategies for multiple learning styles are prevalent.					
	Most students complete instructional tasks, volunteer responses, and/or ask questions.					
	Questioning is used to support students in moving to higher levels of thinking.					
Discussion is peer-to-peer with the teacher facilitating and redirecting as necessary.						
Students are on-task and idle for only short periods of time						
<b>Operations</b>	<b>Use of Time</b>					
	Teacher adequately paces instruction to provide students with the time needed to be engaged in meaningful work and develop mastery.					
	Transitions are smooth with little loss of instructional time or need for teacher direction.					



Notes	
Classroom 1	
Classroom 2	
Classroom 3	
Classroom 4	
Classroom 5	