



Commissioner’s Network & SIG Walkthrough Tool

Supporting Rubric and “Look Fors”

Classroom Walkthrough Rubric:			1 – Below Standard	2 – Developing	3 – Proficient	4 – Exemplary
Indicator						
Culture and Climate	Classroom Learning Environment	Environment	<input type="checkbox"/> Classroom is disorganized and not inviting. Classroom lacks student work/artifacts/visual stimulation to support teaching and learning.	<input type="checkbox"/> Classroom environment is not entirely inviting or has limited visual stimulation connected to the <i>current</i> unit or theme.	<input type="checkbox"/> Clean and visually stimulating classroom with an inviting learning environment connected to the <i>current</i> unit or theme; contains either inclusive positive practices or artifacts.	<input type="checkbox"/> Clean, inviting, and welcoming classroom that supports effective teaching and learning that reflects <i>current</i> content or skills through student artifacts; contains inclusive positive practices and artifacts.
		Systems	<input type="checkbox"/> Lack of systems and routines.	<input type="checkbox"/> Systems and routines are only somewhat evident and effective.	<input type="checkbox"/> Systems and routines promote classroom efficiency and student engagement.	<input type="checkbox"/> Clear systems and seamless routines with strong student contribution to the smooth functioning of the classroom.
	Positive Relationships	Student Behavior	<input type="checkbox"/> Significant student misbehavior and incidents of negative personal interactions.	<input type="checkbox"/> Some misbehavior and incidents of negative personal interactions are evident.	<input type="checkbox"/> Students engage in positive personal interactions.	<input type="checkbox"/> Highly positive personal interactions.
		Adult Response	<input type="checkbox"/> Adult responses are inequitable and/or inconsistent with approaches that are punitive or stigmatizing.	<input type="checkbox"/> Inconsistent responses to interactions with primarily punitive discipline.	<input type="checkbox"/> Consistent teacher response to negative interactions in which adults employ strategies to de-escalate and redirect to promote positive relationships.	<input type="checkbox"/> Teacher consistently uses positive behavioral strategies, including interventions to increase and maintain positive relationships.
Academics	Instruction	Lesson Objectives	<input type="checkbox"/> Weak or inadequate lesson objectives, failing to capture what students are to learn, demonstrate, and produce. Teacher fails to display and/or communicate objectives to students.	<input type="checkbox"/> Objectives are both not in clear and student accessible language or are not aligned to lesson content, activities and/or standards.	<input type="checkbox"/> Posted lesson objectives are clear in identifying what students are to learn, demonstrate, and produce and are in student accessible language.	<input type="checkbox"/> Teacher explicitly refers to posted lesson objectives that are clear in identifying what students are to learn, demonstrate, and produce and are in student accessible language.
		Content Knowledge	<input type="checkbox"/> Teacher’s explanation of the content is unclear or does not correct errors made by students.	<input type="checkbox"/> Teacher’s explanation of the content is uneven; some is done skillfully, but other segments are difficult to follow.	<input type="checkbox"/> Teacher displays solid knowledge of the important content in the discipline and connects with students’ knowledge and experience.	<input type="checkbox"/> Teacher displays extensive knowledge of the important concepts in the discipline and students contribute to explaining concepts to their peers.

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Academics	Instruction <i>(continued)</i>	Lesson Structure	❑ The lesson has no clearly defined structure or is chaotic. Activities do not follow an organized progression and time allocations are unrealistic.	❑ The lesson has a recognizable structure. Progression of activities is uneven with most time allocations reasonable.	❑ The lesson has a clearly defined structure around which activities are organized. Progression of activities is even with reasonable time allocations.	❑ The lesson's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.
		Questioning	❑ Teacher's questions are of poor quality with low cognitive challenge and single correct responses focused on the recall/retell level.	❑ Teacher's questions invite some thoughtful response, but rigor is predominately low. There is limited opportunity for inquiry or student discourse.	❑ Most of the teacher's questions are of high quality and rigorous. Adequate time is provided for multiple students to respond.	❑ Teacher poses rigorous questions that prompt multiple students to explain their thinking about the content of the lesson.
		Discourse	❑ Interaction between teacher and students is teacher-directed with the teacher mediating all questions and answers.	❑ Teacher makes some attempts to engage students in discussion, but discussion is still teacher-centered.	❑ Teacher creates conditions for student discourse where students are encouraged to talk about each other's thinking.	❑ Student discourse is frequent and students assume considerable responsibility and build upon each's others thinking and responses.
	Differentiation and Checking for Understanding	Strategies	❑ One-size-fits-all instructional approach with no obvious signs of differentiation. Teacher primarily relies on lecture/direct instruction.	❑ Some efforts to differentiate learning task/process of delivery/content based on individual learning needs, but strategies are not seamless throughout the lesson. The teacher groups students, but primarily focuses interactions with a limited number of students.	❑ Teacher employs strategies to tier or scaffold instruction at various points in the lesson. The teacher utilizes varied instructional groupings and interacts with the majority of the different groups.	❑ Seamless differentiation throughout the observed period. The teacher utilizes a variety of instructional practices, interacts with all of the groupings, and circulates to monitor student learning.
		Data	❑ Little to no evidence around the use of data to assess student learning and inform instruction.	❑ Some evidence of the use of data to scaffold instruction (i.e. check-in slips).	❑ Teacher uses a variety of ongoing assessment tools such as checklists, surveys, and anecdotal records to adjust instruction to meet the needs of all learners.	❑ Strong evidence to suggest the use of data to adapt instruction in order to offer intervention and enrichment/extension as needed.
		Supports	❑ Rigid adherence to an instructional plan despite evidence it should be modified.	❑ Some students may struggle, and teacher does not address their learning needs in real time.	❑ Teacher identifies and supports students who may struggle with the content.	❑ Tight feedback loop between monitoring and instruction, where there is individualization to meet unique learning needs.

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Academics	Differentiation and Checking for Understanding (continued)	Feedback	<input type="checkbox"/> Teacher’s feedback to students is general and not provided in a timely manner.	<input type="checkbox"/> Teacher’s feedback to students is uneven and its timeliness is inconsistent.	<input type="checkbox"/> Teacher’s feedback to students is timely, actionable and specific.	<input type="checkbox"/> Teacher’s feedback to students is timely and of high quality, and students are expected to make use of the feedback in their learning.
		Student Work	<input type="checkbox"/> Student responses, work, and interactions demonstrate that most students are not on track to achieve learning goals.	<input type="checkbox"/> Student responses, work, and interactions demonstrate that some students are on track to achieve learning goals.	<input type="checkbox"/> Student responses, work, and interactions demonstrate that most students are on track to achieve learning goals.	<input type="checkbox"/> Student responses, work, and interactions demonstrate that all/almost all students are on track to achieve learning goals.
	Academic Rigor and Ownership	Cognitive Workload	<input type="checkbox"/> Students complete very little of the cognitive work during the observed period, such as reading, writing, discussion, analysis, computation, or problem-solving; teacher completes all/almost all of the cognitive work.	<input type="checkbox"/> Students complete some of the cognitive work during the observed period, but the teacher or a very small number of students complete most of the cognitive work.	<input type="checkbox"/> Students complete an appropriate amount of the cognitive work during the observed period; most of the students complete the cognitive work.	<input type="checkbox"/> All/Almost all of students complete an appropriate amount of the cognitive work during the observed period.
		Evidence	<input type="checkbox"/> Few students provide meaningful oral/written evidence to support their thinking.	<input type="checkbox"/> Some students provide meaningful oral/written evidence to support their thinking.	<input type="checkbox"/> Most students provide meaningful evidence to support their thinking.	<input type="checkbox"/> All/Almost all students provide meaningful oral or written evidence to support their thinking.
		Peer Response	<input type="checkbox"/> Few students respond to their peers’ thinking or ideas.	<input type="checkbox"/> Some students respond to their peers’ thinking and/or provide feedback to their classmates.	<input type="checkbox"/> Most students respond to their peers’ thinking, ideas or answers and provide feedback to their classmates.	<input type="checkbox"/> All/Almost all students routinely provide constructive feedback to their classmates and respond productively to their peers.
		Effort	<input type="checkbox"/> Few students try hard to complete academic work or answer questions.	<input type="checkbox"/> Some students try hard to complete academic work and answer questions.	<input type="checkbox"/> Most students try hard to complete academic work and answer questions, even if challenging.	<input type="checkbox"/> All/Almost all students consistently try hard to complete academic work and answer questions, even when challenging.

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Academics	Student Engagement	Learning Styles	<input type="checkbox"/> Instruction follows a “one size fits all” approach.	<input type="checkbox"/> At least two strategies are utilized to address multiple learning styles.	<input type="checkbox"/> Strategies for multiple learning styles are prevalent.	<input type="checkbox"/> Lesson appeals to and supports diverse learning styles.
		Task Completion	<input type="checkbox"/> Few students complete instructional tasks, volunteer responses and/or ask appropriate questions.	<input type="checkbox"/> Some students complete instructional tasks, volunteer responses, and/or ask appropriate questions.	<input type="checkbox"/> Most students complete instructional tasks, volunteer responses, and/or ask appropriate questions.	<input type="checkbox"/> All/Almost all students complete instructional tasks, volunteer responses, and/or ask appropriate questions.
		Student Response to Questioning	<input type="checkbox"/> Lesson mainly includes questions at the recall and retell level, and/or not all students are required to respond to each question.	<input type="checkbox"/> Lesson includes questions at a range of levels, but not all students are required to actively respond to each question.	<input type="checkbox"/> Lesson uses questioning to carefully support students in moving to higher levels of thinking, ensuring that all students have an opportunity to be actively engaged and respond.	<input type="checkbox"/> Lesson is designed to engage all students in high-level questioning around the learning task with their teachers and peers.
		Discourse	<input type="checkbox"/> Student discussion is driven by the teacher, with the majority of interactions as teacher to student.	<input type="checkbox"/> Discussion is a mix of teacher-led and peer-to-peer with the teacher facilitating the majority of discussions.	<input type="checkbox"/> Discussion is independent peer-to-peer, with the teacher facilitating and redirecting the discussion as needed.	<input type="checkbox"/> Students primarily drive the discussion, consistently adding value to the dialogue with their peers and teacher.
		Time on Task	<input type="checkbox"/> Students are left without work to do for a significant portion of the period observed.	<input type="checkbox"/> Students are idle while waiting for the teacher or left with nothing to do for one or two minutes at a time.	<input type="checkbox"/> Students are idle for short periods of time (less than one minute at a time).	<input type="checkbox"/> Students remain on-task and are proactively engaged throughout the lesson.
Operations	Use of Time	Pacing	<input type="checkbox"/> Instructional time is frequently lost due to lesson structure, pacing, or inappropriate use of instructional time.	<input type="checkbox"/> Instructional time is sometimes lost due to lesson structure, pacing, or inappropriate use of instructional time.	<input type="checkbox"/> Teacher adequately paces instruction to provide students with the time needed to be engaged in meaningful work and develop mastery.	<input type="checkbox"/> Teacher makes appropriate adjustments in pacing with a sense of urgency to adapt to student needs.
		Transitions	<input type="checkbox"/> Transitions are chaotic, with much time lost between activities or lesson segments.	<input type="checkbox"/> Students sometimes execute transitions, routines and procedures in an orderly and efficient manner, and/or require substantial direction or narration.	<input type="checkbox"/> Transitions occur smoothly, with little loss of instructional time or need for teacher direction.	<input type="checkbox"/> Transitions are seamless, with students assuming responsibility with no need for teacher direction.