Commissioner's Network & SIG Classroom Walkthrough Tool

Supporting Rubric and "Look Fors"

Core Practice	1 – Below Standard	2 – Developing	3 – Proficient	4 - Exemplary
Lesson Objectives/ Targets (LT)	Weak or inadequate lesson objectives/targets, failing to capture what students are to learn, demonstrate, and produce. Teacher fails to display and/or communicate LT to students. LT are misaligned and aligned to below-grade level standards.	LT are both not in clear and student accessible language or are not aligned to lesson content, activities and/or standards. LT are misaligned or are aligned to below-grade level standards without reference to the grade-level standard they are preparing to learn.	Posted LT are clear in identifying what students are to learn, demonstrate, and produce and are in student accessible language. Objectives/targets are aligned to grade level standards.	Teacher explicitly refers to posted LT multiple times. Students have opportunities to connect with or reflect upon the learning target and success criteria.
Classroom Visuals	Classroom visuals (e.g., anchor charts, word walls, visual timetables, student work, multicultural and inclusive visuals) are not available. Visuals are irrelevant to the curriculum and do not support learning objectives, engaging students, or promoting comprehension.	Visuals have some effectiveness but need significant enhancements to better support learning outcomes and engage students. Visuals may lack clarity or coherence, making it challenging for students to understand their purpose.	Visuals are generally effective, but may require some improvements in relevance, engagement, organization, or accessibility.	Visuals are highly effective in supporting learning objectives, engaging students, and enhancing comprehension. They are effectively aligned with the content being taught and provide clear, concise information.
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.
Task Design	Instructional tasks focus on memorization and answering recall-type questions.	Instructional tasks require students to apply knowledge and comprehend content.	Instructional tasks allow students to construct meaning and students are encouraged to think critically and process information at deeper levels beyond recall/memorization.	Instruction is designed with opportunities for students to actively engage in creating, understanding, reflecting, and connecting to knowledge.
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.	Questions are scaffolded to move students to higher levels of thinking and require students to explain and justify their thinking. Adequate time is provided for multiple students to respond.	Teacher poses rigorous questions that prompt multiple students to analyze/synthesize 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. The adult voice is dominant.	Teacher makes some attempts to engage students in discussion, but discussion is still teacher-centered. Few students participate in the discussion.	Teacher creates conditions for student discourse where students are encouraged to talk about each other's thinking. Discussion is mainly peer-to-peer. Teacher facilitates and redirects the discussion as necessary.	Student discourse is frequent, and students assume considerable responsibility and build upon each's others thinking and responses. Discourse prompts, structures and/or routines are used to promote deeper level conversations. Student voice is dominant.

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Differentiation	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.	A variety of instructional strategies, methods and modalities are used throughout the lesson. The teacher utilizes varied instructional groupings and interacts with the majority of the different groups.	Seamless differentiation throughout the observed period and opportunities for student choice are evident. The teacher utilizes a variety of instructional practices, interacts with all of the groupings, and circulates to monitor student learning.
ML Supports	There is little to no evidence of support for multilingual learners (ML) in the instruction or classroom environment.	ML support is somewhat limited, requiring significant improvements to address language barriers, cultural relevance, and language development needs adequately.	There are linguistic and academic supports in the classroom environment and the teacher implements scaffolds in the instruction to support ML development.	ML support is comprehensive, incorporating language accessibility, cultural relevance, language development support and collaborative learning opportunities effectively.
Engagement	The lesson is teacher-centered, with tasks/activities guided by the teacher and students are passive participants. Students are off-task or have disengaged from the lesson and are not redirected.	Students sustain their attention, follow directions, and actively participate in or complete the learning task. Tasks may be designed for students to explore, reflect, or problem solve; however, the teacher facilitates most interactions and students are primarily passive.	Students attend and expend cognitive effort to persevere through productive struggle. Students have opportunities to work collaboratively to explore, reflect, and problem-solve with opportunities to share their own ideas.	Students persevere, show enjoyment and interest, and have a positive attitude about learning. Most students respond to questions and/or participate in the lesson by building upon their peers' ideas and contributions.
Feedback	Teacher's feedback to students is general and not provided in a timely manner.	Teacher's feedback to students is uneven and its timeliness is inconsistent.	Teacher's feedback to students is timely, actionable and specific.	Teacher's feedback to students is timely and of high quality, and students are expected to make use of the feedback in their learning.
Use of Time	Instructional time is lost due to lesson structure, pacing, or inappropriate use of instructional time. Students are left without work to do for a significant portion of the period observed. Transitions are chaotic, with time lost between activities or lesson segments.	Instructional time is lost due to lesson structure, pacing, or inappropriate use of instructional time. Some students are off task and there are missed opportunities to maximize instructional time. Transitions, routines, procedures require substantial direction or narration.	Teacher adequately paces instruction to provide students with the time needed to be engaged in meaningful work and develop mastery. Teachers are adept at managing and using class time. Transitions occur smoothly, with little loss of instructional time or need for teacher direction.	Teacher makes appropriate adjustments in pacing with a sense of urgency to adapt to student needs. Students remain on-task and are proactively engaged throughout the lesson. Transitions are seamless, with students assuming responsibility with no need for teacher direction.