CSDE SIG Virtual Walkthrough Tool *HOME*

SCHOOL:	DATE:	TIME: 8:30	Classroom 1 Grade: Content:	Classroom 2 Grade: Content:	Classroom 3 Grade: Content:	Classroom 4 Grade: Content:	Classroom 5 Grade: Content:
TRENDS and THEMES **AREAS FOR GROWTH** **NEXT STEPS**							
Classroom Culture							
Students are actively engaged, on-task and complete instructional tasks, volunteer responses, and/or ask appropriate questions.			☐	☐	☐	☐	☐
Evidence of students cognitively engaged in learning.			☐	☐	☐	☐	☐
Teacher conveys and supports high expectations for learning.			☐	☐	☐	☐	☐
Interactions are positive, respectful, and support learning for all.			☐	☐	☐	☐	☐
Teacher reinforces student participation by adding to the chat or discussion board (i.e., nice comment; great thought provoking question).			☐	☐	☐	☐	☐
Evidence of a classroom community reflective of the diversity of students and community			☐	☐	☐	☐	☐
Targeted Instruction							
There are clear routines and procedures in place to support the instructional model and allow for targeted instruction.			☐	☐	☐	☐	☐
Lesson materials electronically posted contain labeled documents and/or folders that organize the order and flow of the lesson and/or unit (like a road map for students).			☐	☐	☐	☐	☐
The lesson has a clearly defined structure around which activities are organized. Progression of activities is even with reasonable time allocations.			☐	☐	☐	☐	☐
Pacing provides time so that students can interact and have ample time for student-to-student interaction			☐	☐	☐	☐	☐
The objective/learning target is communicated, and clearly identifies what students are to learn, demonstrate and produce. Objective(s) and success criteria are referenced throughout the lesson (i.e., in all presentation documents, such as PowerPoints, videos, assignments, chat, and/or rubrics).			☐	☐	☐	☐	☐

Teacher-led instruction is differentiated. • Lesson includes scaffolds (e.g., read-alouds, thinking maps, links to resources). • Breakout room options are used to work with various groups of students on differentiated needs. • Utilizes virtual tools such as virtual manipulatives, videos, and websites providing texts with multiple reading levels to adjust content to meet the needs of all learners.	☐	☐	☐	☐	☐
Teacher questions are scaffolded to address multiple levels of Depth of Knowledge and tiered to increase rigor. Adequate time is provided for multiple students to respond. Opportunities are provided for students to respond to the teacher and to other student questions in the main room (whole class) in the chat. Students can raise their hands and respond out loud or via the polling tool or chat.	☐	☐	☐	☐	☐
Teacher provides relevant hooks when beginning a new concept (e.g., video clip(s) to spark student interest and curiosity, having students respond to a question with a poll related to the lesson's objective, having students make a personal connection to the content) and throughout the lesson.	☐	☐	☐	☐	☐
Data Driven Decisions					
Evidence of data being used to support learning plan.	☐	☐	☐	☐	☐
Formative assessments are used throughout the lesson and teacher adjusts instruction in real-time based upon student need.	☐	☐	☐	☐	☐
Utilize frequent checks for understanding by stopping and asking questions and having students put learning in their own words.	☐	☐	☐	☐	☐
Evidence of individualized feedback on student assessment, work products, or interactions in chats and class discussions that is specific and actionable.	☐	☐	☐	☐	☐
Student Reflection and Ownership					
Students have access to a variety of tools and options for demonstrating knowledge (portfolios, digital notebooks, tools to connect with peers).	☐	☐	☐	☐	☐
Use of digital or paper reflection tools (reflection sheets, notebooks, journals, questions).	☐	☐	☐	☐	☐
Evidence that students self-advocate for needed support from teachers, peers, technology and other sources.	☐	☐	☐	☐	☐
Students know their individual role within collaborative group activities and are equal and active participants.	☐	☐	☐	☐	☐
The teacher provides opportunities for/engages students in giving specific and high-quality feedback to one another.	☐	☐	☐	☐	☐

Classrooms:	Evidence:	Evidence:
Classroom 1 **HOME**	Lesson Part (choose) (Choose an item.) Lesson Format (choose) (Choose an item.)	
Classroom 2 **HOME**	Lesson Part (choose) (Choose an item.) Lesson Format (choose) (Choose an item.)	
Classroom 3 **HOME**	Lesson Part (choose) (Choose an item.) Lesson Format (choose) (Choose an item.)	
Classroom 4 **HOME**	Lesson Part (choose) (Choose an item.) Followed by independent work. Lesson Format (choose) (Choose an item.)	

Classroom 5 [HOME](#)	Lesson Part (choose) (Choose an item.) Lesson Format (choose) (Choose an item.)	

FEEDBACK:
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REFLECTION QUESTIONS
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NEXT STEPS

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[HOME](#)

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