

CLASSROOM WALKTHROUGH CHECKLISTS

Development Process

SAMPLE

1. Identify:

- **Purpose & Focus Area(s)**
- **Users and Impacted Groups**

Example #1:

Purpose & Focus Area – To monitor the implementation of a district adopted program

Users – Site administrators; Impacted Group – all teachers

Example #2

Purpose & Focus Area – To assess the level of differentiation in classroom teaching and learning.

Users – site administrators and leadership team; Impacted Group – all teachers

Example #3

Purpose & Focus Area – To provide peer support to PD participants to implement the learned strategies

Users & Impacted Group – Teachers who participate in the PD

2. Form a Task Force Group with representation from:

- District and site **administrators**
- Representatives from **users and impacted groups**

3. Task Force Group:

Checklist Development:

- Identify a list of **specific evidence** when the focus area is fully implemented with quality.
- Evidence may be grouped into major **categories**, such as “What does the teacher do?”, “What does the student do?”, “What does student work look like?”
- Choose a **format** based on the type and amount of written information to be included on the checklist.

Implementation & Monitoring Plan:

- Identify the details how the **checklist** will be used, including timeline, frequency, roles and responsibilities, process and procedures.
- Identify how the **data** collected from the Walkthrough Checklist will be used.
- Identify how progress will be monitored and how all concerned parties will be held **accountable** for an effective implementation.
- Identify how **support** will be provided to address the identified needs.

Communication & Collaboration

- Share **draft** checklist and implementation plan with all users and impacted groups to solicit input.
- Make necessary **revisions/refinement** based on input received.
- Share final checklist and implement with all concerned parties.

4. Implementation Monitoring & Refinement

- Continue to monitor implementation progress and make necessary refinements/revisions based on progress data.

Teacher/Grade/Subject: _____
 Date/Start Time/End Time: _____

CLASSROOM WALKTHROUGH CHECKLIST

LEGEND

– Evidence NE – NO Evidence NA – Not Applicable

Focus on LEARNERS & RELEVANCE	Focus on INSTRUCTION & RIGOR	Focus on ENVIRONMENT & CULTURE
<p>Student Engagement</p> <p><input type="checkbox"/> Authentically On Task</p> <p><input type="checkbox"/> Passive/Compliant</p> <p><input type="checkbox"/> Disengaged/Disruptive</p> <p>Whole Class</p> <p><input type="checkbox"/> Asking & responding to questions</p> <p><input type="checkbox"/> Listening & note taking</p> <p><input type="checkbox"/> Participating in discussion</p> <p><input type="checkbox"/> Participating in guided practice</p> <p>Small Group or Paired</p> <p><input type="checkbox"/> Students have defined responsibilities</p> <p><input type="checkbox"/> Students encourage one another</p> <p><input type="checkbox"/> Collaboratively producing a product</p> <p><input type="checkbox"/> Collaboratively problem-solving</p> <p><input type="checkbox"/> Participating in discussion</p> <p><input type="checkbox"/> Presenting</p> <p>Individual</p> <p><input type="checkbox"/> Independently producing a product</p> <p><input type="checkbox"/> Independently solving a problem</p> <p><input type="checkbox"/> Independent practice/application</p> <p><input type="checkbox"/> Presenting</p> <p><input type="checkbox"/> Silent reading</p> <p><input type="checkbox"/> Writing activities</p> <p><input type="checkbox"/> Researching information</p> <p>Level(s) of Student Work</p> <p><input type="checkbox"/> Remembering</p> <p><input type="checkbox"/> Understanding</p> <p><input type="checkbox"/> Applying</p> <p><input type="checkbox"/> Analyzing</p> <p><input type="checkbox"/> Evaluating</p> <p><input type="checkbox"/> Creating</p>	<p><input type="checkbox"/> Standards-Based Learning Objectives (posted/written)</p> <p><input type="checkbox"/> Evidence of Lesson Plan</p> <p><input type="checkbox"/> Fidelity of Core Programs (effective use of core program components/materials to provide quality standards-based lessons)</p> <p style="text-align: center;">Instructional Practices & Strategies</p> <div style="display: flex;"> <div style="flex: 1; border-right: 1px solid black; padding-right: 5px;"> <p>Differentiation</p> <p><input type="checkbox"/> Content</p> <p><input type="checkbox"/> Learning Process</p> <p><input type="checkbox"/> Student Product</p> <p><input type="checkbox"/> Skill Development</p> <p><input type="checkbox"/> Support</p> <p><input type="checkbox"/> Learning Time</p> <p><input type="checkbox"/> Flexible, fluid groupings</p> <p>Lesson Design</p> <p><input type="checkbox"/> Alternating whole & small group activity</p> <p><input type="checkbox"/> Efficient transitions</p> <p><input type="checkbox"/> Equitable student participation</p> <p>Direct Instruction</p> <p><input type="checkbox"/> Modeling</p> <p><input type="checkbox"/> Think-alouds</p> <p><input type="checkbox"/> Re-teaching</p> <p><input type="checkbox"/> "I do, we do, you do"</p> <p><input type="checkbox"/> Mini-lessons/focus lessons (5-7 mins)</p> <p><input type="checkbox"/> Scaffolding</p> <p><input type="checkbox"/> Guided practice</p> <p><input type="checkbox"/> Lecture/Presentation</p> <p><input type="checkbox"/> Visual Aids</p> <p>Classroom Discussion</p> <p><input type="checkbox"/> Student-lead discussion/presentation</p> <p><input type="checkbox"/> Teacher-directed Q & A</p> <p>Check for Learning/Understanding</p> <p><input type="checkbox"/> Verbal questioning</p> <p><input type="checkbox"/> Monitoring student practice</p> <p><input type="checkbox"/> Total Group Response (e.g., white boards, show of hands, choral response)</p> <p><input type="checkbox"/> Writing to learn activity</p> <p><input type="checkbox"/> Formative Assessments (e.g., quizzes – oral/written)</p> </div> <div style="flex: 1; padding-left: 5px;"> <p>Research-based Strategies</p> <p><input type="checkbox"/> Cooperative learning</p> <p><input type="checkbox"/> Vocabulary instruction (six-step model)</p> <p><input type="checkbox"/> Think-pair-share</p> <p><input type="checkbox"/> Reciprocal teaching</p> <p><input type="checkbox"/> SDAIE strategies</p> <p><input type="checkbox"/> Frontloading strategies</p> <p><input type="checkbox"/> Thinking Maps</p> <p><input type="checkbox"/> Write from the Beginning</p> <p><input type="checkbox"/> Teach for Success techniques</p> <p><input type="checkbox"/> GLAD (Guided Language Acquisition Design) strategies</p> <p><input type="checkbox"/> Cornell note-taking strategies</p> <p>Embedded Literacy</p> <p><input type="checkbox"/> Writing across the curriculum</p> <p><input type="checkbox"/> Reading in content areas</p> <p><input type="checkbox"/> Evidence of writing process</p> <p>Instructional Materials/Technology</p> <p><input type="checkbox"/> Manipulatives/hands-on materials used</p> <p><input type="checkbox"/> Technology resources from adopted programs used</p> <p><input type="checkbox"/> Other technology resources used by teacher to enhance teaching and learning</p> <p><input type="checkbox"/> Technology equipment used by teacher to enhance lesson delivery (e.g., computer, document camera, projector, audio, smartboard)</p> <p><input type="checkbox"/> Technology used by students to master grade-level content standards (e.g., computer, online resources, podcasting)</p> </div> </div>	<p>Classroom Appearance</p> <p><input type="checkbox"/> Organized, neat & uncluttered</p> <p><input type="checkbox"/> Learning goals/data is displayed</p> <p><input type="checkbox"/> Standards-based student work is displayed</p> <p><input type="checkbox"/> Other visuals support learning</p> <p>Classroom Management</p> <p><input type="checkbox"/> Safe & orderly environment</p> <p><input type="checkbox"/> Routines & procedures are evident</p> <p><input type="checkbox"/> Evidence that students understand behavioral expectations</p> <p><input type="checkbox"/> Evidence that students share responsibility for effective operations</p> <p><input type="checkbox"/> Positive behavior is reinforced</p> <p><input type="checkbox"/> Negative behavior is addressed through re-directing</p> <p><input type="checkbox"/> Teacher circulates throughout the classroom</p> <p><input type="checkbox"/> Teacher manages/monitors many activities simultaneously</p> <p><input type="checkbox"/> Teacher manages proactively & calmly</p> <p><input type="checkbox"/> Teacher displays energy & enthusiasm</p> <p><input type="checkbox"/> Time is used effectively & efficiently</p> <p>Classroom Culture</p> <p><input type="checkbox"/> Respectful, positive student-teacher relationships are evident</p> <p><input type="checkbox"/> Students demonstrate mutual respect</p> <p><input type="checkbox"/> Students are comfortable sharing ideas, questions, concerns, or needs</p> <p><input type="checkbox"/> Evidence of celebrating student success</p> <p><input type="checkbox"/> Evidence of developing leadership skills (e.g., using Leader in Me components)</p>
<p>Notes:</p>	<p>Notes:</p>	<p>Notes:</p> <div style="text-align: right; margin-top: 20px; border: 1px solid black; padding: 5px; display: inline-block;"> SAMPLE </div>

Teacher/Grade/Subject:

Date/Start Time/End Time:

CLASSROOM WALKTHROUGH CHECKLIST

LEGEND

- Evidence
- NE – NO Evidence
- NA – Not Applicable

Focus on LEARNERS & RELEVANCE

QUALITY EVIDENCE	OBSERVATIONS	FOLLOW-UP
<p>Student Engagement</p> <ul style="list-style-type: none"> <input type="checkbox"/> Authentically On Task <input type="checkbox"/> Passive/Compliant <input type="checkbox"/> Disengaged/Disruptive 		FOCUS
<p>Whole Class</p> <ul style="list-style-type: none"> <input type="checkbox"/> Asking & responding to questions <input type="checkbox"/> Listening & note taking <input type="checkbox"/> Participating in discussion <input type="checkbox"/> Participating in guided practice <p>Small Group or Paired</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students have defined responsibilities <input type="checkbox"/> Students encourage one another <input type="checkbox"/> Collaboratively producing a product <input type="checkbox"/> Collaboratively problem-solving <input type="checkbox"/> Participating in discussion <input type="checkbox"/> Presenting <p>Individual</p> <ul style="list-style-type: none"> <input type="checkbox"/> Independently producing a product <input type="checkbox"/> Independently solving a problem <input type="checkbox"/> Independent practice/application <input type="checkbox"/> Presenting <input type="checkbox"/> Silent reading <input type="checkbox"/> Writing activities <input type="checkbox"/> Researching information 		GUIDING QUESTIONS
<p>Level(s) of Student Work</p> <ul style="list-style-type: none"> <input type="checkbox"/> Remembering <input type="checkbox"/> Understanding <input type="checkbox"/> Applying <input type="checkbox"/> Analyzing <input type="checkbox"/> Evaluating <input type="checkbox"/> Creating 		
Strengths		
Areas of Need		<div style="border: 1px solid black; padding: 5px; display: inline-block;">SAMPLE</div>

Teacher/Grade/Subject:

Date/Start Time/End Time:

CLASSROOM WALKTHROUGH CHECKLIST

LEGEND

– Evidence

NE – NO Evidence

NA – Not Applicable

Focus on INSTRUCTION & RIGOR

QUALITY EVIDENCE	OBSERVATIONS	FOLLOW-UP
<input type="checkbox"/> Standards-Based Learning Objectives (posted/written) <input type="checkbox"/> Evidence of Lesson Plan <input type="checkbox"/> Fidelity of Core Programs		FOCUS
Differentiation <input type="checkbox"/> Content <input type="checkbox"/> Learning Process <input type="checkbox"/> Student Product <input type="checkbox"/> Skill Development <input type="checkbox"/> Support <input type="checkbox"/> Learning Time <input type="checkbox"/> Flexible, fluid groupings		
Lesson Design <input type="checkbox"/> Alternating whole & small group activity <input type="checkbox"/> Efficient transitions <input type="checkbox"/> Equitable student participation		GUIDING QUESTIONS
Direct Instruction <input type="checkbox"/> Modeling <input type="checkbox"/> Think-alouds <input type="checkbox"/> Re-teaching <input type="checkbox"/> "I do, we do, you do" <input type="checkbox"/> Mini-lessons/focus lessons (5-7 mins) <input type="checkbox"/> Scaffolding <input type="checkbox"/> Guided practice <input type="checkbox"/> Lecture/Presentation <input type="checkbox"/> Visual Aids		
Classroom Discussion <input type="checkbox"/> Student-lead discussion/presentation <input type="checkbox"/> Teacher-directed Q & A		
Check for Learning/Understanding <input type="checkbox"/> Verbal questioning <input type="checkbox"/> Monitoring student practice <input type="checkbox"/> Total Group Response (e.g., white boards, show of hands, choral response) <input type="checkbox"/> Writing to learn activity <input type="checkbox"/> Formative Assessments (e.g., quizzes – oral/written)		
Research-based Strategies <input type="checkbox"/> Cooperative learning <input type="checkbox"/> Vocabulary instruction (six-step model) <input type="checkbox"/> Think-pair-share <input type="checkbox"/> Reciprocal teaching <input type="checkbox"/> SDAIE strategies <input type="checkbox"/> Frontloading strategies <input type="checkbox"/> Thinking Maps <input type="checkbox"/> Write from the Beginning <input type="checkbox"/> Teach for Success techniques <input type="checkbox"/> GLAD (Guided Language Acquisition Design) strategies <input type="checkbox"/> Cornell note-taking strategies		
Embedded Literacy <input type="checkbox"/> Writing across the curriculum <input type="checkbox"/> Reading in content areas <input type="checkbox"/> Evidence of writing process		
Instructional Materials/Technology <input type="checkbox"/> Manipulatives/hands-on materials used <input type="checkbox"/> Technology resources from adopted programs used <input type="checkbox"/> Other technology resources used by teacher to enhance teaching and learning <input type="checkbox"/> Technology equipment used by teacher to enhance lesson delivery (e.g., computer, document camera, projector, audio, smartboard) <input type="checkbox"/> Technology used by students to master grade-level content standards (e.g., computer, online resources, podcasting)		
Strengths		
Areas of Need		<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">SAMPLE</div>

Teacher/Grade/Subject:

Date/Start Time/End Time:

CLASSROOM WALKTHROUGH CHECKLIST

LEGEND

- Evidence
- NE – NO Evidence
- NA – Not Applicable

Focus on ENVIRONMENT & CULTURE

QUALITY EVIDENCE	OBSERVATIONS	FOLLOW-UP
Classroom Appearance <ul style="list-style-type: none"> <input type="checkbox"/> Organized, neat & uncluttered <input type="checkbox"/> Learning goals/data is displayed <input type="checkbox"/> Standards-based student work is displayed <input type="checkbox"/> Other visuals support learning 		FOCUS
Classroom Management <ul style="list-style-type: none"> <input type="checkbox"/> Safe & orderly environment <input type="checkbox"/> Routines & procedures are evident <input type="checkbox"/> Evidence that students understand behavioral expectations <input type="checkbox"/> Evidence that students share responsibility for effective operations <input type="checkbox"/> Positive behavior is reinforced <input type="checkbox"/> Negative behavior is addressed through re-directing <input type="checkbox"/> Teacher circulates throughout the classroom <input type="checkbox"/> Teacher manages/monitors many activities simultaneously <input type="checkbox"/> Teacher manages proactively & calmly <input type="checkbox"/> Teacher displays energy & enthusiasm <input type="checkbox"/> Time is used effectively & efficiently 		GUIDING QUESTIONS
Classroom Culture <ul style="list-style-type: none"> <input type="checkbox"/> Respectful, positive student-teacher relationships are evident <input type="checkbox"/> Students demonstrate mutual respect <input type="checkbox"/> Students are comfortable sharing ideas, questions, concerns, or needs <input type="checkbox"/> Evidence of celebrating student success <input type="checkbox"/> Evidence of developing leadership skills (e.g., using Leader in Me components) 		
Strengths		
Areas of Need		<div style="border: 1px solid black; padding: 5px; display: inline-block;">SAMPLE</div>

Teacher/Grade/Subject:

Date/Start Time/End Time:

CLASSROOM WALKTHROUGH CHECKLIST

LEGEND

– Evidence
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NA – Not Applicable

Focus on INSTRUCTION & RIGOR LEVEL(S) OF STUDENT WORK

QUALITY EVIDENCE	OBSERVATIONS	FOLLOW-UP
<input type="checkbox"/> Remembering <input type="checkbox"/> Understanding <input type="checkbox"/> Applying <input type="checkbox"/> Analyzing <input type="checkbox"/> Evaluating <input type="checkbox"/> Creating		FOCUS
Strengths		GUIDING QUESTIONS
Areas of Need		

SAMPLE

Teacher/Grade/Subject:

Date/Start Time/End Time:

CLASSROOM WALKTHROUGH CHECKLIST

LEGEND

– Evidence
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Focus on INSTRUCTION & RIGOR DIFFERENTIATION

QUALITY EVIDENCE	OBSERVATIONS	FOLLOW-UP
<ul style="list-style-type: none"><input type="checkbox"/> Content<input type="checkbox"/> Learning Process<input type="checkbox"/> Student Product<input type="checkbox"/> Skill Development<input type="checkbox"/> Support<input type="checkbox"/> Learning Time<input type="checkbox"/> Flexible, fluid groupings		<p>FOCUS</p> <p>GUIDING QUESTIONS</p>
Strengths		
Areas of Need		

Teacher/Grade/Subject:

Date/Start Time/End Time:

CLASSROOM WALKTHROUGH CHECKLIST

LEGEND

- ☑ – Evidence
- NE – NO Evidence
- NA – Not Applicable

Focus on ENVIRONMENT & CULTURE CLASSROOM CULTURE

QUALITY EVIDENCE	OBSERVATIONS	FOLLOW-UP
<ul style="list-style-type: none"><input type="checkbox"/> Respectful, positive student-teacher relationships are evident<input type="checkbox"/> Students demonstrate mutual respect<input type="checkbox"/> Students are comfortable sharing ideas, questions, concerns, or needs<input type="checkbox"/> Evidence of celebrating student success<input type="checkbox"/> Evidence of developing leadership skills (e.g., using Leader in Me components)		FOCUS GUIDING QUESTIONS
Strengths		
Areas of Need		

SAMPLE

CLASSROOM WALKTHROUGH CHECKLISTS

Development Process

SAMPLE

5. Identify:

- **Purpose & Focus Area(s)**
- **Users and Impacted Groups**

Example #1:

Purpose & Focus Area – To monitor the implementation of a district adopted program

Users – Site administrators; Impacted Group – all teachers

Example #2

Purpose & Focus Area – To assess the level of differentiation in classroom teaching and learning.

Users – site administrators and leadership team; Impacted Group – all teachers

Example #3

Purpose & Focus Area – To provide peer support to PD participants to implement the learned strategies

Users & Impacted Group – Teachers who participate in the PD

6. Form a Task Force Group with representation from:

- District and site **administrators**
- Representatives from **users and impacted groups**

7. Task Force Group:

Checklist Development:

- Identify a list of **specific evidence** when the focus area is fully implemented with quality.
- Evidence may be grouped into major **categories**, such as “What does the teacher do?”, “What does the student do?”, “What does student work look like?”
- Choose a **format** based on the type and amount of written information to be included on the checklist.

Implementation & Monitoring Plan:

- Identify the details how the **checklist** will be used, including timeline, frequency, roles and responsibilities, process and procedures.
- Identify how the **data** collected from the Walkthrough Checklist will be used.
- Identify how progress will be monitored and how all concerned parties will be held **accountable** for an effective implementation.
- Identify how **support** will be provided to address the identified needs.

Communication & Collaboration

- Share **draft** checklist and implementation plan with all users and impacted groups to solicit input.
- Make necessary **revisions/refinement** based on input received.
- Share final checklist and implement with all concerned parties.

8. Implementation Monitoring & Refinement

- Continue to monitor implementation progress and make necessary refinements/revisions based on progress data.

CLASSROOM WALKTHROUGH

Checklist Development

SAMPLE

Purpose & Focus Area(s)	
Users	Impacted Group(s)
How Checklist will be Used: <i>(Specify timeline, frequency, roles and responsibilities, process and procedures.)</i>	
How Data collected will be used:	
Measures and Process to Monitor Progress and hold everyone accountable.	Supports to address identified needs:

Quality Evidence		
What does the teacher do?	What does the student do?	What does student work look like?
Format:		
Other information to be included on checklist:		