

Classroom Walk Through Checklist

Scoring: 3 = Evident 2 = Somewhat Evident 1 = Not Evident 0 = Not Observed

Instruction			(36 possible)	Subtotal:	
During the 90-minute reading block, the district's reading materials are implemented with a high degree of expertise					
The district's identified supplemental and intervention materials are used with fidelity					
Explicit instruction occurs during most of the observation (Model – Prompt – Practice)					
Objective(s) for the lesson is/are clear and articulated					
Reading materials are organized, accessible, and proficiently used effectively and efficiently					
Re-teaching occurs when necessary					
Modeling is provided by teacher, followed by guided practice with ample opportunities for students to practice skill(s)					
Direct instruction of vocabulary – word identification and word meaning					
Comprehension skills are modeled and directly taught for literal, inferential, and critical					
Teacher sets purpose of reading through text structures (C/C, C/E, Descriptive, Q/A, P/S, C/S, Prop/Sup)					
Pacing is appropriate for reading level with high expectations for all students					
Students are engaged:			(6 possible)	Subtotal	
Teacher talk:	All students respond:	One student responds:	Time observed:		
			12-18 minutes		
List observed strategies (i.e., unison responses, choral reading, partner reading, think-pair-share, cloze technique)					
Teacher behaviors:			(9 possible)	Subtotal	
Teacher moves around the room (proximity), provides support for struggling students, checks for understanding					
Teacher uses a brisk pace, knows materials, uses clear instructional routines and procedures					
Teacher uses established classroom management procedures and routines – transitions are less than 2 minutes					
(Total Points Possible = 51)				Total Points	