**Halifax County Schools** *Charting a New Course to Student Achievement*

**Beginning Of Year (BOY) Classroom Walkthrough Form**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **School:** | | | **Teacher:** | | **TA/Tutor:** | | |
| **Date:** | | **Time:** | **MTSS:** Core \_\_\_\_ Supplemental \_\_\_\_ Intervention \_\_\_ Intensive \_\_\_ | | | | |
| **Attendance:** | | **Beginning Teacher: \_\_\_ Veteran Teacher: \_\_\_ Substitute: \_\_\_ New Arrival \_\_\_\_** | | | | | |
| **Classroom #:** | **Subject:** | | | **Monitored:** CTE Standards \_\_\_\_\_ K-12 LIS Standards \_\_\_ | | | |
| **Observed Classroom Qualities** | | | | | | | |
| **1) Valuing & Protection of Instructional Time** | | | | | | **A** | **I** |
| * **Current classroom master schedule posted** | | | | | |  |  |
| * **Current classroom rules/consequences posted** | | | | | |  |  |
| * **Small Group station routines are governed by differentiated:** playlists \_\_\_ IEPs \_\_\_ AIG \_\_\_ RIPs \_\_\_ CTE \_\_\_ | | | | | |  |  |
| * **Fidelity to daily agenda implemented (**Use of designated minutes in whole group/small group**)** | | | | | |  |  |
| * **Current classroom clock within students’ view** | | | | | |  |  |
| * **Timely ABL transitions (Action-Based Learning)** | | | | | |  |  |
| **Comment:** | | | | | | | |
| **2) High Profile Focus on Teaching & Learning** | | | | | | **A** | **I** |
| * **Current lesson plan is available \_\_\_ Pacing of Standard is current** \_\_\_\_ **EC Accommodations are evident \_\_\_\_\_** | | | | | |  |  |
| * **Current unpacked standard is posted** (nouns underlined; verbs circled) | | | | | |  |  |
| * **Board Configuration reflects learning continuum:** I Do; We Do; You Do **Yes \_\_\_\_\_ No \_\_\_\_**   **Current Teaching Points Posted:** Standard \_\_\_Success Strategy \_\_\_\_ EQ \_\_\_\_ Connect \_\_\_ Vocabulary \_\_\_ Access Background Knowledge (ABK) \_\_\_ Build Knowledge (BK) \_\_\_\_ Explain/Model \_\_\_ Guided Practice \_\_\_  Exit Ticket \_\_\_\_ Small Groups \_\_\_\_ Independent Practice \_\_\_\_ Collaborative Practice \_\_\_ Assessment \_\_\_ | | | | | |  |  |
| * **Student Data Notebook \_\_\_/Data Wall \_\_\_ is within view** | | | | | |  |  |
| * **Integration of kinesthetic Learning Strategy** (movement, hands-on experiences, real-world) | | | | | |  |  |
| * **Anchor Charts prompt & support current Learning** | | | | | |  |  |
| * **Access to a variety of text types to facilitate learning: Leveled Text \_\_\_ Complex Text \_\_\_ Classroom Library \_\_\_** | | | | | |  |  |
| * **Computers available for use in classroom:** Digital Learning Path \_\_\_\_ Research \_\_\_\_ Frontloading Concepts \_\_\_ | | | | | |  |  |
| * **Integration of instructional technology (**Newline Panel facilitates lesson concepts, guided practice, drills, etc.**)** | | | | | |  |  |
| * **Walls Talk:**  K-2 Sound Wall \_\_\_ K-3 Word Wall \_\_\_ 4-12 Concept Wall\_\_\_\_Affix Wall \_\_\_ Algorithm Wall **\_\_\_** | | | | | |  |  |
| * **Differentiated curriculum materials align with instructional targets and DOK 1 \_\_\_ DOK 2 \_\_\_\_ DOK 3\_\_\_\_** | | | | | |  |  |
| **Comment:** | | | | | | | |
| **3) Rigorous Student Engagement** | | | | | | **A** | **I** |
| **Whole/Small Group:** Teacher Directed \_\_\_ Student Facilitated \_\_\_ Independent \_\_\_ Project-Based Learning \_\_\_ | | | | | |  |  |
| * **Data-driven Collaborative Work Groups** | | | | | |  |  |
| * **Data-driven Small Teacher-led Group** | | | | | |  |  |
| * **Computer Tasks align with standards/data (**Digital Learning Paths \_\_\_\_\_, Research \_\_\_\_\_, Frontloading \_\_\_\_**)** | | | | | |  |  |
| * **Completion of assessments:** whole group \_\_\_\_ small group \_\_\_ progress monitoring \_\_\_ | | | | | |  |  |
| * **Use of:** Task Rubric \_\_\_ Graphic Organizers \_\_\_\_ Calculators \_\_\_\_ Manipulatives \_\_\_\_ Physical Models \_\_\_\_ | | | | | |  |  |
| * **Brain-based kinesthetic Learning Opportunities (**Debates\_\_\_\_ Discussions \_\_\_\_ Competitions \_\_\_\_ Explore \_\_\_**)** | | | | | |  |  |
| Comments**: (A —adequate preparation I- Inadequate preparation )** | | | | | | | |

**Halifax County Schools** *Charting a New Course to Student Achievement*

**Middle Of Year (MOY) Classroom Walkthrough Form**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **School:** | | | **Teacher:** | | **TA/Tutor:** | | |
| **Date:** | | **Time:** | **MTSS:** Core \_\_\_\_ Supplemental \_\_\_\_ Intervention \_\_\_ Intensive \_\_\_ | | | | |
| **Attendance:** | | **Beginning Teacher: \_\_\_ Veteran Teacher: \_\_\_ Substitute: \_\_\_ New Arrival \_\_\_\_** | | | | | |
| **Classroom #:** | **Subject:** | | | **Monitored:** CTE Standards \_\_\_\_\_ K-12 LIS Standards \_\_\_ | | | |
| **Observed Classroom Qualities** | | | | | | | |
| **1) Valuing & Protection of Instructional Time** | | | | | | **A** | **I** |
| * **Fidelity to day-to-day instructional agenda** \_\_\_\_\_ **Station Rotations are routine** \_\_\_\_\_ | | | | | |  |  |
| * **Timely kinesthetic transitions** | | | | | |  |  |
| **Comment:** | | | | | | | |
| **2) High Profile Focus on Teaching & Learning** | | | | | | **A** | **I** |
| * **Current lesson plan is available \_\_\_ Pacing of Standard is current** \_\_\_\_ **EC Accommodations are evident \_\_\_\_\_** | | | | | |  |  |
| * **Current unpacked standard posted** (nouns underlined; verbs circled) | | | | | |  |  |
| * **Board Configuration reflects learning continuum:** I Do; We Do; You Do **Yes \_\_\_\_\_ No \_\_\_\_**   **Current Teaching Points Posted:** Standard \_\_\_Success Strategy \_\_\_\_ EQ \_\_\_\_ Connect \_\_\_ Vocabulary \_\_\_ Access Background Knowledge (ABK) \_\_\_ Build Knowledge (BK) \_\_\_\_ Explain/Model \_\_\_ Guided Practice \_\_\_  Exit Ticket \_\_\_\_ Small Groups \_\_\_\_ Independent Practice \_\_\_\_ Collaborative Practice \_\_\_ Assessment \_\_\_ | | | | | |  |  |
| * **Samples of Student Work are available \_\_\_\_ Student Data Notebook \_\_\_/Data Wall \_\_\_ is/are current.** | | | | | |  |  |
| * **Lesson materials align with standard and student grouping:**   - Appropriate curriculum maps guide the pacing of standards \_\_\_  - Appropriate Anchor Charts facilitate knowledge and understanding \_\_\_  - Appropriate manipulatives & models establish abstract concepts\_\_\_  - Appropriate text furthers the comprehension of content \_\_\_  - Appropriate questions/question stems align to standard \_\_\_  - Appropriate task rubric, games, video, music accentuates teaching & learning \_\_\_  - Appropriate computer tasks meet students’ differentiated needs \_\_\_  - Appropriate progress monitoring assessments are timely and relevant \_\_\_ | | | | | |  |  |
| * **Computers available for use in classroom:** Digital Learning Path \_\_\_\_ Research \_\_\_\_ Frontloading Concepts \_\_\_ | | | | | |  |  |
| * **Integration of instructional technology (**Newline Panel facilitates lesson concepts, guided practice, drills, etc.**)** | | | | | |  |  |
| * **Walls Talk:**  K-2 Sound Wall \_\_\_ K-3 Word Wall \_\_\_ 4-12 Concept Wall\_\_\_\_Affix Wall \_\_\_ Algorithm Wall **\_\_\_** | | | | | |  |  |
| * **Differentiated curriculum materials align with instructional targets and DOK 1 \_\_\_ DOK 2 \_\_\_\_ DOK 3\_\_\_\_** | | | | | |  |  |
| **Comment:** | | | | | | | |
| **3) Rigorous Student Engagement** | | | | | | **A** | **I** |
| **Whole/Small Group:** Teacher Directed \_\_\_ Student Facilitated \_\_\_ Independent \_\_\_ Project-Based Learning \_\_\_ | | | | | |  |  |
| * Students construct meaning for themselves (Tasks challenge students to think, decipher, & apply) | | | | | |  |  |
| * Students use graphics to structure information (Students annotate, highlight, & use graphic organizers) | | | | | |  |  |
| * Students participate in mastery & fluency drills (Math facts, phonics/affixes drill, 3 min. sustained) | | | | | |  |  |
| * **Peer conferences \_\_\_ Teacher conferences \_\_\_\_** | | | | | |  |  |
| * **Computer Tasks align with standards/data (**Digital Learning Paths \_\_\_\_\_, Research \_\_\_\_\_, Frontloading \_\_\_\_**)** | | | | | |  |  |
| * **Completion of assessments:** whole group \_\_\_\_ small group \_\_\_ progress monitoring \_\_\_ | | | | | |  |  |
| * **Use of:** Task Rubric \_\_\_ Graphic Organizers \_\_\_\_ Calculators \_\_\_\_ Manipulatives \_\_\_\_ Physical Models \_\_\_\_ | | | | | |  |  |
| * **Brain-based kinesthetic Learning Opportunities (**Debates\_\_\_\_ Discussions \_\_\_\_ Competitions \_\_\_\_ Explore \_\_\_**)** | | | | | |  |  |
| **Comments: (A —adequate preparation I- Inadequate preparation )** | | | | | | | |

**Halifax County Schools** *Charting a New Course to Student Achievement*

**End Of Year (EOY) Classroom Walkthrough Form**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **School:** | | | **Teacher:** | | **TA/Tutor:** | | |
| **Date:** | | **Time:** | **MTSS:** Core \_\_\_\_ Supplemental \_\_\_\_ Intervention \_\_\_ EC Facilitated \_\_\_ | | | | |
| **Attendance:** | | **Beginning Teacher: \_\_\_ Veteran Teacher: \_\_\_ Substitute: \_\_\_ New Arrival \_\_\_\_** | | | | | |
| **Classroom #:** | **Subject:** | | | **Monitored:** CTE Standards \_\_\_\_\_ K-12 LIS Standards \_\_\_ | | | |
| **Observed Classroom Qualities** | | | | | | | |
| **1) Valuing & Protection of Instructional Time** | | | | | | **A** | **I** |
| * Fidelity to day-to-day instructional agenda (Accountable for instructional minutes) | | | | | |  |  |
| * **Small Group station routines are governed by differentiated:** playlists \_\_\_ IEPs \_\_\_ AIG \_\_\_ RIPs \_\_\_ CTE \_\_\_ | | | | | |  |  |
| **Comment:** | | | | | | | |
| **2) High Profile Focus on Teaching & Learning** | | | | | | **A** | **I** |
| * **Current lesson plan is available** \_\_\_ **Pacing of Standard is current** \_\_\_\_ **EC Accommodations are evident \_\_\_\_\_** | | | | | |  |  |
| * **Current unpacked standard posted** (nouns underlined; verbs circled) | | | | | |  |  |
| * **Board Configuration reflects learning continuum:** I Do; We Do; You Do **Yes \_\_\_\_\_ No \_\_\_\_**   **Current Teaching Points Posted:** Standard \_\_\_Success Strategy \_\_\_\_ EQ \_\_\_\_ Connect \_\_\_ Vocabulary \_\_\_ Access Background Knowledge (ABK) \_\_\_ Build Knowledge (BK) \_\_\_\_ Explain/Model \_\_\_ Guided Practice \_\_\_  Exit Ticket \_\_\_\_ Small Groups \_\_\_\_ Independent Practice \_\_\_\_ Collaborative Practice \_\_\_ Assessment \_\_\_ | | | | | |  |  |
| * **Samples of Student Work are available \_\_\_\_ Student Data Notebook \_\_\_/Data Wall \_\_\_ is/are current.** | | | | | |  |  |
| * **Established Professional Learning Community Meeting (PLCs) Includes:**   - Student Focused Agenda \_\_\_\_ Examining student data/student work samples for instructional decisions \_\_\_ - Examining curriculum resources \_\_\_\_ strategies to remediate or enrich learning paths \_\_\_\_  - Reviewing benchmark questions \_\_\_\_ plotting student growth targets \_\_\_\_ students \_\_\_\_  - Searching out kinesthetic activities to support small group instruction \_\_\_  - Sharing of strategy outcomes \_\_\_ Conferencing with Supports EC \_\_\_ AIG \_\_\_\_ ELL \_\_\_\_ | | | | | |  |  |
| * **Computers available for use in classroom:** Digital Learning Path \_\_\_\_ Research \_\_\_\_ Frontloading Concepts \_\_\_ | | | | | |  |  |
| * **Integration of instructional technology (**Newline Panel facilitates lesson concepts, guided practice, drills, etc.**)** | | | | | |  |  |
| * **Walls Talk:**  K-2 Sound Wall \_\_\_ K-3 Word Wall \_\_\_ 4-12 Concept Wall\_\_\_\_Affix Wall \_\_\_ Algorithm Wall **\_\_\_** | | | | | |  |  |
| * **Differentiated curriculum materials align with instructional targets and DOK 1 \_\_\_ DOK 2 \_\_\_\_ DOK 3\_\_\_\_** | | | | | |  |  |
| **Comment:** | | | | | | | |
| **3) Rigorous Student Engagement** | | | | | | **A** | **I** |
| **Whole/Small Group:** Teacher Directed \_\_\_ Student Facilitated \_\_\_ Independent \_\_\_ Project-Based Learning \_\_\_ | | | | | |  |  |
| * Students construct meaning for themselves (Tasks challenge students to think, decipher, & apply) | | | | | |  |  |
| * Students use graphics to structure information (Students annotate, highlight, & use graphic organizers) | | | | | |  |  |
| * Students participate in mastery & fluency drills (Math facts, phonics/affixes drill, 3 min. sustained) | | | | | |  |  |
| * **Peer conferences \_\_\_ Teacher conferences \_\_\_\_ Parent/Student Support Team conference**\_\_\_\_ | | | | | |  |  |
| * **Computer Tasks align with standards/data (**Digital Learning Paths \_\_\_\_\_, Research \_\_\_\_\_, Frontloading \_\_\_\_**)** | | | | | |  |  |
| * **Completion of assessments:** whole group \_\_\_\_ small group \_\_\_ progress monitoring \_\_\_ | | | | | |  |  |
| * **Use of:** Task Rubric \_\_\_ Graphic Organizers \_\_\_\_ Calculators \_\_\_\_ Manipulatives \_\_\_\_ Physical Models \_\_\_\_ | | | | | |  |  |
| * **Brain-based kinesthetic Learning Opportunities (**Debates\_\_\_\_ Discussions \_\_\_\_ Competitions \_\_\_\_ Explore \_\_\_**)** | | | | | |  |  |
| **Comments: (A —adequate preparation I- Inadequate preparation )** | | | | | | | |