**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 )** |