Richland Parish Schools Walk-Around Observation Checklist

TEACHER		DATE	SCHOOL		# OF STUDENTS
OBSERVER		TIME	SUBJECT		

Components of Effective Teaching		√	Comments
Lesson Line (1c: Setting instructional outcomes) (3d: Closure-using assessment in instruction)	Bellringer		
	Introduction		
	Modeling / Guided Practice		
	Independent Practice		
	Closure		
	Check for student understanding		
Instruction (*1c: Setting instructional outcomes) (3b: Using questioning and discussion techniques) (3c: Engaging students in learning) 3b and 3c overlap all instructional pieces (**2c: Managing classroom procedures)	Syllabus / Pacing guide		
	*Objectives written & verbalized		
	***Rigorous* activities provided		
	Text-dependent questioning		
	*Evidence of RTI and/or DI		
	Evidence of SIP programs (ex. Reading Horizons, OdysseyWare, etc.)		
	Student use of technology		
	**Teacher fully engaged in student activities		
Classroom Management (2c: Managing classroom procedures)	Established Routines are in place		
	Time utilized effectively		
	Disruptions minimized		
	Effective Communication		
	Following Daily Schedule		
PBIS (SWPB) (2c: Managing classroom procedures)	Positive Learning Environment		
	Expectations Posted		
	Interventions Observed		
	Rewards Observed		
Student Intellectual Engagement (3c: Engaging students in the learning)	Paired student engagement strategies employed (ex: turn and talk, think-pair-share, student discourse, etc.)		
	Grouped student engagement strategies employed (ex: centers, cooperative/ collaborative, student discourse, etc.)		
	Students explain their thinking		
	Text-based writing and citing evidence from rigorous text		
	Time on *Text*		
	Academic Vocabulary (Teacher & student)		
	Student engagement: (circle one) High Med Low		
Special Needs	Accommodations Observed		
	Inclusion teacher / para *engaged* in the instructional process		

Glow:

Grow: