



Lago Vista ISD Walkthrough Form

Teacher: _____ Class: _____ Date: _____ Time: _____

Instructor Location:

- Power Zone Lecture Position Instructor Work Area Not in Room

Student-Directed Learning Activities:

- Small Group Purposeful Talk:** Students are observed engaged in dialogue, discourse, and discussions relative to learning and/or the instructional activity.
- Critical Writing:** Assessment through the use of critical writing activities specific to the learning objective.
- Performance Assessment:** Assessment through the use of teacher observation of student performance through activities specifically tied to the learning objective (i.e., students are “doing” the standard).

Teacher Instructional Practices:

- Framing the Lesson:** The teacher has the learning objective posted in student friendly language and has a closing question or product with every lesson.
- Providing Recognition:** The teacher is observed acknowledging student academic success and/or recognizing specific student accomplishments.
- Reinforcing Effort:** The teacher is observed providing students positive feedback and encouragement for the effort they are putting forth.
- Direct teach/lecture/presentation
- Teacher-led discussion/Q&A

Higher Order Thinking:

- Knowledge:** Student demonstrates knowledge through memorization and recall of previously learned information.
- Comprehension:** Student demonstrates knowledge through the understanding of information and materials.
- Application:** Student demonstrates knowledge through the use of prior information in a new or concrete situation, to solve single or best answer problems.
- Analysis:** Student demonstrates knowledge through the ability to take things apart, to classify and separate ideas and concepts, and/or finding evidence to support generalizations.
- Synthesis:** Student demonstrates knowledge through creatively or divergently applying prior knowledge and skills to produce a new or original way of presenting information.
- Evaluation:** Student demonstrates knowledge through the creation of his or her own arguments and the justifications of his or her own opinions about topics.
- No observable student work in progress.

Engaged Learning:

- Extremely engaged:** Students collaborate to define the task, the process, and/or the solution; collaboration extends beyond the classroom.
- Highly engaged:** Students collaborate to define the task, the process, and/or the solution
- Adequately engaged:** Students given options to solve a teacher-directed problem with possible collaboration.
- Moderately engaged:** Students solve a teacher-directed problem.
- Slightly engaged:** Students report what they have learned only with possible collaboration.
- Minimally engaged:** Students report what they have learned only.
- No observable student engagement.

Technology Integration Level:

- Substitution:** Computer technology is used to perform the same task as was done before the use of computers (i.e., use Google Earth instead of an atlas to locate a place).
- Augmentation:** Computer technology offers an effective tool to perform common tasks (i.e., use Google Earth rulers to measure the distance between two places).
- Modification:** Computer technology allows for significant task redesign (i.e., use Google Earth layers, such as panoramic and 360 cities, to research locations).
- Redefinition:** Computer technology allows for new tasks that were previously inconceivable (i.e., create a narrated Google Earth guided tour and share this online).
- No observable technology integration.

Positive Behavior Interventions & Supports (PBIS):

- | | | |
|--|--|--|
| <input type="checkbox"/> Expectations Posted | <input type="checkbox"/> Uses Positive Language | <input type="checkbox"/> Appropriately Re-Directs |
| <input type="checkbox"/> Circulates the Room | <input type="checkbox"/> Routines/Procedures Evident | <input type="checkbox"/> Class Behavior Meets Standard |

Comments:

I saw...

I liked...

I wonder...

Administrators Signature: _____

Date: _____