

**PTS Teacher Exemplary or Proficient Formative- Moderate to High Growth- Year 1 of 2 > Classroom Walkthrough (by <Primary Evaluator>) (Read-only)**

**Whitman-Hanson Regional School District**

**Educator Evaluation: Classroom Walkthrough**

**School:**

**Date:**

**Lesson/ Activity Objective**

**What is the "easily discernible" topic, skill, or concept that is the learning goal of the lesson or activity?**

**Student Engagement Level**

**Engagement defined as: "students attending to the instructional activities occurring in class."**

<input type="checkbox"/> All	<input type="checkbox"/> All-1
<input type="checkbox"/> Most (90%-99%)	<input type="checkbox"/> Some (50%-89%)
<input type="checkbox"/> Few (49% or less)	<input type="checkbox"/> None

**Strategies Used to Ensure Engagement**

**What is the teacher doing to ensure that all students are engaged in meaningful learning activities?**

<input type="checkbox"/> Noticing and Reacting when Students are not Engaged	<input type="checkbox"/> Equitable Distribution of Questions and Responses
<input type="checkbox"/> Proactive Student Grouping	<input type="checkbox"/> Managing Response Rates
<input type="checkbox"/> Using Physical Movement	<input type="checkbox"/> Effectively Addressing Problem Behaviors
<input type="checkbox"/> Appropriate Pacing	<input type="checkbox"/> Setting Classroom Expectations
<input type="checkbox"/> Building/ Reinforcing Student-Adult Relationships	<input type="checkbox"/> Using Praise/ Recognition
<input type="checkbox"/> Proximity Awareness	<input type="checkbox"/> Lesson Planned and Structured to Support Student Learning
<input type="checkbox"/> Other	

**Comments on Engagement Strategies:**

**Instructional Practices Used to Help Students Interact with Content**

**Check:**

- |  |  |
|--|--|
| <input type="checkbox"/> Identifying Similarities and Differences                    | <input type="checkbox"/> Summarizing and Note Taking                               |
| <input type="checkbox"/> Homework and Review   | <input type="checkbox"/> Nonlinguistic Representations. Visual Cues/ Manipulatives |
| <input type="checkbox"/> Cooperative Learning/ Interpersonal Work                    | <input type="checkbox"/> Hypothesis/ Predictions                                   |
| <input type="checkbox"/> Activating Background Knowledge                             | <input type="checkbox"/> Technology Infusion                                       |
| <input type="checkbox"/> Identifying Critical Information                            | <input type="checkbox"/> Examining Errors in Reasoning                             |
| <input type="checkbox"/> Using Academic Games  | <input type="checkbox"/> Debate/ Friendly Controversy                              |
| <input type="checkbox"/> Setting Objectives/ Providing Feedback                      | <input type="checkbox"/> Academic Writing  |
| <input type="checkbox"/> Higher Order Thinking and Questioning                       | <input type="checkbox"/> Use of Questions, Prompts, and Cues to Scaffold Learning  |
| <input type="checkbox"/> Inquiry, Role-Playing, and Experiential Learning Activities | <input type="checkbox"/> Educational Organizers                                    |
| <input type="checkbox"/> Differentiation to Meet Student Needs                       | <input type="checkbox"/> Practice  |
| <input type="checkbox"/> Modeling Thinking   | <input type="checkbox"/> Other   |

**Frequency of "Checks for Understanding" (formative assessment):**

- |   |  |
|---|--|
| <input type="checkbox"/> No Checks for Understanding Observed       | <input type="checkbox"/> 1-2 Checks for Understanding Observed |
| <input type="checkbox"/> Multiple Checks for Understanding Observed |  |

**Comments on the use of Instructional Practices:**

**Student Instructional Mode**

**How are students engaging in instruction?**

- |   |   |
|---|---|
| <input type="checkbox"/> Individually     | <input type="checkbox"/> In a small group |
| <input type="checkbox"/> As a whole class | <input type="checkbox"/> In partners      |

**Teacher Instructional Mode**

**What is the teacher doing to deliver instruction?**

- |   |   |
|---|---|
| <input type="checkbox"/> Whole Class Direct Instruction   | <input type="checkbox"/> Small Group Direct Instruction |
| <input type="checkbox"/> Individual Instruction           | <input type="checkbox"/> Lecture                        |
| <input type="checkbox"/> Facilitating/ Providing Feedback | <input type="checkbox"/> Leading Discussion             |
| <input type="checkbox"/> Video                            | <input type="checkbox"/> Test/ Quiz                     |
| <input type="checkbox"/> At Desk/ Computer                | <input type="checkbox"/> Attending to Misc. Needs       |
| <input type="checkbox"/> Monitoring Student Transitions   | <input type="checkbox"/> Circulating                    |
| <input type="checkbox"/> Not in Room                      |   |

**General Comments for the Teacher:**

**Evaluator Signature**

# Form Owner Signature

Signature

Digitally Sign

# Educator Response

Signature

Digitally Sign