


SGHS WALK-THROUGH OBSERVATIONS

T E A C H E R

Cadre?

	Period: Subject: Track: Date: No. of students:	1	2	3	4	5

Environment

▪ Teacher establishes positive tone?					
▪ Classroom library/technology?					
▪ Standards (posted)?					
▪ Print rich?					
▪ Visual support for learners?					
▪ Current student work displayed?					

Engagement

▪ Gradual release (PD)					
➤ 90% teacher (direct instruction)?					
➤ 50% teacher; 50% student (guided practice)?					
➤ 90% students (independent work)?					
▪ Students work and/or discuss learning in pairs?					
▪ Students work in groups?					
▪ Lab/Inquiry-based learning?					
▪ Use of manipulatives?					
▪ Teacher-student conferencing?					
▪ Assessment of student learning/understanding?					

Cognitive Demand (Standards Focused)

▪ Rigor (Bloom's taxonomy)					
➤ Knowledge (factual recall)?					
➤ Comprehension?					
➤ Application?					
➤ Analysis?					
➤ Synthesis?					
➤ Evaluation?					
▪ Standards (connected to instruction)?					
▪ Habits of mind?					
▪ Accountable talk?					

Curriculum Planning

▪ Backward Design? (PD)					
▪ Scaffolding? (PD)					
▪ Frontloading? (PD)					
▪ Looking at student work? (PD)					
▪ Expository Writing (PD/Literacy)					
▪ Cornell Notes? (PD/Literacy)					
▪ QARs – multilevel questions/answers? (PD/Literacy)					
▪ PQRSTUVW (text-to-self; to-text; to-world connections)? (PD/Literacy)					
▪ ESLRs - Effective communication and/or Complex Thinking? (PD)					