Walkthroughs: Clarification of Criteria

Environment	
Teacher establishes positive tone?	*Refers to the teacher's connection to students, passion for content and instruction, and desire to support all students in their efforts to succeed.*
Classroom library/technology?	*Beyond the textbook; There are both fiction and non-fiction books, periodicals, magazines, and computers available to students to support their learning.*
Standards (posted)?	*The standard(s) students are currently addressing is (are) posted in a manner that is accessible to both teacher and students.*
Print rich?	*There are rubrics, habits of mind, processes, essential questions, and student work posted throughout the room to support student learning.*
Visual support for learners?	*The teacher uses photos, illustrations, graphs, or other visuals to enhance student understanding.*
Current student work displayed?	*Student work related to the current focus of instruction is posted in the room to serve as models of work that meets or exceeds expectations; Work should include rubric used for grading; Teacher comments on student work should reflect the wording of the rubric – goes beyond "good" or "excellent" to highlight why the work is exceptional.*
Engagement	
Gradual release	
➢ 90% teacher (direct instruction)?	*Can include lecture, read-alouds, reviewing, modeling of performance expectations – Teacher is "on stage" while student participation is limited to listening, taking notes, asking questions, etc.*
➢ 50% teacher; 50% student (guided practice)?	*Teacher moves from direct instruction to a support role while students are practicing the learning expectations. Teacher may be clarifying to individuals, small groups, or to the whole group.*
➢ 90% students (independent work)?	*Teacher releases responsibility for the learning to students who work independently needing little teacher one-on-one support.*
Students work and/or discuss learning in pairs?	*Can be informal – "discuss with your elbow partner", or more structured with pairs working to answer a guiding question or to share their learning.*
Students work in groups?	*Work and expectations are structured and students within groups have clearly defined roles (researcher, recorder, speaker, etc).*
Lab/Inquiry-based learning?	*Students are investigating and problem solving. Inquiry may be based on an open-ended question posed by the teacher or may be based on self-selected topics within a particular conceptual framework.*
Use of manipulatives?	*Kinesthetic activities - Hands-on learning of concepts through use of materials, substances, tools, equipment*
Teacher-student conferencing?	*While others are working independently, teacher takes time to conference one-on-one with individuals about their learning.*
Assessment of student learning/understanding?	*Ongoing evaluation of what students know and are able to do; Can include quizzes; questioning; information/fact sorts; circulating and listening to student talk; quick writes, etc*
Cognitive Demand	
Rigor (Bloom's taxonomy)	
➢ Knowledge?	*Building a foundation of facts – dates, events, places, formulas, concepts, etc. Cues include list, tell, describe, show, label, who, what, where, when.*
➢ Comprehension?	*Understanding information; grasping meaning; interpreting facts; compare and contrast; group; infer. Cues include summarize, interpret, predict, discuss.*
➢ Application?	*Use information; use methods, concepts, theories in new situations; solve problems. Cues include apply, demonstrate, illustrate, show, classify, discover.*

➢ Analysis?	*Seeing patterns; organization of parts; recognition of hidden meaning. Cues include analyze, separate, connect, compare, explain.*
➢ Synthesis?	*Use of old ideas to create new ones; generalize; relate knowledge from several areas; draw conclusions. Cues include integrate, design, invent, what if?*
➢ Evaluation?	*Compare and discriminate between ideas; assess the value of theories; make choices based on reasoned argument. Cues include assess, judge, convince.*
▪ Standards (connected to instruction)	*A clear link between instruction/activities and standards is apparent*
▪ Habits of mind?	*The thought processes and skills that apply to specific areas of study, such as problem solving in math, scientific methodology in science, chronological thinking (time lines) in history, fluency in all forms of communication in language arts.*
▪ Accountable talk?	*Students can discuss and raise questions about their learning; Students can connect information from text to larger concepts/themes, essential questions, and/or to information learned from other sources. Students can articulate the learning expectations and the connection to standards using academic language.*
Curriculum Planning	
▪ Backward design? (PD)	*Teachers within a given discipline are working from collaboratively designed curriculum maps with the same culminating task, and common essential questions and rubrics.*
▪ Scaffolding? (PD)	*Can consist of providing some parts of a task for students who are not ready to accomplish it independently. For example, writing frames are a form of scaffolding; Modeling is another scaffolding strategy.*
▪ Frontloading? (PD)	*Preview activities conducted with students before actual instruction of a unit or topic of study. For example, concept mapping of key vocabulary, establishing mental anchors, and connecting topic of study (standard) to prior knowledge.*
▪ Looking at Student Work? (PD)	*Instruction appears to have been modified to address identified learning needs based on collaborative assessment of student work.*
▪ Expository writing? (PD/Literacy)	*Students are expected to create their own original expository writing and/or are asked to respond to a prompt related to an expository reading. Instruction is based on SGHS expository writing criteria.*
▪ Cornell Notes? (PD)	*Students take notes on reading and/or lectures using the Cornell University format (Record/Recall/Summarize)*
▪ QARs – multilevel questions/answers based on reading? (PD)	*Questions, both oral and in writing, represent a range of levels. (1) Questions are formulated around information that is "right there" or easily located in text; (2) Questions require students to make connections and combine information found in text; (3) Questions are open-ended and require students to formulate their own answers from what they have learned*
▪ PQRSTUVW (text-to-self; text-to-text; text-to-world connections)?	*Reading comprehension strategy that requires students to **p**redict, formulate **q**uestions about the reading, **r**ead, talk to a partner about the reading ("**s**ay aloud"), create **t**est questions, and make connections (**"u"** – how do you connect to the reading? **"v"** – visualize; **"w"** – wonder)*
▪ ESLRs (communication and/or complex thinking)?	*Refers to the connection between instructional activities/intermediate assessments/culminating tasks and expectations that students are learning to communicate effectively and are required to engage in complex thought.*