DOINGWHATWORKS

Classroom Walkthrough Notepad
Thompson Elementary School, Texas

Topic: Using Student Achievement Data to Support Instructional Decision Making

Practice: Cycle of Improvement

At Thompson Elementary, the principal, assistant principal, and Response to Intervention (RtI) coordinator observe instruction by conducting classroom walkthroughs every six weeks. They collect information on teacher practices and classroom environment and aggregate the data to the school level for analysis. This *Classroom Walkthrough Notepad* shows the kind of information collected.

The administrative team uses the Notepad to monitor:

1. Curriculum – clearly posted and articulated learning objectives aligned to standards
2. Instruction – implementation of research-based instructional strategies and flexible grouping formats
3. The Learner – student engagement and use of materials
4. Classroom Environment – an organized and responsive environment with easily accessible resources
5. Teacher Responses – differentiated responses based on individual needs

The team uses the walkthrough data to ascertain the quality of instruction across the school and compare it to performance data. These data are used to improve the quality of instruction for all teachers. The *Classroom Walkthrough Notepad* is an example of examining instructional data alongside achievement data to support instructional decision making and can be modified to fit a school's needs, vision, and goals for instructional improvement.

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CWT PRACTICE

WALK #6B

Date:	Course/Content:
Time:	Subject:
Grade:	Focus:

1. Focus on Curriculum

1a. What is the learning objective(s) for the lesson?

Objective(s):

1b. Learning objective(s) is evident to the students

☐ Evident   ☐ Not evident   ☐ Unable to determine

1c. Learning objective(s) on target for grade-level standards

☐ Yes   ☐ No   ☐ Unable to determine

2. Focus on Instruction

2a. Identify instructional practices

☐ Coaching   ☐ Modeling   ☐ Teacher-directed Q and A
☐ Discussion   ☐ Presentation   ☐ Testing
☐ Hands-on experiences   ☐ Providing directions/instructions   ☐ _____
☐ Learning centers   ☐ Providing opportunities   ☐ _____
☐ Lecture   for practice   ☐ _____

2b. Identify grouping format

☐ Whole group   ☐ Small group   ☐ Paired   ☐ Individual

2c. Identify research-based instructional strategies

T	S		T	S	
		Identifying similarities and differences			Cooperative learning
		Summarizing/note-taking			Setting objectives/feedback
		Reinforcing effort/recognition			Generating/testing hypotheses
		Homework/practice			Cues/questions/advance organizers
		Nonlinguistic representations			

3. Focus on the Learner

3a. Identify student actions

☐ Listening   ☐ Working with hands-on   ☐ _____
☐ Reading   materials   ☐ _____
☐ Speaking   ☐ Writing   ☐ _____

3b. Identify instructional materials

☐ Computer software   ☐ Overhead/board/flip chart   ☐ Video
☐ Content-specific manipulatives   ☐ Published print materials   ☐ Web sites
☐ Hand-held technology   ☐ Real-world objects   ☐ Worksheets
☐ Lab/activity sheet   ☐ Student-created materials   ☐ _____
☐ Oral   ☐ Textbook   ☐ _____

3c. Determine level(s) of student work

☐ Recalling information (Knowledge)   ☐ Breaking down information into parts (Analysis)
☐ Understanding information (Comprehension)   ☐ Putting information together in new ways (Synthesis)
☐ Using information in a new way (Application)   ☐ Making judgments and justifying positions (Evaluation)

3d. Determine levels of class engagement

☐ Highly engaged—Most students are authentically engaged.
☐ Well managed—Students are willingly compliant, ritually engaged.
☐ Dysfunctional—Many students actively reject the assigned task or substitute another activity.

4. Focus on Classroom Environment

☐ Materials are available in the classroom   ☐ Students interact with classroom environment
☐ Models/exemplars of quality student work posted   ☐ Student work displayed
☐ Routines and procedures are evident   ☐ _____
☐ Scoring rubrics are displayed/provided   ☐ _____

5. Do you see evidence that the teacher is responding to the different learning needs in the classroom?

☐ A lot   ☐ Some   ☐ None   ☐ Unable to determine