

# Archdiocese of Newark K-8 Walkthrough Tool 2.0 - Rev. 8/2015

## Focus on our Faith Community

1a. The teacher (check all that apply):

- Promotes a community of faith
- Creates opportunities for students to help others
- Integrates Gospel Values and faith
- Models reverence
- Responds to students with respect, dignity, and compassion**
- Leads/Participates in prayer

1b. The students (check all that apply):

- Demonstrate respect for self and others**
- Engage in and are reverent during prayer
- Speak to the value of service or helping others

## Focus on Curriculum

2a. What is the Essential Question?

N/A

1000/1000 characters remaining

2b. Essential Question(s) is evident to the students (select one):

Evident & Appropriate

Not Evident

Unable to Determine

2c. What is the learning objective(s) for the lesson?

Students will be able to write and verbalize various examples of telling time in Spanish.

1000/1000 characters remaining

2d. Learning objective(s) is evident to the students (select one):

**Evident & Appropriate**

Not Evident

Unable to Determine

2e. Learning objective(s) on target for grade-level standards/curriculum map (select one):

**Evident & Appropriate**

Not Evident

Unable to Determine

## Focus on Teaching

3a. Identify instructional practices (check all that apply):

Circulating

Giving Instructions/Directions

**Lecturing/Direct Instruction**

Presenting

Coaching

Modeling

**Guided Practice**

Problem-based Learning

Facilitating hands-on experiences

Incorporating learning centers

Writing process/workshop

Employing guided reading

Employing close reading

Text- & Evidence-based Q & A

**Teacher-directed Q & A**

Rich & Rigorous conversation

Utilizing wait time

**Assessing informally**

Assessing formally

3b. Identify grouping format (select one):

**Whole group**

Small group

Paired

Individual

3c. Identify research-based instructional strategies (check all that apply):

Identifying similarities/differences

**Summarizing/note-taking**

**Reinforcing effort/recognition**

Homework/practice

Nonlinguistic representation

Cooperative learning

Setting objectives/providing feedback

Generating/testing hypotheses

Cues/questions/advance organizers

3d. Degree of instructional strategy effectiveness in reference to 3c (select one):

**Effective**

Partially Effective

Ineffective

Unable to Determine

## Focus on Learning

4a. Identify student knowledge and skill development opportunities (check all that apply):

**Listening**

Reading

**Speaking**

**Writing**

Processing Information/Thinking

Working with hands-on materials

4b. Identify learning materials, directly or indirectly, used by the students (check all that apply):

Overhead/ Board/Flip Chart

Interactive White Board

Teaching & Learning posters

Audio/Video recording

Website/App

Handheld technology

Laptop/Tablets/iPads

Quality leveled readers

Literary Texts

Informational Texts

Student-created Exemplars

Real World Objects

Manipulatives

Textbook

Workbook

Worksheet

Lab/Activity Sheet

Graphic Organizer

**Notebook**

4c. Determine level(s) of student work, the students are (check all that apply).

**Recalling information (remembering)**

**Recognizing information with evidence (understanding)**

Using information to broaden experience (applying)

Dissecting & Examining/Exploring information (analyzing)

Making judgments by using evidence (evaluating)

Combining information in new ways (creating)

4d. Determine student engagement (select one):

**All students engaged**

Most students engaged

Some students engaged

No students engaged

4e. Determine level of student engagement (check all that apply):

Highly engaged - eager, authentic

**Engaged - authentic**

Moderately engaged - willingly compliant

Not engaged

## Focus on Teaching and Learning Environment

5a. The following were observed as part of the classroom environment (check all that apply):

**Visibly Catholic**

**Positive classroom climate**

**Routines and procedures evident**

Models/exemplars of quality student work evident

Student work displayed

Relevant visual aids (learning posters)

**Word walls/Vocabulary**

Reading materials available in the classroom

Technology available and properly incorporated

**Clean, neat, organized – conducive to teaching/learning**

## Focus on the Needs of All Learners

6a. The teacher responds to specific learning needs through differentiation of (check all that apply):

Content

Process

Product

Learning Environment

**Unable to Determine**

Comments

Students were highly engaged. Be sure to circulate while students are working independently - particularly checking on students who need more prompts. Great use of mathematical equation to display the process. Nice job!

Survey: Archdiocese of Newark K-8 Walkthrough Tool 2.0 - Rev. 8/2015  
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Newark-Subjects: World Language  
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