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?

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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 identify the gender of pronouns while reviewing a class activity

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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

Be confident in your mastery of the content. Students were very attentive. Rules and procedures have definitely improved over the past few months.

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Survey: Archdiocese of Newark K-8 Walkthrough Tool 2.0 - Rev. 8/2015
Observer: Michael Bruno
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Grade: 7
Newark-Subjects: World Language
Submitted on Tue, 1/12/2016