

2015-2016 Richland Parish Schools Walk-Around Observation Checklist

TEACHER		DATE	SCHOOL	# OF STUDENTS
OBSERVER		TIME	SUBJECT	
Components of Effective Teaching			√	Comments
Lesson Line (1c: Setting Instructional Outcomes) (3d: Closure-using assessment in instruction)	Bellringer			
	Introduction			
	Modeling (I do)			
	Guided Practice (We do)			
	Indep. Practice (You do)			
	Closure			
Instruction (*1c: Setting Instructional Outcomes) (3b: Using questioning and Discussion Techniques (3c: Engaging students in Learning) 3b and 3c overlap all instructional pieces (**2c: Managing classroom procedures)	*Current Lesson Plan Aligned w/ GLE			
	*Obj. clearly identified			
	*Varied rigorous activities develop the obj.			
	*Evidence of RTI			
	Evidence of SIP programs (ex. phonics)			
	Use of Technology			
	**Teacher moves around the room monitoring			
Differentiated Instruction (3c: Engaging students in learning) (3d: closure-using assessment in instruction)	Evidence in current weekly plan			
	Rationale of grouping			
	Assignments leveled for groups a) Enriched b) Benchmark c) Strategic			
	Check for learner understanding			
Classroom Management (2c: Managing classroom procedures)	Established Routines			
	Time utilized effectively			
	Disruptions minimized			
	Effective Communication			
PBIS (SWPB) (2c: Managing Classroom Procedures)	Positive Learning Environment			
	Expectations Posted			
	Interventions Obvious			
	Rewards Obvious			
Student Intellectual Engagement (3c: Engaging students in the Learning)	High 90%-100%			
	Medium 80-89%			
	Low 50-79%			
	Unsatisfactory below 50%			
Special Needs	Accommodations Observed			
	Inclusion teacher/para engaged in instructional process			
Glow:				
Grow:				

