

★ MAY NEED A DIFFERENT FORM FOR EXECUTIVES (OR COURSES WHERE SS DO ALL THE PRODUCING & T GIVES REDIRECTION AS SS DO)

Scottsbluff High School Instructional Rounds Participant Walkthrough

Date _____ Participant _____ Instructor Observed _____

Time(s) in Classroom ____:____ to ____:____ Class Title _____ Period _____

Rate the Engagement Level Disengaged Highly engaged

Indicate the observed techniques the instructor employed to check for understanding with students.

- | | | |
|---|---|---|
| <input type="checkbox"/> Choral response | <input type="checkbox"/> Individual involuntary | <input type="checkbox"/> Individual voluntary |
| <input type="checkbox"/> Discussion T-S-T | <input type="checkbox"/> Gesturing | <input type="checkbox"/> Written response |
| <input type="checkbox"/> Think-Pair-Share | <input type="checkbox"/> Yes-No-Why | <input type="checkbox"/> Student Presentation |
| <input type="checkbox"/> Other | | |

1 TO 1 (T TO S)

Indicate the types of questions utilized by the observed instructor.

- | | | | |
|-------------------------------|--------------------------------|------------------------------------|---|
| <input type="checkbox"/> Who? | <input type="checkbox"/> What? | <input type="checkbox"/> When? | <input type="checkbox"/> Where? |
| <input type="checkbox"/> Why? | <input type="checkbox"/> How? | <input type="checkbox"/> Relevance | <input type="checkbox"/> Purposeful Calling on Students |

Rate the instruction observed on the scales below. Place an X on the continuum to indicate your rating.

Please write any additional comments in the space next to the rating scale.

SPACE FOR OBJECTIVES/AGENDA/LEARNING GOALS

MUCH TOO MUCH SPACE

Learning goals not obvious Learning goals are evident

Negative relationships between Teacher & Students Positive relationships between Teacher & Students

Poor transitions Effective transitions

Teacher movement ineffective Teacher movement effective (proximity)

Learning environment is lacking Excellent learning environment (ORGANIZATION & STRUCTURE)

What evidence did you see in the classroom of the observed instructor doing the following?

- | | |
|--|--|
| Using relationship with student(s) to redirect behavior | Deescalating student behavior before behavior surfaces |
| Clear communication of expectations/directions to students | Tasks of appropriate level of cognitive demand |

Other comments: *NOT ENOUGH ROOM FOR COMMENTS*

100% EFFICIENT TO MAKE TO FARM