



Metropolitan School District of
WASHINGTON TOWNSHIP
"Superior Schools in a Supportive Community"

Nikki C. Woodson, Ph.D., *Superintendent*

MSDWT
Classroom Walk-through

Purpose of Walk-throughs

- Provide feedback to teachers on the activities and classroom environment observed during brief visits by administration
- Allow administration to share with teachers (individually or as a group) the frequency of observed activities and classroom environment
- Provide opportunities for conversations to take place between administration and teachers, outside of the observation/evaluation procedure.
- Provide clarity to the teacher as to the purpose for the classroom visit (at times, teachers are unsure if a visit is an informal observation or if the administrator is merely dropping in for a walk-through)
- Provide an opportunity for administration to comment, or ask for clarity – outside of the scored observation/evaluation process
- Provide information to the entire school the frequency of the use of activities that address the identified goals of the school
- Measure the fidelity of implementation of routine expected practices (i.e. Learner Profile posted, Essential Agreements posted, Lesson Objectives stated and restated, other items identified by the faculty, SIP team, or other collaborative teams within a building)



MSDWT Walk-through Form Worksheet

The Students Were:
On Task
Taking a Test or Quiz
Completing Projects
Using Technology
Active Listening and/or Participating
Rote Answers
Higher-level Answers
Collaborating
Intentional Movement /Activity
Participating in Interactive Lecture
Watching a Video (Clip)
Journaling/Note-Taking

The Teacher Was:
Explaining Expectations
Direct Instruction (Lecture)
Individualized Instruction
Group Instruction
Modeling
Using Effective Questioning Strategies
Asking Higher Order Questions
Using Wait Time
Checking for Understanding through Questioning
Moving Among Students Checking for Understanding
At Desk
Using Technology
Facilitating Student-led Activity
Utilizing Inquiry
Conducting an Interactive Lecture
Reading Aloud
Reviewing Graded Material

Classroom Environment:
Lesson Objective Clear
Visuals in Room and Used by Students
Standards Correlation Evident
Inquiry Question Visible
Learner Profile Visible
Essential Agreements Posted and Visible
Agenda Posted and Visible
Organized for Current Activity
Student Work Posted

Category Title: (Could be Specific to ES/MS/HS or MSDWT in General)
___ School Goal #1
___ School Goal #2
___ School Goal #3

School Goal #1, #2, and #3 allow for schools to provide feedback on activities that are observed that address goals of that individual school. Faculty would be informed as to what Goal #1, #2, and #3 meant for their particular building. When frequency feedback is shared with the teachers either individually or as a group, the faculty would be provided valuable feedback on their efforts to address the goal(s).