



# St. John the Baptist Parish School District Walk-Through Form

## DOMAIN 1C—PLANNING AND PREPARATION: Setting Instructional Outcomes

Teacher \_\_\_\_\_ Subject \_\_\_\_\_ Grade \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

**CHECK ONE RATING PER INDICATOR:**

INDICATORS	INEFFECTIVE (1)	EFFECTIVE: EMERGING (2)	EFFECTIVE: PROFICIENT (3)	HIGHLY EFFECTIVE (4)	EVIDENCE/COMMENTS
<b>Challenging Cognitive Level</b>	<input type="checkbox"/> Outcomes lack rigor.	<input type="checkbox"/> Outcomes are a mixture of low expectations and rigor.	<input type="checkbox"/> Outcomes represent high expectations and rigor.	<input type="checkbox"/> Outcomes represent high expectations and rigor <b>AND</b> are connected to previous and future learning.	
<b>Central to Discipline and Related to Discipline</b>	<input type="checkbox"/> Outcomes do not represent important learning in the discipline.	<input type="checkbox"/> Some outcomes reflect important learning.	<input type="checkbox"/> Outcomes are related to 'big ideas' of the discipline.	<input type="checkbox"/> Outcomes are related to 'big ideas' of the discipline <b>AND</b> outcomes reference curricular frameworks to ensure accurate sequencing.	
<b>Statements of Learning, not Activity</b>	<input type="checkbox"/> Outcomes are not clear or are stated as activities.	<input type="checkbox"/> Outcomes are written in terms of what students will learn but are not clear.	<input type="checkbox"/> Outcomes are written in terms of what students will learn rather than do.	<input type="checkbox"/> Outcomes are written in terms of what students will learn rather than do <b>AND</b> permits viable methods of assessment.	
<b>Types of Learning and Opportunities</b>	<input type="checkbox"/> Learning is representative of <b>few</b> of the types of outcomes: factual, conceptual understanding, reasoning, social, management, communication.	<input type="checkbox"/> Learning is representative of <b>some</b> of the types of outcomes: factual, conceptual understanding, reasoning, social, management, communication.	<input type="checkbox"/> Learning is representative of a <b>broad range</b> of outcomes: factual, conceptual understanding, reasoning, social, management, communication.	<input type="checkbox"/> Learning is representative of <b>almost all</b> of the types of outcomes: factual, conceptual understanding, reasoning, social, management, communication.	
<b>Differentiated for Students of Various</b>	<input type="checkbox"/> Differentiation is not suitable for <b>many</b> students in the class.	<input type="checkbox"/> Differentiation is suitable for <b>most of the class</b> , minimal differentiation.	<input type="checkbox"/> Differentiation is suitable to <b>groups of students</b> , differentiated where necessary.	<input type="checkbox"/> Learning is differentiated to encourage <b>individual students</b> to take educational risks.	

Observer's Signature \_\_\_\_\_ Date \_\_\_\_\_