



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

DOMAIN 2C—THE CLASSROOM ENVIRONMENT: Managing Classroom Procedures

Teacher _____ Subject _____ Grade _____ Period _____ Date _____

CHECK ONE RATING PER INDICATOR:

INDICATORS	INEFFECTIVE (1)	EFFECTIVE: EMERGING (2)	EFFECTIVE: PROFICIENT (3)	HIGHLY EFFECTIVE (4)	EVIDENCE/COMMENTS
Smooth Functioning of All Routines	<input type="checkbox"/> There are no established procedures for distributing and collecting materials.	<input type="checkbox"/> Procedures for transitions and distribution/collection of materials seem to have been established, but their operation is rough.	<input type="checkbox"/> Routines for distribution and collection of materials and supplies work efficiently.	<input type="checkbox"/> Students take initiative in distributing and collecting materials efficiently.	
Little or No Loss of Instructional Time	<input type="checkbox"/> Students not working with the teacher are disruptive to the class; large amounts of instructional time lost.	<input type="checkbox"/> Students/small groups are only partially engaged while not working directly with the teacher; some instructional time is lost.	<input type="checkbox"/> Students are productively engaged during whole class and small group work; no instructional time is lost.	<input type="checkbox"/> Students are productively engaged during whole class and small group work, taking the initiative with their classmates to ensure that their time is used productively.	
Students Playing an Important Role in Carrying Out Routines	<input type="checkbox"/> Students play no role in carrying out routines.	<input type="checkbox"/> Classroom routines function unevenly or with little student control.	<input type="checkbox"/> Classroom routines function smoothly with some student control.	<input type="checkbox"/> Students themselves ensure that classroom routines and transitions are accomplished efficiently and smoothly.	
Students Know What to Do, Where to Move	<input type="checkbox"/> Procedures for activities are confused or chaotic.	<input type="checkbox"/> Classroom routines function unevenly.	<input type="checkbox"/> Transitions between large and small group activities are smooth.	<input type="checkbox"/> Students themselves ensure that transitions between large and small group activities are smooth.	

Observer's Signature _____ Date _____