



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

## DOMAIN 3C—INSTRUCTION: Engaging Students in Learning

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>Activities Aligned with the Goals of the Lesson</b>	<input type="checkbox"/> The learning tasks and activities are poorly aligned with the instructional outcomes or require only rote responses.	<input type="checkbox"/> The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students. Student engagement with the content is largely passive, learning primarily facts or procedures.	<input type="checkbox"/> The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking; some scaffolding is evident.	<input type="checkbox"/> Learning tasks are well-designed and fully aligned with the instructional outcomes; suitable scaffolding is provided by the teacher.	
<b>Student Groupings</b>	<input type="checkbox"/> Only one type of instructional group is used (whole group, small group) when a variety would better serve the instructional purpose.	<input type="checkbox"/> The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives.	<input type="checkbox"/> Students have some choice in how they complete learning tasks. There is a mix of different types of groupings suitable to the lesson objectives.	<input type="checkbox"/> Students suggest modifications to the grouping patterns used. Students have extensive choice in how they complete tasks.	
<b>Materials and Resources Aligned with the Goals of the Lesson and Suitable for Lesson/Students</b>	<input type="checkbox"/> Materials used only ask students to perform rote tasks. Instructional materials used are unsuitable to the lesson and/or students.	<input type="checkbox"/> The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking.	<input type="checkbox"/> Materials and resources support the learning goals and require intellectual engagement, as appropriate.	<input type="checkbox"/> Students suggest modifications or additions to materials being used.	
<b>Learning Tasks that Require High Level Student Thinking</b>	<input type="checkbox"/> Learning tasks require only recall or have a single correct response or method.	<input type="checkbox"/> Learning tasks are a mix of those requiring thinking or recall. Students have no choice in how they complete tasks.	<input type="checkbox"/> Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking.	<input type="checkbox"/> Students take the initiative for inquiry and exploration, modifying a learning task to make it more meaningful or relevant to their needs.	
<b>Students Highly Motivated to Work on Tasks/Persistent; Student Enthusiasm, Interest, Thinking, Problem-Solving, ...</b>	<input type="checkbox"/> Few students are intellectually engaged in the lesson.	<input type="checkbox"/> <b>Some</b> students are intellectually engaged in the lesson. Student engagement with the content is largely passive, learning primarily facts or procedures.	<input type="checkbox"/> <b>Most</b> students are intellectually engaged in the lesson.	<input type="checkbox"/> <b>Virtually all</b> students are highly engaged in the lesson.	
<b>Suitable Pacing of the Lesson: Neither Dragging nor Rushed; Time for Closure and Student Reflection</b>	<input type="checkbox"/> The lesson drags or is rushed.	<input type="checkbox"/> The pacing of the lesson is uneven: suitable in parts, but rushed and dragging in others. Lesson has a recognizable beginning, middle, and end.	<input type="checkbox"/> The pacing of the lesson provides students the time needed to be intellectually engaged. Lesson has a clear beginning, middle, and end.	<input type="checkbox"/> The pacing of the lesson provides the time needed to be intellectually engaged. Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.	

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