

Republic County eWalkThrough® Template

<p style="text-align: center;">Lesson Clarity--Learning Objective</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clearly posted <input type="checkbox"/> Communicated to students throughout the lesson <input type="checkbox"/> Matches student activity 	<p style="text-align: center;">Classroom Environment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Effective use of teacher proximity <input type="checkbox"/> Effective classroom management is evident <input type="checkbox"/> Positive Learning Environment <input type="checkbox"/> Seamless transitions occur <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
<p style="text-align: center;">Explicit Instruction</p> <p>Instructional Practices</p> <ul style="list-style-type: none"> <input type="checkbox"/> Activate Prior Knowledge <input type="checkbox"/> Direct Instruction/Teacher input <input type="checkbox"/> Modeling/Demonstration <input type="checkbox"/> Guided practice <input type="checkbox"/> Independent practice <input type="checkbox"/> Intentional differentiation <input type="checkbox"/> Checks for Understanding <ul style="list-style-type: none"> <input type="checkbox"/> Occurs very frequently <input type="checkbox"/> Actively engages every student <input type="checkbox"/> Activity is relative to learning objective <input type="checkbox"/> Teacher gives feedback <div style="border: 1px solid red; padding: 10px; margin-top: 10px; text-align: center;"> <p>The WHY of Formative Assessment</p> <p style="font-size: small;">(Dr. Kelly Blomquist, 2005)</p> </div>	<p style="text-align: center;">Engagement</p> <p>Teachers are providing opportunities for ALL students to be engaged in the learning:</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <ul style="list-style-type: none"> <input type="radio"/> 1-2 <input type="radio"/> 3-4 <input type="radio"/> 5+ <p>Students are working in: (Majority of time)</p> <ul style="list-style-type: none"> <input type="radio"/> Whole group <input type="radio"/> Small group <input type="radio"/> Pairs <input type="radio"/> Individual <ul style="list-style-type: none"> <input type="checkbox"/> Support Staff Present Support Staff is effectively supporting the classroom: <input type="checkbox"/> Yes <input type="checkbox"/> No
<p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> <input type="checkbox"/> Technology driven learning: <ul style="list-style-type: none"> <input type="radio"/> Teacher <input type="radio"/> Student <input type="radio"/> Both teacher and student <input type="checkbox"/> Textbooks/Workbooks <input type="checkbox"/> Manipulatives <input type="checkbox"/> Supplementals/Instructional Materials 	<p style="text-align: center;">CHAMPS East Elementary Only</p> <p>CHAMPS is clearly displayed</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <p>CHAMPS is referred to by the teacher when given the opportunity</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No

<input type="checkbox"/> Worksheets	<input type="radio"/> N/A

Blooms Cognitive Level (Rigor): (highest level observed; Majority of students/Majority of time)

Not Observed

<input type="radio"/> Remembering/Understanding		<input type="radio"/> Applying	<input type="radio"/> Analyzing/Evaluating		<input type="radio"/> Creating
Recalling	Explaining	Implementing	Appraising	Hypothesizing	Designing
Listing	Summarizing	Illustrating	Comparing	Critiquing	Constructing
Memorizing	Classifying	Experimenting	Contrasting	Judging	Producing
Describing	Interpreting	Demonstrating	Examining	Ranking	Planning
Defining	Paraphrasing	Solving	Questioning	Defending	Improvising

Comments and Probing Questions (New set to upload)

Hyperlinks:

Explicit Instruction Section

[Instructional Practices](#)

Fidelity ensures that instruction has been implemented as intended. Fidelity reduces variance.

[Activate Prior Knowledge](#)

Eliciting from students what they already know and building on initial knowledge that they need in order to access upcoming content.

[Checks for Understanding](#)

Process of monitoring learning to make sure students possess the skill or information taught.

[Actively engages every student](#)

The teacher continually verifying that ALL students are learning what is being taught while it is being taught.

[Teacher gives feedback](#)

Specific and timely communication from the teacher to further student understanding of the lesson objective.

Resources Section

[Technology Driven Instruction:](#)

Technology is being used to create/enhance learning.

Classroom Environment Section

[Effective use of teacher proximity](#)

Teachers who use effective proximity during a lesson, circulate the classroom while students are working as well when they are providing active instruction.

[Effective classroom management is evident](#)

Strategies utilized to support the delivery of the lesson and promote positive student interactions and behavior.

Strategies include classroom routine, communication of expectations, classroom organization, and teacher communication and feedback.

[Positive Learning Environment](#)

Environment reflects respect, rapport, and positive responsiveness.

Engagement Section

[Teachers are providing opportunities for ALL students](#)

Dimensions of engagement

- Attends and participates in-class activities and discussions

- Studies
- Completes assignments
- Desire's challenge
- Seeks explanations
- Self-regulates
- Plans, monitors, and evaluates one's thinking and learning
- Engages in group learning tasks
- Asks questions of teachers and peers
- Interested, inquisitive, and curious about academic content

Support Staff Present

Staff is actively engaged in the lesson delivery as directed by the classroom teacher and visibly supporting student learning needs.

Cognitive Level Section

Cognitive Level (Rigor)

