**Lunenburg County Public Schools**

**Classroom Data Walkthrough Collection**

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| Teacher: | Subject: | Grade: |
| Date: Time: | Topic of Lesson | Completed by: |

|  |  |  |
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| X | **Classroom Management** | **Comments** |
|  | Students are engaged and on task |  |
|  | Teacher is up and moving around the room (not seated) |  |
|  | Teacher has control of the class |  |
|  | **Classroom Environment** |  |
|  | SOL objectives are clear and posted |  |
|  | Lesson plans, pacing guides, curriculum is available |  |
|  | Setup and decor are conducive to learning (not distracting or cluttered) |  |
|  | **Instruction** |  |
|  | Evidence of differentiation of lesson objectives |  |
|  | Lesson is relevant, motivating, rigorous |  |
|  | Meta-cognition strategies used during lesson:  \_\_\_\_\_ making connections \_\_\_\_\_ summarizing  \_\_\_\_\_ visualizing \_\_\_\_\_ inferring/generating hypotheses/predicting  \_\_\_\_\_ synthesizing \_\_\_\_\_ asking/generating questions  \_\_\_\_\_ monitoring and clarifying \_\_\_\_\_ determining importance/big ideas |  |
|  | Guided Reading/Math format is implemented |  |
|  | Co-teaching--both teachers actively involved in instruction |  |
|  | Instructional Assistant is working directly with students |  |
|  | Academic focus is clear and evident |  |
|  | Students have clear understanding of the assignment |  |
|  | Lesson Format:  \_\_\_\_hands on \_\_\_\_small groups working cooperatively  \_\_\_\_whole class \_\_\_\_interactive between teacher/student  \_\_\_\_lecture \_\_\_\_questioning techniques encourage higher order thinking |  |

Next Steps: