

Diocese of Memphis, Tennessee – Classroom Walk-Through

Date:	Course/Content:
Time:	Subject:
Grade:	Focus:

1. FOCUS ON CURRICULUM

1a. What is the learning objective(s) for the lesson?

Objective(s):

1b. Learning objective(s) is evident to the students

Evident
 Not Evident
 Unable to Determine

1c. Learning objective(s) on target for grade level standards

Yes
 No
 Unable to Determine

2. FOCUS ON INSTRUCTION

2a. Identifying Instructional Practices

<input type="checkbox"/> Coaching	<input type="checkbox"/> Integrating Catholic values into curriculum/instruction	<input type="checkbox"/> Promoting learning beyond recall and comprehension
<input type="checkbox"/> Discussion	<input type="checkbox"/> Involving students in instructional decision making	<input type="checkbox"/> Providing directions/instructions
<input type="checkbox"/> Employing strategies to address all learners	<input type="checkbox"/> Learning Centers	<input type="checkbox"/> Providing opportunities for practice
<input type="checkbox"/> Encouraging student creativity	<input type="checkbox"/> Lecture	<input type="checkbox"/> Socratic Method
<input type="checkbox"/> Games	<input type="checkbox"/> Maintaining high (realistic) expectations for students	<input type="checkbox"/> Testing
<input type="checkbox"/> Hands-on experience	<input type="checkbox"/> Modeling	<input type="checkbox"/> Using skills/strategies that create a sense of community
<input type="checkbox"/> Incorporating technology in teaching/learning	<input type="checkbox"/> Presentation	<input type="checkbox"/> Varying assessments

2b. Identifying grouping format

Whole Group
 Small Group
 Paired
 Individual

2c. Identifying research-based instructional strategies

T	S
	Identifying similarities & differences
	Summarizing/note-taking
	Reinforcing effort/recognition
	Homework/practice
	Nonlinguistic representations

T	S
	Cooperative learning
	Setting objectives/feedback
	Generating/testing hypothesis
	Cues/questions/advance organizers
	Employing higher level questioning

3. FOCUS ON THE LEARNER

3a. Identifying student actions

<input type="checkbox"/> Cooperative learning groups	<input type="checkbox"/> Reading	<input type="checkbox"/> Using manipulatives
<input type="checkbox"/> Listening	<input type="checkbox"/> Speaking	<input type="checkbox"/> Writing
<input checked="" type="checkbox"/> Praying	<input type="checkbox"/> Utilizing technology	<input type="checkbox"/> _____

(cont) 3. FOCUS ON THE LEARNER

3b. Identifying instructional materials

- | | | |
|---|--|--|
| <input type="checkbox"/> Computer/laptop software | <input type="checkbox"/> Overhead/board/flip chart | <input type="checkbox"/> Video |
| <input type="checkbox"/> Content-specific manipulatives | <input type="checkbox"/> Published print materials | <input type="checkbox"/> Web sites |
| <input type="checkbox"/> Hand-held technology | <input type="checkbox"/> Real-world objects | <input type="checkbox"/> White Boards |
| <input type="checkbox"/> Lab/activity sheet | <input type="checkbox"/> Student-created materials | <input type="checkbox"/> Worksheets |
| <input type="checkbox"/> Oral | <input type="checkbox"/> Textbook | <input type="checkbox"/> Interactive Technology (i.e., Smart Board, Mimeo, etc.) |

3c. Determining level(s) of student work

- | | |
|---|---|
| <input type="checkbox"/> Recalling information (Knowledge) | <input type="checkbox"/> Breaking down the information into parts (Analysis) |
| <input type="checkbox"/> Understanding information (Comprehension) | <input type="checkbox"/> Putting information together in new ways (Synthesis) |
| <input type="checkbox"/> Using information in a new way (Application) | <input type="checkbox"/> Making judgments and justifying positions (Evaluation) |

3d. Determine level(s) of class engagement

- Highly engaged – most students are authentically engaged
- Well managed – students are willingly compliant, ritually engaged
- Dysfunctional – many students actively reject the assigned task or substitute another activity

4. FOCUS ON CLASSROOM ENVIRONMENT

- Holy space is created in the classroom
- Scoring rubrics are displayed/provided
- Materials are available in the classroom
- Students interact with classroom environment
- Models/exemplars of quality student work are posted
- Student work displayed
- Routines and procedures are evident
- Catholic symbols/art/bulletin board is evident

5. FOCUS ON TEACHER AS COMMUNITY BUILDER AND ROLE MODEL

- | | |
|--|--|
| <input type="checkbox"/> Appreciates the diversity of students & instills this in them | <input checked="" type="checkbox"/> Models Catholic Values |
| <input checked="" type="checkbox"/> Creates opportunities for students to serve others | <input type="checkbox"/> Participates with students in prayer, liturgies, prayer services |
| <input type="checkbox"/> Engages in meaningful conversation (beyond Instruction) with students | <input checked="" type="checkbox"/> Promotes the moral development of students |
| <input type="checkbox"/> Models psychological well-being | <input checked="" type="checkbox"/> Supports the mission/vision of the school in Visible/tangible ways |

6. DO YOU SEE EVIDENCE THAT THE TEACHER IS RESPONDING TO THE DIFFERENT LEARNING NEEDS IN THE CLASSROOM?

- A lot Some None Unable to determine

We gratefully acknowledge the Archdiocese of Indianapolis for allowing us to adapt and use this form.