

*Appendix I*  
*Walk-Through Form*  
*Classroom Instructional*

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## School District of Okaloosa County

Personnel Services Department

Short Form Used for Informal Observations and Walk-Throughs of Classroom Teachers

MIS 5167

06/13

|                  |       |   |   |
|------------------|-------|---|---|
| Observer's Name: |       | Observer Role: Principal <input type="checkbox"/> AP <input type="checkbox"/> |   |
| Teacher's Name:  |       | Subject Area:   |   |
| Grade Level:     | Date: | Time:   | AM <input type="checkbox"/> PM <input type="checkbox"/> |

| Domain   | Components- Evidence (notes)                              |  |
|--|---|--|
| <b>1. Planning &amp; Preparation</b><br>FEAPs<br>1 (a-f)         | <b>a. Demonstrating Knowledge of Content and Pedagogy</b> |  |
|  | <b>b. Demonstrating Knowledge of Students</b>             |  |
|  | <b>c. Setting Instructional Outcomes</b>                  |  |
|  | <b>d. Demonstrating Knowledge of Resources</b>            |  |
|  | <b>e. Designing Coherent Instruction</b>                  |  |
| <b>2. The Classroom Environment</b><br>FEAPs<br>2 (a-i)          | <b>a. Creating an Environment of Respect and Rapport</b>  | <input type="checkbox"/> Students And Teacher Smile Often<br><input type="checkbox"/> Teacher Speaks Respectfully In Conversation And Tone<br><input type="checkbox"/> Students Speak To Teacher Respectfully<br><input type="checkbox"/> Students Speak To One Another Respectfully<br><input type="checkbox"/> Other   |
|  | <b>b. Establishing a Culture for Learning</b>             | <input type="checkbox"/> Learning Objectives Posted<br><input type="checkbox"/> Quality Student Work Displayed<br><input type="checkbox"/> Student Enthusiasm Or Self-Directed Task Orientation<br><input type="checkbox"/> Other  |
|  | <b>c. Managing Classroom Procedures</b>                   | <input type="checkbox"/> Schedule Posted<br><input type="checkbox"/> Students Participate In Handling Materials<br><input type="checkbox"/> Procedures Evident (Students Follow Procedures)<br><input type="checkbox"/> Little Time Lost for Transition<br><input type="checkbox"/> Other  |
|  | <b>d. Managing Student Behavior</b>                       | <input type="checkbox"/> Classroom Rules Evident<br><input type="checkbox"/> No Student Misbehavior Noted<br><input type="checkbox"/> Teacher Addresses Student Misbehavior Appropriately/Timely<br><input type="checkbox"/> Other   |
|  | <b>e. Organizing Physical Space</b>                       | <input type="checkbox"/> Room Arranged for Learning<br><input type="checkbox"/> Stations Evident<br><input type="checkbox"/> Materials and Resources Accessible to Students<br><input type="checkbox"/> Other  |
| <b>3. Instruction</b><br>FEAPs<br>3 (a-i)<br>4 (a-f)             | <b>a. Communicating with Students</b>                     | <input type="checkbox"/> Teacher Uses Content Appropriate Vocabulary<br><input type="checkbox"/> Students Understand Assignment Expectations<br><input type="checkbox"/> Teachers Uses a Variety Communication Techniques<br><input type="checkbox"/> Teacher Anticipates Possible Student Misconceptions<br><input type="checkbox"/> Other  |
|  | <b>b. Using Questioning and Discussion Techniques</b>     | <input type="checkbox"/> Teacher Uses Wait Time After Questions<br><input type="checkbox"/> Teacher Poses HOT Questions<br><input type="checkbox"/> Students Pose HOT Questions<br><input type="checkbox"/> Teacher Calls on Volunteers<br><input type="checkbox"/> Teacher Calls on Random Students<br><input type="checkbox"/> Students Periodically Lead Discussion<br><input type="checkbox"/> Other   |
|  | <b>c. Engaging Students in Learning</b>                   | <input type="checkbox"/> Whole Group<br><input type="checkbox"/> Small Group<br><input type="checkbox"/> Individual/Conferencing<br><input type="checkbox"/> Appropriate Pacing<br><input type="checkbox"/> Differentiated Activities<br><input type="checkbox"/> Other <div style="float: right; margin-top: 10px;"> <input type="checkbox"/> Practice<br/> <input type="checkbox"/> Assessment<br/> <input type="checkbox"/> Listening<br/> <input type="checkbox"/> Reading<br/> <input type="checkbox"/> Speaking<br/> <input type="checkbox"/> Writing           </div> |
|  | <b>d. Using Assessment in Instruction</b>                 | <input type="checkbox"/> Pre-Assessment<br><input type="checkbox"/> Feedback<br><input type="checkbox"/> Post Test<br><input type="checkbox"/> Formative<br><input type="checkbox"/> Other <div style="float: right; margin-top: 10px;"> <input type="checkbox"/> Assessment Criteria Posted or Stated<br/> <input type="checkbox"/> Student(s) Contribute(s) Assessment Criteria           </div>   |
|  | <b>e. Demonstrating Flexibility and Responsiveness</b>    | <input type="checkbox"/> Teacher Adjusts lesson for schedule<br><input type="checkbox"/> Teacher Adjusts/changes Lesson for Student Needs<br><input type="checkbox"/> Other  |
| <b>4. Professional Responsibilities</b><br>FEAPs<br>5 (a-e)<br>6 | <b>a. Reflecting on Teaching</b>                          |  |
|  | <b>b. Maintaining Accurate Records</b>                    |  |
|  | <b>c. Communicating with Families</b>                     |  |
|  | <b>d. Showing Professionalism</b>                         |  |

The "Other" option for the evaluator to document unlimited evidence when the form is completed in digital format.