

Bend La Pine Middle. School Walk Through Form

During a 5-to-15-minute walk-through the observer will indicate items observed. Not all items will be observed in one visit. The observer *may* prioritize sections of this walk-through, rather than use both sides as appropriate for portion of the lesson being observed. The walk-through is designed to give feedback on current instructional practices, find areas for future professional development, and assess continuity of implementation of our tier one instructional practices. ***This walk-through tool is not designed for evaluation purposes as it does not align to the teacher evaluation rubric.*** Teacher names will not be included in the electronic data collection.

BLS MS Instructional Rubric		Evident	Somewhat Evident	Not Evident
Indicators	Descriptors			
Clear Learning Intentions & Success Criteria	Teacher is <ul style="list-style-type: none"> Referring to learning intentions throughout the lesson Asks questions related to the learning intention Connects prior and future concepts to target Connects real life context to the target Provides closure to each lesson 			
	Students are <ul style="list-style-type: none"> Engaged in an activity related to the learning intention Can answer questions about what they are learning, why they are learning it and how it will be used Engaged in conversations related to the target 			
Evidence of Student Learning	Teacher is <ul style="list-style-type: none"> Collecting evidence from all students Providing multiple opportunities to demonstrate learning Giving a variety of ways for students to demonstrate learning Provides sheltered instruction so all students can demonstrate learning 			
	Students are <ul style="list-style-type: none"> Showing evidence of learning through talking (with teacher and peers), writing, and doing Listening carefully to their peer's strategies Using sentence frames or sentence starters 			
Feedback that Moves Learning Forward	Teacher is <ul style="list-style-type: none"> Using formative assessment aligned to the goal at strategic points in the lesson (thumbs up/down, exit slips, journaling, etc.) Makes adjustments to instruction based on student feedback Uses wait time and allows students to productively struggle with important concepts Comes back to students to check and clarify thinking after the comments of other students 			
	Students are <ul style="list-style-type: none"> Expected to explain their thinking Reflecting on mistakes to improve their understanding Assessing and monitoring their own progress towards the target 			

Collaboration among Students	Teacher is <ul style="list-style-type: none"> • Providing opportunities for students to share developing thinking with peers • Giving time to structured partner or group talk • Setting up multiple partner sharing 			
	Students are <ul style="list-style-type: none"> • Talking and sharing work with peers • Giving and receiving formative feedback with peers • 			
Students as Leaders of Their Own Learning	Teacher is <ul style="list-style-type: none"> • Providing choice and autonomy (as appropriate for task) • Engaging students in reflection on learning 			
	Students are <ul style="list-style-type: none"> • Identifying how and why the learning is important • Monitoring their level of engagement in learning • Advocating for themselves and their learning • Reflecting on their level of understanding and engagement 			

Notes/Other