

Walkthrough Guide

- ✓ **Look at the Common Board Configuration/Agenda**-Is it clear and understandable to you as to what students will be learning (**objective**) , how students will learn it (**activities**), what will be done if a student needs more help (**small group**) and learning will be assessed (**end product/assessment**) ?**If you are confused then so are the students**
- ✓ **Check the lesson plan**-Does the CBC/Agenda match the lesson plan?
- ✓ **Check a work folder-See Example and Non Example**-Are students being asked to think and write about what they are learning? Or are you seeing bellringers, multiple choice tests, packets, etc... Is any feedback given to students on how they received the grade or what they could do to improve the learning outcome? Or are you seeing, checks, check plusses, a grade or percentage with no feedback.
- ✓ **Watch instruction- See handout** What are students doing? What is the teacher doing?
- ✓ **Ask a student what they are learning about vs. what are they doing?** The student should be able to tell you what they are learning based on the daily doable objective and how this will assist them to be a better reader or writer.

Non-Example

What we see now as a daily objective:

BENCHMARK: LA.910.6.2.2 The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations.

(This is all going to be done in 90 minute block?)

Non Example-Essential question: How does understanding reliability and validity of information aid the reader's comprehension?

VS.

Example

Sample Daily Doable

I will learn to differentiate between strong and weak arguments presented in a text by becoming members of an expert group and research additional information about the Montgomery Boycott in order to differentiate between strong and weak arguments.

I will know I've mastered it when I am able to research the information in my expert group and write a summary and write a rationale for the strongest arguments.

The benchmark is chunked –scaffolded and do able in a 90 minute block

Example Essential Question:

How do identifying different types of claims and bias help readers analyze the strength and credibility of the arguments presented in "Montgomery Boycott," by Coretta Scott King?

(benchmark+ skill + text)

Action Plan Strategies	Evidence in Walkthroughs
<p>Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students</p>	<p>Evidence of data on the walls, in the data binder, student work folders contain completed data chat forms, lesson plans groups are planned for and purposeful. Goals are evident in the room</p> <p>Evidence of Instructional decisions based on student progress; particularly during small group DI sessions</p> <p>Reading-FAIR data is being used in small group</p> <p>English-Interim data is being used in whole and small group</p> <p>Writing-Writing prompts and write score data is being used to drive whole and small group.</p> <p>ESOL-Cella data is being used to group and instruct students</p> <p>Social Studies-Interim and Social studies data is being used</p> <hr/> <p>Use data from relevant computer programs (<i>STAR, AR, CELLA, TeenBiz 3000, SuccessMaker, Voyager SOLO, Accelerated Reader, FCAT Focus, JRN, FCAT Explorer, Riverdeep, Write to Learn, Write Score, etc.</i>)</p> <hr/> <p>Ensure awareness of students' ESOL Levels (<i>through CELLA</i>) and Individualized Education Plan (IEP) accommodations in order to provide tailored instruction for students</p>
<p>Utilize the Next Generation Sunshine State Standards and Common Core Standards when planning for and delivering instruction</p>	<p>Teachers are using instructional routines</p> <p>Whole and small group that follow the model of explicit instruction and the effective use of small group instruction to target students' needs.</p> <hr/> <p>Common Board/Daily Agendas include clear and understandable doable daily learning (objectives) , how students will learn it (activities), what will be done if a student needs more help (small group) and learning will be assessed (end product/assessment) and Home learning</p> <hr/> <p>Employ the effective use of the item specifications, task cards, Webb's DOK, in order to create lessons using the rigorous planner</p> <hr/> <p>incorporate in the daily delivery of instruction all components of explicit instruction (<i>teacher think-aloud, multiple guided practice sessions with corrective feedback, and individual practice</i>) based on lesson plans and the CBC</p>
<p>Utilize research-based Reading, Writing and ESOL Strategies to enhance instruction in core curriculum areas</p> <p>Infuse a variety of High Order Thinking Strategies into the Delivery of Instruction in Reading and Writing</p>	<p>The teachers asks higher order questions and has systems for all students having the opportunity to respond such probing, wait-time, and re-directing, the use of response boards and technology clickers to enhance instruction.</p> <hr/> <p>There is evidence of vocabulary instruction and the effective use of interactive theme charts/ word walls, rigorous writing opportunities related to the vocabulary.</p> <hr/> <p>There is evidence students are being given the opportunity to read independently and to discuss and write about what they are reading.</p> <hr/> <p>There is evidence that students are asked to discuss what they are learning "student accountable talk' through strategies such as Think, Pair, Share, Higher Order Thinking Strategies, Socratic discussions, literature circles,</p>
<p>Provide instruction of the various modalities of writing throughout the writing process from start to finish (i.e., <i>pre-writing, drafting, revising, conferencing, editing, publishing, etc.</i>)</p>	<p>There is evidence that the teacher is using the writing process related to the content.</p> <p>There is evidence of writing in posted work and in work folders. There is evidence of rubrics being utilized to score writing.</p> <p>In writing classes the students should have gone through the entire process of planning, revising with peer editing, and publishing.</p>
<p>Provide students with intervention and enrichment opportunities as determined by data</p>	<p>There is evidence that the interventionist, paraprofessional or coteacher is working with a group of students based on student need and using appropriate material based on need.</p>