

## Anacortes School District - Draft Walkthrough Observation Form

Teacher \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

*What I Noticed:*

*What I Wondered:*

Code	Indicator
P1	<i>Standards:</i> Connection to standards, broader purpose and transferable skill
P2	<i>Standards:</i> Connection to previous and future lessons
P3	<i>Teaching Point:</i> Teaching point(s) are based on students' learning needs
P4	<i>Learning Target:</i> Communication of learning target(s)
P5	<i>Learning Target:</i> Success criteria and performance task(s)
SE1	<i>Intellectual Work:</i> Quality of questioning
SE2	<i>Intellectual Work:</i> Ownership of learning
SE3	<i>Engagement Strategies:</i> High cognitive demand
SE4	<i>Engagement Strategies:</i> Strategies that capitalize on learning needs of students
SE5	<i>Engagement Strategies:</i> Expectation, support and opportunity for participation and meaning making
SE6	<i>Talk:</i> Substance of student talk
CP1	<i>Curriculum:</i> Alignment of instructional materials and tasks
CP2	<i>Teaching Approaches and/or Strategies:</i> Discipline-specific conceptual understanding
CP3	<i>Teaching Approaches and/or Strategies:</i> Pedagogical content knowledge
CP4	<i>Teaching Approaches and/or Strategies:</i> Teacher knowledge of content
CP5	<i>Teaching Approaches and/or Strategies:</i> Differentiated instruction
CP6	<i>Scaffolds for Learning:</i> Scaffolds the task
CP7	<i>Scaffolds for Learning:</i> Gradual release of responsibility

Code	Indicator
A1	<i>Assessment:</i> Self-assessment of learning connected to the success criteria
A2	<i>Assessment:</i> Demonstration of learning
A3	<i>Assessment:</i> Formative assessment opportunities
A4	<i>Assessment:</i> Collection systems for formative assessment data
A5	<i>Assessment:</i> Student use of assessment data
A6	<i>Adjustments:</i> Teacher use of formative assessment data
CEC1	<i>Use of Physical Environment:</i> Arrangement of classroom
CEC2	<i>Use of Physical Environment:</i> Accessibility and use of materials
CEC3	<i>Classroom Routines and Rituals:</i> Discussion, collaboration and accountability
CEC4	<i>Classroom Routines and Rituals:</i> Use of learning time
CEC5	<i>Classroom Routines &amp; Rituals:</i> Managing student behavior
CEC6	<i>Classroom Culture:</i> Student status
CEC7	<i>Classroom Culture:</i> Norms for learning
PCC1	<i>Professional Learning and Collaboration:</i> Collaboration with peers and administrators to improve student learning
PCC2	<i>Professional Learning and Collaboration:</i> Professional and collegial relationships
PCC3	<i>Communication and Collaboration:</i> Parents and guardians
PCC4	<i>Communication and Collaboration:</i> Communication within the school community about student progress
PCC5	<i>Professional Responsibilities:</i> Supports school, district, and state curriculum, policy and initiatives
PCC6	<i>Professional Responsibilities:</i> Ethics and advocacy