**Tulsa Public Schools – The Tulsa Model**

**Walk-Through Form**

Teacher:

Date:      Time:

Period, Class or Grade Level:

Short visits, commonly known as walk-throughs (less than 10 minutes), do not require an Observation Form or an observation conference. Completion of a walk-through form is not required, but when used, it must be on the Tulsa Model Walk-Through Form.

**Classroom Management** (a checkmark in the box indicates behavior / action is in evidence)

Teacher exhibits an overall awareness of what is happening in the classroom.

Teacher optimizes academic learning time (uses minimal time to complete non-instructional tasks).

Teacher interacts with students in a professional and positive manner; mutual respect is evident.

Classroom procedures, rituals and routines are visible and evident.

Student disruptions are addressed.

Classroom environment is safe and orderly.

Students are in compliance with school policies and procedures while in the classroom.

**Instructional Effectiveness** (a checkmark in the box indicates behavior / action is in evidence)

An appropriate strategy is being utilized as a bell ringer activity and/or transition activity.

Unit objectives are in evidence through the use of essential questions, prompts or other methods of guidance which are visible to students.

Content is presented in a sequential manner with introduction focusing on developing background knowledge, new concepts being presented and closure emphasizing the lesson or unit objective.

Teacher monitors student understanding by moving around the room and interacting with students.

Student participation is encouraged and most learners are engaged.

Students are presented with information that requires the application of Level 2 or above thinking skills.

Teacher implements strategies to provide timely student feedback.

Examples of student work are posted in classroom, when appropriate.

Technology is effectively integrated into classroom to enhance instruction.

Other Research-Based Strategies:

KWL QAR Word Wall Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Feedback (optional):