

# Lincoln Preparatory School Walk-Through Instrument

Teacher: _____	Course: _____ Period: _____	
Date: _____ Time: _____	<input type="checkbox"/> Beginning of Class <input type="checkbox"/> Middle of Class <input type="checkbox"/> End of Class	
<b>Domain 1: Planning and Preparation</b>		
<input type="checkbox"/> 1a. Demonstrating knowledge of content and pedagogy	<b>Scripting/Notes</b>	
<input type="checkbox"/> 1b. Demonstrating knowledge of students		
<input type="checkbox"/> <b>1c. Setting instructional outcomes</b>		
<input type="checkbox"/> 1d. Demonstrating knowledge of resources		
<input type="checkbox"/> 1e. Designing coherent instruction <b>Identify grouping format</b> <input type="checkbox"/> Whole group <input type="checkbox"/> Small Group <input type="checkbox"/> Paired <input type="checkbox"/> Individual		
<input type="checkbox"/> 1f. Designing student assessments		
<b>Domain 2: Classroom Environment</b>		
<input type="checkbox"/> 2a. Creating an environment of respect and rapport		
<input type="checkbox"/> 2b. Establishing a culture for learning		
<input type="checkbox"/> <b>2c. Managing classroom procedures</b>		
<input type="checkbox"/> 2d. Managing student behavior		
<input type="checkbox"/> 2e. Organizing physical space		
<b>Domain 3: Instruction</b>		
<input type="checkbox"/> 3a. Communicating with students <b>Primary instruction method:</b> <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling/Explanation <input type="checkbox"/> Discussion <input type="checkbox"/> Independent Practice <input type="checkbox"/> Cooperative Learning	<b>Scripting/Notes</b>	
<input type="checkbox"/> <b>3b. Using questioning and discussion techniques</b>		
<input type="checkbox"/> Discussion primarily between teacher and students. <input type="checkbox"/> Teacher extends discussion beyond initial answer. <input type="checkbox"/> Students respond to one another; build discussion.		
<input type="checkbox"/> <b>3c. Engaging students in learning</b>		
<b>Students Engaged: _____ out of _____</b> <b>Student Engagement</b> <input type="checkbox"/> Highly engaged-most are engaged intellectually, challenged; multiple strategies used. <input type="checkbox"/> Well managed-students are compliant, ritually engaged. <input type="checkbox"/> Not engaged-many students actively reject the assigned task or task requires minimal thinking.		
<input type="checkbox"/> <b>3d. Using assessment in instruction</b>		
Checks for comprehension: <input type="checkbox"/> None <input type="checkbox"/> Some, not all <input type="checkbox"/> Evident Adjusts lesson: <input type="checkbox"/> None <input type="checkbox"/> Attempts <input type="checkbox"/> Evident Feedback: <input type="checkbox"/> None <input type="checkbox"/> Global <input type="checkbox"/> Specific <input type="checkbox"/> Improves work Peer or self-review: <input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> Evident		
<input type="checkbox"/> 3e. Demonstrating flexibility and responsiveness		
<b>Domain 4: Professional Responsibilities</b>		
<input type="checkbox"/> 4f. Demonstrating professionalism		
Observer name and signature  Date	<b>Other observed Elements: Teacher Position</b> <input type="checkbox"/> Seated at desk <input type="checkbox"/> Seated at instructional station <input type="checkbox"/> Circulating among students/groups  <b>Teacher name and signature (if required)</b>  Date	

\*\*Those components that are required by the state are highlighted and bolded.