

School: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 Time In: \_\_\_\_\_ Out: \_\_\_\_\_

# FCS WALK THROUGH EVALUATION FORM

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ Subject: \_\_\_\_\_  
 Observer: \_\_\_\_\_ Position: \_\_\_\_\_

Observer FOCUS (optional): \_\_\_\_\_ Check ALL that apply, unchecked means only unobserved

**LESSON INFORMATION** SPI/CCSS: \_\_\_\_\_

Objective Posted: \_\_\_\_\_

Materials Used: \_\_\_\_\_

|   |   |   |
|---|---|---|
| <input type="checkbox"/> Direct Instruction | <input type="checkbox"/> Lectures         | <input type="checkbox"/> Working w individual student |
| <input type="checkbox"/> Guided Practice    | <input type="checkbox"/> Small Group      | <input type="checkbox"/> Administering Test           |
| <input type="checkbox"/> Independent Work   | <input type="checkbox"/> Reteaching       | <input type="checkbox"/> Monitoring student work      |
| <input type="checkbox"/> Remediation        | <input type="checkbox"/> At teachers desk | <input type="checkbox"/> Using Computer               |

**OBSERVED TEACHER ACTIONS**

|   |   |   |
|---|---|---|
| <input type="checkbox"/> Communicates objectives<br><input type="checkbox"/> Connects to previous learning<br><input type="checkbox"/> Integrates disciplines<br><input type="checkbox"/> Connects life experiences<br><input type="checkbox"/> Relevant and Meaningful<br><input type="checkbox"/> Reinforces effort<br><input type="checkbox"/> Encourages inquiry/questioning<br><input type="checkbox"/> Uses visuals<br><input type="checkbox"/> Paces too slow/fast<br><input type="checkbox"/> Models expectations<br><input type="checkbox"/> Uses irrelevant information<br><input type="checkbox"/> Transitions smoothly<br><input type="checkbox"/> Uses multiple materials<br><input type="checkbox"/> Gives students choices<br><input type="checkbox"/> Provides reflection time for lesson | <input type="checkbox"/> Circulates<br><input type="checkbox"/> Student responses adjust instruction<br><input type="checkbox"/> Groups students<br><input type="checkbox"/> Displays content knowledge<br><input type="checkbox"/> Displays knowledge of students<br><input type="checkbox"/> Materials are prepared<br><input type="checkbox"/> Differentiation<br><input type="checkbox"/> Demonstrating<br><input type="checkbox"/> Restating<br><input type="checkbox"/> Facilitating Activities<br><input type="radio"/> Puzzles<br><input type="radio"/> Manipulatives<br><input type="radio"/> Centers<br><input type="radio"/> Creating original products<br><input type="radio"/> Educational Games<br><input type="radio"/> Technology use | <input type="checkbox"/> Evaluation Technique:<br><input type="radio"/> Student centered<br><input type="radio"/> Worksheet<br><input type="radio"/> Quiz<br><input type="radio"/> Book work<br><input type="radio"/> Exit Ticket<br><input type="radio"/> Other _____<br><br><input type="checkbox"/> Technology USED<br><input type="radio"/> elmo/flex cam<br><input type="radio"/> LCD projector<br><input type="radio"/> laptops<br><input type="radio"/> iPads<br><input type="radio"/> iPods<br><input type="radio"/> Smartboard |
|---|---|---|

**OBSERVED STUDENT ACTIONS**

|   |   |  |
|---|---|--|
| <input type="checkbox"/> Focused<br><input type="checkbox"/> Engaged<br><input type="checkbox"/> Asking Questions<br><input type="checkbox"/> Self-directing<br><input type="checkbox"/> Self Monitoring<br><input type="checkbox"/> Working on a task<br><input type="checkbox"/> Generating questions<br><input type="checkbox"/> Working in groups<br><input type="checkbox"/> On computers<br><input type="checkbox"/> Going to the board | <input type="checkbox"/> Using manipulative<br><input type="checkbox"/> Following group roles, responsibilities<br><input type="checkbox"/> Taking a test<br><input type="checkbox"/> Seat work/Book work<br><input type="checkbox"/> Using time effectively<br><input type="checkbox"/> Reading:<br><input type="radio"/> Silently<br><input type="radio"/> Orally<br><input type="radio"/> Chorally | <input type="checkbox"/> Making presentations<br><input type="checkbox"/> Working in groups<br><input type="checkbox"/> Listening<br><input type="checkbox"/> Copying<br><input type="checkbox"/> Off task<br><input type="checkbox"/> Going over work<br><input type="checkbox"/> Teaching others |
|---|---|--|

**CLASSROOM CLIMATE/ENVIRONMENT**

|  |  |
|--|--|
| <input type="checkbox"/> Positive Behavior Techniques:<br>examples: _____<br>_____<br><input type="checkbox"/> Rules posted<br><input type="checkbox"/> Behavior Charts<br><input type="checkbox"/> Atmosphere Notes: _____<br>_____ | <input type="checkbox"/> Clean room<br><input type="checkbox"/> Organized teacher areas<br><input type="checkbox"/> Defined student areas<br><input type="checkbox"/> Organized student areas<br><input type="checkbox"/> Student work evident<br><input type="checkbox"/> Bulletin boards current<br><input type="checkbox"/> Room for traffic flow<br><input type="checkbox"/> Student friendly layout |
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**OBSERVER COMMENTS**

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### **TEACHING THINKING**

- Analytical**- analyze, compare and contrast, evaluate, explain information
- Practical**- students use apply and implement what they learned in real-life scenarios
- Creative**- students create, design, imagine and suppose
- Research based**- students explore and review a variety of ideas, models and solutions to problems
  
- Opportunities for students to generate a variety of ideas and alternatives
- Analyze problems from multiple perspectives/viewpoints
- Students monitor their own thinking

\*Teacher should model thought process, name and explain how they are thinking.  
\*Students should learn to identify their own different types of thinking

### **TEACHING PROBLEM SOLVING**

- Abstraction**- process of leaving out of consideration one or more properties of a complex object to attend to the others
- Categorization**- analyze info and sort into categories
- Drawing Conclusions/Justifying Solutions**-
  - a specific answer or opinion
  - a full summary of all that has been achieved, list of ideas considered
  - an objective look at the “thinking” that has been used
- Predicting Outcomes**- make predictions and test their validity
- Observing**- observe, record, code and measure/**Experimenting**- develop hypothesis, gather instruments, collect and analyze data
- Improving Solutions**-given a solution to suggest improvements
- Identifying Relevant and Irrelevant Information**- solving a problem by choosing relevant info
- Generating Ideas**- given an ill-defined problem, look for analogies, brainstorm, generate ideas list, create representations and come up with solutions
- Creating and Designing**-create or design a product, an experiment or a problem for another student to solve or evaluate

### **ACADEMIC FEEDBACK**

- Feedback relates to the lesson
- Feedback causes students to think
- Feedback is specific
- Feedback is timely
- Teacher models how students should give each other high-quality academic feedback

Feedback is  
 Oral  
 Written

### **QUESTIONING**

- Mixed question types:
  - Knowledge
  - Comprehension
  - Application
  - Analysis
  - Creation
  - Evaluation
- Guides students in generating their own questions
- High frequency of questions
- Gives wait time for questions
- Calls on girls and boys
- Calls on volunteers and non-volunteers
- Calls on different ability levels
- Requires active responses
- Purposeful teaching of Bloom’s Taxonomy/DOK

### **AREA OF STRENGTH**

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### **AREA TO STRENGTHEN**

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**\*THE PURPOSE OF THIS TOOL IS NOT FOR SCORED TEACHER EVALUATIONS, BUT FOR COACHING AND FEEDBACK. OBSERVERS MAY CHOOSE TO ONLY COMPLETE SECTIONS APPROPRIATE FOR FOCUS.**

**OBSERVER SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_