Oakfield-Alabama Central School
Walk-Through Observation Record

Teacher	Observer	Date of Observation	Subject Area

1a	1c	2a	2c	2d	3a	3b	3c	3d	3e	4a	4c	4f	Total

1a: Demonstrating Knowledge of Content and Pedagogy

Elements of component 1a are:	**Indicators include:**
● Knowledge of content and the structure of the discipline ● Knowledge of prerequisite relationships ● Knowledge of content-related pedagogy	● Lesson and unit plans that reflect important concepts in the discipline ● Lesson and unit plans that accommodate prerequisite relationships among concepts and skills ● Clear and accurate classroom explanations ● Accurate answers to student questions ● Feedback to students that furthers learning ● Interdisciplinary connections in plans and practice

Ineffective (0-1 pts.)	Developing (2 pts.)	Effective (3 pts.)	Highly Effective (4 pts.)
In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.

Additional Evaluator Comments:

1c: Setting Instructional Outcomes

Elements of component 1c are:
- Value, sequence, and alignment
- Clarity
- Balance
- Suitability for diverse students

Indicators include:
- Outcomes of a challenging cognitive level
- Statements of student learning, not student activity
- Outcomes central to the discipline and related to those in other disciplines
- Permit assessment of student attainment
- Differentiated for students of varied ability

Ineffective (0-1 pts.)	Developing (2 pts.)	Effective (3 pts.)	Highly Effective (4 pts.)
Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.
Additional Evaluator Comments:			

2a: Creating an Environment of Respect and Rapport

Elements of component 2a are:
- Teacher interactions with students, including both words and actions
- Student interactions with other students, including both words and actions

Indicators include:
- Respectful talk and turn taking
- Respect for students' background and lives outside of the classroom
- Teacher and student body language
- Physical proximity
- Warmth and caring
- Politeness
- Encouragement
- Active listening
- Fairness

Ineffective (0-1 pts.)	Developing (2 pts.)	Effective (3 pts.)	Highly Effective (4 pts.)
Patterns of classroom interactions, both between the teacher and students and among students, are mostly	Patterns of classroom interactions, both between the teacher and students and among students, are generally	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine

negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put downs, or conflict. Teacher does not deal with disrespectful behavior.	appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.	are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.	warmth, caring, and sensitivity to students.as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals.
Additional Evaluator Comments:			

2c: Managing Classroom Procedures

Elements of component 2c are:		**Indicators include:**	
● Management of instructional groups ● Management of transitions ● Management of materials and supplies ● Performance of non-instructional duties		● Smooth functioning of all routines ● Little or no loss of instructional time ● Students playing an important role in carrying out the routines ● Students know what to do, where to move	
Ineffective (0-1 pts.)	**Developing (2 pts.)**	**Effective (3 pts.)**	**Highly Effective (4 pts.)**
Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.
Additional Evaluator Comments:			

2d: Managing Student Behavior

Elements of component 2d are:	**Indicators include:**

● Expectations ● Monitoring of student behavior ● Response to student misbehavior		● Clear standards of conduct, possibly posted, and possibly referred to during a lesson ● Absence of acrimony between teacher and students concerning behavior ● Teacher awareness of student conduct ● Preventive action when needed by the teacher ● Fairness ● Absence of misbehavior ● Reinforcement of positive behavior	
Ineffective (0-1 pts.)	**Developing (2 pts.)**	**Effective (3 pts.)**	**Highly Effective (4 pts.)**
There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects students
Additional Evaluator Comments:			

3a: Communicating With Students			
Elements of component 3a are: ● Expectations for learning ● Directions for activities ● Explanations of content ● Use of oral and written language		**Indicators include:** ● Clarity of lesson purpose ● Clear directions and procedures specific to the lesson activities ● Absence of content errors and clear explanations of concepts ● Students understand the content ● Correct and imaginative use of language	
Ineffective (0-1 pts.)	**Developing (2 pts.)**	**Effective (3 pts.)**	**Highly Effective (4 pts.)**
The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used	Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher's explanation	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting

incorrectly, leaving students confused.	consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	with students' interests. Students contribute to extending the content, and in explaining concepts to their classmates. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.
Additional Evaluator Comments:			

3b: Using Questioning and Discussion Techniques

Elements of component 3b are:	**Indicators include:**
● Quality of questions/prompts ● Discussion techniques ● Student participation	● Questions of high cognitive challenge, formulated by both students and teacher ● Questions with multiple correct answers, or multiple approaches even when there is a single correct response ● Effective use of student responses and ideas ● Discussion with the teacher stepping out of the central, mediating role ● High levels of student participation in discussion

Ineffective (0-1 pts.)	**Developing (2 pts.)**	**Effective (3 pts.)**	**Highly Effective (4 pts.)**
Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advanced high level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
Additional Evaluator Comments:			

3c: Engaging Students in Learning

Elements of component 3c are:	**Indicators include:**

● Activities and assignments ● Grouping of students ● Instructional materials and resources ● Structure and pacing	● Activities aligned with the goals of the lesson ● Student enthusiasm, interest, thinking, problem-solving, etc ● Learning tasks that require high-level student thinking and are aligned with lesson objectives ● Students highly motivated to work on all tasks and are persistent even when the tasks are challenging ● Students actively "working," rather than watching while their teacher "works." ● Suitable pacing of the lesson: neither dragging nor rushed, with time for closure and student reflection

Ineffective (0-1 pts.)	Developing (2 pts.)	Effective (3 pts.)	Highly Effective (4 pts.)
The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.	The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content, through well designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.
Additional Evaluator Comments:			

3d: Using Assessment in Instruction	
Elements of component 3d are: ● Assessment Criteria ● Monitoring of student learning ● Feedback to students ● Student self-assessment and monitoring of progress	**Indicators include:** ● Teacher paying close attention to evidence of student understanding ● Teacher posing specifically-created questions to elicit evidence of student understanding ● Teacher circulating to monitor student learning and to offer feedback ● Students assessing their own work against established criteria

		● Teacher adjusting instruction in response to evidence of student understanding (or lack of it)	
Ineffective (0-1 pts.)	**Developing (2 pts.)**	**Effective (3 pts.)**	**Highly Effective (4 pts.)**
There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions/prompts/ assessments are rarely used to diagnose evidence of learning.	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self assessment. Questions/prompts/ assessments are used to diagnose evidence of learning.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions/prompts/assessments are used regularly to diagnose evidence of learning by individual students.
Additional Evaluator Comments:			

3e: Demonstrating Flexibility and Responsiveness			
Elements of component 3e are: ● Lesson adjustment ● Response to students ● Persistence		**Indicators include:** ● Incorporation of student interests and events of the day into a lesson ● Visible adjustment in the face of student lack of understanding ● Teacher seizing on a "teachable moment"	
Ineffective (0-1 pts.)	**Developing (2 pts.)**	**Effective (3 pts.)**	**Highly Effective (4 pts.)**
Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.
Additional Evaluator Comments:			

4a: Reflecting on Teaching

Elements of component 4a are:		**Indicators include:**	
● Accuracy ● Use in future teaching		● Accurate reflections on a lesson ● Citations of adjustments to practice, drawing on a repertoire of strategies	
Ineffective (0-1 pts.)	**Developing (2 pts.)**	**Effective (3 pts.)**	**Highly Effective (4 pts.)**
Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
Additional Evaluator Comments:			

4c: Communicating with Families

Elements of component 4c are:		**Indicators include:**	
● Information about the instructional program ● Information about individual students ● Engagement of families in the instructional program		● Frequent and culturally appropriate information sent home regarding the instructional program, and student progress ● Two-way communication between the teacher and families ● Frequent opportunities for families to engage in the learning process	
Ineffective (0-1 pts.)	**Developing (2 pts.)**	**Effective (3 pts.)**	**Highly Effective (4 pts.)**
Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. But communications are one-way and not always appropriate to the cultural norms of those families.	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate Information to families is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.
Additional Evaluator Comments:			

4f: Showing Professionalism

Elements of component 4f are:	**Indicators include:**
● Integrity and ethical conduct ● Service to students ● Advocacy ● Decision-making ● Compliance with school and district regulations	● Teacher has a reputation as someone who can be trusted and is often sought as a sounding board ● During committee or planning work, teacher frequently reminds participants that the students are the utmost priority ● Teacher will support students, even in the face of difficult situations or conflicting policies ● Teachers challenge existing practice in order to put students first ● Teacher consistently fulfills school district mandates regarding policies and procedures

Ineffective (0-1 pts.)	**Developing (2 pts.)**	**Effective (3 pts.)**	**Highly Effective (4 pts.)**
Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations	Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and does not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school and district regulations.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.
Additional Evaluator Comments:			

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Teachers: Please return one signed copy to your evaluator. Keep one copy for your records.

Teacher Signature	Date	Administrator Signature	Date