

Forsyth County Schools Focused Walk

Date:	Time:	Observer:	Teacher(s):	Grade/Department:	Content/Course:
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Student Questions	What standard are you working on today?	How do you know if you learned it?	What do you do if you have not learned it?	How do you learn best?	What learning goals do you have?
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Focus	<p>What standard(s) is the focus of the lesson?</p>	Teach	<p>1. Identify instructional practices</p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Coaching</td> <td><input type="checkbox"/> Modeling</td> </tr> <tr> <td><input type="checkbox"/> Teacher directed Q & A</td> <td><input type="checkbox"/> Class Discussion</td> </tr> <tr> <td><input type="checkbox"/> Presentation</td> <td><input type="checkbox"/> Testing</td> </tr> <tr> <td><input type="checkbox"/> Hands-On Experiences</td> <td><input type="checkbox"/> Providing directions/instructions</td> </tr> <tr> <td><input type="checkbox"/> Learning Centers</td> <td><input type="checkbox"/> Providing opportunities for practice</td> </tr> <tr> <td><input type="checkbox"/> Lecture</td> <td><input type="checkbox"/> Project-based learning</td> </tr> <tr> <td><input type="checkbox"/> _____</td> <td><input type="checkbox"/> _____</td> </tr> </table> <p>2. Identify grouping format</p> <p><input type="checkbox"/> Whole group <input type="checkbox"/> Small group <input type="checkbox"/> Paired <input type="checkbox"/> Individual</p> <p>3. Identify research-based instructional strategies (Classroom Instruction That Works)</p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Identifying similarities / differences</td> <td><input type="checkbox"/> Cooperative learning</td> </tr> <tr> <td><input type="checkbox"/> Summarizing / note-taking</td> <td><input type="checkbox"/> Setting goals / feedback</td> </tr> <tr> <td><input type="checkbox"/> Reinforcing effort / recognition</td> <td><input type="checkbox"/> Homework / practice</td> </tr> <tr> <td><input type="checkbox"/> Generating / testing hypotheses</td> <td><input type="checkbox"/> Nonlinguistic representation</td> </tr> <tr> <td><input type="checkbox"/> Cues/questions/advance organizers</td> <td></td> </tr> <tr> <td><input type="checkbox"/> _____</td> <td></td> </tr> </table> <p>4. Identify how instruction is being differentiated</p> <p><input type="checkbox"/> Content <input type="checkbox"/> Process <input type="checkbox"/> Product <input type="checkbox"/> Learning Environment</p> <p><input type="checkbox"/> _____</p> <p>5. Identify how technology is being used (Literacy, Adapting, Transforming)</p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Computers (L,A,T)</td> <td><input type="checkbox"/> Interactive Whiteboard (L,A,T)</td> </tr> <tr> <td><input type="checkbox"/> Laptop cart(s) (L,A,T)</td> <td><input type="checkbox"/> Peripherals (e.g. Doc Camera, Calc) (L,A,T)</td> </tr> <tr> <td><input type="checkbox"/> _____</td> <td><input type="checkbox"/> _____ (L,A,T)</td> </tr> </table> <p>6. Collaborative only: Is there evidence of active, collaborative instruction?</p> <p><input type="checkbox"/> Evident <input type="checkbox"/> Not evident <input type="checkbox"/> Unable to determine <input type="checkbox"/> N/A</p>	<input type="checkbox"/> Coaching	<input type="checkbox"/> Modeling	<input type="checkbox"/> Teacher directed Q & A	<input type="checkbox"/> Class Discussion	<input type="checkbox"/> Presentation	<input type="checkbox"/> Testing	<input type="checkbox"/> Hands-On Experiences	<input type="checkbox"/> Providing directions/instructions	<input type="checkbox"/> Learning Centers	<input type="checkbox"/> Providing opportunities for practice	<input type="checkbox"/> Lecture	<input type="checkbox"/> Project-based learning	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> Identifying similarities / differences	<input type="checkbox"/> Cooperative learning	<input type="checkbox"/> Summarizing / note-taking	<input type="checkbox"/> Setting goals / feedback	<input type="checkbox"/> Reinforcing effort / recognition	<input type="checkbox"/> Homework / practice	<input type="checkbox"/> Generating / testing hypotheses	<input type="checkbox"/> Nonlinguistic representation	<input type="checkbox"/> Cues/questions/advance organizers		<input type="checkbox"/> _____		<input type="checkbox"/> Computers (L,A,T)	<input type="checkbox"/> Interactive Whiteboard (L,A,T)	<input type="checkbox"/> Laptop cart(s) (L,A,T)	<input type="checkbox"/> Peripherals (e.g. Doc Camera, Calc) (L,A,T)	<input type="checkbox"/> _____	<input type="checkbox"/> _____ (L,A,T)							
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Design	<p>1. Is the standard(s) evident to the student?</p> <p><input type="checkbox"/> Evident <input type="checkbox"/> Not evident <input type="checkbox"/> Unable to determine</p> <p>2. Identify instructional materials</p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Digital learning objects</td> <td><input type="checkbox"/> Student-created materials</td> </tr> <tr> <td><input type="checkbox"/> Benchmark / Exemplar</td> <td><input type="checkbox"/> Manipulatives / Real-world objects</td> </tr> <tr> <td><input type="checkbox"/> Textbook</td> <td><input type="checkbox"/> Worksheets</td> </tr> <tr> <td><input type="checkbox"/> Lab materials</td> <td><input type="checkbox"/> _____</td> </tr> </table> <p>3. 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Determine cognitive level of work (Bloom's Taxonomy)</p> <table style="width: 100%; border: none;"> <tr><td><input type="checkbox"/> Recalling information (Knowledge)</td></tr> <tr><td><input type="checkbox"/> Understanding information (Comprehension)</td></tr> <tr><td><input type="checkbox"/> Using information in a new way (Application)</td></tr> <tr><td><input type="checkbox"/> Breaking down information into parts (Analysis)</td></tr> <tr><td><input type="checkbox"/> Putting information together in new ways (Synthesis)</td></tr> <tr><td><input type="checkbox"/> Making judgments and justifying positions (Evaluation)</td></tr> </table> <p>5. 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Identify assessment measure(s)</p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Online assessment</td> <td><input type="checkbox"/> Common assessment</td> <td><input type="checkbox"/> Questioning</td> </tr> <tr> <td><input type="checkbox"/> Performance task</td> <td><input type="checkbox"/> Student response system</td> <td><input type="checkbox"/> Observation</td> </tr> <tr> <td><input type="checkbox"/> _____</td> <td></td> <td></td> </tr> </table> <p>2. Identify components of the learning environment</p> <table style="width: 100%; border: none;"> <tr><td><input type="checkbox"/> Models / exemplars of quality work are posted</td></tr> <tr><td><input type="checkbox"/> Student work is displayed</td></tr> <tr><td><input type="checkbox"/> Scoring rubrics are displayed / provided</td></tr> <tr><td><input type="checkbox"/> _____</td></tr> </table> <p>3. Identify Depth of Knowledge (DOK) level</p> <table style="width: 100%; border: none;"> <tr><td><input type="checkbox"/> Level 1 – Recall</td></tr> <tr><td><input type="checkbox"/> Level 2 – Basic Application of Skill / Concept</td></tr> <tr><td><input type="checkbox"/> Level 3 – Strategic Thinking</td></tr> <tr><td><input type="checkbox"/> Level 4 – Extended Thinking</td></tr> </table>	<input type="checkbox"/> Online assessment	<input type="checkbox"/> Common assessment	<input type="checkbox"/> Questioning	<input type="checkbox"/> Performance task	<input type="checkbox"/> Student response system	<input type="checkbox"/> Observation	<input type="checkbox"/> _____			<input type="checkbox"/> Models / exemplars of quality work are posted	<input type="checkbox"/> Student work is displayed	<input type="checkbox"/> Scoring rubrics are displayed / provided	<input type="checkbox"/> _____	<input type="checkbox"/> Level 1 – Recall	<input type="checkbox"/> Level 2 – Basic Application of Skill / Concept	<input type="checkbox"/> Level 3 – Strategic Thinking	<input type="checkbox"/> Level 4 – Extended Thinking
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Check marks denote which of the standards-based concept areas (Design, Teach, Assess, Reflect) were a focus for the classroom visit.