

Southgate Independent School District

District Walkthrough Highlights

November 1, 2017

2A – Respect & Rapport

- ❖ Teacher smiles when interacting with students.
- ❖ Teacher applauds after the student completes a task.
- ❖ “I like the way that you help each other; I like the way that you try.”
- ❖ Teacher compliments students, “You’re doing a good job staying focused and quiet.”
- ❖ Entire class actually praises peers for doing well on a task (classroom community)
- ❖ Student to student praising - “Wow *, you’re doing awesome!” (primary room)
- ❖ Teachers using the quiet signal, give me five, counting backwards to redirect.
- ❖ Teacher says, “*, that’s your warning. You need to do * before I help you with *.”
- ❖ Students were attentive when working in groups & provided feedback to each other.
- ❖ Teacher asks a student how Trick or treating was last night (relationships).

3A – Communicating with Students

- ❖ I can statements were posted and discussed with the students during the lesson.
- ❖ I can statements/learning targets were aligned to the classroom activities/lessons.
- ❖ Students didn’t need to be told the procedures and knew what to do.
- ❖ Students explain the process for dividing fractions to their peers.
- ❖ Teacher set a timer to transition between activities and it was very effective.
- ❖ Teachers model the process (RACE method, addition problems, leaf creation).
- ❖ Teacher uses appropriate language and content specific vocabulary.
- ❖ Teacher models appropriate conflict resolution strategy (how to use your words).

3C – Engaging Students

- ❖ Teacher makes effective use of a document camera when covering the content.
- ❖ Teachers calls on random students whether his/her hand was raised or not.
- ❖ Students were on the edge of their seats when answering the teachers’ questions.
- ❖ Students were put in groups and would be teaching the content to the whole class.
- ❖ Materials & resources – Chromebooks, iPads, document cameras, SMART Boards, individual white boards, QR codes, highlighters, dice, etc.
- ❖ Students were modelling the next steps for the activity to each other.
- ❖ Engaging students – center work with student choice when completing the task.
- ❖ Teacher attempts to use high-lever questioning techniques throughout the lesson.

