

# RISD District Instructional Walkthrough Tool

Teacher Name \_\_\_\_\_

Grade/Subj. \_\_\_\_\_

Observer Name \_\_\_\_\_

Date \_\_\_\_\_

**1. Teacher maintains proximity to learners throughout instruction.**

- Observed
- Somewhat Observed
- Not Observed

**2. The learning target is clearly posted and has been established in the classroom.**

- Observed
- Somewhat Observed
- Not Observed

**3. Students' learning tasks are aligned to the grade-level learning target and state standard.**

- Observed
- Somewhat Observed
- Not Observed

**4. Instructional time is maximized through bell-to-bell routines, rituals, and procedures.**

- Observed
- Somewhat Observed
- Not Observed

**5. Teacher provides timely and constructive feedback to guide student learning.**

- Observed
- Somewhat Observed
- Not Observed

**6. Evidence of an high- yield instructional strategy (select all that apply):**

- Identifying Similarities and Differences
- Summarizing and Notetaking
- Nonlinguistic Representation
- Generating and Testing Hypotheses
- Advance Questions, Cues, and Organizers
- None of the Above

**7. Evidence of engagement quality of task (select all that apply):**

- Personal Response
- Emotional/Intellectual Safety
- Learning With Others
- Sense of Audience
- Choice
- Novelty and Variety
- Authenticity
- None of the Above

**8. Evidence of Bloom's Level:(select all that apply):**

- Remember (recall facts and basic concepts)
- Understand (explain ideas or concepts)
- Application (use of facts, rules, and principles in new situations)
- Analysis (separating a whole into component parts)
- Evaluation (developing opinions, judgements, or decisions)
- Synthesis (combining ideas to form a new whole; NOT summarizing)
- None of the Above

**Observer Notes (optional):**

**Shine:**

**Plus One Opportunity:**