

2010-2011
Four-day Visit
HANDBOOK

C ollaborative
A ssessment for
P lanning &
A chievement

Sponsored by
NEW JERSEY DEPARTMENT OF EDUCATION

Office of Student Achievement and Accountability
Division of Student Support

HANDBOOK

Table of Contents

		PAGE
	CAPA Staff Information & Team Leaders	3
	Transforming New Jersey's Secondary Schools	4
	Principal Preparation for the 4-Day CAPA Visit	6
	School and District Visit Checklist	7
	Interview Schedule	8
	School & District Portfolio Contents	9
	Administrative Walkthrough Guidelines	10
	Administrative Walkthrough Summaries	11
	Walkthrough Summary Form	12
	Essential Questions from Teaching & Learning Tool	13
	Teacher Question	14
	Student Questions	16
	Principal Questions	17
	District and Board of Education Questions	18
	Background Information Form	19
	Team Composition Form	21
	Content Protocols: LAL – Page 22 Math – Page 32 ELL – Page 40	

CAPA Staff Information

CAPA WEB SITE - <http://www.nj.gov/njded/capa/>

New Jersey Department of Education
Suite 204 – 2nd Floor - 7 Glenwood Avenue
East Orange, NJ 07017
FAX: 973-414-4496

Pat Mitchell, Manager
(973) 727-6063
E-mail: pat.mitchell@doe.state.nj.us

Debbie Schepis
(973) 395-4714
E-mail: debbie.schepis@doe.state.nj.us

Sally Ruggiero
(609) 292-8736
E-mail: sally.ruggiero@doe.state.nj.us
Fax: (609) 292-4219

Kim Callahan
(856) 906-7060
E-mail: kim.callahan@doe.state.nj.us

Office of Title I – 2nd Floor
PO Box 500 - One Hundred Riverview Plaza
Trenton, NJ 08625-0500

Team Leaders

Region	Team Leader	Email	Phone
North	Albert Mussad	albert.mussad@gmail.com	908-623-0652
North	Doris Smith	dvsmith60@optonline.net	(973) 343-2095
South	Dan Stelluto	dstelluto@verizon.net	(609) 472-7766
South	Eva Sparacio	esparacio@aol.com	(856) 692-0035
Shore & Central	Cynthia Pennington	cynthiacpennington@gmail.com	(732) 580-5425
South	Lyn Gallagher	lgallag802@aol.com	(609) 726-1056

Transforming New Jersey's Secondary Schools (Grades 6-12): Essential Elements

Vision: *New Jersey will educate all students to prepare them to lead productive, fulfilling lives. Through a public education system that is seamlessly aligned from pre-school through college, students will gain the requisite academic knowledge and technical and critical thinking skills for life and work in the 21st century.*
(NJ STEPS Redesigning Education in New Jersey for the 21st Century: A Policy Report of the New Jersey High School Redesign Steering Committee)



7.4b SECONDARY SCHOOLS—NJ Secondary Education Initiatives – Grades 6 to 12

1. A plan for implementing secondary education initiatives has been completed by the district.
2. There is a school-level planning team to guide the development and implementation of the secondary education reforms with teacher and administration determination of the team membership and operating procedures.
3. The district provides instructional services, professional development, and other support to assist the school with implementation of the secondary education initiatives.
4. The school is in the process of creating or has created personalized learning environments that strengthen relationships among students, teachers, staff members, families, and the larger community, including but not limited to:
 - a. small learning communities;
 - b. ninth grade academies where freshman students remain together and are provided with a supportive environment to enhance their successful transition to high school;
 - c. student support systems where students are assigned an adult mentor or team of adults who know them and can support efforts in achieving goals and solving problems;
 - d. academies with a career focus;
 - e. multi-grade academies where students at various grade levels may remain with a core group of teachers for multiple years in an academy-type format, which may be organized around a particular theme and involve interdisciplinary teaming; or
 - f. other practices for personalizing learning environments that strengthen relationships among students, teachers, staff members, families, and the larger community.
5. Academic coursework preparing all students for success in postsecondary education and/or careers after graduation, including the development of academic skills integral to success in rigorous high school courses, is available to all students.
6. All students entering grade nine can complete the following by the end of their high school education: college level preparatory English I, II, III, and IV; Algebra I; Lab Biology or the equivalent content taught in an integrated career-based format.
7. Courses are developed, reviewed, evaluated, and revised by a broad cross section of teachers, content supervisors, and principals. Courses are aligned with the CCCS and district curriculum.
8. The curriculum for coursework identifies the purpose of instruction, including the essential content to be mastered in each course with interim benchmarks and assessments and final assessments.

Principal Preparation for the 4-Day High School CAPA Visit

I. FAMILIARIZE YOURSELF WITH THE HANDBOOK

The visit has three main foci as indicated in the Handbook:

- Teaching and Learning Tool
- Data Analysis and Action Planning
- Governance as it is understood as the infrastructure to make all the improvements to move forward

Classroom visits and interviews will focus on content being taught, both content accuracy and pedagogical approach, and whether all students are receiving equitable treatment.

Principals, district personnel, and external members will be jointly conducting instructional walkthroughs to get a pulse of the school and see how adequately and accurately the instructional process is being monitored and how additional services are being effectively aligned and utilized.

School presentations will inform external members about what strategies, practices, and approaches are in place and why these were chosen, how well they are functioning, and what results are being achieved.

The final purpose of the visit -- jointly perform data analysis, problem solving, decision making, and action planning – should happen as we **jointly** discuss what has been observed/learned through visits, presentations, and conversations and decide on what are the most appropriate next steps for the district and state to take to support the school.

The report that is finally presented should be a joint report.

II. COPY INDIVIDUAL TEACHER SCHEDULES FOR ALL LANGUAGE ARTS, MATH, AND SPECIAL EDUCATION

III. PREPARE staff for walkthroughs; see revised form which describes the foci of these walkthroughs. These walkthroughs are in addition to more lengthy visits by the LAL, math, and special education members.

IV. PREPARE to share as much evidence/information as possible using the Teaching and Learning Tool.

School and District Visit Checklist

1. _____Principal and District Leadership Internal Team Roster Selection
2. _____School Portfolio and Background Information Form
3. _____Additional Documentation at School (may be requested)
4. _____Schedule an individual meeting with:
 - ___ Building representative (union)
 - ___ NCLB Committee
 - ___ President or Chair of PTA/O
 - ___ Superintendent
 - ___ Assistant/Vice Principal(s)
5. _____Schedule focus groups with:
 - ___ Child Study Team
 - ___ Intervention and Referral Services Committee
 - ___ Students at each grade level above third
 - ___ Teachers (determined by principal and team leader—should be a representation from all grade levels and varied experience)
 - ___ Paraprofessionals
6. _____Room Needs (large meeting room, two small interview rooms)
7. _____Equipment needs – provide computers each day, LCD projector, photocopying
8. _____Time for Exit Meeting
9. _____School Culture Surveys – Teacher and Administration
10. _____Folders for team—School vision, master schedule, staff roster, bell schedule, floor plan, individual schedules for all staff, NCLB committee names and role, completed background information form
11. _____ Date and time for next Benchmark meeting

Interview Schedule Format

All interviews conducted by the end of Day 2 at 1 p.m. This is a guide for creating the schedule.

TIME PERIOD	ROOM	GROUP or PERSON	GRADE	SUGGESTED FACILITATOR
		Principal & Vice Principals		Principal & Team lead
		NCLB Planning Team or SLC		Principal & Team lead
		PTA/O president		Principal & Team Lead
		Assistant Superintendent		Principal & Team lead
		Professional Development Liaison		Principal & Team lead
		Union Representative		Team lead
		Technology Coordinator		Principal
	LAL Math	Teachers	PreK & K	LAL and Math
	LAL Math	Teachers	1-2	LAL and Math
	LAL Math	Teachers	3-4-5	LAL and Math
	LAL Math	Teachers	6-7-8	LAL and Math
	High School	Department Chairs	9 - 12	LAL, Math, Science, Social Studies, Related Arts
		Coaches		LAL and Math
		Tutors		LAL and Math
		Teachers	Special Education	Special Education
		Teachers	Bilingual/ESL	Bilingual/ESL Education
		In-class support teachers		Special Education
		Paraprofessionals		Special Education
		Child Study Team		Special Education
		Intervention & Referral Services - (PRC)		Special Education
		General Education teachers discussing Special Education		Special Education
		Students in Groups 4-5 6-7-8		Principal, LAL, Math, Special Education, TL
		District LAL, Math, Special Education, Bilingual		LAL, Math, Special Education

School & District Portfolio Contents

Prior to Visit

Documents Supplied Electronically to External Team Members by NJ Department of Education

- Cycle 2 data
- Proficiency and Cluster Analysis Charts
- Title I Unified Plan and Review by Team Leader
- Restructuring plan (if applicable)
- School Climate Surveys

Team Member Folders: Provide the following for each team member:

- School floor plan and bell schedule
- Master schedule
- Mission and vision
- Principal's walkthrough form
- Roster of all school staff members and names of NCLB Committee Members
- Completed Background Information Form

School Portfolio

Documents Supplied by School

- Analyzed school and district assessment data (other than state assessments)
- Minutes and agendas—grade level meetings, faculty meetings, NCLB Committee, I&RS
- List of course offerings
- Samples of communications—to teachers regarding high expectations, to parents and community about student recognition programs
- Description of articulation with feeder and receiving schools
- Parent involvement documentation—surveys, education programs, meetings, etc.
- Evidence of implementation of restructuring plan
- School HQT report
- Ten PDPs (PIPs) and corresponding evaluations, description of collaborative process; PDP for principal & vice/assistant principal
- Language arts literacy, mathematics, and special education documentation
- SES information—list of SES provided to students, analysis of which students are eligible and which students receive services, results and attendance
- IEPs
- Classroom management materials—bullying and gang prevention, sexual harassment awareness
- Teacher's opening day packet
- Documents in classroom: student work, portfolios, lesson plans, assessments, journals, homework assignments, sample of unit plans, etc.
- Principal's professional development plan
- Evidence of walkthroughs
- Attendance, disciplinary referrals, suspension and drop-out information

District Portfolio

- Curriculum documents and guides
- Parent grievance policies and NCLB parent policies
- Notification letters to parents regarding AYP status, Choice, SES
- Plans (if applicable): DINI Plan, Strategic Plan, Technology Plan, Perkins Plan, and Comprehensive Equity Plan
- Suspension policy
- QSAC Report & Long Term Corrective Plan (if applicable)

Administrative Walkthrough Guidelines

Preparation

- Principal prepares staff members for walkthrough.
- Principal identifies the focus for the walkthrough and the classrooms that will be visited.
- Determine who will talk to students, who will look at student work, if applicable.
- One person will monitor the time.

Walkthrough (this includes all members except LAL, math, special education or ELL) Note: if the group will be larger than six people, consider two administrative walkthrough groups.

Time: 8-10 minutes per classroom (person monitoring time will signal)

- Team members enter classroom together and do not speak to each other during their time in the classroom.
- Team members stand at back of classroom unless they have a specific assignment to talk to students or examine student work.
- At the end of agreed-upon time, all team members leave the classroom together.

Debriefing – Outside the classroom

Time: 5 minutes per classroom

- Team members make notes.
- Team members walk a short way down the hall from the observed classroom.
- Speaking quietly, team members quickly share their observations regarding the last classroom visited.
- Team members proceed to next classroom.

Debriefing – Final

Time: 25 minutes

- Walkthrough team members assemble in agreed-upon meeting place.
- Each visitor reads over and reflects about his or her observations.
- Each visitor speaks about his or her observations. They provide specific evidence as well as attempt to present an overview of what they saw.
- Together, the members identify trends, areas of strength, and areas that need improvement.
- Drawing on their own experience and knowledge, the visitors make suggestions about themes to be addressed.

Walkthrough Summary Form

Powerful Designs for Professional Learning – National Staff Development Council – www.nsd.org

Area 1 Learning Objective Evident	Area 2 Student Engagement	Circle your area(s)		
		Area 3 Wall Walk	Area 4 Student Interviews Portfolios	Area 5 Effective Communication
<input type="checkbox"/> Yes <input type="checkbox"/> No Room # ___	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low			
<input type="checkbox"/> Yes <input type="checkbox"/> No Room # ___	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low			
<input type="checkbox"/> Yes <input type="checkbox"/> No Room # ___	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low			
<input type="checkbox"/> Yes <input type="checkbox"/> No Room # ___	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low			
<input type="checkbox"/> Yes <input type="checkbox"/> No Room # ___	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low			
<input type="checkbox"/> Yes <input type="checkbox"/> No Room # ___	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low			
<input type="checkbox"/> Yes <input type="checkbox"/> No Room # ___	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low			

Essential Questions from Teaching & Learning Tool

Standard 1 – Curriculum:

- How do all teachers use the curriculum in planning instruction?
- What evidence exists that all students have access to the district’s common academic core?

Standard 2 - Classroom Evaluation/Assessment:

- How are assessments designed to measure performance in ways that advance learning through the development of critical thinking and problem-solving skills?
- How do students know what is expected, and are they able to articulate expectations, share their work, and reflect on others’ work?
- How is assessment data used to drive instructional practice and student placement and to address student needs?

Standard 3 – Instruction:

- To what extent are all students engaged in learning? To what extent do special program teachers (e.g. ELL, Title I, special education, gifted and talented) collaborate with general education teachers?
- What evidence is there that all teachers have a deep knowledge and understanding of their content and how to teach it?

Standard 4 - School Culture:

- Are clear and fair rules and policies in place to support a safe, equitable, and healthy learning environment? To what extent are the policies followed?
- How does the school community express high expectations for all its members?

Standard 5 – Support for the School:

- Does the school have a program of aligned support services that fully support the unique needs of students? What structures are in place for serving special populations (e.g., ELL, Title I, special education, gifted and talented students)? To what extent are staff members trained to meet the needs of these special populations?
- To what extent does the school actively initiate positive relationships and communication with parents and the community?

Standard 6 - Professional Learning and Evaluation:

- What evidence is there that student learning is tied to teacher learning? Do teachers feel they receive adequate professional development?

Standard 7 – Leadership and NCLB School Improvement Committee:

- What evidence is there that school administrators are educational leaders who understand the linkages among educational leadership, a productive school, and positive outcomes for children?
- What evidence is there that the principal is an educational leader who understands that formal leadership is a complex and multi-faceted role requiring moral courage, knowledge of governance and change, and the ability to share leadership?
- How have key school leaders established a culture of trust and institutionalized a commitment to continuous improvement and accountability for performance?
- How is distributed leadership demonstrated, and what evidence is there that it is effective?

Teacher Questions

1.	How many years have you taught in this school?	
2.	How many years have you been employed in this district?	
3.	Describe the process for curriculum alignment in your school. What is the district's role in the process? What was your role in the process?	
4.	How does this school ensure access to a common academic core? (i.e., special education, ESL, G/T, career/tech ed., etc)	
5.	How and by whom are assessments (including student work and teacher developed assessments) used to monitor curricular gaps and inform instructional practice?	
6.	How do you assess the impact instructional practice (i.e., learning centers, technology integration, differentiation, cooperative teams, etc.) on student achievement? How do you demonstrate acceptance of responsibility for student success and failure?	
7.	How do school leaders motivate all staff to continuously work to improve achievement for all students?	
8.	How are academic and behavior standards communicated?	
9.	What opportunities do staff members have for professional collaboration?	
10.	What contributes to you feeling safe in your working environment?	

11.	In what ways are families and the community made active partners in the educational process of this school and what is your role in facilitating this involvement?	
12.	What is your role in providing students opportunities to receive additional assistance focused on improving performance levels? Describe how you use technology to provide additional assistance for student learning.	
13.	What professional development have you received? (i.e., teacher professional growth, ongoing, job-embedded focus on teaching and learning, connection to PGP, etc.)	
14.	In your own words, what is the mission of this school? When was the mission last reviewed? What process is used to review, revise, and communicate this mission?	
15.	How do you find out about SLC or planning committee meetings, agenda, and minutes? How does an item or person get on the school agenda?	
16.	What types of disruptions hinder your job performance or overall instructional effectiveness of the school?	
17.	How do you view the principal as an instructional leader in this school? Describe a typical faculty meeting, planning period, and committee meeting.	
18.	How are assignments of instructional and non-instructional staff decided? Are all teachers certified to teach in their assigned areas?	

Student Questions

1	How long have you been attending this school?	
2	What do you like about the school?	
3	What's your favorite subject? Why?	
4	What's your least favorite subject? Why?	
5	If you need help with your schoolwork, what do you do about it? Who helps you?	
6	If you have a personal concern or problem, what do you do about it? Who helps you?	
7	Do you feel safe in school? Why or why not?	
8	If you could change one thing in the school, what would it be?	
9	Do you know what rubrics are and how they are used?	
10	Do you feel that teachers challenge you to achieve at your highest level?	

Principal Questions

- What is your personal history with the school/district?
- What is your personal history with school change or reform? Can you identify a process that you have implemented over the last two years that challenged you on both personal and professional levels?
- How are you able to establish and maintain a shared focus and vision for your school? How did you develop your vision statement?
- How do you maintain high standards of academic achievement for all students? What do you pay most attention to on a daily basis that supports high standards for achievement?
- In your opinion, how many of your staff members really believe that all children can learn? What have you done to strengthen your staff's beliefs that all children can learn?
- How do you communicate with all of the stakeholders of the school? How do you know if that communication is perceived as authentic?
- Can you provide examples of how you have used the collaborative model of decision making in an effective manner?
- How do you develop and maintain uniformity in your administrative goals, commitment, and accountability among all your building administrators?

District and Board of Education Questions

- What is the process used to address student achievement at board meetings? Or how often is student achievement discussed at the board level?
- How will you ensure that the CAPA recommendations are presented to the board? How will they follow up on them?
- What is the district planning process? How are stakeholders involved in decision making?
- Is the board united? How do they vote?
- How well does the board/district support professional development for themselves and for the staff?
- Is there a strategic plan for the district and for each school?
- How do you know that the board is committed to achieving AYP and addressing rigor for all the students of the district?

BACKGROUND INFORMATION FORM

School	
Principal/Lead Person – Years in Building	
Grade Levels	
Number of Teachers in Building	
Number of Teachers meeting NCLB HQT	
Number of Teachers with Emergency Certification and Subject Area	
Teacher Mobility Rate	
Teacher Attendance Rate	
Total Number of Classrooms	
Number of Students in Building	
Percent Special Education Students	
Percent Special Education Students in Inclusive Classrooms	Math LAL Science Specials
Percent Special Education Students in Out-of-School Placement	
Number of Special Education Students in Inclusive Classrooms	
Number of Special Education Self Contained Classrooms	
Number of Inclusive Classrooms and Grade Levels	
Percent LEP	
Percent of LEP Students in Building for Less than One Year	
Number of Bilingual Classrooms	
Number of Students Receiving Bilingual Services	
Number of Students Receiving ESL Services	
Student Attendance	
Student Mobility	
Student Suspensions	
Student Discipline Referrals	
School Leadership Council (SLC) or Title I Planning Committee (PC) Meets Monthly	

BACKGROUND INFORMATION FORM

SLC or Title I Committee has complete representation including parent	
Percent Parent Involvement	
Major School Improvement Strategy(ies)	
Has the School Received a Persistently Dangerous “Warning?”	
Most Current Number of Students Reading at Grade Level	
Provide a List of Benchmark Assessments Administered and the Timeline for Each	
AYP Subgroups Status:	
AYP Content Areas Missed	
Language Arts Programs/Textbooks	
Mathematics Programs/Textbooks	
Number of Students Offered Choice Option in 2009-2010 and 2010-2011	Last Year This year
Number of Students Receiving Choice Option	Last Year This year
Number of Students Receiving Supplemental Services in 2009-2010 and 2010-2011	Last Year This year
Number of Students Eligible to Receive Supplemental Services in 2009-2010 and 2010-2011	Last Year This year
Number of Students Attending Basic Skills Courses	

Team Composition Form

TEAM POSITION	NAME	AFFILIATION
EXTERNAL TEAM		
Team Leader		Educational Consultant
Principal		Educational Consultant
Language Arts Literacy Specialist		Educational Consultant
Mathematics Specialist		Educational Consultant
Special Education Specialist		Educational Consultant
English Language Learning Specialist		Educational Consultant
School Culture Specialist		Educational Consultant
DOE Liaison		NJ Department of Education
INTERNAL TEAM		
District Liaison		
Principal		
Language Arts Literacy Specialist		
Mathematics Specialist		
Special Education Specialist		
English Language Learning Specialist		
School Culture Specialist		

LANGUAGE ARTS LITERACY WALKTHROUGH TOOL K-5

Grade Level _____ Visitor _____ Date _____
 Course _____
 No. Students _____ Classroom Arrangement:
 (circle one) Rows/Columns Groups/Workstations

FOCUS:

LANGUAGE ARTS LITERACY WALKTHROUGH TOOL K-5				
Yes	No	#	Look for	Notes
			PRINT-RICH ENVIRONMENT	
		1.	Student work: ___ displayed ___ appropriate to unit ___ NJ Registered Holistic Scoring Rubric available ___ assignment-specific rubrics are evident ___ learning objective/goal evident	
		2.	Resources posted: ___ charts ___ graphs ___ diagrams ___ timelines ___ word wall ___ vocabulary ___ spelling words ___ cognate word walls (in schools having ELL population) Posted resources created by: ___ teacher ___ student ___ commercial publisher	
		3.	Classroom library: ___ leveled ___ well-organized ___ easily accessible ___ multicultural ___ reference materials ___ informational text ___ fiction ___ magazines/periodicals	
		4.	Learning centers: ___ writing center ___ listening center ___ word study center ___ computer (#____)	
			READING INSTRUCTION	
		5.	<u>KEY IDEAS and DETAILS</u> Phonemic Awareness Vocabulary Comprehension	
		6.	<u>CRAFT/STRUCTURE</u> Reading for purpose and understanding through: ___ read aloud/strategic reading ___ word study ___ shared reading ___ reading conferences ___ independent reading ___ guided reading ___ small group instruction ___ whole group instruction	

LANGUAGE ARTS LITERACY WALKTHROUGH TOOL K-5

Yes	No	#	Look for	Notes
			___ varied student writing (e.g. poems, explanatory, persuasive essays, narrative, research, plays, speeches, memoirs) Writing work folder: ___ grade-appropriate student writing ___ varied student writing (e.g. free writes, personal reflective, response to literature, letters, journalism) ___ writing worksheets * Note overuse of dittos, fill-ins	
			TEACHERS	
		13.	Proximity: ___ circulating room ___ out of classroom ___ front of room ___ at desk/computer	
		14.	Discourse: ___ asks higher order thinking questions ___ connects new learning to prior/background knowledge ___ links real-life to concepts/knowledge taught ___ provides assistance to individual students ___ provides opportunities for reflection	
		15.	Management: ___ monitors student behavior ___ teaches “bell-to-bell” ___ facilitates instructional resources ___ maintains clear expectations ___ positively interacts with and engages students	
		16.	Lesson Planning/Instruction: ___ includes technology ___ provides for teacher assessment ___ provides for metacognition/student self-assessment ___ aligns objectives to appropriate NJCCCS/district-approved curriculum and materials ___ differentiates instruction to meet individual needs ___ evidence that observed activities are routine ___ evidence of homework assigned to reinforce instruction	
			SPECIAL EDUCATION	
		17.	Program Options: ___ resource pull-out ___ resource push-in/In-class support ___ self-contained ___ replacement resource classes ___ inclusion program	
		18.	Replacement Classes: ___ more than one core content area taught at the same time by the same teacher ___ mixed grade levels in room	

LANGUAGE ARTS LITERACY WALKTHROUGH TOOL K-5

Yes	No	#	Look for	Notes
		19.	Inclusion Program: <input type="checkbox"/> co-teaching model used <input type="checkbox"/> If yes, have both teachers participated in appropriate training?	
		20.	Paraprofessionals: <input type="checkbox"/> academic support <input type="checkbox"/> behavioral interventions <input type="checkbox"/> other: (specify) _____	
		21.	Teachers (push-in) In-class support resource room <input type="checkbox"/> co-teaching model used <input type="checkbox"/> providing replacement instruction	
		22.	Physical arrangement of students in room: <input type="checkbox"/> students with disabilities integrated with other students <input type="checkbox"/> students with disabilities separated as a group in the room <input type="checkbox"/> learning stations <input type="checkbox"/> only whole-group instruction used	
		23.	Instructional Materials: <input type="checkbox"/> specialized instructional materials available <input type="checkbox"/> assistive devices present (e.g. FM systems, switches for computers, talkers)	
		24.	Planning Time: <input type="checkbox"/> common planning time for the general classroom teacher, in-class support resource room teachers and paraprofessionals	
		25.	IEPs: <input type="checkbox"/> IEPs readily available <input type="checkbox"/> teachers use IEPs when planning instruction or behavioral interventions	
			TECHNOLOGY/MULTIMEDIA	
		26.	Available: <input type="checkbox"/> variety of technology/multimedia <input type="checkbox"/> overhead <input type="checkbox"/> assisted learning devices <input type="checkbox"/> PowerPoint <input type="checkbox"/> DVD <input type="checkbox"/> CD/audiocassettes <input type="checkbox"/> computers <input type="checkbox"/> SMART Board <input type="checkbox"/> mobile computer labs <input type="checkbox"/> other <input type="checkbox"/> technology/multimedia in working order <input type="checkbox"/> variety of software loaded on the computers	
		27.	Students: <input type="checkbox"/> use technology/multimedia to research, complete a project, or produce and publish writing <input type="checkbox"/> draw on information from varied digital sources to answer questions and solve problems <input type="checkbox"/> use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate relevant information efficiently <input type="checkbox"/> work with guidance and support <input type="checkbox"/> work independently	
		28.	Teachers: <input type="checkbox"/> incorporate technology/multimedia into lesson plans	

LANGUAGE ARTS LITERACY WALKTHROUGH TOOL K-5

Yes	No	#	Look for	Notes
			___ at ease using technology as a part of instruction	
			STUDENTS	
		29.	___ have opportunities for choice	
		30.	___ understand what they are learning ___ understand why they are learning it	
		31.	___ engaged majority of time ___ interact positively and constructively with peers ___ engage in “doing” – using technology, questioning each other, explaining their reasoning ___ demonstrate ability to connect concepts to self, other concepts, and the world	

COMMENTS:

LANGUAGE ARTS LITERACY WALKTHROUGH TOOL 6-12

Grade Level _____ Visitor _____ Date _____
 Course _____
 No. Students _____ Classroom Arrangement:
 (circle one) Rows/Columns Groups/Workstations

FOCUS:

LANGUAGE ARTS LITERACY WALKTHROUGH TOOL 6-12				
Yes	No	#	Look for	Notes
			PRINT-RICH ENVIRONMENT	
		1.	Student work: ___ displayed ___ appropriate to unit ___ NJ Registered Holistic Scoring Rubric available ___ assignment-specific rubrics are evident ___ learning objective/goal evident	
		2.	Resources posted: ___ charts ___ graphs ___ diagrams ___ timelines Posted resources created by: ___ teacher ___ student ___ commercial publisher	
		3.	Classroom library: ___ leveled ___ well-organized ___ easily accessible ___ multicultural ___ reference materials ___ informational text ___ fiction ___ magazines/periodicals	
			READING INSTRUCTION	
		4.	<u>KEY IDEAS and DETAILS</u> Vocabulary Comprehension	
		5.	<u>CRAFT/STRUCTURE</u> Reading for purpose and understanding through: ___ read aloud/strategic reading ___ word study ___ independent reading ___ guided reading ___ small group instruction ___ whole-group instruction	
		6.	<u>INTEGRATION of KNOWLEDGE and IDEAS</u> Comprehension developed through: ___ graphic organizers ___ metacognition ___ classroom discourse ___ literature circles ___ writing activities	

LANGUAGE ARTS LITERACY WALKTHROUGH TOOL 6-12

Yes	No	#	Look for	Notes
		7.	<p><u>RANGE/COMPLEXITY of READING</u></p> <p>Texts students read:</p> <p>___ subgenres of exposition ___ persuasive/argumentative</p> <p>___ functional</p> <p>Students read:</p> <p>___ independently ___ proficiently</p> <p>___ within complexity band for each grade level</p> <p>___ varied (e.g. letters, poems, dramas, memoirs, biographies, newspapers, persuasive essays, narratives, research, explanatory, informational text)</p>	
			WRITING INSTRUCTION	
		8.	<p><u>KEY IDEAS and DETAILS</u></p> <ol style="list-style-type: none"> 1. Each student has writing portfolio (with samples showing progress over time) 2. Each student has organized writing work folder (to show that writing is done routinely) 3. Each student has writing journal (for personal reflective writing) 	
		9.	<p><u>CRAFT/STRUCTURE</u></p> <p>Writing portfolio:</p> <p>___ multiple drafts ___ process writing</p> <p>___ all writing samples dated ___ graphic organizers</p> <p>___ students help select writing pieces</p> <p>___ meaningful teacher feedback scaffolds for content revision</p> <p>___ meaningful teacher feedback scaffolds for editing grammar, mechanics, and usage</p> <p>___ student metacognition/self-editing</p> <p>___ peer-to-peer feedback on selected student work</p> <p>Writing work folder:</p> <p>___ teacher rubrics assessing students' writing</p> <p>___ student rubrics assessing students' writing</p>	
		10.	<p><u>INTEGRATION of KNOWLEDGE and IDEAS</u></p> <p>___ writing correlated with the content areas</p> <p>___ proficiency and independence with analyzing and synthesizing information</p>	
		11.	<p><u>RANGE /COMPLEXITY of WRITING</u></p> <p>Writing Portfolio:</p> <p>___ grade-appropriate student writing</p> <p>___ varied student writing (e.g. poems, explanatory, persuasive essays, narrative, research, plays, speeches, memoirs)</p> <p>Writing work folder:</p> <p>___ grade-appropriate student writing</p>	

LANGUAGE ARTS LITERACY WALKTHROUGH TOOL 6-12

Yes	No	#	Look for	Notes
			___ varied student writing (e.g. free writes, personal reflective, response to literature, letters, journalism) ___ writing worksheets * Note overuse of dittos, fill-ins	
			TEACHERS	
		12.	Proximity: ___ circulating room ___ out of classroom ___ front of room ___ at desk/computer	
		13.	Discourse: ___ asks higher-order thinking questions ___ connects new learning to prior/background knowledge ___ links real-life to concepts/knowledge taught ___ provides assistance to individual students ___ provides opportunities for reflection	
		14.	Management: ___ monitors student behavior ___ teaches “bell-to-bell” ___ facilitates instructional resources ___ maintains clear expectations ___ positively interacts with and engages students	
		15.	Lesson Planning/Instruction: ___ includes technology ___ provides for teacher assessment ___ provides for metacognition/student self-assessment ___ aligns objectives to appropriate NJCCCS/district-approved curriculum and materials ___ differentiates instruction to meet individual needs ___ evidence that observed activities are routine ___ evidence of homework assigned to reinforce instruction	
			SPECIAL EDUCATION	
		16.	Program Options: ___ resource pull-out ___ resource push-in/In-class support ___ self-contained ___ replacement resource classes ___ inclusion program	
		17.	Replacement Classes: ___ more than one core content area taught at the same time by the same teacher ___ mixed grade levels in room	
		18.	Inclusion Program: ___ co-teaching model used ___ If yes, have both teachers participated in appropriate training?	

LANGUAGE ARTS LITERACY WALKTHROUGH TOOL 6-12

Yes	No	#	Look for	Notes
		19.	Paraprofessionals: <input type="checkbox"/> academic support <input type="checkbox"/> behavioral interventions <input type="checkbox"/> other: (specify) _____	
		20.	Teachers (push-in) In-class support resource room <input type="checkbox"/> co-teaching model used <input type="checkbox"/> providing replacement instruction	
		21.	Physical arrangement of students in room: <input type="checkbox"/> students with disabilities integrated with other students <input type="checkbox"/> students with disabilities separated as a group in the room <input type="checkbox"/> learning stations <input type="checkbox"/> only whole-group instruction used	
		22.	Instructional Materials: <input type="checkbox"/> specialized instructional materials available <input type="checkbox"/> assistive devices present (e.g. FM systems, switches for computers, talkers)	
		23.	Planning Time: <input type="checkbox"/> common planning time for the general classroom teacher, in-class support resource room teachers, and paraprofessionals	
		24.	IEPs: <input type="checkbox"/> IEPs readily available <input type="checkbox"/> teachers use IEPs when planning instruction or behavioral interventions	
			TECHNOLOGY/MULTIMEDIA	
		25.	Available: <input type="checkbox"/> variety of technology/multimedia <input type="checkbox"/> overhead <input type="checkbox"/> assisted learning devices <input type="checkbox"/> PowerPoint <input type="checkbox"/> DVD <input type="checkbox"/> CD/audiocassettes <input type="checkbox"/> computers <input type="checkbox"/> SMART Board <input type="checkbox"/> mobile computer labs <input type="checkbox"/> other <input type="checkbox"/> technology/multimedia in working order <input type="checkbox"/> variety of software loaded on the computers	
		26.	Students: <input type="checkbox"/> use technology/multimedia to research, complete a project or produce and publish writing <input type="checkbox"/> draw on information from varied digital sources to answer questions and solve problems <input type="checkbox"/> use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate relevant information efficiently <input type="checkbox"/> work with guidance and support <input type="checkbox"/> work independently	
		27.	Teachers: <input type="checkbox"/> incorporate technology/multimedia into lesson plans <input type="checkbox"/> at ease using technology as a part of instruction	

LANGUAGE ARTS LITERACY WALKTHROUGH TOOL 6-12

Yes	No	#	Look for	Notes
STUDENTS				
		28.	___ have opportunities for choice	
		29.	___ understand what they are learning ___ understand why they are learning it	
		30.	___ engaged majority of time ___ interact positively and constructively with peers ___ engage in “doing” – using technology, questioning each other, explaining their reasoning ___ demonstrate ability to connect concepts to self, other concepts, and the world	

COMMENTS:

MATHEMATICS WALKTHROUGH TOOL K-5

Grade Level _____

Visitor _____

Date _____

Course _____

Start Time _____

End Time _____

No. Students _____

Classroom Arrangement:

(circle one) Rows/Columns

Groups/Workstations

FOCUS:

MATHEMATICS WALKTHROUGH TOOL K-5

Yes	No		Look for	Notes
			PRINT-RICH ENVIRONMENT	
		1.	Student work: ___ displayed ___ appropriate to unit ___ visible use of rubric(s) ___ evidence of varied assessment tools, including ___ self-assessment ___ learning objective statement/goal evident	
		2.	Resources posted: ___ process for solving word problems ___ processes for variety of algorithms ___ measurement tables ___ center procedures ___ word wall ___ vocabulary/spelling lists Posted resources are: ___ teacher-created ___ student-created ___ commercial	
		3.	Classroom library: ___ well-organized by content and as a complement to standards-based instruction ___ leveled ___ easily accessible ___ multicultural ___ reference materials ___ informational text ___ fiction ___ magazines/periodicals ___ evidence integrating literacy and mathematics; using literature to provide a springboard for student explorations in mathematics	
		4.	Learning centers: ___ organized and stocked ___ technology (computer programs/graphing calculator) ___ writing center ___ listening center ___ library/research tools ___ word study/vocabulary center	
			FOCUS OF MATHEMATICS INSTRUCTION	
		5.	<u>CONCEPTUAL UNDERSTANDINGS OF KEY IDEAS AND LEARNING PROGRESSIONS</u> Procedural knowledge and skills Conceptual understanding developed over time Standards from research-based learning progressions	

MATHEMATICS WALKTHROUGH TOOL K-5

Yes	No	Look for	Notes
		<p>6. <u>EVIDENCE OF LEARNING PROGRESSIONS FROM STANDARDS OF MATHEMATICAL CONTENT:</u></p> <p>___ counting and cardinality (K)</p> <p>___ operations and algebraic thinking (K-5)</p> <p>___ number and operations in base ten (K-2)</p> <p>___ number and operations fractions (3-5)</p> <p>___ measurement and data (K-5) ___ geometry (K-5)</p>	
		<p>7. <u>EVIDENCE OF STANDARDS OF MATHEMATICAL PRACTICE:</u></p> <p>___ make sense of problems and persevere in solving them</p> <p>___ reason abstractly and quantitatively</p> <p>___ construct viable arguments and critique the reasoning of others</p> <p>___ model with mathematics</p> <p>___ use appropriate tools strategically</p> <p>___ attend to precision</p> <p>___ look for and make use of structure</p> <p>___ look for and express regularity in repeated reasoning</p>	
		<p>8. <u>EVIDENCE OF APPROPRIATE SUPPORTS AND STRUCTURES IN PRACTICE:</u></p> <p>___ use of hands-on learning ___ whole- and small-group instruction</p> <p>___ provide meaningful interaction among classmates and teacher</p> <p>___ technological supports ___ variety in assessment tools</p> <p>___ use of mnemonic and assistive devices</p> <p>___ use of journals for learning and assessing; to provide evidence of discussions/written products/solutions</p> <p>___ use of graphic organizers ___ content adaptation</p> <p>___ cooperative and differentiated instruction</p> <p>___ supplementary materials ___ connection to real-world concepts</p> <p>___ model/demonstrate concepts</p> <p>___ continual assessment of students as lesson unfolds</p> <p>___ give students feedback ___ create familiar routines</p> <p>___ use of portfolios in learning progressions reflecting:</p> <ul style="list-style-type: none"> • organized, sequential entries • dated entries with meaningful teacher feedback • established evidence of progress over time 	
TEACHERS			
		<p>9. Proximity:</p> <p>___ circulating room ___ out of classroom</p> <p>___ front of classroom ___ at desk/computer</p>	
		<p>10. Discourse:</p> <p>___ use speech/language that is appropriate to students' levels</p> <p>___ use high-level reasoning/higher-order thinking skills</p> <p>___ activate prior learning</p> <p>___ make links to past learning</p>	

MATHEMATICS WALKTHROUGH TOOL K-5

Yes	No	Look for	Notes
		11. Management: ___ monitors student behavior ___ teaches “bell-to-bell” ___ utilizes instructional resources ___ establishes clear expectations ___ positively interacts with and engages students	
		12. Lesson Planning/Instruction: ___ includes technology ___ reflects application of procedural knowledge and conceptual understanding of content ___ provides for teacher assessment ___ provides for metacognition/student self-assessment ___ aligns objectives to appropriate CCCS/district-approved curriculum and materials ___ includes appropriate mathematical supports and structures in practice ___ evidence that observed activities are routine ___ evidence that assigned homework reinforces instruction	
SPECIAL EDUCATION			
		13. Program Options: ___ resource pull-out ___ resource push-in/in-class support ___ self-contained ___ replacement resource classes ___ inclusion program	
		14. Replacement Classes: ___ more than one core content area taught at the same time by the same teacher ___ mixed grade levels in room	
		15. Inclusion Program: ___ co-teaching model used ___ If yes, have both teachers participated in appropriate training?	
		16. Paraprofessionals: ___ academic support ___ behavior interventions ___ other: (specify) _____	
		17. In-class support resource room (push-in) teachers: ___ co-teaching model used ___ replacement instruction provided	
		18. Physical arrangement of students in room: ___ students with disabilities integrated with other students ___ students with disabilities are separated as a group in the room ___ learning stations ___ desks are arranged in small groups or are easily moved into small groups	
		19. Instructional materials: ___ specialized instructional materials available ___ assistive devices present (e.g. FM systems, communication board, talkers)	

MATHEMATICS WALKTHROUGH TOOL K-5

Yes	No	Look for	Notes
		20. Planning time: ___ common planning time for general classroom teacher, in-class support resource room teachers, and paraprofessionals	
		21. IEPs: ___ IEPs readily available ___ teachers use IEPs when planning instruction and/or behavioral interventions	
		TECHNOLOGY/MULTIMEDIA	
		22. Resources: ___ overhead ___ assisted learning devices ___ PowerPoint ___ DVD ___ computers ___ CD/audiocassettes ___ SMART Board ___ mobile computer lab ___ eBoard ___ graphing/other calculators ___ variety of software loaded on computers ___ resources are in working order ___ other	
		23. Students: ___ use technology/multimedia to research, complete a project, or produce and publish reports ___ draw on information from varied digital sources to answer questions and solve problems ___ use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate relevant information efficiently ___ work with guidance and support ___ work independently	
		24. Teachers: ___ incorporate technology/multimedia into lesson plans ___ at ease using technology as a part of instruction	
		STUDENTS	
		25. ___ have opportunities for choice ___ understand what they are learning ___ use age-appropriate, correct mathematical language ___ routinely use observed mathematical activities	

COMMENTS:

MATHEMATICS WALKTHROUGH TOOL 6-12

Grade Level _____
 Course _____
 No. Students _____

Visitor _____
 Start Time _____
 Classroom Arrangement:
 (circle one) Rows/Columns Groups/Workstations

Date _____
 End Time _____

FOCUS:

MATHEMATICS WALKTHROUGH TOOL 6-12				
Yes	No		Look for	Notes
			PRINT-RICH ENVIRONMENT	
		1.	Student work: ___ displayed ___ appropriate to unit ___ visible use of rubric(s) ___ evidence of varied assessment tools, including ___ self-assessment ___ learning objective statement/goal evident	
		2.	Resources posted: ___ process for solving word problems ___ processes for variety of algorithms ___ measurement tables ___ center procedures ___ word wall ___ vocabulary/spelling lists Posted resources are: ___ teacher-created ___ student-created ___ commercial	
		3.	Classroom library: ___ well-organized by content and as a complement to standards-based instruction ___ leveled ___ easily accessible ___ multicultural ___ reference materials ___ informational text ___ fiction ___ magazines/periodicals ___ evidence integrating literacy and mathematics; using literature to provide a springboard for student explorations in mathematics	
		4.	Learning centers: ___ organized and stocked ___ writing center ___ listening center ___ technology (computer programs/graphing calculator) ___ library/research tools ___ word study/vocabulary center	
			THE FOCUS OF MATHEMATICS INSTRUCTION	
		5.	<u>CONCEPTUAL UNDERSTANDINGS OF KEY IDEAS AND LEARNING PROGRESSIONS</u> Procedural knowledge and skills Conceptual understanding developed over time Standards from research-based learning progressions	

MATHEMATICS WALKTHROUGH TOOL 6-12

Yes	No	Look for	Notes
		<p>6. <u>EVIDENCE OF LEARNING PROGRESSIONS FROM STANDARDS OF MATHEMATICAL CONTENT:</u></p> <p> <input type="checkbox"/> ratios and proportional relationships (6-7) <input type="checkbox"/> expressions and equations (6-8) <input type="checkbox"/> number systems (6-8) <input type="checkbox"/> geometry (6-HS) <input type="checkbox"/> statistics and probability (6-HS) <input type="checkbox"/> functions (8-HS) <input type="checkbox"/> number and quantity (HS) <input type="checkbox"/> algebra (HS) <input type="checkbox"/> modeling (HS) </p>	
		<p>7. <u>EVIDENCE OF STANDARDS OF MATHEMATICAL PRACTICE:</u></p> <p> <input type="checkbox"/> make sense of problems and persevere in solving them <input type="checkbox"/> reason abstractly and quantitatively <input type="checkbox"/> construct viable arguments and critique the reasoning of others <input type="checkbox"/> model with mathematics <input type="checkbox"/> use appropriate tools strategically <input type="checkbox"/> attend to precision <input type="checkbox"/> look for and make use of structure <input type="checkbox"/> look for and express regularity in repeated reasoning </p>	
		<p>8. <u>EVIDENCE OF APPROPRIATE SUPPORTS AND STRUCTURES IN PRACTICE:</u></p> <p> <input type="checkbox"/> use of hands-on learning <input type="checkbox"/> whole- and small-group instruction <input type="checkbox"/> provide meaningful interaction among classmates and teacher <input type="checkbox"/> use of mnemonic and assistive devices <input type="checkbox"/> technological supports <input type="checkbox"/> variety in assessment tools <input type="checkbox"/> use of journals for learning and assessing; to provide evidence of discussions/written products/ solutions <input type="checkbox"/> use of graphic organizers <input type="checkbox"/> content adaptation <input type="checkbox"/> cooperative and differentiated instruction <input type="checkbox"/> supplementary materials <input type="checkbox"/> connection to real-world concepts <input type="checkbox"/> model/demonstrate concepts <input type="checkbox"/> continual assessment of students as lesson unfolds <input type="checkbox"/> give students feedback <input type="checkbox"/> create familiar routines <input type="checkbox"/> use of portfolios in learning progressions reflecting: <ul style="list-style-type: none"> • organized, sequential entries • dated entries with meaningful teacher feedback • established evidence of progress over time </p>	
TEACHERS			
		<p>9. Proximity:</p> <p> <input type="checkbox"/> circulating room <input type="checkbox"/> out of classroom <input type="checkbox"/> front of classroom <input type="checkbox"/> at desk/computer </p>	
		<p>10. Discourse:</p> <p> <input type="checkbox"/> use of speech/language that is appropriate to students' levels <input type="checkbox"/> use of high-level reasoning/higher-order thinking skills <input type="checkbox"/> activate prior learning <input type="checkbox"/> make links to past learning </p>	

MATHEMATICS WALKTHROUGH TOOL 6-12

Yes	No	Look for	Notes
		11. Management: <input type="checkbox"/> monitors student behavior <input type="checkbox"/> teaches “bell-to-bell” <input type="checkbox"/> utilizes instructional resources <input type="checkbox"/> establishes clear expectations <input type="checkbox"/> positively interacts with and engages students	
		12. Lesson Planning/Instruction: <input type="checkbox"/> includes technology <input type="checkbox"/> reflects application of procedural knowledge and conceptual understanding of content <input type="checkbox"/> provides for teacher assessment <input type="checkbox"/> provides for metacognition/student self-assessment <input type="checkbox"/> aligns objectives to appropriate CCCS/district-approved curriculum and materials <input type="checkbox"/> includes appropriate mathematical supports and structures in practice <input type="checkbox"/> evidence that observed activities are routine <input type="checkbox"/> evidence that assigned homework reinforces instruction	
SPECIAL EDUCATION			
		13. Program Options: <input type="checkbox"/> resource pull-out <input type="checkbox"/> resource push-in/in-class support <input type="checkbox"/> self-contained <input type="checkbox"/> replacement resource classes <input type="checkbox"/> inclusion program	
		14. Replacement Classes: <input type="checkbox"/> more than one core content area taught at the same time by the same teacher <input type="checkbox"/> mixed grade levels in room	
		15. Inclusion Program: <input type="checkbox"/> co-teaching model used <input type="checkbox"/> If yes, have both teachers participated in appropriate training?	
		16. Paraprofessionals: <input type="checkbox"/> academic support <input type="checkbox"/> behavior interventions <input type="checkbox"/> other: (specify) _____	
		17. In-class support resource room (push-in) teachers: <input type="checkbox"/> co-teaching model used <input type="checkbox"/> replacement instruction provided	
		18. Physical arrangement of students in room: <input type="checkbox"/> students with disabilities are integrated with other students <input type="checkbox"/> students with disabilities are separated as a group in the room <input type="checkbox"/> learning stations <input type="checkbox"/> desks are arranged in small groups or are easily moved into small groups	
		19. Instructional materials: <input type="checkbox"/> specialized instructional materials available <input type="checkbox"/> assistive devices present (e.g. FM systems, communication board, talkers)	

MATHEMATICS WALKTHROUGH TOOL 6-12

Yes	No	Look for	Notes
		20. Planning time: ___ common planning time for general classroom teacher, in-class support resource room teachers and paraprofessionals	
		21. IEPs: ___ IEPs readily available ___ teachers use IEPs when planning instruction and/or behavioral interventions	
TECHNOLOGY/MULTIMEDIA			
		22. Resources: ___ overhead ___ PowerPoint ___ computers ___ SMART Board ___ graphing/other calculators ___ variety of software loaded on computers ___ resources are in working order ___ assisted learning devices ___ DVD ___ CD/audiocassettes ___ mobile computer lab ___ eBoard ___ other	
		23. Students: ___ use technology/multimedia to research, complete a project, or produce and publish reports ___ draw on information from varied digital sources to answer questions and solve problems ___ use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate relevant information efficiently ___ work with guidance and support ___ work independently	
		24. Teachers: ___ incorporate technology/multimedia into lesson plans ___ at ease using technology as a part of instruction	
STUDENTS			
		25. ___ have opportunities for choice ___ understand what they are learning ___ use age-appropriate, correct mathematical language ___ routinely use observed mathematical activities	

COMMENTS:

ENGLISH LANGUAGE LEARNERS WALKTHROUGH TOOL K-12

School: _____	District: _____
Grade Level(s) _____	Visitor _____
Date _____	

Bilingual Subject/Course: _____	No. Students _____	Start Time _____
Bilingual Self-Contained _____	English Language Level(s) _____	End Time _____
Bilingual Pull-Out _____		
ESL: Push-in _____ Pull-Out _____	Classroom Arrangement: (circle one) Rows/Columns Groups/Workstations	

FOCUS:

ENGLISH LANGUAGE LEARNERS WALKTHROUGH TOOL K-12				
Yes	No		Look for	Notes
			PRINT-RICH ENVIRONMENT	
		1.	Student work: <input type="checkbox"/> displayed <input type="checkbox"/> appropriate to unit <input type="checkbox"/> NJ Registered Holistic Scoring Rubric available <input type="checkbox"/> Assignment-specific rubrics are evident <input type="checkbox"/> Learning objective/goal evident	
		2.	Resources posted: <input type="checkbox"/> charts <input type="checkbox"/> graphs <input type="checkbox"/> diagrams <input type="checkbox"/> timelines <input type="checkbox"/> word wall <input type="checkbox"/> vocabulary <input type="checkbox"/> spelling words <input type="checkbox"/> cognate word walls <input type="checkbox"/> loan words Posted resources created by: <input type="checkbox"/> teacher <input type="checkbox"/> students <input type="checkbox"/> commercial publisher	
		3.	Classroom library: <input type="checkbox"/> English <input type="checkbox"/> Native Language <input type="checkbox"/> leveled <input type="checkbox"/> well-organized <input type="checkbox"/> easily accessible <input type="checkbox"/> multicultural <input type="checkbox"/> dictionaries <input type="checkbox"/> thesauri <input type="checkbox"/> other reference materials <input type="checkbox"/> informational text <input type="checkbox"/> fiction <input type="checkbox"/> magazines/periodicals Classroom texts: <input type="checkbox"/> English <input type="checkbox"/> Native Language	
		4.	Learning centers: <input type="checkbox"/> listening center <input type="checkbox"/> word study center <input type="checkbox"/> writing center <input type="checkbox"/> language lab <input type="checkbox"/> computer (#____)	
			LISTENING/SPEAKING/READING INSTRUCTION	
		5.	<u>LISTENING/SPEAKING</u> Vocabulary Development: <input type="checkbox"/> TPR <input type="checkbox"/> Modeling <input type="checkbox"/> Context Clues	

ENGLISH LANGUAGE LEARNERS WALKTHROUGH TOOL K-12

Yes	No	Look for	Notes
		<p>Listening Comprehension: <input type="checkbox"/> Signaling <input type="checkbox"/> Spoken Response <input type="checkbox"/> Other <input type="checkbox"/> Phonemic Awareness</p> <p>Grammar Taught/Used in Context: <input type="checkbox"/> Modeling <input type="checkbox"/> Spoken Response</p> <p>Speaking: <input type="checkbox"/> single words <input type="checkbox"/> phrases <input type="checkbox"/> sentences <input type="checkbox"/> expanded response <input type="checkbox"/> elaborated response</p> <p>Technology supported listening and speaking: <input type="checkbox"/> listening center <input type="checkbox"/> language lab <input type="checkbox"/> language master <input type="checkbox"/> other</p>	
		<p>6. <u>CRAFT/STRUCTURE: READING</u> Reading for purpose and understanding through: <input type="checkbox"/> read aloud/strategic reading <input type="checkbox"/> word study <input type="checkbox"/> shared reading <input type="checkbox"/> reading conferences <input type="checkbox"/> independent reading <input type="checkbox"/> guided reading <input type="checkbox"/> small-group instruction <input type="checkbox"/> whole-group instruction</p>	
		<p>7. <u>INTEGRATION of KNOWLEDGE and IDEAS</u> Comprehension developed through: <input type="checkbox"/> graphic organizers <input type="checkbox"/> metacognition <input type="checkbox"/> classroom discourse <input type="checkbox"/> literature circles <input type="checkbox"/> writing activities <input type="checkbox"/> products/projects</p>	
		<p>8. <u>RANGE.COMPLEXITY of READING</u> Texts students read: <input type="checkbox"/> subgenres of exposition <input type="checkbox"/> persuasive/argumentative <input type="checkbox"/> functional</p> <p>Students read: <input type="checkbox"/> independently <input type="checkbox"/> proficiently <input type="checkbox"/> varied (e.g. letters, poems, dramas, memoirs, biographies, newspapers, persuasive essays, narratives, research, explanatory, informational text Do texts fall into complexity band for the grade level?</p>	
		WRITING INSTRUCTION	
		<p>9. <u>KEY IDEAS and DETAILS</u></p> <ol style="list-style-type: none"> 1. Each student has writing portfolio (with samples showing progress over time) 2. Each student has organized writing work folder (to show that writing is done routinely) 3. Each student has writing journal (for personal reflective writing) 	

ENGLISH LANGUAGE LEARNERS WALKTHROUGH TOOL K-12

Yes	No	Look for	Notes
		<p>10. <u>CRAFT/STRUCTURE</u></p> <p>Writing portfolio:</p> <p>___ multiple drafts ___ process writing</p> <p>___ all writing samples dated ___ graphic organizers</p> <p>___ student selected writing pieces</p> <p>___ meaningful teacher feedback scaffolds for revision</p> <p>___ meaningful teacher feedback scaffolds for editing grammar, mechanics, and usage</p> <p>___ student metacognition/self-editing</p> <p>___ peer-to-peer feedback on selected student work</p> <p>Writing work folder:</p> <p>___ teacher rubrics assessing students' writing</p> <p>___ student rubrics assessing students' writing</p>	
		<p>11. <u>INTEGRATION of KNOWLEDGE and IDEAS--Cross-Content Applications</u></p> <p>___ writing correlated with the content area: _____</p> <p>___ proficiency and independence with analyzing and synthesizing information</p>	
		<p>12. <u>RANGE /COMPLEXITY of WRITING</u></p> <p>Writing Portfolio:</p> <p>___ grade-appropriate student writing</p> <p>___ varied student writing (e.g. poems, explanatory, persuasive essays, narrative, research, plays, speeches, memoirs)</p> <p>Writing work folder:</p> <p>___ grade-appropriate student writing</p> <p>___ varied student writing ___ writing worksheets</p> <p>* Note overuse of dittos, fill-ins</p> <p>Does meaningful teacher feedback scaffold for future writing tasks?</p>	
		<p>MATHEMATICS INSTRUCTION:</p> <p>Refer to/utilize the Mathematics Walkthrough Tool</p>	
		<p>TEACHERS</p>	
		<p>13. Proximity:</p> <p>___ circulating room ___ out of classroom ___ front of room</p> <p>___ at desk/computer</p>	
		<p>14. Discourse:</p> <p>___ asks higher-order thinking questions</p> <p>___ connects new learning to prior/background knowledge</p> <p>___ links real life to concepts/knowledge taught</p> <p>___ provides assistance to individual students</p>	

ENGLISH LANGUAGE LEARNERS WALKTHROUGH TOOL K-12

Yes	No	Look for	Notes
		15. Management: <input type="checkbox"/> monitors student behavior <input type="checkbox"/> teaches “bell-to-bell” <input type="checkbox"/> facilitates instructional resources <input type="checkbox"/> maintains clear expectations <input type="checkbox"/> positively interacts with and engages students	
		16. Lesson Planning/Instruction: <input type="checkbox"/> objectives reflect CCCS/district curriculum/materials <input type="checkbox"/> differentiates instruction to meet individual needs <input type="checkbox"/> includes technology <input type="checkbox"/> provides for teacher assessment <input type="checkbox"/> provides for metacognition/student self-assessment <input type="checkbox"/> evidence that observed activities are routine <input type="checkbox"/> evidence of homework assigned to reinforce instruction	
		ELL/SPECIAL EDUCATION	
		17. Program Options: <input type="checkbox"/> resource pull-out <input type="checkbox"/> resource push-in/In-class support <input type="checkbox"/> self-contained <input type="checkbox"/> replacement resource classes <input type="checkbox"/> inclusion program	
		18. Replacement Classes: <input type="checkbox"/> teacher holds appropriate certificates <input type="checkbox"/> more than one core content area taught at the same time by the same teacher <input type="checkbox"/> mixed grade levels in room	
		19. Inclusion Program: <input type="checkbox"/> co-teaching model used <input type="checkbox"/> If yes, have both (or more) teachers participated in appropriate training?	
		20. Paraprofessionals: <input type="checkbox"/> academic support <input type="checkbox"/> behavioral interventions <input type="checkbox"/> other: (specify) _____	
		21. In-class support resource room (push-in) teachers: <input type="checkbox"/> co-teaching model used <input type="checkbox"/> providing replacement instruction	
		22. Physical arrangement of students in room: <input type="checkbox"/> students with disabilities integrated with other students <input type="checkbox"/> students with disabilities separated as a group in the room <input type="checkbox"/> ELL students integrated with other students <input type="checkbox"/> ELL students separated as a group in the room <input type="checkbox"/> learning stations <input type="checkbox"/> only whole-group instruction used	
		23. Instructional Materials: <input type="checkbox"/> specialized instructional materials available: <input type="checkbox"/> ELL <input type="checkbox"/> students with disabilities	

ENGLISH LANGUAGE LEARNERS WALKTHROUGH TOOL K-12

Yes	No		Look for	Notes
			<input type="checkbox"/> assistive devices present (e.g. FM systems, switches for computers, talkers)	
		24.	Planning Time: <input type="checkbox"/> common planning time for the general classroom teacher, in-class support resource room teachers and paraprofessionals and/or ELL teachers	
		25.	IEPs: <input type="checkbox"/> IEPs readily available? <input type="checkbox"/> teachers use IEPs when planning instruction or behavioral interventions	
			TECHNOLOGY/MEDIA	
		26.	Available: <input type="checkbox"/> variety of technology/multimedia <input type="checkbox"/> overhead <input type="checkbox"/> assisted learning devices <input type="checkbox"/> PowerPoint <input type="checkbox"/> DVD <input type="checkbox"/> CD/audiocassettes <input type="checkbox"/> computers <input type="checkbox"/> SMART Board <input type="checkbox"/> mobile computer labs <input type="checkbox"/> listening/language lab <input type="checkbox"/> other <input type="checkbox"/> technology/multimedia in working order <input type="checkbox"/> variety of software loaded on the computers	
		27.	Students: <input type="checkbox"/> use technology/multimedia to research, complete a project, or produce and publish writing <input type="checkbox"/> draw on information from varied digital sources to answer questions and solve problems <input type="checkbox"/> use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate relevant information efficiently) <input type="checkbox"/> work with guidance and support <input type="checkbox"/> work independently	
		28.	Teachers: <input type="checkbox"/> incorporate technology/multimedia into lesson plans <input type="checkbox"/> at ease using technology as a part of instruction	
			STUDENTS	
		29.	Are there students who are over-aged and under-schooled?	
		30.	Learning Behaviors: <input type="checkbox"/> engaged majority of time <input type="checkbox"/> interact positively and constructively with peers <input type="checkbox"/> engage in “doing” – using technology, questioning each other, explaining their reasoning <input type="checkbox"/> demonstrate ability to connect concepts to self, other concepts, and the world <input type="checkbox"/> have opportunities for choice	

COMMENTS: