

Focused Instructional Learning Walk Classroom Visitation Tool
(Aligned with NYSUT Teacher Practice Rubric)

Grade:	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	
Subject, Time/Period, # of Students, Room #	Subject	Time	Period	Room #	# of Students			M	F						
Type of Class:	<input type="checkbox"/> Gen. Ed.		<input type="checkbox"/> Spec. Ed.		<input type="checkbox"/> CTT		<input type="checkbox"/> ELL/ESO		<input type="checkbox"/> CTE			<input type="checkbox"/> Other			
Lesson Portion Viewed:	<input type="checkbox"/> Beginning		<input type="checkbox"/> Middle		<input type="checkbox"/> End										
Name of Reviewer:															

ANECDOTAL EVIDENCE: LOW-INFERENCE OBSERVATIONS ("NOTICINGS AND WONDERINGS")

"Noticings" (Observations/I see...I hear) (Scripts What is the teacher doing? Saying? What are the students doing? Saying? What is the task?)	"Wonderings" (Questions I have as a result of what I see and hear_)

Focus: How do we ensure that every classroom is a place of rich and valuable learning for all students?

<p>Coherent Instruction: I. 2a. Designs lessons to include several instructional strategies for language acquisition (academic vocabulary, literacy across the curriculum) III. 1a. Aligns instruction to learning standards III. 1b. Uses research-based instructional practices III. 1c. Instructional practice engages students at high levels of cognitive demand III. 5b. Provides synthesis, critical thinking, and problem-solving. IV. 3b. Establishes instructional groups that are well organized and students are productively engaged IV. 4a. Organizes learning environment to accommodate all learning needs</p>	<p>Culture of learning: III. 1c. Engages students III. 3b. Implements challenging learning experiences III. 4a. Differentiates instruction III. 4b. Implements strategies for mastery of learning outcomes IV. 2a. Promotes student pride in work and accomplishments IV. 2b. Promotes student curiosity and enthusiasm IV 3a. Established seamless routines</p>	<p>Environment of respect and rapport: IV. 1a. Interactions with students reflect respect, caring, cultural understanding and promotes risk-taking IV. 1b. Supports student diversity to enrich the learning environment. IV. 1c. Reinforces positive interactions among students IV. 3a. Establishes routines/ procedures/ transitions and expectations for student behavior</p>	<p>Questioning/Discussion Techniques: III.2b. Uses questioning techniques that challenge students to think and demonstrate reasoning III.2c. Responds to students and challenges thinking; Bloom's Taxonomy, Higher Order Thinking Questions. III. 5b. Provides regular opportunities for students to synthesize</p>	<p>Engaging Students in Learning: III. 5a. Provides opportunities for collaboration; student-centered learning; high levels of cognitive demand II. 5b. Learning experiences connect to prior knowledge, new learning and connect across disciplines</p>	<p>Assessing Student Learning: III. 3a. Articulates measures of success III. 6a. Uses formative assessment to monitor and adjust pacing III. 6b. Provides feedback during and after instruction V. 1a. Designs and/or selects assessments to establish learning goals and inform instruction V. 1c. Aligns assessments to learning goals V. 2b. Engages students in self-assessment, goal-setting strategies</p>
---	---	---	---	--	--