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**Informal Walkthrough Form**

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| **School:** | | **Date:** |
| **Intern’s Name:** | | **Grade/Subject area:** |
| **Time Begins:** | **Time Ends:** | **Observer Name/Title:** |

***Directions****: This form serves as a record of the informal walkthrough. The observer will likely not observe all the teaching elements listed below in any one informal observation. The data gathered in walkthrough will be used to inform the summative assessment of the intern at 15 weeks. The informal walkthrough is only to be used if the supervisor has completed at least two passing observations in the first or second half of the semester.*

*In the green box next to each General Feature, indicate +, -, or NA. Check the box next to each observed area. Provide brief evidence to support rating for each general feature.*

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|  | **Learning outcomes and goals are clearly communicated to students (CPAST Ped. E)** | *Evidence to support rating* |
|  | Sets the purpose for the instruction. |
|  | Makes connections to previously- learned material. |
|  | Articulates accurate direction/explanation throughout the lesson |
|  | Proceeds in step-by-step fashion |

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|  | **Instructor engages students in meaningful interactions extending learning through critical thinking (CPAST Ped. F)** | *Evidence to support rating* |
|  | Fosters problem solving |
|  | Encourages conceptual connections |
|  | Challenges assumptions |
|  | Engages students in discourse around new concepts |
|  | Elicits elaboration and deep connection from students |

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|  | **Instructor gathers student-learning data and adjusts instruction through formative assessments (CPAST Ped. G, J, L)** | *Evidence to support rating* |
|  | Provides opportunities for practice after each step in instruction |
|  | Elicits group responses |
|  | Elicits individual responses |
|  | Differentiates based on data (planned and responsive differentiation present) |
|  | Uses tools for learner data record-keeping and analysis |
|  | Evaluates learning through formative assessment techniques during learning |

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|  | **Instructor uses resources and materials to enhance learning and engagement (CPAST Ped. H)** | *Evidence to support rating* |
|  | Uses visuals and manipulatives to teach content as necessary |
|  | Digital tools are present |
|  | Tools are relevant to learning outcomes and goals |

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|  | **Instructor creates a safe and respectful learning environment (CPAST Ped. I)** | *Evidence to support rating* |
|  | Gains student attention before initiating instruction |
|  | Paces lesson to maintain attention |
|  | Maintains close proximity to students |
|  | Transitions fluidly between tasks |
|  | Intervenes with off-task students to maintain their focus |
|  | Constructive relationships are apparent |

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|  | **Instructor provides corrective and encouraging feedback to learners (CPAST ped. K)** | *.Evidence to support rating* |
|  | Provides affirmations for correct responses |
|  | Corrects errors guiding learners toward correct answers |
|  | Limits corrective feedback to task at hand |
|  | Provides feedback during and after task completion |
|  | Provides specific feedback about student’s accuracies and inaccuracies |

**Additional Comments:**