**Volunteer Teacher Observation – Walkthrough**

**Teacher Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_ Class \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_ Observer Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time Walkthrough Begins: \_\_\_\_\_\_ Ends \_\_\_\_\_\_**

**Directions:** This form serves as a record of an informal walkthrough by the teacher’s observer. The observer will likely not see all the teaching elements listed below in any one informal observation. Observations should last 15-20 minutes and follow ups with the teacher are recommended the same day or next day.

|  |  |  |  |
| --- | --- | --- | --- |
|  **Observations** | **Yes** | **No** | **N/A** |
| **Learner-centered instruction** |  |  |  |
| Learners have active roles – you can see what they’re thinking and how they are learning |  |  |  |
| Teacher talk is minimal – allows for adequate wait time |  |  |  |
|  Activities promote critical thinking skills appropriate to educational background |  |  |  |
|  Learner engagement through individual/pair/group work/ whole class activities  |  |  |  |
|  |  |  |  |
| **Modeling** |  |  |  |
|  Teacher shows rather than explains what learners need to do in an activity |  |  |  |
|  Teacher gives clear instructions using language appropriate to the level of learner |  |  |  |
|  Teacher uses visual presentations (boards, charts, overheads, pictures, etc.) |  |  |  |
|  Learners understand and are able to do the activity |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  **Observations** | **Yes** | **No** | **N/A** |
| **Checking Understanding and Giving Feedback** |  |  |  |
| Teacher uses strategies to check learner understanding |  |  |  |
| Teacher modifies/scaffolds instruction based on learner understanding |  |  |  |
| Teacher explicitly checks understanding of *lower-level* learners in the class  |  |  |  |
| Teacher provides adequate repetition or review practice time |  |  |  |

|  |
| --- |
| **Observer Summary Comments** |
|  |

|  |
| --- |
| **Recommendations for Next Steps** |
|  |