

Lunenburg County Public Schools  
Classroom Data Walkthrough Collection

Teacher: \_\_\_\_\_ Subject: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_  
Topic of Lesson: \_\_\_\_\_ Walkthrough Completed By: \_\_\_\_\_

<b><u>Instruction</u></b>	Comments
Curriculum Framework, Lesson Plans, and Pacing Guide are on the teacher's desk	
There is evidence that the teacher is using the Essential Knowledge & Skills (column 3 and sometimes columns 3 & 4) from the <b><u>Curriculum Framework</u></b> as the basis for instruction.	
Teacher references <b><u>Curriculum Framework</u></b> page in the lesson plans	
SOL Objectives are clear and posted	
Developing VDOE Math Word Wall Section is displayed & used regularly with the students	
Teacher "gets off the stage" and uses a variety of strategies for students to practice content knowledge	
Ensures 100% student participation during interactive learning	
Seven step ExC-ELL process is used for teaching vocabulary ____ Says the word and the students repeat 3 times ____ Provides the complete sentence from the text where the word is found ____ Provides the dictionary definition ____ Points out grammar/word structure (prefix, suffix, polysemous, past tense, etc.) ____ Engages 100% of the students in using the word verbally at least 5 times each. ____ Informs students when to use and how they will be held accountable for using the word.	
Higher level Blooms questions from signs/sheet are being used (Application, Analysis, Synthesis, Evaluation)	
Teacher requires partner reading and partner summaries using key vocabulary (tiers 2 and 3), monitors individual skills	
Teacher models sentence starters to be used for peer summaries	
Teacher conducts small group differentiated instruction	
Teacher provides written corrective feedback to students	
Teacher uses exit tickets on a regular basis	
<b><u>Classroom Management</u></b>	
Teacher is moving around the room (not seated at the desk)	
Students are engaged and on task	
There is no lull during instruction	
Teacher implements PBIS principles for teaching behavior	

Additional comments: