

Classroom Practices Walkthrough Tool

Observer:			# of Students:	
Type of instruction (circle those observed):				
Whole Group	Small Group	Small Group Peer	One on One	Independent

1. Classroom Management & Feedback (10 minutes)		Do not count feedback for academic content.	
	Non-Specific Positive Feedback A teacher statement that occurs in response to or after a desired behavior that is positive but does not specifically indicate what behavior is being praised. "Good job!" "Wow, nice work!"		Total: (a)
	Specific Positive Feedback A teacher statement that occurs in response to or after a desired behavior that specifically states what the student(s) did. "Thanks for raising your hand. That's a great way to be respectful."		Total: (b)
	Non-Specific Corrective Feedback A teacher statement that occurs in response to or after a problem behavior that does not provide specific information about what the student should do instead of the problem behavior. "Stop", "Shhh", "Don't"		Total: (c)
	Specific Corrective Feedback A teacher statement that occurs in response to or after a problem behavior that tells the student(s) what they should do instead of the problem behavior. "Please be safe by keeping your hands to yourself."		Total: (d)
	Pre-corrects Reminders that are provided before a behavior is expected that describes what is expected.		Total: (e)
	Ignored Disruptions Behavior error ignored by teacher		Total: (f)

2. Classroom Context Observations: (5 min)		Y: Yes, N: No	Comments
Classroom Expectations	Positively stated classroom rules, aligned with school-wide expectations are visible - everyone could see and read them	Y N	
	Expectations and/or rules are regularly referred to by the teacher to pre-correct, encourage and correct behavior.	Y N	
Classroom Procedures and Routines	Clear procedures were observed for managing transitions.	Y N	
	Clear and consistent procedures were observed for getting teacher's attention and responding to teacher questions.	Y N	
	The teacher gains the attention of all students at the beginning of a lesson or transition.	Y N	
Encouraging Expected Behavior	Teacher uses a reinforcement system to acknowledge appropriate student behaviors	Y N	
	The teacher provides non-contingent attention to most student in the classroom	Y N	
Active Supervision	Classroom floor plan allows for ease of movement	Y N	
	Teacher moves frequently around the classroom	Y N	
	Teacher uses frequent scanning	Y N	
	Teacher demonstrates frequent positive and corrective interactions	Y N	