

GCS Instructional Framework Focused Walk  
STUDENT QUESTIONS: What standards are you learning?  
How do you know you learned it? What if you haven't?  
How you learn best? Your learning goals?

ABOUT US

\* 1. YOUR NAME:

- |                                 |   |
|---------------------------------|---|
| <input type="radio"/> Barrett   | <input type="radio"/> Macon                         |
| <input type="radio"/> Boone     | <input type="radio"/> McClary                       |
| <input type="radio"/> Chadwick  | <input type="radio"/> Sturdivant                    |
| <input type="radio"/> Chambliss | <input type="radio"/> Thomas                        |
| <input type="radio"/> Clark     | <input type="radio"/> Troxler                       |
| <input type="radio"/> Cook      | <input type="radio"/> Other Middle College Staffer1 |
| <input type="radio"/> Davis     | <input type="radio"/> Other Middle College Staffer2 |
| <input type="radio"/> Hamm      | <input type="radio"/> LEADright1                    |
| <input type="radio"/> Harmon    | <input type="radio"/> LEADright2                    |
| <input type="radio"/> Holton    |   |

\* 2. OUR CURRENT BLOCK:

- 1
- 2
- 3
- 4
- 0 TEST-MOCK OBSERVATION

\* 3. PEER YOU ARE OBSERVING:

- |   |   |
|---|---|
| <input type="radio"/> Barrett - Science         | <input type="radio"/> Macon - Social Studies      |
| <input type="radio"/> Chadwick - EC Teacher     | <input type="radio"/> McClary - English           |
| <input type="radio"/> Chambliss - EC Co-Teacher | <input type="radio"/> Sturdivant - Social Studies |
| <input type="radio"/> Clark - English           | <input type="radio"/> Troxler - Social Studies    |
| <input type="radio"/> Cook - Health and PE      | <input type="radio"/> Other Teacher1              |
| <input type="radio"/> Davis - Spanish           | <input type="radio"/> Other Teacher2              |
| <input type="radio"/> Hamm - Mathematics        | <input type="radio"/> TEST-MOCK OBSERVATION       |
| <input type="radio"/> Holton - Mathematics      |   |

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FOCUS

\* 4. What standard is the focus of the lesson?

\* 5. The Standard is...

- Clearly Posted
- NOT Clearly Posted

\* 6. The standard is \_\_\_\_\_ to the student.

- Evident
- Not Evident
- [NOTE: the observer is unable to determine this]

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PLAN

\* 7. What is/are the Grouping Format(s) for the time period you are observing? (check all that apply):

- Whole Group
- Small Group
- Pair
- Individual

\* 8. Instruction is \_\_\_\_\_ aligned to the standard.

- Fully
- Partially (Attempted)
- Not
- [NOTE: the observer is unable to determine this]

\* 9. Collaborative Planning is...

- Evident
- Not Evident
- Not Applicable
- [NOTE: the observer is unable to determine this]

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TEACH - Enviroment

\* 10. Classroom Routines Observed (check all that apply):

- Evidence of routines and procedures
- Desired behaviors positively reinforced (4:1 ratio)
- Misbehaviors fluently corrected
- No evidence of behavior instruction noted

11. Brief Comments about Classroom Routines (optional):

Evidence of routines and procedures

Desired behaviors positively reinforced (4:1 ratio)

Misbehaviors fluently corrected

No evidence of behavior instruction noted

\* 12. Level of Student Engagement Observed:

Disengaged/Off-Task (actively reject the assigned task, substitute another activity)

Engaged/Well Managed (willingly compliant, ritually engaged)

Highly Engaged (authentically engaged)

		
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\* 13. Percentage of Student Participation Observed (check all that apply):

	0%	20%	40%	60%	80%	100%
Active	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with Hands-on Materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking/Discussing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem-Solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 14. Equitable Learning Environment Characteristics Observed (check all that apply):

- Engagement levels
- Questioning
- Wait time
- Application of rules
- Feedback provided
- Positive relational behaviors (eye contact, using name, proximity, etc)

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**TEACH - Instruction, Student Experience**

\* 15. Instructional Practices Observed (check all that apply):

- |  |   |
|--|---|
| <input type="checkbox"/> Coaching  | <input type="checkbox"/> Modeling                             |
| <input type="checkbox"/> Teacher-directed questions and answer                   | <input type="checkbox"/> Class discussion                     |
| <input type="checkbox"/> Student presentations                                   | <input type="checkbox"/> Testing                              |
| <input type="checkbox"/> Hands-on experiences                                    | <input type="checkbox"/> Providing directions/instructions    |
| <input type="checkbox"/> Learning centers  | <input type="checkbox"/> Providing opportunities for practice |
| <input type="checkbox"/> Lecture   | <input type="checkbox"/> Project-based learning               |
| <input type="checkbox"/> Service learning  | <input type="checkbox"/> Character development                |
| <input type="checkbox"/> Other Instructional Practices Observed (please specify) |   |

\* 16. Relevance is \_\_\_\_\_ created for students.

- Fully  
 Partially (Attempted)  
 Not  
 [NOTE: the observer is unable to determine this]

\* 17. What kinds of questions are used (DOK Levels) and how often during this observation? (check all that apply):

	0 times	1 time	2 times	3 times	4 times	5 or more times
Level 1: Recall	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level 2: Basic reasoning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level 3: Strategic thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level 4: Extended thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 18. Cognitive Level of Work Observed - Bloom's Taxonomy (check all that apply):

- KNOWLEDGE Recalling information
- COMPREHENSION Understanding information
- APPLICATION Using Information in a new way
- ANALYSIS Breaking Down Information into parts
- SYNTHESIS Putting information together in new ways
- EVALUATION Making judgements and justifying positions

\* 19. Instructional Tool Usage Observed (check all that apply):

- |   |  |
|---|--|
| <input type="checkbox"/> Lab Materials  | <input type="checkbox"/> Worksheets                          |
| <input type="checkbox"/> Models/Exemplars   | <input type="checkbox"/> Manipulatives/Real-World Objects    |
| <input type="checkbox"/> Textbook   | <input type="checkbox"/> Student-Created Materials           |
| <input type="checkbox"/> Interactive Whiteboard                                   | <input type="checkbox"/> Diverse Representation in Resources |
| <input type="checkbox"/> Computers/Laptops  | <input type="checkbox"/> Peripherals (e.g. Doc Camera, Calc) |
| <input type="checkbox"/> Other Instructional Tool Usage Observed (please specify) |  |

\* 20. Research-Based Instructional Strategies Usage Observed (check all that apply):

- Drawing inferences
- Summarizing important information
- Applying academic language
- Justifying answers using evidence
- Other Research-Based Instructional Strategies Usage Observed (please specify)

\* 21. Instruction is differentiated by... (check all that apply):

- Content
- Process
- Product
- Learning Environment
- [No differentiation evident]
- Other means of differentiating instruction (please specify)

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## EVALUATE

\* 22. Method(s) of Providing Feedback to Students Observed (check all that apply):

- Verbal Commentary
- Peer Feedback
- Written Commentary
- Other Method(s) of Providing Feedback to Students (please specify)

\* 23. Assessments Observed (check all that apply):

- Pre-assessment
- Informal assessment
- Formative assessment
- Summative assessment
- Performance tasks
- [NOTE: the observer is unable to determine this]

\* 24. Components of the Learning Environment Observed (check all that apply):

- Models/exemplars of quality work posted
- Student work displayed
- Scoring rubrics are displayed/provided
- [NOTE: the observer is unable to determine this]

25. What questions do you have for your peer?