



Walkthrough Teacher Success Guide

This Walkthrough Teacher Success Guide is designed to provide clear expectations and practical support for teachers during classroom walkthroughs. It explains exactly what administrators look for in each walkthrough domain and offers specific examples of what highly effective instruction looks like in action.

This is **not an evaluation tool**. Instead, it is a **planning and reflection resource** to help you strengthen daily instruction, ensure classroom readiness, and prepare with confidence for walkthrough observations.

How to Use This Guide

- Review each domain and the indicators to understand what administrators are looking for.
- Use the **checklist pages** after each domain to self-assess instructional practices.
- Keep this guide in your planning binder or classroom for regular reference.
- Focus on **consistent daily habits** rather than one-time preparation.
- Use it as a growth tool to reflect, plan, and improve instruction step by step.

DOMAIN A – Instructional Design & Lesson Planning Checklist

To earn the highest walkthrough rating in Domain A, I have:

- ☐ Posted the standard and referenced it during teaching
- ☐ Posted a clear, measurable learning objective
- ☐ Ensured the objective matches the standard rigor
- ☐ Connected today's lesson to prior learning
- ☐ Previewed upcoming learning to build coherence
- ☐ Designed a lesson with a clear purpose (not busy work)
- ☐ Used academic vocabulary in instruction
- ☐ Planned engaging tasks that promote thinking
- ☐ Included modeling or worked examples
- ☐ Embedded student practice opportunities
- ☐ Used at least one formative check for understanding
- ☐ Adjusted instruction based on student responses
- ☐ Differentiated tasks using student data
- ☐ Provided scaffolds (sentence stems, visuals, organizers)
- ☐ Included extension or challenge tasks
- ☐ Included application or real-world relevance
- ☐ Ensured materials and resources aligned to the objective

DOMAIN C – Instructional Delivery Checklist

To earn the highest walkthrough rating in Domain C, I have:

- ☐ Stated the learning target out loud
- ☐ Referred back to it during the lesson
- ☐ Modeled the learning task
- ☐ Used clear explanations
- ☐ Asked higher-order questions (why/how/prove)
- ☐ Included student discussion
- ☐ Required students to explain thinking
- ☐ Circulated to check for understanding
- ☐ Provided feedback during learning
- ☐ Corrected misconceptions immediately
- ☐ Adjusted lesson pacing if students struggled
- ☐ Used visuals, charts, examples, or models
- ☐ Included active participation strategies
- ☐ Checked that ALL students were engaged
- ☐ Used a variety of strategies (TPR, visuals, manipulatives, technology)

DOMAIN B – Learning Environment Checklist

To earn the highest walkthrough rating in Domain B, I have:

- ☐ Clear routines and procedures visible
- ☐ Lesson started immediately with a Do Now/Bell Ringer
- ☐ Smooth transitions under 30 seconds
- ☐ Classroom space organized for learning
- ☐ Materials ready before students arrive
- ☐ Behavior expectations posted
- ☐ Behavior managed calmly and consistently
- ☐ Positive teacher language used
- ☐ High expectations communicated
- ☐ Students held accountable for participation
- ☐ Respectful classroom tone
- ☐ Students feel safe to answer and take risks
- ☐ Student collaboration evident
- ☐ No off-task behavior left unaddressed
- ☐ System for attention signal (e.g. "Give me 5", claps, lights)
- ☐ Relationships evident between teacher and students
- ☐ Inclusive environment (ELL/IEP supports visible)

DOMAIN D – Assessment Checklist

To earn the highest walkthrough rating in Domain D, I have:

- ☐ Included a daily formative assessment
- ☐ Exit ticket or independent check planned
- ☐ Assessment matches the standard
- ☐ Rigor of assessment matches learning target
- ☐ Clear success criteria given to students
- ☐ Progress monitored during lesson
- ☐ Strategy group or reteach plan ready
- ☐ Data used to plan groups
- ☐ Evidence of tracking student progress
- ☐ Student goals referenced or posted
- ☐ Accommodations used (IEP, ELL, 504)
- ☐ Assessment modified as needed, not simplified
- ☐ Tech tools used to gather data (optional but strong)
- ☐ Results shared with students
- ☐ Students know how to improve