

**Page 1 — Classroom Walkthrough Observation Form**

A 10–15 minute visit. Record what you can see and hear — evidence, not opinions. One form per visit.

**Observer name / role****Date****Time in / out****Teacher observed****Grade / subject****Room****Walkthrough focus (check one primary focus for this visit):**☐ Learning Objective Visible☐ Student Engagement☐ Questioning & Discussion☐ Checks for Understanding☐ Classroom Environment☐ Transitions**Look-fors for the selected focus (check each one you actually observe):**☐ Objective posted or written where students can see it☐ Teacher states the objective during the visit☐ Most students are working on the set task☐ Teacher circulates and uses proximity☐ Questions require thinking, not recall only☐ Wait time given after questions☐ Several different students respond☐ Teacher checks student work during the lesson☐ Feedback given to students during the visit☐ Routines and posted supports in use☐ Transitions are brief and orderly☐ Students can say what they are learning**Evidence notes (observable only — what you saw and heard, in the order it happened):**

This form is an organizational tool — not legal advice. Designed to fit common K-12 documentation workflows — check your district's requirements.

## Page 6 — Completed Sample Walkthrough &amp; Feedback Record

**SAMPLE — fictional staff and school, for reference only**

All names, dates, and details below are fictional. This page shows the finished forms — it is not a real record.

**Observer:** D. Okafor, Assistant Principal

**Teacher:** Ms. Rivera — Grade 5 ELA, Room 18

**Date / time:** Tuesday, October 14, 2025 · 9:20–9:35 a.m. (15 minutes)

**Focus:** Checks for Understanding

**Observation — evidence recorded (in order):**

1. 9:20 a.m. — Objective posted top-left of the board: “I can identify the main idea of a passage and support it with two details.” 24 students present; 23 writing within one minute of the timer starting.
2. 9:24 a.m. — Teacher modeled one example aloud, then asked students to write their first detail. She circulated with a clipboard and stopped at 6 desks in 3 minutes.
3. 9:28 a.m. — Whiteboard check: “Boards up.” 19 of 24 boards showed a main idea with a detail; 5 boards showed a detail only. Teacher noted names on her clipboard.
4. 9:31 a.m. — Teacher re-taught with a second example for the group, then sent the 5 students to the back table with a sentence frame while others continued.
5. 9:35 a.m. — Exit question announced for the end of the lesson: “Main idea, plus your strongest detail.” Observer left as pair work began.

**Feedback conference — held Wednesday, October 15, 2025 (within 48 hours):**

Strength (evidence-based): “Your whiteboard check at 9:28 showed you exactly who had it — 19 of 24 — and you re-taught the same minute instead of moving on. That is the routine working.”

Second strength: “The clipboard notes from circulation became the back-table group. Nothing you collected went unused.”

Growth focus (agreed, one only): make the exit question visible from the start of the lesson, so students write toward it.

Agreed next step: Ms. Rivera will post the exit question under the objective from Monday, October 20, and read it aloud before independent work.

Support offered: observer will model the routine in one Grade 5 classroom during the October 27 coaching cycle and share the sentence frames used.

Follow-up visit: Tuesday, November 4, 2025, 9:20 a.m. — scheduled before the conference ended, in both calendars.

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