# AGIS Walk Through Observation Form

Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Content Being Observed** |  |  |  |  |  |
| **Time observed** |  |  |  |  |  |
| **Instructional Format** | \_\_\_ Direct Instr. (whole group)\_\_\_Direct Instr.(small gr.)\_\_\_Cooperative Learning\_\_\_ Individualized  | \_\_\_ Direct Instr. (whole group)\_\_\_Direct Instr.(small gr.)\_\_\_Cooperative Learning\_\_\_ Individualized  | \_\_\_ Direct Instr. (whole group)\_\_\_Direct Instr.(small gr.)\_\_\_Cooperative Learning\_\_\_ Individualized  | \_\_\_ Direct Instr. (whole group)\_\_\_Direct Instr.(small gr.)\_\_\_Cooperative Learning\_\_\_ Individualized  | \_\_\_ Direct Instr. (whole group)\_\_\_Direct Instr.(small gr.)\_\_\_Cooperative Learning\_\_\_ Individualized  |
| **Teacher Talk** | \_\_\_ Teacher as facilitator\_\_\_ Teacher to whole class (one student response at a time)  | \_\_\_ Teacher as facilitator\_\_\_ Teacher to whole class (one student response at a time)  | \_\_\_ Teacher as facilitator\_\_\_ Teacher to whole class (one student response at a time)  | \_\_\_ Teacher as facilitator\_\_\_ Teacher to whole class (one student response at a time)  | \_\_\_ Teacher as facilitator\_\_\_ Teacher to whole class (one student response at a time)  |
| **Student Engagement** | \_\_\_ Active engagement\_\_\_ Compliance(on task behaviors)\_\_\_Non- compliance (off  task behaviors) | \_\_\_ Active engagement\_\_\_ Compliance(on task behaviors)\_\_\_Non- compliance (off  task behaviors) | \_\_\_ Active engagement\_\_\_ Compliance(on task behaviors)\_\_\_Non- compliance (off  task behaviors) | \_\_\_ Active engagement\_\_\_ Compliance(on task behaviors)\_\_\_Non- compliance (off  task behaviors) | \_\_\_ Active engagement\_\_\_ Compliance(on task behaviors)\_\_\_Non- compliance (off  task behaviors) |
| **Technology** | \_\_Teacher use for instructional delivery\_\_ Student use during instruction.\_\_ Student use independently.  | \_\_Teacher use for instructional delivery\_\_ Student use during instruction.\_\_ Student use independently.  | \_\_Teacher use for instructional delivery\_\_ Student use during instruction.\_\_ Student use independently.  | \_\_Teacher use for instructional delivery\_\_ Student use during instruction.\_\_ Student use independently.  | \_\_Teacher use for instructional delivery\_\_ Student use during instruction.\_\_ Student use independently.  |
| **Management** | \_\_Clear purpose for lesson\_\_\_ Students understand the purpose \_\_Efficient use of time  HW check process Clear evidence of routines Smooth transitions | \_\_Clear purpose for lesson\_\_\_ Students understand the purpose \_\_Efficient use of time HW check process Clear evidence of routines Smooth transitions | \_\_Clear purpose for lesson\_\_\_ Students understand the purpose \_\_Efficient use of time  HW check process Clear evidence of routines Smooth transitions | \_\_Clear purpose for lesson\_\_\_ Students understand the purpose \_\_Efficient use of time HW check process Clear evidence of routines Smooth transitions | \_\_Clear purpose for lesson\_\_\_ Students understand the purpose \_\_Efficient use of time HW check process Clear evidence of routines Smooth transitions |
| **Student Work** | \_\_ Independent\_\_ Hands–on\_\_ Discussion\_\_ Authentic activities\_\_ Problem solving\_\_ Worksheets\_\_ Project based work | \_\_ Independent\_\_ Hands–on\_\_ Discussion\_\_ Authentic activities\_\_ Problem solving\_\_ Worksheets\_\_ Project based work | \_\_ Independent\_\_ Hands–on\_\_ Discussion\_\_ Authentic activities\_\_ Problem solving\_\_ Worksheets\_\_ Project based work | \_\_ Independent\_\_ Hands–on\_\_ Discussion\_\_ Authentic activities\_\_ Problem solving\_\_ Worksheets\_\_ Project based work | \_\_ Independent\_\_ Hands–on\_\_ Discussion\_\_ Authentic activities\_\_ Problem solving\_\_ Worksheets\_\_ Project based work |
| **Instructional Strategies** | \_ High expectations\_Checks for student understanding\_\_Think aloud\_\_ Metacognition\_\_ Questioning strategies | \_ High expectations\_Checks for student understanding\_\_Think aloud\_\_ Metacognition\_\_ Questioning strategies | \_ High expectations\_Checks for student understanding\_\_Think aloud\_\_ Metacognition\_\_ Questioning strategies | \_ High expectations\_Checks for student understanding\_\_Think aloud\_\_ Metacognition\_\_ Questioning strategies | \_ High expectations\_Checks for student understanding\_\_Think aloud\_\_ Metacognition\_\_ Questioning strategies |
| **Comments:** |  |  |  |  |  |

# Reflecting on the Learning Walk –

Please fill this out before we discuss the learning walk.

I learned…

(Please make a list of three or four aha moments that you had this morning.)

Make a list of the evidence of teaching and learning you observed during the walk.

Write down any questions that you have on your mind related to what you observed.

DATA COLLECTION SHEET LEARNING WALKS

|  |  |  |  |
| --- | --- | --- | --- |
| **CATEGORY** | **SPECIFIC OBSERVATION** | **SELECTED** | **PERCENTAGE OBSERVED** |
|  |  | **YES** | **NO** |  |
| Instructional Format | Direct Instruction – whole group |  |  |  |
|  | Direct Instruction – small group |  |  |  |
|  | Cooperative learning |  |  |  |
|  | Individualized instruction |  |  |  |
| Teacher Talk | Teacher as facilitator |  |  |  |
|  | Teacher to whole class |  |  |  |
| Student Engagement | Active Engagement |  |  |  |
|  | Compliance |  |  |  |
|  | Non-Compliance |  |  |  |
| Technology | Teacher use for instruction |  |  |  |
|  | Student use during instruction |  |  |  |
|  | Student use independently |  |  |  |
| Management | Clear lesson purpose |  |  |  |
|  | Student understanding of the purpose |  |  |  |
|  | Efficient use of time |  |  |  |
|  | HW check |  |  |  |
|  | Established routines |  |  |  |
|  | Smooth transitions |  |  |  |
| Student work | Independent |  |  |  |
|  | Hands-on |  |  |  |
|  | Discussion |  |  |  |
|  | Authentic activities |  |  |  |
|  | Problem solving |  |  |  |
|  | Worksheets |  |  |  |
|  | Project based |  |  |  |
| Instructional Strategies | High expectations |  |  |  |
|  | Checks for student understanding |  |  |  |
|  | Think Alouds |  |  |  |
|  | Metacognition |  |  |  |
|  | Questioning Strategies |  |  |  |