



Highlander Institute Blended Learning Best Practices Walkthrough Tool

Observer:	Teacher(s):	Grade:
School:	Number of students in class:	District:
<p>Available hardware: Circle & write number of units</p> <p>Chromebook _____ iPad _____ Macbook _____ Smartboard _____</p> <p>Doc Cam _____ Classroom PCs _____ Other (fill-in) _____ & _____</p> <p>Duration of class period: _____ Number of support staff: _____</p>		
<p>Hardware being used during observation: _____</p> <p>Software being used during the observation: _____</p> <p>Lesson Objective: _____</p>		

Classroom Walkthrough Domains and Indicators

Domain	Indicator	There is no evidence of this	There is very little evidence of this	There is some evidence of this	There is a great deal of evidence of this
Classroom Culture	1a. Tasks are supported by clear instructions.				
	1b. Systems are in place to assist students in solving problems independently.				
	1c. Students respect each other and the teacher.				
	1d. Behavior is appropriate for the task.				
	1e. Students play a role in the running of classroom logistics.				
	1f. Transitions between activities are efficient.				
	1g. Students have the opportunity to provide input and feedback on learning experiences.				
Student Voice and Choice	2a. Students are having discussions with each other related to the lesson without the teacher.				
	2b. Students are collaborating to create a product.				
	2c. Students have the opportunity to apply learning from one task to another.				
	2d. Students present evidence to support their thinking.				
	2e. Students have choice over how they learn.				
	2f. Students have choice over what they learn.				
	2g. Students have choices in how they demonstrate their understanding.				

Pacing	3a. The classroom experience allows students to progress through learning tasks or content without waiting for the teacher.				
	3b. Digital tools allow for students to move at their own pace.				
	3b.1 Offline tasks allow for students to move at their own pace.				
	3c. Students are required to demonstrate mastery of competencies before progressing.				
	3d. Student goal-setting drives decisions around work.				
Self-Directed Learning	4a. Small group instruction is differentiated based on students' needs.				
	4b. Activities (online/offline - without the teacher) are differentiated based on students' needs.				
	4c. Teacher uses a variety of techniques to assess student progress toward learning goals.				
	4d. Teacher provides opportunities for students to reflect on their own data.				
	4e. Students receive formative feedback in the software throughout the lesson.				
	4f. Teacher uses formative data to adjust instruction.				

Field Notes: