



# ECISD-Instruction and Support Services-Classroom Walkthrough Form

Campus:			Observer:				Date:		
Teacher	Grade/ Content	Teaching Objective T1	TEKS Target T2	Blooms Levels T3	Materials Used T4	Instructional Strategies M1-M9/Other	Learners Engaged LE	Survey of Learning Environment SLE	Reflective Focus Area  C1
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**Teaching and Learning Snapshot**  
**T1- Teaching Objective/Learning Expectation**  
**T2-Target (Grade/Course level Standard)**  
**T3-Blooms Taxonomy** (See Blooms Taxonomy 1-6)  
**T4-Text/ Materials are Aligned** w/ TEKS & TAKS  
**IS- Instructional Strategies Snapshot** (See Marzano M1-M9)  
**LE- Learner Engagement Snapshot**  
 A- Engagement- Learning that is authentic  
 B-Strategic Compliance- because have to  
 C-Ritual Compliance- to avoid negative  
 D-Retreatism  
 E-Rebellion  
**SLE- Survey Learning Environment Snapshot**  
 (Support Learning Objectives /T1)  
**Reflective Feedback Focus Area-T1, T2, T3, T4, IS, LE, SLE,**  
**C1- Commendations**

25	Refocus Students to Learning
26	Small Group Instruction
27	Student Projects
28	Manipulative
29	Use Of Technology
30	Use Of Visuals
31	Using HOTS
32	Vocabulary Development
33	Wait Time
34	Whole Group Instruction

HIGH-YIELD			
INSTRUCTIONAL STRATEGIES-MARZANO			
M1	Identifying Similarities and Differences		
M2	Summarizing and Note Taking		
M3	Reinforcing Effort and Providing Recognition		
M4	Homework and Practice		
M5	Nonlinguistic Representations		
M6	Cooperative Learning		
M7	Setting Objectives and Providing Feedback		
M8	Generating and Testing Hypothesis		
M9	Questioning, Cues, and Advanced Organizers		
OTHERS:			
1	Active Participation	13	Differentiated Instruction
2	Centers/Stations	14	Display Student Work
3	Addressing Sp need Students	15	Grouping Students
4	Addressing Learning Styles	16	Guided Practice
5	Check for understanding	17	Hands On
6	Classroom routines	18	KWL
7	Connect to prior knowledge	19	Lecture
8	Cooperative Learning	20	Metacognition
9	Cueing Students	21	Monitoring/Adjusting
10	Graphic Organizers	22	Monitoring Student Work
11	Demonstrations	23	QAR
12	Direct Instruction	24	Reciprocal Teaching

**BLOOM'S TAXONOMY**

**Lower Level**

- Remembering/Knowledge**-Can the student recall or remember the information?  
>define, duplicate, list, memorize, recall, repeat, reproduce, state
- Understanding/Comprehension**- Can the student explain ideas or concepts?  
> classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase

**MIDDLE LEVEL**

- Applying/Application**- Can the student use the information in a new way? > choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write
- Analyzing/Analysis**- Can the student distinguish between the different parts?  
>appraise, compare, contrast, criticize, differentiate, test, discriminate, distinguish, examine, experiment, question

**HIGHER LEVEL**

- Evaluating/Synthesis**- Can the student justify a stand or decision?  
>appraise, argue, and defend, judge. select, support, value, evaluate
- Creating/ Evaluation**- Can the student create a new product or point of view?  
> assemble, construct, create, design, develop, formulate, write