

Walk-Through Name	Template
<i>Walk-Through name</i>	WDMCS EEI
Category	Subject
<i>Category name</i>	<i>Teacher list</i>
Start Date	End Date
<i>Wed Dec 07 2011 09:43 AM</i>	<i>Wed Dec 07 2011 09:53 AM</i>
Grade Level	Subject Taught
<ul style="list-style-type: none"> ● PK ● K ● 1 ● 2 ● 3 ● 4 ● 5 ● 6 ● 7 ● 8 ● 9 ● 10 ● 11 ● 12 ● 10 - 12 ● Multi-level 	<ul style="list-style-type: none"> ● Business Education ● Computer Science ● Counseling ● ELL ● ELP ● Family & Consumer Sciences ● Health ● Information Literacy ● Language Arts ● Math ● Music ● Physical Education ● Reading ● Science ● Social Studies ● Special Needs ● Technology Education ● Visual Arts ● World Languages ● Writing
Comments:	
<i>Comments: value</i>	

Essentials for Effective Instruction	
1. How will my students know what they will be learning today? EEI 1 <i>Note value</i> <ul style="list-style-type: none"> ● Essential questions, standards, benchmarks or learning goals for lesson posted ● Connect today's lesson to essential questions/standards/benchmarks ● Assignments designed to enhance learning of clearly identified learning goals ● Progress towards learning goals discussed in the lesson ● Assessments identify needs and goals to continue progress ● Identify and explain learning goals in the lesson 	<Not applicable> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2. What research-based instructional strategies am I using today? EEI 2 <i>Note value</i> <ul style="list-style-type: none"> ● Techniques to maintain student engagement, re-focus, wait time, response cards, choral responses, response chaining, change gears, movement, # student responses per skill, cloze responses, routines/procedures clear, pepper, cold call, pacing technology ● Variety of instructional techniques-games, simulations, inconsequential competition, movement, friendly controversy, unusual information, opportunities for students to talk about themselves relative to new content, groupings, seating, interaction, etc. ● Characteristics of Effective Teaching: student centered classroom, teaching for understanding, assessment for learning, rigor and relevance, teaching for learner differences ● Instructional Strategies That Work: identifying similarities and differences, vocabulary taught, comparing/contrasting, classifying, using analogies and metaphors, summarizing and note taking, cues, questions and advanced organizers, reinforcing effort 	<Not applicable> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3. How will I ensure that my students are engaged in higher order thinking today? EEI 3 <i>Note value</i> <ul style="list-style-type: none"> ● Students are involved in cognitively complex thinking, discussion or activities ● Minimal number of recall type questions ● Address different types of learner personalities - logical-mathematical, linguistic, spatial, bodily-kinesthetic, musical, intrapersonal, interpersonal, naturalist 	<Not applicable> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

<ul style="list-style-type: none"> ● Content discussion demonstrates deepening of understanding ● Bloom's Taxonomy (See Comment) 	<input type="checkbox"/> <input type="checkbox"/>
4. How will I connect today's lesson to past and future learning? EEI 4 <i>Note value</i> <ul style="list-style-type: none"> ● Teacher explicitly connects the intro/closing of the lesson to past-future learning ● Strategic pauses in presentation of new knowledge to allow students to process each chunk ● Groups interact and organized to clearly facilitate processing of new knowledge ● Periodically review and record new knowledge-linguistically and non-linguistically 	<Not applicable> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5. How will I check for understanding today? EEI 5 <i>Note value</i> <ul style="list-style-type: none"> ● Variety of procedures and strategies used to assess students ● Teachers use informal assessments to guide instruction - Q/A, homework, discussion, monitoring progress, anecdotal information ● Assessment is transparent part of instruction, natural flow of lesson ● Teacher gives specific feedback with tasks/homework ● Teacher tracks student and class progress ● Paper-pencil tests ● Teacher conferencing with students ● Project or problem based assessments ● Presentation-verbal, using technologies ● Demonstration ● Self-assessment ● Peer feedback ● Other 	<Not applicable> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6. What will I do when: students are already proficient in today's lesson, students did not learn during today's lesson? EEI 6 <i>Note value</i> <ul style="list-style-type: none"> ● Differentiation Strategies - content, process, product ● Flexible grouping ● Proficient students are addressing concepts for deeper understanding-not more of the same ● Alternative instruction for proficient students - compacting, adjusted questions, anchoring activities ● Struggling students engaged in alternative instruction ● Additional/alternative instruction for struggling students - modified directions, listening centers, modeling, -reading buddies, manipulatives, graphic organizers, leveled reading materials, adjusted questions, scaffolding ● Product choices ● Pre-assessments detail student proficiency before lesson ● Teachers provide instruction based on what students know/don't ● Co-Teaching strategies - One Teach One Observe, Parallel Teaching, Station Teaching, Team Teaching, Alternative Teaching ● Other strategies 	<Not applicable> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

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1. Possible questions to ask students: <i>Note value</i> <ul style="list-style-type: none"> ● What are you learning? ● Why are you learning this? ● Is the work easy or challenging or just right for you? Why? ● How can you get help with your work? ● Are you learning? How do you know? ● Do you do good work in this class? How do you know? ● What is the objective of today's lesson? ● If you are not successful the first time you do something, where can you get help? What steps do you take to correct your work? ● How do you learn best? 	<Not applicable> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2. Comments: <i>Note value</i>	String value