

Classroom Walkthrough Example #3

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Evaluator: Mary Smith RN, MEd

School: Anytown Elementary School

Date: 04/06/2013

Time: 9:00 am

Elapsed: 10 minutes (whole school assembly)

Shared: 04/08/2013

Lesson/ Activity Objective

What is the "easily discernible" topic, skill, or concept that is the learning goal of the lesson or activity?

PAL (protect a life) program sponsored by the Food Allergy & Anaphylaxis Network/The importance of understanding how to protect the students within our school community who have food allergies.

- Students will recall the five steps to being a PAL
- Students will identify foods that cause allergic reactions
- Students will identify symptoms of an allergic reaction
- Students will recall the importance of getting adult help immediately for their friends with food allergies

Five grade four students presented at a whole school assembly (morning meeting).

Student Engagement Level

Engagement defined as: "students attending to the instructional activities occurring in class."

- All
- All-1
- Most (90%-99%)
- Some (50%-89%)
- Few (49% or less)
- None

Strategies Used to Ensure Engagement

What is the teacher doing to ensure that all students are engaged in meaningful learning activities?

- Noticing and Reacting when Students are not engaged
- Equitable Distribution of Questions and Responses
- Proactive Student Grouping
- Managing Response Rates
- Using Physical Movement
- Effectively Addressing Problem Behaviors
- Appropriate Pacing
- Setting Classroom Expectations
- Building/ Reinforcing Student-Adult Relationships
- Using Praise/ Recognition
- Witness/ Proximity Awareness
- Lesson Planned and Structured to Support Student Learning
- Other

Comments on Engagement Strategies

- Well planned lesson
- Full engagement of vast majority of students
- Identifies individual (student presenters) and group(student body) needs and planned appropriate strategies
- Framed curriculum around students' own prior knowledge
- Used assembly time to promote optimal learning

- Kind and respectful
- Communicated clearly and used age appropriate language
- Moved throughout lesson activity smoothly and quickly (part of larger program)
- Engaging way to introduce lesson

Instructional Practices Used to Help Students Interact with Content

- Identifying Similarities and Differences
- Summarizing and Note Taking
- Homework and Review
- Nonlinguistic Representations/Visual Cues/ Manipulative
- Cooperative Learning/ Interpersonal Work
- Hypothesis/ Predictions
- Activating Background Knowledge
- Technology Infusion
- Identifying Critical Information
- Examining Errors in Reasoning
- Using Academic Games
- Debate/ Friendly Controversy
- Setting Objectives/ Providing Feedback
- Academic Writing
- Higher Order Thinking and Questioning
- Use of Questions, Prompts, and Cues to Scaffold Learning
- Inquiry, Role-Playing, and Experiential Learning Activities
- Educational Organizers
- Differentiation to Meet Student Needs
- Practice
- Modeling Thinking
- Other

Frequency of "Checks for Understanding" (formative assessment)

- No Checks for Understanding Observed
- 1-2 Checks for Understanding Observed
- Multiple Checks for Understanding Observed

Comments on the use of Instructional Practices

- Checks for understanding
- Encourages students to work together
- Uses instructional practice that motivated and engaged students during lesson
- Accommodates needs and levels of readiness
- Respectful and kind

Student Instructional Mode

How are students engaging in instruction?

- Individually
- In a small group (grade four presenters)
- As a whole class (morning meeting assembly)
- In partners

Teacher Instructional Mode

What is the teacher doing to deliver instruction?

- Whole School Direct Instruction
- Small Group Direct Instruction
- Individual Instruction
- Lecture

- Facilitating/ Providing Feedback (School Nurse)
- Leading Discussion (School Nurse)
- Video
- Test/ Quiz
- At Desk/ Computer
- Attending to Misc. Needs
- Monitoring Student Transitions
- Circulating
- Not in Room

General Comments for the Teacher

The lesson plan collaboration between yourself and these grade four students was well planned to maximize full engagement of students at the morning meeting assembly. Elementary students are generally protective as a group. They want to do the right thing. It is meaningful to get the allergy information from peers who exist among them in the school community. The information was presented in clear, simple language. The recognition awards were good re-enforcement of PAL concepts.

The lesson identifies individual (five presenters) and group (student body) needs. It reinforces prior knowledge as food allergy awareness is an integral health educational theme of school nurses each year. Pacing and time limit were effective. It is an engaging way to introduce the PAL concepts.

The instructional practice was selected to motivate and engage students during the lesson. Each of the five students presented a concept. I like the way that you had their lines printed for them on the back of an individual poster board. The student who made the "No Nuts" hat added a nice touch of creativity which you supported.

You did a very good job facilitating this lesson. You kept all participants on task. Your kind demeanor and calmness allowed the student presenter to feel comfortable. This lesson was an excellent example of school nursing collaboration with classroom educators and families. Food allergy awareness is critical to the safety of all members of our school community. Thank you for taking on this important initiative with such enthusiasm this year. I appreciate the professionalism you bring to school each day.

Evaluator Signature

Teacher Reflection

Please enter your comments on the evaluation.

Teacher Signature (indicates receipt)
