

## Classroom Walkthrough Example #2

Name: Kathy Doe RN, BSN

Evaluator: Jane Doe RN, MEd

School: Anytown Elementary School

Date: 04/06/2013

Time: 2:00 pm

Elapsed: 10 minutes

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?

Review of School Nurse Nutrition Initiative with School Physician Consultant

- School Physician Consultant will recall the healthy food choice and physical activity concepts identified in the School Nurse Nutrition initiative
- School Physician Consultant will identify nutrition educational materials purchased with AEF and ESHS grant funds
- School Physician Consultant will identify bulletin board kits which showcases monthly nutritional theme
- School Physician Consultant will identify examples of student work product (samples of My Plate displayed)
- School Physician Consultant will review photographs of healthy snacks brought to school for holiday celebration

Three individuals

### Participant 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
- Activity Planned and Structured to Support Participant Learning
- Other

### Comments on Engagement Strategies

- Well planned activity

- Full engagement of participants
- Identifies individual (School Physician Consultant) and small group (two nurses) needs and planned appropriate strategies
- Framed curriculum around participants' own prior knowledge
- Used meeting time to promote optimal learning
- Kind and respectful
- Communicated clearly and used precise language
- Moved throughout activity smoothly and quickly
- Engaging way to introduce activity

### **Instructional Practices Used to Help Participant 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 participants to work together
- Uses instructional practice that motivated and engaged participants during activity
- Respectful and kind

### **Participant Instructional Mode**

How are participants engaging in instruction?

- Individually
- In a small group
- As a whole class
- In partners

### **Teacher Instructional Mode**

What is the teacher doing to deliver instruction?

- Whole Class Direct Instruction
- Small Group Direct Instruction
- Individual Instruction
- Lecture
- Facilitating/ Providing Feedback
- Leading Discussion
- Video
- Test/ Quiz
- At Desk/ Computer
- Attending to Misc. Needs
- Monitoring Student Transitions
- Circulating
- Not in Room

**General Comments for the Teacher**

The activity was well planned to maximize full engagement of participants. The information regarding the School Nurse Nutrition Initiative and funding sources was presented in clear, simple language. The materials purchased were showcased effectively.

The activity identifies individual (School Physician Consultant) and group (Anytime School Nurses) needs. It provides a visual for prior knowledge. The bulletin board located outside of the health office with monthly changing themes becomes a concrete rather than abstract concept to the School Physician Consultant. Pacing and time limit for the activity were effective.

This guided tour of your work product was an engaging way to introduce the initiative that has been the cornerstone of our nursing unit student learning team goal to this health professional. You did a very good job facilitating this activity. You kept all participants on task. This lesson was an excellent example of school nursing collaboration with a community health provider.

Thank you for taking on the school nurse nutritional initiative with such enthusiasm this year. I appreciate the professionalism you bring to school each day.

**Evaluator Signature**

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**Teacher Reflection**

Please enter your comments on the evaluation.

**Teacher Signature (indicates receipt)**

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