

# 4 R's CLASSROOM OBSERVATION WALK-THROUGH TOOL

<b>RELATIONSHIPS</b> <b>Respect and Connectedness</b>	<b>RELEVANCE</b> <b>Choice and Personal Relevance</b>
1. ___ It looks like the teacher genuinely cares for each student. 2. ___ The teacher expresses high expectations of each student. 3. ___ The teacher takes time to help students individually. 4. ___ Students are encouraged to make mistakes and learn from them. 5. ___ The teacher openly commends students' genuine efforts and excellent work. 6. ___ The teacher welcomes others to observe. 7. ___ The teacher encourages and listens to student feedback even when they don't agree. 8. ___ The teacher has a clear, consistent and equal consequence or treatment for behaviors. 9. ___ Students are respectful to the teacher and peers. 10. ___ The teacher encourages students to help each other. 11. ___ The teacher uses culturally appropriate language, and encourages students to do so as well. <b>Comments:</b>	1. ___ Students are engaged in their work. 2. ___ Students pursue their own learning and understanding of the topic because it is relevant to them. 3. ___ Students ask meaningful questions. 4. ___ Activities for learning are motivating and intellectually engaging. 5. ___ Students can relate their own experience or ideas to the lesson. 6. ___ The teacher provides choice for students in learning topics and styles. 7. ___ The teacher displays diverse cultural materials, photos, words, art etc that represent cultural diversity. 8. ___ The teacher uses culturally relevant resources and strategies to make learning relevant to diverse students. 9. ___ Students give input on teacher instruction. 10. ___ Teacher encourages students to set personal goals for learning. <b>Comments:</b>
<b>RIGOR</b> <b>Challenge and Engagement</b>	<b>RESULTS</b> <b>Authenticity and Effectiveness</b>
1. ___ Students are analyzing, exploring, and discussing a topic, question, or problem. 2. ___ Students are articulating and sharing their thinking with one another. 3. ___ Learning is active. 4. ___ There is evidence of students coming to new views or understandings. 5. ___ Students know teacher expectations for work. 6. ___ There is evidence of activities that are thinking centered and engaging. 7. ___ The teacher makes sure that students understand what they are doing and what they are learning. 8. ___ The teacher chooses books that allow students to more deeply examine global issues. 9. ___ The teacher is engaging students at all learning levels. 10. ___ Teacher provides opportunities for students to connect to learning personally, and reflect on what others learned. <b>Comments:</b>	1. ___ Students are able to read fluently. 2. ___ Students are able to use graphic organizers to help them explain their thinking in writing. 3. ___ Students reflect on high level questions. 4. ___ Students are able to work together in cooperative groups to complete projects. 5. ___ Students demonstrate skills and understanding through projects, performances, written work or classroom discussion. 6. ___ Students are able to develop multiple solutions to problems in class and clearly explain how they solved a problem. 7. ___ Students are able to think, reflect and communicate effectively in a variety of ways. 8. ___ Students can make connections between themselves and people that are different than them. 9. ___ Students understand and use culturally appropriate language. 10. ___ High quality student work is displayed. 11. ___ Students are prepared to pass the WASL. <b>Comments:</b>
<b>N/A= did not observe behavior • 1= behavior was absent • 2= saw behavior occasionally            3= saw behavior consistently • 4= saw outstanding examples of behavior</b>	

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## RELATIONSHIPS Respect and Connectedness

1. \_\_\_ **It looks like the teacher genuinely cares for each student.**
  - The teacher reaches as many diverse students as possible.
  - The teacher is interacting with all students.
  - The teacher is calling students by name.
  - The teacher is greeting students at the door.
  - The teacher makes reference to students lives outside of school
  - The teacher welcomes and values students' input.
2. \_\_\_ **The teacher expresses high expectations of each student.**
  - The teacher is empowering and supportive.
  - Students are encouraged to support one another.
  - The teacher encourages participation from all students
3. \_\_\_ **The teacher takes time to help students individually.**
4. \_\_\_ **Students are encouraged to make mistakes and learn from them.**
  - Students feel comfortable taking risks.
  - Students do not tease one another for wrong answers.
  - The teacher is respectful of students having difficulty learning and encourages them.
  - Students can openly and safely talk about experiences of stereotypes, bias and institutional racism.
  - The teacher makes students feel their opinions are valued.
  - The teacher speaks to students about sensitive issues confidentially (individually) so as not to embarrass the student.
5. \_\_\_ **The teacher openly commends students' genuine efforts and excellent work.**
  - Examples of excellent work are on the walls.
  - The teacher makes positive comments to students encouraging their efforts.
6. \_\_\_ **The teacher welcomes others to observe.**
7. \_\_\_ **The teacher encourages and listens to student feedback even when they don't agree.**
8. \_\_\_ **The teacher has a clear, consistent and equal consequence or treatment for behaviors.**
  - Respectful language is used.
  - Students are respectful with their bodies.
  - Students are respectful of cultural diversity/differences
9. \_\_\_ **Students are respectful to the teacher and peers.**
10. \_\_\_ **The teacher utilizes students as learning aids for each other.**
11. \_\_\_ **The teacher uses culturally appropriate language, and encourages students to do so as well.**

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## Relevance Choice and Personal Relevance

1. \_\_\_ **Students are engaged in their work.**
2. \_\_\_ **Students pursue their own learning and understanding of the topic because it is relevant to them.**
  - Focused learning is occurring.
  - Students are working independently
  - Different students have their hands raised each time.
  - Students are able to define their own learning goals.
3. \_\_\_ **Students ask meaningful questions.**
  - Students demonstrate an eagerness to participate in the classroom activity.
  - Students are asking hard questions.
  - Students seem to enjoy learning
4. \_\_\_ **Activities for learning are motivating and intellectually engaging.**
5. \_\_\_ **Students can relate their own experience or ideas to the lesson.**
  - The teacher makes references to students' lives outside of school specific to the topic.
  - The teacher gives students opportunities to share their personal stories relevant to the topic.
6. \_\_\_ **The teacher provides choice for students in learning topics and styles.**
7. \_\_\_ **The teacher displays diverse cultural materials, photos, words, art etc that represent cultural diversity.**
8. \_\_\_ **The teacher uses culturally relevant resources and strategies to make learning relevant to diverse students.**
9. \_\_\_ **Students give input on teacher instruction.**

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## RIGOR Challenge and Engagement

1. \_\_\_ **Students are analyzing, exploring, and discussing a topic, question, or problem.**
  - Students are asking questions and seeking answers from multiple sources.
  - Students are asking what would happen if... type questions.
  - Students are giving examples related to their experiences.
2. \_\_\_ **Students are articulating and sharing their thinking with one another.**
3. \_\_\_ **Learning is active.**
4. \_\_\_ **There is evidence of students coming to new views or understandings.**
  - Ah ha's
5. \_\_\_ **Students know teacher expectations for work.**
  - Evidence by the conversations being held, large and small group discussions, and questions being asked of students.
6. \_\_\_ **There is evidence of activities that are thinking centered and engaging.**
  - Journaling
  - Classroom discussion
7. \_\_\_ **The teacher makes sure that students understand what they are doing and what they are learning.**
  - Essential question are posted.
  - The teacher verbally asks why they are doing a particular lesson.
  - The teacher states and/or posts objective(s) for a particular lesson.
8. \_\_\_ **The teacher chooses books that allow students to more deeply examine global issues**
9. \_\_\_ **The teacher is engaging students at all learning levels.**

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### RESULTS Authenticity and Effectiveness

1. \_\_\_ Students are able to read fluently.
2. \_\_\_ Students are able to use graphic organizers to help them explain their thinking in writing.
3. \_\_\_ Students reflect on higher level questions posed to them.
4. \_\_\_ Students are able to work together in cooperative groups to complete projects.
5. \_\_\_ Students demonstrate skills and understanding through projects, performances, written work or classroom discussion.
6. \_\_\_ Students are able to develop multiple solutions to problems in class and clearly explain how they solved a problem.
7. \_\_\_ Students are able to think, reflect and communicate effectively in a variety of ways.
8. \_\_\_ Students can make connections between themselves and people that are different than them.
9. \_\_\_ Students understand and use culturally appropriate language.
10. \_\_\_ High quality student work is displayed.
11. \_\_\_ Students are prepared to pass the WASL.

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