

2009-2010 PD Evaluation: Personalization Walkthrough Form¹

School	_____
Date	_____
Grade	_____
Curricular Area	_____

Reminder: Coaches should fill out this form each time they walk through a classroom. The visit should last at least five minutes—but more if desired. Finally, although it is not required, coaches should feel free to speak to individual teachers if it helps them decipher the information below.

DIFFERENTIATION

1. Did you observe the teacher using varied lesson complexity in the instruction observed? If so, what type²:

<input type="checkbox"/>	Yes, students are engaged in different tasks but are working on similar goals
<input type="checkbox"/>	Yes, students are engaged in the same task but are using readiness-based resources
<input type="checkbox"/>	Yes, students are engaged in different tasks at different levels of challenge or complexity
<input type="checkbox"/>	Yes, students are engaged in tasks representing different degrees of scaffolding
<input type="checkbox"/>	Yes, some students are engaged in tasks that have been modified or adapted for their needs
<input type="checkbox"/>	
<input type="checkbox"/>	No, all students are engaged in the same tasks
<input type="checkbox"/>	Inscrutable

AUTHENTIC INSTRUCTION

2. What was the highest thinking level on Bloom's Taxonomy that you observed? Check the box on the table below.

<input type="checkbox"/>	Evaluation
<input type="checkbox"/>	Synthesis
<input type="checkbox"/>	Analysis
<input type="checkbox"/>	Application
<input type="checkbox"/>	
<input type="checkbox"/>	Comprehension
<input type="checkbox"/>	Knowledge
<input type="checkbox"/>	Inscrutable (i.e., independent reading)

3. Check the box below that most accurately portrays what you observed about HOTS.

<input type="checkbox"/>	90 – 100% of the students were performing HOTS almost all of the time.
<input type="checkbox"/>	Students were engaged in at least one major activity during the lesson in which they performed HOTS. The activity occupied a substantial portion of the lesson and many students performed HOTS.
<input type="checkbox"/>	Students were primarily engaged in routine LOTS during a good share of the lesson. There was at least one significant question or activity in which some students performed HOTS.
<input type="checkbox"/>	
<input type="checkbox"/>	Students are primarily engaged in LOTS, but at some point they perform HOTS as a minor diversion.
<input type="checkbox"/>	Students are engaged only in LOTS.
<input type="checkbox"/>	Inscrutable

4. Check the box below that most accurately portrays what you observed about Substantive Conversation.

1 = HOTS in content area; 2 = sharing of ideas; 3 = collective dialogue builds understanding

<input type="checkbox"/>	All 3 features of substantive conversation occur, with at least one example of a sustained conversation, and almost all students participate.
<input type="checkbox"/>	All 3 features of substantive conversation occur, with at least one example of a sustained conversation, and many students participate.
<input type="checkbox"/>	Features 2 (sharing) and/or 3 (coherent promotion of collective understanding) occur and involve at least one example of a sustained conversation (with at least 3 consecutive interchanges).
<input type="checkbox"/>	
<input type="checkbox"/>	Features 2 and/or 3 occur briefly and involve at least one example of two consecutive interchanges.
<input type="checkbox"/>	Virtually no features of substantive conversation occur during the lesson.

¹ Not all parts of Differentiation and Authentic Instruction are being observed in these walkthroughs.

² The differentiation indicators are from *Making Differentiation a Habit: How to Ensure Success in Academically Diverse Classrooms* by Diane Heacox, Ed.D.

