

Walk-Through Instrument

Faculty: _____ Date: _____

School: Riverside Traditional Kings Ridge Prep School Year: _____ Quarter: 1 2 3 4

Evaluator: Mr. Pina: Mr. Tanks Mr. Gutierrez Dr. Rivera Dr. Neal Walk-Through Instrument: # _____

COMPETENCY I Faculty-Led Instruction

Indicators:

1. _____ Is engaged with students in a whole group setting
2. _____ Is engaged with students in a small group setting
3. _____ Is engaged with an individual student
4. _____ The Faculty is not working directly with any Students
5. _____ Integration of Technology is integrated into lesson, (Student Computers, Document Camera, Promethium Board, etc.

COMPETENCY II Selected Performance Objectives Communicated to All Students

Indicators:

1. _____ Core Standards are evident and integrated into instruction
2. _____ Displays performance objectives in student-friendly language to inform students of what they need to know and be able to do
3. _____ Explicitly states the performance objectives at the beginning, middle or end of the lesson
4. _____ Aligns the learning to curriculum maps or district curriculum and the correct level of cognition required by the performance objectives

COMPETENCY III Key Vocabulary Emphasized

Indicators:

1. _____ Displays visually up to five vocabulary words from the lesson
2. _____ Explicitly introduces or reviews key vocabulary by defining, demonstrating, and/or showing how each term is used within the content of the learning
3. _____ Engages students to explicitly do three of the following with the key vocabulary being emphasized: listen to, say, read, write or provide a nonlinguistic representation during the learning
4. _____ Directs students to use the academic language in their responses or conversations

COMPETENCY IV Instructional Scaffolding to Assist and Support Student Understanding

Indicators:

1. _____ Explicitly explains and models the learning
2. _____ Provides Faculty-led practice on the learning
3. _____ Provides small group instruction
4. _____ Provides examples of student products at various performance levels

COMPETENCY V Monitoring and Making Individual or Collective Adjustments

Indicators:

1. _____ Observes student progress
2. _____ Responds to student progress as needed by providing, support, prompts, and/or additional information or assistance
3. _____ Adjusts teaching as needed
4. _____ Maintains Student Portfolios
5. _____ Maintains Student Performance in Faculty Folio

COMPETENCY VI Student Engagement

Indicators:

1. _____ Elicits (directs) students to be engaged in academic learning that is aligned to the performance objective
2. _____ Elicits (directs) 98 percent or more of the students to participate in academic learning at the same time
3. _____ Makes student engagement mandatory by ensuring that 98 percent or more of the students are engaged throughout the academic learning

COMPETENCY VII Fosters a Climate of Fairness, Caring and Respect

Indicators:

1. _____ Provides a continuously safe and positive learning environment
2. _____ Listens patiently to all students
3. _____ Avoids the use of put downs, sarcasm, or a negative tone
4. _____ Demonstrates an attitude of fairness

COMPETENCY VIII Maintains Standards for Behavior, Routines and Transitions

Indicators:

1. _____ Provides standards for behavior and routines
2. _____ Provides transitions that are efficient to avoid loss of instructional time
3. _____ Models appropriate behavior consistently
4. _____ Enforces appropriate behavior consistently
5. _____ Carries out disciplinary actions consistent with school's procedures as needed

COMPETENCY IX Reinforces Effort of Students or Provides Specific Feedback to Students

Indicators:

1. _____ Acknowledges students for their efforts or provides reinforcement for an accomplishment
2. _____ Explains what students are doing that is correct
3. _____ Explains what students are doing that is incorrect and how to correct it
4. _____ After School Tutoring and Summer School Student Data is documented in Faculty Folio and Student's Portfolios

Performance Grade: *Grade indicates attribute was present or observed and evidenced by recorded data or observation. Not Observed (N.O.) indicates attribute was NOT present or observed and evidenced by recorded data or observation.*

4 P.G. = (A) Exemplary Grade
 3 P.G. = (B) Professional Grade
 2 P.G. = (C) Developing Grade
 1 P.G. = (F) Inadequate Grade
 N.O. = Not Observed (does not get calculated)

Indicator P.G. Total, _____ + # of Indicators, _____ - Performance Total (P.T.), _____

< 3.5 PG ** (A) Conversion Scale to O.P.R. (2 PP)*	3.4-3.0 PG** (B) Conversion Scale to O.P.R. (1 PP)*	2.9-2.0 PG** (C) Conversion Scale to O.P.R. (.5 PP)*	1.9 > PG** (F) Conversion Scale to O.P.R. (0 PP)*
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-Multiple Instruments per Quarter: Add all Performance Totals ÷ # of Instruments = Averaged P.G.

* PP = Performance Points ** PG = Performance Grade O.P.R = Overall Performance Rubric

Quarter I = Transfer * P.P. to Overall Performance Rubric (O.P.R) Component II Indicator #7

Quarter II = Transfer * P.P. to Overall Performance Rubric (O.P.R) Component II Indicator #8

Quarter III = Transfer * P.P. to Overall Performance Rubric (O.P.R) Component II Indicator #9

Quarter IV = Transfer * P.P. to Overall Performance Rubric (O.P.R) Component II Indicator #10

*The Faculty Performance Observation, Faculty Folio Process and **Walk-Through Protocol** Committee believes the faculty observation and folio evaluation process is a collaborative endeavor between the Faculty and evaluator. It is an opportunity for the Faculty and evaluator to dialogue about quality classroom instruction in an atmosphere of mutual trust and respect. The Faculty Performance Observation, Faculty Folio Process and **Walk-Through Protocol (Protocol)** fosters self-reflection, requires standards-based planning and promotes accountability for effective classroom instruction and increased student achievement.*

The intent of this process is to reduce the usage and degree of use of arbitrary judgments. In order to meet the high standards set forth by the Riverside Elementary School District No. 2, the following process is designed for Faculty to demonstrate a professional level of performance in instruction, technology integration and student achievement.

*The **Walk-through Protocol** may include, but not be limited to, student achievement data, faculty folio, student portfolios, technology integration, professionalism and other documentation recommended or required as part of a performance improvement plan by district or school qualified evaluator.*

*The Evaluator will determine which Competencies he/she will evaluate and grade during the actual walk-through. The Legend at the bottom right-hand corner of the **Walk-through protocol** will provide you with a grading scale to be utilized during the evaluation. Please note that a letter grade will be used to rate the performance presented by the faculty member. If an indicator is not present or observed (as listed under each Competency) then the Evaluator will note N.O. for Not Observed.*

*Once completed, you will add the number of points earned per grade/per indicator (N.O. does not get calculated). Take the total points and divide by the total number of indicators evaluated. This will give you the total number of performance grade points. Align this total to the Conversion Scale to determine the overall grade for **this individual walk-through** performed and completed.*

Evaluators may conduct/complete as many Walk-through's as they deem necessary with a minimum of one per faculty, per quarter. In the event that multiple walk-throughs are conducted, the Evaluator will tally the overall performance points for each walk-through within the same quarter for an overall performance points total for the entire quarter and divide this total by the overall number of walk-throughs conducted for the quarter. This will result in the overall total for the entire quarter and noted on the Conversion Scale to determine the overall Performance Grade for the Quarter. This Performance Grade for the Quarter will be transferred and recorded on the Overall Performance Rubric (Page 23) of the Faculty Performance Evaluation System under Component 2, Indicator #7.

This process will continue throughout the school year until a Performance Grade is determined for each quarter for a total of four (4) Grades per school year. The Overall Performance Rubric page allows for a separate recording of each quarter's overall performance grade which contributes to the Overall Performance Grade for each Faculty Member.