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CLASSROOM WALKTHROUGH KIT

Observation notes, instructional look-fors, feedback, and follow-up tools for school administrators.



FIELD GUIDE / ADMINISTRATORS

- NOTICE
- RECORD
- FOLLOW UP

SCHOOL STAFFING GUIDES

01 / A PRACTICAL ROUTINE

Keep the walkthrough focused

A short visit offers a snapshot of instruction, not a complete picture of a classroom or a formal evaluation.

1

BEFORE

Choose one or two look-fors aligned to a school priority. Explain the process to staff.

2

DURING

Observe instruction and what students do, say, write, or make. Record only what you can verify.

3

AFTER

Share one strength, ask a reflective question, and identify any useful support or follow-up.

IMPORTANT BOUNDARIES

Use this kit for instructional support unless district policy explicitly defines another purpose. Do not turn a brief visit into an IEP-compliance determination, a diagnosis of student needs, or a substitute for formal evaluation. Avoid student names and confidential details in portable notes.

02 / PRINTABLE FORM

Classroom snapshot

Mark only what was observable during the visit. "Not observed" does not mean the practice was absent.

Teacher / team: _____ **Date:** _____

Grade / content: _____ **Time in/out:** _____

OBSERVATION FOCUS:

_____

	Observed	Not seen	N/O
Lesson purpose / learning target communicated Evidence: _____	☐	☐	☐
Student thinking and tasks are visible Evidence: _____	☐	☐	☐
Checks for understanding inform next steps Evidence: _____	☐	☐	☐
Routines support access and learning time Evidence: _____	☐	☐	☐
Students can access relevant supports Evidence: _____	☐	☐	☐
Teacher / student interactions are respectful Evidence: _____	☐	☐	☐

Not seen = opportunity was present, but the practice was not evident. N/O = no opportunity to observe it. Record evidence, not assumptions.

03 / SPECIAL EDUCATION AND INCLUSION

Notice access, not labels

Use these prompts alongside the general observation form. Do not infer a student's disability, services, or IEP from appearance or a short visit.

1

ACCESS TO THE TASK

What ways of participating, communicating, or showing learning are available?

2

INSTRUCTIONAL SUPPORT

Are instructional adjustments or scaffolds visible or explained during the visit?

3

PURPOSEFUL TEAM ROLES

Are teachers, paraprofessionals, and related staff supporting clearly defined activities?

4

POSITIVE SUPPORTS

What routines, prompts, or other proactive supports help students engage?

5

EVIDENCE OF RESPONSE

What student actions or work show participation or understanding?

WHEN YOU NEED TO VERIFY MORE

Questions about required accommodations, IEP implementation, service minutes, or individual progress call for authorized record review and appropriate staff discussion, not conclusions drawn from a walkthrough. IDEA requires responsible educators and providers to know their specific IEP implementation duties.

04 / PRINTABLE FORM

Feedback that leads somewhere

Use specific evidence and a question that invites the teacher to reflect. Record a support commitment if one is needed.

WHAT I OBSERVED

Include teaching moves, student responses, work, or exact prompts. Avoid labels and assumptions.

A STRENGTH TO REINFORCE

Name the practice and the observable evidence supporting it.

A REFLECTION QUESTION

Ask one question tied to the lesson purpose and observed student learning.

SUPPORT + NEXT STEP

Identify the action, who owns it, and a follow-up date.

Share feedback according to school procedures. Coaching notes are not formal evaluations unless district policy says otherwise.

05 / PRINTABLE TRACKER

Look for patterns over time

Use multiple visits and teacher conversations to understand where instructional support may be useful.

School / team: _____ **Review period:** _____

DATE	FOCUS / EVIDENCE	FOLLOW-UP / SUPPORT	DUE

Patterns worth discussing with staff:

_____

A school-level support or resource to consider:

_____

RESEARCH & USE NOTES

IES / REL Southeast | School Leader Walkthrough Guide (2020)
IDEA | 34 CFR 300.323(d), IEP Access and Responsibilities