Gifted Classroom Learning Walk

Observer_____ Teacher_____ Date_____ Grade _____

**Outcomes: Thinking Skills   Creativity   Information Literacy
Success Skills   Affective Skills   Communication**

	Strong Evidence	Observed	Needs Attention	Not Observed
Preparation/Planning				
Teacher and student materials are accessible and organized				
Student work is current, posted, and aligned to the Outcomes for Gifted Education.				
Outcomes are posted and aligned to instruction.				
Additional content areas related to instruction are noted in planning and in the classroom.				
Planning is based on learning goals that will allow students to master all aspects of the Outcomes for Gifted Education.				
Teacher schedules class time wisely to meet learning goals.				

Strong Evidence- Effectively Implemented; *Observed*- Compliant; *Needs Attention*-Occurring, but Weak;

Gifted Classroom Learning Walk

Observer_____ Teacher_____ Date_____ Grade _____

	Strong Evidence	Observed	Needs Attention	Not Observed
Instruction				
Instruction is based on the Outcomes for Gifted Education and is qualitatively different than other instructional settings within the school.				
Learning needs and preferences of students have been identified and plan of instruction is adjusted to be individualized.				
Teacher provides appropriate and clear instructions. Students understand the why of their work.				
Teacher uses explicit instruction that includes questioning and discussion techniques that promote: Check the box that applies: ☐ Critical Thinking ☐ Creativity ☐ Affective Skills				
Teacher and students communicate clearly and effectively.				
Teacher provides students with positive, assistive feedback.				
Learning goals are clear and teacher uses a variety of instructional strategies.				
Teacher offers explicit explanations or models expected outcomes.				
Assessments are based on the Outcomes for Gifted Education programs and provide students with feedback for additional growth. ☐ Critical thinking ☐ Creativity ☐ Affective Skills				
Students take ownership in their work and have the freedom to suggest topics for study or make choices within instruction.				

***Strong Evidence*-** Effectively Implemented; ***Observed*-** Compliant; ***Needs Attention*-**Occurring, but Weak;

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Observer_____ Teacher_____ Date_____ Grade _____

ROUTINES/ENVIRONMENTS	Strong Evidence	Observed	Needs Attention	Not Observed
Classroom environment is qualitatively different than other settings within the school.				
Classroom reflects all six competencies of the Outcomes for Gifted Education programs.				
Classroom behavior management system creates a positive learning environment with a culture of learning to high expectation.				
Classroom space meets the needs of the program.				
Classroom arrangement is conducive to whole-group, small group, and individual work.				
Students have access to a variety of materials and supplies including print resources, technology, and creative spaces to accomplish learning goals.				
Classroom is print rich; Gifted outcomes/skills are posted.				
Student work is visible, including projects in progress.				
Classroom reflects all six competencies of the Outcomes for Gifted Education programs.				
Daily learning outcomes are visible to all students.				
Students have the opportunity to determine daily learning goals.				

Strong Evidence- Effectively Implemented; ***Observed-*** Compliant; ***Needs Attention***-Occurring, but Weak;