**Learner Engagement Classroom Walkthrough Checklist**

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| **Observations** |  |
|  | **5** | **4** | **3** | **2** | **1** |
| **Positive Body Language** |  |  |  |  |  |
| Learners exhibit body postures that indicate that they are playing attention to the teacher and/or to other learners. |
| **Consistent Focus** |  |  |  |  |  |
| Learners are focused on the learning activity, with minimal disruptions.  \_\_\_\_\_ : \_\_\_\_\_\_ disruptions in five minute observation. |
| **Verbal Participation** |  |  |  |  |  |
| Learners express thoughtful ideas, reflective answers, and questions that are relevant or appropriate to learning. |
| **Learner Confidence** |  |  |  |  |  |
| Learners exhibit confidence and can initiate and complete a task with limited coaching; the can work productively in group. |
| **Fun and Excitement** |  |  |  |  |  |
| Learners exhibit interest and enthusiasm and use positive humor. |
| **Perceptions** |  |
|  | **5** | **4** | **3** | **2** | **1** |
| **Individual Attention** |  |  |  |  |  |
| Learners feel comfortable seeking help and asking questions. **Ask Students:** What do you do in your classroom if you need extra help? |
| **Clarity of Learning** |  |  |  |  |  |
| Learners can describe the purpose of the lesson or unit (this is not the same thing as describing the activity). **Ask students:** What are you learning about? What are you learning form this activity? |
| **Meaningfulness of Work** |  |  |  |  |  |
| Learners find the work interesting, challenging, relevant, and connected to their learning. **Ask students:** How challenging is the work? In what ways do you have the opportunity to show  your creativity? |
| **Performance Orientation** |  |  |  |  |  |
| Learners understand what quality work is and how it is being assessed in the classroom. They can also describe the criteria by which their work is evaluated. Ask students: How do you know you have done good work? What are the elements your teacher  will look for to determine if you have given quality work? |
| **Overall Level of Learner Engagement** |  |  |  |  |  |

**Rubric**

**5—**High level of engagement for the observed timeframe.

**4—**High level of engagement for a majority of the observed timeframe.

**3—**Moderate level of engagement for the observed timeframe. Improvement is required.

**2—**Low level of engagement for the observed timeframe. Significant improvement is required.

**1—**Teacher must intentionally focus on student-level engagement; administration has serious concerns
 that must be addressed immediately.