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| Principal: | Director: | Date: | Time: |

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| WALK-THROUGH with DIRECTOR  *Principal* | | Not Evident | Somewhat Evident | Evident | Extraordinary | COMMENTS |
| PLAN | | | | | | |
| 1. Vision, mission, and goals are visible (P.1) | |  |  |  |  |  |
| LEAD & TRAIN | | | | | | |
| 1. Bell to bell instruction is taking place (L.1) | |  |  |  |  |  |
| 1. Instruction is designed to meet or exceed DESK standards (L.1) | |  |  |  |  |  |
| 1. Best practice instructional strategies are utilized (L.1) | |  |  |  |  |  |
| 1. Learners are actively participating or instruction is modified if learners appear disengaged (L.1) | |  |  |  |  |  |
| 1. Technology supports the learners ability to acquire content skills and knowledge (L.1) | |  |  |  |  |  |
| 1. School leader proactively ensures student safety and well-being (L.2) | |  |  |  |  |  |
| CHECK | | | | | | |
| 1. Space and materials, both inside and outside, are well-organized and inviting (C.2) | |  |  |  |  |  |
| 1. Resources and materials are allocated equitably (C.4) | |  |  |  |  |  |
| ENVIRONMENT | | | | | | |
| 1. School leader positively acknowledges and interacts with all staff and students (E.1) | |  |  |  |  |  |
| 1. School leader is approachable (E.1) | |  |  |  |  |  |
| 1. School leaders, employees, and students are positive and respectful, and understanding of individual differences (E.2) | |  |  |  |  |  |
| 1. Behavioral expectations are clear and consistently applied (E.3) | |  |  |  |  |  |
| 1. Facilities are clean and safe (E.3) | |  |  |  |  |  |
| 1. Effective procedures minimize disruptions in learning (E.4) | |  |  |  |  |  |
| 1. General comments: |  | | | | | |