High School Science Walkthrough
September 2009

3 = very evident
2 = some evidence
1 = little evidence
0 = no evidence
na = not applicable

Teacher	TIME --- indicate **F**irst 15 min. **M**iddle 15 min. **L**ast 15 min.	CLASSROOM: **I**ndividual, **P**aired, **S**mall Group or **W**hole Group	Curriculum charts/pacing guides/maps/ binders/themes are followed.	Students have multiple ways and opportunities to demonstrate what they have learned (e.g. writing, discussion, portfolios, projects, presentations, graphs and charts).	Teachers focus on or reinforce vocabulary to help develop conceptual understanding (e.g. word wall, thinking maps, images).	Real-world examples are referenced within the instruction.	Open ended questions (how and why) are used to encourage a deeper understanding of concepts (refer to Bloom's Taxonomy flip chart).	BEEP (Beginning, Ending, Engagement, and Practice) is evident throughout the lesson.	Science is taught as a process of inquiry. (i.e. How to think like a scientist)	Lab experiences, activities and/or demonstrations are used on a regular basis.
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