



EDU20/20 | 2026-2027 INSTRUCTIONAL WALKTHROUGH

Parish: XYZ Parish
School: Edu20/20 Elementary School

Date: September 30, 2026
Subject: Social Studies

Teacher/ Grade Level	What teacher moves are positively impacting students?	What's getting in the way of learning? Or, what could take this lesson to the next level?	Possible Next Steps for Teacher
C. Berni Grade: 4	-Use of curriculum materials -Strong management routines -Clear lesson structure *Lesson coherence and evidence of planning: The teacher had students read and interpret the standard for the lesson, broke the standard down into an objective, and previewed the exit ticket with the students at the beginning of the lesson. This created a clear lesson coherence that made learning meaningful through every activity the students had to complete.	Student Engagement in Essential Content: From 8:02-8:17, only 3 out of 25 students actively answered questions. At 8:31, the teacher asked students to talk in small groups about what level of the primary source they would want to be on and why. Engagement increased by 100%. How can we get students involved and actively engaged in the content sooner/more frequently throughout the lesson?	The lack of student accountability and engagement in the lesson impacted pacing as well as student ownership of the learning. Consider having the teacher identify critical moments in the lesson and allowing students to practice or process content with their peers before moving to the next section of the lesson. Utilizing chat mats would benefit this teacher in ensuring students have clear team and partner roles.
S. Smith Grade: 6	-Use of curriculum materials -Classroom management -Lesson structure -Student to student feedback *Lesson Pacing: The teacher kept the lesson moving and progressing quickly so learning time could be maximized. Even after students completed the exit ticket, the teacher took time for students to give each other specific feedback based on the criteria for success. feedback	Alignment/Monitoring Understanding: Objective: Explain the role of self-government in the colonies. Exit Ticket: Explain the development of self-government in the colonies. Students understood the goal of the lesson was to find the role of self-government, but the exit ticket did not match the objective.	Have the teacher compare the objective to the standard. Then, have the teacher create an exit ticket that matches the language of the objective to ensure alignment. This will also allow the teacher to identify critical activities where he can stop and monitor students' progress to that objective throughout the lesson.

B. Jones Grade: 5	-Use of curriculum materials -Positive learning environment, use of song to connect ideas from one form of media to the other *Behavior Management: The teacher had clear structures in place to ensure students stayed on task during the lesson. Materials were managed efficiently and students knew the expectations for material use.	Basic Student Engagement: Within a 30 minute span of time, only 5 out of 18 students actively responded to the teacher's questions. How can student curriculum materials be leveraged so students can get involved/take ownership of their learning throughout the lesson?	Consider embedding student collaboration opportunities throughout the lesson so there are moments to listen to students/monitor their understanding toward the objective. Utilizing chat mats would benefit this teacher in ensuring students have clear team and partner roles.
T. Collins Grade: 6	-Use of curriculum materials -Classroom management *Teacher Content Knowledge: Strong evidence of content knowledge. The connections made during instruction bridged the new information to relatable ideas. The chunking of the information also made the content easier to digest. Classroom Management: Classroom management made for easy transitions, and students were well aware of the routines and procedures. He is also very open to feedback and is openly working on including collaborative opportunities within instruction.	Monitoring Student Understanding: Consider how you will monitor progress throughout each class period. What should students be able to say and do by the end of the lesson? Structure your lesson to include time for students to express their understanding from the day's lesson. Use this student work to drive instruction in the next lesson. During planning, identify higher level thinking questions to ask during instruction. Include discussion opportunities instead of a "this or that" closed off questions.	Provide The Big Four planning structure for this teacher to follow when determining what instruction will look like and sound like. Identify each of the following prior to teaching: 1) The lesson focus aligned to the identified standard. 2) The source information that will be covered that aligns to the lesson focus. 3) Engagement opportunities, and 4) The assessment that will determine how many students mastered the lesson focus. Utilizing chat mats would benefit this teacher in ensuring students have clear team and partner roles.

Positive Trends for Success	Considerations for Next Steps
- All teachers were utilizing the curriculum materials. - All grade levels were well within the district pacing guidelines for the unit. - Classroom management and behavior management practices are in place and provide a strong foundation for learning. - All teachers show evidence of lesson structures with a clear beginning, middle, and end.	- Overall, student engagement opportunities are ready to be strengthened. - Consider how teacher planning and collaboration sessions can be leveraged to incorporate student engagement moves. - Embedded student engagement opportunities should provide time for students to process and practice essential content. This will also provide additional opportunities for teachers to monitor understanding while students are collaborating.

Implications for Coaching

The following contain specific, actionable coaching priorities for this school. Each block names one clear focus area and describe the coaching move that will address it.

Coaching Priority 1: Student Engagement

Collect specific data on student engagement during a lesson. (How many students are required to respond? How many students are actually responding? How much time is spent on teacher talk vs. student action? Where are the opt-out opportunities for students?) Then, identify one action step the teacher can take to change that data by the very next lesson.

Coaching Priority 2: Monitoring Student Understanding

During a lesson, identify data that shows where checking or monitoring student understanding is needed. Provide the teacher with some options for embedding checks for understanding in an upcoming lesson, and engage in a coaching cycle to track improvement. Be sure to leverage those student engagement opportunities to provide quick ways to monitor that don't require a heavy lift on the teacher.