# Collective Teacher Efficacy & Inclusive Practices Administrator Walk Through Tool

## Purpose
This tool helps school leaders observe and reflect on how classroom practices support both collective teacher efficacy and an inclusive learning environment. It promotes consistent, equity-focused instructional practices and strengthens a shared professional vision across classrooms.

## Before the Walkthrough
- Review the Look-Fors: Familiarize yourself with the three categories and their indicators.
- Set Intentions: This tool is meant to support growth and professional reflection, not evaluation.

## During the Walkthrough
- Spend 5–15 minutes in a classroom.
- Use the tool to observe and record evidence based on oe of the 3 look-fors:
  - Collaborative Instructional Practices
  - Differentiation That Honors Student Voice and Need
  - Student Belonging and Participation
- For each, circle the rating that best reflects what you observe:
  - Not Observed
  - Some Evidence
  - Clear & Consistent
- In the Evidence/Notes section, jot down specific examples of student or teacher behavior, materials, and classroom setup that support your rating.

## After the Walkthrough
- In the "Additional Notes" section, summarize:
  - Strengths Observed -  what's working well
  - Opportunities for Growth - areas to support
  - Next Steps or Feedback for Teacher - actionable ideas or conversation starters
- Use this tool to facilitate coaching conversations, team-level trends, or professional learning planning.

## Using Data Over Time
- Aggregate data from multiple walkthroughs to identify schoolwide patterns.
- Look for strengths and gaps in how teachers are implementing inclusive practices collaboratively.
- Use findings to inform:
  - PLC goals
  - PD planning
    Peer observation focus areas

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| Look-For | Description | Examples | Rating (Circle One) | Evidence / Notes |
|---|---|---|---|---|
| **Collaborative Instructional Practices** | Teacher practices reflect alignment with team goals and shared strategies (e.g., co-teaching, common language, shared routines, visible planning). | Anchor charts with shared language across classrooms<br><br>Visible structures like similar classroom routines or behavior supports<br><br>Paraeducators implementing strategies in sync with the teacher. | Not Observed<br>Some Evidence<br>Clear & Consistent | |
| **Differentiation That Honors Student Voice and Need** | Tasks vary by readiness, interest, or learning profile; supports and scaffolds are visible; students have choices in how they engage or show learning. | Students using different materials or formats to access content<br><br>Multilingual supports<br><br>Students selecting how they show their learning<br><br>Small-group instruction based on real-time data | Not Observed<br>Some Evidence<br>Clear & Consistent | |
| **Student Belonging and Participation** | All students are seen, heard, and involved; classroom materials are culturally relevant; students interact respectfully and classroom norms are upheld. | Student work displayed that reflects diverse cultures/languages<br><br>Students calling on each other respectfully<br><br>Classroom norms posted and referenced<br><br>All students engaged in group work or discussions | Not Observed<br>Some Evidence<br>Clear & Consistent | |