

Administrative Learning Walk:

Classroom Learning Environment

Teacher: _____

Date: _____ Time: _____

Grade/Course: _____

Administrator: _____

Purpose

Learning walks provide brief, focused opportunities for administrators to observe classroom conditions that support student learning, engagement, independence, and efficient use of instructional time. This tool is intended for ***reflection, feedback, and instructional improvement. It is not a formal evaluation.***

1. ORGANIZATION & ACCESSIBILITY

Look-Fors

- Resources are clearly organized and labeled.
- Student materials and supplies have designated locations.
- Work areas are organized and functional.
- Students can independently access commonly used materials.
- Classroom systems reduce unnecessary interruptions to instruction.
- Student work/resources are organized in a way that supports learning.

Evidence/Notes:

2. EXPECTATIONS & ROUTINES

Look-Fors

- Classroom expectations are clearly posted and visible.
- Daily routines/procedures are clearly posted or communicated.
- Students appear to understand classroom routines.
- Directions for common procedures are accessible to students.
- Systems are in place for entering, beginning work, transitioning, and ending class.
- Students demonstrate independence with established routines.

Evidence/Notes:

3. PHYSICAL LEARNING ENVIRONMENT

Look-Fors

- The classroom is clean, orderly, and maintained.
- Furniture and work areas are arranged to support the learning task.
- Pathways are clear and accessible.
- Materials and resources are easily accessible.
- Physical setup supports student collaboration when appropriate.
- Physical setup supports teacher visibility and supervision with proximity and roving/monitoring
- The environment is conducive to student focus and learning.

Evidence/Notes:

4. TRANSITIONS & USE OF TIME

Look-Fors

- Students can move efficiently between learning activities.
- Materials are readily available to minimize transition time.
- Routines support smooth transitions.
- Students know where to go and what to do during transitions.
- Classroom arrangement minimizes unnecessary movement or disruption.
- Instructional time is protected through efficient classroom systems.

Evidence/Notes:

5. OVERALL LEARNING ENVIRONMENT

What is working well?

Evidence of student independence or ownership:

One area to consider strengthening:

Administrative Feedback

Strength/celebration:

Next step/reflection question:

Overall Observation

- ☐ Strong evidence of effective classroom systems
- ☐ Effective systems with opportunities for refinement
- ☐ Systems developing; additional support may be beneficial
- ☐ Follow-up conversation recommended

Follow-Up Date (if needed): _____

ADMINISTRATIVE LOOK-WALK REMINDER

We are looking for evidence of:

Organized → Accessible → Clear → Clean → Efficient → Student-Ready

Does the physical and organizational environment make it easier for students to know what to do, access what they need, transition efficiently, and focus on learning?