

## School Walkthrough: Sweep Tally

**Sweep!** That is, walk the halls throughout the entire school and simply look in each classroom. There is no need to enter the classroom. Make a tally mark for the teaching/learning structure in play at the time. Sweep once in the morning and once in the afternoon. Then, for the best data, repeat the sweeps for a week at different times in the a.m. and p.m.

|                                               |           |           |           |           |           |           |           |           |           |           |
|-----------------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Date:                                         |           |           |           |           |           |           |           |           |           |           |
|                                               | <b>AM</b> | <b>PM</b> | <b>AM</b> | <b>PM</b> | <b>AM</b> | <b>PM</b> | <b>AM</b> | <b>PM</b> | <b>AM</b> | <b>PM</b> |
| Teacher presenting whole class                |           |           |           |           |           |           |           |           |           |           |
| Teacher facilitating a classroom discussion   |           |           |           |           |           |           |           |           |           |           |
| Desks in a circle or U-shape for a discussion |           |           |           |           |           |           |           |           |           |           |
| Students working in groups                    |           |           |           |           |           |           |           |           |           |           |
| Students working in pairs                     |           |           |           |           |           |           |           |           |           |           |
| Students presenting to the class              |           |           |           |           |           |           |           |           |           |           |

Continued

|                                                          |           |           |           |           |           |           |           |           |           |           |
|----------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Date:                                                    |           |           |           |           |           |           |           |           |           |           |
|                                                          | <b>AM</b> | <b>PM</b> | <b>AM</b> | <b>PM</b> | <b>AM</b> | <b>PM</b> | <b>AM</b> | <b>PM</b> | <b>AM</b> | <b>PM</b> |
| Teacher offering a demonstration                         |           |           |           |           |           |           |           |           |           |           |
| Students engaged in a lab/experiment                     |           |           |           |           |           |           |           |           |           |           |
| Independent reading or writing                           |           |           |           |           |           |           |           |           |           |           |
| Teacher providing small-group instruction                |           |           |           |           |           |           |           |           |           |           |
| Students in various activities; teacher with small group |           |           |           |           |           |           |           |           |           |           |
| Students in various activities with teacher facilitating |           |           |           |           |           |           |           |           |           |           |
| Quiz or test                                             |           |           |           |           |           |           |           |           |           |           |

Additional primary-specific rows

|                                         |    |    |    |    |    |    |    |    |    |    |
|-----------------------------------------|----|----|----|----|----|----|----|----|----|----|
| Date:                                   |    |    |    |    |    |    |    |    |    |    |
|                                         | AM | PM | AM | PM | AM | PM | AM | PM | AM | PM |
| Class meeting in the gathering area     |    |    |    |    |    |    |    |    |    |    |
| Students engaged in play                |    |    |    |    |    |    |    |    |    |    |
| Students engaged in singing or movement |    |    |    |    |    |    |    |    |    |    |
| Teacher offering a read-aloud           |    |    |    |    |    |    |    |    |    |    |
| Students in learning centers            |    |    |    |    |    |    |    |    |    |    |
| Students engaged with manipulatives     |    |    |    |    |    |    |    |    |    |    |

Create Your Own!

|       |    |    |    |    |    |    |    |    |    |    |
|-------|----|----|----|----|----|----|----|----|----|----|
| Date: |    |    |    |    |    |    |    |    |    |    |
|       | AM | PM | AM | PM | AM | PM | AM | PM | AM | PM |
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## Analyze!

1. As you look across all of the data, is this what you expected or were you surprised by anything?
2. What is the dominant teaching/learning structure you saw?
3. Is that what you want to see in your school? (If not, what would you prefer to see?)
4. What teaching/learning structures did you see the least or not at all?
5. What did you like in what you saw?
6. What teaching/learning structures would you like to see more of?