

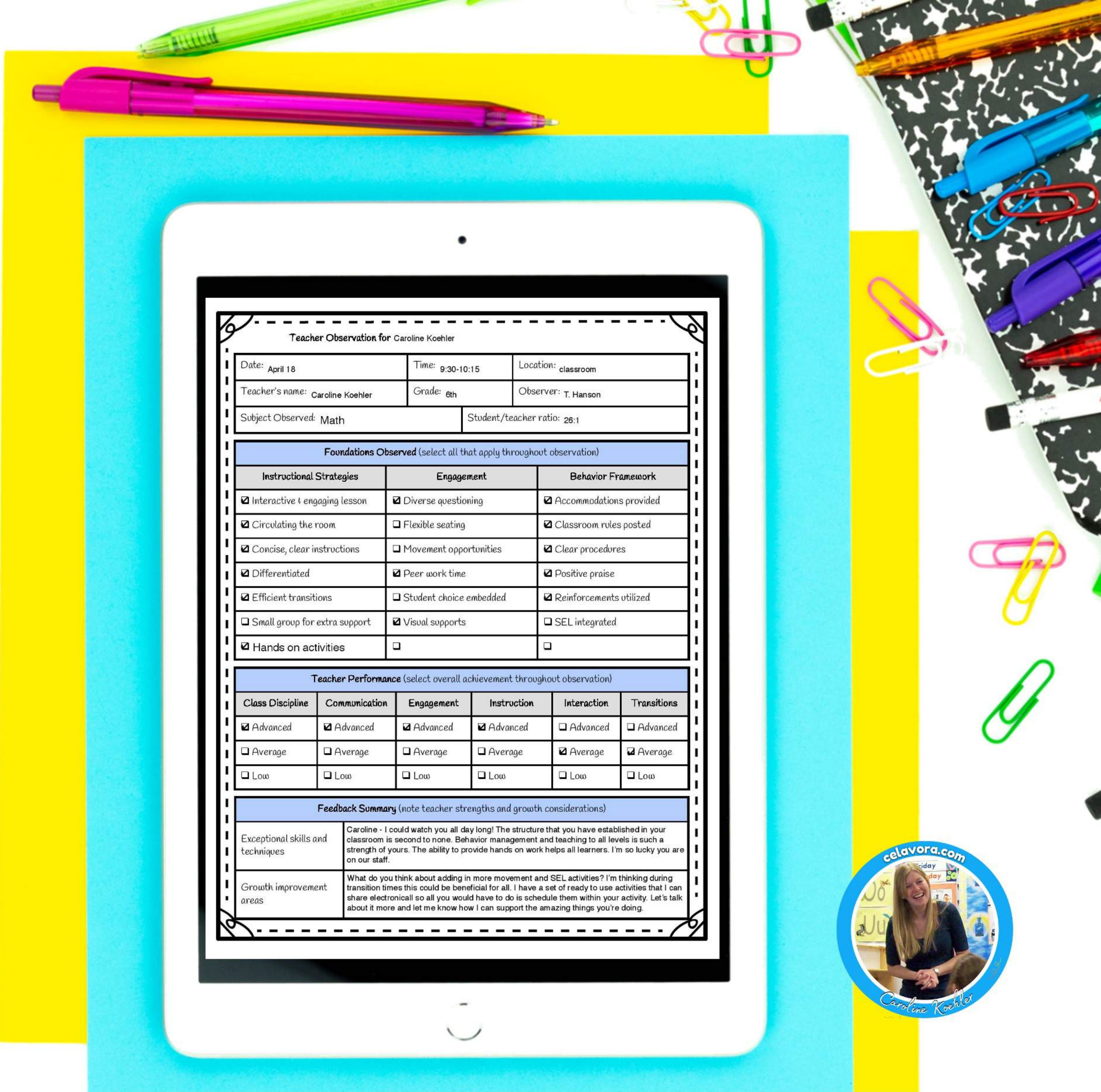
OBSERVATION CHECKLISTS

➤ FILLABLE FORMS

➤ EDITABLE SHEETS

➤ POSITIVE SUPPORT

➤ TIME SAVING SET



FAST-INFORMATIVE-POSITIVE
WALKTHROUGH FORMS WITH PURPOSE

ONE PAGE OBSERVATION FORM

Teacher Observation for Caroline Koehler

Date: April 18	Time: 9:30-10:15	Location: classroom
Teacher's name: Caroline Koehler	Grade: 6th	Observer: T. Hanson
Subject Observed: Math		Student/teacher ratio: 26:1

Foundations Observed (select all that apply throughout observation)

Instructional Strategies	Engagement	Behavior Framework
☒ Interactive & engaging lesson	☒ Diverse questioning	☒ Accommodations provided
☒ Circulating the room	☐ Flexible seating	☒ Classroom rules posted
☒ Concise, clear instructions	☐ Movement opportunities	☒ Clear procedures
☒ Differentiated	☒ Peer work time	☒ Positive praise
☒ Efficient transitions	☐ Student choice embedded	☒ Reinforcements utilized
☐ Small group for extra support	☒ Visual supports	☐ SEL integrated
☒ Hands on activities	☐	☐

Teacher Performance (select overall achievement throughout observation)

Class Discipline	Communication	Engagement	Instruction	Interaction	Transitions
☒ Advanced	☒ Advanced	☒ Advanced	☒ Advanced	☐ Advanced	☐ Advanced
☐ Average	☐ Average	☐ Average	☐ Average	☒ Average	☒ Average
☐ Low	☐ Low	☐ Low	☐ Low	☐ Low	☐ Low

Feedback Summary (note teacher strengths and growth considerations)

Exceptional skills and	Caroline - I could watch you all day long! The structure that you have established in your classroom is second to none. Behavior management and teaching to all levels is such a
------------------------	--

NO OVERWHELM DOCUMENTATION

✓ **HELPS
ESTABLISH
POSITIVE
RELATIONSHIPS**

✓ **PRINTABLE
AND
DIGITAL**

✓ DETAILED CHECKLISTS

✓ **GROWTH
MINDSET
ORIENTED**

Observation Notes (include details of academic lessons, tasks, and behavior.)

Teacher Observation for _____					
Date:		Time:		Location:	
Teacher's name:		Grade:		Observer:	
Subject Observed:			Student/teacher ratio:		
Foundations Observed (select all that apply throughout observation)					
Instructional Strategies		Engagement		Behavior Framework	
☐ Interactive & engaging lesson		☐ Diverse questioning		☐ Accommodations provided	
☐ Circulating the room		☐ Flexible seating		☐ Classroom rules posted	
☐ Concise, clear instructions		☐ Movement opportunities		☐ Clear procedures	
☐ Differentiated		☐ Peer work time		☐ Positive praise	
☐ Efficient transitions		☐ Student choice embedded		☐ Reinforcements utilized	
☐ Small group for extra support		☐ Visual supports		☐ SEL integrated	
☐		☐		☐	
Teacher Performance (select overall achievement throughout observation)					
Class Discipline	Communication	Engagement	Instruction	Interaction	Transitions
☐ Advanced	☐ Advanced	☐ Advanced	☐ Advanced	☐ Advanced	☐ Advanced
☐ Average	☐ Average	☐ Average	☐ Average	☐ Average	☐ Average
☐ Low	☐ Low	☐ Low	☐ Low	☐ Low	☐ Low
Feedback Summary (note teacher strengths and growth considerations)					
Exceptional skills and techniques					

TWO PAGE OBSERVATION FORM

Teacher Observation for

CAROLINE KOEHLER

Date: October 29th	Time: 1:30	Location: resource
Teacher's name: C Koehler	Grade: 3rd	Observer: Jenny Anderson
Subject Observed: ELA block	Student/teacher ratio: 16:1, 2 IAs	

Classroom Environment
(select all that apply throughout observation)

Seating arranged by	Climate
☒ Flexible seating	☒ Daily schedule visible
☐ Groups of desks	☒ Noise level regulated
☐ Rows of desks	☒ Procedures & rules posted
☒ Tables	☐ Student work displayed
☒ rug spots	☐

Teacher Instructions & Directions
(select all that apply throughout observation)

Delivery	Support
☐ Digital	☒ Interacts with all
☒ Oral	☒ Individualized support
☒ Modeling	☒ Provides feedback
☒ Visual	☒ Redirects students
☐	☒ PECS, Dynavox

Observation Details (describe specifics noted throughout observation)

Type of assignment(s)	Whole group activity with Crazy Color Creatures, with sight words, music, movement, group, and independent work.
Technology integration	Individually based with voice output devices
Standards taught	Phonological Awareness (RF.K-1.2), Phonics & Word Recognition (RF.K-1.3), Fluency (RF.K-1.4), Speaking & Listening Standards (SL.K-1.1, SL.K-1.4), Writing Standards (W.K-1.2, W.K-1.3), Sight Word Application (RF.K-1.3c)
Behavior management strategies	Rules & procedures posted & reviewed, behavior boards used, visuals utilized throughout, redirection, positive praise
Level of participation & engagement	Students were obviously familiar with routine and followed instruction well. Class remained attentive. IAs were verbally prompted for support.
Overall classroom climate	Warm, caring with high expectations. High standards for all students with a focus on positivity, differentiation, and individual student success.

Teacher Observation for

Date:	Time:	Location:
Teacher's name:	Grade:	Observer:
Subject Observed:	Student/teacher ratio:	

Classroom Environment
(select all that apply throughout observation)

Seating arranged by	Climate
☐ Flexible seating	☐ Daily schedule visible
☐ Groups of desks	☐ Noise level regulated
☐ Rows of desks	☐ Procedures & rules posted
☐ Tables	☐ Student work displayed
☐	☐

Teacher Instructions & Directions
(select all that apply throughout observation)

Delivery	Support
☐ Digital	☐ Interacts with all
☐ Oral	☐ Individualized support
☐ Modeling	☐ Provides feedback
☐ Visual	☐ Redirects
☐	☐

Observation Details (describe specifics noted throughout observation)

Type of assignment(s)	
Technology integration	
Standards taught	
Behavior management strategies	
Level of participation & engagement	
Overall classroom climate	

Observation Notes (include details of academic lessons, tasks, and behavior.)

Student Participation
(select all that apply throughout observation)

☐ Acknowledges all answers	☐ Clear directions and/or syllabus given
☐ Attentive	☐ Collaboration is encouraged as appropriate
☐ Clear command of rules and procedures	☐ Differentiation for abilities/need
☐ Ensures all students are participating	☐ Materials easily accessible
☐ Executes thoughtful transitions	☐ Noise level managed
☐ Guides students to answers	☐ Provides support as needed
☐ Maintains and receives eye contact	☐ Posted directions/instructions
☐ Provides adequate think time	☐ Reteaching provided as necessary
	☐ Responsive to students
	☐ Students seem at ease asking for help
	☐ Support for special education given
	☐ Utilizing appropriate materials
	☐ Waiting for help before beginning/continuing
	☐

Student Work
(select all that apply throughout observation)

DIVERSE FORMS FOR WELL ROUNDED OBSERVATIONS

Feedback Summary
(note teacher strengths and growth considerations)

Exceptional skills and techniques

SCHOOLWIDE IMPROVEMENT

✓ **ALIGN SYSTEMS**

✓ **SUPPORT STAFF WITH WHOLE SCHOOL AUDIT**

✓ **ESTABLISH CONSISTENCY**

✓ **EVALUATE NEED**

✓ **FOCUS ON GROWTH**

Schoolwide Behavior Framework Walkthrough

This form supports informal walkthroughs that focus on prevention rather than reaction. Observers are encouraged to look for visible expectations, consistency, and routines that promote safety, respect, and responsibility. Attention should be given to how expectations are taught, reinforced, and corrected in real time. The goal is to determine whether students experience predictable, supportive environments throughout the building and not just in isolated classrooms.

Committee Members:

Walkthrough 1

Include the date, time, and other relevant details

Walkthrough 2

Include the date, time, and other relevant details

Walkthrough 3

02 Schoolwide Behavior Framework: Walk through the entire building looking for data-driven decision making. Check the items represented leaving those not observed blank. Establish action plans as necessary below.

- ☐ A school-wide system for logging minor and major behavior incidents.
- ☐ Staff knowledge of how to document and track behavior incidents.
- ☐ A clear protocol for analyzing behavior trends (e.g., time of day, location, patterns).
- ☐ Easily accessible files/notes for staff for each student (permission granted on individual basis).
- ☐ Regular team meetings to review behavior data and make informed adjustments.
- ☐ A process for identifying students needing Tier 2 and Tier 3 interventions.
- ☐ Progress monitoring method for tracking the effectiveness of interventions (e.g., are students improving?).
- ☐ Use of data to determine professional development needs for staff.
- ☐ Parental involvement in reviewing behavior patterns and intervention plans.
- ☐ Alignment of data collection with school goals (e.g., reducing classroom disruptions).
- ☐ A consistent way to track positive behaviors, not just negative ones.
- ☐ Integration of behavior data into student progress reports or parent-teacher conferences.
- ☐ Procedures for updating intervention plans based on student progress.

Action Plan: Identify your top 3 needs and how they will be met.

1	
2	
3	

Example: Establish student intervention master log and share with staff.

03 Schoolwide Behavior Framework: Walk through the entire building looking for referral process of streamlining and clarifying behavior management steps. Check the items represented leaving those not observed blank. Establish action plans as necessary below.

- ☐ Clear distinctions between minor and major behavior incidents.
- ☐ Staff training on when to handle behavior in the classroom vs. when to administer.
- ☐ A step-by-step flowchart outlining the referral process. (in class, support staff, admin)
- ☐ Easily accessible, easy-to-use documentation forms for behavior referrals.
- ☐ Defined roles for teachers, support staff, and administration in handling referrals.
- ☐ A plan for de-escalating situations before making referrals.
- ☐ Timely administrative response to behavior referrals.
- ☐ Consistency in referral for similar behavior incidents.
- ☐ A process for keeping teachers informed on the outcomes of referrals.
- ☐ A follow-up system to support students after disciplinary actions.
- ☐ Parent notification procedures and involvement in the referral process.
- ☐ Support systems for students frequently referred for behavior concerns.
- ☐ Alignment between behavior referrals and school values/mission.
- ☐ Classroom management techniques emphasized before referral use.
- ☐ Training for substitute teachers on handling referrals effectively.

Action Plan: Identify your top 3 needs and how they will be met.

1	
2	
3	

04 Schoolwide Behavior Framework: Review the school and staff being mindful of the implementation framework for management. Check the items represented leaving those not observed blank. Establish action plans as necessary below.

- ☐ Staff understanding of the behavior framework (are they confident?).
- ☐ Implementation between classroom, grade levels, teachers, buildings, administration, etc.
- ☐ Consistent paperwork documentation used, filed, and maintained.
- ☐ Consistency in rewards for similar behavior incidents.
- ☐ Consistency in consequences for similar behavior incidents.
- ☐ System in place for receiving new students with behavior concerns.
- ☐ Regular staff meetings to clarify expectations and address concerns.
- ☐ Staff accountability measures for following procedures.
- ☐ Coaching or mentorship for teachers struggling with behavior management.
- ☐ Leadership support in reinforcing consistency.
- ☐ Clearly defined roles of different staff members in enforcing expectations.
- ☐ Support for new teachers in learning and implementing the framework.
- ☐ Common planning time for teachers to discuss behavior management.
- ☐ Ongoing professional development on behavior management.
- ☐ Staff feedback opportunities to refine and improve implementation.
- ☐ Recognition for teachers successfully using positive behavior management.
- ☐ School-wide initiatives to reinforce consistent expectations.
- ☐ Integration of the framework into new staff orientation.
- ☐ Continuum of supports and next steps.
- ☐ Implementation of behavior intervention (staff, area, lesson).
- ☐ Student voice in addressing inconsistencies (e.g., student council).
- ☐ Defined in school handbook (staff, student, family).

Action Plan: Identify your top 3 needs and how they will be met.

05 Schoolwide Behavior Framework: Evaluate the physical rooms and equipment for supporting diverse behavior needs. Check the items represented leaving those not observed blank. Establish action plans as necessary below.

- Sensory Room (shared resource room for multiple classes/grade levels)
- ☐ Large motor activities offering movement including vestibular stimulation (swinging, spinning, proprioceptive input (deep pressure, weight bearing))
 - ☐ Small motor activities including sensory bins, playdough, fidgets
 - ☐ Earthing/grounding mats for voltage regulation
 - ☐ Noise or silence opportunities including headphones, echo phones, phonics tubes, rain tubes, etc.
 - ☐ Wet/dry table for tactile sensory and body centering activities
 - ☐ Weighted blankets

De-escalation Room (shared resource room diverse needs)

- ☐ Designated area to calm and regain self-regulation in a secluded space
- ☐ Free of physically damaging materials
- ☐ Support items brought into room on individual basis only.

Action Plan: Identify your top 3 needs and how they will be met.

1	
2	
3	

Example: Poll teachers and families to prioritize large motor sensory equipment needs.

01 Schoolwide Behavior Framework: Walk through the entire building looking for clear expectations & consistency across all settings. Check the items represented leaving those not observed blank. Establish action plans as necessary below.

- ☐ Clear, positively stated behavior expectations for classrooms, hallways, lunchrooms, recess, etc.
- ☐ Consistency in how expectations are communicated across grade levels.
- ☐ Visual displays of behavior expectations posted throughout the school.
- ☒ Age-appropriate behavioral expectations (e.g., developmentally appropriate for kindergarteners vs. middle schoolers).
- ☐ Explicit teaching of behavior expectations at the beginning of the year and revisited regularly.
- ☒ Behavior examples modeled by staff and reinforced through role-playing or practice.
- ☐ A common school-wide language for behavior expectations.
- ☒ Staff understanding and ability to articulate the matrix expectations.
- ☒ A system for rewarding positive behaviors school-wide (e.g., token systems, class rewards).
- ☐ Differentiated supports for students who need additional reinforcement.
- ☐ A plan for students who are new to the school mid-year to learn expectations.
- ☒ Family communication about behavior expectations and reinforcement strategies at home.
- ☐ Administration regularly reviews and updates the behavior matrix.
- ☐ Student involvement in reinforcing positive behavior (e.g., peer mentoring).
- ☐ Integration of behavior expectations into SEL (social-emotional learning) lessons.

Action Plan: Identify your top 3 needs and how they will be met.

- | | |
|---|---|
| 1 | Schoolwide procedures for hallways and classrooms are needed to insure consistency. |
| 2 | Schedule schoolwide behavior expectations and teaching monthly. |
| 3 | Begin a daily SEL integration of mindfulness and breathing. |

Example: Provide teachers with editable behavior expectations to be posted in classrooms by the end of the month.

PERFECT FOR SCHOOL IMPROVEMENT COMMITTEES

GUIDING CLASSROOM WALKTHROUGH

✓ **DETAILED & QUICK**

✓ **PROVIDE SUPPORT
NOT CRITICISM**

✓ **DIGITAL FOR FAST
REFLECTING**

✓ **POSITIVE GROWTH
OBSERVATION TOOL**

02

Classroom Behavior Framework: Throughout daily interactions, observe behavior practices practiced and enforced.. Check the items represented leaving those not observed blank. Establish action plans as necessary below.

Positive Reinforcement and Behavior Strategies

☐ Frequent and meaningful verbal praise.

☐ A class-wide reinforcement system (e.g., token economy, point system).

☐ Oral, visual, and written reinforcements utilized.

☐ Individualized reinforcement plans for students needing extra support.

☐ Use of tangible rewards such as stickers or privilege passes.

☐ Social reinforcers like peer recognition and leadership roles.

☐ Whole-class incentives for meeting behavior.

☐ Private, supportive corrective feedback instead of public reprimands.

☐ Positive phrasing used instead of negative directives.

☐ Opportunities for students to earn back privileges.

☐ Student involvement in setting and monitoring classroom rules.

☐ Teachers model positive behavior.

☐ Mindfulness practices used to manage stress.

☐ Explicit instruction in social-emotional skills.

☐ Break cards used to manage transitions.

☐ Social-emotional learning integrated into the curriculum.

☐ Conflict resolution skills taught and practiced.

☐ Teachers use self-regulation strategies.

☐ Use of feedback to improve behavior.

☐ Peer mentoring programs implemented.

☐ Nonverbal cues used to manage behavior.

Action Plan

1

2

3

Example: Schedule

01

Classroom Behavior Framework: Examine environmental strategies. Check the items represented leaving those not observed blank. Establish action plans as necessary below.

Classroom Environment & Structure

☒ Clearly posted classroom rules, expectations, and procedures.

☒ Consistently reinforced routines and procedures.

☐ A structured environment with minimal distractions.

☐ Flexible seating or movement options for students.

☒ Daily schedule visual to students and staff.

☐ Visual schedules and timers to support transitions.

☐ A designated calming area or break space. (calm down corner)

☒ Noise levels managed with visual or auditory cues.

☐ Desk arrangements that promote focus and peer interaction.

☒ Clear procedures for transitions between activities.

☒ Engaging but not overstimulating visual displays.

☐ Visual supports for behavior regulation.

Engagement & Instructional Strategies

☐ Prevention of undesirable behavior.

☒ Interactive and engaging lessons that minimize off-task behavior.

☒ Differentiated instruction to meet individual learning needs.

☐ Opportunities for movement during lessons.

☐ Student choice embedded in learning activities.

☒ Small-group instruction used to provide additional support.

☐ Regular teacher check-ins to assess engagement.

☒ Concise and clear instructions given to students.

☒ Well-structured and efficient activity transitions.

☒ Encouragement of structured peer collaboration and teamwork.

☐ Use of various questioning techniques to maintain student attention.

☐ Behavior explicitly taught: role playing, scenarios, what would you do, review.

Action Plan: Identify your top 3 needs and how they will be met.

1

2

3

Example: Provide teachers with editable desk arrangement grids.

Classroom Observation for

This walkthrough framework emphasizes clarity, consistency, and student-centered practices. Observers look for evidence of learning rather than simply teaching. It also encourages attention to proactive systems that promote positive behavior, smooth transitions, and productive use of instructional time.

Observation 1

Include the date, time, and other relevant details

Observation 2

INCREASE
EFFICIENCY WITH
CLICK & TYPE

FAST POSITIVE DIGITAL FEEDBACK

BUILDING BIOLOGY CHECKLIST

✓ **ESTABLISH
PROACTIVE
SUPPORTIVE
SPACE**

✓ **FOCUS ON
POSITIVE
IMPROVEMENT**

✓ **DIGITAL
FOR FAST
REFLECTING**

✓ **FUNDAMENTAL
FOR GROWTH**

Building Biology Environmental Overview: Thoroughly examine the environmental aspects of all parts of the school building. Check the items represented leaving those not observed blank. Establish action plans as necessary below.

01 Indoor Air Quality & Ventilation

- ☐ Are HVAC systems regularly maintained and equipped with high-quality filters (HEPA or MERV 13+)?
- ☐ Is there proper ventilation in classrooms to ensure fresh air circulation?
- ☐ Are indoor air quality levels monitored (CO₂, humidity, VOCs, and mold presence)?
- ☐ Is there a policy against using air fresheners or scented products that impact air quality?
- ☐ Are cleaning products and soap low-toxicity and fragrance-free?
- ☒ Is there any visible mold or water damage in classrooms, bathrooms, or common areas?
- ☒ Do classrooms have access to operable windows for natural ventilation?
- ☐ Are there indoor plants to improve air quality without triggering allergies?
- ☐ Restrooms: ventilation, [hypoallergenic disinfectants](#), [non-bleached paper](#) & [wipes](#) (free of chlorine, formaldehyde, PFAS, BPA, BPS)

Action Plan: Identify your top 3 needs and how they will be met.

1. Begin monitoring air quality in hallways, large areas, and classrooms of department heads.
2. Set up schedule for HVAC systems to be regularly maintained and filters changed with HEPA filtration.
3. Evaluate current cleaning products and determine alternative low-toxicity supplies for cleaning & restrooms.

Example: Monitor air quality with digital gauge. Insure schedule for regularly changing HVAC air filters.

02 Lighting and Natural Light Exposure

- ☐ Do classrooms have sufficient natural light exposure?
- ☐ Are LED or fluorescent lights flicker-free and at a comfortable brightness level?
- ☐ Are classroom lights adjustable to accommodate different activities (e.g., reading vs. group work)?
- ☐ Are there full-spectrum or circadian lighting options to support student focus and energy levels?
- ☐ Is [blue light exposure from screens](#) managed?
- ☐ Soft lighting/[light covers](#) used?

Action Plan: Identify your top 3 needs and how they will be met.

- 1.
- 2.
- 3.

Example: Develop a weekly obstacle course in hallway C for students to move through.

03 Acoustics and Noise Control

- ☐ Are [sound-absorbing materials](#) (e.g., carpets, acoustic panels) used to reduce echo and noise?
- ☐ Are noisy HVAC systems, projectors, or other equipment minimized in learning spaces?
- ☐ Are hallways and common areas designed to prevent excessive noise from carrying into classrooms?
- ☐ Do classrooms provide [quiet spaces](#) for students who need a low-stimulation environment?
- ☐ Is there a policy for limiting noise pollution from outdoor sources (e.g., traffic, construction)?
- ☐ Are [volume control procedures](#) posted in all common areas?
- ☐ Are [noise-cancelling headphones](#) available for loud situations?

Action Plan: Identify your top 3 needs and how they will be met.

- 1.
- 2.
- 3.

04 Classroom and Learning Environment Design

- ☐ Are desks and chairs ergonomically designed to support proper posture?
- ☐ Is classroom furniture arranged to encourage collaboration and movement?
- ☐ Are [standing desks](#) or alternative seating (e.g., [wobble stools](#), [yoga chair bands](#)) available for students who need movement?
- ☐ Are there designated spaces for calming activities or sensory breaks?
- ☐ Is the school free of clutter and excessive visual distractions?
- ☐ Are classrooms designed with neutral, calming colors instead of bright or chaotic patterns?
- ☐ [Stetzerizer filters](#) installed to [reduce "dirty" electricity](#)?
- ☐ [Earthing/grounding mats](#) available in classrooms?

Action Plan: Identify your top 3 needs and how they will be met.

- 1.
- 2.
- 3.

Example: Ensure each classroom has flexible seating. Make a Google form for teachers to fill out and submit wants.

05 Physical Activity & Outdoor Spaces

- ☐ Are students encouraged to engage in movement breaks throughout the day?
- ☐ Are playgrounds and outdoor spaces well-maintained and accessible?
- ☐ Is outdoor time incorporated into the school schedule beyond just recess?
- ☐ Are physical education programs designed to meet both fitness and mental health needs?
- ☐ Are there indoor spaces for movement on days with bad weather (e.g., indoor gym, yoga areas)?
- ☐ Are large motor work areas in classrooms? ([Desk with bike](#), [treadmill desk](#), [elliptical desk](#), [standing desk](#), [ball chair](#), [wobble board](#), [wobble stool](#), etc.)

Action Plan: Identify your top 3 needs and how they will be met.

- 1.
- 2.
- 3.

06 Nutrition and Hydration

- ☐ Are healthy, whole-food snack and lunch options available?
- ☐ Are sugary drinks and ultra-processed foods limited in school-provided meals?
- ☐ Are students encouraged to stay hydrated with easy access to clean drinking water?
- ☐ Are vending machines (if present) stocked with healthy choices?
- ☐ Are teachers and staff teaching and modeling healthy eating behaviors?
- ☐ Is nutrition being taught to students, families, and staff?
- ☐ Are rewards and incentives based on non-sugar or heavily processed foods?

Action Plan: Identify your top 3 needs and how they will be met.

- 1.
- 2.
- 3.

Example: Apply for indoor grow kit for students to grow fresh vegetables and herbs to be used in the cafeteria.

07 Technology and Screen Time

- ☐ Are screen time policies balanced to prevent overstimulation and promote healthy tech use?
- ☐ Are [blue light filters](#) installed on school devices to reduce eye strain?
- ☐ Are students encouraged to take movement breaks after prolonged device use?
- ☐ Are options provided for [standing and working](#) on computers?

Action Plan: Identify your top 3 needs and how they will be met.

- 1.
- 2.
- 3.

Example: Research best practices for amount of screen time per grade level. Provide results to teachers to match their instruction.

08 School Climate and Social-Emotional Wellness

- ☐ Is there a structured approach to social-emotional learning (SEL)?
- ☐ Are mindfulness, meditation, or relaxation techniques incorporated into the school day?
- ☐ Are there clear policies to promote a positive, inclusive, and respectful school culture?
- ☐ Are staff members taught, encouraged, and supported to take and lead mindfulness and [breathing exercises](#)?

Action Plan: Identify your top 3 needs and how they will be met.

- 1.
- 2.
- 3.

Example: Make mindfulness a daily requirement in each classroom.

Building Biology Framework Walkthrough

This form guides attention to environmental factors that often go unnoticed but significantly affect performance. Observers may consider lighting, air quality, acoustics, materials, and environmental stressors influence both teaching and learning. This walkthrough tool is designed to help leaders intentionally observe and reflect on the health of the built environment within classrooms and shared spaces.

Committee Members:

Walkthrough 1

Include the date, time, and other relevant details

Walkthrough 2