

WILSON FOUNDATIONS®: Principal Walk-Through

Name of Teacher: _____

Date of Observation _____

This checklist provides a general overview of what to look for in a Foundations class. The **Implementation Checklist** (available in My Resources under Implementation Checklist) can also be used to observe specific skills and provide detailed feedback for each Lesson Activity.

Look For:

General

- ☐ Teacher prepares a written lesson plan for every session.
- ☐ Lesson Activities are presented in the order prescribed for the unit/week/day.
- ☐ Students all actively engaged in lesson with teacher/student interaction. Teacher circulates the room to check students' work.
- ☐ Interactive (specific and immediate) feedback for error correction using questioning technique.
- ☐ Posters and students notebooks should be visible and referenced as needed throughout lesson.
- ☐ Teacher is able to manage materials to transition from one activity to the next.

Multisensory Lesson Procedures

- ☐ Card manipulation with teaching of word structure
- ☐ Tapping of sounds and tile manipulation for spelling
- ☐ Sky-writing for letter formation and trick words
- ☐ Scooping story into phrases with pointer/finger tip

Note: Lesson activities rotate daily; each lesson will not include all the different types of activities.

Mastery of concepts

- ☐ Students should be able to explain word structure for words from previously taught units.
- ☐ Students should be able to spell and fluently read words from all previous units.
- ☐ Students should be held accountable for taught concepts (such as spelling of trick words and proper letter formation to be referenced in notebooks) etc.

Double Dose Lessons (Tier 2)

- ☐ Small groups have 3-5 students for 15-30 minutes daily.
- ☐ Groups formed and monitored according to data gathered from universal screening process, Foundations Unit Tests, fluency charts, progress monitoring assessments.
- ☐ Double dose lesson plan followed (see My Resources under Double Dose Guidelines and Lesson Plans).

Fundations® Tier 1 | Principal Walkthrough

Teacher	Level	Unit	Week	Day	Lesson Start Time	End Time
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GENERAL TIER 1 IMPLEMENTATION OBSERVATIONS

	YES	NO	YES	NO
Lesson is scheduled for the prescribed amount of time (30-35 minutes)			Procedures for Learning Activities are evident	
Teacher and student materials are complete, and classroom is set up			Pacing through Unit is on track to complete instruction by year end	
Lesson planning is evident			Unit Tests are administered and scored for each unit	
Learning Activities are presented in prescribed order for Unit/Week/Day			Unit Test Trackers kept up-to-date and inform pacing and instruction	

	COMPONENT	TOTAL NUMBER OF STUDENTS				COMMENTS
		VERY FEW	SOME	APPROX. HALF	MOST	
Resources	Resources (i.e. posters/notebooks) visible and referenced by students as needed					
	Students manage materials , following efficient routines					
Engagement	Students smoothly transition from one activity to the next					
	Students follow directions throughout lesson					
	Students tap , as directed					
	Students manipulate letter tiles , as directed					
	Students actively participate by responding and doing					
Mastery	Students demonstrate mastery of previously taught concepts for decoding					
	Students demonstrate mastery of previously taught concepts for spelling					
	Students demonstrate success with new material and challenges					
	Students demonstrate application of taught skills in Composition Books					
	Students' letter formation demonstrates mastery and neatness					

