

Hannah Hizer  
 Domain 4E: Growing Professionally  
 4/14/26

Below is feedback given from Mrs. Reiber—the principal—after an observation.

| Literacy Walkthrough   |   |
|--|---|
| Teacher:   | Hizer   |
| Date:  | 4/13/26   |
| <b>The Systematic Classroom</b>  |   |
| <input checked="" type="checkbox"/>  | Evidence that the teacher is using district provided resources (HMH <i>Into Reading Materials</i> and/or Heggerty) as designed (e.g., teacher's edition and core readers are out.) (1d) |
| <input checked="" type="checkbox"/>  | Learning target is visible and/or articulated by the teacher and/or student(s) (1c)   |
| <input checked="" type="checkbox"/>  | Teacher and student materials are accessible and organized (2c)   |
| <b>Teacher Instruction</b>   |   |
| <input checked="" type="checkbox"/>  | Classroom behavior management system is effective in providing an environment conducive to learning (2d)  |
| <input type="checkbox"/>   | Evidence exists that teacher is following reading routines and procedures (2c)  |
| <input type="checkbox"/>   | Students are actively engaged and motivated to learning, and pacing is appropriate (3c)   |
| <input checked="" type="checkbox"/>  | Teacher uses an explicit and systematic framework (3a)  |
| <input checked="" type="checkbox"/>  | Teachers are monitoring learning, eliciting evidence of understanding and providing feedback (3d) <i>thinks up, thinks down → dual response</i>   |
| <b>Differentiated Instruction</b>  |   |
| <input type="checkbox"/>   | Small-group instruction is provided at different levels depending on student needs (1e)   |
| <input type="checkbox"/>   | Differentiated small-group instruction, and/or time for teachers to work directly with individuals, is a regular daily activity (1e)  |
| <input type="checkbox"/>   | Supplemental materials used are _____ (1d)  |
| <input type="checkbox"/>   | At independent learning centers, students are working on activities that align with their needs (1d/1e)   |
| <input type="checkbox"/>   | Students remain engaged during centers and independent work (3c)  |
| <input type="checkbox"/>   | Manipulatives and visual aides are used (e.g., magnetic letters, whiteboards, Elkonin blocks, graphic organizers, syllable cards). (3c)   |
| <b>Comments:</b>   |   |
| <i>Phonics is telling not asking<br/>         think about tightening routine<br/>         - say the word - how many syllables<br/>         in the word caught -<br/>         don't anchor yourself to front proximity<br/>         - student identifies vowel team</i> |   |

**Reflection:**

This is one of the most important feedback forms I've received, as this is a lesson that the principal was able to sit in on for a while. While I receive feedback, due to it nearing the end of my time teaching it is usually very minimal. Being given strong, helpful feedback about what to change is what I need in order to grow further. It is important to note, and was verbally said by Mrs. Reiber after meeting further, this lesson was one where drawing on the board was necessary. Typical behavior does involve moving constantly around the room, though I can always improve in that area.