

School Environment Walk-Through Tool

Relationships Respect and Connectedness	Relevance Choice and Personal Relevance
1. ___ Evidence of student achievement is displayed. 2. ___ Times for students to meet with teachers or administrators are clearly posted or stated. 3. ___ Space is provided for students to put up materials of their choice. 4. ___ Materials being displayed are treated with respect. 5. ___ There are enough seats for students and observers. 6. ___ Student displays open a dialogue between students, as well as between youth and adults. 7. ___ All students are represented by materials displayed. 8. ___ Displayed materials are respectful of others. 9. ___ All materials displayed, by students and educators, are learning oriented. 10. ___ There is evidence of family involvement. 11. ___ Families are welcomed. 12. ___ Office staff welcomes visitors and works to find accommodations when necessary. Comments:	1. ___ Materials represent many different ideas. 2. ___ Appropriate materials are supplied for students to conduct their own learning. 3. ___ Students are asking questions. 4. ___ Materials are motivating and intellectually engaging. 5. ___ Displayed materials are relevant to students and staff lives, including culture and interests. 6. ___ Various points of view are presented by materials. 7. ___ Displayed materials represent cultural diversity and are constructive. 8. ___ Teachers use strategies to connect materials to the students' lives. 9. ___ Students have a say in selection of materials and displays. Comments:
Rigor Challenge and Engagement	Results Authenticity and Effectiveness
1. ___ Materials displayed are thought provoking. 2. ___ Students are communicating with one another. 3. ___ Space is arranged in a way that is conducive to learning. 4. ___ Materials demonstrate an expectation of a high level of understanding. 5. ___ Examples of high quality student work and documentation of the learning process are exhibited. 6. ___ Materials are thinking centered and engaging. 7. ___ Materials reflect what students are learning. 8. ___ Materials allow students to more deeply examine global issues. 9. ___ Materials are age/ grade/ level appropriate and appeal to many students. Comments:	1. ___ Environment is free of hazards. 2. ___ There is evidence that student accomplishments are given recognition. 3. ___ Students are able to understand graphic organizers, as well as use them to explain their thinking. 4. ___ Students can publicly share their ideas and raise questions for others. 5. ___ Students appear to be socializing with peers that are different than themselves. 6. ___ Students demonstrate civic pride. 7. ___ Students learn from each other. 8. ___ Students are able to think, reflect and communicate effectively in a variety of ways. 9. ___ Student, families, and staff seem at ease in the environment. 10. ___ Students understand and use culturally 11. ___ High quality student work is displayed. Comments:
N/A= did not have the opportunity to observe evidence, 1= evidence was absent, 2= saw evidence occasionally 3= saw evidence consistently, 4= saw outstanding examples of evidence	

School Environment Survey

Relationships

Respect and Connectedness

1. ___ **Evidence of student achievement is displayed.**
 - Posters documenting learning
 - Exemplary papers
 - Non academic achievements
2. ___ **Times for students to meet with teachers or administrators are clearly posted or stated.**
3. ___ **Space is provided for students to put up materials of their choice.**
 - Materials include: posters, papers, books, photos, works of art, magazines, films, videos, handouts
 - Dedicated student boards with rotating materials
 - Guidelines for use of space clearly marked on the space
4. ___ **Materials being displayed are treated with respect.**
 - Maintenance is performed on materials (rips fixed, corners re-taped up).
 - No graffiti or other evidence of purposeful destruction.
5. ___ **There are enough seats for students and observers.**
6. ___ **Student displays open a dialogue between students, as well as between youth and adults.**
7. ___ **All students are represented by materials displayed.**
8. ___ **Displayed materials are respectful of others.**
9. ___ **All materials displayed, by students and educators, are learning oriented.**
10. ___ **There is evidence of family involvement.**
11. ___ **Families are welcomed.**
12. ___ **Office staff welcomes visitors and works to find accommodations when necessary.**
 - Interpreters for non-English speaking visitors
 - Wheel chair accessible
 - Braille on signs

Comments:

N/A= did not have the opportunity to observe evidence, 1= evidence was absent, 2= saw evidence occasionally
3= saw evidence consistently, 4= saw outstanding examples of evidence

School Environment Survey

Relevance

Choice and Personal Relevance

1. ___ **Materials represent many different ideas.**
2. ___ **Appropriate materials are supplied for students to conduct their own learning.**
 - Variety of learning materials for different learning styles
3. ___ **Students are asking questions.**
4. ___ **Materials are motivating and intellectually engaging.**
5. ___ **Displayed materials are relevant to students and staff lives, including culture and interests.**
 - Images that people can relate to culturally, chronologically (age appropriateness as well as contemporary)
6. ___ **Various points of view are presented by materials.**
7. ___ **Displayed materials represent cultural diversity and are constructive.**
8. ___ **Teachers use strategies to connect materials to the students' lives.**
9. ___ **Students have a say in selection of materials and displays.**

Comments:

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School Environment Survey

Results

Authenticity and Effectiveness

1. ___ **Environment is free of hazards.**
 - Pathways to exits are clear
 - Heaters are free of debris, items are moved far enough away
 - Electrical sources are safe, safety plugs
2. ___ **There is evidence that student accomplishments are given recognition.**
3. ___ **Students are able to understand graphic organizers, as well as use them to explain their thinking.**
 - Graphs, charts, diagrams, etc.
4. ___ **Students can publicly share their ideas and raise questions for others.**
5. ___ **Students appear to be socializing with peers that are different than themselves.**
6. ___ **Students demonstrate civic pride.**
7. ___ **Students learn from each other.**
8. ___ **Students are able to think, reflect and communicate effectively in a variety of ways.**
9. ___ **Students, families, and staff seem at ease in the environment.**
- 10 ___ **Students understand and use culturally appropriate language.**
- 11 ___ **High quality student work is displayed.**

Comments:

N/A= did not have the opportunity to observe evidence, 1= evidence was absent, 2= saw evidence occasionally
3= saw evidence consistently, 4= saw outstanding examples of evidence

School Environment Survey

Rigor

Challenge and Engagement

1. ___ **Materials displayed are thought provoking.**
2. ___ **Students are communicating with one another.**
3. ___ **Space is arranged in a way that is conducive to learning.**
 - Table/desk arrangement- clusters, circles, rows
 - Number of materials displayed
 - Teacher can see/hear students, students can see/hear teacher
4. ___ **Materials demonstrate an expectation of a high level of understanding.**
5. ___ **Examples of high quality student work and documentation of the learning process are exhibited.**
6. ___ **Materials are thinking centered and engaging.**
7. ___ **Materials reflect what students are learning.**
8. ___ **Materials allow students to more deeply examine global issues.**
9. ___ **Materials are age/ grade/ level appropriate and appeal to many students.**

Comments:

N/A= did not have the opportunity to observe evidence, 1= evidence was absent, 2= saw evidence occasionally
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