INSTRUCTIONAL COACHING & CLASSROOM WALKTHROUGH FORM

K–8 Classroom Transition Audit Tool & Observation Rubric

Teacher:	Grade / Subject:	Observer:	Date:
Observation Window: _____ to _____		**Target Goal (Adjustable):** _____ sec (within-room) / _____ min (hallway/clean-up) *(e.g., 90 sec / 3 min)*	

> **Standardized Timing Protocol:** Start the stopwatch the exact second the teacher gives the transition cue (or ends the prior activity). Stop the stopwatch when **90% or more of students** are in place, quiet, materials ready, and engaged in the next task.

Part 1: Live Transition Time Log

	Transition Type (Subject, Clean-up, Line-up, Centers)	**Cue Type** (V = Visual, A = Auditory, B = Both)	**Duration** (Min : Sec)	**Primary Friction Point** (e.g., unclear steps, supply bottleneck, verbal nagging, sensory escalation)
1			:	
2			:	
3			:	
4			:	
5			:	
6			:	

Quick Impact Calculator

- **Average Duration:** Total logged minutes ÷ Number of transitions = _____ min
- **Estimated Daily Loss:** Average duration × Your scheduled daily transitions (_____) = _____ min/day
- **Annual Reclaim Potential (Custom Target):** (Daily loss _____ − Daily target _____) × 180 days ÷ 60 = _____ instructional hours/year

Part 2: Classroom Transition Observation Rubric

Circle the descriptor that best reflects the majority of observed transitions.

	1 — Reactive (High Time Loss)	2 — Developing (Inconsistent)	3 — Proficient (Structured)	4 — Exemplary (Routine)
1. Time Cueing & Visuals	Relies solely on repeated verbal warnings ("5 more minutes!"); no visual timer present.	Uses a timer sporadically or keeps it visible only to the teacher.	Projects a high-contrast visual countdown timer visible to all students before closure.	Visual timer is routine, paired with a single calm chime; rarely requires verbal redirection or time extensions.
2. Directives & Release	Gives instructions *while* students are already moving; multiple competing directions.	Gives directions before movement, but students begin moving before instructions finish.	Front-loads clear, concise directions (3 steps or fewer) and uses a consistent release cue.	Students pause on a silent signal, track 1–3 visual/posted steps, and move smoothly on the release word.
3. Materials & Traffic Flow	Supplies are bottlenecked in one area; students queue or wander to gather/return items.	Materials are somewhat organized, though minor congestion occurs at bins or desks.	Supplies are pre-staged or decentralized; clear physical pathways prevent crowding.	Material routines are largely student-managed (e.g., table captains); minimal congestion or bottlenecks.
4. Neurodivergent & Sensory Support	High noise levels; abrupt shifts trigger visible anxiety, refusal, or power struggles.	Individualized transition supports are used inconsistently; noise or sudden shifts still cause occasional distress or refusal.	Visual schedule shows what happens next; noise level stays moderate during movement.	Pairs visual timer with "First/Then" or 3-2-1 strips; timer serves as a neutral cue with minimal disruption or distress.
5. Student Autonomy & Pacing	Requires continuous teacher prompting, redirection, and voice escalation to finish.	Half the class transitions independently; teacher repeatedly prompts lagging groups.	Over 80% of students complete transitions independently within target time.	90%+ of students self-monitor against the timer and settle into the next task without reminders.

Rubric Score: _____ / 20 *(Focus coaching on any domain scored 1 or 2)*

Part 3: 5-Day Micro-Action Plan (Post-Observation Debrief)

1. **Highest-Friction Transition Selected:** _____ *(e.g., Recess return to Math)*
2. **Baseline vs. Target Duration:** Current: _____ : _____ → 5-Day Goal: _____ : _____
3. **Select 1–2 Priority Changes:**
   - ☐ **Install Visual Countdown:** Project a shrinking-disk or progress-bar timer for all transitions.
   - ☐ **Standardize 4-Step Cue:** Silent/chime attention signal → Front-loaded directions → Start timer → Calm release word.
   - ☐ **Run Behavioral Skills Training (BST):** Explicitly model, time, and rehearse the target transition twice tomorrow.
   - ☐ **Fix Physical Bottleneck:** Relocate high-traffic bins/supplies or assign table material runners.
   - ☐ **Add Neurodivergent Scaffold:** Pair the timer with a posted visual schedule or individual 3-2-1 countdown strip.

Follow-Up Check-In Date: _____ **Re-Measured Duration:** _____ : _____