

Learning Walk: Data Collection, Observation & Reflection Tool

Teacher _____ Subject _____ Period/Grade _____ Observer _____ Date: _____

Questions/Wonderings/Suggestions

Instructional Strategies

Engagement: (Structured participation: "I-We-Y'all-You Do it" – Explicit teaching)

- ___ No. of Choral responses – verbal
- ___ No. of Choral responses – physical (e.g. signaling, touching, doing)
- Structured Use of **Precision Partner** responses (pair by alternate ranking, assign 1/2)
- ___ No. of Partner responses
- ___ seating is conducive to partnering/designate who speaks first (e.g. 1s & 2s)
- ___ students actively paraphrasing their partner's response
- ___ sentence frames etc. supporting complete sentences & use of Academic Lang.

Structured Written Responses (brief non-fiction writing)

- ___ note taking guided. (e.g. Cornell notes, cloze notes/white boards/etc.)
- ___ completing a graphic organizer/thinking map – matches key BIG Idea(s)
- ___ completing a sentence frame/sentence starter (e.g. 1 sentence summary)
- Structured Individual Responses (Public Validation for Effort/"Giving it a go")
- ___ no hand raising (except for Qs and volunteers) – all are "doing the doing"
- ___ randomly calling on students (or faux) – strategically calling on students

Checking for Understanding

- ___ circulating as students write, partner share "dip sticking" to infer class knowledge
- ___ students taught to self-evaluate understanding (e.g. "hand of knowledge"/rubric)

Academic Rigor (Thinking/Academic Language/Vocabulary)

Levels of Thinking/Comprehension Strategies Explicitly Taught (Bloom)

- ___ appropriate range/level of prompts (remember, analyze, synthesize, evaluate etc.
- ___ students regularly explain thinking, explain answers, justify w/evidence/logic
- ___ T clearly modeling thinking– thinking aloud, explaining, etc.
- ___ students taught/promoted to ask & answer questions at various levels

Level of Language Used (Academic Language/Vocabulary)

- ___ explicit teaching of important new terms ("Connect & Use") "big dog" words
- ___ students prompted to use newly taught academic vocabulary oral/written
- ___ (scaffolded language w/frames, models; prompts – "talking like a young scientist"
- ___ morphology focus (e.g. word families, affixes, roots, verb tenses, plurals)
- ___ students prompted to use make personalized connections use on their own

Scaffolding: (Temporary support provided as needed so ALL are learning/doing)

- ___ lesson tasks/activities appropriately "chunked" so all can process the information
- ___ students prompted, cued, & if necessary, re-taught if having difficulty
- ___ teacher monitors partner, indepen. & group work – provides support as needed
- ___ checking for understanding, revise teaching based on student responses
- ___ (e.g. re-teach, sentence frame, sample answer, appropriate prompt, etc.)
- ___ "I don't know" etc. responses are scaffolded (e.g. prompt/cue/explain)

FEEDBACK IS THE BREAKFAST OF CHAMPIONS !

VALIDATIONS: Instructional practices that fostered engaged accountable student learning/higher order thinking/academic language:

POLISHERS: A missed opportunity/specific suggestions for maximizing engaged accountable learning/higher order thinking/academic language etc.

REFLECTION/APPLICATION: - Most important/useful feedback & plans for future application/exploration/inquiry?
