

# Data Walk Support

<p><b>Learning Objectives Or Goals</b></p> <p>Posted &amp; Understood? Teacher or student talk? Do students know what the objective/goal is for the lesson?</p>	<p><b>Assessment</b></p> <p><b>Informal</b> - Used to monitor and adjust teaching, exit ticket, oral communication</p> <p><b>Formal:</b> (3 types listed below) <b>Selected Response</b> – Multiple choice, T/F, fill in the blank</p> <p><b>Extended Written Response</b> – Write several sentences</p> <p><b>Performance Assessment</b> – Based on observation, performance skill or creative product to be judged.</p>	<p><b>DATA WALK SUPPORT</b></p>
<p><b>Success Criteria</b></p> <p>Specific, Concrete, "I Can." Measurable Describes what success looks like when the goal is reached.</p>		<p><b>Instructional Strategies</b></p> <p><b>Identifying Similarities and Differences</b> – Comparing, classifying, recognizing metaphors, using analogies (T-charts, Venn Diagrams, Frayer model, Comparison Matrix)</p> <p><b>Summarizing and Note Taking</b> – Linguistic and nonlinguistic notes, mind maps, Cornell Notes, Synthesizing information, pulling out the main idea</p> <p><b>Reinforcing Effort and Providing Recognition</b> – Authentic praise, explaining why an answer is wrong or right, connecting effort and outcome</p> <p><b>Homework and Practice</b> – Memorization, activities to increase skill speed, role activities to instill a concept or skill</p> <p><b>Nonlinguistic Representation</b> – Graphs, charts, maps, pictures, simulations, dramatizations, movement, music</p> <p><b>Cooperative Learning</b> – Working in pairs or groups where roles are assigned or there is structure, students have mutual goals, and are working together</p> <p><b>Setting Objectives and Providing Feedback</b> – Students create their own learning goals and get feedback from the teacher on their progress (long-term assignments, research, projects of choice)</p> <p><b>Generating and Testing Hypothesis</b> – System analysis, invention, experimental inquiry, decision-making, problem-solving</p> <p><b>Cues, Questions, Advance Organizers</b> – K-W-L- charts, questioning strategies, anticipation guides</p>
<p><b>Depth of Knowledge</b></p> <p><u>Level 1</u> – <u>Recall/Recite</u>; when, where, who, what, why</p> <p><u>Level 2</u> – <u>Skill/Concept</u>: separate, cause/effect, estimate, predict</p> <p><u>Level 3</u> – <u>Strategic Thinking</u>; assess, compare, revise, differentiate</p> <p><u>Level 4</u> – <u>Extended Thinking</u>; design, analyze, create, prove, apply</p>	<p><b><u>REQUIRED</u></b></p> <p><b>STUDENTS MUST BE ABLE TO TELL YOU WHAT THEY ARE LEARNING AND WHY.</b></p>	
<p><b>Engaged vs. Compliant (NAAACP)</b></p> <p>Every lesson includes at least one of the following:</p> <p>N... novelty and variety A... affiliation (work w/others) A... affirmation of performance A... authenticity (significance) C... choice P... product focus</p> <p>Students find value in what they are doing when they are engaged.</p>	<p><b>Learning Environment</b></p> <p><b>Safe Environment</b> – Room arrangement, resources, supports learning</p> <p><b>Climate of High Expectations</b> – Routines and rules minimize disruption</p> <p><b>Opportunity to Learn</b> – Work, tight alignment, teacher aware of students' levels</p> <p><b>Student Work Displayed or Published</b></p>	