

"LEARNING WALKS"

Tally the occurrences of each **artifact** only once when observing classrooms

Observer: Sandra Teacher: Kreit Room #: AD Date: 5/9/18
 TIME IN: 9:45 TIME OUT: 9:55 Subject/Grade: 1st # of Students: 20

Inclusive Learning Environment <i>Justin</i>	Tally	Record Evidence; Quote Teacher/Student Language
1. Content, language, social, learning outcomes, flexible, posted, measurable, observable, and in student friendly language, created with/by students	1	<i>front and center</i>
2. Student centered classroom; student work displayed, current, relevant, and accurate; classroom charts made with/by students	1	
3. Effective classroom management; organization; rules procedures & behavior expectations are evident and posted	1	<i>cat + hot rules posted</i>
4. Classroom library organized with student input, variety of genres, accessible to all	1	<i>Hum. Novel?</i>
5. Word walls, key vocabulary charts, are created with/by students; with symbols/pictures and used as a resource by all students	1	
6. Presence and use of manipulatives, objects, and real world examples	1	
7. Effective transitions between activities	1	<i>Uguy!</i>
Instructional Practices "The What" <i>Brendy</i>		
1. Demonstration (I do it) whole group; Comprehensible Input is provided throughout the lesson; Crystal clear language, pacing, visuals, realia, color, different learning modalities are evident ; explicit systematic instruction	1	<i>Provide Multiple Means of Representation (Cognitive) K, W, L</i>
2. Shared Experiences (We do it) whole group/small/flexible group modeling	1	<i>Shared Experiences</i>
3. Guided Practice (You do it together) small group, 1-1 with minimal guidance; for fluency and transfer of new learning with support	1	<i>Learn + Talk</i>
4. Independent Practice (You do it by yourself) time provided for mastery	1	
5. Closure; reviews learning targets w/students; use of ongoing assessments (self, formative, interim, summative, anecdotal)	1	
6. Monitoring and adjusting student learning; engagement; interactions; uses, gives immediate and specific feedback effectively	1	
7. Incorporates, plans for <i>Higher Order Thinking</i> questions and wait time	1	<i>Do you know anything about Ben F?</i>
Student Interactions "The How" <i>Sandra</i>		
Students thinking, listening, speaking, reading, writing, sharing, discussing	1	<i>spoon, sword</i>
2. Students text activity; note-taking; research; use of assistive technologies and/or multi-media; use multiple tools for construction and composition	1	<i>It's turn on page to see KWL chart what want to know?</i>
3. Students goal setting; ongoing use of self-assessments, formative, assessments and reflections	1	<i>"What's something you know?"</i>
4. Students guided practice; projects; conferencing; collaborating; community; personal coping skills, and strategies, students are in charge of learning together	1	<i>"Talk with your neighbors!" What did you know?"</i>
5. Students independently practice for personal mastery, planning, choice, autonomy; visualization, manipulation of learning	1	<i>Is he alive? Where was he born</i>
6. Student performance; presentation; reading/writing for authentic audience/purpose	1	<i>Provides Multiple Means of Engagement (Interpersonal)</i>
7. Students participating in <i>Higher Order Thinking</i> and a variety of learning modalities; <i>physical action</i>	1	
Student Engagement "The Why" <i>Demel</i>		
1. Students engaged in highly motivating real-world experiences and/or issues	1	<i>20/20</i>
2. Students engaged in, meaningful, challenging, relevant activities; evidence of self-determining learners	1	<i>Ben Franklin</i>
3. Students connect and apply learning to culture, background knowledge, strengths.	1	<i>Know (W) L</i>
4. Students demonstrate learning through planning, thinking, listening, speaking, reading, writing; multi-media; engaged in <i>shared/collaborative learning</i>	1	<i>Brainstorming</i>
5. Student's materials, resources, texts are relevant and suitable to the <i>Content and language, social learning outcomes</i> ; evidence of <i>self-regulating behaviors</i>	1	
6. Students have multiple opportunities for dialogue and conversations (50% student talk); engaged in information processing, application and transfer of learning	1	<i>Learn + Talk</i>
7. Students are participating in differentiated activities and accommodations	1	

List observable behaviors to guide your professional conversations:	Tally
1. Inclusive Learning Environment	6
2. Teacher Instructional Practices	5
3. Student Interactions	4
Student Engagement	6