



LEARNING WALKS ARTIFACTS

Examples/ Non-Examples

LEARNING WALKS: EXAMPLES/ NON-EXAMPLES

Learning Walks is a collaborative coaching process to be modeled and experienced with partners, grade-level teams, content area teams, and/or leadership teams. The purpose of the process is to assist educators in staying focused on what matters most in inclusive learning environments, instructional practices, student interactions, and student engagement. Another purpose is to collect evidence of shared professional learning and collaboration over time.

The *Learning Walks* document is not a list to be checked off, nor is it intended to be used as a tool to evaluate teachers. Rather, it is a tool for collecting positive school trends, to capture evidence of shared learning, enhance professional conversations, and to establish a common language of effective teaching and learning in a school community. The essence of this process is to foster a culture of intellectual trust among all learners.

Key:

The twenty-eight artifacts listed on the left of the following document are divided into four quadrants: ***Inclusive Learning Environment***, ***Instructional Practices***, ***Student Interactions***, and ***Student Engagement***. The seven artifacts in each quadrant are essential attributes found in highly performing classrooms and schools.

Inclusive Learning Environment

Content, language, and social learning outcomes are flexible, posted, measurable, observable, and in student-friendly language; created with/by students

EXAMPLES

- Outcomes are posted in the hallway or in the classroom next to samples of student work
- Learning outcomes written on poster paper or on whiteboard so everyone can see them and have been revised, reviewed, and read with/by students
- “I can retell details from an informational text.”
- “I will be able to write an informational article by following the writing process (Think, Draft, Revise, Edit, and Publish) for a real audience and purpose.”

NON-EXAMPLES

- Learning outcomes for math, reading, spelling, writing, and/or language are not front and center, measurable, or observable so students can understand them.
- Lack of evidence that students know what they are learning
- Goals are posted for compliance but not related to the lesson being observed or shared with students; font too small or not visible by all students

Student-centered classroom; student work displayed is current, relevant, and accurate; classroom charts are made with/by students

EXAMPLES

- Student work is posted in classroom with current dates and content area of study.
- Student writing process is posted with the final draft on top, rough drafts, revision, and editing underneath.
- Student/teacher anchor charts describe Problem/Solutions used as a resource.
- Class Schedule with clothespins show students where they are on the schedule at any given time.

NON-EXAMPLES

- Lack of content, language, and social outcomes displayed next to samples of student work
- Teacher-purchased artifacts, anchor charts, and posters
- Lack of dates on student work and/or irrelevant anchor charts and resources
- Little or no evidence of student work

LEARNING WALKS: EXAMPLES/ NON-EXAMPLES

Respectful classroom management and organization; rules, procedures, and behavior expectations are created with/by students; are evident and posted

EXAMPLES

- Procedures and practices in place to discuss behavior issues. For example, teacher asks, “Were there any problems out on the playground? Let’s talk about it.” What happened? What is the problem? What are some solutions?
- Organized resources, supplies, and materials are on tables and managed with/by students
- Sensory breaks are provided, such as movement, song, read aloud, brain breaks, dance, cheers, etc.
- Routines and rituals are evident
- Evidence of class charts created with/by all students, such as signed social contracts, collaborative work, rules, procedures, and schedules

NON-EXAMPLES

- Lack of respect for teacher and students;
- Classroom behavior rules and expectations are not posted or followed
- Lack of student input/voice in creating rules, organization of the classroom, or procedures
- Lack of systems of organization with and by students

Classroom library organized with student input, variety of genres, accessible to all

EXAMPLES

- Evidence of bins with a variety of genres labeled, organized, created with/by student interest
- Bins on desks with a variety of genres or content area study for self-selection of texts
- Bins for Big Books, research topics, magazines, newspapers, articles, etc.
- Library system, such as a card catalog and class librarian to manage and keep the class library organized.

NON-EXAMPLES

- Classroom library is only organized by teacher by book levels.
- Lack of evidence that students have time to self-select books they can read all the words of, understand, and love.
- Lack of evidence that students organized, labeled, and managed the library
- Lack of a variety of genres, for example fiction, nonfiction, myths, poetry, mysteries, biographies, memoirs, autobiographies, multicultural books, student-authored books, and class-authored books
- Lack of classroom library

LEARNING WALKS: EXAMPLES/ NON-EXAMPLES

Word walls and key vocabulary charts are created with/by students; contain symbols/pictures and used as a resource by all students

EXAMPLES

- Pictures next to the key vocabulary content/academic words with class/student definition
- High-frequency word walls for grades K-2
- Personal word walls for grades 3+; students keep track of their own academic vocabulary in a writing notebook
- Anchor charts created with/by students with features poetry, nonfiction, narrative texts, etc.
- Evidence of word study such as: multisyllable words, root words, prefixes, suffixes, etc.
- Grammar wall used as a resource for independent reading and writing

NON-EXAMPLES

- Lack of word walls that reflect high-frequency words students need for reading and writing in grades K-2
- Lack of key vocabulary/academic anchor charts that reflect ongoing word study in math, science, social studies Vocabulary with symbols/pictures and used by all students for reading and writing
- No evidence of word study (morphology, prefix, suffix, root words etc.)

Presence and use of manipulatives, objects, real-world and diverse examples

EXAMPLES

- Bins with flashcards, dice, rulers, tape measure, timers, white boards, etc.
- Display of real objects related to science, social studies, or math study
- Math manipulatives labeled, stored, and easy to access by all students
- Science experiment materials such as beakers, scales, etc.
- Dioramas of the earth and solar system

NON-EXAMPLES

- Lack of examples of realia connected to unit of study. For example, for study of the solar system, one would expect to see plastic planets, stars, galaxies, objects that students can hold and touch, pictures, etc.
- Lack of classroom objects that represent diverse examples of books, pictures, books, faces, abilities, and interests of students in the classroom
- Lack of mathematical objects, such as calculators, unifix cubes, number lines, shapes, dice, clocks, etc.; use of worksheets

LEARNING WALKS: EXAMPLES/ NON-EXAMPLES

Effective and efficient transitions between activities

EXAMPLES

- Sense of urgency and no time wasted from one activity to another.
- Efficient movement from whole group to small group work.
- Use of timer to throughout the day to keep track of instructional time with/by students.

NON-EXAMPLES

- Waste of instructional time between classroom activities (going to the bathroom, going to lunch, going to the library, etc.).
- Lack of urgency due to lack of planning, procedures, and low expectations
- Students off task and wasting time

Instructional Practices “The What”

Demonstration (I do it): whole group; comprehensible input is provided throughout the lesson; crystal clear language, pacing, visuals, realia, color, and different learning modalities are evident; explicit systematic instruction

EXAMPLES

- Teacher is doing all the work
- Teacher uses and builds background knowledge to excite students in the new learning
- Teacher frontloads and introduces key vocabulary
- Teacher is explicit and systematic about her demonstration of content/language/behavior goals within a large and/or small group
 - “I’m going to show you how...”
 - “I’m going to draw...”
 - “I’m going to show you examples and non-examples so you know what to do.”

NON-EXAMPLES

- Lack of whole group explicit instruction with all students
- Lack of systematic group instruction with all students
- No evidence of learning outcomes that are measurable, observable, and shared with students; students don’t know what they are learning or why it is important.
- Lack of comprehensible input
- Teacher talk is too fast

Shared Experiences (We do it): whole group/small/flexible group modeling

EXAMPLES

- Teacher leads, negotiates, suggests, responds to questions and responses
- Teacher provides a lot of opportunities for students to interact with the new learning with the teacher
- Students listen, try out, respond, interact, participate as best they can with the teacher still in charge.
- Choral reading/shared writing
 - Teacher says, “OK, let’s try it together now.”

NON-EXAMPLES

- Lack of teacher sharing and providing a lot of opportunities for students to interact with the new learning
- Lack of evidence that the teacher is still in charge of the learning
- Not enough time for shared learning or student and teacher negotiation
- Turned over the responsibility of the learning to students too soon

LEARNING WALKS: EXAMPLES/ NON-EXAMPLES

Guided Practice (You do it together): small group, 1-1 with minimal guidance; for fluency and transfer of new learning with support and problem solving

EXAMPLES

- Students are in charge of their own learning, problem-solving, and practicing what was demonstrated and shared.
- Teacher validates, scaffolds, evaluates, encourages, clarifies as students need
- Teacher walks around and listens to student conversations, takes anecdotal notes, assesses, gives immediate and specific feedback as needed
- Students are practicing what they've tried and applied together, with partners or in small groups.
- Differentiation is evident; small group guided reading/writing flexible groups

NON-EXAMPLES

- Teacher is still doing all the work
- Students are not practicing with each other and taking over the responsibility of what was demonstrated, modeled/shared.
- Skipped the guided practice altogether and moved to independent practice
- Little or no evidence of student practice and transfer of new learning.

Independent Practice (You do it by yourself): time provided for mastery

EXAMPLES

- Students self-select their own text that they can read all the words of, understand, and love; practice for independence, fluence, expression, on their own
- Students engaged in oral or written retelling recount or summarize after their reading.
- Students are reading on their own for comprehension and self-correcting and self-monitoring their own reading
- Students practice reading/writing skills with text not worksheets.
- Students know what to do when they get stuck on a word. They use classrooms resources, such as classroom charts, word walls, key vocabulary charts, anchor charts, when they are reading/writing for a real audience and purpose

NON-EXAMPLES

- Lack of planning time for students to applying all they've learned
- Lack of planning time or not enough time for students to solve problems, practice, or self-monitor their own reading and writing
- Lack of planning or not enough time provided for students to practice for mastery of personal learning goals

LEARNING WALKS: EXAMPLES/ NON-EXAMPLES

Closure; reviews learning targets with students; use of ongoing assessments (self, formative, interim, summative, anecdotal)

EXAMPLES

- Teacher reviews the posted learning outcomes with the students; together check off what they have learned so far and make decisions of what they are going to learn next.
- Exit tickets “When you wrote your exit ticket, you were independently practicing what you learned.”
- After a lesson, teacher asks students to reflect, “What was hardest for you? What was easiest for you? What do you want to learn next?”

NON-EXAMPLES

- Missing learning goals or lack of time to review all learning targets with students
- Lack of checking for understanding
- Lack of success criteria for students
- Lack of teacher on-going tools for student self, formative, interim, summative, or anecdotal notes by the teacher

Monitoring and adjusting student learning; engagement; interactions; uses, gives immediate and specific feedback effectively

EXAMPLES

- Teacher asking students to explain their answers
- Teacher ensures student practice accurately, questions, clarifies, checks for understanding.
- Redirects to ensure students are mastering strategy/skill; promotes problem-solving, thinking
 - “Take a minute and look at that one again.” “What can you do next?”
- Teacher gives immediate and specific feedback to the whole class, groups, or individuals by naming the learning, the impact the learning has, and why it is important “when_____ then _____ why”

NON-EXAMPLES

- Lack of evidence that teacher is checking for understanding and responding to student learning
- Use of vague language when giving students feedback; the teacher forgets to name the learning, the impact of the learning, and why it is important to the student
- Lack of monitoring of student’s learning during guided, independent practice; students practicing “wrong” information for an extended time

LEARNING WALKS: EXAMPLES/ NON-EXAMPLES

Incorporates, plans for higher order thinking question activities *and* wait time

EXAMPLES

- Teacher plans, asks high-level questions. Gives about 20-30 seconds of wait time. Ask students to turn and talk to each other. Ask students to share what their partner said.
 - “Tell me something about the poem we just read. What do you notice about poems?”
 - “What does sound travel through and how do you know?”

NON-EXAMPLES

- Lack of evidence that the teacher has planned for high-level thinking and depth of knowledge questions about current content learning
- Students not given enough time to think, share their thinking, and process what they are thinking with each other
- Focused on mostly low-level questioning

Student Interactions “The How”

Students thinking, listening, speaking, reading, writing, sharing, discussing

EXAMPLES

- Students work together in partners or triads and share their group’s thinking, reading, writing; they have time to discuss what they are learning.
- Student says to group, “Can I add more details to my writing? I was thinking I could add more to describe my thinking here; what do you think?”
- Student reads a piece of literature she/he connects to the text personally, to the world around them, or to another text.

NON-EXAMPLES

- Students have no opportunity to communicate in partners or triads; sitting by themselves
- Student lack opportunities to show their thinking in a variety of ways
- Students lack opportunities to fill in knowledge gaps through speaking, reading, writing, sharing their thinking, and discussion with others

Students involved in text activity; note-taking; research; use of assistive technologies and/or multimedia; use multiple tools for construction and composition

EXAMPLES

- Student use laptops, Smartboard, projector, visual, audio, etc. to learn and show their learning through a variety of assistive technologies.
- Students analyze and annotate text.
- Students take notes using a variety of note taking strategies such as: window notes, cornel notes, outlining, etc.
- Students use notebooks/journals to collect their thinking and research, which is ongoing and interactive.

NON-EXAMPLES

- Students are showing no evidence of learning in real connected text.
- Students using worksheets and low-level activities about the content without a real-world audience or purpose
- Lack of evidence that students have choice in the use of multiple tools for constructing and composing what they have learned.

LEARNING WALKS: EXAMPLES/ NON-EXAMPLES

Students are goal-setting; ongoing use of self-assessments, formative assessments, and reflections

EXAMPLES

- Students review their own IEP goals, identify their strengths, identify their greatest needs, and make plans to meet their own goals.
- Student reflect on their answers and have an opportunity to revise their thinking.
- Students check peer's answers and giving each other feedback.
- Students show their learning and have opportunities to reflect on their learning; oral or written reflections.
- Students are able to keep track of their own learning and collect evidence of their learning through portfolios, writing notebooks, logs, charts, and graphs.

NON-EXAMPLES

- Students are not interacting with each other to self-assess, celebrate successes, identify needs, and set priorities for their own learning.
- Students do not have opportunities to ask for feedback or provide feedback to each other.
- Students have little opportunity to reflect on their own learning based on data or input from others.

Students interact in guided practice, projects, conferencing, collaborating, community, personal coping skills and strategies; are in charge of learning together

EXAMPLES

- Student/Teacher conference with students as needed in content area
- Student engages in a reading/writing conference with teacher.
- Students teach each other the content as needed; they explained the learning to each other in a new way.
- One group member records their thoughts on chart paper while the student is sharing their learning with the small group
- Student in charge of their learning by having roles such as timekeeper, recorder, reporter, and facilitator

NON-EXAMPLES

- Little or no evidence of guided practice after teacher demonstration or shared experiences
- Skipped this part altogether and gave homework
- Lack of opportunity to practice with peers in collaborative learning
- Students dependent on teacher and not in charge of their learning together
- Students do not know how to continue to work on challenging tasks and goals over time, even when they are tough.

LEARNING WALKS: EXAMPLES/ NON-EXAMPLES

Students independently practice for personal mastery; planning; choice; autonomy; visualization; manipulation of learning

EXAMPLES

- Students choose from a menu of final projects to show their learning. For example, students choose whether they want to write their environment report about forests, deserts, alpine regions, etc.
- Students use a special math chart they learned how to use during demonstration and practiced using during shared and guided practice to complete their own set of math problems on their own.

NON-EXAMPLES

- Lack of evidence of that students know what they are learning or why it is important
- Lack of evidence that students are practicing for mastery and accountability of their own learning
- Lack of enough time to practice independently during the school day for mastery
- Students not able to focus on information needed to complete the task

Student performance; presentation; reading/writing for authentic audience/purpose

EXAMPLES

- Students are writing to the President of the United States about climate change.
- Students are writing to the principal requesting a school science fair.
- Students are performing a final skit to show their learning about a book they recently read.

NON-EXAMPLES

- Evidence that students are not reading and/or writing for a real audience and a real purpose
- Evidence of students doing activities about school rather than engaged in meaningful learning that promotes a growth mind-set

LEARNING WALKS: EXAMPLES/ NON-EXAMPLES

Students participate in higher order thinking and in a variety of learning modalities; show learning through physical action

EXAMPLES

- When the teacher asks higher order questions, the students are provided wait time to think about the question, then given the opportunity to discuss their ideas with their peers and then out loud with the teacher.
- Students compare their thinking with each other.
- Students defend their claims with evidence.
- Students create their own higher-level thinking questions for each other.

NON-EXAMPLES

- Students do not have opportunities to think at the highest level because the teacher did not plan for it in the lesson.
- Students do not have opportunities to think at the highest level because they are not at grade level in reading and/or writing.
- Students have little or no choice in how they will demonstrate their thinking.

Student Engagement “The Why”

Students are engaged in highly motivating, real-world experiences and/or issues

EXAMPLES

- Students are engaged in high-interest literature that is relevant and meaningful to student lives.
- Students are engaged because they are given choice and autonomy for their own learning and accountability.
- Students reading/writing about topics related to current events and social justice issues affecting their lives.

NON-EXAMPLES

- Students do not have an opportunity to engage in social justice issues that affect them and their communities.
- Students do not have opportunities to have a voice in what they are learning.
- Students are disconnected to the learning; it does not relate or it is not relevant to the student.

Students engaged in meaningful, challenging, relevant activities; evidence of self-determined learners

EXAMPLES

- Students select their own books to enhance their writing research projects
- Students create their own roadmap to guide them through a multi-step project they have selected.
- Students have an opportunity to organize their learning by focusing on goals, their strengths, their needs, and making a plan of how they will show their learning.

NON-EXAMPLES

- Students have little or no opportunity to select their own books that they love, can read all the words of, and fully understand.
- Students have little or no opportunity to engage in meaningful topics of study that challenge their thinking.
- Students do not have the opportunity to set goals, solve problems, or make good choices based on interests.

LEARNING WALKS: EXAMPLES/ NON-EXAMPLES

Students connect and apply learning to culture, background knowledge, strengths

EXAMPLES

- Students are given the opportunity to practice their social awareness through a classroom climate focused on strengths and have a voice.
- Students have opportunity to study different cultures, value the differences, and practice social rules in various situations.
- Students practice applying their background knowledge to their new learning.

NON-EXAMPLES

- Students lack social awareness.
- Students do not understand social rules for various situations.
- Students do not have opportunities to practice and use their social knowledge.

Students demonstrate learning through planning, thinking, listening, speaking, reading, writing; multimedia; engaged in shared/collaborative learning

EXAMPLES

- Student planning for problem-solving
- Student planning for writing by self-selecting a form of writing, topic, and researching the topic
- Students working together to complete a common goal
- Students engaged in tasks/roles assigned within groups
- Students demonstrate their learning through projects, demonstrating for each other, creating, and learning together.

NON-EXAMPLES

- Students do not have opportunities to get to know each other, make connections, or practice communicating with one another.
- Students do not have opportunities to demonstrate their learning through planning, thinking, and listening.
- Students do not have the time to practice working with others and share ideas about what they are reading and writing.

LEARNING WALKS: EXAMPLES/ NON-EXAMPLES

Students' materials, resources, and texts are relevant and suitable to the content and language; social learning outcomes; evidence of self-regulating behaviors

EXAMPLES

- Students can articulate their learning outcomes and know what they are learning, the impact it has on them, and why it is important.
- Students use checklists/rubrics/formative assessments to ensure they met their goals and have met their criteria for learning.
- Students use all classroom resources, materials, and anchor charts such as content/academic vocabulary, word walls, texts, notebooks, and notes to accomplish their goals.
- Students know they have the freedom to manage their own work and make good choices for themselves, such as: moving to another part of the classroom because it's quieter or more comfortable.

NON-EXAMPLES

- Students lack the opportunity to connect their materials and resources to what they are learning in the content area, language, and social outcomes because they don't know what they are learning and why it is important.
- Students lack the opportunity to do their fair share of work to accomplish a common goal.
- Students lack the opportunity to manage their day-to-day activities.

Students have multiple opportunities for dialogue and conversations (50% student talk); engaged in information processing, application, and transfer of learning

EXAMPLES

- Students do not have to raise their hand in class because turn and talk is part of the dialogue and conversation structure in the classroom. All have students can share their thinking and then share their partner's thinking.
- Students complete a reading together, ask each other questions and negotiate answers, then write one answer in one packet.
- Students have the opportunity to use word stems to get the dialogue started, but they are encouraged and challenged to extend and add to their thinking beyond the word stem.
- One student asks group, "Can we talk about #5? I didn't understand that." Group discussion ensues.

NON-EXAMPLES

- Students do not have the opportunity for dialogue and conversation because the teacher is doing all the work and all the talking.
- Students do not have opportunities to think at high levels (20-30 seconds), turn and talk to share their thinking, and then share what their partner was thinking.
- Students have little or no time to process, apply and transfer their learning across content areas.

LEARNING WALKS: EXAMPLES/ NON-EXAMPLES

Students are participating in differentiated activities and accommodations

EXAMPLES

- Students engaged in grade-level content with partners to extend their own learning with student/teacher support.
- Students engage in grade-level content but can work at their own level to show their learning, take more time, and show how they learned in a variety of ways.
- Students can work in grade-level content and use different levels of books, resources, assistive technology, etc.
- Students are engaged in grade-level content and have a choice of graphic organizers to support learning.
- Students can have choice of topic, form, and writing prompts for a real audience and purpose.
- Students choose to use paper, computers, or poster paper.

NON-EXAMPLES

- Students are not engaged in grade-level content learning.
- Student IEP goals are not being considered or adapted to support the learner.
- Students do not have opportunities to change their thoughts or behaviors to respond to new information or changing circumstances.
- Students have little or no expectations that they will learn and can learn grade-level content.