

## “LEARNING WALKS”: A Coaching Tool for Teachers

Tally the occurrence of each **artifact** only once when observing

Observer: \_\_\_\_\_ Teacher: \_\_\_\_\_ Room #: \_\_\_\_\_ Date: \_\_\_\_\_  
 Time In: \_\_\_\_\_ Time Out: \_\_\_\_\_ Subject/Grade: \_\_\_\_\_ # of Students: \_\_\_\_\_

<b>Inclusive Learning Environment</b>	Tally	Record evidence; quote teacher/student language
1. Content, language, and social learning outcomes are flexible, posted, measurable, observable, and in student-friendly language; created with/by students		
2. Student-centered classroom; student work displayed is current, relevant, and accurate; classroom charts are made with/by students		
3. Respectful classroom management and organization; rules, procedures, and behavior expectations are created with/by students; are evident and posted		
4. Classroom library organized with student input, variety of genres, accessible to all		
5. Word walls and key vocabulary charts are created with/by students; contain symbols/pictures and used as a resource by all students		
6. Presence and use of manipulatives, objects, real-world and diverse examples		
7. Effective and efficient transitions between activities		
<b>Instructional Practices “The What”</b>		Provide Multiple Means of Representation
		<b>COGNITIVE</b>
1. 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		
2. Shared Experiences (We do it): whole group/small/flexible group modeling		
3. 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		
4. Independent Practice (You do it by yourself): time provided for mastery		
5. Closure; reviews learning targets with students; use of ongoing assessments (self, formative, interim, summative, anecdotal)		
6. Monitoring and adjusting student learning; engagement; interactions; uses, gives immediate and specific feedback effectively		
7. Incorporates, plans for higher order thinking question activities <i>and</i> wait time		
<b>Student Interactions “The How”</b>		Provide Multiple Means of Actions/Expression
		<b>INTRAPERSONAL</b>
1. Students thinking, listening, speaking, reading, writing, sharing, discussing		
2. Students involved in text activity; note-taking; research; use of assistive technologies and/or multi-media; use multiple tools for construction and composition		
3. Students are goal-setting; ongoing use of self-assessments, formative assessments, and reflections		
4. Students interact in guided practice, projects, conferencing, collaborating, community, personal coping skills and strategies, in charge of learning together		
5. Students independently practice for personal mastery; planning; choice; autonomy; visualization; manipulation of learning		
6. Student performance; presentation; reading/writing for authentic audience/purpose		
7. Students participate in higher order thinking and in a variety of learning modalities; show learning through physical action		
<b>Student Engagement “The Why”</b>		Provides Multiple Means of Engagement
		<b>INTERPERSONAL</b>
1. Students are engaged in highly motivating, real-world experiences and/or issues		
2. Students engaged in meaningful, challenging, relevant activities; evidence of self-determined learners		
3. Students connect and apply learning to culture, background knowledge, strengths		
4. Students demonstrate learning through planning, thinking, listening, speaking, reading, writing; multi-media; engaged in shared/collaborative learning		
5. Students’ materials, resources, texts are relevant and suitable to the content and language, social learning outcomes; evidence of self-regulating behaviors		
6. Students have multiple opportunities for dialogue and conversations (50% student talk); engaged in information processing, application and transfer of learning		
7. Students are participating in differentiated activities and accommodations		

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

**Disclaimer: This document is not intended as an evaluation tool or a checklist to evaluate teachers!**

**Environmental Walks:**

Set aside a time to collect additional artifacts to show evidence that you are a **reading/writing** school community. You may choose to collect artifacts during grade level planning, and/or professional learning time, before or after school, lunch, and at the beginning, middle, and/or at the end of the school year. You choose.

**Directions:**

In grade level teams, partners, and/or content area teams, walk around your campus, classrooms, halls, walk ways, and anywhere else where evidence of **reading/ writing** is displayed. Notice and collect evidence of artifacts on the walls, including examples of language, thinking, reading, writing, and self-determining, and independent learners.

You may record your notes in the space below, take pictures or videos, and/or collect samples of student work. Be creative and be prepared to share your team's findings with your professional literacy learning community. Take time to celebrate student's work over time.

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