

## “LEARNING WALKS”

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

Observer: Brandy, Cristina, Denise, Sandra Teacher: K & 1 Room #: \_\_\_\_\_ Date: May 9, 2018

TIME IN: 8:45 TIME OUT: 10:45 Subject/Grade: K & 1

# of Students: 40

<b>Inclusive Learning Environment</b>	<b>Tally</b>	<b>Record Evidence; Quote Teacher/Student Language</b>
1. Content, language, social, learning outcomes, flexible, posted, measurable, observable, and in student friendly language, created with/by students	2	
2. Student centered classroom; student work displayed, current, relevant, and accurate; classroom charts made with/by students	2	
3. Effective classroom management; organization; rules procedures & behavior expectations are evident and posted	2	
4. Classroom library organized with student input, variety of genres, accessible to all	2	
5. Word walls, key vocabulary charts, are created with/by students; with symbols/pictures and used as a resource by all students	2	
6. Presence and use of manipulatives, objects, and real world examples	1	
7. Effective transitions between activities	2	
<b>Instructional Practices “The What”</b>		Provide Multiple Means of Representation ( <b>Cognitive</b> )
1. Demonstration (I do it) whole group; <b>Comprehensible Input</b> is provided throughout the lesson; <b>Crystal clear language, pacing, visuals, realia, color, different learning modalities are evident</b> ; explicit systematic instruction	2	
2. Shared Experiences (We do it) whole group/small/flexible group modeling	2	
3. Guided Practice (You do it together) small group, 1-1 with minimal guidance; for fluency and transfer of new learning with support	1	
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	2	
7. Incorporates, plans for <i>Higher Order Thinking</i> questions and wait time	2	
<b>Student Interactions “The How”</b>		Provide Multiple Means of Actions and Expressions ( <b>Intrapersonal</b> )
1. Students thinking, listening, speaking, reading, writing, sharing, discussing	2	
2. Students text activity; note-taking; research; use of assistive technologies and/or multi-media; use multiple tools for construction and composition	2	
3. Students goal setting; ongoing use of self-assessments, formative, assessments and reflections	2	
4. Students guided practice; projects; conferencing; collaborating; community; personal coping skills, and strategies, students are in charge of learning together	1	
5. Students independently practice for personal mastery, planning, choice, autonomy; visualization, manipulation of learning	1	
6. Student performance; presentation; reading/writing for authentic audience/purpose	1	
7. Students participating in <i>Higher Order Thinking</i> and a variety of learning modalities; <i>physical action</i>	1	
<b>Student Engagement “The Why”</b>		Provides Multiple Means of Engagement ( <b>Interpersonal</b> )
1. Students engaged in highly motivating real-world experiences and/or issues	2	
2. Students engaged in, meaningful, challenging, relevant activities; evidence of self-determining learners	2	
3. Students connect and apply learning to culture, background knowledge, strengths.	2	
4. Students demonstrate learning through planning, thinking, listening, speaking, reading, writing; multi-media; engaged in <i>shared/collaborative learning</i>	2	
5. Student’s materials, resources, texts are relevant and suitable to the <i>Content and language, social learning outcomes; evidence of self-regulating behaviors</i>	2	
6. Students have multiple opportunities for dialogue and conversations ( <b>50% student talk</b> ); engaged in <i>information processing, application and transfer of learning</i>	2	
7. Students are participating in <b>differentiated</b> activities and accommodations	1	

<b>List observable behaviors to guide your professional conversations:</b>	<b>Tally</b>
1. Inclusive Learning Environment	13
2. Teacher Instructional Practices	11
3. Student Interactions	10
4. Student Engagement	13

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### Environmental Walks

*Notice and collect evidence of artifacts, language, thinking, reading, writing, and self-determining independent learners*