MoHS STAR LEARNING WALK ALIGNMENT DOCUMENT Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**DOMAIN 3b: (EES – Danielson Observation)** Grade: \_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

Using Questioning and Discussion Techniques

**Step 1: OBSERVATION (to be done independently & discussed in pairs)**

**WHAT STRATEGIES DID I SEE?**

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| TEACHER | STUDENTS |
| **4. Teacher uses a variety of questioning strategies to develop critical thinking.*** a. Asks students their opinions.
* b. Asks open-ended questions.
* c. Focuses on higher order thinking questions.
* d. Provides sufficient wait/processing time.
* e. Solicits contributions from all students.
* f. Engages students in self- or peer- assessment.
* g. Asks questions that lead to genuine discussion with and/or among students.
* h. Probes students responses beyond a(n) correct or incorrect answer.
* i. Elicits response from multiple students to the same question.
* j. Uses student responses and ideas to generate additional prompts/questions.
* k. Models/demonstrates own thinking process and/or metacognition.
* l. Asks a variety of questions to promote metacognition.
 | **5. Students develop and/or demonstrate effective thinking process.*** a. Participates in a discussion around an issue.
* b. Explain the meaning of a problem.
* c. Provide own opinions on a topic/issue
* d. Critique lab/learning procedure.
* e. Develop/demonstrate real world connections.
* f. Critique the reasoning of others.
* g. Provide verbal and/or written feedback to peers.
* h. Interpret, evaluate, and/or synthesize information.
* i. Identify an effective method or strategy they believe is most efficient.
* j. Explain thinking of problem-solving process/strategies to teacher or peers.
* k. Analyze and/or assess quality of work done by peers.
* l. Generate own ideas, questions, or hypotheses based on state information.
* m. Consider alternatives, explore the truth of conjectures and//or justify conclusions.
 | **6. Students demonstrate that they are reflecting on a prompt &/or on their own learning.*** a. Reflect on whether results make sense.
* b. Examine own bias on an issue.
* c. Demonstrate cognition/metacognition.
* d. Explore how to improve a learning procedure.
* e. Participate in designing assessments for own work.
* f. Monitor own thinking and choose, use, or adjust strategies.
* g. Sets goals and/or monitor own personal records/achievement/growth.
* h. Design and or reflect on rubrics to gauge own personal performance.
* i. Reflect quietly to gain personal meaning (e.g., journals, exit slips, etc.)
* j. Make a text-t-o-text, text-to-self, and/or text-to-world connection
* k. Collect information from formative assessments and/or analyze and/or assess quality of own work.
* l. Rethink/revise work based on data, self-evaluation, and/or feedback based from peers/teachers
 | **11. Students work collaboratively to provide social/peer support for learning.*** a. Correct peer behavior when necessary.
* b. Ensure all voices are heard in a discussion.
* c. Participates in writing, peer editing, reading, research, lab, and/or problem solving groups.
* d. Take an active role in monitoring own behavior within a group.
* e. Contribute to the management of instructional groups.
* f. Practice active listening, extend discussions, enrich dialogue with peers.
* g. Communicate to peers precisely about thinking process.
* h. Make comments and/or respond to peers in a positive and constructive manner.
* i. Work together to share knowledge, explain thinking process, complete project, and/or critique others
* j. Receive social support for learning through periodic grouping with peers (e.g., response partner, turn and talk, small groups, think-pair-share, etc.)
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**Step 2: WHAT ARE SOME EXAMPLES?** (to be done in pairs)

Step 3: Where would we mark this on the continuum?

 Not Observable Clearly Observable

Adapted from: BERC Group, September 2015

**Step 4: REFLECTION** (to be done in pairs)

**How could the focus indicators show up more in MY own classroom?**

**Step 5: COMMITMENT** (to be done individually or in pairs)

**What can I apply to MY own classroom?**

What instructional habits will I focus on?

When will I start?

Who will I share my commitment and outcomes with?