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?**

.

|  |  |  |  |
| --- | --- | --- | --- |
| 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.) |

**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?