Moanalua High School STAR Learning Walk Observation/Reflection Tool
(Step 1: Classroom Observation; Step 2: Discuss with pair: "What did I see?")

Your Name: _____

KEY **HABITS** OF EFFECTIVE INSTRUCTION	Not Aligned with **Brain Research**			**Aligned** with Brain Research
MODEL to Learn - Are students **GATHERING AND ORGANIZING** Information? - Are they communicating and sharing their understanding with peers? - Are they creating visuals to communicate their understanding?	- Content of the lesson is primarily based on **reading/rote/recall/copying** of factual information OR - Teacher presents **mis-information**	- Teacher provides students the opportunity to **develop conceptual understanding** by having them **gather and organize** (categorize, sort, or sequence) to form deeper meaning - Students communicate their understanding or application of knowledge/information to the **teacher** OR - Students copy information into **a visual**	- Teacher provides students the opportunity to **develop conceptual understanding** by having them **gather and organize** (categorize, sort, or sequence) to form deeper meaning - Students communicate their understanding or application of knowledge/information to **their peers** OR - Students create a **non-linguistic representation (e.g. Thinking Maps)** of information or use some sort of **visual** to communicate conceptual understanding	- Teacher provides students the opportunity to develop conceptual understanding by having them gather and organize (categorize, sort, or sequence) information to form deeper meaning - Students communicate their understanding or application of knowledge/information to their peers **AND** - Students create a non-linguistic representation (e.g. Thinking Maps) of information or use some sort of visual to communicate conceptual understanding
	Examples:			
TALK to Learn - Are students **EXPLAINING** their thinking? - Are they sharing their thinking with peers? - Are they **DEFENDING THEIR THINKING WITH EVIDENCE**?	- **Most questions are recall** and lesson is characterized by Q/A session OR - Tasks are primarily **reading, rote, recall, or copying**	- Teacher provides **higher-order or open-ended prompts, tasks, or questions** - Students **provide answers** but do not explain their thinking OR - Students **explain their thinking** only to **the teacher (not to peers)**	- Teacher provides higher-order or open-ended prompts, tasks, or questions - Students **explain their responses, and defend their thinking and reasoning to peers** OR - **Students generate** their own ideas, hypothesis, questions, critiques, feedback, or success criteria (e.g. checklists or rubrics)	- Teacher provides higher-order or open-ended prompts, tasks, or questions - Students explain their responses, and defend their thinking and reasoning to peers **AND** - Students generate their own ideas, hypothesis, questions, critiques, feedback, or success criteria (e.g. checklists or rubrics)
	Examples:			

WHAT to Learn
 	
- Do students know **WHAT** they will learn?
 	
- Do they know **WHY** it is important?
 	
- Do they share **learning targets** with peers?
 	
- Are the learning targets as well as "the what" and **why** revisited throughout the lesson?
	- Learning **targets do not appear** to be clear to the students
	OR
	- Teacher tells students what they will **doing** during the lesson
	OR
	- Lack of clear learning targets is perhaps **manifested by disruptive student behavior**
		- Teacher tells students what they will be **doing/learning** during the lesson
		- Teacher makes an effort to assure the task of the **lesson is clear**
		OR
		- Students work **compliantly on-task** with no reference to the learning target
			- Teacher tells students what they will be **learning** during the lesson and **why it is important or how it is connected to prior or future learning**
			OR
			- Students **process** the learning targets in some way with peers:
			  >> **Discuss, explain, or clarify** the **learning target** of the lesson
			  or
			  >> Establish/review **success criteria (e.g. checklists or rubrics)** or set a **personal goal** for learning
			  or
			  >> **Revisit** the **learning target** multiple times throughout the lesson
				- Teacher tells students what they will be **learning** during the lesson and why it is important or how it is connected to prior or future learning
				AND
				- Students process the learning targets in some way with peers:
				  >> Discuss, explain, or clarify the **learning target** of the lesson
				  or
				  >> Establish/review success criteria (e.g. checklists or rubrics) or set a personal goal for learning
				  or
				  >> Revisit the **learning target** multiple times throughout the lesson

	Examples:			
READY to Learn - Is the classroom environment welcoming? - Are there **RITUALS AND ROUTINES?** - Do peers support each other? - Are there opportunities for individual **CHOICE**?	- Rituals and routines **are not clear** - Student **mis-behavior disrupts** lesson OR - Very little/no student **peer interactions or differentiation**	- Friendly environment with rituals and routines **in place** and **good student behavior** - Students experience little/no peer interaction or differentiation OR - If periodic student interaction does occur, **students only share their answers** with peers	- Friendly and **welcoming environment**, set up to facilitate positive student interaction and behavior - Students **collaborate/interact with peers**, explaining their thinking or engaging in **accountable talk** OR - Student work in a **differentiated environment** that takes into account their backgrounds, cultures, interests, special needs, goals, or personal choices	- Friendly, welcoming, and **rigorous** environment, set up to facilitate positive student interaction and behavior - Students collaborate/interact with peers, explaining their thinking or engaging in accountable talk **AND** - Student work in a differentiated environment that takes into account their backgrounds, cultures, interests, special needs, goals, or personal choices
	Examples:			

Step 3. REFLECTION
(Discuss with quads)

Use the following discussion prompts to talk about how the teaching habits engaged students in their learning.

Sample questions for reflection & discussion:
1. Did students know what they were learning and why?
2. Were students really engaged or just compliant?
3. What was the evidence of student learning?
4. Were students creating visual representations of their learning?
5. Were students purposefully talking (having conversations about their learning)?
6. Were students defending their thinking and generating their own ideas?
7. Did students appear comfortable interacting with peers and their teacher?

Step 4. COMMITMENT
(To be done in quads)

What teaching habit will I start or improve in my classroom?	When are you planning to start?
❏Ready to Learn ❏What to Learn ❏ Talk to Learn ❏ Model to Learn Please explain below what you will do to get better at that teaching habit.	
	Who did you share this with? Quad/trio names

Adapted and modified from the STAR Instructional Framework, The BERC Group Inc.
Revised Sept 2021