

**S**ee **T**alk **A**pply **R**eflect

**MoHS STAR Learning Walk**

The purpose of the learning walk process is to:

* Develop common language and practice around effective instruction
* Provide opportunities for teachers to reflect on their own instructional practice.

**STAR LEARNING WALK:** REFLECTION

See

**STEP 1: OBSERVATION** (to be done independently and discussed in pairs)

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| --- | --- |
| **Purpose & Expectations** | **Concepts & Processes** |
| **Purpose of lesson includes “what” & “why” throughout** | **Lesson includes conceptual learning; not just recall** |
| Shortcut: What, Why, How – Share w/Peers – Revisit throughout Lesson | Shortcut: Organize Information – Share w/Peers – Use a VisualTalk |
| TEACHER:* Assures students are aware of lesson objective/purpose and success criteria
* Clarifies how the objective/purpose of the lesson is relevant to students
* Revisit the lesson purpose throughout and at the end of the lesson

STUDENTS:* Explain lesson objective/purpose to teacher and peers
* Express lesson relevance in own words
* Articulate the purpose of relevance of a theme, project, problem, or question
* Set a personal goal for learning within a timeframe
 | **Step 2: Examples (to be done in pairs)** | TEACHER:* Ask students to form generalizations
* Provides opportunities for students to communicate conceptual understanding
* Provides opportunities for diagramming, modeling, demonstrating, displaying, solving

STUDENTS:* Organize, sequence, and categorize information
* Communicate conceptual understanding to peers
* Develop and/or use graph, 2-way table, graphic organizer, or thinking map
* Represent information in a non-linguistic (artistic/graphic/visual) format
 |  **Step 2: Examples** **(to be done in pairs)** |
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| **Question & Discussion** | **Environment & Differentiation** |
| **Lesson is characterized by question & discussion, where students are explaining their thinking to each other** | **Lesson is characterized by positive, collaborative, and challenging (rigorous) academic environment** |
| Shortcut: Explain Thinking – Share w/Peers – Initiate Own Learning | Rituals & Routines – Collaborative Support from Peers – Individual Choice |
| TEACHER:* Asks higher order thinking questions
* Solicits contributions from all students
* Probes student responses beyond a(n) correct or incorrect answer

STUDENTS:* Participate in a discussion around an issue
* Critique the reasoning of others
* Provide verbal and/or written feedback to peers
* Can explain thinking or problem solving process/strategies to teacher and peers
* Set goals and/or monitor own personal records, achievement, growth
 | **Step 2: Examples (to be done in pairs)** | TEACHER:* Organizes the physical space for safety and to maximize student learning
* Demonstrates flexibility and responsiveness to student needs
* Creates a welcoming environment where students feel safe, secure, and respected

STUDENTS:* Communicate precisely to peers about thinking process
* Receive social support for learning through periodic grouping with peers
* Makes own choice about ways to approach learning
* Work in an environment that takes into account backgrounds, cultures, interests, or special needs

Reflect | **Step 2: Examples (to be done in pairs)** |
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| --- | --- |
| **Step 3: REFLECTION (to be done in pairs)** | **Step 4: COMMITMENT (to be done in pairs or individually)** |
| How could the focus indicators have shown up more Apply | What can I apply to my own classroom? |
| during the observation period in my classroom? |
|  | What instructional habits will I focus on? |
|  |
| When will I start? |
|  |
| Who will I share my commitment and outcomes with? |
|  |

Adapted and Modified from the STAR Instructional Framework, The BERC Group, Inc., January 2016

See

**STAR FOCUS LEARNING WALK Step 1:** *OBSERVATION (optional) to be done independently and discussed in pairs*

|  |  |  |  |
| --- | --- | --- | --- |
| **KEY INDICATORS OF EFFECTIVE INSTRUCTION** | Not Observable |  |  Clearly Observable |
|  |  |  |
| **Purpose & Expectations** | * The purpose of the lesson **does not appear to be clear** to the students. **OR**
* Lack of clear purpose is perhaps manifested by **disruptive student behavior.**
 | * Teacher tells students **what** they will be **doing/learning** during the lesson and/or establishes expectations for the lesson **OR**
* Teacher makes an effort to **assure task of the lesson is clear** **OR**
* **Students work compliantly** on-task with no reference to purpose of the lesson.
 | * Teacher tells students what they will be **learning** during the lesson and **why it is important and how it is connected to prior or future learning OR**
* Teacher makes an effort to assure the purpose of the lesson is clear:
	+ **Process** the purpose of the lesson in some way (discuss, explain, set a personal goal for own learning)
	+ **Establish/review success criteria**
	+ **Revisit** the purpose of the lesson **multiple times** throughout the lesson
 | * Teacher tells students what they will be learning during the lesson and why it is important and how it is connected to prior or future learning AND
* Teacher makes an effort to assure the purpose of the lesson is clear:
	+ **Students** process purpose of the lesson in some way **with peers** (discuss, explain, sets personal goal for own learning)
	+ **Students** establish/review success criteria
	+ **Students** revisit the purpose of the lesson multiple times throughout the lesson
 |
| * Teacher states what the students will be doing in class and/or what the expectations for the lesson are
* Teacher explains why the lesson is important or how it is connected to prior learning
* Students process the purpose somehow with peers; review success criteria; and/or revisit the purpose throughout the lesson

Talk**Step 2: Examples (to be done in pairs)** |
| **Concepts & Processes** | * Content of the lesson is primarily based on **reading/rote/recall/ copying** of factual information **OR**
* **Mis-information** is presented.
 | * Students **communicate conceptual understanding** by using existing information (categorizing, sorting, organizing, sequencing) to form deeper meaning.
* Students communicate their understanding or application of info or knowledge **to the teacher** **OR**
* Students **copy information** into a visual or graphic organizer
 | * Students **communicate conceptual understanding** by using existing information (categorizing, sorting, organizing, sequencing) to form deeper meaning.
* Students communicate their understanding or application of knowledge **to peers** **OR**
* Students create a **non-linguistic representation** of information or use some sort of **visual/graphic organizer** to communicate conceptual understanding
 | * Students communicate conceptual understandingby using existing information (categorizing, sorting, organizing, sequencing) to form deeper meaning.
* Students communicate their understanding or application of knowledge to peers **AND**
* Students create a non-linguistic representation of information or use some sort of visual/graphic organizer to communicate conceptual understanding
 |
| * Teachers provides opportunity to develop conceptual understanding.
* Students apply knowledge/information and share with peers.
* Students demonstrate conceptual understanding by developing a non-linguistic representation of information or by using something to organize information

**Step 2: Examples (to be done in pairs)** |
| **Questions & Discussion** | * **Most questions are recall**, and lesson is characterized as a question and answer (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 to **teacher or peers** **OR**
* Students explain their thinking but only respond to the **teacher (no peers)**
 | * Teacher provides higher-order or open ended prompts, tasks, or questions
* Students **explain their responses and reasoning to their peers** **OR**
* **Students generate** their own ideas, hypotheses, questions, critiques, feedback, or success criteria
 | * Teacher provides higher-order or open ended prompts, tasks, or questions
* Students explain their responses and reasoning to their peers AND
* Students generate their own ideas, hypotheses, questions, critiques, feedback, or success criteria
 |
| * Teacher asks higher order/open ended questions
* Students explain their responses and their reasoning to peers
* Students generate ideas, hypothesis, and questions; not just respond to prompts

**Step 2: Examples (to be done in pairs)** |
| **Environment & Differentiation** | * 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 academic discourse** **OR**
* Students work in a differentiated environment that **takes account their backgrounds, culture, interests, special needs, or personal choice**
 | * 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 academic discourse **AND**
* Students work in a differentiated environment that takes account their backgrounds, culture, interests, special needs, or personal choice
 |
| * Teacher establishes a welcoming and rigorous learning environment
* Students collaborate with peers
* Students work in a differentiated learning environment

**Step 2: Examples (to be done in pairs)** |