

**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

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**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 Visual  Talk | |
| 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? |
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| Who will I share my commitment and outcomes with? |
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Adapted and Modified from the STAR Instructional Framework, The BERC Group, Inc., January 2016

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

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| **KEY INDICATORS OF EFFECTIVE INSTRUCTION** | Not Observable |  | Clearly Observable | |
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| **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)** |