

**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

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

See

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| **Concepts & Processes** | **Purpose & Expectations** |
| **Lesson includes conceptual learning; not just recall** | **Purpose of lesson includes “what” & “why” throughout** |
| Shortcut: Organize Information – Share w/Peers – Use a VisualTalk | Shortcut: What, Why, How – Share w/Peers – Revisit throughout Lesson |
| 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)** | 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)** |
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| **Question & Discussion** | **Environment & Differentiation** |
| **Lesson is characterized by question & discussion, where students are explaining their thinking** | **Lesson is characterized by positive, collaborative, and challenging 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

Apply | **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  | What can I apply to my own classroom? |
| during the observation period? |  |
|  | What instructional habits will I focus on? |
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| 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