

**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 Visual  Talk | | 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