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| KEY **HABITS** OF EFFECTIVE INSTRUCTION | Not Aligned with  **Brain Research** |  |  | **Aligned** with  Brain Research |
| **LEARNING TARGETS** | - **Learning targets do not appear** to be clear to the students  OR  - Students told what they will be **doing** during the lesson  OR  - Lack of clear learning targets is perhaps **manifested by disruptive student behavior** | - Teachers tells student are told what they will be **doing/learning** during the lesson  OR  - 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 |
| - 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 lesson? |
| Examples: | | | |
| **CONCEPTS & PROCESSES** | - Content of the lesson is primarily based on **reading/rote/recall/copying** of factual information  OR  - **Mis-information** is presented | - Teacher provide students 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  **Moanalua High School STAR Learning Walk Observation & Reflection Tool**  STEP 1: Classroom Observation; STEP 2: Discuss with Pair FIRST before discussing with Quad: “What did I see?”  - 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) 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 |
| - Are students **GATHERING AND ORGANIZING** Information?  - Are they communicating and sharing their understanding with peers?  - Are they creating visuals to communicate their understanding? |
| Examples: | | | |
| **QUESTIONS & DISCUSSIONS** | - **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 thnking 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) |
| - Are students **EXPLAINING** their thinking?  - Are they sharing their thinking with peers?  - Are they **DEFENDING THEIR THINKING WITH EVIDENCE**? |
| Examples: | | | |
| **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 **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 |
| - Is the classroom environment welcoming?  - Are there **RITUALS AND ROUTINES?**  - Do peers support each other?   - Are there opportunities for individual **CHOICE**? |
| Examples: | | | |

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Moanalua High School STAR Learning Walk Reflection Tool Page 2**

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| **STEP 3: REFLECTION**  (Discuss with quad) |
| How could the key indicators have shown up more in my classroom?  How could my classroom be more aligned with brain research? |
| **STEP 4: COMMITMENT**  (Share with your quad) |
| What can I apply to my own classrooms?  What instructional habits will I focus on? |

*Adapted and modified from the STAR Instructional Framework, The BERC Group Inc.*

*Revised SEPT 2017*