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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 studentsOR- Students told what they will be **doing** during the lessonOR- 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 lessonOR- 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 lessonOR >> Establish/review **success criteria (e.g. checklists or rubrics)** or set a **personal goal** for learningOR>> **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 lessonOR >> Establish/review success criteria (e.g. checklists or rubrics) or set a personal goal for learningOR>> 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 informationOR- **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 sessionOR- 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 thinkingOR- 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** lessonOR- 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 differentiationOR- 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.*

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