Wamego USD 320 Learning Walk

Engagement	Instruction
Engagement	**Instruction**

Engagement

☐ Frequent Student Responses
- ☐ Kagan Strategies
- ☐ Verbal Responses (i.e. Choral, Turn & Talk, Should Partners, Small Group)
- ☐ Nonverbal Responses (i.e., Fist to Five, Thumbs Up/Thumbs Down)
- ☐ Written Responses (i.e., Whiteboards, Graphic Organizers, Exit Tickets)

Effective Classroom Management
- ○ Yes
  - ☐ Environment Reflects a Positive Culture
  - ☐ Physical Environment Supports Student Learning
- ○ No

INSERT COMMENT BOX

Instruction

Learning Objectives:
- ☐ Posted
- ☐ Communicated

- ☐ Activating Prior Knowledge
- ☐ Modeling/Demonstrating
- ☐ Checking for Understanding
- ☐ Providing Student Feedback
- ☐ Facilitating Guided Practice
- ☐ Facilitating Independent Practice
- ☐ Providing Closure

5) SUMMATIVE ASSESSMENT 1) DIRECT INSTRUCTION
CHECK FOR UNDERSTANDING   CHECK FOR UNDERSTANDING
Lesson Design
4) INDEPENDENT PRACTICE   2) MODELING
CHECK FOR UNDERSTANDING   CHECK FOR UNDERSTANDING
Southwest Plains REGIONAL SERVICE CENTER   3) GUIDED PRACTICE   (Dr. Kelly Gillespie, 2018)

Strategies
- ☐ Identifying Similarities and Differences
- ☐ Summarizing and Note-taking
- ☐ Nonlinguistic Representations
- ☐ Generating and Test Hypothesis
- ☐ Cues, Questions, and Advanced Organizers

- ☐ Evidence of Student Voice & Choice

○ **Not Observed**

○ **Receiving Knowledge Remembering/Understanding**		○ **Applying**	○ **Analyzing/Evaluating**		○ **Creating**
Recalling	Explaining	Implementing	Appraising	Hypothesizing	Designing
Listing	Summarizing	Illustrating	Comparing	Critiquing	Constructing
Memorizing	Classifying	Experimenting	Contrasting	Judging	Producing
Describing	Interpreting	Demonstrating	Examining	Ranking	Planning
Defining	Paraphrasing	Solving	Questioning	Defending	Improvising

HYPERLINKS

Learning Objective

A written and posted sentence in student friendly language that describes what students will be able to do by the end of the lesson. It must match the Independent Practice and be clearly matched to the student.

Activate Prior Knowledge

Purposefully activating knowledge from the students' long term memory into their working memories so they can build upon existing knowledge.

Modeling/Demonstration

The teacher demonstrates the procedure, and provides the student opportunities to reflect and think about the decisions made at each stage of the process. The modeling/demonstration could be provided by the teacher/student/or another adult.

Checks for Understanding

Checks for Understanding: Used at any point in the lesson to assure that all students have gained the knowledge and skills necessary to move on to the next steps in the lesson. Examples include: oral questions, kinesthetic activities, teacher observation, summarizing, think/pair/share, exit cards, individual response boards, fist of 5, quizzes, and thumbs-up.

Facilitating Guided Practice

Guided Practice: An opportunity for each student to demonstrate grasp of new learning by working through an activity or exercise under the teacher's supervision. The teacher moves around the room to determine the level of mastery and to provide individual remediation as needed.

Lesson Closure

Provides a fitting conclusion and content for the student learning that has taken place.

Facilitating Independent Practice

Students will successfully practice and apply, without help, what they were just taught as stated by the lesson objective. The assignment can be given to students to compete in class or it can be a homework assignment.

Opportunities for frequent student response

For example: turn and talk; fist to 5, Kegan; thumbs up-thumbs down; think-pair-share; reflective writing, etc.

INSTRUCTION SECTION

Identify Similarities and Differences

Identifying similarities and differences: Analogies, metaphors, classifying, comparing, Venn diagrams, graphic organizers, matrices

Summarize and Note-Taking

Summarizing and note-taking: Outlining, formal notes, teacher-prepared notes, reciprocal teaching, webbing

Reinforce efforts and provide recognition

Reinforce effort and provide recognition: Teaching about effort and achievement; effective praise

Non-Linguistic Representations

Represent knowledge in linguistic and non-linguistic forms: Creating graphic representations, physical models, generating mental pictures, drawing pictures, pictographs (symbolic pictures to represent information), kinesthetic or physical activities

Cooperative Learning

Organize learning in groups; cooperative learning/pairs/small groups. Groups should be rather small in size, cooperative vs. individual competition, cooperative vs. individual student tasks, different types of grouping result in different effects on different students

PIES Spencer Kagan)

P = Positive Interdependence

I = Individual Accountability

E = Equal Participation

S = Simultaneous Interaction

Generate and test hypotheses

Generate and test hypotheses: Problem solving, historical investigations, decision making, experimental inquiry, invention

Cues, Questions, and Advanced Organizers

Cues, Questions and Advanced Organizers: Cues activate prior knowledge; use questions that illicit inferences, analytic questions; expository advance organizers (describe the new content to which students are to be exposed), narrative advance organizers (present information in story format), skimming as an advance organizer (skimming before reading), graphic advance organizers