Wamego USD 320 Learning Walk

Cognitive Level (Highest Level Observed)

○ **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

Learning Environment

☐ Effective use of teacher proximity
☐ Effective classroom management is evident
☐ CHAMPS classroom expectations are posted and/or communicated
☐ Environment reflects a positive climate and culture
☐ Physical environment supports student learning

Student Engagement
- ○ 91-100%
- ○ 70-90%
- ○ 0-69%

Explicit Instruction

☐ Learning objectives/goals posted in student friendly language
☐ Activating prior knowledge
☐ Modeling/Demonstrating (I do)
☐ Checking for understanding
☐ Frequent student response
☐ Facilitating guided practice (We do)
☐ Facilitating independent practice (You do)
☐ Providing closure

Research-Based Instructional Strategies

☐ Identify similarities and differences
☐ Summarize and note-taking
☐ Reinforce efforts provide recognition
☐ Homework and Practice
☐ Non-Linguistic Representations
☐ Kagan Cooperative Learning (PIES)
☐ Set Objectives and Provide Feedback
☐ Generate and test hypotheses
☐ Cues, questions, and advanced organizers

Instructional Technology

☐ Teacher using technology
☐ Student using technology

- ○ S = Substitution – Direct tool substitution, no functional change
- ○ A = Adaptation – Direct tool substitution, functional improvement
- ○ M = Modification – Technology allows significant task redesign
- ○ R = Redefinition – Technology allows creation of new tasks, previously unattainable
- ○ N/A

Multiple Intelligences (Gardner, 2008)

☐ Interpersonal (between others)
☐ Intrapersonal (self-reflection)
☐ Verbal-linguistic (written/spoken)
☐ Logical-mathematical (thinking)
☐ Visual-spatial (mental images)
☐ Bodily-kinesthetic (movement/no pencil)
☐ Musical-Rhythmic (sound patterns)
☐ Naturalistic (environmental)

Support Staff Engagement

☐ Support Staff Present
☐ Support Staff Effectively supporting the classroom (Only appears if Support Staff is Present is marked)

Support Staff effectively co-teaching through:
☐ Supportive teaching
☐ Parallel teaching
☐ Complementary teaching
☐ Team Teaching

Hyperlinks:

LEARNING ENVIRONMENT SECTION

Learning Environment:
STOIC (Randy Sprick)
S = Structure and Organize Your Room for Success
T = Teach Expectations and Rules (CHAMPs)
O = Observe and Monitor
I = Interact Positively
C = Correct Misbehavior Fluently

Teacher proximity:
- Managing student behavior and/or engagement through teacher location
- Working the crowd
- Scanning the classroom

Classroom Management:
- Classroom procedures are strong
- Appropriate use of instructional time
- Transitions occur smoothly with little loss of instructional time
- Refocuses inappropriate behaviors

CHAMPS:
- Champs is an autonomous framework for classroom management, containing the following parts: Conversation, how to get Help, defined Activity, what Movement is allowed, and what does Participation look like.

Positive Climate and Culture:
- Environment reflects respect, rapport and positive affirmation to students' responses
- Tone is friendly and warm
- Mindful attentiveness to students' needs

Physical Environment:
- Student work displayed
- Classroom walls facilitate learning
- Center work is readily available
- Classroom is organized and conducive for learning
- Learning resources/tools are easily accessible

Student Engagement:-
- Paying attention (alert, active listening, eye contact)
- Responding/asking questions
- Following directions
- Interacting appropriately with teacher/students

EXPLICIT INSTRUCTION SECTION

Explicit Instruction
Explicit instruction is a strategic collection of instructional practices combined together to **design** and **deliver** well-crafted lessons that explicitly teach content, especially grade-level content, to all the students.

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: 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.

TECHNOLOGY SECTION

Instructional Technology

This could include, but not limited to: cameras, computers/tablets, clickers, document camera, interactive whiteboard, graphing calculator, MP3 Player

INSTRUCTIONAL STRATEGIES: MARZANO'S NINE (2007) 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

Homework and Practice

Homework and Practice opportunities: Varies with the age of the student

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

Sett objectives & provide feedback

Set objectives &provide immediate & continuous feedback: Specific but flexible goals, contracts, instructor or student-led feedback

[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

MULTIPLE INTELLIGENCES SECTION

[Interpersonal (between others)](#)

Examples of things teachers can provide opportunities for in the classroom

- Teach someone else about…
- Organize or participate in a group to….
- Practice giving or receiving feedback on…
- Role play…

[Intrapersonal (self-reflection)](#)

Examples of things teachers can provide opportunities for in the classroom

- Set and pursue a goal to…
- Describe how you feel about…
- Write a journal entry on…
- Reflect silently on…

[Verbal-linguistic (written/spoken)](#)

Examples of things teachers can provide opportunities for in the classroom

- Reading/writing about…
- Listening carefully to…
- Giving a presentation on…
- Word games…

[Logistical-mathematical (thinking)](#)

Examples of things teachers can provide opportunities for in the classroom

- Using games of strategy…
- Working with numbers, figuring things out, and analyzing
- Recognizing and solving problems using reasoning skills…
- Comparing and contrasting

[Visual-spatial (mental images)](#)

Examples of things teachers can provide opportunities for in the classroom

- Showing understanding through drawing or painting…
- Leading visualization activities…
- Taking things apart and putting back together…
- Creating mental images…

[Bodily-kinesthetic (movement/no pencil)](#)

Examples of things teachers can provide opportunities for in the classroom

- Providing tactile and movement activities
- Using one's body to communicate and solve problems…
- Involving students in physical activities…
- Role playing and acting opportunities…

[Musical-Rhythmic (sound patterns)](#)

Examples of things teachers can provide opportunities for in the classroom

- Listening to and playing music…
- Sing, hum, and move to music…
- Creating musical mnemonics…
- Creating awareness of patterns in rhythm, pitch, and timbre…

Naturalistic (environmental)

Examples of things teachers can provide opportunities for in the classroom

- Classify, sort, categorize…
- Explore the outdoors…
- Conduct hands-on science experiments…
- Seeing connections and patterns within plant and animal kingdoms

SUPPORT STAFF ENGAGEMENT SECTION

Facilitating Independence

- Not doing the work for the student
- Assisting in classroom procedures
- Proximity
- Creating accommodation/modifications for the student at another location in the classroom away from the student

Supportive teaching

One teacher takes the lead instructional role and the other(s) rotate among the students to provide support. The co-teacher(s) taking the supportive role watches or listens as students work together, stepping in to provide on-to-one tutorial assistance when necessary, while the other co-teacher continues to direct the lesson.

Parallel teaching

Two or more people with different groups of students in different sections of the classroom. The groups are heterogeneous. Co-teachers may rotate among the groups, and sometimes there may be one group of students that work without a co-teacher for at least part of the time.

Complementary teaching

Co-teachers do something to enhance the instruction provided by the other co-teacher(s). For example, one co-teacher might paraphrase the other's statements or model note-taking skills on a transparency. Sometimes, one of the complementary teaching partners pre-teaches the small group social skill roles required for successful cooperative group learning and then monitors as students practice the roles during the first lesson taught by the co-teacher.

Team teaching

Two or more people do what the traditional teacher has always done – plan, teach, assess, and assume equal responsibility for all of the students in the classroom. Team teachers share the leadership and responsibilities. For example, one might demonstrate the stems in a science experiment, and the other models the recording and illustrating of its results. Instructing students generally moves back and forth between the teachers.