"LEARNING WALKS"

Tally the occurrences of each **artifact** only once when observing classrooms

Observer: _____ Teacher: _____ Room #: _____ Date: _____

TIME IN:____ TIME OUT: ____ Subject/Grade: _____ # of Students: _____

Inclusive Learning Environment	Tally	Record evidence; quote teacher/student language
1. Content, language, and social learning outcomes are flexible, posted, measurable, observable, and in student-friendly language; created with/by students		
2. Student-centered classroom; student work displayed is current, relevant, and accurate; classroom charts are made with/by students		
3. Effective classroom management and organization; rules, procedures, and behavior expectations are created with/by students; are evident and posted		
4. Classroom library organized with student input, variety of genres, accessible to all		
5. Word walls and key vocabulary charts are created with/by students; contain symbols/pictures and used as a resource by all students		
6. Presence and use of manipulatives, objects, real-world and diverse examples		
7. Effective and efficient transitions between activities		
Instructional Practices "The What"		**Provide Multiple Means of Representation *(Cognitive)***
1. Demonstration (I do it): whole group; comprehensible input is provided throughout the lesson; crystal clear language, pacing, visuals, realia, color, and different learning modalities are evident; explicit systematic instruction		
2. Shared Experiences (We do it): whole group/small/flexible group modeling		
3. Guided Practice (You do it together): small group, 1-1 with minimal guidance; for fluency and transfer of new learning with support and problem solving		
4. Independent Practice (You do it by yourself): time provided for mastery		
5. Closure; reviews learning targets with students; use of ongoing assessments (self, formative, interim, summative, anecdotal)		
6. Monitoring and adjusting student learning; engagement; interactions; uses, gives immediate and specific feedback effectively		
7. Incorporates, plans for higher order thinking question activities *and* wait time		
Student Interactions "The How"		Provide Multiple Means of Actions and Expressions *(Intrapersonal)*
1. Students thinking, listening, speaking, reading, writing, sharing, discussing		
2. Students involved in text activity; note-taking; research; use of assistive technologies and/or multi-media; use multiple tools for construction and composition		
3. Students are goal-setting; ongoing use of self-assessments, formative assessments, and reflections		
4. Students use guided practice, projects, conferencing, collaborating, community, personal coping skills and strategies, in charge of learning together		
5. Students independently practice for personal mastery; planning; choice; autonomy; visualization; manipulation of learning		
6. Student performance; presentation; reading/writing for authentic audience/purpose		
7. Students participate in higher order thinking and in a variety of learning modalities; show learning through physical action		
Student Engagement "The Why"		**Provides Multiple Means of Engagement *(Interpersonal)***
1. Students are engaged in highly motivating, real-world experiences and/or issues		
2. Students engaged in meaningful, challenging, relevant activities; evidence of self-determined learners		
3. Students connect and apply learning to culture, background knowledge, strengths		
4. Students demonstrate learning through planning, thinking, listening, speaking, reading, writing; multi-media; engaged in shared/collaborative learning		
5. Students' materials, resources, texts are relevant and suitable to the content and language, social learning outcomes; evidence of self-regulating behaviors		
6. Students have multiple opportunities for dialogue and conversations (50% student talk); engaged in information processing, application and transfer of learning		
7. Students are participating in differentiated activities and accommodations		

List observable behaviors to guide your professional conversations:	Tally
1. Inclusive Learning Environment	
2. Teacher Instructional Practices	
3. Student Interactions	
4. Student Engagement	

Arizona Department of Education