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| **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 |  |  |
| 1. Student-centered classroom; student work displayed is current, relevant, and accurate; classroom charts are made with/by students |  |  |
| 1. Respectful classroom management and organization; rules, procedures, and behavior expectations are created with/by students; are evident and posted |  |  |
| 1. Classroom library organized with student input, variety of genres, accessible to all |  |  |
| 1. Word walls and key vocabulary charts are created with/by students; contain symbols/pictures and used as a resource by all students |  |  |
| 1. Presence and use of manipulatives, objects, real-world and diverse examples |  |  |
| 1. Effective and efficient transitions between activities |  | [**COGNITIVE**](http://www.cccframework.org/) |
| **Instructional Practices “The What”** |  | **Provide Multiple Means of Representation** |
| 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 |  |  |
| 1. Shared Experiences (We do it): whole group/small/flexible group modeling |  |  |
| 1. 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 |  |  |
| 1. Independent Practice (You do it by yourself): time provided for mastery |  |  |
| 1. Closure; reviews learning targets with students; use of ongoing assessments   (self, formative, interim, summative, anecdotal) |  |  |
| 1. Monitoring and adjusting student learning; engagement; interactions; uses, gives immediate and specific feedback effectively |  |  |
| 1. Incorporates, plans for higher order thinking question activities *and* wait time |  |  |
| **Student Interactions “The How”** |  | **Provide Multiple Means of Actions and Expressions**  [**INTRAPERSONAL**](http://www.cccframework.org/) |
| 1. Students thinking, listening, speaking, reading, writing, sharing, discussing |  |  |
| 1. Students involved in text activity; note-taking; research; use of assistive technologies and/or multi-media; use multiple tools for construction and composition |  |  |
| 1. Students are goal-setting; ongoing use of self-assessments, formative assessments, and reflections |  |  |
| 1. Students interact in guided practice, projects, conferencing, collaborating, community, personal coping skills and strategies, in charge of learning together |  |  |
| 1. Students independently practice for personal mastery; planning; choice; autonomy; visualization; manipulation of learning |  |  |
| 1. Student performance; presentation; reading/writing for authentic audience/purpose |  |  |
| 1. 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**](http://www.cast.org/our-work/about-udl.html#.XKOzyJhKjcs)  [**INTERPERSONAL**](http://www.cccframework.org/) |
| 1. Students are engaged in highly motivating, real-world experiences and/or issues |  |  |
| 1. Students engaged in meaningful, challenging, relevant activities; evidence of self-determined learners |  |  |
| 1. Students connect and apply learning to culture, background knowledge, strengths |  |  |
| 1. Students demonstrate learning through planning, thinking, listening, speaking, reading, writing; multi-media; engaged in shared/collaborative learning |  |  |
| 1. Students’ materials, resources, texts are relevant and suitable to the content and language, social learning outcomes; evidence of self-regulating behaviors |  |  |
| 1. Students have multiple opportunities for dialogue and conversations (50% student talk);engaged in information processing, application and transfer of learning |  |  |
| 1. Students are participating in differentiated activities and accommodations |  |  |

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

**Environmental Walks:**

Set aside a time to collect additional artifacts to show evidence that you are a **reading/writing** school community. You may choose to collect artifacts during grade level planning, and/or professional learning time, before or after school, lunch, and at the beginning, middle, and/or at the end of the school year. You choose.

**Directions:**

In grade level teams, partners, and/or content area teams, walk around your campus, classrooms, halls, walk ways, and anywhere else where evidence of **reading/ writing** is displayed. Notice and collect evidence of artifacts on the walls, including examples of language, thinking, reading, writing, and self-determining, and independent learners.

You may record your notes in the space below, take pictures or videos, and/or collect samples of student work. Be creative and be prepared to share your team’s findings with your professional literacy learning community. Take time to celebrate student’s work over time.