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

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| **List observable behaviors to guide your professional conversations:** | Tally |
| 1. Inclusive Learning Environment | 13 |
| 1. Teacher Instructional Practices | 11 |
| 1. Student Interactions | 10 |
| 1. Student Engagement | 13 |

Environmental Walks

*Notice and collect evidence of artifacts, language, thinking, reading, writing, and self-determining independent learners*