



Learning Walks: Interactive Crosswalk Tool

Learning Walks is a collaborative coaching process to be modeled and experienced with partners, grade-level teams, content area teams, and/or leadership teams. The purpose of the process is to assist educators in staying focused on what matters most in inclusive learning environments, instructional practices, student interactions, student engagement. Another purpose is to collect evidence of shared professional learning and collaboration over time.

The *Learning Walks* document is not a list to be checked off, nor is it intended to be used as an evaluation tool to evaluate teachers. Rather, it is a tool for collecting positive school trends, to capture evidence of shared learning, professional conversations, and to establish a common language of effective teaching and learning in a school community. The essence of this process is to foster a culture of intellectual trust among all learners.

Key:

The twenty-eight artifacts listed on the left of the following document are divided into four quadrants: ***Inclusive Learning Environment***, ***Instructional Practices***, ***Student Interactions***, and ***Student Engagement***. The seven artifacts in each quadrant are essential attributes found in highly performing classrooms and schools.

The Multiple Means of ***Representation***, ***Action and Expression***, and ***Engagement*** are aligned with the ***Universal Design for Learning*** foundation framework for all learners. <http://www.cast.org/our-work/about-udl.html#.XKvAO5hKiUm>

The HLP #s on the right side of the tool are linked to ***High Leverage Practices for Special Educators (HLPs)***. A foundational framework for all instruction developed by the Council for Exceptional Children and the CEEDAR Center. <https://highleveragepractices.org/>

- The **bolded** #s are linked to HLP videos
- The un-bolded #s are linked to the *High Leverage Practices for Special Educators* book

The **COGNITIVE** **INTRAPERSONAL** **INTERPERSONAL** are linked to the College and Career Competency Framework for all learners. <http://www.cccframework.org/>

“LEARNING WALKS”: A Coaching Tool for Teachers

Tally the occurrence of each **artifact** only once when observing

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		HLPs: 7 , 10 , 11 , 12 , 13
2. Student-centered classroom; student work displayed is current, relevant, and accurate; classroom charts are made with/by students		HLPs: 6 , 7
3. Respectful classroom management and organization; rules, procedures, and behavior expectations are created with/by students; are evident and posted		HLPs: 7 , 9 , 10 , 18
4. Classroom library organized with student input, variety of genres, accessible to all		HLPs: 7 , 14 , 15 , 19 , 21
5. Word walls and key vocabulary charts are created with/by students; contain symbols/pictures and used as a resource by all students		HLPs: 7 , 14
6. Presence and use of manipulatives, objects, real-world and diverse examples		HLP: 7 , 14
7. Effective and efficient transitions between activities		HLPs: 7 , 10 , 14
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		HLPs: 8 , 9 , 12 , 14 , 15 , 16 , 18 , 20 , 22
2. Shared Experiences (We do it): whole group/small/flexible group modeling		HLPs: 8 , 9 , 12 , 14 , 15 , 16 , 18 , 20 , 22
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		HLPs: 6 , 8 , 9 , 14 , 17 , 18 , 19 , 20 , 21 , 22
4. Independent Practice (You do it by yourself): time provided for mastery		HLPs: 4 , 8 , 9 , 13 , 14 , 22
5. Closure; reviews learning targets with students; use of ongoing assessments (self, formative, interim, summative, anecdotal)		HLPs: 4 , 8 , 10 , 14 , 22
6. Monitoring and adjusting student learning; engagement; interactions; uses, gives immediate and specific feedback effectively		HLPs: 6 , 8 , 18 , 22
7. Incorporates, plans for higher order thinking question activities <i>and</i> wait time		HLPs: 8 , 14 , 22
Student Interactions “The How”		Provide Multiple Means of Actions and Expressions INTRAPERSONAL
1. Students thinking, listening, speaking, reading, writing, sharing, discussing		HLPs: 4 , 14 , 18 , 19
2. Students involved in text activity; note-taking; research; use of assistive technologies and/or multi-media; use multiple tools for construction and composition		HLPs: 19
3. Students are goal-setting; ongoing use of self-assessments, formative assessments, and reflections		HLPs: 6 , 11 , 22
4. Students interact in guided practice, projects, conferencing, collaborating, community, personal coping skills and strategies, in charge of learning together		HLPs: 4 , 5 , 6 , 8 , 9 , 10 , 18 , 19 , 20
5. Students independently practice for personal mastery; planning; choice; autonomy; visualization; manipulation of learning		HLPs: 11
6. Student performance; presentation; reading/writing for authentic audience/purpose		HLPs: 11
7. Students participate in higher order thinking and in a variety of learning modalities; show learning through physical action		HLPs: 14 , 21
Student Engagement “The Why”		Provides Multiple Means of Engagement INTERPERSONAL
1. Students are engaged in highly motivating, real-world experiences and/or issues		HLPs: 4 , 18
2. Students engaged in meaningful, challenging, relevant activities; evidence of self-determined learners		HLPs: 14 , 18 , 21
3. Students connect and apply learning to culture, background knowledge, strengths		HLPs: 18
4. Students demonstrate learning through planning, thinking, listening, speaking, reading, writing; multi-media; engaged in shared/collaborative learning		HLPs: 14 , 18
5. Students’ materials, resources, texts are relevant and suitable to the content and language, social learning outcomes; evidence of self-regulating behaviors		HLPs: 11 , 13 , 18
6. Students have multiple opportunities for dialogue and conversations (50% student talk); engaged in information processing, application and transfer of learning		HLPs: 9 , 18 , 21
7. Students are participating in differentiated activities and accommodations		HLPs: 4 , 6 , 13 , 15 , 18 , 19 , 20

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

Disclaimer: This document is not intended as an evaluation tool or a checklist to evaluate teachers!

“LEARNING WALKS”: A Coaching Tool for Teachers

Tally the occurrence of each **artifact** only once when observing

Observer: _____ Teacher: _____ Room #: _____ Date: _____
TIME IN: _____ TIME OUT: _____ Subject/Grade: _____ # of Students: _____

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.

Disclaimer: This document is not intended as an evaluation tool or a checklist to evaluate teachers!