



## Learning Walks - To Identify Good Planning and Good Teaching

**Purpose:** To get a snapshot of what is happening in the classroom of a veteran teacher. How does it align with the values of Moorhead Public Schools? What can a new teacher glean to take into his or her own classroom?

**Procedure:** Visit classroom with team for 8-10 minutes. After leaving the classroom, make tally mark in corresponding rubric column. Continue visiting additional rooms. Debrief with team when finished.

**Thoughts to keep in mind:** This is a confidential process, meant as a learning tool not as an evaluation. Do not use teacher names. This is designed to be about overall practices. We do not want to zero in on one "thing."

**Possible questions to ask students:** What do you need to do to be successful in this lesson? How do you know what you will be doing today? Would you show me some examples of your work? How do you know when your work is good enough?

### Domain 1: Planning and Preparation

<b>Objectives</b> are clearly defined	implied	not clearly defined
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What evidence do I see/hear?

<b>Lesson activities</b> clearly support learning of objectives	somewhat	activities unrelated to objectives
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What evidence do I see/hear?

### Domain 2 Classroom Environment

<b>Learning environment</b> promotes respect	somewhat	environment lacks respect
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What evidence do I see/hear?

Opportunities for <b>student interaction and discussion</b> are frequent	some opportunities	no opportunities
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What evidence do I see/hear?

<b>Classroom procedures and routines</b> are efficient and promote learning	somewhat	take away from learning
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What evidence do I see/hear?

**Domain 3: Instruction**

Concepts are explicitly linked to students' <b>background experiences and earlier lessons</b>	loosely linked	not linked
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What evidence do I see/hear?

<b>Key vocabulary</b> is emphasized and used by students	introduced, but not emphasized	not even introduced
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What evidence do I see/hear?

Questions and tasks promote <b>higher-order thinking</b> skills	some	none
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What evidence do I see/hear?

Students are consistently <b>engaged</b> in meaningful activities to learn and demonstrate competency of objectives	somewhat	students not engaged
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What evidence do I see/hear?

<b>Assessment of student learning</b> occurs throughout the lesson and includes student feedback	somewhat	does not occur
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What evidence do I see/hear?

**Debriefing:**

What evidence did you see or hear in the classrooms to support the rubric score?

What are you wondering? (State in the form of a question.)

What did you observe or learn that might be helpful for developing your own teaching skills?

In what ways was this learning walk beneficial to you? What might you say to a colleague about learning walks?