

# WASHINGTON ELEMENTARY SCHOOL Learning Walk Feedback

Teacher	Grade	Time	Date
<b>Lesson Segments Involving Routines</b>		<b>Is it Effective?</b>	<b>Evidence</b>
<b>#1 High Expectations for student learning</b>			
1.1 Provides clear learning goals and scales 1.2 Celebrates student success			
<b>#5 Safe, Inclusive Learning Environment</b>			
5.1 Organizes a safe physical layout of the classroom to facilitate movement and focus on learning 5.2 Reviews expectations regarding rules and procedures to ensure their effective execution			
<b>#6 Student Data</b>			
6.3 Provides opportunities for students to self-reflect and track progress toward learning goals			
<b>Lesson Segments Addressing Content</b>		<b>Is it Effective?</b>	<b>Evidence</b>
<b>#2 Effective Teaching Practices</b>			
2.1 Helps students effectively interact with new knowledge			
2.1.1 Identifies critical information			
2.1.2 Organizes students in small groups to facilitate the processing of new knowledge			
2.1.3 Helps students to link prior knowledge to new content			
2.1.4 Chunks content into "digestible bites"			
2.1.5 Breaks presentation of content and engages students in processing new information			
2.1.6 Through questions/activities, students elaborate on new information			
2.1.7 Students record and represent knowledge in linguistic and/or nonlinguistic ways			
2.1.8 Students reflect on their learning and the learning process			
2.2 Helps students to practice and deepen knowledge			
2.2.1 Reviews content, highlights critical information			
2.2.2 Organizes students in groups to practice and deepen knowledge			
2.2.3 Uses homework when appropriate (not routinely)			
2.2.4 Students examine similarities and differences			
2.2.5 Students examine errors in their own reasoning or the logic of information presented			
2.2.6 Students practice skills, strategies, and/or process			
2.2.7 Students revise previous knowledge			
2.3 Organizes students for cognitively complex tasks (transfer and application)			
2.7 Uses and applies Academic Vocabulary			

Lesson Segments Enacted on the Spot	Is it Effective?	Evidence	How do I Know?
<p><b>#1 High Expectations for Student Achievement</b></p> <p>1.3 Understanding students' interests and backgrounds (positive relationships)</p> <p>1.4 Demonstrates value and respect for all, including typically underserved students</p> <p><b>#2 Questioning Research-Based Instructional Practice</b></p> <p>2.4 Asks questions of typically underserved students with the same frequency and depth as other students</p> <p>2.5 Probes typically underserved students' incorrect answers</p> <p><b>#2 Effective Teaching Practices</b></p> <p>2.6 Engages students</p> <p>2.6.1 Notices when students are not engaged</p> <p>2.6.2 Uses academic games</p> <p>2.6.3 Manages response rates</p> <p>2.6.4 Uses physical movement</p> <p>2.6.5 Maintains a lively pace</p> <p>2.6.6 Demonstrates intensity and enthusiasm</p> <p>2.6.7 Uses friendly controversy</p> <p>2.6.8 Provides opportunities for students to talk about themselves</p> <p>2.6.9 Presents unusual or intriguing information</p> <p><b>#5 Safe, Positive Learning Environment</b></p> <p>5.3 Demonstrates awareness of classroom environment at all times (withitness)</p> <p>5.4 Applies consequences for lack of adherence to rules and procedures</p> <p>5.5 Acknowledges adherence to rules and procedures</p> <p>5.6 Builds positive relationships with students by displaying objectivity and control</p>			