

Monterey County Curriculum Leadership Council- Learning Walk Tool

Site: _____ Grade/Subject/Course: _____ District Initiative Observed: _____
 Role of Observer (check those that apply): Teacher Focus _____ Student Focus _____ Classroom Environment Focus _____

FOCUS Standard/s (standard addressed and how presented):

Describe the student task and the DOK Level (use the HESS rubric to support the identified level):

Summary of classroom visit

Academic Language:		Comments to support evidence observed and collected
Students (Tally the frequency of...)		
Oral language use		
Written language use		
Peer to peer collaboration		
Student-teacher interaction		
Teacher (Tally the frequency of...)		Comments to support evidence observed and collected
Teacher Modeling		
Checking for Understanding		
Prompt & cueing		
Formative Assessment		
Classroom Environment:		Comments to support evidence observed and collected
Language supports in action		
Language supports available		
Other:		

April 18, 2016

Purpose of tool: to provide common language for CLC members when visiting classrooms

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Summary Feedback from Observation:	Student Learning Focus & "Wonderings"
<p>Sentence frames for feedback:</p> <p><i>I noticed in your class that students...</i> Example: I noticed in your class that students are eager to participate in group discussions.</p> <p><i>I'm wondering when students....how might?</i> Example: I'm wondering when students were working in their groups, how might differentiation be possible?</p> <p><i>When you...the students' response was....</i> Example: When you provided wait time, the students' responses were more detailed and specific.</p> <p><i>Students were supported when...</i> Examples: Students were supported with sentence frames when you called attention to them.</p> <p><i>Students were...when...</i> Example: Students were actively engaged when they were expected to share the responses that were similar to their own.</p>	

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