

DCPS Learning Walk Guide

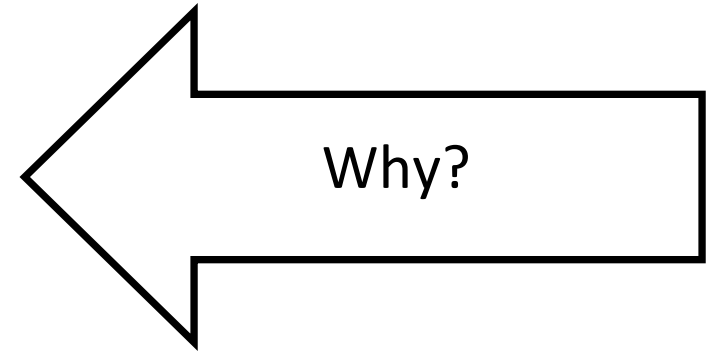
Date:

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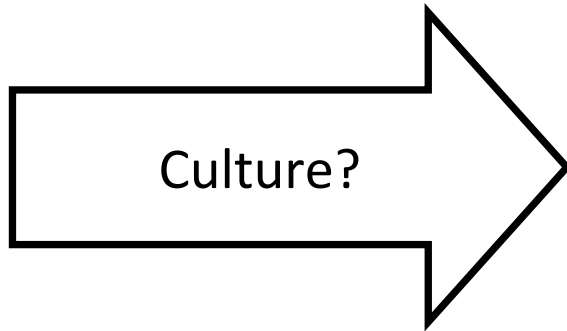
What are <i>Teachers</i> Doing?	What are <i>Students</i> Doing?	What does <i>Student Work</i> look like?
Develop & use essential questions		Includes student responses to essential questions on a high level (analyze, evaluate, synthesize)
Pose higher level thinking questions & provide student feedback	Engage in higher level thinking (demonstrate depth of knowledge: analyze, evaluate, synthesize)	Is NOT <u>only</u> regurgitation (emphasis on thinking!!)
Provide student choice	Use a variety of strategies to learn (problem solving, cooperative learning groups, working with partners, think/pair/share, project-based learning, literature circles, Socratic/Paideia seminar)	Includes variety of activities & assessments (differentiated based on student needs)
Facilitate & coach student conversation/inquiry	Communicate effectively (discussing, generating ideas, listening, critical reading & writing)	Includes diverse project-based assignments allowing student choice developed over time
Challenge students & set high expectations for all	Challenge themselves and others (goal setting, questioning, investigating, exploring, creating, problem solving, connecting to real world through application)	
Utilize technology to enhance the learning environment	Integrate technology into their learning	Includes use of technology when appropriate, students may determine which application will best address their needs, multiple technologies may be in use
Make real world connections (relevance)	Demonstrate metacognition by reflecting & making connections	Is NOT homework for homework's sake but for a real purpose that connects to student learning
Model appropriate student learning behaviors	Engage in instruction (appropriate & active)	
Encourage independent thinking (What if? Why?)	Draw conclusions from multiple points of view (comparative thinking: describing, comparing, concluding, applying)	Is NOT <u>only</u> a low-level worksheet, task or activity
Bring focus and clarity when necessary (cueing techniques)	Additional Notes: 	
Establish & support risk-free learning environments (effective use of praise, listening, mutual respect, classroom norms)		
Lead students to sort and determine the use of appropriate information		
Model critical thinking with students and colleagues		
Monitor student learning and reflect on teacher practice		

Please * the critical thinking indicators (3 maximum) that were most prominent in the classroom you visited.

Relevance---Script what you observe concerning application, real world & personal connections.



Relationships---Script what you observe concerning classroom culture & interactions (student/student, adult/student, adult/adult).



Critical Thinking Glossary

critical thinking: analyzing and evaluating thinking with a view to improving it

cueing techniques: reminders or prompts used to encourage continued focus on the essential question (can be used for behavior or instruction)

essential questions: probe for deeper meaning, set the stage for further questioning, foster the development of critical thinking skills and higher order capabilities such as problem-solving and understanding complex systems

independent thinking: being able to think on your own without someone else guiding you

metacognition: knowledge about own thinking and the factors that influence your thinking

project-based assignments: combine intellectual inquiry, rigorous real-world standards, and student engagement in relevant and meaningful work

rigor: helping students develop the capacity to understand content that is complex, ambiguous, provocative, and personally or emotionally challenging, critical thinking is a foundational piece

Socratic/Paideia seminar: scholarly discussion of an essential question in which student opinions are shared, proven, refuted, and refined through dialogue with other students