

dodea

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

Learning Walkthrough Implementation Guide



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Introduction

How to Use This Guide

This guide supports instructional leaders in implementing the Learning Walkthrough process in a Department of Defense Education Activity (DoDEA) district or school. It is designed to offer thoughtful guidance to DoDEA schools with an established culture of collaboration and inquiry, as well as those that are just beginning to observe instructional practices in classrooms and discuss teaching and learning in a focused manner.



Our Theory of Action

If Principals and Assistant Principals, District and Community Superintendents, and District Instructional Systems Specialists (ISSs) observe instructional practices in the classroom,

- provide individual feedback to teachers; and
- look for trends across the school, district, and region.

Then, we will build a common understanding of excellent instruction leading to improved teaching and learning.

What is a Learning Walkthrough

- The Learning Walkthrough is a systematic and coordinated method of gathering data on instructional practice and how students are learning in order to inform district- and school-level decisions.
- It is NOT an evaluation protocol for teachers or administrators.

Why use a Learning Walkthrough

- Learning Walkthroughs are a powerful means of helping educators, at all levels, learn more about the ways in which instructional practices support student learning and achievement. They can help clarify and focus the work that is needed to help all students achieve college and career readiness.
- Learning Walkthroughs provide opportunities to engage in frequent observations and discussions of teaching and learning that result in thoughtful, data-driven actions.
- Learning Walkthroughs promote a true professional learning community at all levels of the organization through collaborative conversations among participants about the continuous improvement of leading, teaching, and learning.



Benefits and Expectations

What are the Benefits of School-Wide Implementation

The Learning Walkthrough provides relevant and timely data for informing Focused Collaboration about teaching and learning. The power of the Learning Walkthrough is the collection of data that educators can draw upon to critically analyze, learn about, reflect on, and improve their instructional practice. When aligned with and connected to a school’s improvement efforts and the work of Professional Learning Communities (PLCs), the impact can be significant. Some of the benefits of school-wide implementation of Learning Walkthroughs are:



- enhanced focus on student learning experiences;
- enhanced professional dialogue about teaching and learning;
- development of a common language about teaching and learning;
- creation of a culture of inquiry and research, characterized by collaborative learning and reflective practice;
- improved district and school infrastructures to support teachers;
- identification of opportunities for additional coaching and professional development; and the
- creation of more consistent and higher-quality teaching and learning experiences throughout the school and district.

What are the Benefits of DoDEA-Wide Implementation

The benefits of a system-wide DoDEA implementation of the Learning Walkthrough are many and varied. A system-wide Learning Walkthrough creates a learning organization that collects data to continually answer the question, ***are we seeing what we expect to see in our classrooms, given how we are focusing our energy and resources?***



An agency-wide implementation provides DoDEA the ability to:

| | |
|----------|--|
| 1 | Focus the entire system on instruction and classroom practice |
| 2 | Unify practice and language |
| 3 | Inform analysis of other data |
| 4 | Monitor progress toward goals |
| 5 | Identify and disseminate what works |
| 6 | Inform agency-wide decisions, school improvement initiatives, and resource allocations |





Who are the Observers and What are Their Roles

Initial Implementation

- During the initial year(s) of implementation of the Learning Walkthrough, the building Principal and Assistant Principal will be the primary users of the tool. Support will be provided by the Center for Instructional Leadership (CIL), as well as District and Community Superintendents and ISSs.



Roles and Responsibilities

|  <p>HQ</p> |  <p>CIL</p> |  <p>DISTRICT</p> |  <p>SCHOOL</p> |
|---|---|---|---|
| <p>Develop and disseminate policy, guidance, and expectations.</p> <p>Coordinate final documents and products.</p> <p>Provide technical support for the implementation to include professional learning and materials for CIL staff.</p> <p>Convene a committee for professional learning design, data analyses and monitoring, and adjusting the implementation.</p> | <p>Participate in a cross-regional group to design and develop the professional learning for the DoDEA Learning Walkthrough implementation, using systemic tools/materials.</p> <p>Collaboratively plan with district leadership to conduct professional learning on the DoDEA Learning Walkthrough process and tools for instructional leaders.</p> <p>Model the Learning Walkthrough process.</p> <p>Provide ongoing coaching support.</p> <p>Engage in data analysis with district leadership.</p> | <p>Establish district-wide expectations for use of the DoDEA Learning Walkthrough Process and Tools.</p> <p>Co-plan with CILs for the professional learning, implementation and support of the Learning Walkthrough.</p> <p>Provide subject-matter/instructional expertise in instructional shifts.</p> <p>Provide professional learning on instructional shifts and DoDEA's CCRS implementation.</p> <p>Engage in data analysis to inform decisions and resource allocation.</p> <p>Provide support for school-level leaders and their leadership for Focused Collaboration/PLCs in schools.</p> <p>Participate in district leader networks.</p> | <p>Communicate in ways that build transparency and trust.</p> <p>Orient teachers to the purpose, concept, process, and common language of the Learning Walkthrough.</p> <p>Implement the DoDEA Learning Walkthrough with consistency and fidelity.</p> <p>Provide actionable feedback to teachers.</p> <p>Identify classroom strengths and support classroom needs.</p> <p>Incorporate data gathered into Focused Collaboration/PLC conversations.</p> <p>Use trend data to plan for professional learning needs in School Improvement Plans.</p> |

Understanding the Tools

Learning Walkthrough Tool

The DoDEA Learning Walkthrough Tool was developed with input from many areas within DoDEA, including Headquarters leadership and specialists, the CILs, District and Community Superintendents, and the Directors of Student Excellence. The Learning Walkthrough Tool represents **13 indicators** that foster a standards-focused classroom, many of which align to the instructional shifts addressed in DoDEA's College and Career Ready Standards (CCRS).



The 13 Standards-Focused Classroom Indicators are grouped into three clusters: Learning Environment (Indicators 1-3), Facilitating Learning (Indicators 4-7), and Instructional Shifts (Indicators 8-13).

| Learning Environment | Facilitating Learning | Instructional Shifts |
|---|---|---|
| <ol style="list-style-type: none"> 1. Learning environment is organized to be conducive to student-centered learning. 2. DoDEA-adopted materials are used to support student learning. 3. Students use appropriate digital tools or multimedia resources in support of learning and collaborating. | <ol style="list-style-type: none"> 4. Teacher communicates high expectations for student success. 5. Lessons are paced and structured to keep all students engaged throughout the learning. 6. Students are engaged in flexible/differentiated groups. 7. Learning activities incorporate formative assessment and/or feedback to guide the ongoing learning process. | <ol style="list-style-type: none"> 8. Goals/objectives are communicated beyond posted standards and referred to by teachers or students as they voice their understanding of learning goals. 9. Lesson tasks are challenging for all students (require productive struggle, problem-solving, or reasoning). 10. Students' and teachers' written and spoken discourse use domain specific vocabulary. 11. Students are able to read and articulate their understanding of complex text and concepts. 12. Students are able to respond to deliberate higher order questions that check for understanding of all learners. 13. Students support their written and spoken opinions with evidence from text. |

The hard copy of the [Learning Walkthrough Tool](#) is useful for sharing expectations with teachers. The electronic Learning Walkthrough System was created to help users identify patterns and trends that will inform decisions about support resources and professional learning needs. The electronic version is the standard expectation for all users. The user can access the link from the DoDEA Network.

Steps for accessing and using the tool are included in this guide. The electronic version offers several useful features, including drop-down boxes for ease of completion and data collection; an unlimited character box, with spell check, for making descriptive notes while observing; and an immediate self-generating email notification to the teacher observed.

The Learning Walkthrough Tool includes three descriptors for addressing the classroom observation visits:

- **Observed.** The user saw, read, or heard evidence of the indicator during this walkthrough.
- **Not Observed.** The user did not see, read, or hear evidence of the indicator during this walkthrough.
- **Not Applicable.** The user determined BEFORE entering the classroom NOT to look for the indicator during this particular walkthrough.

How Can the Learning Walkthrough Tool Job Aid Be Used

The [DoDEA Learning Walkthrough Job Aid](#) helps answer the question: *Are we seeing what we expect to see in our classrooms?* The Job Aid ensures a common language of instruction and assists the instructional leader by helping him/her to:

- understand and communicate the learning goals and objectives, specific instructional shifts for standards-based teaching and learning, and promising research-based instructional practices;
- identify factors in the learning environment that contribute to student success; listen and observe more acutely to what teachers say to and ask of students;
- listen and observe more carefully to what students are saying to each other and to the teacher;
- ask thoughtful and targeted questions to prompt standards-based thinking of the teacher;
- ask reflective and open questions of the students to gauge their learning; and
- craft feedback for the teacher that is specific, reflective, and standards-focused.

Scheduling a Learning Walkthrough

Administrators should create a schedule that allows for frequent, regular, and uninterrupted visits. Setting aside a couple of days during the week, or alternating halves of several days, ensures the Learning Walkthrough is accomplished. Simply blocking the calendar for the Learning Walkthrough is not enough—actually placing teacher names into a calendar keeps the administrator on track.

Visits will last 5-10 minutes to sufficiently gather useful evidence from which to offer feedback. The length of time is determined by the focus identified prior to beginning the Learning Walkthrough.

Steps Administrators Should Consider When Planning a Learning Walkthrough

There are many steps an administrator should consider when planning a Learning Walkthrough. The graphic below suggests ideas to support planning and implementation.



Implementing the Learning Walkthrough

Getting Started

Communication

How the message of the Learning Walkthrough is communicated is critical to its success. A successful implementation is dependent on effective communication. Communication should be:

- early on in the process, using the guide and tool as supports;
- consistent with the purpose of the Learning Walkthrough;
- frequent, to ensure understanding;
- timely, helpful, and growth producing; and
- transparent to build trust.






Shared Understanding

Developing a shared understanding and a common language among teachers and administrators is essential for effective and efficient communication. To facilitate this shared understanding, this guide includes a Glossary of Terms (appendix A) and a Learning Walkthrough Tool Job Aide (appendix H). See [items in the Appendix](#).

In order for schools to engage in conversation designed to bring about sustained changes in instruction, it is important to develop a culture of learning and sharing that allows teachers and principals to discuss important instructional issues. Included in developing that culture is the need to find time to establish and develop a common language. Participation in collegial study and discourse about instructional practices empowers the participants to reshape their thinking and their models of learning.

Setting a Focus

Deciding on a focus gives purpose to the Learning Walkthrough, informs a specific need or improvement goal within the context of each district and school, guides the selection of participants, and ensures that data collection is targeted. Decide which option is most appropriate for the purpose you have set.

| | |
|--|--|
| <p>Option 1: <i>All</i></p>  | <p>Looking for all 13 indicators will give the observer an overview; however, there will be some indicators that will not be observable due to the nature of the indicator, the segment of the lesson, and the time frame allotted for the Learning Walkthrough.</p> |
| <p>Option 2: <i>Some</i></p>  | <p>Prior to starting the Learning Walkthrough, determine which of the Clusters will be used. Plan to visit each classroom in the school during that week, or observation period, to look for the same indicators.</p> |
| <p>Option 3: <i>SIP Focused</i></p>  | <p>Use Focused Collaboration/PLC foci, a school improvement goal, or a recent professional learning objective that connects to the Learning Walkthrough Tool, to identify which of the 13 Standards-Focused Classroom Indicators will be used.</p> |

Gathering Data

Descriptive notes within and across classrooms provide a snapshot of instructional practices within a school that can be used to identify school-wide professional learning needs. Taking descriptive notes is essential to providing effective feedback afterwards. Here are some tips for gathering data as you begin your Learning Walkthrough implementation.



- Script notes that are specific and objective to generate richer and more focused discussions of classroom practice.
- Ensure evidence connects to the identified focus.
- Use guiding questions to refocus yourself as needed:
 - What tasks are students engaged in?
 - What do I hear the students and teacher saying?
 - What instructional practices do I observe?
 - What artifacts are evident that relate to the identified focus?
- Avoid evaluative language. Learning Walkthroughs are growth oriented and non-evaluative.

Refer to the [Learning Walkthrough Job Aid](#) located in the Appendix to gain clarification on the 13 Standards-Focused Classroom Indicators.

Using Data

Regional and district leadership have a perspective and responsibility regarding data analysis that is different from that of school leadership. Regional and district-level analysis of Learning Walkthrough evidence in conjunction with other data could yield powerful insights into the nature of teaching and learning throughout the district and the region. The Director of Student Excellence should compare Learning Walkthrough evidence across the region. A district should analyze aggregated data gathered through Learning Walkthroughs across the district, and the Principal should analyze Learning Walkthrough evidence for building trends. The insights generated from this investigation can be powerful drivers of professional development decisions made at the district and/or regional levels.

Some trend data analysis questions:

- What does this body of evidence mean, and what action steps need to take place in response to the findings?
- What are we learning from the process itself?
- What are the trends in Learning Walkthrough evidence? What are the findings over time?
- Is there a relationship between Learning Walkthrough evidence and improved student outcomes?
- Is there a relationship between Learning Walkthrough evidence and data on regional systems?
- What important observations seem to “pop out” from the data? Surprising observations? Unexpected observations?
- What confirms what we already know? What challenges what we thought?
- What patterns or trends appear? What similarities and differences exist across various data sources?
- What are some things we have not yet explored?
- What other data do we want to examine?

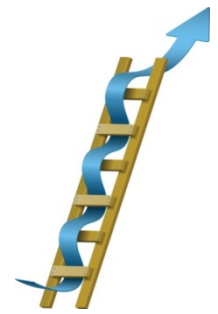
Talking About Data

One of the best ways administrators provide clear expectations for what they want staff to do with data is to model the inquiry process. Leading a data dialogue effectively requires a focus, data, guiding questions, and an understanding of the collaborative inquiry process. Data-driven dialogue assists teams in making shared meaning of data, surfacing multiple perspectives, separating data from inference, and making data-driven decisions.



Delivering Feedback

Effective feedback is immediate, specific, useful, meaningful, and directed at a goal or objective. Initiating and engaging in successful conversations with educators, at all levels, is vital to support a standards-focused teaching and learning environment. Having a conversation that leads to improved instructional practice supports the goals of DoDEA. After the Learning Walkthrough has been completed, an email notification is immediately sent to the educator once the user submits the electronic Learning Walkthrough form.



The *Ladder of Feedback* is a protocol that establishes a culture of communication and constructive feedback. It can be used at the classroom and school level. A user may not fill in every rung on the Ladder of Feedback. The user should always fill in the **"Thank"** rung on the Ladder of Feedback and at least one other rung. The sequence is described below and a copy is provided in the Appendix of this guide.

| Rung | Questions | Description |
|-----------------|---|---|
| Clarify | Are there aspects of the Learning Walkthrough that you do not believe you understood? | To gain clarity: <ul style="list-style-type: none"> Ensure that you are clear about what your feedback colleague was trying to accomplish in the lesson by asking some questions or stating any assumptions you have made. State if you approached your observations from a particular frame or perspective. |
| Value | What did you see in the school or classroom that you find to be particularly strong, impressive, innovative, or noteworthy? | To demonstrate value, your statements should: <ul style="list-style-type: none"> Build a supportive culture of understanding that will help your feedback colleague identify strengths in their work that they might not have recognized. Remind your feedback colleague of the parts of his/her lesson that should be preserved when making improvements. Express your appreciation for learners and their ideas. This is fundamental to the process of constructive feedback. Stress the positive points and offer honest compliments to set a supportive tone. |
| Raise Questions | What questions or challenges were raised for you during the Learning Walkthrough? | To raise questions or present challenges: <ul style="list-style-type: none"> Share your concerns, not as criticisms, but as honest thoughts and questions, not as absolute judgments of right and wrong. |
| Suggest | Do you have suggestions for professional learning, moving forward, or on how to address the questions or challenges raised? | Suggestions should: <ul style="list-style-type: none"> Help your feedback colleague make improvements by sharing your ideas on how he/she might refine or advance the lesson. Put forward ideas on where the lesson might go next or how a teacher might build on students' ideas and work. |
| Thank | How has observing and giving feedback enhanced your own understanding of instructional practices? | To demonstrate thanks, your statements should: <ul style="list-style-type: none"> Tell your feedback colleague what you have learned from this experience. Share the questions and issues you will take away to think more about. |



NOTE: Those providing feedback on a learning walkthrough may use all or some of the sequenced steps from the Ladder of Feedback. However, what is most important is that the feedback is specific, relevant, and encourages reflection on practice. It is expected that feedback is given after every Learning Walkthrough.

Appendix

[APPENDIX A](#): DODEA LEARNING WALKTHROUGH GLOSSARY OF TERMS

[APPENDIX B](#): SAMPLE AGENDA FOR INTRODUCING LEARNING WALKTHROUGHS TO TEACHERS

[APPENDIX C](#): TIPS FOR SUCCESSFULLY IMPLEMENTING THE LEARNING WALKTHROUGH

[APPENDIX D](#): DODEA LEARNING WALKTHROUGH TOOL TEMPLATE

[APPENDIX E](#): DODEA LEARNING WALKTHROUGH TOOL – SAMPLE DESCRIPTIVE NOTES

[APPENDIX F](#): DODEA LEARNING WALKTHROUGH TOOL JOB AID

[APPENDIX G](#): LADDER OF FEEDBACK TEMPLATE FOR CLASSROOM OBSERVATIONS

[APPENDIX H](#): LADDER OF FEEDBACK FOR CLASSROOM OBSERVATIONS – SAMPLE FOR INDIVIDUAL CLASS

[APPENDIX I](#): LADDER OF FEEDBACK TEMPLATE FOR SCHOOL-LEVEL WALKTHROUGH DATA

[APPENDIX J](#): LADDER OF FEEDBACK FOR SCHOOL-LEVEL WALKTHROUGH DATA – SAMPLE

[APPENDIX K](#): ACCESS TO THE DODEA ELECTRONIC LEARNING WALKTHROUGH FORM



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Appendix A: DoDEA Learning Walkthrough Glossary of Terms

| Term | Definition | Use in Context |
|-------------------------------------|---|---|
| Adopted Curriculum Materials | DoDEA selects comprehensive, multi-grade, standards-based curriculum packages, resources, and materials that teachers are required to use or follow. | The most recent Adopted Materials List can be found on the DoDEA College and Career Ready Web site. Other DoDEA resources and materials include, but are not limited to, scope and sequences, model units/model lessons, anchor charts, common assessments, tools, graphic organizers, and templates found in the DoDEA Learning Management System. |
| Complex Text | <p>Text complexity is a three-part model.</p> <ol style="list-style-type: none"> 1. Quantitative complexity refers to word frequency, sentence length, and text cohesion (e.g. Lexile). 2. Qualitative measures include structure, language conventions and clarity, including levels of meaning and purpose. 3. Reader and task complexity refers to the professional judgment and expertise of educators to match texts to classes, tasks, or particular students. | <p>Texts chosen by the teacher meet the three-part model. Teachers scaffold and support readers with close reading and annotation. Close reading means reading and re-reading to deepen comprehension.</p> <p>Students may use a sticky note or digital tool to annotate their responses to a challenging text.</p> <p>For more information on text complexity refer to DoDEA's CCRSL Appendix A.</p> |
| Differentiation | <p>Differentiated instruction is an approach to teaching in which teachers actively plan for student differences so that ALL students can best learn. Lessons designed around patterns of academic and affective student needs are necessary for student success with standards.</p> <p>Differentiated lessons are planned to include variety in process, product, or content. Lessons have purposeful and intentional adjustments in the task/assignment focused on student needs.</p> | <p>In a differentiated classroom, teachers divide their time, resources, and efforts to effectively teach students who have various backgrounds, readiness, skill levels, and interests.</p> <p>Differentiation is NOT individualized instruction, Individual Education Plans for all, or ability grouping within a classroom.</p> |

| Term | Definition | Use in Context |
|--|---|---|
| <p>Digital Tools</p> | <p>Contemporary digital tools are used by students and teachers to support and create learning, as well as to facilitate collaboration. The tools must be appropriate for the task, support the learning objective, and be student-centered.</p> <p>Digital tools should invite students toward higher levels of rigor. Digital tools should engage students in collaboration, communication, problem solving, and creative thinking.</p> | <p>Using the SAMR model helps educators identify at what level students and teachers are using technology. In the SAMR model, S stands for substitution where tech acts as a direct tool with no functional change; A stands for augmentation where tech acts as a substitute with functional improvement; M stands for modification where tech allows for significant task redesign; and R stands for redefinition where tech allows for the creation of new tasks. The goal is to be operating in the transformation level (modification and redefinition) of SAMR, when appropriate.</p> |
| <p>Domain Specific Vocabulary</p> | <p>The language that is specific to a field of study and key to understating a new concept within a text, often referred to as Tier III words.</p> | <p>Domain-specific vocabulary is more common in informational text than in literature. It is used deliberately by/with teachers and students to demonstrate mastery of content and ideas.</p> |
| <p>Engagement</p> | <p>Active involvement in authentic, meaningful work which stems from real-world problems and includes opportunities for appropriate challenge, transfer of knowledge, collaboration, and oral and written communication.</p> | <p>Students show ownership of their learning and make meaningful connections to the curriculum content. Students work with peers or in a small group with the teacher, where the instruction is interactive, rather than simply organization and management. Students show curiosity, interest, optimism, and passion for learning.</p> |
| <p>Feedback</p> | <p>Information that helps others get to higher levels of understanding or practice. It is intentional and specific, as well as actionable and timely.</p> <p>For students, feedback is focused on learning and provides information on their progress related to the learning objectives/goals.</p> <p>For educators, feedback is focused on teaching and learning practices and provides information on their progress related to standards-based teaching and learning.</p> | <p>Oral or written feedback is most effective when it connects the learners' current state to the task at hand. Feedback should be used for individual reflection to refine performance.</p> |

| Term | Definition | Use in Context |
|----------------------|--|---|
| Flexible Groups | An instructional strategy where students are grouped together to receive appropriately challenging instruction. | Students can be grouped in a variety of ways including interest, skill, choice, and task. Groups shift fluidly with new performance data (formative or summative). Groups can be changed as data determines the need. Group size and composition are adjusted to accommodate and reflect student progress and instructional objectives (flexible and dynamic grouping). |
| Formative Assessment | A process that provides information about student learning, minute-by-minute, day-to-day, and week-to-week so teachers continuously adapt instruction to meet students' specific needs and secure progress. | Formative assessments are assessments for learning and take a variety of forms, from more formal quizzes and assignments to informal questioning techniques to check for understanding and to make changes in instruction to meet the needs of all learners. |
| Goals and Objectives | A statement (written or expressed) in terms of what learners will be able to know, do, or feel. Goals/objectives should consist of an opening statement ('The student will...'), an action verb, and a content reference (which describes the subject being taught)... the three essential elements are a statement of <i>who</i> (the learner), <i>how</i> (the action verb), and <i>what</i> (the content). | Goals and Objectives aligned to well-planned instruction/activities and assessments of and for learning (formative and summative) that increase the likelihood students will be successful in achieving the objective in the lesson, series of lessons, or unit based on DoDEA standards. When students know and understand the purpose of a lesson and how the activities contribute to or support their learning, learning is increased. Teachers should refer to goals/objectives during instruction so students are able to monitor their own learning. |
| High Expectations | When teachers have high expectations for students and provide tasks that are engaging and of high interest, students build self-esteem, increase confidence and improve academic performance. Student confidence is critical to a student's willingness to tackle and persevere with rigorous and challenging learning activities. Effort is made to set the same high educational standards for all students. It is based on the premise that a failure to hold all students to high expectations effectively denies them access to a high-quality education. | Essential to a culture of high expectations is providing students with high levels of support. Support includes scaffolding within lessons by using graphic organizers and chunking information, incorporating motivational elements in the lesson, identifying strategic knowledge in the lesson, and having a plan to provide students with additional help and support. Messaging to students clearly communicates: <ul style="list-style-type: none"> ▪ This is important. ▪ You can do it. ▪ I will not give up on you. Rubrics for expectations of quality are shared. Students are tenacious about their learning. When high expectations are held for all students, students learn more and do more. |

| Term | Definition | Use in Context |
|---|---|--|
| <p>Higher-Order Questions</p> | <p>Questions that students cannot answer by simple recollection and put advanced cognitive demand on students. They encourage students to think beyond literal questions and promote critical thinking skills. These types of questions expect students to apply, analyze, synthesize, and evaluate information instead of simply recalling facts.</p> | <p>Questions that are higher order extend beyond “knowledge” and are skillfully integrated into the lesson. They challenge students to think at the next level and draw a correlation to the stated learning objective. Higher order questions require students to Judge, Decide, Appraise, Evaluate, Rate, Compare, Value, Revise, Conclude, Select, Criticize, Assess, Measure, Estimate, Infer, Deduce, Score, Predict, Choose, Recommend, and Determine.</p> <p>For additional information, explore Bloom’s Taxonomy, Norm Webb’s Depth of Knowledge, or Art Costa’s Levels of Thinking (used in DoDEA’s AVID Program).</p> |
| <p>Learning Environment is Organized</p> | <p>Classroom management and organization are related. While rules and routines influence student behavior, classroom organization affects the physical elements of the classroom, making it a more productive environment for the students and the teacher.</p> | <p>There is alignment between the goals/objectives of the learning and the environment matched to the instruction. The environment varies to support instruction. Specific characteristics of organized environment include, but are not limited to, accessible storage for student and teacher materials, no teacher blind spots, clear traffic patterns, orderly routines, and good use of wall space.</p> |
| <p>Lessons are Structured and Paced</p> | <p>An effective lesson starts with a standards-aligned, carefully-formulated, clearly-stated learning objective and—of particular importance—how it will be assessed. A well-paced lesson attends to the timing and flow of teaching and learning, causes discourse between the teacher and learners, and allows for gradual release of control/responsibility.</p> | <p>Learning follows the DoDEA 20-60-20 model, emphasizing work sessions that are framed by opening and closing activities. Learning is provided or constructed by students in a way that makes it relevant/meaningful.</p> <p>Considerations include:</p> <ul style="list-style-type: none"> ▪ content, ▪ behavior, ▪ procedures, ▪ products, and ▪ monitoring. <p>The teacher serves as facilitator and intervenes with suggestions, recommendations, or questions to check for understanding or stimulate thinking. Pacing can be reflected in routines, variations for teachable moments, and matching to individual or group needs.</p> |

| Term | Definition | Use in Context |
|----------------------------------|--|--|
| Meaningful Discourse | <p>Spoken or written language, both print and digital, on a particular subject or topic. It is learning focused and leads to the expansion of ideas.</p> | <p>Meaningful discourse invites students to initiate discussion with one another and their teacher about the lesson or topic of study. Students can defend their work/ideas and ask questions that expand their own understanding. Teachers support meaningful discourse when they craft higher order questions or a series of scaffolded questions.</p> <p>For more information, refer to the following: Socratic seminars, think-pair-share, reciprocal teaching, fishbowls, debates, etc.</p> |
| Problem Solving | <p>The process of finding solutions to real-world complex situations or problems.</p> | <p>After defining the problem to be solved, multiple paths may be explored to come to a solution. Students take risks and collaborate to try ideas, evaluate, refine, and redesign solutions.</p> |
| Productive Struggle | <p>Developing strong habits of mind, such as perseverance, and thinking flexibly, instead of simply seeking the correct solution. Not knowing how to solve the problem at the outset is expected. The key is working through the problem, encouraging students to think outside the box, and not letting them get discouraged if their initial strategies do not work.</p> | <p>Teachers support productive struggle by using guiding questions. Productive struggle immerses students in learning and creates authentic engagement that promotes comprehension and mastery. Wait time is evident, as is problem-based learning, and open-ended questioning.</p> |
| Student-Centered Learning | <p>Learning is characterized by intentional standards-based planning based on the needs of the students. Students take ownership of their learning by setting goals and monitoring their own progress towards them. Students play a larger role in their learning while the teacher acts as a facilitator.</p> | <p>In a student-centered learning environment, the students learn to review their peers' work and offer feedback for improvement. There are high levels of engagement (ex: project-based learning, Socratic seminars, and debates) and collaboration is commonplace.</p> |
| Text | <p>A book, document, or other resource regarded in terms of its content rather than its physical form.</p> | <p>Teachers and students engage with a variety of text that include but are not limited to appendices, documents, illustrations, pictures, and artifacts.</p> |

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Appendix B: Sample Agenda for Introducing Learning Walkthroughs to Teachers

Note: This sample agenda is intended to be a guide to help ensure key considerations. It is important to incorporate *learning activities* to ensure this does not become a “sit and get” meeting.

Introduction

- [What is a Learning Walkthrough](#)
- [Why Use a Learning Walkthrough](#)
 - [DoDEA Theory of Action](#)
- *Learning Activity [Consider jigsaw of related readings.]*

Benefits and Expectations

- [School-Wide Benefits](#)
- [DoDEA-Wide Benefits](#)
- Alignment with Priorities (Priority One, PLCs, CIL, District, School Plans)
- What to Expect from Learning Walkthroughs
- [Who are the Observers and What are Their Roles](#)

Understanding the Tools

- [Learning Walkthrough Tool](#)
- [Learning Walkthrough Job Aid](#)
- *Learning Activity [Be sure to invite input on importance of each of the 3 clusters and 13 indicators.]*

Implementing the Learning Walkthrough

- [Getting Started](#)
 - [Communication](#)
 - [Shared Understanding](#)
- [Scheduling a Learning Walkthrough](#)
- [Setting a Focus](#)
- [Gathering Data](#)
- [Delivering Feedback](#)
 - Individual
 - Group
- *Learning Activity [Consider collecting perceptions with a Consensogram.]*

Closing

- Extending the Conversation
- Timeline for Next Steps



Appendix C: Tips for Successfully Implementing the Learning Walkthrough

TIPS

| Leaders Should | Leaders Should Not |
|---|---|
| <ul style="list-style-type: none"> ▪ Communicate openly with district and school staff about the Learning Walkthrough process and how the evidence will be used. ▪ Determine the purpose of the Learning Walkthrough with a clearly identified focus. ▪ Provide training to understand how to effectively gather evidence. ▪ Provide training and support in analyzing evidence and generating discussions targeted at improving instructional practices and student learning. ▪ Use data and research on promising practices to define action steps for improvement. ▪ Develop a process for determining progress. ▪ Build the capacity for learning at school and district levels. ▪ Share evidence and communicate action steps and supports designed to build on strengths and address needs. | <ul style="list-style-type: none"> ▪ Use the Learning Walkthrough process as part of the teacher evaluation process. ▪ Share information about individual teachers or use the information to criticize instructional staff. ▪ Conduct Learning Walkthroughs without a specific focus or an organized plan for collecting and analyzing evidence. ▪ Collect evidence without a plan for engaging individual teachers or groups of teachers in discussions about current practices and actions for improvement. ▪ Conduct Learning Walkthroughs without using the evidence to plan for further support that will benefit students, teachers, and systems/structures. ▪ Use information from a single Learning Walkthrough to make decisions about trends or programs. ▪ Use the Learning Walkthrough in isolation rather than as part of a more comprehensive data gathering and reflection process. |

(Source: *Learning Walkthrough Implementation Guide*, by the Massachusetts Department of Elementary and Secondary Education, 2013.)



Appendix D: DoDEA Learning Walkthrough Tool Template

Person Observed: _____ **Date:** _____ **Time:** _____ **Subject Area:** _____ **Grade:** _____
Lesson Segment: Beginning 20%--Middle 60%--End 20% **Observer:** _____

The purpose of this form is to collect trend data over time and is not evaluative. In advance of entering the classroom, the observer may decide to look for only a subset of indicators. When not looking for an indicator, please leave the default option of "Not Applicable." Once the observer has decided to look for an indicator, we expect to see descriptive notes for that indicator, along with a selection of "Observed" or "Not Observed."

| Standards-Focused Classroom | | Descriptive Notes | Observed | Not Observed | Not Applicable |
|-----------------------------|---|-------------------|----------|--------------|----------------|
| Learning Environment | 1. Learning environment is organized to be conducive to student-centered learning. | | | | |
| | 2. DoDEA-adopted materials are used to support student learning. | | | | |
| | 3. Students use appropriate digital tools or multimedia resources in support of learning and collaborating. | | | | |
| Facilitating Learning | 4. Teacher communicates high expectations for student success. | | | | |
| | 5. Lessons are paced and structured to keep all students engaged throughout the learning. | | | | |
| | 6. Students are engaged in flexible/ differentiated groups. | | | | |
| | 7. Learning activities incorporate formative assessment and/or feedback to guide the ongoing learning process. | | | | |
| Instructional Shifts | 8. Goals/objectives are communicated beyond posted standards and referred to by teachers or students as they voice their understanding of learning goals. | | | | |
| | 9. Lesson tasks are challenging for all students (require productive struggle, problem-solving, or reasoning). | | | | |
| | 10. Students' and teachers' written and spoken discourse use domain specific vocabulary. | | | | |
| | 11. Students are able to read and articulate their understanding of complex text and concepts. | | | | |
| | 12. Students are able to respond to deliberate higher order questions that check for understanding of all learners. | | | | |
| | 13. Students support their written and spoken opinions with evidence from text. | | | | |

Recognitions and Considerations [to be included in teacher email]:

Appendix E: DoDEA Learning Walkthrough Tool – Sample Descriptive Notes

Person Observed: _____ Date: 3/8/17 Time: _____ Subject Area: _____ Grade: _____

Lesson Segment: Beginning 20%--Middle 60%--End 20% Observer: _____

The purpose of this form is to collect trend data over time and is not evaluative. In advance of entering the classroom, the observer may decide to look for only a subset of indicators. When not looking for an indicator, please leave the default option of “Not Applicable.” Once the observer has decided to look for an indicator, we expect to see descriptive notes for that indicator, along with a selection of “Observed” or “Not Observed.”

| Standards-Focused Classroom | | Descriptive Notes | Observed | Not Observed | Not Applicable |
|-----------------------------|---|---|----------|--------------|----------------|
| Learning Environment | 1. Learning environment is organized to be conducive to student-centered learning. | <i>The learning environment is organized and orderly; norms were posted. Teacher responded to students with questions one by one. Students and teachers spoke respectfully.</i> | X | | |
| | 2. DoDEA-adopted materials are used to support student learning. | <i>Materials used by teacher and students were aligned to CCRS. Students had manipulatives to solve math problems.</i> | X | | |
| | 3. Students use appropriate digital tools or multimedia resources in support of learning and collaborating. | <i>No apparent use of digital tools.</i> | | X | |
| Facilitating Learning | 4. Teacher communicates high expectations for student success. | <i>Teacher walked around the room, said “nice job” and “good work” and did not ask questions of students.</i> | | X | |
| | 5. Lessons are paced and structured to keep all students engaged throughout the learning. | <i>Lesson pace was fast; some students did not fully understand goal. Two students that finished early had their own “extension folders” and were working on those activities.</i> | X | | |
| | 6. Students are engaged in flexible/differentiated groups. | <i>There was direct instruction and small group work. Groups were working independently in small groups on 1 activity. The activity was based on DoDEA-aligned standards.</i> | X | | |
| | 7. Learning activities incorporate formative assessment and/or feedback to guide the ongoing learning process. | <i>Students were highly dependent on teacher feedback for understanding the guided practice, yet many students were confused and did not get guidance.</i> | | X | |
| Instructional Shifts | 8. Goals/objectives are communicated beyond posted standards and referred to by teachers or students as they voice their understanding of learning goals. | <i>Teacher said: “Today, we will work with subtraction stories.” Students were working on multiplying by 10s, and were not able to say how it fit with a larger plan or purpose.</i> | | X | |
| | 9. Lesson tasks are challenging for all students (require productive struggle, problem-solving, or reasoning). | <i>There were differentiated options for students to work at appropriate levels. Students worked in small groups but were not working together.</i> | X | | |
| | 10. Students’ and teachers’ written and spoken discourse use domain specific vocabulary. | <i>The teacher and the students used accurate – domain/content vocabulary to describe the subtraction problems.</i> | X | | |
| | 11. Students are able to read and articulate their understanding of complex text and concepts. | <i>Students read together a single multiplication word problem, which did not appear to be complex for the class level.</i> | | X | |
| | 12. Students are able to respond to deliberate higher order questions that check for understanding of all learners. | <i>The teacher asked DOK Level 1 recall/ Bloom’s “remember” questions. However, activity required some DOK Level 2 Skill/ Bloom’s “understand” questions.</i> | | X | |
| | 13. Students support their written and spoken opinions with evidence from text. | <i>Those who were called upon were asked to tell why they believed their answer to be correct, but students were not prompted to justify responses with text or source materials.</i> | | X | |

Recognitions and Considerations [to be included in teacher email]:

You used verbal and non-verbal behaviors that communicate respect and likeability to your students. You used strong attention getting and keeping behaviors during the mini lesson. I noticed that two students had “extension” folders that allowed them to access additional related content after they had finished the class assignment. Have you thought about how to provide more extension choices for other students? Consider incorporating a variety of checking for understanding strategies to assess the learning of all students during mini lessons. Consider developing norms for collaboration when students are working together in small groups that allow them take different roles in group activities. Thank you for your efforts for improved instruction. I look forward to my next visit to your class!

Appendix F: DoDEA Learning Walkthrough Tool Job Aid

| Indicator | Evidence (Looks like/Sounds Like) | Questions to Students | Questions to Teachers |
|---|---|--|--|
| LEARNING ENVIRONMENT | | | |
| <p>1. Learning environment is organized to be conducive to student-centered learning.</p> | <p>Environment:</p> <ul style="list-style-type: none"> ▪ Organized to support learning ▪ Characterized by respectful behaviors, routines, tone and discourse ▪ Structured for collaboration to ensure all students are engaged ▪ Includes posted tasks with directions, anchor charts/tools, rotation/seating charts, and positive rules/norms ▪ Smooth transitions during instruction ▪ Structured to attend to social/emotional/non-cognitive learning ▪ Designed to allow for efficient use of learning spaces and student movement <p>Teacher:</p> <ul style="list-style-type: none"> ▪ Provides structures for student voice and choice in tasks/assignments ▪ Applies posted norms/rules consistently ▪ Verbal and non-verbals are supportive, caring and congenial to all students ▪ Demonstrates that errors are a normal part of learning through positive redirection ▪ Plans intentional standards based lessons based on needs of students ▪ Uses adaptive technology to ensure access for all students <p>Students:</p> <ul style="list-style-type: none"> ▪ Have supportive and healthy relationships with peers ▪ Experience minimal disruptive behavior and other negative actions ▪ Use the posted tasks with directions, anchor charts/tools, rotation/seating charts, and positive rules/norms to support learning and movement about the room ▪ Take ownership of their learning by setting goals and monitoring their own progress | <p><i>What are your class norms?</i></p> <p><i>What happens when someone doesn't follow them?</i></p> <p><i>How do you show others you respect them?</i></p> <p><i>Can you describe expectations for transitions and classes?</i></p> <p><i>How do you use learning centers/stations?</i></p> <p><i>Do you have a choice in the kind of work you do?</i></p> | <p><i>How do you set and maintain an environment of respect?</i></p> <p><i>Can you describe your collaborative structures in your class?</i></p> <p><i>How are norms developed, taught, and reinforced?</i></p> <p><i>What strategies do you use to give students voice and choice?</i></p> |
| <p>2. DoDEA-adopted materials are used to support student learning.</p> | <p>Environment:</p> <ul style="list-style-type: none"> ▪ Current adopted materials are the primary instructional resources used to facilitate learning ▪ Standards-aligned use of DoDEA-published or adopted <ul style="list-style-type: none"> ○ scope and sequences ○ model units/model lessons ○ anchor charts, tools, graphic organizers, and templates found in VSN/CoPs or Schoology groups/courses ○ common assessments <p>Teachers:</p> <ul style="list-style-type: none"> ▪ Encourage multiple ways to justify reassigning when solving problems or answering questions ▪ Provide opportunities for academic discourse around curricular materials <p>Students:</p> <ul style="list-style-type: none"> ▪ Record understanding of content using a variety of methods e.g. Cornell notes, graphic organizers, stamping numbers...) ▪ Are responding to and critiquing reasoning of others based on curricular experiences | <p><i>How did today's activity help you understand the lesson's goal?</i></p> <p><i>If you are struggling with a concept/idea what tools are available to help you succeed?</i></p> | <p><i>Are the materials for this lesson aligned to DoDEA standards? Which ones?</i></p> <p><i>If a student is struggling/exceeding expectation of the lesson, what resources are you using to meet their needs?</i></p> <p><i>When you supplement adopted materials or texts how do you determine the appropriateness? What is your decision-making process?</i></p> |

| Indicator | Evidence (Looks like/Sounds Like) | Questions to Students | Questions to Teachers |
|--|--|---|---|
| <p>3. Students use appropriate digital tools or multimedia resources in support of learning and collaborating.</p> | <p>Environment</p> <ul style="list-style-type: none"> ▪ Contemporary digital technologies, Web 2.0 tools, and multimedia resources are aligned to standards and embedded into the lesson so that students and teachers can: <ul style="list-style-type: none"> ○ connect different classrooms (locally and globally) ○ innovatively share ideas and content ○ collaborate on projects ○ create graphic organizers and tools ○ personalize and customize learning based on diverse learning needs and styles <p>Teachers:</p> <ul style="list-style-type: none"> ▪ Design standards-based lessons that require the use of contemporary digital technologies, Web 2.0 tools, and multimedia resources to augment, modify, and redefine learning tasks as defined by the SAMR model <p>Students:</p> <ul style="list-style-type: none"> ▪ Use contemporary digital technologies, Web 2.0 tools, and multimedia resources to: <ul style="list-style-type: none"> ○ promote creative, collaborative, innovative thinking and inventiveness ○ engage in problem solving of authentic, real-world issues ○ apply and evaluate new content ○ communicate new ideas creatively at local and global levels ○ construct visual and graphic representations ○ research, produce, revise, and publish work ○ apply and evaluate technology resources for accuracy, credibility, and relevance | <p><i>What are your goals in using technology to improve your learning?</i></p> <p><i>If a technological resource is asking for personal information, what have you been taught about being safe and choosing what information to share?</i></p> <p><i>How have you used technology as a tool to support your learning?</i></p> | <p><i>What digital tools and multimedia resources do you use routinely?</i></p> <p><i>How do you decide what is appropriate for a lesson?</i></p> <p><i>How do you use technology to encourage collaboration?</i></p> <p><i>What digital tools do you utilize to communicate and to encourage collaboration?</i></p> <p><i>How is the technology in this lesson being used as a significant task redesign (modification level)?</i></p> |

| Indicator | Evidence (Looks like/Sounds Like) | Questions to Students | Questions to Teachers |
|--|--|--|--|
| FACILITATING LEARNING | | | |
| <p>4. Teacher communicates high expectations for student success.</p> | <p>Environment:</p> <ul style="list-style-type: none"> ▪ Examples of current student work are displayed, with descriptive feedback and corresponding rubrics/criteria ▪ Success criteria are explicitly stated through <ul style="list-style-type: none"> ○ posters/anchor charts/exemplars ○ class/course overviews ○ grading scales ○ rubrics ▪ Learning experiences are rigorous and challenging with scaffolds present to support all learners access to the standards/course content ▪ Risk-taking is encouraged and supported <p>Teachers:</p> <ul style="list-style-type: none"> ▪ Demonstrate their belief that all learners can meet high standards in actions, words, and disposition. Model process/skills/steps to support all learners' concept attainment ▪ Use models, exemplars, authentic student work to demonstrated concept/skill/process attainment by learners ▪ Ask questions of and responds to all students in an equitable, intentional way ▪ Normalize errors and uses them as opportunities to clarify understanding <p>Students:</p> <ul style="list-style-type: none"> ▪ Demonstrate perseverance through a willingness to continue despite setbacks and/or initial failure ▪ Ask for help/support/next steps from peers and/or teacher, as needed ▪ Use tools provided in the environment, as appropriate, to independently problem-solve ▪ Demonstrate ownership of learning by setting goals for learning that are challenging or reflect academic risks ▪ Take pride in their work as demonstrated by the quality and attention to detail | <p><i>How do you know your teacher cares about you?</i></p> <p><i>Did this lesson challenge you?</i></p> <p><i>Does your teacher ask you questions?</i></p> <p><i>How do you take initiative to improve your work?</i></p> <p><i>What is your reaction if a classmate disagrees with your idea?</i></p> <p><i>What are the expectations if you are unsure or don't know the answer?</i></p> <p><i>How do the examples, anchor charts, models, etc. help you understand the lesson?</i></p> | <p><i>How do students know you have high expectations for them?</i></p> <p><i>How did you decide which exemplars would best facilitate learning?</i></p> <p><i>What strategies do you use to check for understanding?</i></p> <p><i>What are your plans if a student is struggling with or exceeding expectations during instruction? After instruction?</i></p> |
| <p>5. Lessons are paced and structured to keep all students engaged throughout the learning.</p> | <p>Environment:</p> <ul style="list-style-type: none"> ▪ There is an expectation that all students will participate, collaborate and contribute during lessons ▪ The physical environment optimizes learning for all students ▪ Timing and flow of teaching and learning allows for discourse, dialogue and gradual release of responsibility <p>Teachers:</p> <ul style="list-style-type: none"> ▪ Guide instruction with a hook, checks for understanding, use of proper wait time, and content-appropriate mini lessons ▪ Provide opportunities for hands on learning and guided or independent practice ▪ Provide sufficient time for learning ▪ Show evidence of 20/60/20 lesson structure in their lesson design ▪ Use lesson activities that are differentiated for learners (by process, product, and content) ▪ Uses scaffolds to engage all levels of learners <p>Students:</p> <ul style="list-style-type: none"> ▪ Are actively involved (producing, creating, sharing products) in learning activities ▪ Are engaged in questioning, tasks, assessments, and performance tasks | <p><i>What part of the lesson helped you understand today's goal?</i></p> <p><i>How can you use what you learned today outside of school?</i></p> <p><i>Are there parts of today's lesson you still need help in understanding?</i></p> <p><i>Do you have enough time to learn the material being taught?</i></p> | <p><i>How do you design your questions?</i></p> <p><i>Can you describe the 20/60/20 lesson structure in your classroom?</i></p> <p><i>What active learning strategies did you use in this lesson? Why did you select them? Did you consider others?</i></p> |

| Indicator | Evidence (Looks like/Sounds Like) | Questions to Students | Questions to Teachers |
|---|---|--|--|
| <p>6. Students are engaged in flexible/ differentiated groups</p> | <p>Environment:</p> <ul style="list-style-type: none"> ▪ Re-teaching and accommodations, small-group instruction, and enrichment are evident in classrooms. ▪ Variety in instructional processes, including peer teaching, student-led teaching, inclusion, co-teaching. ▪ Variety in instructional processes, products, and content for students. ▪ Tasks that are differentiated for groups of students and include: re-teaching/reinforcement, pre-post assessments, peer tutoring, aides, co-teaching, inclusion, student-led teaching/facilitation. <p>Teachers:</p> <ul style="list-style-type: none"> ▪ Group students based on data and adjusting grouping as needed (using homogenous and heterogeneous grouping) ▪ Use instructional practices that motivate and engage students during the lesson ▪ support diverse student learning needs <p>Students:</p> <ul style="list-style-type: none"> ▪ Work cooperatively on a shared activity ▪ Draw on the knowledge and/or discourse of peers | <p><i>Do you work in groups?</i></p> <p><i>How often do you work in groups?</i></p> <p><i>When was the last time your group changed?</i></p> <p><i>How does your teacher make groups?</i></p> <p><i>If you are struggling and your teacher is with a group, what are the classroom expectations so you can get assistance?</i></p> <p><i>Do you have the opportunity to teach your classmates?</i></p> <p><i>What happens when you understand the lesson and others don't yet?</i></p> | <p><i>How did you use the results of formative assessments to determine the groupings of students?</i></p> <p><i>How often do the groupings change?</i></p> <p><i>What ways do you vary learning tasks to support learning for all?</i></p> <p><i>Can you describe your use of small-group instruction?</i></p> <p><i>How did you determine what differentiated lesson activities would be used?</i></p> |
| <p>7. Learning activities incorporate formative assessment and/or feedback to guide the ongoing learning process.</p> | <p>Teachers:</p> <ul style="list-style-type: none"> ▪ Provide descriptive feedback that is timely, specific, clear and directed towards a goal or mastery of a standard both orally and in writing ▪ Conduct frequent checks for student understanding and adjusting instruction accordingly ▪ Provide exemplars of work (student work, anchor charts, mentor text) ▪ Demonstrate on the spot written, recorded or visual assessments (clicker response, thumbs-up/thumbs-down and teacher/student interactions) ▪ Collect and analyze evidence to measure student achievement and to reflect on the effectiveness of instruction ▪ Use evidence from formative and summative assessments to measure students' progress toward short-and long-term goals <p>Students:</p> <ul style="list-style-type: none"> ▪ Monitor their own progress toward individual goals, choosing to seek help from peers or teacher ▪ When appropriate, provide peers feedback that is specific, clear, and directed towards the intended goal or standard ▪ Implement oral or written feedback to improve performance on tasks | <p><i>How do you know that you've learned something?</i></p> <p><i>How does peer or teacher feedback help you grow?</i></p> <p><i>Can you show me some written feedback that a teacher or peer gave you that helped you improve?</i></p> | <p><i>How often do you provide written feedback to your students?</i></p> <p><i>What ways have you observed peer feedback helping students improve?</i></p> <p><i>How do you provide time for peer feedback?</i></p> <p><i>What strategies have you shared with students to help them reflect and improve using the feedback?</i></p> |

| Indicator | Evidence (Looks like/Sounds Like) | Questions to Students | Questions to Teachers |
|--|---|--|---|
| INSTRUCTIONAL SHIFTS | | | |
| <p>8. Goals/objectives are communicated beyond posted standards and referred to by teachers or students as they voice their understanding of learning goals.</p> | <p>Environment:</p> <ul style="list-style-type: none"> Writing on the board informing of the goals/objectives Use of KWL charts; advance organizers, itineraries with outcomes on board Displays of essential questions, “focus” walls and “I can” statements <p>Teachers:</p> <ul style="list-style-type: none"> Prompt students with “Yesterday we...today we...”; “remember we are trying to...” Ensure that all components of the instructional model 20/60/20 contribute to the lesson objectives/standards Relay the objective(s) of the lesson, connects objective(s) to one or more big ideas from previous lessons <p>Students:</p> <ul style="list-style-type: none"> Make/understand “I can” statements about learning goals Make connections to text, to world, to self, to other content areas Can say what they are working on and towards what goal when asked | <p><i>What are you learning today?</i></p> <p><i>What connections can you make to text you’re reading?</i></p> <p><i>What are your own learning goals?</i></p> <p><i>How did you decide on these as goals?</i></p> | <p><i>How did you determine these goals/objectives for this lesson?</i></p> <p><i>Based on the students in your room what would be an efficient and appropriate way to inform them of the goals/objectives of the lesson?</i></p> <p><i>What strategies do you use to connect to prior learning?</i></p> <p><i>How does the writing on the board contribute to student learning?</i></p> <p><i>How do you know the instructional objectives/goals were met?</i></p> |
| <p>9. Lesson tasks are challenging for all students (require productive struggle, problem-solving, or reasoning).</p> | <p>Teachers:</p> <ul style="list-style-type: none"> Select appropriate tasks that encourage collaborative work and academic discourse Provide differentiated opportunities to share collaborative work (i.e., make a video, poster, speech, etc.) <p>Students:</p> <ul style="list-style-type: none"> Work together to solve problems, use influence, and defend positions Engage in team work Use and consider different representations and tools Leverage prior knowledge, to support thinking and problem solving Engage in active inquiry to build understanding through problem solving Persevere in reasoning, while self-monitoring through the task, by using a variety of strategies to enter into the task and obtain a solution Communicate their own thinking about the task Participate in discourse in order to understand and accept a variety of solution approaches | <p><i>How often do you work together to solve problems or work on a project?</i></p> <p><i>Can you explain how this learning task connects to the goals/objectives on the board?</i></p> <p><i>What do you do/think/say when you are stuck on a problem?</i></p> <p><i>Is it alright, in this class, to come up with many ways to solve a problem? How do you know? Can you give an example?</i></p> | <p><i>How did you use data to design this lesson?</i></p> <p><i>What strategies do you use to help students see multiple solutions?</i></p> <p><i>How do you respond when a student struggles or exceeds expectations with a concept/idea/problem?</i></p> |
| <p>10. Students’ and teachers’ written and spoken discourse use domain vocabulary.</p> | <p>Teachers:</p> <ul style="list-style-type: none"> Use accurate and specific vocabulary during conversations within lessons and assigned work Introduce, define, and use content specific/technical words related to the concepts being taught Introduce new domain vocabulary words <p>Students:</p> <ul style="list-style-type: none"> Define domain vocabulary with the support of reference tools or by analyzing the surrounding context when prompted Use targeted domain vocabulary in reading, writing, and speaking Use domain vocabulary in student-to-teacher and peer-to-peer discourse and to explain their thinking and understanding of the course content and concepts. Examples of discourse include: Socratic seminars, think-pair-share, reciprocal teaching, fishbowls, debates, conversations that add to the learning, Google Docs/digital back and forth and domain-specific vocabulary | <p><i>What is an interesting academic word that you used or learned today?</i></p> <p><i>If you going to teach me what you learned today, what words should I know?</i></p> <p><i>Are you provided time to discuss what you learned with other students?</i></p> | <p><i>How do you teach specific content-related, academic vocabulary to your students?</i></p> <p><i>What strategies do you use to ensure students use academic vocabulary?</i></p> <p><i>How do you determine vocabulary to be taught and used?</i></p> |

| Indicator | Evidence (Looks like/Sounds Like) | Questions to Students | Questions to Teachers |
|--|--|---|---|
| INSTRUCTIONAL SHIFTS | | | |
| <p>11. Students are able to read and articulate their understanding of complex text and concepts.</p> | <p>Teachers:</p> <ul style="list-style-type: none"> ▪ Use texts and problems that are appropriately complex, real-world related, and encourage deep thinking ▪ Have a variety of appropriate texts and tasks that provide multiple entry points through the use of varied tools and strategies <p>Students:</p> <ul style="list-style-type: none"> ▪ Compare, contrast, infer, and use close reading strategies ▪ Summarize authors' arguments, and routinely analyze and explain the details used to build and support these arguments. ▪ Evaluate authors' logic ▪ Apply strategies to make meaning of complex text, or build on the ideas of others to further discussions and deepen subject area knowledge | <p><i>What are you reading now?</i></p> <p><i>How do you know if the book/article/reading is just right for you?</i></p> <p><i>What are some reading strategies you use to better understand the author's meaning?</i></p> <p><i>Do you refer back to pages in your books when having conversations or in your writing?</i></p> | <p><i>What methods do you use to choose reading material for students?</i></p> <p><i>What are ways you support readers to understand complex material?</i></p> <p><i>How do you support conversations using text?</i></p> <p><i>How do you teach reading strategies and skills using complex text?</i></p> |
| <p>12. Students are able to respond to deliberate higher order questions that check for understanding of all learners.</p> | <p>Environment:</p> <ul style="list-style-type: none"> ▪ Lessons are designed with scaffolds that provide multiple entry points to learning ▪ Authentic student work displays provide evidence of higher order tasks <p>Teachers:</p> <ul style="list-style-type: none"> ▪ Craft prompts that move up and down in cognitive complexity using one or more matrix or taxonomy so that all students are engaged in rigorous learning <ul style="list-style-type: none"> ▪ Webb's DOK <ul style="list-style-type: none"> ○ Level 1 – Recall ○ Level 2 – Skill/Concept ○ Level 3 – Strategic Thinking ○ Level 4 – Extended Thinking ▪ Bloom's Taxonomy (revised) <ul style="list-style-type: none"> ○ Remember, Understand, Apply, Analyze, Evaluate, Create | <p><i>Are all students asked challenging questions in your class? How do you know?</i></p> <p><i>Are all students expected to respond? What if they don't or can't?</i></p> <p><i>How do you prove your answers?</i></p> | <p><i>Are your students familiar with DOKs/higher order thinking?</i></p> <p><i>How do you plan for the use of DOKs/higher order thinking questions in your oral questioning?</i></p> <p><i>How do you plan for the use of the DOKs in your written questioning?</i></p> <p><i>What are some of your "calling on" strategies?</i></p> |
| <p>13. Students support their written and spoken opinions with evidence from text.</p> | <p>Teachers:</p> <ul style="list-style-type: none"> ▪ Prompt for text-based statements using phrases like: <ul style="list-style-type: none"> ○ "Where in the text do you find evidence for that idea?" and "What did the author do to make you think that...?" <p>Students:</p> <ul style="list-style-type: none"> ▪ Refer to text, images, media, or problems when writing or speaking ▪ Reference the text and provide reasoning within response ▪ Are required to integrate evidence drawn from source material into a written or oral response ▪ Cite textual evidence during large- and small-group class discussions ▪ Support written and spoken arguments with evidence from source material | <p><i>Does your teacher expect you to use evidence from the text to defend your response to a question?</i></p> <p><i>How do you support your answers during a class discussion or in a small group?</i></p> <p><i>Where do you find support for your answers?</i></p> | <p><i>What strategies do you use to support students to use textual evidence in their defense of answers?</i></p> <p><i>Are your students skilled with supporting opinions with evidence? How do you know?</i></p> |

Appendix G: Ladder of Feedback Template for Classroom Observations

The "Ladder of Feedback" is a protocol or structure that sequences feedback in an appropriate order for establishing a culture of trust and constructive support.

| | |
|--|---------------------------------------|
| What class is being observed? | |
| | |
| Feedback for: | |
| | |
| Feedback from: | |
| | |
| CLARIFY | <i>Formulate your comments below.</i> |
| <p><i>Are there aspects of the class or lesson that you do not believe you understood?</i></p> <p>To gain clarity:</p> <ul style="list-style-type: none"> ▪ Ensure that you are clear about what your feedback colleague was trying to accomplish in the lesson by asking some questions or stating any assumptions you have made. <ul style="list-style-type: none"> - "I wasn't sure if you meant that students will understand X, but that's what I assumed, so now you can understand where my feedback is coming from." ▪ State if you approached your observations from a particular frame or perspective. <ul style="list-style-type: none"> - "I was interested in looking at how students were interacting in the lesson, so my feedback is focused mainly on that aspect." | |
| VALUE | <i>Formulate your comments below.</i> |
| <p><i>What did you see in the class that you find to be particularly impressive, innovative, strong, or noteworthy?</i></p> <p>To demonstrate value, your statements should:</p> <ul style="list-style-type: none"> ▪ Build a supportive culture of understanding that will help your feedback colleague identify strengths in their work that they might not have recognized. ▪ Remind your feedback colleague of the parts of his/her lesson that should be preserved when making improvements. ▪ Express your appreciation for learners and their ideas. This is fundamental to the process of constructive feedback. ▪ Stress the positive points and offer honest compliments to set a supportive tone. | |

| | |
|---|--|
| <p>RAISE QUESTIONS & CONCERNS</p> <p><i>What questions, issues, tensions, or concerns were raised for you within the lesson?</i></p> <p>To raise questions or present challenges:</p> <ul style="list-style-type: none"> ▪ Share your concerns, not as criticisms, but as honest thoughts and questions, not as absolute judgments of right and wrong. <ul style="list-style-type: none"> - “It might be interesting to explore . . .” - “I wonder what would happen if . . .” - “Perhaps you have thought about this, but . . .” - “A question this raised for me was . . .” - “One of the things this got me thinking about was . . .” - “Observing the class made me more aware of the tension between . . .?” - “A concern raised for me was . . .” | <p><i>Formulate your comments below.</i></p> |
| <p>SUGGEST</p> <p><i>Do you have suggestions for refining the lesson, moving forward, or on how to address the concerns you identified?</i></p> <p>Suggestions should:</p> <ul style="list-style-type: none"> ▪ Help your feedback colleague make improvements by sharing your ideas on how he/she might refine or advance the lesson. ▪ Put forward ideas on where the lesson might go next or how a teacher might build on students' ideas and work. <ul style="list-style-type: none"> - “It might be interesting to follow up on that issue of ___, by...” | <p><i>Formulate your comments below.</i></p> |
| <p>THANK</p> <p><i>How has observing and giving feedback enhanced your own understanding of teaching and learning?</i></p> <p>To demonstrate thanks, your statements should:</p> <ul style="list-style-type: none"> ▪ Tell your feedback colleague what you have learned from this experience. ▪ Share the questions and issues you will take away to think more about. <ul style="list-style-type: none"> - “This lesson has made me think more about how I might...” | <p><i>Formulate your comments below.</i></p> |

This form is adapted by Ron Ritchhart from the “Ladder of Feedback” developed by Daniel Wilson, Harvard Project Zero.

Appendix H: Ladder of Feedback for Classroom Observations – Sample for Individual Class

The "Ladder of Feedback" is a protocol or structure that sequences feedback in an appropriate order for establishing a culture of trust and constructive support.

| | |
|---|--|
| What class is being observed? | |
| First Grade Mathematics | |
| Feedback for: | |
| Leann | |
| Feedback from: | |
| MAB | |
| CLARIFY | <i>Formulate your comments below.</i> |
| <p><i>Are there aspects of the class or lesson that you do not believe you understood?</i></p> <p><i>Are there aspects of the class or lesson that you do not believe you understood?</i></p> <p>To gain clarity:</p> <ul style="list-style-type: none"> ▪ Ensure that you are clear about what your feedback colleague was trying to accomplish in the lesson by asking some questions or stating any assumptions you have made. <ul style="list-style-type: none"> - "I wasn't sure if you meant that students will understand X, but that's what I assumed, so now you can understand where my feedback is coming from." ▪ State if you approached your observations from a particular frame or perspective. <ul style="list-style-type: none"> - "I was interested in looking at how students were interacting in the lesson, so my feedback is focused mainly on that aspect." | <p>Could you describe the components of your math block?</p> <p>I want to ask what CCRS you were teaching and what made you decide to teach it today?</p> |
| VALUE | <i>Formulate your comments below.</i> |
| <p><i>What did you see in the class that you find to be particularly impressive, innovative, strong, or noteworthy?</i></p> <p>To demonstrate value, your statements should:</p> <ul style="list-style-type: none"> ▪ Build a supportive culture of understanding that will help your feedback colleague identify strengths in their work that they might not have recognized. ▪ Remind your feedback colleague of the parts of his/her lesson that should be preserved when making improvements. ▪ Express your appreciation for learners and their ideas. This is fundamental to the process of constructive feedback. ▪ Stress the positive points and offer honest compliments to set a supportive tone. | <p>Use of verbal and non-verbal behaviors that communicate respect and likeability of students.</p> <p>Strong attention getting and keeping strategies with high expectations for behavior.</p> <p>Emphasis on precision. Modeled method for completion of story problem.</p> <p>Visual aid of – and + on board with key vocabulary.</p> |

| | |
|---|--|
| <p>RAISE QUESTIONS & CONCERNS</p> <p><i>What questions, issues, tensions, or concerns were raised for you within the lesson?</i></p> <p>To raise questions or present challenges:</p> <ul style="list-style-type: none"> ▪ Share your concerns, not as criticisms, but as honest thoughts and questions, not as absolute judgments of right and wrong. <ul style="list-style-type: none"> - “It might be interesting to explore . . .” - “I wonder what would happen if . . .” - “Perhaps you have thought about this, but . . .” - “A question this raised for me was . . .” - “One of the things this got me thinking about was . . .” - “Observing the class made me more aware of the tension between . . .?” - “A concern raised for me was . . .” | <p><i>Formulate your comments below.</i></p> <ol style="list-style-type: none"> 1. As we think about a more student-centered learning environment, I wonder what would happen if you provided more choice for the students or gave them opportunities to work together. I understand the tension that can exist with wanting more instructional interaction among students and worry over behavior management. 2. Perhaps you have thought about this, but you give students a very short amount of time (approximately 2 seconds) to consider an answer and raise a hand to respond. Then you call on one student to respond. This does not check for understanding of all students. 3. As I watched your lesson, I wondered about general use of CCRS and the Mathematical Practices for planning lessons. I am wondering if this wouldn’t be something we explore together in our PLC. |
| <p>SUGGEST</p> <p><i>Do you have suggestions for refining the lesson, moving forward, or on how to address the concerns you identified?</i></p> <p>Suggestions should:</p> <ul style="list-style-type: none"> ▪ Help your feedback colleague make improvements by sharing your ideas on how he/she might refine or advance the lesson. ▪ Put forward ideas on where the lesson might go next or how a teacher might build on students’ ideas and work. <ul style="list-style-type: none"> - “It might be interesting to follow up on that issue of ___, by...” | <p><i>Formulate your comments below.</i></p> <ol style="list-style-type: none"> 1. I would like you to examine five active processing activities and chose two to learn and incorporate into next week’s lessons (show fist to five, turn & talk, whiteboard hold up, 3-2-1, I have the answer, who has the question). I can come in to model their use, if you would like. 2. Checking for understanding needs to occur for all learners, not just a few. By increasing your wait time to five seconds, before either calling on a random student or engaging the one of the active processing activities, you could improve the quality and quantity of responses. 3. In preparation for our next PLC, be ready to share ideas for planning for CCRS instruction. Consider using a three-step process: 1) What do I want students to know and do? 2) How will they and I know that they know and can do? 3) What learning experiences can I design that will facilitate them getting there? |
| <p>THANK</p> <p><i>How has observing and giving feedback enhanced your own understanding of teaching and learning?</i></p> <p>To demonstrate thanks, your statements should:</p> <ul style="list-style-type: none"> ▪ Tell your feedback colleague what you have learned from this experience. ▪ Share the questions and issues you will take away to think more about. <ul style="list-style-type: none"> - “This lesson has made me think more about how I might...” | <p><i>Formulate your comments below.</i></p> <p>I enjoyed coming in today. I so appreciate this time for me to enhance my understanding of our standards-based practices.</p> <p>For our next PLC, I will bring a template to help us unpack and plan for a standards-based lesson. I am looking forward to working with you!</p> |

This form is adapted by Ron Ritchhart from the “Ladder of Feedback” developed by Daniel Wilson, Harvard Project Zero.

Appendix I: Ladder of Feedback Template for School-Level Walkthrough Data

The "Ladder of Feedback" is a protocol or structure that sequences feedback in an appropriate order for establishing a culture of trust and constructive support.

| | |
|--|---------------------------------------|
| What school was observed? | |
| | |
| Feedback for: | |
| | |
| Feedback from: | |
| | |
| CLARIFY | <i>Formulate your comments below.</i> |
| <p><i>Are there aspects of the learning walkthrough that you don't believe you understood?</i></p> <p><i>Are there aspects of the class or lesson that you don't believe you understood?</i></p> <p>To gain clarity:</p> <ul style="list-style-type: none"> ▪ Ensure that you are clear about what your feedback colleague was trying to accomplish in the lesson by asking some questions or stating any assumptions you have made. <ul style="list-style-type: none"> - "I wasn't sure if you meant that students will understand X, but that's what I assumed, so now you can understand where my feedback is coming from." ▪ State if you approached your observations from a particular frame or perspective. <ul style="list-style-type: none"> - "I was interested in looking at how students were interacting in the lesson, so my feedback is focused mainly on that aspect." | |
| VALUE | <i>Formulate your comments below.</i> |
| <p><i>What did you see in the school that you find to be particularly impressive, innovative, strong, or noteworthy?</i></p> <p>To demonstrate value, your statements should:</p> <ul style="list-style-type: none"> ▪ Build a supportive culture of understanding that will help your feedback colleague identify strengths in their work that they might not have recognized. ▪ Remind your feedback colleague of the parts of his/her lesson that should be preserved when making improvements. ▪ Express your appreciation for learners and their ideas. This is fundamental to the process of constructive feedback. ▪ Stress the positive points and offer honest compliments to set a supportive tone. | |

| | |
|--|--|
| <p>RAISE QUESTIONS & CONCERNS</p> | <p><i>Formulate your comments below.</i></p> |
| <p><i>What questions, issues, tensions, or concerns were raised for you during the learning walkthrough?</i></p> <p>To raise questions or present challenges:</p> <ul style="list-style-type: none"> ▪ Share your concerns, not as criticisms, but as honest thoughts and questions, not as absolute judgments of right and wrong. <ul style="list-style-type: none"> - “It might be interesting to explore . . .” - “I wonder what would happen if . . .” - “Perhaps you have thought about this, but . . .” - “A question this raised for me was . . .” - “One of the things this got me thinking about was . . .” - “The walkthrough made me more aware of the tension between . . .?” - “A concern raised for me was . . .” | |
| <p>SUGGEST</p> | <p><i>Formulate your comments below.</i></p> |
| <p><i>Do you have suggestions for professional learning, moving forward, or on how to address the concerns you identified?</i></p> <p>Suggestions should:</p> <ul style="list-style-type: none"> ▪ Help your feedback colleague make improvements by sharing your ideas on how he/she might refine or advance the lesson. ▪ Put forward ideas on where the lesson might go next or how a teacher might build on students' ideas and work. <ul style="list-style-type: none"> - “It might be interesting to follow up on that issue of __, by...” | |
| <p>THANK</p> | <p><i>Formulate your comments below.</i></p> |
| <p>How has observing and giving feedback enhanced your own understanding of instructional practices?</p> <p>To demonstrate thanks, your statements should:</p> <ul style="list-style-type: none"> ▪ Tell your feedback colleague what you have learned from this experience. ▪ Share the questions and issues you will take away to think more about. <ul style="list-style-type: none"> - “This experience has made me think more about how I might...” | |

This form is adapted by Ron Ritchhart from the “Ladder of Feedback” developed by Daniel Wilson, Harvard Project Zero.

Appendix J: Ladder of Feedback for School-Level Walkthrough Data – Sample

The "Ladder of Feedback" is a protocol or structure that sequences feedback in an appropriate order for establishing a culture of trust and constructive support.

| | |
|--|--|
| What school was observed? | |
| Sunshine Middle School | |
| Feedback for: | |
| Entire faculty | |
| Feedback from: | |
| MAB | |
| CLARIFY | <i>Formulate your comments below.</i> |
| <p><i>Are there aspects of the learning walkthrough that you don't believe you understood?</i></p> <p><i>Are there aspects of the class or lesson that you don't believe you understood?</i></p> <p>To gain clarity:</p> <ul style="list-style-type: none"> ▪ Ensure that you are clear about what your feedback colleague was trying to accomplish in the lesson by asking some questions or stating any assumptions you have made. <ul style="list-style-type: none"> - "I wasn't sure if you meant that students will understand X, but that's what I assumed, so now you can understand where my feedback is coming from." ▪ State if you approached your observations from a particular frame or perspective. <ul style="list-style-type: none"> - "I was interested in looking at how students were interacting in the lesson, so my feedback is focused mainly on that aspect." | <p>From our previous PLCs, we determined that as a school we would work toward improving our written and spoken discourse with our students in all subjects by incorporating more academic vocabulary.</p> <p>I want to clarify that my feedback here is based solely on the academic vocabulary I heard spoken from teacher to student, student to teacher, and student to student and saw written on the walls, in notebooks, and in margins of text.</p> |
| VALUE | <i>Formulate your comments below.</i> |
| <p><i>What did you see in the school that you find to be particularly impressive, innovative, strong, or noteworthy?</i></p> <p>To demonstrate value, your statements should:</p> <ul style="list-style-type: none"> ▪ Build a supportive culture of understanding that will help your feedback colleague identify strengths in their work that they might not have recognized. ▪ Remind your feedback colleague of the parts of his/her lesson that should be preserved when making improvements. ▪ Express your appreciation for learners and their ideas. This is fundamental to the process of constructive feedback. ▪ Stress the positive points and offer honest compliments to set a supportive tone. | <p>I noted that teachers in all subjects were identifying and defining academic vocabulary with students. Terms were spoken and written with synonyms to assist students in understanding. However, the more advanced term was expected to be used.</p> <p>Examples heard or spoken included:</p> <ul style="list-style-type: none"> ▪ Science: apparatus, procedure, errors, compensate ▪ Math: data, factor, function, method ▪ English: authority, context, issue, compensate, foreshadow ▪ Social Studies: survey, population, sample, economy ▪ Art: line, shape, value, texture, color, space, composition <p>The Personal Vocabulary Notebooks used in social studies were particularly noteworthy and will be shared at our next faculty meeting. It was evident the entire team agreed upon the approach, taught it to the students, and encouraged its use.</p> |

| | |
|---|---|
| <p>RAISE QUESTIONS & CONCERNS</p> <p><i>What questions, issues, tensions, or concerns were raised for you during the learning walkthrough?</i></p> <p>To raise questions or present challenges:</p> <ul style="list-style-type: none"> ▪ Share your concerns, not as criticisms, but as honest thoughts and questions, not as absolute judgments of right and wrong. - “It might be interesting to explore . . .” - “I wonder what would happen if . . .” - “Perhaps you have thought about this, but . . .” - “A question this raised for me was . . .” - “One of the things this got me thinking about was . . .” - “The walkthrough made me more aware of the tension between . . .?” - “A concern raised for me was . . .” | <p>Formulate your comments below.</p> <p>It might be useful for our students if we were to share our planned vocabulary across grade levels, so that when possible, teachers could use and help students apply their new vocabulary knowledge in different subjects where it is related. This might help students connect their learning better.</p> <p>Examples could be:</p> <ul style="list-style-type: none"> ▪ In science, the term “texture” can be reinforced and used from art. ▪ In English, the term “compensate” could be used from science. ▪ In math, the term “sample” can be used from social studies. |
| <p>SUGGEST</p> <p><i>Do you have suggestions for professional learning, moving forward, or on how to address the concerns you identified?</i></p> <p>Suggestions should:</p> <ul style="list-style-type: none"> ▪ Help your feedback colleague make improvements by sharing your ideas on how he/she might refine or advance the lesson. ▪ Put forward ideas on where the lesson might go next or how a teacher might build on students' ideas and work. <ul style="list-style-type: none"> - “It might be interesting to follow up on that issue of ___, by...” | <p>Formulate your comments below.</p> <p>I would like to form a committee to work this summer to develop standards-aligned vocabulary lists that cross content areas that we can use in PLCs and support our students in using more of their academic language.</p> <p>If we are going to continue our school-wide press for improving our students' vocabulary, should we consider incorporating a recording protocol (like the personal notebooks in social studies)?</p> |
| <p>THANK</p> <p>How has observing and giving feedback enhanced your own understanding of instructional practices?</p> <p>To demonstrate thanks, your statements should:</p> <ul style="list-style-type: none"> ▪ Tell your feedback colleague what you have learned from this experience. ▪ Share the questions and issues you will take away to think more about <ul style="list-style-type: none"> - “This experience has made me think more about how I might...” | <p>Formulate your comments below.</p> <p>Thank you for the opportunity to improve my own understanding of the how we're doing with this important goal. Helping students better understand and use academic vocabulary will benefit them in multiple ways with lasting impact!</p> |

This form is adapted by Ron Ritchhart from the “Ladder of Feedback” developed by Daniel Wilson, Harvard Project Zero.

Appendix K: Access to the DoDEA Electronic Learning Walkthrough Form

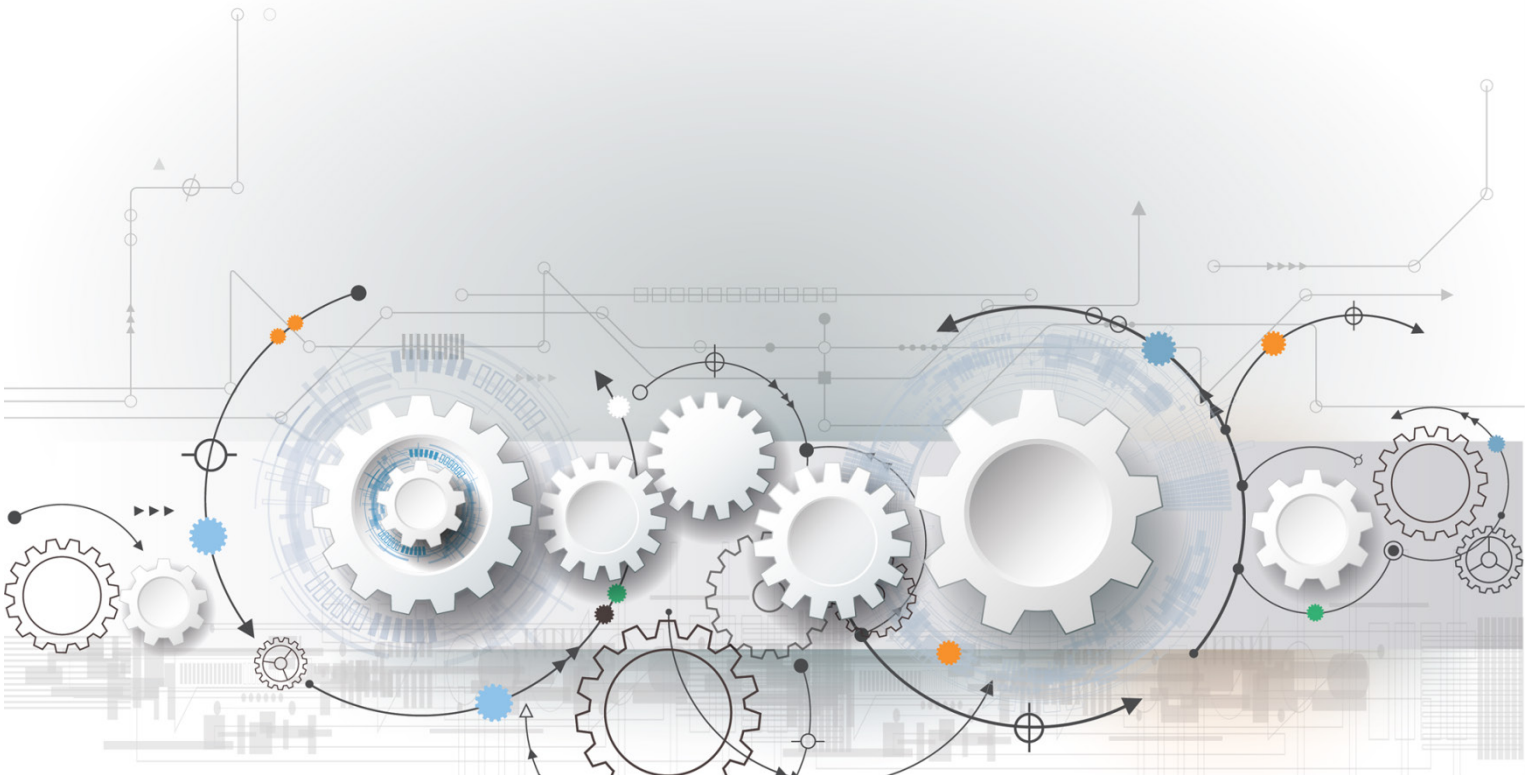
To access the DoDEA Electronic Learning Walkthrough Form, please click the link below.

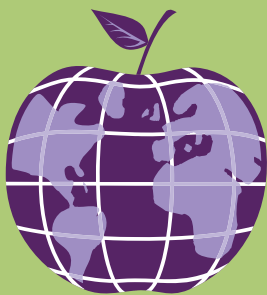
<https://ed.biz.DODEA.edu/pacific/walkthrough/layouts/15/start.aspx#/SitePages/Home.aspx>



NOTE: You must be on the DoDEA Network to access the DoDEA Learning Walkthrough Form.

Additional information and training about how to use the tools and features in the Walkthrough Online System will be available at a later time.





dodea

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