



Rosedale Middle School

Student Learning Walkthrough Notes

How are students engaged in learning?	How do our students respond to instructional delivery?	Can students articulate what it is they are learning and/or justify their reasoning?
Analyzing grade level text: main idea and detail, craft and structure Rotate in station learning: EDI, collaborative, independent Interactive games III Multimedia, listening and responding in writing III Utilize thinking maps I I Utilize doodle notes I Total physical response II Hands on activities III Using interactive online models Compare and contrast in collaborative groups I Real world analysis of concepts/ building models III Hands on foldables Engaged in research Creativity II (listening and speaking) Note taking/ recording	Transition quickly I Students readily respond when selected Whole class dialogue Gave one word responses when asked for volunteer participation Non-verbal response/ show of hands I Complete sentences when selected to participate Students engaged in dialogue with small group EDI Discussed/ volunteered previous knowledge II Drawing connections to prior units Respond verbally to reading questions In response to whole class question, chorally responded that they were ready to move on; however, their work indicated they did not grasp the concept	Explained when asked Most showed work to demonstrate reasoning Some do not use content specific vocabulary Used content specific vocabulary I Explained choices II Written responses Meta-cognition: students used a check list to gauge their preparedness for an upcoming assessment I Explained how they knew Used supports, e.g. labeled paragraphs, to explain their reasoning and find answers in a text Critiqued their own work (meta-cognition/ self-assessment)

STUDENT LEARNING WALKS:

Walkthroughs occur once a quarter and help with coherence of class to class instruction. The observers take notes according to the form to the left. The 10-15-minute classroom watch is a way to collect evidence of Higher Order Thinking skills between each department and grade levels.

Rosedale Union STUDENT EVIDENCE ANALYSIS PROTOCOL

Grade Level/Subject: _____
 STUDENT WORK PRODUCT: (Descriptor) _____
 Guided Instruction/Collaborative Work Product (Circle One) Independent Practice
 Samples: 2 high, 2 mediums, 2 low

QUESTIONS	WRITE EVIDENCE	NEXT STEPS
Data Analysis successes 1. What patterns do you see? 2. Are there patterns by subgroups?	Define student work successes 1. 2.	
Data Analysis challenges 3. What patterns do you see? 4. Are there patterns by subgroups?	Define student work challenges 3. 4.	
Gap analysis and synthesis 5. What skills are missing in the unsuccessful students? 6. What are the critical skills students need to be successful?	Define <u>needed student skills</u> 5. 6.	
Instructional strategies	Identify possible next step Instructional Strategies	

STUDENT PRODUCT WORKSHEET:

RMS is student centered. The collaborative teachers work during department common prep periods. Student work is analyzed and information gathered on the tool to the left. Not only are the students asked to use Higher Order Thinking Skills, but the teachers are as well. The student analysis includes qualitative information as aforementioned as well as quantitative data through assessments include District, department and state.

RMS State Testing Self Reflection (ELA)

After reviewing your previous years English Language Arts / Literacy state test score, answer the questions below.

Last Name:

Short answer text

First Name:

Short answer text

STUDENT METACOGNITION

THROUGH SELF REFLECTION is for the students. Not only is it required for the teachers to do a data dive into the why of the results of assessments, but the students need to look at their own reasons for the participated assessments.