Walkthrough Protocol

11-19-19

Norms
- We're not here to evaluate peers.
- We are collecting evidence of learning . . . not drawing conclusions.
- Everyone has a voice when debriefing.

Protocol
- Meet in the bulldog room at the start of prep.
- Blue timesheets will be on hand.
- Choose departments to visit.
- In groups of 2-3, spend approximately 10-15 min. in a given class.
- Debrief in the bulldogroom the last 10-15 min. of prep to discuss the following prompts:
  - 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?

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?
Anaylzing 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 actvities III Using interactive online models Compare and contrast in collaborative groups I Real world analysis of concepts/ building models IIII 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 gage 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)