

STAR LEARNING WALK ALIGNMENT DOCUMENT

State Criterion 2: INSTRUCTION

Subject:

Grade:

OBSERVATION

1 WHAT STRATEGIES DID I SEE?

INDICATORS	TEACHER	STUDENTS	
	<p>7. Teacher uses a variety of questioning strategies to develop critical thinking</p> <ul style="list-style-type: none"> a. Asks students their opinions b. Asks open-ended questions c. Focuses on higher-order thinking questions d. Provides sufficient wait/processing time e. Solicits contributions from all students f. Engages students in self- or peer-assessment g. Asks questions that lead to genuine discussion with and/or among students h. Probes student responses beyond a(n) correct or incorrect answer i. Uses student responses and ideas to generate additional prompts/questions j. Elicits responses from multiple students to the same question k. Models/demonstrates own thinking processes and/or metacognition l. Asks a variety of questions to promote metacognition 	<p>8. Students develop and/or demonstrate effective thinking processes</p> <ul style="list-style-type: none"> a. Participate in a discussion around an issue b. Explain the meaning of a problem c. Provide own opinions on a topic or issue d. Critique lab/learning procedure e. Develop/demonstrate real-world connections f. Interpret, evaluate, or synthesize information g. Critique the reasoning of others or provide verbal and/or written feedback to peers h. Consider alternatives, explore the truth of conjectures and/or justify conclusions i. Explain thinking or problem-solving process or strategies to teacher or peers j. Generate their own ideas, questions, or hypotheses based on stated information k. Identify a method or strategy believed to be most effective or efficient l. Analyze and/or assess quality of work done by peers 	<p>9. Students demonstrate that they are reflecting on a prompt and/or on their own learning</p> <ul style="list-style-type: none"> a. Examine own biases on an issue b. Demonstrate cognition/metacognition c. Reflect on whether results make sense d. Monitor own thinking and adjust strategies e. Explore how to improve a learning procedure f. Participate in designing assessments for own work g. Collect information from formative assessments and/or analyze and/or assess quality of own work h. Reflect quietly to gain personal meaning (e.g. journals, exit slips, learning logs, etc.) i. Rethink/revise work based on data, self-evaluation, and/or feedback from peers/teachers j. Set goals and/or monitor own personal records/achievement/growth k. Design and/or reflect on rubrics to gauge own personal performance l. Make a text-to-text, text-to-self, and/or text-world connection

2 WHAT ARE SOME EXAMPLES?

3 WHERE WOULD WE MARK



REFLECTION

④ HOW COULD THE FOCUS INDICATORS SHOW UP MORE?

COMMITMENT

⑤ WHAT CAN I APPLY TO MY OWN CLASSROOM?

WHAT INSTRUCTIONAL HABITS
WILL I FOCUS ON?

WHEN WILL I START?

WHO WILL I SHARE MY COMMITMENT
AND OUTCOMES WITH?

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