

Patrick Henry Elementary School* Learning Walk

Look For's and Listen For's

Framed Learning

Looks Like:

- Standards of learning posted
- Internalized standards
- Lots of students work depicting standards learned
- Confidence and a sense of direction
- Standards guide all classroom decisions
- Objectives stated in terms students can understand
- Cloze activities
- Structured curriculum with coherence between grade levels
- Pruned textbooks
- Purposeful and focused curriculum and instruction

Sounds Like:

- Yesterday we... today we are going to...
- Students can state what they are learning and why
- Students are engaging by working in small groups (telling/sharing interests)
- At the end of the unit, you will be able to...
- Students relate current learning to past learning
- Productive activity
- Students, teachers, and parents all speaking the same language

High Expectations

Looks Like:

- Syllabus/course study laid out
- Objectives posted
- Rubrics with "going beyond expectations" posted
- Positive work samples available
- Communication of expectations to parents
- Students understand what is expected
- Students think and perform "out of the box"
- Students actively engaged
- Learning styles are respected and addressed
- Students take risks and use knowledge in new ways
- Achievement charts
- Work is connected to real-life applications
- Purposeful and focused curriculum and instruction

Sounds Like:

- Clear statements of learning outcomes
- "Do your best work!"
- Productive student chatter
- Wait time for students
- "Now, how can you make it better?"
- "Just do it!"
- Children sharing their ideas
- "Look at the great idea _____ had!"
- "I did extra to earn a 5."

The staff of Patrick Henry Elementary School, Alexandria City Public Schools (ACPS), Alexandria, VA, brainstormed these indicators using the Graffiti exercise during a staff meeting.

Checking for Understanding Safe and Organized Environment

Looks Like:

- Flexible arrangement of desks allowing for different activities
- Area is free of obstacles to ensure ease of movement and lack of injury
- Students are taking risks
- Students are sharing thoughts with one another
- Materials are clearly labeled
- Teacher can move easily from student to student
- Students understand procedures...know where to be and what to do
- Inappropriate student behavior is redirected privately
- Interactions are positive
- Students move comfortably around the room and are respectful of others

Sounds Like:

- Enthusiastic, but moderate voices
- Students sharing in small groups and with whole class
- Guided group discussion
- Respective tone
- System for students to be responsible for organizing materials
- "I can do this."
- "I have an idea to try."
- Excitement about learning
- All students participating in class activities and discussions
- Learning noise

Looks Like:

- Portfolios with exhibits
- Varied assessments
- Children using visual cues to show understanding
- Rubrics on walls
- Conversation among peers
- KWL charts
- Demonstrations
- Exit Slip. "Today I learned..."
- Graphic organizers and Venn diagrams
- Students re-teaching what they have learned

Sounds Like:

- Tell me what you think when you solve problems
- Peer tutoring
- What did you just do and why?
- How can we apply information we just learned to everyday situations?
- Students repeating or modeling what the teacher taught/said
- Can you, in turn, teach this to another?
- Reviewing
- Thumbs up, thumbs down
- "I could use the information or skill to..."
- Orally answering
- Students talking about how they are doing with the standards
- Processing and summarizing throughout the lesson