Standards-Based Education Learning Walk

Focus Question: To what extent is the SBE Planning Process being implemented?

+ = Appropriate implementation observed
X  = Evidence seen
#  = Did not observe

1st Oval: What should students know and be able to do?
___ Standards drive curriculum planning and classroom decisions.
___ Learning outcomes and agenda for the lesson are communicated to the students before the lesson begins.
___ Lessons are linked to essential understandings, key concepts, or big ideas.
___ Students can articulate what they are expected to know and be able to do as a result of the lesson or unit.

2nd Oval: How will the students and I know when they are successful?
___ Public and precise criteria are communicated to students prior to the beginning of the lesson or unit.
___ Exemplars, where appropriate, are provided for processes and products.
___ Students can explain how they are going to be evaluated.

3rd Oval: What learning experiences will facilitate student success?
___ The teacher has planned the lesson/unit with the end in mind.
___ A task analysis is used to determine the required skills and knowledge and the level of understanding demanded, (writing, small group instruction, individual student-teacher conferences, group sharing)
___ Students are provided an opportunity to access prior knowledge and/or experiences about the topic to be studied.
___ Misconceptions and naive understandings are identified and addressed.
___ The learning experiences are aligned with lesson and outcomes and information revealed by the task analysis.
___ Accommodations are made for different readiness levels and learning styles of students.
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___ Scaffolding is provided so that students have appropriate levels of support and structure to be successful as learners.
___ Scaffolding is withdrawn as the students become more independent in their learning.
___ Extensions are provided for accelerated learners.
___ Pauses for processing and summarizing new information are built into the lesson.
___ Clear explanations of assignments are provided so students know exactly what they are supposed to do.

4th Oval: Based on data, how are learning experiences refined?
___ On-the-spot adjustments are made based on how well the lesson is meeting the needs of students.
___ Teacher decisions are guided by formative and summative assessments.
___ The results of formative and summative assessments are used to inform students of their learning and next steps in their own learning.

Comments: