

LEARNING WALK PROTOCOL K-3

DATE: _____



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright future for every child

TEACHER: _____

GRADE: _____

OBSERVER: _____

Purpose: The purpose of a learning walk is to provide an opportunity for administrators and the literacy coach to obtain a brief snapshot of the classroom by collecting evidence based on specific areas using a valuable tool to observe: 1) instruction (application of structured literacy concepts), 2) instruction (instructional strategies), 3) classroom atmosphere and preparation of HQIM materials, 4) writing and Tier 1 teacher-led small groups and stations.

INSTRUCTION PART 1: APPLICATION OF STRUCTURED LITERACY CONCEPTS		NOTES/EVIDENCE
PHONEMIC AWARENESS Whole group for K-1 Differentiated instruction for 2-3	<ul style="list-style-type: none"> <input type="checkbox"/> Targets appropriate phonological awareness and word recognition skills (e.g., syllables, onset-rime, initial phoneme identification, phoneme isolation, blending, segmenting, substitution, deletion, reversal) for age and skill level of group <input type="checkbox"/> Models right to left; students view left to right <input type="checkbox"/> Explicitly and accurately labels the linguistic vocabulary being taught and provides appropriate examples <input type="checkbox"/> Includes multisensory approach (e.g., hand motions, tapping, movement, use of sand or other manipulatives) <input type="checkbox"/> Uses words in oral language that students know, or teacher incidentally defines to enhance meaning 	<ul style="list-style-type: none"> <input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed
PHONICS	<ul style="list-style-type: none"> <input type="checkbox"/> Targets appropriate word-recognition skills for grade and skill level <input type="checkbox"/> Follows explicit, systematic lesson plan <input type="checkbox"/> Includes multisensory blending and reading activities (e.g., hand motions, sand, objects to move during blending) <input type="checkbox"/> Explicitly and accurately labels the linguistic vocabulary being taught and provides appropriate examples <input type="checkbox"/> Uses routines, cards, strategies, or signals throughout lesson to help students distinguish, name, remember and write sounds and letters <input type="checkbox"/> Fluency is embedded throughout instruction 	<ul style="list-style-type: none"> <input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed

Strong Evidence- Effectively Implemented; Observed- Compliant; Needs Attention-Occurring, but Weak

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">VOCABULARY & ORAL LANGUAGE</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Targets key vocabulary for direct instruction <input type="checkbox"/> Draws students' awareness to sounds, syllables, spelling and/or morphology of the words <input type="checkbox"/> Follows explicit routine for verbally introducing new words <input type="checkbox"/> Provides multiple opportunities for students to use new words orally (listening and speaking) <input type="checkbox"/> Uses strategies & activities to explore word relationships (antonyms, synonyms, multiple meanings, semantic maps, sorting by categories, etc.) <input type="checkbox"/> Teaches strategies for independent word learning <input type="checkbox"/> Provides opportunities for incidental word learning (read alouds and independent reading) <input type="checkbox"/> Fluency is embedded throughout instruction 	<ul style="list-style-type: none"> <input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed 	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">COMPREHENSION</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Chooses complex high-quality texts appropriate for grade band <input type="checkbox"/> Builds knowledge before reading new text <input type="checkbox"/> Utilizes before, during and after reading strategies (e.g., identifies genre, establishes a purpose, builds background knowledge, visualizing, questioning, graphic organizers, summarizing, writing in response to text, etc.) <input type="checkbox"/> Monitors comprehension with variety of tasks <input type="checkbox"/> Utilizes variety of shared reading strategies (choral, partner, whisper, etc.) 	<ul style="list-style-type: none"> <input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed 	
<p>Additional notes:</p>			

Strong Evidence- Effectively Implemented; Observed- Compliant; Needs Attention-Occurring, but Weak

LEARNING WALK PROTOCOL K-3

DATE: _____



TEACHER: _____

GRADE: _____

OBSERVER: _____

Purpose: The purpose of a learning walk is to provide an opportunity for administrators and the literacy coach to obtain a brief snapshot of the classroom by collecting evidence based on specific areas using a valuable tool to observe: 1) instruction (application of structured literacy concepts), 2) instruction (instructional strategies), 3) classroom atmosphere and preparation of HQIM materials, 4) writing and Tier 1 teacher-led small groups and stations.

INSTRUCTION PART 2: INSTRUCTIONAL STRATEGIES		NOTES/EVIDENCE
Teacher communicates clearly and effectively. <ul style="list-style-type: none"> <input type="checkbox"/> Provides positive corrective feedback <input type="checkbox"/> Provides appropriate and clear instructions for all students 	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed	
Teacher uses systematic, sequential, and explicit instruction that includes: <ul style="list-style-type: none"> <input type="checkbox"/> explanations; <input type="checkbox"/> models of expected outcomes; <input type="checkbox"/> gradual release model; <input type="checkbox"/> scaffolding during instruction; <input type="checkbox"/> questioning and discussion techniques that promote higher order thinking skills; <input type="checkbox"/> text-dependent questioning. 	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed	
Teacher uses strategies that promote dialogue between students (e.g., Think/Pair/Share, Turn and Talk).	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed	
Teacher uses appropriate pacing during instruction that includes wait time for students.	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed	
Teacher uses developmentally appropriate strategies for explicit instruction (e.g., counting syllables of vocabulary words, identifying rhyming words in a read aloud, decoding multisyllabic words, defining multiple meaning words, etc.)	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed	
Teacher integrates skills from multiple reading components during instruction (e.g., using phonics skills to decode vocabulary words, discussing unknown words during comprehension).	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed	
Teacher assistant (TA) serves as an instructional assistant during the literacy block. <ul style="list-style-type: none"> <input type="checkbox"/> Facilitates a small group/center <input type="checkbox"/> Provides redirection as needed <input type="checkbox"/> Assists with student engagement 	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed	

Strong Evidence- Effectively Implemented; Observed- Compliant; Needs Attention-Occurring, but Weak

Additional Notes:

LEARNING WALK PROTOCOL K-3

DATE: _____



TEACHER: _____

GRADE: _____

OBSERVER: _____

Purpose: The purpose of a learning walk is to provide an opportunity for administrators and the literacy coach to obtain a brief snapshot of the classroom by collecting evidence based on specific areas using a valuable tool to observe: 1) instruction (application of structured literacy concepts), 2) instruction (instructional strategies), 3) classroom atmosphere and preparation of HQIM materials, 4) writing and Tier 1 teacher-led small groups and stations.

CLASSROOM ATMOSPHERE		NOTES/EVIDENCE
Classroom behavior management system is evident with routines and creates a positive learning environment including a culture of learning with high expectations.	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed	
Classroom arrangement is conducive to whole-group instruction and small group instruction.	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed	
Teacher is positioned to observe all students and uses proximity to maintain student engagement and positive behavior.	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed	
Daily class schedule/agenda is posted, aligned to HQIM suggested times, and includes uninterrupted time for literacy instruction.	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed	
Transitions between activities for small-group and whole-group are smooth and efficient; students demonstrate familiarity with routines and procedures.	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed	
Interactive learning walls are frequently updated, present, representative of the grade level, and purposeful to the type of learning wall (word walls, sound walls, phonics walls, focus/topic walls, etc.)	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed	
Classroom library is organized and accessible in a student-friendly format. <input type="checkbox"/> Books <input type="checkbox"/> Online Books <input type="checkbox"/> Both	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed	
Interactive anchor charts are present, accessible to all students, and reflect current skill/concepts being taught from HQIM.	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed	
Additional Notes		

Strong Evidence- Effectively Implemented; Observed- Compliant; Needs Attention-Occurring, but Weak

PREPARATION OF HQIM MATERIALS		NOTES/EVIDENCE
<p>Teacher utilizes Teacher Edition and/or daily/weekly lesson plan. *Evidence of teacher preparation is noted through annotation of HQIM lesson plan.</p>		
<p>Teacher and student materials are accessible and organized.</p> <p>Teacher uses a variety of resources (e.g., computer, smartboard, letter tiles, manipulatives, or lapboards) during literacy instruction.</p> <p><input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group</p>	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed	
<p>Kindergarten: Materials are aligned to the HQIM topic.</p> <p>Topic _____</p>	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed	
<p>Teacher differentiates based on HQIM assessment data (observed or documented on planning instrument).</p>	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed	
<p>Student work is current, posted, and reflects HQIM materials/topic.</p>	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed	
<p>Additional Notes:</p>		

Strong Evidence- Effectively Implemented; Observed- Compliant; Needs Attention-Occurring, but Weak

LEARNING WALK PROTOCOL K-3

DATE: _____



TEACHER: _____

GRADE: _____

OBSERVER: _____

Purpose: The purpose of a learning walk is to provide an opportunity for administrators and the literacy coach to obtain a brief snapshot of the classroom by collecting evidence based on specific areas using a valuable tool to observe: 1) instruction (application of structured literacy concepts), 2) instruction (instructional strategies), 3) classroom atmosphere and preparation of HQIM materials, 4) writing and Tier 1 teacher-led small groups and stations.

WRITING INSTRUCTION		NOTES/EVIDENCE
Daily writing instruction clearly follows the suggested HQIM schedule.	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed	
There is clear evidence of student writing practice of skills (e.g., name/introduce a topic, state an opinion, sequence events, cite evidence, provide facts/reasons, use temporal words, use linking words/phrases, provide a conclusion, planning, revising, editing, research, command of language skills in Language standards 1-3).	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed	
There is clear evidence of writing embedded across the curriculum.	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed	
There is clear evidence of text-based and/or text-adjacent writing according to grade level standards.	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed	
Kindergarten: There is evidence of student writing using a combination of drawing, dictating, and writing to compose text.	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed	
There is evidence of gradual release in writing instruction through classroom displays. <input type="checkbox"/> Teacher modeling <input type="checkbox"/> Group writing <input type="checkbox"/> Independent writing <input type="checkbox"/> Conferencing with actionable feedback	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed	
There is evidence of published student writing through classroom displays. <input type="checkbox"/> Digital <input type="checkbox"/> Written Note: All students should be represented through posted writing, regardless of individual developmental writing stage.	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed	

Strong Evidence- Effectively Implemented; Observed- Compliant; Needs Attention-Occurring, but Weak

TIER 1 FLEXIBLE TEACHER-LED SMALL GROUPS and STATIONS		NOTES/EVIDENCE
A list or chart indicating student groupings for teacher-led small group instruction is visible.	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed	
Literacy small groups/stations clearly reflect HQIM <input type="checkbox"/> Teacher led small group <input type="checkbox"/> Teacher assistant led small group <input type="checkbox"/> Technology based projected path <input type="checkbox"/> Independent group work is an extension of HQIM instruction <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ Kindergarten: <input type="checkbox"/> All small group/stations should integrate literacy skills.	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed	
Small groups/stations include: <input type="checkbox"/> Alignment to the HQIM <input type="checkbox"/> Student-friendly directions; <input type="checkbox"/> Applicable materials (e.g., manipulatives, technologies, charged devices, supplies, etc.)	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed	
Students remain academically engaged during small groups/stations and independent work. <input type="checkbox"/> Early finisher work is present, if applicable.	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed	
Tier 1 teacher-led and assistant-led small group instruction includes: <input type="checkbox"/> Appropriate number of students <input type="checkbox"/> Eyes on text <input type="checkbox"/> Differentiated instruction connected to the HQIM	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed	
Additional Notes:		

Strong Evidence- Effectively Implemented; Observed- Compliant; Needs Attention-Occurring, but Weak