LEARNING WALK PROTOCOL K-3

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

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 concepts), 2) instruction (instructional strategies), 3) classroom atmosphere and preparation/planning, 4) writing and literacy centers.

INSTRUCTION PART 1: APPLICATION OF STRUCTURED LITERACY CONCEPTS		NOTES/EVIDENCE
PHONEMIC AWARENESS Whole group for K-1 Differentiated instruction for 2-3	☐ 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 ☐ Models right to left; students view left to right ☐ Explicitly and accurately labels the linguistic vocabulary being taught and provides appropriate examples ☐ Includes multisensory approach (e.g., hand motions, tapping, movement, use of sand or other manipulatives) ☐ Uses words in oral language that students know, or teacher incidentally defines in order to enhance meaning	☐ Strong Evidence ☐ Observed ☐ Needs Attention ☐ Not Observed	
PHONICS	☐ Targets appropriate word-recognition skills for grade and skill level ☐ Follows explicit, systematic lesson plan ☐ Includes multisensory blending and reading activities (e.g., hand motions, sand, objects to move during blending) ☐ Explicitly and accurately labels the linguistic vocabulary being taught and provides appropriate examples ☐ Uses routines, cards, strategies or signals throughout lesson to help students distinguish, name, remember and write sounds and letters ☐ **Fluency** is embedded throughout instruction	☐ Strong Evidence ☐ Observed ☐ Needs Attention ☐ Not Observed	

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

VOCABULARY & ORAL LANGUAGE	☐ Targets key vocabulary for direct instruction ☐ Draws students' awareness to sounds, syllables, spelling and/or morphology of the words ☐ Follows explicit routine for verbally introducing new words ☐ Provides multiple opportunities for students to use new words orally (listening and speaking) ☐ Uses strategies & activities to explore word relationships (antonyms, synonyms, multiple meanings, semantic maps, sorting by categories, etc.) ☐ Teaches strategies for independent word learning ☐ Provides opportunities for incidental word learning (read alouds and independent reading) ☐ **Fluency** is embedded throughout instruction	☐ Strong Evidence ☐ Observed ☐ Needs Attention ☐ Not Observed	
COMPREHENSION	☐ Chooses complex high-quality texts appropriate for grade band knowledge before reading new text ☐ 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.) ☐ Monitors comprehension with variety of tasks ☐ Utilizes variety of shared reading strategies (choral, partner, whisper, etc.)	☐ Strong Evidence ☐ Observed ☐ Needs Attention ☐ Not Observed	

Additional Notes:

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

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INSTRUCTION PART 2: INSTRUCTIONAL STRATEGIES		NOTES/EVIDENCE
Teacher communicates clearly and effectively. ☐ Provides positive corrective feedback ☐ Provides appropriate and clear instructions for **all** students	☐ Strong Evidence ☐ Observed ☐ Needs Attention ☐ Not Observed	
Teacher uses systematic, sequential, and explicit instruction that includes: ☐ explanations; ☐ models of expected outcomes; ☐ gradual release model; ☐ scaffolding during instruction; ☐ questioning and discussion techniques that promote higher order thinking skills; ☐ text-dependent questioning.	☐ Strong Evidence ☐ Observed ☐ Needs Attention ☐ Not Observed	
Teacher uses strategies that promote dialogue between students (e.g., Think/Pair/Share, Turn and Talk).	☐ Strong Evidence ☐ Observed ☐ Needs Attention ☐ Not Observed	
Teacher uses appropriate pacing during instruction that includes **wait time** for students.	☐ Strong Evidence ☐ Observed ☐ Needs Attention ☐ 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.)	☐ Strong Evidence ☐ Observed ☐ Needs Attention ☐ 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).	☐ Strong Evidence ☐ Observed ☐ Needs Attention ☐ Not Observed	
Teacher assistant (TA) serves as an instructional assistant during the literacy block. ☐ Facilitates a small group/center ☐ Provides redirection as needed ☐ Assists with student engagement	☐ Strong Evidence ☐ Observed ☐ Needs Attention ☐ Not Observed	

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CLASSROOM ATMOSPHERE		NOTES/EVIDENCE
Classroom behavior management system is posted and creates a positive learning environment including a culture of learning with high expectations.	☐ Strong Evidence ☐ Observed ☐ Needs Attention ☐ Not Observed	
Classroom arrangement is conducive to whole-group instruction and small group/centers.	☐ Strong Evidence ☐ Observed ☐ Needs Attention ☐ Not Observed	
Teacher is positioned to observe all students and uses proximity to maintain student engagement and positive behavior.	☐ Strong Evidence ☐ Observed ☐ Needs Attention ☐ Not Observed	
Daily class schedule/agenda is posted with **uninterrupted** time for literacy instruction that accommodates whole group and small group instruction/centers. _____ number of minutes posted for literacy block	☐ Strong Evidence ☐ Observed ☐ Needs Attention ☐ Not Observed	
Transitions between activities for small-group and whole-group are smooth and efficient; students demonstrate familiarity with routines and procedures	☐ Strong Evidence ☐ Observed ☐ Needs Attention ☐ Not Observed	
Interactive word walls are frequently updated, present, representative of the grade level, and include academic vocabulary.	☐ Strong Evidence ☐ Observed ☐ Needs Attention ☐ Not Observed	
Classroom library is organized, labeled, and accessible to students. ☐ Books ☐ Online Books ☐ Both	☐ Strong Evidence ☐ Observed ☐ Needs Attention ☐ Not Observed	
Interactive anchor charts are present and reflect current skill/concepts being taught.	☐ Strong Evidence ☐ Observed ☐ Needs Attention ☐ Not Observed	
Additional Notes		

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PREPARATION/PLANNING		NOTES/EVIDENCE
Teacher and student materials are accessible and organized. Teacher uses a variety of resources (e.g. computer, smartboard, letter tiles, manipulatives, or lapboards) during literacy instruction. ☐ Whole Group ☐ Small Group	☐ Strong Evidence ☐ Observed ☐ Needs Attention ☐ Not Observed	
Kindergarten: Materials are aligned to the thematic unit. Thematic unit _____	☐ Strong Evidence ☐ Observed ☐ Needs Attention ☐ Not Observed	
Teacher differentiates based on assessment data (observed or documented on planning instrument).	☐ Strong Evidence ☐ Observed ☐ Needs Attention ☐ Not Observed	
Student work is current, posted, and **aligned** to standards.	☐ Strong Evidence ☐ Observed ☐ Needs Attention ☐ Not Observed	
Current focus standards are posted, **aligned** to instruction, and referred to during instruction. ☐ "I can" statements are **aligned** to standards.	☐ Strong Evidence ☐ Observed ☐ Needs Attention ☐ Not Observed	
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WRITING INSTRUCTION		NOTES/EVIDENCE
Daily schedule/agenda clearly includes at least 30 minutes of writing instruction.	☐ Strong Evidence ☐ Observed ☐ Needs Attention ☐ 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)	☐ Strong Evidence ☐ Observed ☐ Needs Attention ☐ Not Observed	
There is clear evidence of writing embedded across the curriculum.	☐ Strong Evidence ☐ Observed ☐ Needs Attention ☐ Not Observed	
There is clear evidence of text-based writing.	☐ Strong Evidence ☐ Observed ☐ Needs Attention ☐ Not Observed	
Classroom displays evidence of gradual release with writing instruction. ☐ Teacher modeling ☐ Group writing ☐ Independent writing	☐ Strong Evidence ☐ Observed ☐ Needs Attention ☐ Not Observed	
Classroom displays evidence of published student writing. ☐ Digital ☐ Written	☐ Strong Evidence ☐ Observed ☐ Needs Attention ☐ Not Observed	
Kindergarten: There is evidence of student writing using a combination of drawing, dictating, and writing to compose text.	☐ Strong Evidence ☐ Observed ☐ Needs Attention ☐ Not Observed	
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LITERACY CENTERS/TEACHER-LED SMALL GROUPS		NOTES/EVIDENCE
A center management system indicating flexible student placement and appropriate group size is evident. ☐ Rotation chart is posted. ☐ Opportunities present for practice in all five components and writing during the week.	☐ Strong Evidence ☐ Observed ☐ Needs Attention ☐ Not Observed	
Independent literacy centers are clearly designated, labeled, and defined. ☐ Phonemic Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension ☐ Writing **Kindergarten:** ☐ All centers should integrate literacy skills.	☐ Strong Evidence ☐ Observed ☐ Needs Attention ☐ Not Observed	
Centers include: ☐ rigorous, standards-based activities; ☐ student accountability; ☐ student friendly directions; ☐ examples of center outcome/product; ☐ standard and/or "I can" statement; ☐ multiple resources (e.g., manipulatives, technology); ☐ differentiated activities; ☐ labels.	☐ Strong Evidence ☐ Observed ☐ Needs Attention ☐ Not Observed	
Students remain academically engaged during student centers and independent work. ☐ Early finisher work is present.	☐ Strong Evidence ☐ Observed ☐ Needs Attention ☐ Not Observed	
Teacher and TA-led small group instruction is present. ☐ Appropriate number of students ☐ Eyes on text ☐ Differentiated instruction	☐ Strong Evidence ☐ Observed ☐ Needs Attention ☐ Not Observed	
Additional Notes:		

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