Observer: _____		Teacher: _____
Date: _____		Number of Students: ____
Period: _____	*CHS Learning Walk – WICOR Observation Form*	Subject: _____

Writing to Learn

Expectations	Look-Fors	Observation Notes
Guiding Questions: 1. In your observations of writing to learn strategies, how do they develop student's critical thinking skills and enhance their writing? 2. What evidence have you observed that students are able to differentiate and produce both summaries and reflections? 3. What evidence do you have that students can use the steps of writing process to develop a polished piece of writing? Do the students demonstrate the steps of the writing process?	**Students utilize:** o A variety of writing types o Cornell notes with questions in the left margin and summaries o Pre-writing activities, quick writes to develop thinking o Graphic organizers o Timed or "on demand" writing o Summaries and reflections o The writing process	

Inquiry

Expectations	Look-Fors	Observation Notes
Guiding Questions: 1. What evidence do you see that students understand and apply the critical thinking process? 2. How do students demonstrate their questioning skills? 3. How do students challenge themselves, their classmates, and their teacher critically?	**Teachers ask questions, so students:** o Analyze an academic task and articulate the expectation o Process information and make connections o Synthesize information into new understandings o Evaluate information/hypothesize o Extend/apply learning **Students ask questions to:** o Seek clarification o Probe for additional information o Problem solve o Self-regulate and self-advocate **Students demonstrate ownership by:** o Reflecting and acting upon essential questions, concepts, and academic tasks o Defending points of view/decisions o Articulating multiple perspectives o Extending/applying learning.	

Collaboration

Expectations	Look-Fors	Observation Notes
Guiding Questions: 1. What activities or structures are evident that demand student collaboration interaction versus student cooperation?	**For collaboration interaction in the classroom, students:** o Demonstrate a strong sense of mutual respect and support o Develop products/solve problems together o Engage in rigorous, academic discourse o Challenge one another to think deeply o Focus on content and build on each other's thoughts	

Collaboration (continued)	Collaborative learning activities include: ○ Socratic Seminar/questioning ○ Philosophical Chairs ○ Jigsaw Activities ○ Collaborative research projects ○ Collaborative "processing" and check for understanding **Collaborative structures include:** ○ Number Heads Together ○ Think-Pair-Share ○ Think-Write-Pair-Share ○ Carousel ○ Fishbowl ○ Inside/Outside Circles	
2. What evidence do you see of students working collaboratively as active and engaged learning?		

Organization

Expectations	Look-Fors	Observation Notes
Guiding Questions: 1. What evidence is available that suggest students use organizational skills to manage their academic lives?	**Students:** ○ Maintain organized, up-to-date binders/organizational tools ○ Keep calendars, planners, and/or agendas up to date ○ use a Focused Note-Taking System ○ planned short-term and long-term projects ○ use SMART goals to achieve personal and academic goals ○ use write-to-learn strategies to organize their thoughts **Teachers:** ○ evaluate binders/organizational tools ○ assist students in using time management strategies ○ evaluate and maintain high expectations for student note-taking ○ develop procedures for classroom actives, such as tutorials/study groups ○ assist students in planning for projects	

Reading

Expectations	Look-Fors	Observation Notes
Guiding Questions: 1. What evidence exists that students comprehend and think critically about a variety of types of reading? 2. What evidence do you see that students can explain their strategies to read effectively?	**Students:** ○ Read expository and persuasive text ○ Mark the Text: number, circle, underline, chart, etc. ○ Use Cornell Notes/SQ5R ○ Understand and use reciprocal teaching ○ Engage in metacognitive discussion ○ Summarize and reflect **Teachers:** ○ Set reading purpose and task/prompt ○ Determine pre-reading activities that build or tap into prior knowledge and engage and motivate (e.g.: KWL) ○ Utilize concept mapping	

Overall *__Commendations__* for the Teacher: (I really liked how the teacher …)
(Be Specific)

Overall *__Recommendations__* for the Teacher: (Has the teacher thought about ….)
(Be Specific)