



## Learning Walk Observation Form 3

Observer	Teacher Observed	Date/Time
<b>Observation Focus</b>		
What is the teacher doing to help students effectively interact with new knowledge?		
<i>What is the teacher doing to help students effectively interact with new knowledge?</i>	<b>Teacher Actions</b> <i>What is the teacher saying/doing?</i>	<b>Student Actions</b> <i>What are the students saying/doing?</i>
<i>Identifying critical information (e.g., the teacher provides cues as to which information is important)</i>		
<i>Organizing students to interact with new knowledge (e.g., the teacher organizes students into dyads or triads to discuss small chunks of content)</i>		
<i>Previewing new content (e.g., the teacher uses strategies such as K-W-L, advance organizers, preview questions)</i>		



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<p><i>Chunking content into "digestible bites" (e.g., the teacher presents content in small portions that are tailored to students' level of understanding)</i></p>		
<p><i>Group processing of new information (e.g., after each chunk of information, the teacher asks students to summarize and clarify what they have experienced)</i></p>		
<p><i>Elaborating on new information (e.g., the teacher asks questions that require students to make and defend inferences)</i></p>		
<p><i>Recording and representing knowledge (e.g., the teacher asks students to summarize, take notes, or use nonlinguistic representations)</i></p>		
<p><i>Reflecting on learning (e.g., the teacher asks students to reflect on what they understand or what they are still confused about)</i></p>		