

# STAR Learning Walks

## FOCUS ON THINKING

Date:

Observer:

TEACHER		STUDENTS	
INDICATORS	<b>7. Teacher uses a variety of questioning strategies to encourage students' development of critical thinking, problem solving, and/or communication skills</b> <ul style="list-style-type: none"> <li>a. Asks students their opinions</li> <li>b. Provides sufficient wait/processing time</li> <li>c. Asks open-ended questions</li> <li>d. Focuses on higher-order thinking questions</li> <li>e. Solicits contributions from all students</li> <li>f. Probes student responses beyond a correct or incorrect answer</li> <li>g. Elicits responses from multiple students to a question</li> <li>h. Uses student responses and ideas to generate additional prompts/questions</li> <li>i. Models/demonstrates own thinking processes and/or metacognition</li> </ul>	<b>8. Students develop and/or demonstrate effective thinking processes either verbally or in writing</b> <ul style="list-style-type: none"> <li>a. Participate in a discussion around an issue</li> <li>b. Reflect on whether results make sense</li> <li>c. Explain the meaning of a problem</li> <li>d. Provide own opinions on a topic or issue</li> <li>e. Critique lab/learning procedure</li> <li>f. Explore how to improve a learning procedure</li> <li>g. Communicate precisely to peers about thinking process</li> <li>h. Explain thinking or problem-solving process/strategies</li> <li>i. Analyze and/or assess quality of work done by peers</li> <li>j. Develop and/or demonstrate real-world connections</li> <li>k. Critique the reasoning of others or provide verbal and/or written feedback to peers</li> </ul>	<b>9. Students demonstrate verbally or in writing that they are intentionally reflecting on their own learning</b> <ul style="list-style-type: none"> <li>a. Examine own biases on an issue</li> <li>b. Monitor own thinking and adjust strategies</li> <li>c. Analyze and/or assess quality of own work</li> <li>d. Demonstrate cognition/metacognition</li> <li>e. Set goals and/or monitor own personal achievement/growth</li> <li>f. Design and/or reflect on rubrics to gauge own personal performance</li> <li>g. Make a text-to-text, text-to-self, and/or text-world connection</li> <li>h. Reflect quietly to gain personal meaning (e.g. journals, exit slips, learning logs, etc.)</li> <li>i. Rethink/revise work based on data, self-evaluation, and/or constructive feedback from peers/teachers</li> </ul>
	<div> <div>Not Observable</div> <div>Clearly Observable</div> <div> <div>L</div> <div>M</div> <div>R</div> </div> </div> <p><b>Subject:</b></p> <p><b>Grade:</b></p>		
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# REFLECTION

Thinking could have been clearly observable if...

Thinking would have been more clearly observable if...

Thinking was clearly observable because...

WHAT WILL I DO DIFFERENTLY IN MY OWN PRACTICE?

WHEN WILL I IMPLEMENT THE CHANGE?

WHAT COLLEAGUE(S) WILL I SHARE MY COMMITMENT AND OUTCOMES WITH?