Focus Walk
Follow Up

7th Street Elementary
March 5, 2019
Agenda

- Opening Reflection
- What are Focus Walks
  - What does our data say?
- What is Engaged Instruction?
- Workshop
- Closing Reflection
What are Focus Walks?

Focus Walks:

- Are non-evaluative
- Can be used to identify patterns or focus on pre-identified look-fors
- Uses data is shared to determine next steps
- Is cyclical in nature
- Can be collaborative
First Set of Learning Walks

- Focused on Reading Instruction
- Patterns Identified:
  - Majority of teachers were conducting mini-lessons and guided reading groups with READ Rotations
  - Majority of students moved into READ Rotations with minimal redirection
  - Majority of students worked without redirection in READ Rotations
  - Structures are in place!
### 3c - Engaging Students in Learning

<table>
<thead>
<tr>
<th>INEFFECTIVE</th>
<th>PROGRESSING</th>
<th>EFFECTIVE</th>
<th>HIGHLY EFFECTIVE</th>
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</thead>
<tbody>
<tr>
<td>Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.</td>
<td>Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure, but that structure is not fully maintained.</td>
<td>Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.</td>
<td>Students, throughout the lesson, are highly intellectually engaged in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as necessary to the needs of individuals, and the structure and pacing allow for student reflection and closure.</td>
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What does this mean?

Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding.

- Students are grouped by reading ability based on data
- Guided Reading groups are facilitated differently based on student learning needs
- READ Rotations support student learning needs
What does this mean?

All students are engaged in work of a high level of rigor.

- Students are working at or a little beyond their ability level.
- Students understand what they are learning and why
- Students are provided with opportunities for metacognition
- Students are provided with multiple and differentiated opportunities to practice a skill
What does this mean?

The lesson's structure is coherent, with appropriate pace.

● Guided Reading Groups are structured using the appropriate templates

● All lessons follow these steps:
  ○ Introduce student-friendly learning target
    ■ Deconstruct target
    ■ Why is this target important?
  ○ Link lesson activities explicitly to the learning target
  ○ Close the lesson with opportunities for students to reflect on the learning target
What does the evidence show?

Data gathered over 5 Walks from December and January representing 27 classroom visits.

- 26/27 classrooms had reading objective posted
- 23/27 classrooms had reading objectives posted in student friendly language
What does the evidence show?

Of the 27 visits:

- 14 teachers facilitating guided reading groups
- 2 teachers facilitating mini-lessons
- 5 teachers leading word study
What does the evidence show?

During the 16 classes focused on mini lessons or READ Rotations:

● 5/16 lessons (mini/guided) matched the target on the board
● 4/16 teachers explicitly stated or referenced the target during the reading (mini/guided) lesson
● 2/10 students referenced content in the target when asked, “what are you doing/learning?”
Focus Areas for Growth

- Aligning instruction between mini-lesson and guided reading instruction during the week.
- Structure all lessons (mini/guided) so instruction is tightly aligned to the learning target for the week.
- Make learning targets transparent to students.
- Measure learning throughout the week.
Writing Student Friendly Learning Targets

- Start with I CAN...
- Limit the number of skills in one target
- Use language students can access

I can skip count by 2s and 3s.

I can describe main characters in a story using physical characteristics, actions, and personality traits.

I can compare and contrast the roles of producers, consumers, and decomposers.
Deconstructing the Target

What does this target mean and why is it important?
Linking Activities in the Lesson to the Target

● Where will you focus in the text to address this learning target?
● What questions will you ask that explicitly link to the target?
● What activities will allow students to practice the skill?
● What materials will support students learning?
Close the Lesson: Revisiting Your Target

- Provide students with an opportunity for metacognition
  - What did I learn?
  - What helped me learn best?
  - What am I still unclear about?
  - What can I do next to refine my understanding?
Planning for the mini-lesson

Prepare for 1 mini-lesson using materials provided. Include:

1. The student friendly learning target
2. How will you deconstruct the target
3. Why is this target important
4. What activities questions will you focus on in this lesson
5. How will you close the lesson and revisit the target
Planning for Guided Reading Groups

- Use your Templates!
- Use the same format from mini-lessons
  - Revisit learning target
  - How will you directly address the target using this text?
  - How will you close the lesson by referencing the target?
How will you know that they learned it?

I taught Stripe how to whistle.

I don't hear him whistling.

I said I taught him. I didn't say he learned it.
How will you know that they learned it?

- Make sure to assess at the end of the week
  - During a mini-lesson
  - During READ Rotations
- How will you continue to address this target for those that need it?
What’s Next?

- Brandy and Jennifer will continue to conduct Focus Walks with this focus
- We will revisit assessment data from the instruction we planned during the next ½ day meeting on March 27th
- Plan to include you in the Focus Walks
At first I thought ____________________________, now I know ____________________________.