

# Danielson Focused Learning Walks

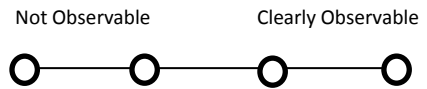
Date:

Observer:

Domain 3: **Instruction**

**3c: Engaging Students in Learning**

<b>Elements</b>	<b>Critical Attributes</b>
<p>a. learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking</p> <p>b. most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding.</p> <p>c. pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>a. Most students are intellectually engaged in the lesson.</p> <p>b. Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking.</p> <p>c. Students have some choice in how they complete learning tasks.</p> <p>d. a mix of different types of groupings, suitable to the lesson objectives.</p> <p>e. Materials and resources support the learning goals and require intellectual engagement, as appropriate.</p> <p>f. pacing of the lesson provides students the time needed to be intellectually engaged.</p>



Subject:

Grade:

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Date:

Observer:

<b>Reflection</b>			
Engaging Students in Learning could have been more clearly observable if...			
What will I do differently in my own practice to engage students in learning?	When will I implement the change?	What colleague(s) will I share my commitment and outcomes with?	
Unsatisfactory	Basic	Proficient	Distinguished
<p>The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.</p>	<p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."</p>	<p>The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>Virtually, all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.</p>