**MNW Walkthrough Form and Technology Infusion Data**

**Characteristics of Core Instruction:** The following topics and items were taken from Iowa Core Curriculum sessions and reflect the *Characteristics of Effective Instruction* outlined by the Iowa Core.

Identify a learning experience (course/classroom) in which you are involved (as teacher/student/observer) and review that experience using this walkthrough form. You may want to include some notes between the items to provide you with some thought space.

**Course/Classroom Being Analyzed:**

**Student-Centered Classroom:**

 Students at the center of the learning, teacher facilitating process

 Cooperative or collaborative learning taking place

 Teacher leading students to the answer not giving it out

 Students have choices

 Students are engaged in challenging work

 Teacher questions and probes

 Not visible during walkthrough

*Specific comments about the Student-Centered Classroom:*

**Teaching for Understanding:**

 Problem- or project-based learning

 Hands on, minds on

 Students think and demonstrate understanding

 Visual learning (conceptual models, graphic organizers, webs, etc.)

 Factual knowledge is transferred to usable knowledge

 Students involved in designing, problem solving, decision making, and investigating

 Summarize targeted concepts and skills

 Multiple means of presenting information

 Not visible during walkthrough

*Specific comments about Teaching for Understanding:*

**Assessment for Learning**

 Formative assessment is used as a tool to adjust teaching

 Essential concept and skill is clear and evident to the students

 Teacher provides criteria of quality work

 Teacher provides examples of both high and low quality work

 Self or peer assessment is evident

 A collaborative classroom environment

 Assessment for learning takes place DURING instruction

 Variety of feeback to students (web, tapes, oral, written, video, etc)

 Not visible during walkthrough

*Specific comments about Assessment for Learning:*

**Teaching for Learner Differences**

 Plans for variance in learning

 Assesses the interests and needs of individual students

 Learning goals are clearly stated

 Flexible grouping (supplemental and intensive)

 Engages students in self reflection, collaboration, and learning choices

 Works in variety of settings (large group, small group, individual)

 Engages students in self reflection

 Not visible during walkthrough

*Specific comments about Teaching for Learner Differences*

**Technology Infusion**

 Web 2.0 tools being used

 Technology used as a reference

 Technology used as a textbook

 Technology used to differentiate learning

 Technology used for collaboration or communication

 Using technology to create a "product" or "project"

 Technology was not being used during the walkthrough

 Other

*Specific comments about Technology Infusion:*