STUDENT AGENCY LEARNING WALK

OVERVIEW
This document outlines a process for conducting a student agency learning walk. Conduct classroom visits (up to 5 min.) in small groups or individually, observing students, and reflecting on what you've observed.

LEARNING OUTCOMES:
- Engage in a Student Agency Learning Walk in order to:
    - Record data to provoke reflection and dialogue around student agency.
    - Apply and reflect about teaching and learning practices.

DIRECTIONS:
- **Review the learning walk process.**
    - Review the Noticing Student Actions continuum prior to the learning walk.
    - As you observe, consider:
        - What stands out to you in terms of student behaviors?
        - What do you notice about academic instruction?
        - What are you noticing that relates to student agency – meta-cognition, self-regulation, self-efficacy, learner autonomy?

Note: During each classroom visit you will observe only. Once the visit is over, you will capture what you've observed in the note catcher below.

1. **Visit classrooms and gather evidence.**
    a. In the classroom:
        - ☐ Observe the classroom's physical environment.
        - ☐ Observe instructional practices as evidenced by teacher actions.
        - ☐ Observe student engagement level as evidenced by student actions.

      ☐ If appropriate, ask students questions that help uncover actions and behaviors identified in the Noticing Student Actions continuum.

   b. Take a moment to capture your observations in the note catcher. (This is an individual moment!)

2. **Debrief and reflect on the process**
   a. **With a group:**
      ☐ As a team, take turns ***sharing your observations*** using the following sentence stem:
         - *I observed….*(Participants can ask probing/clarifying questions to gain clarity about observation statements.)
      ☐ Take turns ***sharing your interpretations*** using the following sentence stem:
         - *I think this means…*
      ☐ Identify big ideas related to the inquiry question based on the observations and interpretations.
      ☐ Capture next steps based on the experience.

   b. **Individually:**
      ☐ ***Review your observations.***
      ☐ ***Make interpretations*** using the following sentence stem:
         - *I think this means…*
      ☐ Identify big ideas related to the inquiry question based on the observations and interpretations.
      ☐ Capture next steps based on the experience.

LEARNING WALK NOTE CATCHER

Observe:	Interpret:
What do you see the students doing? **What do you see the teacher doing?** **What makes you say that? What else do you see?...**	**What do you think this means?**

What ideas or insights did this learning walk spark for you? What are some next steps you might take?