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.
  o Review the Noticing Student Actions continuum prior to the learning walk.
  o 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

<table>
<thead>
<tr>
<th>Observe:</th>
<th>Interpre:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you see the students doing?</td>
<td>What do you think this means?</td>
</tr>
<tr>
<td>What do you see the teacher doing?</td>
<td></td>
</tr>
<tr>
<td>What makes you say that? What else do you see?...</td>
<td></td>
</tr>
</tbody>
</table>

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