

### Instructional Learning Walk: Classroom Snapshot *SAMPLE*

**Purpose:** Provide a quick picture of the core task, how students are engaging, and how supports are functioning.

**Directions:** Stay non-evaluative. Capture the task as enacted, a few student quotes, visible evidence of thinking, and supports in use. Note whether supports enabled or replaced student thinking. End with one on-ramp to improve access next time.

<b>Observer:</b>	<b>Date:</b>
<b>Class / Grade:</b>  <i>Tier 2 reading block (Grade 6)</i>	<b>Time/Lesson:</b>  <i>2nd Period/Focus: brief text talk with vocabulary preview and sentence starters.</i>

1. Task (as enacted)	2. Talk (quotes + ratio)
<i>The teacher previewed two key vocabulary words, modeled an example sentence, and then rotated all students into a five-minute text talk on a short nonfiction paragraph. Students wrote a two-sentence claim using a provided starter.</i>	<b>Quote 1:</b>  <i>"I think the author is arguing..."</i>
	<b>Quote 2:</b>  <i>"My evidence is from the second paragraph..."</i>
	<b>Quote 3:</b>  <i>"I'm connecting it because..."</i>
	<b>Student - Teacher talk ratio:</b> <u>4</u> : <u>1</u>

3. Work (evidence of thinking)	4. Supports Observed	
<i>Sticky-note claims collected; annotated text with two highlighted vocabulary words; one anchor example on chart paper.</i>	<input checked="" type="checkbox"/> Sentence frames <input checked="" type="checkbox"/> Vocabulary preview <input type="checkbox"/> Chunked text <input checked="" type="checkbox"/> Visuals <input type="checkbox"/> Partner/trio talk	<input type="checkbox"/> Manipulatives <input type="checkbox"/> Modeled example <input type="checkbox"/> Assistive tech <input type="checkbox"/> Other:
	<b>Support action (check one)</b>	
	<input checked="" type="checkbox"/> Enabling access <input type="checkbox"/> Replacing thinking	
<b>Notes on work (brief):</b>	<b>Notes on supports (brief):</b>  <i>Sentence starters for claim statements</i> <i>Quick vocabulary preview (2 words)</i> <i>Visible rotation order for speakers</i>	

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5. Feedback Snapshot	6. Access Moves & Routines
<p>a. <b>Moved learning (quote/paraphrase):</b></p> <p><i>"You've got a clear claim; try linking your evidence with because..." (effort/process)</i></p>	<p>a. <b>Adult or para access move (one exact action):</b></p> <p><i>Para quietly pre-taught the two vocabulary words to a pair of hesitant readers, checked once as they entered the discussion, then stepped back.</i></p>
<p>b. <b>Why it helped:</b></p>	
<p>c. <b>Stalled learning (quote/paraphrase):</b></p> <p><i>"No, that's not it—look at line 3." (accuracy/answer)</i></p>	<p>b. <b>Predictable routine or choice option observed:</b></p> <p><i>Structured 30-second partner talk before joining the whole-group rotation; posted rotation list reduced uncertainty.</i></p>
<p>d. <b>Why it stalled:</b></p>	

7. Barrier Observed (name the friction, not the person)	
<input type="checkbox"/> Unclear directions <input type="checkbox"/> Time <input type="checkbox"/> Materials <input type="checkbox"/> Grouping	<input type="checkbox"/> Noise <input type="checkbox"/> Access to text/task <input type="checkbox"/> Other:
Notes on barrier & quick implication:	On-ramp to Test Next Time:
<p><i>Two students waited for adult confirmation before speaking.</i></p>	<p><i>Add a small desk start card:</i></p> <ol style="list-style-type: none"> <li><i>1. Circle two vocabulary words</i></li> <li><i>2. Rehearse one claim with a partner.</i></li> <li><i>3. Share during rotation</i></li> </ol>