

Learning Dispositions are established to define what good learners do

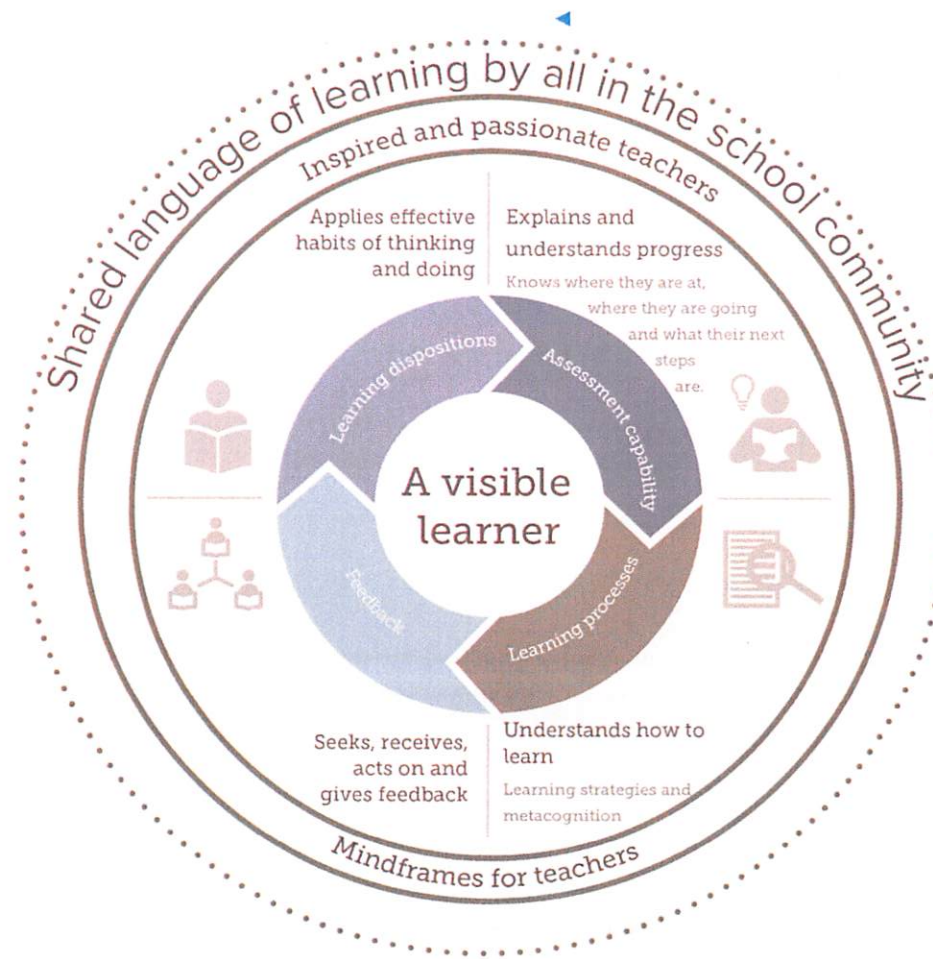
What good learners do becomes part of the culture of learning

Teachers use praise to specifically provide feedback about learning dispositions

Academic Feedback is aligned to Success Criteria

Students, teacher, and peers engage in providing one another feedback

Teachers deepen feedback as learning progresses from surface to deep



Teacher Clarity

Learning Intentions & Success Criteria (LISC)

Co-constructing LISC

Goal Setting

Using Success Criteria to monitor progress toward LI

Defining the Learning Progression or steps along the way

Learning process is defined and moves from surface to deep to transfer of learning

Students can articulate their progress

LinkingWalk (LW) Student Voice Template

Learning Intentions/Success Criteria:			Teacher #:		Grade/Content:		
# of student in the class:			Time into the lesson:		Beginning: ___	Middle: ___	End: ___
Instructional Setting:		Whole Group: ___	Small Group: ___		Stations: ___	Independent: ___	1:1 ___

What are you learning?	Able to describe what they were learning		Described what they were doing		Wasn't able to respond	
	3		2		1	

Student One				Student Two			Student Three			Student Four			Student Five							
3	2	1		3	2	1			3	2	1				3	2	1			

How will you know when you've learned it?	Described how they will know when they've learned what they were focused on (refers to Success Criteria, examples, exemplars, etc.)			Described when they would have finished the task			Described the teacher in control of telling them what was right or wrong, and the teacher who told them they could stop			Couldn't describe how they would know when they have learned what they were focused on		
	4			3			2			1		

Student One				Student Two				Student Three				Student Four				Student Five															
4	3	2	1					4	3	2	1					4	3	2	1					4	3	2	1				

What do you do when you get stuck?	Names and/or describes 4-5 effective learner strategies (reviews notes, seeks help from a classmate, re-reads material, use references)			Names and/or describes 1-3 effective learner strategies (reviews notes, seeks help from a classmate, re-reads material, use references)			Describes task oriented behavior type answer (sit, raise hand, pay attention, follow directions)			Provides an "I don't know answer"		
	4			3			2			1		

Student One				Student Two				Student Three				Student Four				Student Five															
4	3	2	1					4	3	2	1					4	3	2	1					4	3	2	1				

LinkingWalk (LW) Learning Intentions/Success Criteria Template

Learning Intentions/Success Criteria:	Teacher #:	Grade/Content:
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# of student in the class:	Time into the lesson:	Beginning: ___	Middle: ___	End: ___
Instructional Setting:	Whole Group: ___	Small Group: ___	Stations: ___	Independent: ___
				1:1 ___

What are the learning intentions? (outcomes)	<ul style="list-style-type: none"> The teacher states/writes clearly, at some point during the observation, what the students will be learning The teacher's explanation of content is clear and invites student participation and thinking The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they are learning Students engage with the learning task, indicating that they understand what they are to do If appropriate, the teacher models the process to be followed in the task 	<ul style="list-style-type: none"> The teacher provides little elaboration or explanation about what the students will be learning The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students The teacher's explanations of content are purely procedural, with no indication of how students can think strategically The teacher must clarify the learning task so students can complete it 	<ul style="list-style-type: none"> At no time during the observation does the teacher convey to students what they will be learning Students indicate through body language or questions that they don't understand the content being presented Students indicate through their questions that they are confused about the learning task
	3	2	1

3	2	1
Sample learning intentions:		

LinkingWalk (LW) Learning Intentions/Success Criteria Template

<p>What are the success criteria?</p>	<ul style="list-style-type: none"> • The teacher makes the standards of high-quality work clear o students • The teacher elicits evidence of student understanding • Students are invited to assess their own work and make improvements; most of them do so 	<ul style="list-style-type: none"> • There is little evidence that the students understand how their work will be evaluated • The teacher monitors understanding through a single method, or without eliciting evidence of understanding from the students 	<ul style="list-style-type: none"> • The teacher gives no indication of what high-quality work looks like • The teacher makes no effort to determine whether students understand the lessons • The teacher does not ask students to evaluate their own or classmate's work
	3	2	1

3	2	1
<p>Sample of success criteria:</p>		