

Table 5.2
Application of Leaders' Shared Learning to Classroom Observations

Observing Student Learning	5D Guiding Questions
Students are <i>expected</i> to function in the large group and have the <i>responsibility</i> to share their ideas.	<p>What specific strategies and structures are in place to facilitate participation and meaning making by all students (for example, small-group work, partner talk, writing, and so on)?</p> <p>Do all students have access to participation in the work of the group? Why or why not? How is the participation distributed?</p>
Students are <i>engaged</i> throughout the lesson or activity, synthesizing, analyzing, developing, and defending ideas.	What is the level and quality of the intellectual work in which students are engaged (for example, factual recall, procedure, inference, analysis, and metacognition)?
Students have <i>ownership</i> for their learning and learn from and value one another (navigating conversations, listening, agreeing, and disagreeing).	<p>How and to what extent do the systems and routines of the classroom facilitate student ownership and independence?</p> <p>How and to what extent do the systems and routines reflect values of community, inclusivity, equity, and accountability for learning?</p>
Students' thinking and experiences are affirmed, valued, and are central to the learning experiences.	How does the teacher's understanding of each student as a learner inform how the teacher pushes for depth and stretches the boundaries of student thinking?
The teacher makes decisions and uses instructional approaches in ways that intentionally support his or her instructional purposes.	<p>If students were to accomplish the purpose set by the teacher, what would students know and be able to do?</p> <p>What evidence do you observe of students' learning in relation to the lesson purpose?</p> <p>How is the purpose connected to external standards for what students should know and be able to do at this age or grade level?</p>