HIGHLANDER INSTITUTE
Leveling the Field for All Learners

Walkthrough Tool Domains and Indicators

Domain	Indicator	
Classroom Culture	1A	Tasks are supported by clear instructions
	1B	Students' behavior is appropriate for the task
	1C	Transitions between activities are efficient
	1D	Systems are in place to assist students in solving problems independently
	1E	Interactions between students are positive and productive.
	1F	Interactions between students and teachers are positive and productive.
	1G	Students have the opportunity to provide input and feedback on learning experiences
	1H	Students are collaborating
Identity, Interest, Agency	2A	Physical classroom environment reflects a wide range of diverse experiences
	2B	Students have choice over how they learn
	2C	Students have choice over what they learn
	2D	Students have choices in how they demonstrate their understanding
	2E	Students set goals for their learning tasks
	2F	Teacher creates connections between the subject matter and student's identity
	2G	Teacher encourages student ownership of learning
Differentiation	3A	Small group instruction is differentiated based on students' needs
	3B	Tasks are differentiated based on students' needs.
	3C	Teacher uses a variety of techniques to assess student progress toward learning goals
	3D	Teacher provides opportunities for students to reflect on their own data
	3E	Teacher uses data to inform instruction
	3F	The classroom experience allows students to progress through learning tasks or content without waiting for the teacher
Rigor and Mastery	4A	Students are given the opportunity to apply learning from one task to another
	4B	Students present evidence that supports their thinking
	4C	Students design or create a product to demonstrate their understanding
	4D	Students are engaged in work that is authentic
	4E	Students are engaged in work that requires higher order thinking skills
	4F	Feedback process is kind, specific and helpful
	4G	Teacher provides students with a clear vision of what mastery looks like

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Domain	Indicator		Look For	
Classroom Culture	1A	Tasks are supported by clear instructions	1A.1	Each station or task has clear instructions posted
			1A.2	Instructions are accessible to students of all languages and reading abilities represented in the classroom
			1A.3	Instructions are concise with few grammatical errors
			1A.4	Instructions reach a variety of learning modalities (e.g., in words, pictures, read aloud)
			1A.5	Students can complete the task based on the instructions given
			1A.6	Other Evidence of Indicator
	1B	Students' behavior is appropriate for the task	1B.1	Teacher provides students with visuals that help them monitor their own behavior
			1B.2	Student behavior is consistent with expressed expectations for a task (e.g., volume level, engagement level, what we should see, anchor chart)
			1B.3	Students are working consistently on assigned tasks
			1B.4	Other Evidence of Indicator
	1C	Transitions between activities are efficient	1C.1	Teacher provides students with visual and auditory cues about where, when, and how they should move
			1C.2	Students transition from task to task safely and efficiently (as instructed)
			1C.3	Teacher provides tools that help students manage time (e.g., stopwatch, time warning)
			1C.4	Other Evidence of Indicator
	1D	Systems are in place to assist students in solving problems independently	1D.1	Students have a method to follow if a problem arises (e.g., re-read directions, ask a neighbor, ask a teacher, parking lot)
			1D.2	Students can use instructions to solve problems
			1D.3	Visuals in classroom support systems in place
			1D.4	Systems are student-friendly and easily accessed (e.g., labeled accessible areas/bins for materials)
			1D.5	Students play a role in the running of classroom logistics
			1D.6	Other Evidence of Indicator
	1E	Interactions between students are positive and productive	1E.1	Students communicate using positive language and a level tone with each other
			1E.2	Students adhere to classroom rules and expectations with respect to each other
			1E.3	Students utilize accountable talk stems with each other
			1E.4	Students help each other
			1E.5	Students do not interrupt when peers are speaking
			1E.6	Teacher facilitates problem solving between students
			1E.7	Teacher models and reinforces positive and productive interactions
			1E.8	Other Evidence of Indicator
	1F	Interactions between students and teachers are positive and productive	1F.1	The teacher communicates with students using positive language and a level tone
			1F.2	Teacher reinforces classroom rules and expectations
			1F.3	Teacher adheres to classroom rules and expectations
			1F.4	Students communicate with the teacher using positive language and a level tone
			1F.5	Students adhere to classroom rules and expectations with respect to the teacher
			1F.6	Students positive interactions with adults are recognized and reinforced
			1F.7	Teacher fosters an environment where failure is embraced as part of the learning process
			1F.8	Other Evidence of Indicator
	1G	Students have the opportunity to provide input and feedback on learning experiences	1G.1	Students have opportunities to provide feedback throughout the class period
			1G.2	Teacher uses student feedback to inform their practice
			1G.3	Teacher uses a portion of the class period to debrief the lesson experience with students
			1G.4	Other Evidence of Indicator
	1H	Students are collaborating	1H.1	Teacher provides opportunites for students to share roles and responsibilities to complete work
			1H.2	Teacher creates accountability systems for all types of roles/responsibilities (e.g., check list, posters, protocols)
			1H.3	Teacher models and debriefs around metacognitive skills and traits involved in collaboration
			1H.4	Students are engaging in meaningful collaboration
			1H.5	Students collaborate with an equitable division of work and effort
			1H.6	Other Evidence of Indicator

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Identity, Interest, Agency	2A Physical classroom environment reflects a wide range of diverse experiences	2A.1	Space is inclusive of students' identities and needs (mirrors)
		2A.2	Space includes materials and content that are reflective of a wide range of diverse experiences (windows)
		2A.3	Students' personal artifacts and work are reflected in the classroom
		2A.4	Other Evidence of Indicator
	2B Students have choice over how they learn	2B.1	Teacher gives students a choice of multiple modalities for learning a concept (e.g., video, slide deck, website to explore)
		2B.2	Teacher provides students with opportunities that allow choice over when to do each task (e.g., choiceboard, playlist)
		2B.3	Other Evidence of Indicator
	2C Students have choice over what they learn	2C.1	Students can choose their own topic for a project or task
		2C.2	Students can ask and then answer their own questions or work to solve a self-identified problem
		2C.3	Other Evidence of Indicator
	2D Students have choices in how they demonstrate their understanding	2D.1	Students can choose to demonstrate their understanding from a variety of equally rigorous tasks
		2D.2	Teacher designs rubrics/scales for a single skill that can allow for a range of student products
		2D.3	Teacher designs tasks that encourage students to show mastery in a variety of ways
		2D.4	Other Evidence of Indicator
	2E Students set goals for their learning tasks	2E.1	Students set and articulate goals
		2E.2	Students reflect on progress towards goals
		2E.3	Other Evidence of Indicator
	2F Teacher creates connections between the subject matter and student's identity	2F.1	Teacher collects rich data on students (e.g., surveys, student conferences, family interviews)
		2F.2	Teacher uses knowledge of students' identities (e.g., individual, social) to activate prior knowledge or select resources
		2F.3	Students have space (e.g., physical, emotional) to share their identities/experiences
		2F.4	Other Evidence of Indicator
	2G Teacher encourages student ownership of learning	2G.1	Teacher provides opportunites for students to assess their own learning (e.g., reflection, journal)
		2G.2	Teacher provides opportunites for students to analyze and interpret ideas from multiple perspectives
		2G.3	Other Evidence of Indicator
Differentiation	3A Small group instruction is differentiated based on students' needs	3A.1	Data is used to inform student groupings
		3A.2	Teacher varies content by group or individual
		3A.3	Teacher varies delivery (instructional strategies) by group or individual
		3A.4	Other Evidence of Indicator
	3B Tasks are differentiated based on students' needs	3B.1	Scaffolds are in place to support students as needed (e.g., sentence stems, math references)
		3B.2	Student tasks are varied by content for group or individual (degree of dificulty)
		3B.3	Student tasks are varied by process for group or individual (e.g., highlighting words, manipulatives vs. numbers)
		3B.4	Other Evidence of Indicator
	3C Teacher uses a variety of techniques to assess student progress toward learning goals	3C.1	Teacher uses formative assessment to track student achievement in assigned tasks (e.g., exit tickets)
		3C.2	Formative assessment is directly linked to learning goals/content
		3C.3	Teacher uses informal assesments (e.g., fist to five, checklists) to track student understanding
		3C.4	Other Evidence of Indicator
	3D Teacher provides opportunities for students to reflect on their own data	3D.1	Teacher models how to reflect on learning
		3D.2	Teacher provides routines/structures to support student self-reflection
		3D.3	Teacher conferences with students to discuss their data
		3D.4	Students record progress or track their own data (e.g., a data journal where they log data and reflect on their work)
		3D.5	Other Evidence of Indicator
	3E Teacher uses data to inform instruction	3E.1	Teacher groups students or adjusts instruction based on formative assessment
		3E.2	Teacher regroups students or adjusts instruction *in the moment* based on formative assessment
		3E.4	Other Evidence of Indicator
	3F The classroom experience allows students to progress through learning tasks or content without waiting for the teacher	3F.1	Teacher creates structures such as playlists/agendas that students can progress through as they complete tasks (e.g., Hyperdocs, Google Classroom)
		3F.2	Teacher plans a variety of tasks for an extended period of time
		3F.3	Students are held accountable for tasks completed (e.g., activity logs, assessments, journal)
		3F.4	Other Evidence of Indicator

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Rigor and Mastery	4A	Students are given the opportunity to apply learning from one task to another	4A.1	Tasks within stations, playlists, or projects connect to a central focus
			4A.2	Students have learning opportunities that build off of previous classroom experiences
			4A.3	Students apply knowledge/skills to make decisions, draw conclusions, or solve problems within a content area without being prompted (transfer)
			4A.4	Other Evidence of Indicator
	4B	Students present evidence that supports their thinking	4B.1	Students use evidence to support written/oral responses
			4B.2	Students' responses include clear reasoning (e.g., "because" statements)
			4B.3	Tasks or questions demand rigorous responses from students (e.g., use text evidence)
			4B.4	Teacher provides opportunites for students to share their thinking throughout the lesson
			4B.5	Other Evidence of Indicator
	4C	Students design or create a product to demonstrate their understanding	4C.1	Teacher provides clear, student-friendly rubrics that students can reference as needed
			4C.2	Product is aligned to specific content area or cross-curricular competencies
			4C.3	Teacher monitors students' progress (individual or team) throughout the process
			4C.4	Teacher communicates clear expectations to guide students' process and product
			4C.5	Students create/design a product that aligns with task instructions or project expectations
			4C.6	Students give and receive feedback during the creation process
			4C.7	Other Evidence of Indicator
	4D	Students are engaged in work that is authentic	4D.1	Teacher presents "real world" or relevant tasks
			4D.2	Students are provided with opportunities to pursue topics relevant to their specific interests
			4D.3	Students present to an authentic audience (e.g., shark tank, community organizations, professionals, peers, families)
			4D.4	Teacher balances authentic tasks with content-specific objectives
			4D.5	Other Evidence of Indicator
	4E	Students are engaged in work that requires higher order thinking skills	4E.1	Students have the opportunity to create (e.g., design, assemble, develop, formulate, construct, author, investigate)
			4E.2	Students have the opportunity to evaluate (e.g., critique, value, appraise, argue, defend, judge, select, support)
			4E.3	Students have the opportunity to analyze (e.g., differentiate, organize, experiment, test, question, examine, relate, compare, contrast)
			4E.4	Students have the opportunity to apply (e.g., execute, implement, solve, use demonstrate, interpret, operate, schedule, sketch)
			4E.5	Other Evidence of Indicator
	4F	Feedback process is kind, specific and helpful	4F.1	Feedback is specific to task
			4F.2	Teacher uses students' actions and work as exemplars
			4F.3	Teacher utilizes a protocol to provide feedback
			4F.4	Teacher provides visual references to support positive feedback (e.g., sentence stems, anchor charts)
			4F.5	Feedback provides student with specific action(s) they can take to improve the work
			4F.6	Students utilize a protocol to provide peer feedback
			4F.7	Students are responsive to feedback provided by peers or teacher
			4F.8	Teacher models how to give feedback
			4F.9	Other Evidence of Indicator
	4G	Teacher provides students with a clear vision of what mastery looks like	4G.1	Teacher provides students with a process to achieve mastery with checkpoints along the way
			4G.2	Teacher creates and shares examplars
			4G.3	Teacher translates standards to student-friendly language (e.g., "I can" statements)
			4G.4	Students can articulate key standards/skills/"I can" statements
			4G.5	Students can describe a process or path to achieve mastery

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