

LoTi Walkthrough

Blue Elementary

Teacher: Dinkelkamp, Gail

Observed By: Phillips, Sarah

Class Information: Reading

Observation Date: 4/14/2009

Start Time: 9:00

End Time: 9:20

Hardware Use During Observation:

Hardware use observed...

- | | | |
|--|--------------------------------|---------------------------------|
| <input checked="" type="checkbox"/> Unlimited technology use | 1 to 1 student/computer ratio | 2 to 1 student/computer ratio |
| 4 to 1 student/computer ratio | 10 to 1 student/computer ratio | 1 student computer in classroom |
| <input checked="" type="checkbox"/> 1 teacher workstation only | No hardware use | Other: |

Software Application Use During Observation:

Application use observed...

- | | | |
|------------------------|--|--------------------|
| Single Application Use | <input checked="" type="checkbox"/> Multiple Application Use | No Application Use |
| Other: | | |

Technology Users During Observation:

Technology users observed...

- | | | |
|--------------|-----------------|--|
| Teacher Only | Student(s) Only | <input checked="" type="checkbox"/> Student(s) and Teacher |
| No Users | | |

Content:

- | | | |
|---|--|--|
| No technology; text-based materials used to teach content | Teacher conducts personal productivity with technology | <input checked="" type="checkbox"/> Teacher delivers content to students |
| Student learns or reviews content | Student researches or presents content | <input checked="" type="checkbox"/> Student performs higher order thinking about content |
| <input checked="" type="checkbox"/> Student finds solutions to teacher-led problems about content | <input checked="" type="checkbox"/> Student applies self-initiated content learning to real situations | <input checked="" type="checkbox"/> Student solves self-directed problems about content |
| <input checked="" type="checkbox"/> Student uses content to initiate self-directed projects with the community at-large | <input checked="" type="checkbox"/> Student uses content to solve self-directed problems with the community at-large | Student uses content to initiate self-directed projects impacting global community |
| Student uses content to solve self-directed problems impacting global community | | |

Process:

No technology; text-based materials used to promote learning	Teacher embellishes or enhances lecture with technology	Teacher controls pace of student learning with technology
✓ Technology used to sustain student interest in learning	✓ Student performs low-level cognitive tasks/processing	✓ Student conducts teacher-led investigations
✓ Student performs teacher-directed problem-solving/decision-making	✓ Student conducts self-directed problem-solving	Student conducts self-directed decision-making
✓ Student engages in collaborative problem-solving with community at-large	Student participates in group decision-making impacting community at-large	Student initiates collaborative problem-solving impacting global community
Student initiates group decision-making impacting global community		

Product:

✓ No technology; text-based materials used to complete student product(s)	Teacher demonstrates skills and concepts	✓ Teacher creates a technology ? reward? station for work completed
Student showcases assigned work	Student conducts informational presentation	Student demonstrates higher order thinking skills
Student completes teacher-guided problem-based activities	Student seeks resolutions to personal or social issues/problems	✓ Student supports personal actions/solutions to real world problems
Student resolves issues/problems impacting community at-large	Student supports action/solutions impacting community at-large	Student resolves issues/problems impacting global community
Student supports action/solutions impacting global community		

Learner-Centered Instruction:

Students established individual goals for their learning	✓ Student inquiry guides the instruction	✓ Student questions dictate context/content of instruction
Students given multiple options for completing a task/project	Student products perceived as authentic and purposeful	

Bloom's Taxonomy:

Student learning/questioning at knowledge level	Student learning/questioning at comprehension level	✓ Student learning/questioning at application level
Student learning/questioning at analysis level	✓ Student learning/questioning at synthesis level	Student learning/questioning at evaluation level

Research-Best Practices:

✓ Teacher providing homework and practice	Teacher setting objectives and providing feedback	✓ Teacher reinforcing effort and providing recognition
Students summarizing and note taking	✓ Students identifying similarities and differences	Teacher providing opportunities for nonlinguistic representations
Students generating and testing hypotheses	✓ Teacher implementing cooperative learning	Teacher providing cues and promoting questions
✓ Teacher offering advanced organizers	Teacher adjusting instruction based on learner readiness, interests, or modality strengths	✓ Teacher providing adequate wait time for student responses

Comments/Observations:

Enter Comments Here:

Good job!

Score: 5 (Expansion)

Nonuse: 0 to 0; Awareness: 1 to 1; Exploration: 2 to 2; Infusion: 3 to 3; Integration: 4 to 4; Expansion: 5 to 5; Refinement: 6 to 6

Gail Dinkelkamp

Date:

Sarah Phillips

Date: