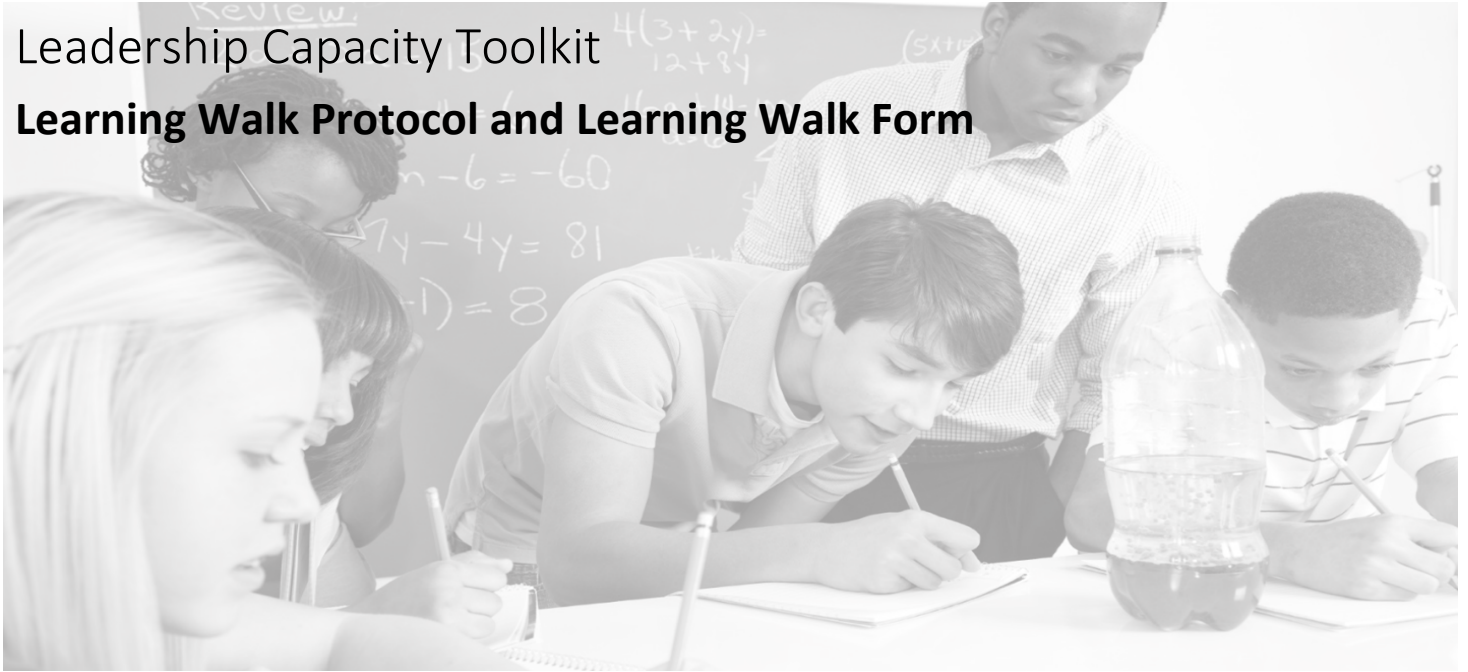Leadership Capacity Toolkit

Learning Walk Protocol and Learning Walk Form

Who Would Use This Tool?

Instructional Lead Teachers; Administrators;
Supplemental Staff: Any teachers selected by the main staff to Participate in the Learning Walk

Overview of Tool

The purpose of a School-Wide Learning Walk is to obtain a quick snapshot of each classroom in order to collect evidence based on a specific focus to improve instruction and learning as well as opening up opportunities for collaboration.

- This protocol is designed to calibrate the Learning Walk Team and ensures that there is an understanding of the procedures the team will use as they enter each classroom.
- The protocol explains the process for using the Learning Walk evidence collected and reporting back to the staff.
- There are two Learning Walk Forms. The first one is very general but can be used for a target focus. The second form is targeted specifically questioning. This form can be adjusted based on a focus for your specific school.

How Should a Leader Use This Tool?

- The Learning Walk Form can be adjusted based on the focus for your school. The first form provided allows the Learning Walk Team to collect evidence from the classroom regarding the Learning Walk focus. It also allows the Learning Walk Team to generate questions regarding that they saw in each classroom. **The form should not include any judgments.**
- Only use one of the two Learning Walk Forms per Learning Walk. Review, edit, and select the best one for your school.
- A grade level team can use this walk through form as a way to gather data regarding their specific team.
- **Teams must remember to not use any judgment and remember that evidence is what is seen or heard.**

Expert Principal Tips for Using this Tool

Review and edit all forms with your Instructional Teams before the walk. Pilot testing your forms may provide more information for editing before use.

Learning Walk Protocol

The purpose of a School-Wide Learning Walk is to obtain a quick snapshot of each classroom in order to collect evidence based on a specific focus to improve instruction and learning as well as opening up opportunities for collaboration. This process can be a powerful tool to observe what and how students are learning. It also aids in the development of common trends in classrooms throughout our building. Therefore, it is imperative that Learning Walk Protocols are adhered to. The protocols for our Learning Walks are:

- Any staff member of the school can participate in a Learning Walk.
- Learning Walks will occur during each team's designated planning time.
- Members of the walk must adhere to the focus of the walk.
- Members of the walk must refrain from making any judgmental comments or statements.
- Members of the walk can interact with the teacher and/or students if it does not interrupt instruction.
- Prior to the walk, teachers should explain to students that visitors will be entering the classroom.
- Each observation should last for approximately 8-10 minutes.
- A quick debriefing (4-5 minutes) should take place after each observation.
- Forms will be collected by an administrator directly after the completion of the Learning Walk.
- An analysis of the collected data will be conducted during the Learning Walk Team's Follow-Up meeting.   A summary of the results will be shared during with grade levels during collaborative planning.

Learning Walk Focus: _____

Teacher: _____   Date: _____   Time: _____

Grade/Content: _____

Remember that you are only collecting evidence and asking questions. Comments or feedback should be written without judgment.

I SAW (What the teacher and/or students are doing related to the focus)

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I HEARD (What the teacher and /or students are saying related to the focus)

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I WONDER (Thoughts about what you DIDN'T see related to the focus)

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Other Comments (Additional, information related or not to the focus)

This form is an example for Questions and Discussions. This form can be altered as needed for other topics.

Focus: Question/Discussion Techniques and Student Participation

FEATURE	OBSERVED	EVIDENCE
Teacher structures questions at the higher levels (e.g. analysis, synthesis, evaluation)	Yes No	
Teacher uses appropriate wait time between asking a questions and calling on a student (5-10 seconds)	Yes No	
Teacher uses appropriate strategies to extend student thinking (e.g. survey, unpack thinking)	Yes No	
Teacher invites students to respond to other students' comments	Yes No	
Teacher aims for questioning/discussion among students	Yes No	
Allows students to assume responsibility for the success of discussion (i.e. student initiated topics and/or contributions to discussion)	Yes No	
Students have opportunities to share and discuss their thinking as well as work independently	Yes No	
Was the observed portion of class rigorous? Yes No		

Select a DOK Level that best mirrors the observed instruction. Provide evidence to support your decision.

Recall & Reproduction	Skills & Concepts	Strategic Thinking	Extended Strategic Thinking
Little transformation or extended processing of the target knowledge required by assigned tasks. Questioning- answers do not need to be "figured out" or "solved" (key words- list, identify, define, 5 Ws, calculate, draw, state)	Some mental processing beyond recalling or reproducing a response. Working with or applying skills/and/or concepts to a tasks within a particular subject matter (key words- infer, cause/effect, summarize, compare/contrast, classify, interpret, observe, show)	Use of higher order thinking processes Requires coordination of knowledge and skill from multiple subject matters to carry out processes in order to reach a solution (key words- critique, debate, test, dissect, justify)	Extended use of higher order thinking processes over a longer period of time (key words- design, synthesize, analyze, create, prove, connect)