

Learning Walk Protocols



Non- Negotiables

Do not judge, just observe.

Learning Walk Observations are about what is happening in the classroom, not what you would have done.

Learning Walk Observations are tied to an identified focus. Stay as connected to the focus as possible.

Learning Walk Observations should impact learning as minimally as possible. Do not engage with students or teachers unless the instructional activity allows for it.

Learning Walk Observation groups should include instructional coaches and available administrators, and a shared debrief will focus on what was observed during the Learning Walk.

Learning Walk Observations do not include teacher modeling, as it is not the most efficient way for the team to safely grow teacher and student ownership.

Process

Before Learning Walk

- Identify an area of focus *as a group*.
- If relevant, identify targeted question(s) for the area of focus.
- Additionally, use the appropriate observation guides which can support the focus.
- Review protocols for observation and non-negotiables for process.

During Learning Walk

- Using the Learning Walk Note-Taking guide (which can be provided by a School Success Manager).
- Make note of anything not captured on the observation guide that you believe is tied to the area of focus.

After Learning Walk

- Share observations.
- Identify common themes across classrooms.

Timing



Spend 12 minutes in each classroom: observation.

Spend 8 minutes in the hallway sharing observations: corridor chat.

When conducting the observations, learning walk participants “look and listen” to the learning and take notes on any evidence that links to the focus. Be broad in observations and speak to students and teachers only if the learning allows for such interactions; it should not disturb instruction.

When chatting in the hallway, this is a time to share observations, not open discussion or judgments. The observations must be rooted in evidence that is specific to the area of focus.