

School Visit Learning Walk Protocol

Establish group and group norms

- Divide into small groups of 2-3.
- Remind participants of the established norms (and any additional norms for classroom visits)

Identify focus of inquiry

- Identify the purpose or focus of the learning walk. For prospective partners, the learning walk questions may converge on a pre-determined set of expectations from the work plan (e.g., “learning goals are clearly stated”). For other visitors, we recommend a broader, more open-ended question to learn about EL.
- Develop an inquiry question based on the learning targets: e.g., “How are students engaged in deep and rigorous thinking?” “How do students show responsibility for learning?” “How is learning organized for a wide range of learners?” “What is the balance of instruction vs. behavior management?”
- Remember, these visits are SHORT. Be sure to select a focus that can be observed in 5 minutes.

Determine process

- Length of visits (typically 5 minutes)
- Provide tool(s) for observing and recording data related to the inquiry question (sample/ template below)

Visit classrooms to gather evidence

- Observe the classroom’s physical environment.
- Review student work samples in folders, portfolios, on desks, on display.
- Ask students (if appropriate): What are you learning? Why are you learning it? How do you know if your work is good? What do you do if you need help?
- Focus on stating factual evidence (“I heard...” “I saw...”) and refrain from subjective statements (“I liked...”)
- Focus on what is actually said or done, as a video camera might record.
- Be as fine-grained and objective as possible in recording observed behavior and verbatim utterances.
- Ensure that each class visit is for consistent duration.
- Use observation tools to record data.

Hall talk with small groups between and after the visits.

- Debrief visits with your small group.
- Analyze evidence: share highlights (big ideas, trends, areas of strong practice, areas of need) from aggregated evidence; identify patterns
- Summarize key learning: after you conclude all visits, create a short list to share with the rest of the group.

Share key observations and reflect on the process with the whole group

If the group has been divided, rejoin to share:

- Key learning related to the learning targets
- Reflections on the process of the learning walk.

Learning Walk Note Catcher**Focus of observation/ Inquiry question:**

I saw/ I heard	This means to me...

Key Learning/ Take Away: