



## Learning Walks Process

### Facilitator's Guide (3 hours)

Time	Content	Lead Person
15 minutes	<ul style="list-style-type: none"><li>• Say, "Welcome to the Learning Walks Process."<ul style="list-style-type: none"><li>○ Pass out name tags and marker as well as sign-in sheet.</li></ul></li><li>• Go over agenda, highlighting the objective for the day.</li><li>• Warm-up &amp; Introductions: go around the table beginning with the specialist, each person tells his or her name, position, and their passion for education.</li></ul>	
15 minutes	<ul style="list-style-type: none"><li>• Pass out highlighters and copies of "<i>Purpose of Learning Walks</i>"</li><li>• Say "I am going to read the first paragraph to you and then you will read the rest of this document. Please be sure to read the 12 steps and highlight what you find most meaningful, and then we will share out together."</li><li>• Go around the table, each person takes turns sharing one thing that was the most meaningful to them from the reading.</li></ul>	
20 minutes	<ul style="list-style-type: none"><li>• Fill in the top portion of the two <i>Learning Walks</i> with the Observer's Name, the teacher's name, the subject/ grade, and the date.</li><li>• Review all <i>Learning Walks</i> Artifacts with the team; make connections to the document.</li><li>• Tell participants to highlight "Record Evidence; quote teacher/ student language" at the top of the page and remind them that we are looking for things people say and things we observe. Nothing more. <b>Note: <i>We cannot include things that we do not see or hear because when we go back in the classroom to celebrate the students and the teacher we need to focus on just that moment in time and teachers and students know what we saw and what we didn't see.</i></b> We are focusing on the <b>positive</b> and modeling what immediate and specific feedback looks like. We want to use crystal-clear language to describe what we observed and heard.</li></ul>	



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	<p><u>Inclusive Learning Environment</u></p> <ul style="list-style-type: none"> <li>• Read through the seven artifacts of an Inclusive Learning Environment.</li> <li>• Point out that Word Walls are typically seen in grades K-2 and they feature the most frequently used words in reading and writing. Ideally, words on word walls are outlined because the brain is a pattern detector and comprehensible.</li> <li>• Bring attention to Key Vocabulary/Word Study Charts. Say they are for ongoing daily content area/academic word study of morphology etc. in all grades, created with/by students.</li> <li>• Point out that the classroom library must not be leveled (Accelerated Reader or guided reading levels). Students must have a real-world library where all students can select books they love, can read all the words, and understand what they read. Students need to practice all that was explicitly, systematically taught with real books.</li> </ul> <p><u>Instructional Practices</u></p> <ul style="list-style-type: none"> <li>• <i>UDL handout</i>: Point out that the elements of UDL are connected to “Instructional Practices, Student Interactions, and Student Engagement.”</li> <li>• <i>“Optimal Learning Model” handout</i>: Walk people through what they will see the teacher and the students doing through each phase of the OLM. Be sure to mention that the OLM is not linear, that a teacher may circle back to any part of the OLM, depending on the needs of the whole class, groups of students, or individual students.</li> <li>• <b>Highlight</b> Instructional Practices #7, Plans for higher order thinking and wait time, pass out the “Three-Story Intellect” poster.</li> <li>• Point out that the highest-level questions are all the way on the right, Level 3, the Penthouse Synthesis and Evaluation questions.</li> </ul> <p><u>Student Interactions</u></p> <ul style="list-style-type: none"> <li>• <b>Highlight</b> #3, Students are goal setting, point out that Learning Outcomes are threaded throughout this document.</li> <li>★ Put a star next to Inclusive Class Environment #1, Instructional Practices #5, Student Interactions #3, and Student Engagement #6.</li> <li>• <b>Highlight</b> #4 Students use guided practice, point out that guided and independent practice shows up in Instructional Practices, Student Interactions, and Student Engagement.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• <b>Highlight</b> Instructional Practices #3 (Guided Practice) and #4 (Independent Practice); Student Interactions #4 (Guided Practice) and #5 (Independent Practice).</li> <li>• <b>Highlight</b> When you get to Student Interactions #8, ask people to circle Student Interactions #7: Students participate in <u>higher order thinking</u> and ask participants to go back to Instructional Practices #7 and circle in "Incorporates, plans for <u>higher order thinking</u> questions." Point out that in Instructional Practices, the teacher is asking the question while in Student Interactions, the students are participating in that questioning.</li> </ul> <p><u>Student Engagement</u></p> <ul style="list-style-type: none"> <li>• <b>Highlight</b> #7 Differentiation. Students with disabilities and other students who struggle receive accommodations and modifications to grade-level content.</li> <li>• List any accommodations you notice. Ask students, "What are you learning?" "Why is this learning important to you?"</li> <li>• Notice assistive technology such as white boards, highlighter tape, audio assistance, seating arrangements, magnetic letters, pointers, software and/or apps, headphones, etc.</li> </ul> <p><u>Celebration is Learning</u></p> <ul style="list-style-type: none"> <li>• Say "the top two quadrants (<i>Inclusive Class Environment and Instructional Practices</i>) are teacher-focused; she/he sets the environment and is in charge of instructional practices. The bottom two quadrants (<i>Student Interactions and Student Engagement</i>) are student-focused. Students are in charge of showing and telling how they are interacting and engaging in their own learning. In fact, when you give immediate and specific feedback (celebrate teachers and students), you are working on either of the top two quadrants and you will usually celebrate the teacher. If you focus on either of the bottom two quadrants, you will usually celebrate the students."</li> <li>• Remember, when we go into the classroom, we are only marking one tally, not multiple tallies. If you like, for each attribute on the far left within the artifact, you can put a small checkmark above each description to connect it with the anecdotal notes you will be taking on the far right of the document.</li> </ul>	
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10 minutes	Ask each team member which quadrant they would like to focus on for the 5-7 minutes that you will be in the classroom. Write each person's name next to the title of that quadrant (e.g., Inclusive Class Environment, Pat). If there are more than four people, assign two people to a quadrant and write both names on either side of the title of each quadrant.	
5-10 minutes, including time it takes to walk to and from the classroom	<ul style="list-style-type: none"><li>• Walk to the classroom.</li><li>• Fill in the Time In and room number.<ul style="list-style-type: none"><li>○ Remind people to count the number of children.</li></ul></li><li>• Fill in the time in and room number.</li><li>• Observe and collect evidence of artifacts within Classroom #1</li><li>• Record the time exited. Ask who counted the number of students and record on the top of the form.</li></ul>	
45-50 minutes	<ul style="list-style-type: none"><li>• Return to the conference room or huddle outside the classroom where you can have a discussion.</li><li>• Discuss collection of artifacts beginning with the top quadrant.</li><li>• Ask participants assigned to the quadrant, "What did you notice?" Participants share out what they noticed.</li><li>• Challenge any vague thinking.</li><li>• Remember, we are trying to create a common language of instruction, so we want to help people be very clear about the evidence they saw and how it is connected to each attribute. Ask other participants not assigned to that quadrant if they noticed anything else as each attribute is discussed.</li><li>• Add up the total number of tallies for the quadrant. Record the number of tallies on the bottom right-hand side of the document.</li><li>• Remind participants that it is not about how many tallies you "get;" rather, it is about getting very clear information about what was observed within the 5-7 minutes and using that information to develop very succinct statements to the teachers and students about all the great teaching and learning observed.</li><li>• Repeat for each quadrant.</li><li>• Write immediate and specific feedback to students and teachers together.</li></ul>	



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	<ul style="list-style-type: none"> <li>• Pass out large sticky notes (5"x7").</li> <li>• Remind participants that if they focused on either of the top two quadrants, they will most likely be writing to the teacher. If they focused on either of the bottom two quadrants, they will most likely be writing to the students. The note is addressed as "Student" or "Mr. Smith" and dated at the top, as teachers often keep these notes.</li> <li>• Remind participants of the 12 steps they read earlier in the day. They will not be using "I" anywhere within the celebration to the teachers and/ or students. It is not about them; it is about all of the great teaching and learning observed. The note starts off with:             <ul style="list-style-type: none"> <li>○ "<u>When</u> you reminded your students of the learning outcomes, ..." or "<u>When</u> you watched and listened as your teacher modeled the lesson for you, ..." The next part is about the effect this had and can be written as "<u>then</u> your students know what they are learning, why they are learning it, and how they will know if they've learned it" or "then you had an example you could reflect on as you try and apply this all on your own." Finish the note with "<u>This is important</u> because this is what great scholars do!"</li> </ul> </li> <li>• Sign and date the note with a final, brief, positive statement such as "Bravo!" or "Well done!" Draw a smiley face. And sign it with your name.</li> <li>• Help each other with crystal-clear language and as team members get stuck with their thinking and writing. At the end, before returning to the classroom with the notes, participants read off their notes to each other, provide each other feedback, revise, and edit the notes so they are legible, because the notes will be left in the classroom for students and teachers.</li> <li>• Return to the classroom with the notes only.</li> <li>• Ask the principal to introduce the group and thank the students and teacher for allowing the group to learn from them and their teacher today. Say "We are here to learn from you. We have some visitors at the school with us from the Arizona Department of Education. We want to celebrate you and your teacher for all of the great things we saw. Would that be alright with you? If so, can we get a thumb's up from each of you if you'd like to be celebrated?" Give the class a</li> </ul>	
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	<p>thumb's up and wait for their thumbs up. Each participant reads off their note to the class.</p> <ul style="list-style-type: none"><li>• Applaud for each other. After reading the note, hand over the note to the teacher. Once everyone is finished, exit the class quickly and return to the conference room.</li></ul>	
5-10 minutes	<ul style="list-style-type: none"><li>• Observe and collect evidence of artifacts Classroom #2</li><li>• Repeat section above for Classroom #1</li></ul>	
45-50 minutes	<ul style="list-style-type: none"><li>• Repeat section above</li><li>• Discuss collection of artifacts</li><li>• Add up total number of tallies for each quadrant</li><li>• Write immediate and specific feedback to students and teachers together</li></ul>	
10-20 minutes	<p>Closure: What was your best learning this morning? How did it feel? Review learning objective for the day on the agenda. Collect materials (clipboards, highlighters, extra nametags). Leave.</p>	

#### Materials Needed:

Sign-in sheet  
Agenda  
Learning Walks Purpose and Tool  
Optimal Learning Model (OLM) copies  
Universal Design for Learning (UDL) copies  
A Three-Story Intellect Chart  
Name tags  
Sticky notes  
Clipboard