

Learning Walks Process

Before the Learning Walk:

1. Inform the primary and intermediate classroom colleagues that you are going to visit their classroom.
2. Decide how you will be observing your colleagues (partners, grade level teams, and/or leadership teams).
3. Review the *Learning Walk* attributes together before starting to establish a common language.
4. Plan to start small. For example, each team member may pick one quadrant in the *Learning Walk* observation tool to observe (*Learning Environment, Instructional Practices, Student Interaction, or Student Engagement*). Rotate quadrants so that everyone has a chance to observe them all, if possible
5. Fill in all the details at the top of the *Learning Walks* before you enter the classroom (Observer name, date, grade, number of students in the class, etc.)

During the Learning Walk:

6. Visit the classroom and tally only once if you see evidence of one of the artifacts on the *Learning Walks* and note evidence of the learning in the comments section. *Quote the teacher and/or the student language as evidence to provide specific and immediate feedback.*
7. Step outside the classroom and huddle with your team to go through the positive artifacts of learning you collected as a team.
8. Take turns sharing aloud the positive artifacts you collected, what you noticed, and why it was important.
9. Prepare to write your specific feedback to the teacher and the students by sharing your thinking with your colleagues before writing. Take turns sharing your thinking.
10. Summarize and write one attribute you would like to celebrate on a sticky note to your teacher and /or students. Avoid starting with... *“I like” or “I noticed”*. *It is not about you!* Instead, begin your note by naming the learning and stating why it was important for student learning. For example, *When “___” Then “___” Why “___”*.
11. *Return to the classroom as a team. Ask teacher and students if you may interrupt the learning just for a moment.*
12. *Publicly celebrate the learning in the classroom by having each team member take turns naming the learning, why it was important, and celebrating the teacher and the students. Leave the sticky note with the teacher.*

After the Learning Walk:

The Leadership Team is composed of the principal, special education teacher/leader, an exemplary (PreK-2) teacher, an exemplary (3-5) teacher and/ or an EL teacher and/ or a reading specialist or instructional coach. The team takes as long as they need to feel comfortable with the entire process before turning over the responsibility to teachers.

Leadership Team Role

1. Models the *Learning Walks* process in **two exemplary teachers' classrooms** first
2. [Summarize](#) the *Learning Walks* data collected after every classroom observation (fall, winter, spring)
3. [Graphs](#) the data
4. Shares the data with **all staff**
 - a. Look for trends
 - b. Identify strengths
 - c. Identify needs
 - d. Set priorities for professional learning

Exemplary Teacher Role

1. Models the *Learning Walks* process with their **grade level team**
2. [Summarizes](#) the *Learning Walks* data collected after every classroom observation (fall, winter, spring)
3. [Graphs](#) data
4. Shares with all **colleagues**
 - a. Look for trends
 - b. Identify strengths
 - c. Identify needs
 - d. Set priorities for professional learning

Once the grade level teams, led by the two exemplary teachers, feel comfortable with the process, members of these teams lead and share the process with their colleagues at other grade levels until everyone in the school has had a chance to experience a Learning Walk.

Environmental Walks:

Set aside a time to collect additional artifacts to show evidence that you are a **reading/writing** school community. You may choose to collect artifacts during grade level planning, and/or professional learning time, before or after school, lunch, and at the beginning, middle, and/or at the end of the school year. You choose.

Directions:

In grade level teams, partners, and/or content area teams, walk around your campus, classrooms, halls, walkways, and anywhere else where evidence of **reading/ writing** is displayed. Notice and collect evidence of artifacts on the walls, including examples of language, thinking, reading, writing, and self-determining, and independent learners.

You may record your notes in the space below, take pictures or videos, and/or collect samples of student work. Be creative and be prepared to share your team's findings with your professional literacy learning community. Take time to celebrate student's work over time.