Clear Focus:

A set focus for the learning walk must be established first. The focus should be clearly articulated and linked to the Problem of Practice, SIP Goals, Instructional Priorities, and professional learning. Evidence of the focus must be observable in the class.

During the Learning Walk:

1. **Teacher:**   What is the teacher doing? What is the teacher saying?

2. **Students:** (possible questions)

    a. What are you learning today?
    b. Why are you learning this?
    c. How is that going to help you in_____ (class/subject-area)?
    d. How do you know when you have been successful learning this?
    e. What do you do if you struggle learning it?
    f. What do you do if you have already learned this?

3. **Environment:** What do you see on the walls/tables and around the room that supports the Problem of Practice?

Each member of the group focuses on **one domain**. (Teacher/Student/Environment). For instance, the 3 roles are watching the teacher, watching and interviewing the students, and looking at and taking notes on what is in the classroom environment. Once your role has been assigned, then you become familiar with the Classroom Walkthrough Protocol and the look for document. If there are more than 3 people in the group, then there will be 2 people with the same role. That is fine as this will give us more perspectives and more data as we provide feedback to the school. Each group will have a member of the network as the facilitator. They will assign the roles of each group participant as well as keep us focused on time before, during and after the classroom walkthroughs. Once everyone is familiar with what they are doing, then we will proceed to the classrooms, following the direction in the next part of this document.

Visiting the classroom (The actual Walkthrough):

• Travel to the classrooms. Because time is of the essence, it is important to be deliberate in and between classroom visits. Said another way, please make the best use of time in order to get as much data as possible for the school leadership team to use in their work. Collaboration between rooms is not necessary or encouraged.

• Spend 7- 10 minutes in the classroom (max) focusing ONLY on your assigned domain.

- Each group will visit at least **2** classrooms. See group lead for the room assignment. You will travel to the rooms as a group.

- After we visit all classrooms, we will reconvene in the large meeting room to begin combining and collaborating on our thoughts based on our roles.

- That is, the folks who watched what the teacher was doing will discuss what they saw and give summary descriptive statements for that role.

- The domain partners then share with one another their findings and create a chart.

- Each group will have a chart with 4 squares
    1. Teacher (What was the teacher doing? What was the teacher saying?)
    2. Students (What did the student say when you asked them the questions?)
    3. Environment (What did you see in the environment that supports what the Problem of Practice?)
    4. Wondering (what thing are you still thinking about that if this was happening, then how it might positively improve what you saw).
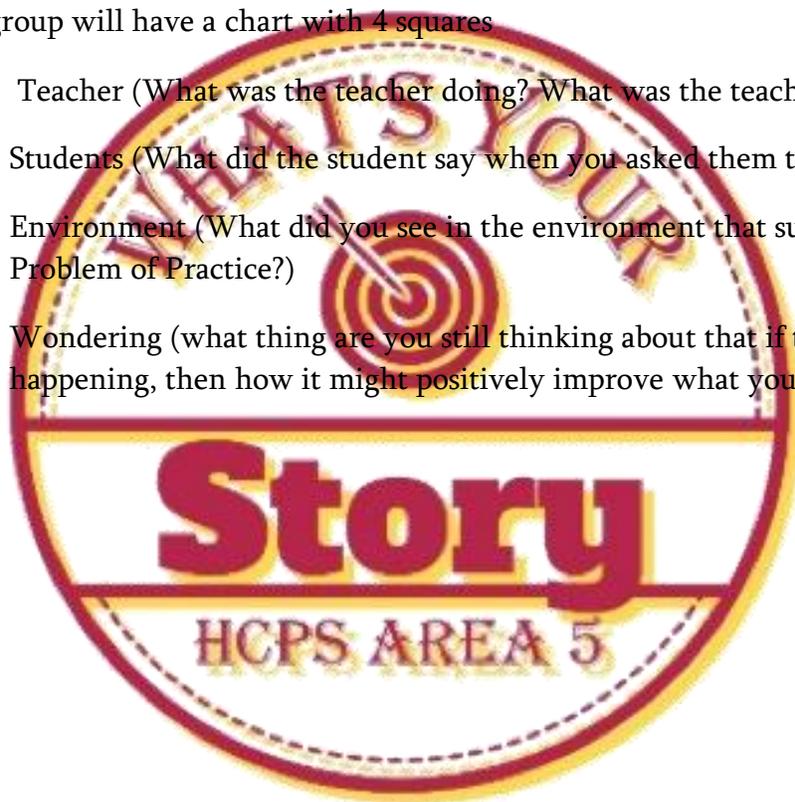
All information on charts must be evidence based. i.e. 2/3 classrooms had anchor charts posted

*Record what you SEE, not what you KNOW*

- Once all 3 domain posters are complete, the small group decides on ONE wondering. that emerged from their observation and record on the wondering chart.

- Now each group shares their findings.

- The large group may ask clarifying questions.

Principal may wish to react to the walk through data. Principal should include a data when the staff will potentially conduct a gallery walk to view the charts.