

Learning Walks_{SM}

FAQs

What are Learning Walks?

Learning Walks are organized visits to a school's learning areas using the Principles of Learning to focus on:

- ❖ How teachers teach
- ❖ How students learn
- ❖ What gets taught to whom
- ❖ How the school is organized so student effort creates ability.

What protocol is followed during a Learning Walk?

The Learning Walk Protocol

- ❖ Orientation of staff
- ❖ Orientation of walkers
- ❖ Classroom visits
- ❖ Hall talk
- ❖ Debriefing
- ❖ Written or verbal communication with teachers.

What do walkers do during Learning Walks?

- ❖ Take notes
- ❖ Ask questions of the students if doing so will not interfere with instruction
- ❖ Visit classrooms for about 5 minutes and understand this provides only a snapshot of the actual lesson
- ❖ Examine artifacts, hall wall displays, student work products.

Why do walkers look at student work?

- ❖ For evidence that students are engaged in deep and rigorous thinking
- ❖ For evidence that students are asked to engage in strategic problem solving
- ❖ For evidence that students know what good work is as well as how to make it better.

Why do walkers talk to students?

To discover if students know:

- ❖ What they are learning
- ❖ Why then need to know what they are learning
- ❖ How their work compares to standards
- ❖ How to judge their own work, as well as how to make their work better
- ❖ How they talk about what they are learning

What do the walkers do when they leave the classroom?

Walkers cite evidence about;

- ❖ What the students are learning
- ❖ How the teacher assists that learning
- ❖ What the students said in response to questions
- ❖ What student work was posted in the room.

What are the parameters of the conversation that walkers engage in?

When walkers leave a classroom following a Learning Walk, they may **NOT**

- ❖ Make judgmental statements about what the teacher or students were or were not doing
- ❖ Make comments which could be interpreted as being critical of the school

What occurs after a Learning Walk?

The principal shares what was learned about the instructional focus with the staff and together they determine the kind of learning opportunities that would further support them in their instructional efforts.