



Learning Walks Protocol

Purpose of Rounds:

- Deepen understanding, improve practice, and increase accuracy through collaboration.
- Calibrate understanding of observers and provide documentation of future professional development needs.
- Grow reflective, self-directed, self-analytical, interdependent teachers who examine their own practices
- Influence teachers to continually be willing to improve their teaching for the ever-higher achievement of students

Norms for all Rounds:

- Rounds should be done by groups numbering from 2 to 6, with no more than 6 observers in a group (including team leader).
- All observational rounds discussion are **confidential**.
- Rounds should be performed in classrooms of teachers who have volunteered and include a cross-section of ability and tenure. Teachers should understand the outcomes of the rounds (What type of rounds are being performed?). Feedback should not be provided to teachers unless it is specifically requested by the teacher.
- Teachers should provide a copy of the lesson plan in advance of observation, if at all possible.
- The team will should enter the room as quietly as possible and establish a "home base" area near the back of the room to minimize disruption to the flow of instruction.
- The team should ensure the capturing of all evidence occurs at an appropriate time and does not distract from the momentum of the lesson. (Ideally, student interviewing will take place during discussion, group or independent practice time).
- Groups should record evidences/facts, not opinions, about elements and consider how the evidence applies (What do I see? Was the desired effect monitored and evident in students?)
- Groups should remain in classrooms for the designated time decided upon for rounds began.
- Groups should, in a non-disruptive manner, exit the classroom and the host building administrator may, if appropriate, thank the teacher for allowing his or her classroom to be used for increasing expertise.
- Time should be structured so that groups can leave the classroom and begin dialog about observed elements immediately after leaving. Care should be taken to debrief in a location away from the ears of other teachers.
- Debrief should be a practice in using the common language and should be focused around the protocol. Each group member should share, discuss and ask questions in an effort to collaboratively reach consensus on the dominant element(s). After all dominant elements have been shared; the team leader may open the discussion to other, non-dominant, observed elements.