

## Protocol for Learning Walks 2017-2018

### Before walks:

#### ~ 20 minutes - Set the purpose

- Introductions
- Establish the focus of the walks (e.g. executive function supports, literacy, implicit bias, targeted small group instruction, meaningful independent work, purposeful technology integration, formative assessment)
  - Explicitly state the connection between the focus of the walk and UDL PLC work
  - Review Chavez walk through Tool
  - Emphasize the tool is not evaluative; don't use the tool as a checklist
- Review parameters for classroom visits. Consider these points:
  - talk to the teachers and students where appropriate
  - Don't overwhelm classrooms; divide into small groups
  - Remember, this is a normal school day; nothing special planned for walks
  - Jot down learnings and questions during the visit
  - Classrooms to avoid if necessary (e.g., substitute teachers)
  - Meet back in \_\_ minutes for debrief
  - Picture taking and videotaping is only encouraged

#### 30-45 minutes - Classroom visits

#### ~ 20-30 minutes - Debrief

- What evidence did you see of walk focus topics?
- What evidence did you see of learner-centered environments?
- What did you learn?
- What are some of your wonderings or questions?
- How will our observations drive our conversations with teachers we support?

