

## Facilitator's Guide | Education Elements Learning Walks

Fall 2019

### Overview of this document


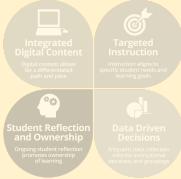

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**WHO?** [Education Elements](#) is a recognized national consulting firm in providing support to school districts across the country tailored to their unique needs. We use human-centered design processes and tested methodologies to help schools create new instructional model designs that re-imagine the use of time, space, and resources to increase student engagement and achievement. Throughout this process, Education Elements goes through repeated rounds of data collection, reflection and iteration. Learning Walks are used in these rounds to measure the pace of progress of implementation at both the classroom and school level.

### Your Education Elements Team

<p><b>Megan Campion</b> Associate Partner <a href="mailto:megan.campion@edelements.com">megan.campion@edelements.com</a> @CampionMegan</p>	<p><b>Cristina Strunk</b> Design Principal <a href="mailto:cristina@edelements.com">cristina@edelements.com</a> @cristina_strunk</p>
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### Tools for Learning Walks

		
<a href="#">Google Form Walkthrough Tool</a>	<a href="#">Core 4 Look Fors Guide</a>	<a href="#">School Learning Walk Schedules</a>

## General Overview of a Learning Walk

	Steps	Owners/Attendees
Prework	<ul style="list-style-type: none"> <li>• Create/update your Learning Walk schedule allowing ~10-15 minutes per classroom observed. Include teacher names, grade level, and room numbers on the schedule. It is also helpful to know if teachers have specific focus areas.</li> <li>• Inform teachers of the upcoming learning walks. Encourage teachers to instruct as they normally would during the walk (no special lesson plans needed) and reiterate that Learning Walks are meant to be informal and not evaluative.</li> </ul>	Principals

## Day of Learning Walks

Opening [15-30 min]	<ul style="list-style-type: none"> <li>• <b>Introductions</b>   Go around the table and ask everyone to say their name, role, and answer a quick check-in question (How are you feeling going into Learning Walks? What's one word that comes to mind when you think of teacher observations? What is one outcome you hope to get out of today?)</li> <li>• <b>Explain purpose of learning walks</b>   Emphasize that this is a learning experience for everyone, and we don't expect nor do we measure perfection -- just effort. The walks are intended to be non-evaluative and will help us to measure progress over time as we conduct more cycles of learning walks. We appreciate teachers opening the doors of their classrooms, and look forward to further learning about their successes, challenges and needs.</li> <li>• <b>School Leader Share-Out</b>   Have school leaders share out on updates at PL at their school: What's been going well, what they've heard from teachers, and what they would like the team to focus on. Record these as discussion notes.</li> <li>• <b>Review teacher focus areas and commitments</b>   Review teacher and school focus areas. For example, one school may be focusing on all areas of the Core Four and would like attention spent on look fors along all areas. Another may have had teachers select one area of the Core Four to focus on.</li> <li>• <b>Review Learning Walks protocol</b>   Hand out <u>Core Four Look-Fors</u> document. Have each member take one area that they would like to focus on and report out on after the walk.</li> </ul>	Principals, Leadership Team, Teacher Leaders
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During Walks [15 min per classroom]

- **Prior to entering a classroom**, review the teachers focus area and commitments document, if applicable.
- **(5-10 min) While in the classroom:**
  - Avoid taking notes in the classroom. Reserve note-taking to the hallways or another space outside of the classroom.
  - Participants should observe the teacher actions, student actions, and space.
  - Talk to students as appropriate. Suggested questions can be found in the [Core Four Look-Fors guide](#).
- **(5 min) After leaving the classroom**
  - One person should be assigned to complete the walkthrough tool while people share out.
  - Each member should share the look-fors they observed for their Core Four focus area while the lead enters this into the form.
  - Once everyone has shared, have the group share one piece of feedback they might provide this teacher based on their focus area. Keep this feedback positive but constructive. Record this in the final question of the tool.

Debrief [30 min]

**Suggested Set-Up** | Use a piece of chart paper and draw the [Core Four continuum](#) as shown here

- **Discussion Protocol [20 min]**

Ask every member to take four post-it notes - on the first 2, write down 2 things you observed as strengths and 2 you observed as opportunities over the course of the walkthroughs. These should be tied to areas of the Core Four (for example, if you think engagement was high, relate it to the area of the Core Four that is causing this)

Once everyone has written, explain the continuum: *The continuum is meant to indicate where we see elements of the Core Four as emerging (significant room for improvement) to sustaining (exemplary in practice). This is not a hard scale, rather a continuum to reflect on where we think practices are at this time. Please take your four post-its and post them along the continuum as you see fit.*

Have people place their post-its, and give a brief explanation of why they are placing them as they are.

Discussion

  - Where do we see areas of strength?
  - Where do we see areas of opportunities?
  - What questions are we left with?

Record the discussion notes.
- **(5 min) Closing**

Have every member of the team write a thank-you note to

Principal, Leadership Team, Teacher Leaders

the teacher that was observed. Include anything positive that was noted in their classroom feedback on these notes. Assign the principal to put these in teacher mailboxes by end of day.

### Schedule for Learning Walks

**WHEN?** PL Teams will spend 1 hour at each school site using the following sample schedule:

Date	Time	Name	Attendees	Focus Area (if applicable)
10/8/19	9:30-9:40	ERS Conference Room	Principal, Leadership Team, Teacher Leaders	Opening
	9:40-9:50	Davis 204	Assign as needed	
	9:50-10:00	Trepanier 206r	Assign as needed	
	10:00-10:10	Rourke 104	Assign as needed	
	10:10-10:20	Veno 102	Assign as needed	
	10:20-10:30	Reading Intervention 106	Assign as needed	
	10:20-10:30	Conference Room	Assign as needed	Debrief

### Follow-Up

Education Elements will provide a readout summary based on the conversations and walkthrough tool data in the coming weeks. As the walks are non-evaluative, the readout will include high-level data as seen here. Principals will be asked to share the high-level data in a check-in meeting with teachers.