



QUICK WIN PROTOCOL

Objective: Based on the evidence gained on a single *Learning Walkthrough*, identify actionable steps that could be taken immediately, with minimal effort and maximum impact, to address the themes that emerged. These action steps should not require new materials or resources, but rather a reallocation of existing resources or use of currently untapped resources.

Notes:

The *Learning Walkthrough* teams will generate a list of recommendations to bring to the school and/or district leadership teams, which then decide which ones to enact.

This process is not intended to be a strategic action-planning process. In-depth action planning should be done not by the *Learning Walkthrough* teams, but rather by the school or district leadership team.

Process: (could be done in small or large groups)

1. Identify a significant finding or summary statement from the *Learning Walkthrough* that the group agrees could benefit from immediate action.
2. Brainstorm and list several immediately actionable steps that can be taken to address or support the finding. These steps should be simple, understandable, and easily put into practice without significant effort or reallocation of resources.
3. As a group, brainstorm actions that existing school personnel could take to address the finding with minimal effort and maximum impact. Keep in mind key guidelines for brainstorming¹:
 - Start by writing the finding or summary statement on the chart paper for all to see.
 - Let ideas flow freely. Generate as many as possible, saying the first thing that comes to your mind. Don't censor your ideas.
 - Share brainstormed ideas without discussing them. The point of this exercise is to generate questions, not to evaluate or sort them (yet).
 - Bolder, unexpected ideas are best. Break out of old patterns.
 - Even if your idea is similar to someone else's idea—an idea that has already been said—say it anyway. It will keep the creative energies going.
 - Do not debate, discuss, sort, or evaluate ideas at this time; do not even say "great idea!"
 - Make sure everyone contributes.
4. Categorize the ideas, ensuring that some actions have been identified at the level of students, teachers, content, and systems.
5. Identify 1–3 from each of these four areas to recommend to the Instructional Leadership Team for action.
6. Be sure the recommendations are written—either on chart paper or on a computer—so they can be easily shared with others and will make sense without requiring explanation from someone on the *Learning Walkthrough* team.

Examples may include:

- Send a memo to faculty setting a goal of extending wait time to at least 15 seconds.
- Develop grade-level collections of books from the school library for every classroom so that students have reading-level appropriate materials for independent reading.

¹ These brainstorming guidelines are drawn from two sources: *Moving Beyond Icebreakers*, by Stanley Pollack and Mary Fusoni (2005, www.teenempowerment.org), and *Facilitation at a Glance, 2nd Edition*, by Ingrid Bens (2008, www.participative-dynamics.com).