



# LEARNING WALKTHROUGH PROTOCOL

## HALL WORK OPTION 3: TEAM CONSENSUS ON QUALITY OF PRACTICE

### Focus of Inquiry

(To be completed by the host school or district)

- School or district confirms the lens (focal characteristics of practice) for the visit.
- If appropriate, list characteristics from the LW Continuum or other framework that will be the lens for observation.

### Group Norms

- We are here for our collective learning, not to evaluate one another, the teachers, or the students.
- We will uphold norms of confidentiality in relation to the visits we make to students and teachers.
- We will encourage one another to be as explicit as possible about the evidence behind our statements.

### Classroom Visits

- Our goal is to have as minimal an impact as possible on the functioning of the classrooms.
  - Refrain from conversation with other team members; avoid distractions to the class.
  - Review student work samples in folders, portfolios, or displays.
  - Ask students (if appropriate): *What are you learning? Why are you learning it? How do you know if your work is good? What do you do if you need help?*
  - Ensure that each class visit is for a consistent duration.

### Gathering Evidence

- Record factual data on scripting sheets using quotes, tallies, or descriptions.
- Focus on stating factual evidence (“I heard... I saw...”) and refrain from subjective statements (“I liked...”).
- Focus on what is actually said or done, as a video camera might record.
- Be as fine-grained and objective as possible, for example:  
*Teacher asked: “How would you demonstrate that these fractions are equivalent...?”*  
*Students worked in teams of four following the scientific process to...*
- Label scripting sheets with visit numbers, not identifiers such as teacher names/classroom numbers.

### Hall Work

#### Consensus on the *Continuum of Practice*

- Reach consensus (via this approach or another approach) on each class visit:
  - Each team member shares a piece of evidence related to each characteristic on the *Continuum*.
  - Focus on stating factual evidence (“I noticed...”) and refrain from subjective statements (“I liked...”).
  - Based on the evidence, the team collaborates to reach consensus on placement of practice on the *Continuum* (No Evidence, Developing, Providing, Sustaining).

### Debriefing the Classroom Visits

- Analyze Evidence
  - Share highlights (big ideas, trends, areas of strong practice, areas of need) from the aggregated evidence.
  - Identify patterns, trends, and big ideas, noting areas of strength and areas in need of support.
- Generate Next Steps
  - Brainstorm possible Quick Wins that will address key themes that emerged.
  - Collaborate on the content and wording of summary statements and feedback to be shared with faculty.
  - Reflect on how they might change their own practice based on key themes that emerged.
- Reflect on the Day: Reflect on the process, results, and relationships developed during the day, noting areas to keep or improve for future *Learning Walkthroughs*.