



LEARNING WALKTHROUGH SITE VISIT ORIENTATION: GUIDANCE FOR FACILITATORS

Date: _____

- 5 min. 1. Welcome/Introductions.
- a. Even if you think everyone knows one another, do introductions (names and roles).
 - b. Give a special welcome to any guests or new team members.
 - c. Ensure that everyone has a name tag and an information packet (see the *Learning Walkthrough Organizer* for more details).
- 15 min. 2. Review the Focus of Inquiry that is driving the purpose of this *Learning Walkthrough*. It may be useful to post the question on chart paper or project it on a screen.
- a. Highlight how the Focus of Inquiry aligns with the School and/or District Improvement Plan and related initiatives.
 - b. If relevant, discuss the big ideas and the next steps taken from the previous *Learning Walkthroughs*. Link this discussion to the day's Focus of Inquiry.
 - c. If relevant, revisit the *Characteristics of Standards-Based Teaching and Learning: Continuum of Practice* or other guiding framework.
- 20 min. 3. Review the *Learning Walkthrough Protocol* and link to the key points from the initial training.
- a. Norms – importance of confidentiality and emphasis on learning.
 - b. The process for gathering evidence, focusing on objective and fine-grained scripting.
 - c. Guidelines for classroom visits.
 - Refrain from talking with one another; avoid being a distraction to the class.
 - Record factual evidence on scripting sheets using quotes, tallies, or descriptions.
 - Label scripting sheets with visit numbers, not identifiers such as teacher names.
 - Review student work samples in folders, portfolios, or displays.
 - Talk to 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?*
 - Talk to teachers (if appropriate): *What do you hope your students will learn? Why? What do you look for to be sure that your students are meeting lesson objectives?*
 - Ensure that all class visits are for the same amount of time and that you engage in consistent activities.
 - d. Approach to be used for Hall Work.
- 10 min. 4. Review logistics.
- a. The day's schedule: The schedule should include assigned classrooms to be visited, room numbers, grade levels, content areas, breaks, and lunch. Provide participants with a map of the building.
 - b. Roles: facilitators, time-keepers, observers.
 - c. Getting around the school: provide a map and highlight key locations (bathrooms).
- 5 min. 5. Invite questions.
- min. 6. Thank the participants!