



LEARNING WALKTHROUGH PROTOCOL

HALL WORK OPTION 2: TEAM CALIBRATION OF SCRIPTING

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 classroom.
 - 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

Team Calibration of Scripting

- One team member shares an example of how he or she scripted a piece of evidence.
- Other team members discuss whether or not the evidence is non-judgmental and specific enough, probing with questions such as:
 - *What is the evidence?*
 - *What did people actually do or say?*
 - *How many [students] did/said _____?*
 - *How long did [the teacher] do/say _____?*
- The presenting team member shares with the team a refined version of the scripted evidence.
- Repeat the process with another member if there is time before the next observation.

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 observations 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*.