Learning Walkthrough Implementation Guide

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How to Use this Guide

This Implementation Guide supports instructional leaders in establishing a Learning Walkthrough process in a district or school. It is designed to provide guidance to districts and schools with an established culture of collaboration, as well as those that are just beginning to observe classrooms, and discuss teaching and learning in a focused manner. Districts are encouraged to build on this guidance, using data and self-reflection to customize the approach to meet local needs and contexts toward systemically improving teaching and learning.

This Guide is divided into six sections.

- Section 1, **Introduction**, provides a rationale for conducting Learning Walkthroughs and summarizes the process.

- Section 2, **Preparing for a Learning Walkthrough**, describes how to prepare for a Learning Walkthrough. It includes information and protocols to help establish a Focus of Inquiry, build an effective Learning Walkthrough team, and communicate with all stakeholders about the process.

- Section 3, **Conducting a Learning Walkthrough**, outlines the events of the day, including orienting participants to the process, gathering and analyzing evidence, planning action steps, and reflecting on the process.

- Sections 4 and 5, **Going to Scale at the School and District Level**, set the context for moving Learning Walkthroughs from a single event to an ongoing process. This includes analyzing evidence in greater depth and determining next steps that will impact teaching and learning at the classroom and system levels.

- Section 6, **Ongoing Monitoring**, discusses key elements in growing and sustaining an initiative, including monitoring the actions that result from the Learning Walkthrough process.

The **Appendix** contains a wide range of resources and templates that support a Learning Walkthrough initiative. Most tools are in Microsoft Office standard formats (Word, Excel, and PowerPoint) and can be accessed electronically and customized as needed.

Why Learning Walkthroughs?

The engine of improvement, growth, and renewal in a professional learning community is collective inquiry. People in such a community are relentless in questioning the status quo, seeking new methods, testing those methods, and then reflecting on the results. Not only do they have an acute sense of curiosity and openness to new possibilities, they also recognize that the process of searching for answers is more important than having an answer. **(DuFour 1998, 25)**

Learning Walkthroughs are a systematic and coordinated method of gathering data to inform district- and school-level decision making. They involve establishing a Focus of Inquiry, and then engaging strategically selected teams of individuals in collaborative observations of classrooms with an emphasis on the interactions among teachers, students, and academic content (the instructional core). Learning Walkthroughs can be a powerful means of helping educators learn more about the ways in which instructional practices support student learning and achievement. Evidence from Learning Walkthroughs can inform analyses of other data. For example, teams can compare the relationship between student MCAS scores and what is happening in the classroom. The resulting insight can help clarify and focus the work that is needed to help all students achieve at their fullest potential.

The team-based structure of a Learning Walkthrough encourages collaborative conversations among participants about the nature of teaching and learning. These conversations lead to decisions and actions that are informed by actual classroom instruction. The Learning Walkthrough process, when fully implemented, can yield critical data on instructional practices for use by Professional Learning Communities (PLCs) in schools or districts in planning steps for making a significant impact on student learning. As Richard Elmore (2004) found, collaboration raises student achievement, but only when the collaborative work places a primary focus on teaching and learning. Elmore cited one study that compared team-based schools with traditional schools. The study (Supovitz, 2002) found that in schools where teams focused on instruction, especially through the use of structured methods, there was significantly better achievement. Learning Walkthroughs provide a structured, team-based approach to gathering information on instruction and learning within the classroom.

Learning Walkthroughs promote organizational learning and the monitoring of school-wide progress in the use of targeted instructional practices. It is important to note that Learning Walkthroughs are NOT intended to serve as a means of evaluating individual teachers. Rather, Learning Walkthroughs offer educators a systematic way to gather evidence to answer the question: *To what extent are we seeing what we expect to see in our classrooms, given where we are focusing our energy and resources?* This information can help shape improvement efforts on a school-wide or district-wide level.

Learning Walkthroughs do not have to be limited to the school day. They can be conducted by interested groups of educators whenever students are involved in instructional experiences, including at before- and after-school programs, summer school, and Saturday and weekend programs.

Through engaging in the process of Learning Walkthroughs, educators can achieve:

- Creation of a culture of inquiry and research, characterized by collaborative learning and reflective practice;
- Enhanced focus on classroom practices, instruction, and student learning experiences;
- Enhanced professional dialogue about teaching and learning among district leaders, school administrators, instructional coaches, and teachers;
- Development of a common language about teaching and learning;

- Improved district and school infrastructures to support teachers;
- Identification of opportunities for additional coaching and professional development;
- Creation of more consistent and higher-quality teaching and learning experiences throughout the school and district;
- Gathering of data to inform a Conditions for School Effectiveness (CSE) self-assessment; and
- Observation of classroom practices that inform conversations of PLCs.

The Learning Walkthrough process differs from traditional classroom visits in a number of ways. The following are important characteristics of this process:

1. A Focus of Inquiry frames the classroom visits, dictating the types of evidence that will and will not be captured. This Focus is established by leadership and interested educators prior to attending to the logistics of the Learning Walkthrough. Data and prior first-hand experience in classrooms inform the Focus, ensuring that the Learning Walkthrough will result in information centered on key, high-leverage areas for improvement.

2. Objective and specific evidence of classroom interactions is scripted. Learning Walkthrough team members discuss the trends suggested by the evidence in relationship to a broader vision of effective standards-based practice, identifying strengths and needs in the current level of practice.

3. Aggregated evidence from multiple classrooms over a brief period of time provides a snapshot of instructional practices within a school.

4. Deep discussion and analysis of aggregated evidence is used to identify school-wide challenges and accomplishments. This information then informs both short- and long-term actions related to the School or District Improvement Plans.

When Learning Walkthroughs are embraced as a method of gathering evidence, enriching discussion, and promoting inquiry and continuous improvement, they can have a significant impact on professional culture, and school and district improvement.

Learning Walkthroughs and the Massachusetts Model System for Evaluation

The aim of the Massachusetts Model System for Educator Evaluation is to provide all educators with a leading role in shaping their professional growth and development. This includes a process for reflection and self-assessment. It encourages the alignment of goals developed by the district, school and teachers, and the setting of teacher team goals that lead to collaboration. The system sets the expectation that educators demonstrate progress toward meeting goals by collecting evidence/data.

All stakeholders are encouraged to develop a mutual understanding of the relationship between Learning Walkthroughs and the new Massachusetts Model System for Educator Evaluation before initiating the Learning Walkthrough process. There is considerable overlap between the system elements in Standard I: *Curriculum, Planning and Assessment*, and Standard II: *Teaching All Students* within the Model Teacher Rubric, and the Learning Walkthrough – a tool that is frequently used to develop a school's Focus of Inquiry for Learning Walkthrough. Both documents are grounded in research on effective teaching. However, it is important to remember that feedback from the Learning Walkthrough is presented in the aggregate, specific to the Focus of Inquiry, and is meant to guide action planning at the school level.

When embedded as part of an inquiry cycle, Learning Walkthroughs, while not evaluative of individual teacher effectiveness, can become one source of data collection for assisting teachers to reflect on their practice and progress in meeting their goals. The Learning Walkthrough process additionally supports several aspects of the system's Standard IV: *Professional Culture.* A well-designed Learning Walkthrough process provides clear opportunities for teachers to engage with colleagues around the elements of *Reflection, Professional Growth and Collaboration* called for in Standard IV, and to document their individual progress toward those Standards.

Key Phases of a Learning Walkthrough

The following outlines the general phases of a single Learning Walkthrough that is the focus of this Implementation Guide. However, Learning Walkthroughs are effective only if they are done with regularity and are not viewed merely as isolated events. Sections 4 and 5 in the Guide provide information on the process of scaling up at the school and district levels.
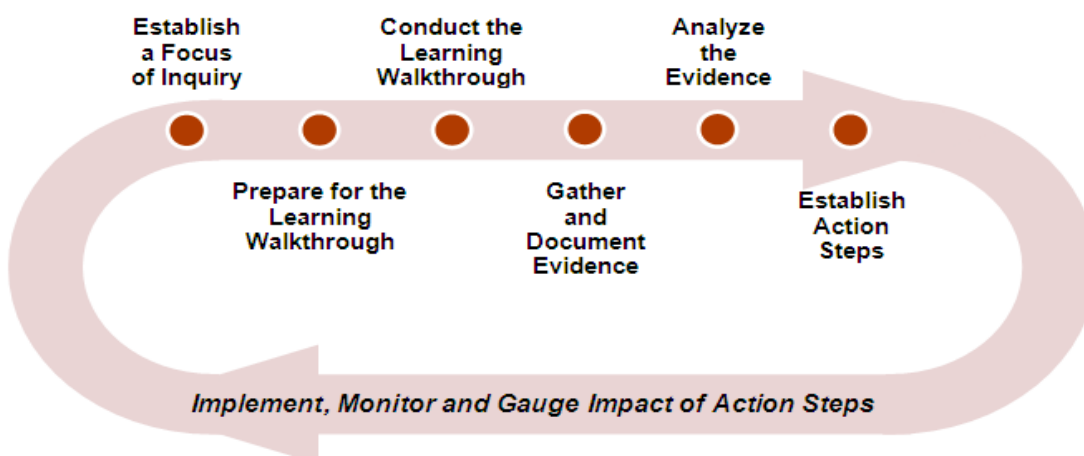
Phase 1: Preparing for the Learning Walkthrough

- Articulate a Focus of Inquiry to establish clear expectations as to the type of evidence that will be collected, and how the evidence will be used, ensuring that the Focus is compatible with School and District Improvement Plans;
- Identify members of the Learning Walkthrough team based on content expertise and other experience needed to inform the identified Focus of Inquiry;
- Schedule the Learning Walkthrough; and
- Communicate to school and district stakeholders an overview of the Learning Walkthrough process and how it supports existing improvement plans.

Phase 2: Conducting the Learning Walkthrough

- Visit classrooms and script evidence through the lens established by the Focus of Inquiry;
- Share the scripted evidence with fellow team members and engage in discussions to reach consensus on what was observed;
- Analyze consensus evidence and determine if patterns are evident in what was observed;
- Determine what that evidence means about the nature of teaching and learning in the school or district; and
- Discuss the implications that those patterns might have on next steps for development and related supports

Phase 3: Follow Up on the Learning Walkthrough

- Analyze evidence more deeply, in conjunction with other data;
- Develop, revise, and implement next steps; and
- Develop a process to monitor implementation of action steps and gauge impact on student learning.

Tips for Effective Implementation of Learning Walkthroughs	
Leaders should…	**Leaders should not**…
- Communicate openly with district and school personnel about the Learning Walkthrough process and how the evidence will be used - Determine the purpose of the Learning Walkthrough with a clearly defined Focus of Inquiry - Provide training to understand how to effectively gather evidence - Provide training and support in analyzing evidence and generating discussions targeted at improving instructional practices and student learning - Use data and research on promising practices to define action steps for improvement - Develop a process for determining progress - Build the capacity for learning at school and district levels - Share evidence and communicate action steps and supports designed to build on strengths and address needs.	- Use the Learning Walkthrough process as part of the teacher evaluation process - Share information about individual teachers or use the information to criticize instructional staff - Conduct Learning Walkthrough without a specific focus or an organized plan for collecting and analyzing evidence - Collect evidence without a plan for engaging school leaders and faculty in discussions about current practices and actions for improvement - Conduct Learning Walkthrough without using the evidence to plan for further support that will benefit students, teachers, and systems/structures - Use information from a single Learning Walkthrough to make decisions about trends or programs - Use Learning Walkthrough in isolation rather than as part of a more comprehensive data-gathering and reflection process.

In deciding to engage in the Learning Walkthrough process, a school or district should first build the capacity to do it well before jumping into the process too quickly. In other words, focus first on understanding the process and doing a few Learning Walkthroughs well on a small scale before rolling them out throughout the district. Sections 2 and 3 provide guidance for conducting one Learning Walkthrough at one school, while sections 4–6 provide guidance for scaling up the process.

A thoughtfully implemented Learning Walkthrough can significantly contribute to collegial and reflective learning. In order to establish and maintain the trust of the school community, leaders must ensure that the process is carefully organized, transparent and clearly communicated. A successful Learning Walkthrough is grounded in key elements that give it focus and result in the support of the faculty:

- Strong facilitation of the process;
- Development of a Focus of Inquiry;
- Identification of participants for the Learning Walkthrough team(s); and
- Communication of the purpose and process of Learning Walkthrough.

Related Appendices
1.0   Learning Walkthrough Organizer
2.0   Developing a Focus of Inquiry Protocol
3.0   Guidelines for Building Consensus
4.0   Characteristics of Standards-Based Teaching and Learning: Continuum of Practice
5.0   Learning Walkthrough Site Visit Sample Schedule
6.0   Sample Learning Walkthrough Announcement Letter
7.0   Learning Walkthrough Trainings

Facilitating the Process

A Learning Walkthrough requires a fair amount of preparation and time. Therefore, a lead facilitator should be designated who can pay attention to both the big picture and the details required to make the day successful. The facilitator needs to address everything from securing rooms and materials to managing the relationships among the many involved stakeholders. The principal of the host school should be closely involved with the facilitation of the process, and may serve as the lead facilitator. In some cases, a school may assemble a team to facilitate the process, delegating responsibilities to other school administrators, as needed.

The Learning Walkthrough Organizer is a resource that guides the planning and management of a Walkthrough by detailing the critical elements of the day and the key messages that should be delivered about each of those elements. The Organizer is designed to be used in conjunction with this Implementation Guide to support the lead facilitator in organizing the work before, during, and after a

Learning Walkthrough. While the Learning Walkthrough Organizer can be a valuable resource, facilitators must remain mindful of what is needed to make the process successful in the particular context in which the Learning Walkthrough is taking place. For this reason, each section of this Implementation Guide contains questions for the facilitator to consider in preparing for a Learning Walkthrough.

📁 Facilitating the Learning Walkthrough Process - Appendix

1.0   Learning Walkthrough Organizer

Developing a Focus of Inquiry

Getting the questions right has been described as essential to effective leadership because
engaging people in the right questions can help determine the focus and future of the organization.
(DuFour et al. 2008, 319)

A critical step in the Learning Walkthrough process is to develop a Focus of Inquiry that defines what teams look for in their classroom visits. Clearly defining the lens for collecting evidence is necessary for ensuring that Learning Walkthroughs will help educators answer the most important questions—those that, if answered, will help to inform what high-leverage changes the school might want to implement. For this reason, a Focus of Inquiry should be driven by the priorities and strategies articulated in existing School and/or District Improvement Plans. A Learning Walkthrough can provide valuable information as to whether existing improvement efforts are taking root in the classroom, and this can help refine subsequent improvement planning processes.

The Focus of Inquiry should also reflect what data and experience suggest is the greatest need in the school or district. The Focus of Inquiry could be related to implementation of the Massachusetts Common Core Curriculum Frameworks. It could be developed based on findings from a Conditions for School Effectiveness (CSE) self-assessment. A number of other resources exist to guide the process of framing a Focus of Inquiry for a Learning Walkthrough. Both the Massachusetts Education Data Warehouse (and associated user manuals), as well as the Department's *District Data Team Toolkit*, can assist in the analysis of data and the identification of a targeted focus.

To develop a Focus of Inquiry, educators may find it helpful to consider the following questions:

- What priorities and strategies outlined in School and/or District Improvement Plans may benefit from new insight and/or progress monitoring?
- What aspects of the school and/or district vision and mission statements do we hope to see represented in the classroom? What aspects need attention?
- What do existing data reveal about student learning and opportunities for improvement? How can a Focus of Inquiry provide more or different information?
- What is known about root causes of low student achievement? What do educational research and knowledge of best practices identify as keys to improvement?

The following represent sample questions that could become a Focus of Inquiry:

- What types of questions push students to make their thinking and reasoning evident?
- What evidence suggests that students can summarize the big ideas being taught?

- In what ways did the launch of the lesson prepare students to successfully explore concepts/materials during group work?
- To what extent is there evidence of the purposeful use of science inquiry notebooks?
- To what extent are sheltered English teaching strategies implemented to enable English language learners to access content?

Developing a Focus of Inquiry - Appendices

2.0   Developing a Focus of Inquiry Protocol
3.0   Guidelines for Building Consensus

Extensions and Connections

District Data Team Toolkit

http://www.doe.mass.edu/sda/ucd/

- Module 2: Inquiry
- Module 3: Information

Education Data Warehouse

http://www.doe.mass.edu/infoservices/dw/

Performance Improvement Mapping (PIM)

http://www.doe.mass.edu/sda/regional/pim/default.html

Guiding Resources and Frameworks

As referenced earlier, a school may find it useful to ground the Focus of Inquiry in an existing framework that provides a common language or reference point for looking at teaching and learning. One such resource is the *Characteristics of Standards-Based Teaching and Learning: Continuum of Practice* (the *Continuum*), a document developed collaboratively by the Department and practitioners from districts and schools. The *Continuum* provides a framework for conducting evidence-based observations in classrooms. It is designed to promote discussion, and build leadership and teacher capacity in looking for the effect of improvement strategies on the interactions among students, teachers, and content. The *Continuum* provides an overview of seventeen characteristics of standards-based practice, along with related indicators to suggest the level at which the practice is implemented, from Not Evident to Developing to Providing or to Sustaining. The *Continuum* is divided into sections focused on:

- Organization of the classroom;
- Instructional design and delivery; and
- Student ownership of learning.

The *Continuum* is meant to provide some, but by no means all, of the information that school and district leaders can use to help analyze and adjust school and district practices to support effective teaching and learning. It is not meant to be used as a checklist, nor is it meant to be used in isolation from data on student performance, staffing, curriculum, professional development, or evaluation. Using the *Continuum* (or other similar frameworks) as a reference may help a school articulate how different levels of standards-based practice are characterized, making it easier to notice the shifts that must take place in

order to achieve a Sustaining level of practice that supports high levels of student engagement and learning.

A school may use the *Continuum* in developing a Focus of Inquiry by selecting one to three of the characteristics as lenses for observation. Experience suggests that it is difficult, if not nearly impossible, to focus on more than three characteristics in one Learning Walkthrough. A school may want to examine those characteristics in comparison to their School and District Improvement Plans to determine where firsthand evidence will have the greatest influence on key actions and decisions.

It is important to be mindful that the *Continuum* and other similar frameworks are merely tools to support the work. They do not provide the solution. In using such frameworks, a facilitator should plan time prior to the Learning Walkthrough for teams to discuss how such tools will be used. If the group is not careful, they may find themselves merely sorting evidence by categories, short-changing deeper discussions about less obvious, but still potentially valuable patterns in the evidence related to what students are learning. Examples of certain characteristics customized for targeted observations of mathematics and science classrooms are included in the appendices.

Guiding Resources and Frameworks - Appendix

4.0   Characteristics of Standards-based Teaching and Learning: Continuum of Practice

Extensions and Connections

Characteristics of a Standards-Based Mathematics Classroom

http://www.doe.mass.edu/omste/news07/mathclass_char.doc

Characteristics of a Standards-Based Science Classroom

http://www.doe.mass.edu/omste/news07/scitechclass_char.pdf

Summary of Bloom's Taxonomy

http://www.doe.mass.edu/sped/cspd/F6.pdf#search=%22bloom%22

Assembling a Learning Walkthrough Team

Once a school has developed a Focus of Inquiry, the next step is to determine who should participate in the Learning Walkthrough. It is helpful if each member of a Learning Walkthrough team serves in a role that addresses one or more needs for the Learning Walkthrough, including (but not limited to) the following:

- Expertise in the topic highlighted in the Focus of Inquiry;
- Expertise in facilitating the Learning Walkthrough process; and
- Credibility with stakeholders impacted by the Learning Walkthrough.

Establishing the Learning Walkthrough team is a critical component of the preparation process. A strategic mix of team members can result in the generation of powerful evidence and rich conversations about how to move forward given the trends that emerge.

Identifying Team Members

In thinking about who should participate in a Learning Walkthrough, and considering the particular Focus of Inquiry that has been developed, a school might ask:

- Who are we putting on the team, and why?
- What are the perspectives and expertise needed on this Learning Walkthrough in order to capture credible evidence?
- Who has knowledge of content, systems, and history relevant to the Focus of Inquiry?
- Who has credibility with stakeholders?
- Who thinks creatively and can bring a fresh "out-of-the-box" perspective to both analysis and action planning?
- Who has a deep commitment to improving the learning of all students and the practice of all adults involved in educating them?
- Who understands and practices teamwork, instructional rigor, and the sending of unified messages?
- Who is likely to be able to commit to multiple Learning Walkthroughs as the process is scaled up?

The principal and his or her designee should always be part of the Learning Walkthrough. The questions above should lead a school to consider including a wide range of additional participants, such as:

- District curriculum directors;
- Content specialists;
- ELL directors and/or specialists;
- Special Education directors and/or specialists;
- Classroom teachers;
- Principals or administrators from other schools;
- Central office staff, including those in areas such as finance, operations, technology, or human resources;
- Consultants tied to the Focus of Inquiry;
- Union representatives;
- School Committee members; and
- Partners from the Department of Elementary and Secondary Education or other external organizations.

The expertise resides in the team itself, so it is vital to ensure a cross-section of roles and key stakeholders on the team. This provides for multiple perspectives and sufficient capacity when observing classrooms, interpreting the evidence, and planning action steps for improvement. However, it is important not to get derailed by efforts to assemble the "perfect" team. While developing a clear vision and purpose, and completing other preliminary work to build the team's capacity is critical, it is also important to jump into the process of observation and reflection as soon as possible.

Including Teachers on Learning Walkthrough Teams

Teachers can serve as informed and valuable members of Learning Walkthrough teams. With skilled facilitation, the Learning Walkthrough offers a rich, reflective process that engages teachers, supervisors and administrators in deep analysis of how school initiatives impact the classroom. Teachers potentially have the most to contribute and the most to gain from the Learning Walkthrough – a process uniquely designed to examine the instructional core.

Inviting teachers to participate on Learning Walkthroughs has many benefits. Arguably, the greatest benefit is that schools build a collaborative process that engages teachers, supervisors and administrators in working toward instructional improvement. Instructional improvement strategies will only be successful if they are understood and embraced by teachers. Common understandings emerge from the rich conversation that occurs during all phases of the process, resulting in greater clarity of purpose, a shared vision of effective practice and a commitment to specific improvement initiatives. Including trusted colleagues on Walkthrough teams enhances the credibility of the process and increases support from the faculty.

An ancillary benefit of the Walkthrough process is the opportunity it provides for leadership development. At various stages, the Walkthrough may require an understanding of data analysis, facilitation, classroom observation, communication, and above all, interpersonal skills. Through training activities, teachers develop a knowledge base that may be useful in other settings. Learning Walkthrough team members, working with team leaders and department chairs, can be highly effective in disseminating findings and encouraging broad discussion of action steps.

Teacher participation has the potential to impact school culture by assuring that Walkthroughs are designed in an open, equitable and transparent manner. However, there are challenges that must be considered. Such challenges include the need for confidentiality about practitioners' work and about the conversations of the team; teachers' comfort levels with commenting on learning and teaching associated with peers' classrooms; clearly and firmly distinguishing the Learning Walkthrough from the evaluation process, and even basic challenges related to scheduling classroom coverage for teachers while they participate in visits.

If a district has considered the challenges related to teacher participation, is ready to address them, and is confident that all stakeholders are ready for teacher participation, one of the first steps in moving forward with including teachers on teams is ensuring that, as with any member of a Learning Walkthrough team, each teacher member is provided with adequate training in the Walkthrough purpose and process. The district may find it effective to do an overall school training during regularly scheduled faculty meeting time. Preparing all teachers to serve as Learning Walkthrough team members ensures that messages related to the spirit of the Walkthroughs and the protocol for conducting them are broadly understood. In providing training for all faculty members, teachers can all learn how to share objective evidence using non-evaluative language. Because teachers are in classrooms and are providing similar instruction and content as their colleagues, they may find it more difficult than those in other roles to refer only to snapshot evidence during Walkthroughs. The facilitator needs to make sure that teachers, and all team members, focus solely on objective evidence without inserting reasons or justifications for what they are seeing.

Teacher participants on the team may be asked for feedback from peers following the Learning Walkthrough. For example, when they return to their classrooms, colleagues may ask, "So what did you

think?" Teachers need to feel comfortable in not providing any feedback. Every team member should leave the post-Learning Walkthrough debrief with a clear understanding of how and when feedback will be shared with faculty. Finally, one of the basic challenges is determining how to enable teacher participation. In all schools, finding class coverage is vital to ensuring that teachers are available for the full Learning Walkthrough schedule.

Ensuring that teachers are part of the mixed membership of Walkthrough teams is highly valuable, as teacher engagement in rich debriefs, reflection on practice, and generation of ideas for next steps is essential if meaningful change is to occur. Involving teachers in an evidence-based cycle of inquiry has great value. With representatives from different roles participating on Walkthrough teams, ideas for next steps are likely to be more readily understood and accepted within the wider school community. Over time, a representative team can create a dynamic synergy that enhances the professional culture of the school and, most importantly, leads to significant growth in student achievement.

One school's experience

After the Conditions for School Effectiveness (CSE) self-assessment was completed, the principal, and District and School Assistance Center (DSAC) support facilitator and math specialist reviewed the results. While the Condition of Effective Instruction received overall strong ratings, staff and school leaders did not have a common definition of effective instruction. As a result, the school decided to introduce Learning Walkthroughs, and to include teachers from each grade on the Learning Walkthrough team, along with school leaders. In order to promote school-wide understanding, a one-hour overview of the Learning Walkthrough process was conducted at a whole school faculty meeting. This provided an opportunity for teachers to ask questions, to share concerns and to think about whether they would like to volunteer to serve on the first Learning Walkthrough team.

One month later, the full Learning Walkthrough training was conducted for school leaders and those faculty members serving on the Learning Walkthrough team. Because the principal had brought in substitutes to cover classes for the day, the team was then able to spend time developing a Focus of Inquiry after the training. Teachers and school leaders were asked to think about their current efforts toward school improvement and then narrow down ideas to one to two areas of focus for the Learning Walkthrough. After the Walkthrough, the depth of conversation during the debriefing was enhanced by having both teachers and administrators talk about the evidence and develop a common language to define effective instruction. Several teachers said that their teaching was going to look different the next day because being able to focus on that aspect of effective teaching provided the opportunity to reflect on their own practice. In addition, teachers were extremely appreciative of the opportunity to visit other classrooms. The comment of one teacher was particularly memorable: "I have been teaching for six years and this was the first time I've been in another third grade classroom!"

Forming Teams

Once the team members are identified, one must consider how to deploy them for the Learning Walkthrough—how many teams, and of what size?

Number of teams: The most effective approach for a Learning Walkthrough is to have multiple teams visiting multiple classrooms during the course of the day. If more classrooms can be visited, a greater amount of evidence will be generated to enrich discussion during the debrief. However, if the school and team members are new to the process of Learning Walkthroughs (and collaborative conversations about teaching and learning), it may be wise to start by having only one Learning Walkthrough team. In this way, members can build capacity together, developing a common understanding of the purpose of the Learning Walkthrough and familiarity with protocols. It is easier to work out the challenges in instituting a new process with a smaller group, bringing other team members on board as the process evolves.

Team size: There is no "right" number of participants for a given Learning Walkthrough team. What is important is to have a mix of participants that can generate valuable and reliable evidence related to the Focus. Here are some points to consider when determining team size:

- How many people are needed on each team to effectively corroborate the evidence that is gathered and ensure accuracy?
- How accustomed are the teachers and students to having visitors in classrooms? What size group would allow them to work without disruption?
- Who on the team might be available for future Learning Walkthroughs?

In general, experience indicates that even if teachers and students are comfortable with having visitors in the classroom, having 10 or more people visit at one time is likely to detract from learning and instruction. Fewer than three people in a classroom might undermine the quality of the discussion of evidence during debriefing.

Preparing Team Members

When inviting individuals to participate in a Learning Walkthrough, it is important to prepare them for success. Initial conversations should clearly outline:

- Why the school is committing time and resources to the process;
- Why members were asked to participate, and the expertise they bring to the team;
- What time is required for participation, training, and follow-up; and
- When, how, and from whom they will receive additional information.

All team members should be trained in the Learning Walkthrough process so they have a common understanding of how the day will work, and what evidence to collect to inform the Focus of Inquiry. A school may choose to do this by using, or modifying, the Learning Walkthrough training available as a four-hour PowerPoint. The training should be sure to address:

- Norms for group participation, including the importance of confidentiality of discussions;
- The Focus of Inquiry and how it relates to the School or District Improvement Plan;
- The related framework (such as the *Characteristics of Standards-Based Teaching and Learning: Continuum of Practice*), if used to inform the Focus;
- Guidelines for scripting evidence;
- The protocols for visiting classrooms, conducting Hall Work, and debriefing evidence; and
- The schedule for the day and other related logistics.

Team members must be prepared to be watchdogs to promote the use of non-evaluative language in debriefs and in feedback. Team members faced with judgmental comments such as "I liked…" or "It was good when…" must be vigilant about getting fellow team members to share only objective evidence.

There must be a strong separation between formative school-wide feedback and teacher evaluation so that no teacher feels uncomfortable with the process. Learning Walkthrough visits comprise just a snapshot of classroom instruction, with evidence centered as much on student actions and learning as on teacher moves. Feedback related to such snapshots does not factor into teacher performance reviews.

Assembling a Learning Walkthrough Team - Appendix

7.0   Learning Walkthrough Trainings

Planning the Day's Schedule

Scheduling the day of the Learning Walkthrough requires careful consideration of the Focus of Inquiry, as well as the technical details of a school day. In planning the schedule, consider:

- What do team members need to see in order to gain perspective and inform discussion on the Focus of Inquiry?
- When in the school day, and in what classes, might they see instruction related to the Focus of Inquiry?

The schedule for a Learning Walkthrough should provide an opportunity to get into as many classrooms as possible during times that will offer evidence related to the Focus of Inquiry. For example, if the Focus of Inquiry is mathematical reasoning, it would not be useful for teams to visit a classroom that is engaged in reading exercises. In addition, it is important to avoid visiting classrooms that are scheduled for test-taking or field trips. Most schools also prefer not to have teams visit classes being taught by substitute teachers.

To ensure consistency between teams, the length of time spent in each classroom should be determined prior to beginning the Learning Walkthrough, and addressed during the initial training. Teams should spend enough time in each classroom to be able to generate useful evidence, but not so much that it limits the total number of classrooms the teams will visit. Teams should be able to visit enough classrooms, individually and collectively, to distinguish between patterns and isolated pockets of evidence. It is not necessary, for example, to observe an entire class period in order to gain useful evidence. A 20-25 minute visit to each class represents a typical schedule.

A Learning Walkthrough schedule should outline the time and location for:

- An orientation to welcome participants, and to review the school layout, and the Focus of Inquiry;
- Hall Work after each classroom visit; and
- A debriefing session.

Each Learning Walkthrough participant should be provided a printed schedule that outlines the details for the day, including the start time and duration of each element of the day. The schedule should identify the location and grade/content information for each classroom. However, any identifiers such as teacher names should not be included in order to honor the anonymity of the students and teachers observed.

5.0   Learning Walkthrough Site Visit Sample Schedule

Communicating with Stakeholders

Organizers of the Learning Walkthrough can build trust by planning in such a manner that permits all stakeholders to understand the methodology and goals of the Learning Walkthrough. Keeping an open line of communication to share how the Learning Walkthrough will be implemented and how the evidence will be used reduces uncertainty and provides a foundation for understanding and committing to the process. Communication should come in as many forms as possible, from memos to meetings to visual displays.

An information session for all staff members is a powerful way to:

- Provide a description of what Learning Walkthroughs are, as well as what will occur on the day of the Learning Walkthrough itself;
- Articulate the Focus of Inquiry and how Learning Walkthroughs can support existing School and/or District Improvement Plans and related initiatives;
- Identify who will be visiting classrooms and collecting evidence;
- Assure teachers that the process is not for evaluation, but for identifying patterns and practices school- and/or district-wide that will lead to improved student learning and achievement;
- Highlight the fact that teacher anonymity is central to the process;
- Share the fact that evidence will be aggregated rather than commented on in a classroom-by-classroom manner;
- Explain how the aggregated evidence, related patterns, and action steps resulting from the Learning Walkthrough will be shared with the staff;
- Engage key stakeholders in a process that will help them to become familiar with the characteristics and indicators that are part of the *Characteristics of Standards-Based Teaching and Learning: Continuum of Practice* or another framework that is useful for reflecting on standards-based practice (such as Bloom's Taxonomy) to promote discussions about promising practices; and
- Provide opportunities for stakeholders to ask questions and share concerns about the process.

The Learning Walkthrough one-hour PowerPoint presentation can provide this overview.

6.0   Sample Learning Walkthrough Announcement Letter
7.0   Learning Walkthrough Training

The Day of the Walkthrough_____

Clear preparation and organization for the day of a Learning Walkthrough contribute to a smooth flow of activities and support the team in its task of gathering evidence on teaching and learning. With the Focus of Inquiry established, the participants identified and trained, and the schedule and tools in hand, the team is ready to conduct the Walkthrough.

Related Appendices
1.0   Learning Walkthrough Organizer
7.0   Learning Walkthrough Trainings
8.0   Learning Walkthrough Site Visit Orientation: Guidance for Facilitators
9.1   Learning Walkthrough Protocol - Hall Work Option 1: Individual Reflection and Processing
9.2   Learning Walkthrough Protocol - Hall Work Option 2: Team Calibration of Scripting
9.3   Learning Walkthrough Protocol - Hall Work Option 3: Team Consensus on Quality of Practice
10.1 Learning Walkthrough Scripting Sheet Template
10.2 Learning Walkthrough Scripting Sheet Sample
11.1 Learning Walkthrough Site Visit Debriefing the Evidence Protocol Sample
11.2 Learning Walkthrough Site Visit Debriefing the Evidence Protocol: Guidance for Facilitators
12.0 Learning Walkthrough Summary Statement Template
13.1 Learning Walkthrough Site Visit Communication of Findings Template
13.2 Learning Walkthrough Site Visit Communication of Findings Sample
14.0 Quick Win Protocol
15.0 Learning Walkthrough Site Visit Reflection Protocol
16.0 Stakeholder Communication Session Sample Plan

Orienting Participants_____

An orientation for team members on the day of a Learning Walkthrough provides an overview to ensure fidelity to the process. Before this, all team members should have participated in a formal training on Learning Walkthroughs. Both the training and the orientation are essential for preparing team members for success in their roles.

The orientation should provide the rationale for conducting the Learning Walkthrough, addressing how it links to School and District Improvement Plans. It should also explain the Focus of Inquiry, including a review of what related work has already been done in the school. If previous Learning Walkthroughs have been conducted with the same Focus of Inquiry, it is important to reflect on what was learned, what actions were taken as a result, and what impact and improvements may be emerging. This can be a

valuable time to acknowledge the time the team members are contributing to the process, recognize who is in the room and why they were invited, and activate the collective prior knowledge and experience of the members related to the Focus of Inquiry.

An orientation should also review key elements of the day's process, such as the schedule and plan for the Hall Work and debrief. It is helpful if the orientation meeting can occur before classes begin, so valuable time for visiting classrooms is not lost.

Orienting Participants - Appendices

1.0   Learning Walkthrough Organizer

7.0   Learning Walkthrough Trainings

8.0   Learning Walkthrough Site Visit Orientation: Guidance for Facilitators

9.1   Learning Walkthrough Protocol - Hall Work Option 1: Individual Reflection and Processing

9.2   Learning Walkthrough Protocol - Hall Work Option 2: Team Calibration of Scripting

9.3   Learning Walkthrough Protocol - Hall Work Option 3: Team Consensus on Quality of Practice

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Gathering Evidence

The first thing that educators discover when they attempt to observe is that they have very different ideas about what they are looking for in classroom practice and that these ideas are based on assumptions that are usually not discussed. **(City et al. 2009, 97).**

While visiting classrooms, each Learning Walkthrough team member scripts specific observations related to the Focus of Inquiry that will then be discussed and analyzed for trends in teaching and learning across the school. When visiting a classroom, a team member should focus his or her observations by asking:

- What do I see the students doing?
- What do I hear the students and teacher saying?
- What tasks are students engaged in?
- What instructional practices do I observe?
- What artifacts (related to the Focus of Inquiry) are evident in the classroom?

Because these scripting notes are the evidence that serve as the basis for later discussion, it is crucial that they are both high quality and as consistent in quality as possible across team members. Scripted notes that are specific and objective generate richer and more focused discussions than ones that are general and/or judgmental. However, people may feel uncomfortable scripting and discussing classroom practices in this manner if they have not had previous experience with this approach. For this reason, it is crucial to support Learning Walkthrough team members in this effort through training and ongoing reflection.

Supporting team members with scripting high-quality evidence begins with the initial four-hour training and continues throughout the Learning Walkthrough process. The facilitator plays a crucial role in modeling the practice of gathering evidence in this manner and should build in opportunities for the team to reflect on and calibrate this practice. The facilitator should help team members focus on stating factual

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evidence *("I heard… I saw…")* and refrain from subjective statements *("I liked...").* The key is to capture the quotes and the facts. When sharing and discussing evidence, a facilitator may notice that the evidence is not sufficiently specific and/or objective. In these instances the facilitator might probe for more information by asking:

- What is the evidence?
- What did the students and teacher actually do or say?
- How many _____?
- How long (or how often) _____?

It may be helpful to remind team members that specificity and objectivity can be visualized on a continuum as represented in the following grid. The goal is for team members to script evidence that is both specific and objective, capturing classroom interactions like a video camera. Participants may find it hard to depart from deeply held habits of discussing instructional practice in very general and evaluative terms, such as: *"That was a great lesson! Students were so engaged!"* The facilitator needs to remind team members to avoid general or judgmental statements.

Specificity ↑	*III. Specific & Judgmental*	*IV. Specific & Objective*
	I. General & Judgmental	*II. General & Objective*

Objectivity →
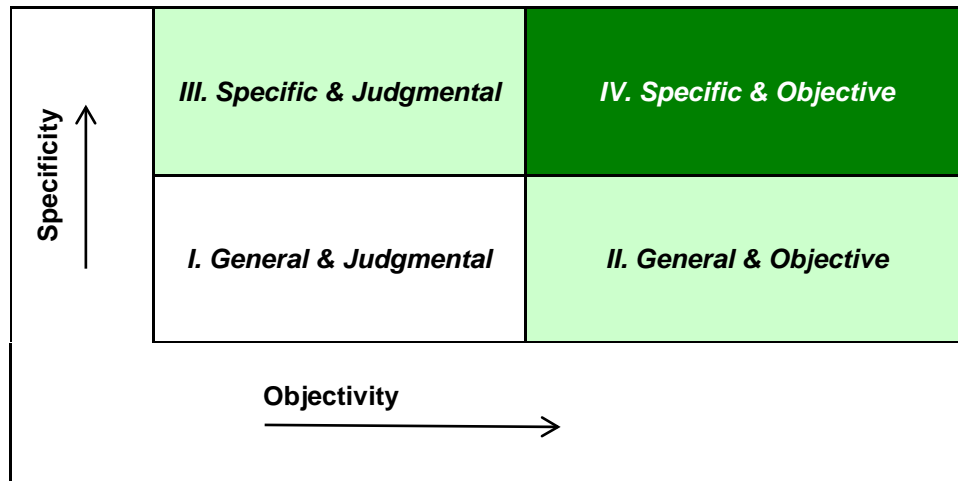
Below are some examples that illustrate the differences in the types of evidence represented in the grid:

Evidence that is both general and judgmental:

- I liked how the students engaged in a hands-on science experiment.
- The questions posed to students were effective and appropriate.

Evidence that is specific but still judgmental:

- Three students worked effectively with manipulatives to represent…
- Teacher asked a good question: "How would you demonstrate these fractions are equivalent…?"

Evidence that is objective but still too general to prompt meaningful discussion:

- The lesson is on fractions.
- Students are participating in a variety of activities.

Evidence that is both specific and objective:

- Students worked in teams of four following the scientific process to…
- Student: "Why did you come to that conclusion when the text indicates…?"

Scripting and discussing classroom practice in this manner may initially feel awkward, but it is an effective way to capture useful evidence that is directly linked to the Focus of Inquiry and can meaningfully inform decisions related to school and district improvement.

Gathering Evidence - Appendices

Hall Work

In planning for a Learning Walkthrough, it is important to think strategically about how to use the transition time between classroom visits. When used well, this transition time can become an integral part of the Learning Walkthrough process. There are a number of ways to approach this Hall Work, each with different purposes and implications. A school may want to choose from one of the three variations of Hall Work described here, or devise an approach of its own. The approach to Hall Work should be determined well before the day of the Learning Walkthrough, as team members will need to be trained in the particulars of the given approach.

Hall Work Option 1: Individual Reflection and Processing

Purpose: With this approach, team members use the time between classroom visits to silently review scripting notes; refine, clarify, or expand notes; and visually highlight or circle key observations linked to the Focus of Inquiry. These notes will be shared with others during the debriefing session at the end of the day, but at this time there is no discussion.

Advantages to this option include:

- There is time to process information individually before engaging in a group discussion;
- Individuals work independently at first, which may be comfortable for team members who are new to working with one another; and
- Less time is required between classroom observations than other options.

Factors to consider in using this option include:

- The individual work does not allow for mid-process calibration or adjustments of how team members are gathering and scripting evidence because individuals do not discuss their work; and
- The debrief at the end of the day may require more time, as it will be the first time team members are discussing the evidence.

Hall Work Option 2: Team Calibration of Scripting

Purpose: With this approach, team members take time between classroom visits to review their scripting notes with one another to ensure that the notes are specific, objective, descriptive, and linked to the Focus of Inquiry. During each transition, a member shares a piece of evidence, and the group discusses its quality, pushing members to ensure that notes are specific and objective. As a result of the discussion, all team members sharpen the quality and specificity of their scripting.

Advantages to this option include:

* There is an opportunity to reinforce guidelines for scripting with a focus on specific, objective, and descriptive evidence;
* Team members can converse about evidence; and
* The calibration of evidence prompts a richer end-of-day debrief, due to the fact that the quality of evidence is stronger, and team members have begun discussing that evidence.

Factors to consider in using this option include:

* Transitions between classrooms are likely to require more time as opposed to using an approach focused on individual reflection;
* Open discussion of evidence may be misinterpreted if non-team staff members pass by and hear only portions of evidence out of context;
* Hallway talk, in general, may be disruptive to adjacent classrooms; and
* Discussion may require strong facilitation to keep team members focused on objective and specific evidence.

Hall Work Option 3: Team Consensus on Quality of Practice

Purpose: With this approach, team members take time between classroom visits to share all relevant pieces of evidence, discuss the body of evidence collected, and determine through consensus the stage on the *Characteristics of Standards-Based Teaching and Learning: Continuum of Practice*, or other framework, that best represents that body of evidence. For example, if a team is using the *Continuum*, each member would share a piece of evidence representative of the characteristic chosen as the Focus of Inquiry. Taking turns, each team member would read the objective evidence he or she scripted until all relevant evidence was shared. Based on the collective body of evidence, the team would reach consensus on placement on the *Continuum*.

Advantages of this option include:

* There is immediate processing of discrete classroom evidence after each observation, allowing the debriefing session to focus on school-wide patterns and trends;
* Continued calibration of team members' approaches to scripting leads to refinement of evidence collected throughout the day that is linked to the Focus of Inquiry; and
* The debriefing session at the end of the day may take less time than when using the other two options because teams have already reached consensus on each classroom's evidence and will only discuss school-wide patterns and trends.

Factors to consider in using this option include:

- Transitions between classrooms are likely to require more time than either of the other two options, as the approach requires achieving consensus from the group after each visit;

- Discussion may require strong facilitation to help team members remain focused on specific, objective and descriptive evidence, and ensure that all voices are heard in the process of coming to agreement;

- Discussion of evidence and its placement on the *Characteristics of Standards-Based Teaching and Learning: Continuum of Practice* or other framework may initially be challenging for some team members; and

- Making such determinations under the time pressure or context of the transition may result in less rigorous discussion of the evidence.

Choosing an Approach

To determine which approach to Hall Work is best for the school, a facilitator might consider:

- The extent to which the Learning Walkthrough team members have worked together, and how well they communicate with one another;

- The extent to which team members are comfortable and skilled at discussing classroom practice in specific and objective ways;

- The level of facilitation skills present among members on each Learning Walkthrough team; and

- The comfort level of the broader school community with overhearing conversations about the collected evidence.

It is helpful if the school designates a room (where each Learning Walkthrough team may meet between classroom visits to process their evidence), or includes someone on each team who knows the building and can help find meeting rooms close to the visited classrooms. This would enable teams to maintain confidentiality. If using this approach, the facilitator will want to factor in additional transition time required for team members to travel between meeting rooms and the classrooms being visited.

Regardless of the approach taken for the Hall Work between classroom visits, it is essential that all Learning Walkthrough team members are trained on the approach they will be using. It is also essential that all teams follow the same protocol throughout the course of the day. The evaluation of the day following the debrief can be valuable for determining how well a given approach worked, and what modifications might help improve future Learning Walkthroughs.

Facilitating the Learning Walkthrough Process - Appendices

9.1   Learning Walkthrough Protocol - Hall Work Option 1: Individual Reflection and Processing

9.2   Learning Walkthrough Protocol - Hall Work Option 2: Team Calibration of Scripting

9.3   Learning Walkthrough Protocol - Hall Work Option 3: Team Consensus on Quality of Practice

Debriefing the Classroom Visits

In many districts, these sessions are the first time that colleagues discuss teaching and leadership at this level of detail. Furthermore, [team] members are generally leaders who are expected to have answers. Under these circumstances it can be hard for a leader to talk about what he or she doesn't know. (City et al. 2009, 75)

The discussion of evidence at the end of the day is the capstone of the Learning Walkthrough. In this debriefing session, team members discuss their observations, organize information, and articulate insights gained in the Walkthrough*,* with the goal of developing action steps to support teaching and learning. While the specific structure of the debriefing sessions varies given the approach taken for the Hall Work, there are several elements that are common to final debriefing sessions, and these include the following:

- Discussion and analysis of scripted evidence;
- Agreement on school-wide patterns and trends related to the Focus of Inquiry;
- Identification of "quick wins" to address identified needs;
- Development of, and agreement on, the message and means to communicate to the school community;
- Articulation of next steps and subsequent work; and
- Reflection on the day's process.

In planning the debriefing session, a school must take into consideration the fact that team members may be tired from a long day of focused observations and rich discussions. While Appendix 11 provides a sample protocol to guide this process, it should be revised given the particular context in which the Learning Walkthroughs are taking place. In designing the structure of the debriefing session, a facilitator should consider the type of space, materials, and meeting structure that would best support team members' abilities to achieve the expected outcomes.

Discussing the Evidence

The most significant component of the debrief is the discussion of evidence, driven by the scripting notes recorded by the Learning Walkthrough team members. When designing the format for this discussion, a facilitator should keep in mind the following:

- Find ways to ensure all team members have an equal voice in sharing evidence;
- Help the group put as much data on the table as possible;
- Keep the conversation at the level of specific and objective evidence, redirecting people if the language drifts to becoming more general and/or judgmental;
- Beware of allowing broad generalizations based on only one day's worth of evidence;
- Keep the conversation centered on the Focus of Inquiry; and
- Think ahead to how the group might want to report out to the school. Look for ways to generate reports and visuals as part of the debrief process. For example, would the group want to leave certain charts up for display and public comment? Would it help to type notes directly into a laptop computer so they do not need to be rewritten later?

Factors that influence the exact structure of a debriefing session include the size of the group, the time available, and the approach taken for the Hall Work. For example, with a large number of people, it might be wise to meet in individual classroom visit teams before convening as a full group. However, if the group is small (e.g., only two small teams) it might be possible to conduct the entire debriefing session as a full group without first working in individual teams. Similarly, if the teams used Hall Work Option 1: Individual Reflection and Processing, they will generally not need as much time at the end of the day to review their notes prior to discussion, whereas teams that use either of the other two approaches may need more time to collect their thoughts before discussing the evidence.

If the teams are using the *Continuum*, or other similar framework, they will need to have time at some point in the day to discuss and come to agreement on where each piece of evidence falls on the *Continuum* as well as the patterns and trends that exist across classrooms. Teams that use Hall Work Option 3: Team Consensus on Quality of Practice will have already completed this step. However, if teams use either of the other two approaches to Hall Work, they will need time in the debrief to have this discussion.

A facilitator should put careful thought into the planning of the discussion of evidence. A well-designed and well-facilitated discussion can provide a profound opportunity for Learning Walkthrough team members to reflect on the nature of teaching and learning in the school, and what can be done to take the school's instructional practices to the next level of proficiency. Tools in the Appendix include a sample debriefing protocol, facilitator's notes, and a summary statement template that can be used to organize the work of team members. By the end of this stage of the debriefing process, team members will have come to consensus on patterns they observed across all the visited classrooms and key themes related to the initial Focus of Inquiry.

Generating Summary Statements

Once consensus is reached on the patterns within the evidence, the full group will generate two to five summary statements that capture the most salient themes and are supported by specific evidence. For example, if the Focus of Inquiry for the Learning Walkthrough was the questioning techniques used by teachers, students' responses to questions, and students' demonstrations of thinking and reasoning, then the evidence gathered on each might lead to the development of summary statements such as:

- Higher-order questions were used by teachers with relative frequency.
- Students responded to higher-order questions with one-word, superficial answers that did not adequately demonstrate the rationales they were using to arrive at understandings.

Such summary statements describe instructional patterns gleaned from the review of evidence, and can help to focus and guide thinking around next steps. They should tell a meaningful story in a small number of statements that will be shared with the school community, and other stakeholders, as a way to prompt further discussion and learning on the topic. It is essential that there is consensus on what is shared; all Learning Walkthrough team members must be prepared to present the findings with a unified voice. If stakeholders sense that there is dissent or disagreement among team members regarding the themes that emerged, the validity of the summary statements will be undermined, as will the Learning Walkthrough process.

Identifying Quick Wins

A Learning Walkthrough team can take immediate action to support the school by identifying quick wins that are actionable, directly linked to the summary statements that emerged from classroom visits, and tightly aligned to the Focus of Inquiry. Identifying some quick wins that are immediately actionable, high-leverage, and likely to have an immediate impact can be an important means of building trust and support within the school community for the Learning Walkthrough process.

School-wide Actions: After agreeing on summary statements, the Learning Walkthrough team brainstorms actions that could be undertaken with minimal effort or resources to make an immediate impact. Quick wins should address interactions between students, teachers, content, and systems. While the team members generate the recommendations, the school's instructional leadership team should make decisions regarding which recommendations to pursue. For this reason, it is important to have the principal commit to presenting these ideas to an instructional leadership team for them to decide on one to two actions to implement and communicate to the broader faculty within a designated time period.

Examples of school-wide quick wins include:

- Send a memo to faculty setting a goal of extending wait time for student responses to at least 15 seconds;
- Suggest teachers use common planning time to discuss Learning Walkthrough summary statements, or look at student work related to the Focus of Inquiry;
- Develop grade-level collections of books from the school library so that students have reading materials appropriate for independent reading; and
- Expand the school's instructional leadership team to include more diverse perspectives and encourage teacher leadership.

One school's experience

A middle school participated in a Learning Walkthrough at the end of the school year. Characteristics 9 and 11 from the *Continuum* were used as the Focus of Inquiry. As a result of the debriefing after the Learning Walkthrough, it became clear that wait time and higher-order questioning were areas of concern.

The DSAC support facilitator met with the principal over the summer to discuss the results of the Learning Walkthrough and plan for the upcoming school year. During this meeting, it was determined that the school would focus on wait time and questioning for professional development, and during grade-level meetings and Professional Learning Communities.

Individual Actions: The focus of a Learning Walkthrough is to improve practices that influence teaching and learning, and to create a culture of collaborative and reflective practice. This extends to the members of the Learning Walkthrough team as well as staff at the host school. It is important that each team member reflect on his or her own role and responsibility in strengthening instructional practices as they relate to the themes that emerged from the Learning Walkthrough. Each team member could reflect on the following questions, and consider sharing with the group:

- What implications do the summary statements have for my own work in support of the school and district?
- What am I going to do differently as a result of this evidence?

- What immediate low-cost changes could I make to my own practice that could make a difference for the host school that was visited and/or for other schools in the district?

Examples of individual quick wins include:

- A principal redesigns existing faculty meetings to allow for discussion of Walkthrough evidence, or is more intentional about making explicit links between Learning Walkthrough evidence and the School Improvement Plan;

- A coach or instructional specialist focuses attention on helping teachers scaffold richer student responses to questions, or provides articles on promising practices related to the Focus of Inquiry to teacher teams; or

- A district administrator works more strategically across departments, expediting the flow of data and other information to schools, or makes funds available to support specific actions associated with the summary statements.

At both the school and individual level, it is important to remember that an action in one area will undoubtedly influence another area. For example, if teachers increase wait time, students may initially be confused about what to do. It can be helpful to be transparent with all stakeholders about the actions that are being taken and the expected outcomes. For example, if students are told that teachers will be waiting longer before they request responses, students might better understand why their teachers are responding to them differently.

Clarifying Next Steps

It is important to clarify next steps before the Learning Walkthrough team disperses for the day, even if the steps are only articulated on a broad level. Questions the team may want to consider as they think about the immediate work to be done following a Learning Walkthrough include:

- When and how will the feedback from the day be shared, and with whom? Who will ensure this communication takes place?

- Who will ensure implementation of the quick wins?

- What should be done with the scripting notes and other materials generated during the day? Some teams like to have these notes destroyed, while others permit them to be kept by the principal in a safe place for future reference related to other Walkthroughs.

Reflecting on the Day

Given that a major theme underlying Learning Walkthroughs is learning, it is important for team members to reflect on how the day went and collectively capture aspects of the process that went well, as well as those that could make future Learning Walkthrough more effective. The process of reflection could include:

- Engaging the group in a general discussion;

- Using a survey with a mix of open- and closed-ended questions;

- Asking for a quick thumbs up/ thumbs down, or "fist of five", in response to key questions; and

- Facilitating a structured conversation on the "pluses" (positive aspects of the day) and "deltas" (aspects that were missing or need modification) of the day, and posting these on chart paper for review.

Learning Walkthrough team members may wish to share some of their reflections with stakeholders at the same time they share lessons learned from the Walkthrough itself, as a way to model their own efforts to learn and continually improve practice.

📁 Debriefing the Classroom Visits - Appendices

11.1   Learning Walkthrough Site Visit Debriefing the Evidence Protocol Sample

11.2   Learning Walkthrough Site Visit Debriefing the Evidence Protocol: Guidance for Facilitators

12.0   Learning Walkthrough Summary Statement Template

13.1   Learning Walkthrough Site Visit Communication of Findings Template

13.2   Learning Walkthrough Site Visit Communication of Findings Sample

14.0   Quick Win Protocol

15.0   Learning Walkthrough Site Visit Reflection Protocol

Communicating with Stakeholders

Current research on classroom observations stresses that teachers should receive feedback quickly about the information gathered during a Learning Walkthrough. Sharing the results promptly promotes school-wide acceptance of the evidence and support for resulting actions. Immediate communication with faculty and staff reduces uncertainty and can be a valuable opportunity for demonstrating how the process is contributing to overarching school or district improvement efforts. Using a mix of verbal and written feedback engages different learning styles. The principal should always play a key role in this communication process, if not serve as the primary individual sharing the information with faculty.

The results of the Learning Walkthrough should also be shared with the district to inform thinking about systems and structures. The district can serve as an important source of support for resulting action steps. It also has the capability of aggregating the Learning Walkthrough evidence across multiple schools in the district to draw powerful conclusions about patterns of practice and allocation of resources.

📁 Communicating with Stakeholders - Appendix

16.0   Stakeholder Communication Session Sample Plan

[W]hile individual learning is important, it is the accumulation of that learning across classrooms and schools that improves overall learning and student performance. **(City et al. 2009, 162)**

This Guide has outlined steps for implementing a single Learning Walkthrough at a single school. However, Learning Walkthroughs are meant to become an ongoing process of observation, reflection, and action, not an isolated event. It is important to implement multiple Walkthroughs over time, scaling up the process throughout the school. When implemented well, Learning Walkthroughs can serve as a powerful means of furthering a culture of collaboration and reflective practice—hallmarks of a true Professional Learning Community.

Communicating the Process

In committing to Learning Walkthroughs as an ongoing process, a school leader must find multiple, repeated ways to communicate the importance of Walkthroughs to the school community. Through memos, faculty meetings, or one-on-one conversations, school leadership must convey:

- A compelling vision that guides teaching and learning in the school;
- Information on how Learning Walkthroughs can contribute to this vision, and how they link to other existing initiatives in support of the strategic plans for ongoing improvement;
- A message that Learning Walkthroughs provide important data for a dynamic cycle of inquiry;
- Details on what has been learned from previous Walkthroughs, and what actions have been taken as a result;
- Details on use of data from Learning Walkthroughs to monitor improvement and inform change; and
- The context regarding how improvement initiatives are being prioritized in order to focus time and other resources on the effective implementation of Learning Walkthroughs.

Focus of Inquiry

The Learning Walkthrough process can have the greatest impact if the same Focus of Inquiry guides multiple Walkthroughs. By observing classrooms through the same lens and capturing similar evidence on subsequent visits, Learning Walkthrough teams will be well poised to refine their hypotheses about the nature of teaching and learning in the school, and will also be better able to notice shifts in practice over time.

However, it is very possible that a school might want to refine its Focus of Inquiry based on what was learned from earlier Learning Walkthroughs. For example, a school may find that the original Focus of Inquiry was too broad, or addressed a question that actually had less to do with teaching and learning than was originally thought. In these cases, a school would be better served to revise or rewrite the Focus of Inquiry based on what the team has been learning, rather than stay with the same Focus merely for the sake of consistency.

Learning Walkthrough Team Participants

Just as multiple Learning Walkthroughs can have increased impact if they are guided by the same Focus of Inquiry, they can also have greater impact if the majority of participants on each Walkthrough team is the same from one Walkthrough to the next. Having most of the same participants on each Learning Walkthrough is associated with a number of benefits. For example:

- Participants will build greater capacity to conduct the Learning Walkthroughs, resulting in fewer questions about the process;

- Participants will be able to collect more consistent and reliable evidence;

- Participants can reference shared observations and experiences from prior Learning Walkthroughs, building on jointly created prior knowledge;

- Participants will be better able to notice patterns and trends across visits, and to notice improvement and change;

- Subsequent training for Learning Walkthrough participants can go deeper, minimizing the need for repeated introductory trainings for new participants; and

- Trust, relationships, and a true Professional Learning Community can be developed over time, setting the stage for richer discussions of evidence and related implications.

The goal of consistent participation on repeated Learning Walkthroughs should not keep a district or school from inviting additional trained participants, as long as the new members can fold into a team where membership is largely consistent. Strategic inclusion of classroom teachers or other school staff, for example, could help generate deeper understanding of the Learning Walkthrough process among faculty and increase support from the school community. Representatives from district or state offices, or other external partners, could contribute valuable perspectives as well, even if they are unable to commit to ongoing participation at a particular school. In addition, participation on a Walkthrough could be a powerful way to inform such individuals about classroom realities.

A school that is just beginning to implement Learning Walkthroughs might be well served by having a small team and increasing both the number and size of the teams as the school builds the capacity and interest to do the work well. When introducing new individuals to the group, it is important for the facilitator to note if they are guests for the day, or new permanent Learning Walkthrough team members.

Creating an Annual School Schedule

Mapping out a schedule of Learning Walkthroughs for the year is an important step in scaling up the process. A school should determine how many Walkthroughs would make the process meaningful as well as aligned to, and integrated with, other efforts. It should consider how to communicate and demonstrate how each Learning Walkthrough is tied to other initiatives and goals in the District and School Improvement Plans. In committing to the process, school leadership should craft an annual schedule that addresses the following:

- Learning Walkthroughs are scheduled at different times of the year to provide perspective on the Focus of Inquiry and the School Improvement Plan;

- Time is provided prior to each Learning Walkthrough for team members to receive needed training and preparation;

- Time is provided after each Learning Walkthrough for team members or the school's instructional leadership team to conduct an in-depth analysis of evidence, consider next steps, and plan action;

- Time is scheduled to engage the school community in discussions about lessons learned from the Learning Walkthroughs; and
- Time is allocated for reflection on the Learning Walkthrough process, how well it is serving the school, and how it might be improved.

It is more important to do a few Learning Walkthroughs well than to plan a rigorous schedule of Walkthroughs without the capacity to implement them effectively or to provide meaningful follow-up. A school just beginning to engage in collaborative discussions of teaching and learning, and collaborative observation of classrooms, might be well served in planning only a small number of Learning Walkthroughs in a year while building capacity to conduct more in subsequent years.

In-depth Analysis of Evidence

With evidence collected by a consistent cadre of participants over the course of multiple Learning Walkthroughs, and through the lens of the same Focus of Inquiry, a school is well poised to have an in-depth discussion of the nature of teaching and learning in the building. The depth of the discussion will be, to some extent, dependent on the number of classrooms that have been visited. A larger body of evidence provides opportunities for potentially richer discussions to occur. An in-depth discussion and analysis might consider:

- Trends in Learning Walkthrough evidence over time;
- Relationships between Learning Walkthrough evidence and other data related to students, teachers, content, and systems (such as student assessment results, growth data, student work samples, teacher certifications, and/or rates of participation in various types of professional development);
- Efforts made through other existing school initiatives;
- Possible root causes of the challenges that surface from the evidence; and
- Connections to research-based, promising practices.

The process of in-depth analysis can be time consuming. It is important to allow sufficient time to engage in this work – typically, a good portion of a day, if not multiple days.

In-depth Analysis of Evidence – Appendix

17.0   Root Causes Fishbone Activity

Extensions and Connections

District Data Team Toolkit

http://www.doe.mass.edu/sda/ucd/

- Module 3: Information
- Module 4: Knowledge

Performance Improvement Mapping (PIM)

http://www.doe.mass.edu/sda/regional/pim/default.html

- Step Four: Identify the most significant causes of the weaknesses in students' knowledge and skills.

Action Planning

Without incorporating themes from Learning Walkthrough evidence into meaningful, long-term action planning, much of the potential of the process is left untapped. The rich evidence and discussions generated by Walkthroughs can be powerful informants of action needed to strengthen the teaching, learning, content, and systems related to student achievement.

It is not advisable to launch a new initiative or create an entirely new School Improvement Plan as a result of the analysis of Learning Walkthrough evidence. Rather, schools can work efficiently by thinking strategically, and integrating what they have learned into their current School Improvement or Strategic Plan.

Questions to guide this discussion include:

- What elements of the existing School Improvement Plan seem to be making a positive difference?
- What elements of the School Improvement Plan might need to be revised, added, or removed based on what has been learned?
- What systemic changes could be made that would impact the whole school community?
- How can resources be reallocated to address needs that emerged?
- What supports might be needed from the district or state levels?

Action Planning Extensions and Connections

District Data Team Toolkit

http://www.doe.mass.edu/sda/ucd/

- Module 5: Action

Performance Improvement Mapping (PIM)

http://www.doe.mass.edu/sda/regional/pim/default.html

- Step Six: Assess the capacity of current strategies to address the improvement objectives
- Step Seven: Investigate and evaluate possible new strategies to support improvement objectives
- Step Eight: Develop action plans for meeting improvement objectives
- Step Nine: Establish benchmarks

The implementation of Learning Walkthroughs district-wide can be a powerful means of promoting discussions about teaching and learning, and engaging staff at all levels (from teachers to the superintendent) in the work of improving student outcomes. It may serve as a systemic process that assesses the degree to which progress has been made toward meeting district goals.

When the district engages in a cycle of continuous improvement focused on coherent district initiatives, the Learning Walkthrough process may be one way for district leaders to reflect on the extent to which what they actually see in every classroom is aligned to what they expected to see, given the focus of their energy and resources.

The collaborative investigation of classroom practices throughout the year at multiple schools can help a district identify and disseminate what works, transforming pockets of excellence into district-wide successes. Naturally, scaling up this process takes time and commitment, and requires shifts in values, beliefs, and habits held by individuals at all levels of the work.

Considerations for Districts_____

Scaling up Learning Walkthroughs at the district level requires considering many of the same implications that need to be considered in scaling up at the school level (see Section 4). However, the following questions can help guide a district in planning for its unique role in implementing the Learning Walkthrough process across a district:

- How do Walkthroughs link to other existing initiatives and priorities, as well as to the District Improvement Plan?
- How will the district communicate the differences between the Learning Walkthrough process and the Educator Evaluation system?
- How does the district envision the Common Core Curriculum fitting into this process?
- How will the district embed this process into current systems so that it becomes one component of the district's continuous cycle of improvement work, and not a separate and distinct activity with minimal alignment?
- Does the district want to engage in this work in order to develop instructional leadership at all levels?
- How might district-designed professional development be integrated with Learning Walkthroughs?

Systemic implications could mean that a district wants to utilize the Learning Walkthrough process as a vehicle to collect evidence around high expectations and rigorous course work for every student. The district may consider reviewing the rubrics available in the Massachusetts Model System for Educator Evaluation, as noted below, to align the efforts and focus of central office administrators, school administrators and classroom teachers to "quality of work and effort".

Superintendent Rubric	Principal Rubric	Teacher Rubric
Indicator I-B, page A-3	Indicator I-B, page B-3	Indicator I-B, page C-6
Sets and models high expectations for the quality of content, student effort, and student work district-wide and supports administrators to uphold these expectations.	Sets and models high expectations for the quality of content, student effort, and student work schoolwide and supports educators to uphold these expectations consistently.	Consistently defines high expectations for the quality of student work and the perseverance and effort required to produce it; often provides exemplars, rubrics, and guided practice.

Communicating the Process

- What stakeholders need to be informed of the district's commitment to Learning Walkthroughs in order to launch the initiative successfully? How will the district communicate with them?
- How do Learning Walkthroughs further the vision of the district?
- At the district level, who will ensure that schools can access consistent support and assistance in organizing and implementing Learning Walkthroughs effectively?

Focus of Inquiry and Gathering Evidence

- How will the Focus of Inquiry in each school be determined?
- Will there be an overarching district-wide Focus of Inquiry?
- To what extent will school-level Walkthrough teams align their focus to a district focus?
- Will all schools use the same Hall Work and debriefing structures?
- Does the district want quantitative or qualitative evidence, or both?
- Does the district want all Learning Walkthroughs to be grounded in an established framework, such as the *Characteristics of Standards-Based Teaching and Learning: Continuum of Practice*?

Learning Walkthrough Team Participants

- Who has primary responsibility for assembling and training the Walkthrough teams at each school—the schools or the district?
- How will the district support training for every Learning Walkthrough participant?
- To what extent does the district want to promote inter-school sharing by facilitating school-level staff participation in Walkthroughs at one another's schools?
- Should there be district participants on each Learning Walkthrough? On each team?
- What role (e.g., participant, facilitator) should district representatives play on a given Walkthrough?
- Who from the district should participate on Learning Walkthrough teams, and why? What could be learned by having diverse district members (e.g., human resources, finance, or operations, as well as academic content areas) participate in Learning Walkthroughs?
- What level of district participation would meaningfully inform district perspectives and decisions? In what number of Learning Walkthroughs will district personnel participate? In one at each school in the district? In fewer schools, but in all Learning Walkthroughs at a given number of targeted schools during the year?

Scheduling Learning Walkthroughs

- Who will determine the annual schedule (including both frequency and timing) for Learning Walkthroughs at each school?

Analysis of Evidence

- How and with whom is information and evidence gathered at the school level shared at the district level?
- How might regular district-level meetings with school leaders be used differently to reflect on information generated from Learning Walkthroughs?
- How does the district share district-wide analyses and implications of Walkthrough evidence with schools?
- What level of analysis is expected at the school level?
- What will be done if school and district analyses of evidence lead to different hypotheses and recommended action steps?

Action Planning

- What actions will be taken at the district based on the evidence?
- What degree of action planning does the district expect each school to take based on the evidence? What processes are needed to help align these actions with district action planning?
- How might district-designed professional development be integrated with Learning Walkthrough findings?

In-depth Analysis of Evidence

District leadership has a perspective and responsibility regarding data analysis that is by definition different from that of school leadership. A district-level analysis of Learning Walkthrough evidence, particularly in conjunction with other data, could yield powerful insights into the nature of teaching and learning throughout the district. A district should thoroughly analyze aggregated evidence gathered through Learning Walkthroughs across the district, as well as compare Learning Walkthrough evidence with other sources of data on students, teachers, and district systems. The insights generated from this investigation can be potent drivers of the strategies and decisions that must be made at the district level. Districts that make maximum use of the accumulated learning from the Learning Walkthrough process will ask:

- What does this body of evidence mean, and what action steps need to take place in response to findings?
- What are we learning from the process itself?

An in-depth discussion and analysis of Learning Walkthrough data at the district level should consider:

- Trends in Learning Walkthrough evidence and findings over time;
- Relationships between Learning Walkthrough evidence and other data on students and teachers (such as student assessment results, student growth data, student work samples, teacher certification, and/or teacher participation in various types of professional development);
- Relationships between Learning Walkthrough evidence and data on district systems (such as hiring and retention of staff, budgeting and resource allocation, and facilities management); and
- Possible root causes of the challenges identified from the Learning Walkthrough findings.

Discussion of Learning Walkthrough evidence and findings is one piece of a larger, ongoing data-driven culture. The Department's *District Data Team Toolkit* provides a wide range of tools and protocols to support districts in establishing a team that uses district-wide data to evaluate initiatives and systematically inform district-level decisions.

In-depth Analysis of Evidence - Appendix

17.0   Root Causes Fishbone Activity

Extensions and Connections

District Data Team Toolkit

http://www.doe.mass.edu/sda/ucd/

- Module 3: Information
- Module 4: Knowledge

Performance Improvement Mapping (PIM)

http://www.doe.mass.edu/sda/regional/pim/default.html

- Step Four: Identify the most significant causes of the weaknesses in students' knowledge and skills.

Action Planning

In promoting a district-wide initiative to implement Learning Walkthroughs and make efficient use of the evidence gathered, district leaders must think strategically and integrate what they have learned into their current District Improvement or Strategic Plan. As with action planning in a school, it is key that a district refines the work it is already doing based on the valuable evidence, insights, and conclusions drawn from the Walkthroughs. Themes that emerged from engaging with classrooms in this way can powerfully influence district-wide decisions about teaching and learning. The results may impact how a district structures principal meetings, district-level curriculum teams, senior leadership teams, coaching teams, and even operational teams that handle budgets, finance, human resources, and facilities. Questions to guide this process include:

- What elements of the existing District Improvement Plan seem to be making a positive difference?
- What elements of the District Improvement Plan might need to be revised, added, or removed based on what has been learned?
- What systemic changes could be made that would impact the entire district? What targeted changes may be needed for particular schools?
- How can existing resources be reallocated to address needs that emerged?
- What specific impacts of district-wide professional development are evident in classrooms?
- Is teaching and learning across the district consistent with the rigor and process of specific components of the Massachusetts Common Core Frameworks?
- What supports might be needed from the state level?

Action Planning Extensions and Connections

District Data Team Toolkit

http://www.doe.mass.edu/sda/ucd/

- Module 5: Action

Performance Improvement Mapping (PIM)

http://www.doe.mass.edu/sda/regional/pim/default.html

- Step Six: Assess the capacity of current strategies to address the improvement objectives
- Step Seven: Investigate and evaluate possible new strategies to support improvement objectives
- Step Eight: Develop action plans for meeting improvement objectives
- Step Nine: Establish benchmarks

Section 6: Ongoing Work

Making Learning Walkthroughs a meaningful process for improving instruction and learning, and promoting a truly collaborative learning community, requires ongoing effort from all stakeholders involved. The Learning Walkthroughs themselves are just the beginning.

Related Appendices

18.1   Progress Monitoring Matrix Template

18.2   Progress Monitoring Matrix Model of Use

Monitoring Progress

The Learning Walkthrough process provides an initial understanding of the interactions among teaching, learning, and curriculum in a school or district, and provides valuable data to inform the development and revision of School and District Improvement Plans. Monitoring progress helps school and district teams determine if applied action steps are achieving the desired results. It can provide guidance in planning next steps, as well as insights into necessary adjustments to the existing action steps found in improvement plans.

Questions that can guide ongoing monitoring include:

- What changes are reasonable to expect to see? What do we expect to be done differently, and by whom?

- How will we know if we are making progress? What evidence or data will we use to determine this?

- How much time is enough time to measure progress? How often will we review progress indicators, and what do we expect to see?

One means of monitoring progress is to continue the Learning Walkthrough process, noting shifts in practice over time as new actions are taken. This approach uses early evidence as benchmark data, and monitors for changes over time that will be evident in successive Learning Walkthroughs.

A continuous cycle of inquiry, represented below, can help a district maintain a commitment to a process of data collection, data analysis, action step planning, monitoring progress and reflecting on what has been learned.
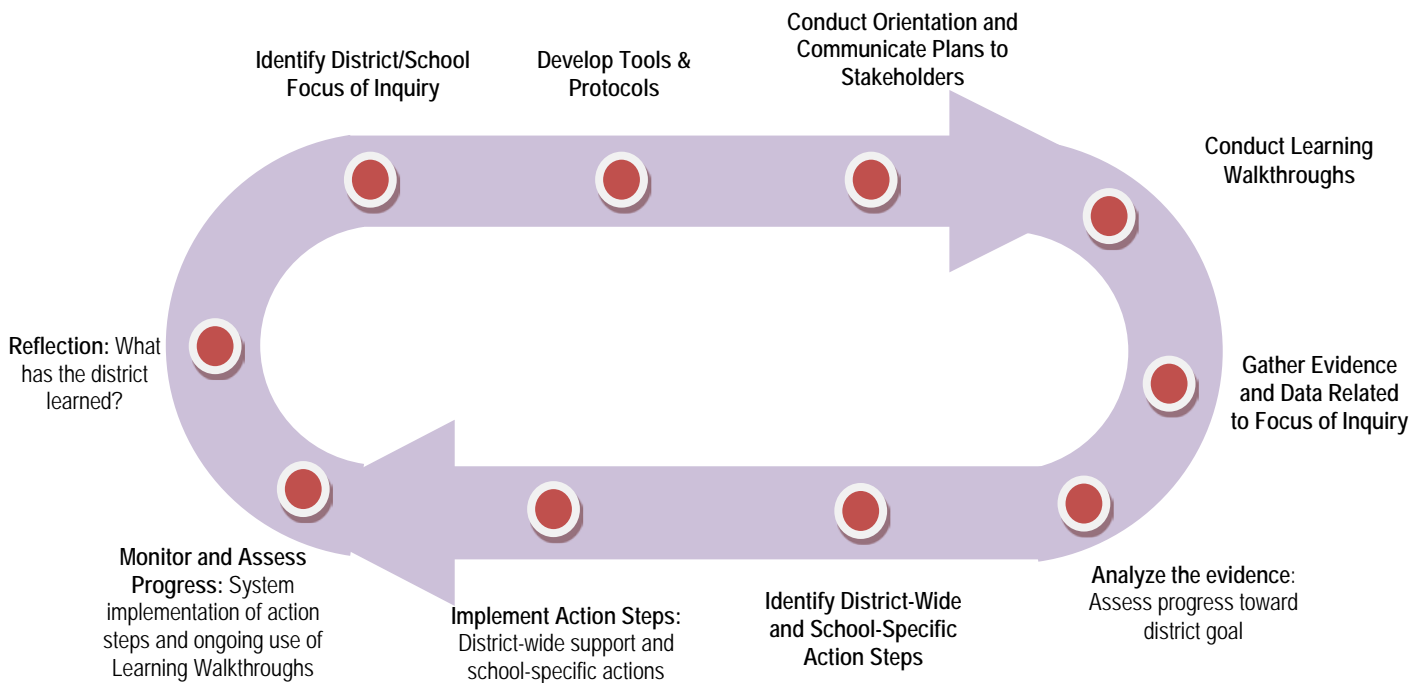
Monitoring Progress - Appendices

18.1   Progress Monitoring Matrix Template
18.2   Progress Monitoring Matrix Model of Use

Extensions and Connections

District Data Team Toolkit

http://www.doe.mass.edu/sda/ucd/

- Module 5: Action
- Module 6: Results

Performance Improvement Mapping (PIM)

http://www.doe.mass.edu/sda/regional/pim/default.html

- Step Ten: Set a process and timeline for review of the school's performance improvement plan

Sustaining the Work

As noted earlier, implementing effective Learning Walkthroughs requires a significant commitment of time and human resources. As with so many other initiatives, Walkthroughs can be perceived as another passing fad if measures are not taken to sustain the work over time. In order to do this, a school or district may want to:

- State and reiterate the vision and expectations at every opportunity (e.g., *"This is something we are all doing together as a learning community"*)*;*
- Focus on just a few initiatives and consider how the Learning Walkthrough process can support them;
- Encourage collaborative discussions to build a culture of improvement and collective ownership of teaching and learning;
- Develop commitment from the faculty by listening, responding, and communicating;
- After collecting progress monitoring evidence, determine how to report that evidence to schools and faculty. Develop visuals, such as charts and graphs, that will help depict the findings;
- Use data gathered through progress monitoring to plan the Focus of Inquiry for additional Learning Walkthroughs, and then use evidence from those Walkthroughs to plan next steps;
- Acknowledge that engaging in the process may be difficult and that people may feel a sense of loss as they try new practices. Restate the vision of why the effort will be worthwhile. Recognize that aspects of the process may require significant shifts in school culture - affecting values, habits, and beliefs about teaching and learning;
- Take time to reflect on what is being learned from engaging in the Walkthrough process itself, as well as what is being learned from the evidence the Walkthroughs generate. (e.g.,*"What are we learning about how we learn?")*; and
- Make one's own learning visible to faculty, modeling what is being asked of others. Leaders can look for ways to be explicit about how Learning Walkthroughs have changed their practice and way of approaching their own work.

The problem is not that we do not know what to do—it is that we do not do what we know…. In fact, 'we have all the skills, the tools, the training we need' **(Sparks, 52 in DuFour et al. 2005)***.***
What we need is to work in teams to apply what we know and support each other as we implement and refine implementation. **(DuFour et al. 2005)**

Works Referenced

City, Elizabeth A., Richard F. Elmore, Sarah E. Fiarman, and Lee Teitel. (2009). *Instructional rounds in education: A network approach to improving teaching and learning*. Harvard Education Press: Cambridge, MA.

DuFour, R., DuFour, R. & Eaker, R. (2005). *On common ground: the power of professional learning communities.* Bloomington, IN: Solution Tree.

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Elmore, R. F. (2004). *School reform from the inside out: Policy, practice, and performance.* Cambridge, Mass: Harvard Education Press.

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Schmoker, M. (2006) *Results now.* Alexandria, VA: Association for Supervision and Curriculum Development.

Supovitz, J.A. (2002, December). Developing communities of instructional practice. *Teachers College Record,* 104(8), 1591-1626.

For more information on Learning Walkthroughs and other district support resources, or to share feedback on this tool, visit http://www.doe.mass.edu/sda/ucd/ or email districtassist@doe.mass.edu.

Appendices

Section 2: Preparing for a Learning Walkthrough

1.0   Learning Walkthrough Organizer

2.0   Developing a Focus of Inquiry Protocol

3.0   Guidelines for Building Consensus

4.0   Characteristics of Standards-Based Teaching and Learning: Continuum of Practice

5.0   Learning Walkthrough Site Visit Sample Schedule

6.0   Sample Learning Walkthrough Announcement Letter

7.0   Learning Walkthrough Trainings

Section 3: Conducting a Learning Walkthrough

8.0   Learning Walkthrough Site Visit Orientation: Guidance for Facilitators

9.1   Learning Walkthrough Protocol - Hall Work Option 1: Individual Reflection and Processing

9.2   Learning Walkthrough Protocol - Hall Work Option 2: Team Calibration of Scripting

9.3   Learning Walkthrough Protocol - Hall Work Option 3: Team Consensus on Quality of Practice

10.1   Learning Walkthrough Scripting Sheet Template

10.2   Learning Walkthrough Scripting Sheet Sample

11.1   Learning Walkthrough Site Visit Debriefing the Evidence Protocol: Sample

11.2   Learning Walkthrough Site Visit Debriefing the Evidence Protocol: Guidance for Facilitators

12.0   Learning Walkthrough Summary Statement Template

13.1   Learning Walkthrough Site Visit Communication of Findings Template

13.2   Learning Walkthrough Site Visit Communication of Findings Sample

14.0   Quick Win Protocol

15.0   Learning Walkthrough Site Visit Reflection Protocol

16.0   Stakeholder Communication Session Sample Plan

Sections 4 & 5: Going to Scale

17.0   Root Causes Fishbone Activity

Section 6: Ongoing Monitoring

18.1   Progress Monitoring Matrix Template

18.2   Progress Monitoring Matrix Model of Use

Extensions and Connections to Other Resources

Characteristics of a Standards-Based Mathematics Classroom

http://www.doe.mass.edu/omste/news07/mathclass_char.doc

Characteristics of a Standards-Based Science Classroom

http://www.doe.mass.edu/omste/news07/scitechclass_char.pdf

District Data Team Toolkit

http://www.doe.mass.edu/sda/ucd/

Education Data Warehouse

http://www.doe.mass.edu/infoservices/dw/

ESL Classroom Observation Instrument, and

Sheltered Content Classroom Walk-Through Tool

http://www.doe.mass.edu/ell/tools/

Performance Improvement Mapping (PIM)

http://www.doe.mass.edu/sda/regional/pim/default.html

Summary of Bloom's Taxonomy

http://www.doe.mass.edu/sped/cspd/F6.pdf#search=%22bloom%22

LEARNING WALKTHROUGH ORGANIZER

The *Learning Walkthrough Organizer* details the critical elements that take place before, during, and after a *Learning Walkthrough*. The *Organizer* is designed to be used in conjunction with the *Learning Walkthrough Implementation Guide*, which provides additional guidance and context.

ONE MONTH PRIOR

Developing a Focus

- ☐ Determine a Focus of Inquiry for the *Learning Walkthrough* that aligns with the School (or District) Improvement Plan.
- ☐ Determine the scope of data desired at the end of the day (individual classroom data points as well as school-wide trends?).
- ☐ Determine the approach to Hall Work that is best for the context.
  - ☐ Note the implications that the various options have for the day's schedule and the structure of the debrief.
- ☐ Determine the approach to debriefing the classroom visits that is best for the context.

Creating Learning Walkthrough Teams

- ☐ Determine the number of teams and the number of people desired on each team.
- ☐ Identify individuals to serve on each team.
  - ☐ Invite team members.
  - ☐ Assign individuals to teams.
  - ☐ Arrange time, space, and materials to train team members.
  - ☐ Conduct training for team members.
  - ☐ Notify team members of the *Learning Walkthrough* schedule.
  - ☐ Notify team members of any follow-up obligations, (for example, subsequent *Learning Walkthroughs*).
- ☐ Identify and train secondary facilitators who can support each *Learning Walkthrough* team.
- ☐ Update relevant templates in the Appendix with site-specific information.
- ☐ Create folders for each participant. Recommended contents include:
  - ☐ *Learning Walkthrough* Site Visit Schedule
  - ☐ Map of the School
  - ☐ *Learning Walkthrough Protocol*
  - ☐ Scripting Sheets (one for each classroom to be visited plus an extra)
  - ☐ Sticky Notes
  - ☐ *Learning Walkthrough Summary Statement Template* (2 copies)
  - ☐ If relevant: *Characteristics of Standards-Based Teaching and Learning: Continuum of Practice* (or other guiding framework, if used)

Planning the Day's Schedule

- ☐ Determine what activities would generate evidence that would inform the Focus of Inquiry.
  - ☐ Determine which classrooms will be engaged in these activities, and when.
- ☐ Determine how many classrooms to visit and for how long.
- ☐ Create the *Learning Walkthrough* Site Visit Schedule.

Communicating with Stakeholders

- ☐ Inform staff and other key stakeholders about the *Learning Walkthrough* process.
    - ☐ Send a memo
    - ☐ Hold an information/orientation session
    - ☐ Other: _____
- ☐ Notify all staff of the schedule for the *Learning Walkthrough*, especially those being visited.

Other Logistics

- ☐ Identify space for the Site Visit Orientation, Debrief, and (if relevant) Hall Work.
- ☐ Order coffee/snacks/lunch for participants if appropriate.
- ☐ Ensure adequate materials for Orientation and Debrief:
    - ☐ Name tags
    - ☐ Sign-in sheet
    - ☐ Flip chart paper
    - ☐ Markers
    - ☐ Sticky notes
    - ☐ Pens
    - ☐ Relevant templates/handouts
    - ☐ Laptop and projector (optional means for taking notes)

TWO DAYS PRIOR

- ☐ Confirm the day's schedule with *Learning Walkthrough* team members, host classrooms, school administration and main office staff, and the school-wide community.
- ☐ Confirm space and materials.

DAY OF THE LEARNING WALKTHROUGH

- ☐ Set out orientation supplies:
    - ☐ Name tags
    - ☐ Sign-in sheet
    - ☐ Team member packets
    - ☐ Flip chart with Focus of Inquiry
    - ☐ Coffee/snacks (optional)

- ☐ Ensure debrief room and supplies are ready:
    - ☐ Flip chart with Focus of Inquiry
    - ☐ Blank flip chart paper
    - ☐ Markers
    - ☐ Sticky notes
    - ☐ Pens
    - ☐ Relevant templates/handouts (extras in addition to the packets)
    - ☐ Laptop and projector (optional means for taking notes)
    - ☐ Coffee/snacks (optional)
- ☐ Conduct orientation (or designate someone to do so).
- ☐ Confirm that secondary facilitators are clear on their roles.
- ☐ Participate in a *Learning Walkthrough* team.
- ☐ Conduct the debrief (or designate someone to do so).

AFTER THE LEARNING WALKTHROUGH

- ☐ Send thank-you notes (or emails) to *Learning Walkthrough* team members and host classrooms.
- ☐ Distribute *Learning Walkthrough Site Visit Communication of Findings*.
- ☐ Share Summary Statements and recommendations for Quick Wins with the ILT
- ☐ Support Instructional Leadership Team (ILT) in deciding on and communicating quick wins.
- ☐ Organize a communication session with school staff to discuss findings and next steps.

DEVELOPING A FOCUS OF INQUIRY PROTOCOL

Purpose	To develop a specific Focus that will guide the *Learning Walkthrough*.
Description	This protocol will help a *Learning Walkthrough* team to develop, organize, and prioritize questions that investigate practices and activities in classrooms and build an understanding of the interactions among teachers, students, and content.
Time	60 minutes.

Directions:

15 min. **1.** Based on your understanding of district and school data and existing strategic or improvement plans, identify a topic or issue that the *Learning Walkthrough* team wishes to investigate. Write the topic on the top of a piece of chart paper. Relate the topic to improving student learning.

15 min. **2.** As a group, brainstorm questions that stem from the original topic. Write the questions on the chart paper. Keep in mind key guidelines for brainstorming:[1]

    1. Let questions flow freely. Generate as many as possible, saying the first thing that comes to your mind. Don't censor your ideas.

    2. Share brainstormed questions without discussing them. The point of this exercise is to generate questions, not to evaluate or sort them (yet).

    3. Bolder, unexpected questions are best. Break out of old patterns.

    4. Even if your idea is similar to something else that's been said, say it anyway. It will keep the creative energies going.

    5. Do not debate, discuss, sort, or evaluate ideas at this time; don't even say "great idea!"

    6. Make sure everyone contributes.

20 min. **3.** From this group of questions, identify three that deal with issues over which the school or district has control and that, when resolved, could have a significant impact on teaching and learning. From these three, identify a top priority question. The *Building Consensus Protocol* provides additional guidance for this decision-making process.

Consider the following:

- It is important for the participants to be able to articulate a question in a way that is not evaluative. A Focus of Inquiry should guide the *Learning Walkthrough* process to identify instructional and student engagement practices that positively impact learning.

- Do not try to make the Focus of Inquiry so all-encompassing that participants in the *Learning Walkthrough* will have difficulty recognizing what to script.

- Ensure that the Focus of Inquiry will help *Learning Walkthrough* team members look for the type of learning they want to see, not the kind of teaching they may see.

The top priority question should serve as the Focus of Inquiry to guide the *Learning Walkthrough*.

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[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).

GUIDELINES FOR BUILDING CONSENSUS

Definition: Building consensus is a process of bringing a team to a shared and agreed-upon decision. It does not mean complete agreement, but rather that the team comes to a decision with which each member is comfortable.

Building Consensus to Identify a Focus of Inquiry

1. Follow the Developing a Focus of Inquiry Protocol to generate a list of potential inquiry questions.
2. Vote to identify the top three to five questions.
3. Discuss the benefits of each of the top questions. What evidence might each one surface that would inform the topic or issue being discussed?
4. Individually, rank the top questions to determine which question will most help the team hone its observation Focus.
5. As a group, discuss individual ratings.
6. Vote to select the top question as a way to narrow the options.
7. Discuss the outcome of the vote. Can everyone support the question that got the most votes? If not, what would enable them to be comfortable with that Focus of Inquiry?

Strategies for Group Process

- Organize the discussion so that it will not go in circles. It is helpful to have a facilitator to keep everyone on track.
- Actively ask for dissenting opinions and perspectives (for example, *"Does anyone see things differently?"*).
- Emphasize that everyone's opinion is important and should be considered.
- Provide time for evaluating options when a decision is made.
- Value strong opinions, but ensure that those opinions do not overcome the opinions of less vocal team members.

Characteristics of Standards-based Teaching and Learning: Continuum of Practice

A school may find it useful to ground the Focus of Inquiry for a Learning Walkthrough in an existing framework that provides a common language or reference point for looking at teaching and learning. The *Characteristics of Standards-Based Teaching and Learning: Continuum of Practice (*the *Continuum)* is such a resource.

This overview is divided into sections focused on:

- Organization of the classroom;
- Instructional design and delivery; and
- Student ownership of learning

The *Continuum* provides an overview of seventeen characteristics of standards-based practice, along with related indicators to suggest the level at which the practice is implemented, from Not Evident to Developing to Providing to Sustaining. The *Continuum* makes it easier for a school to articulate the shifts in practice that must take place in order to achieve a Sustaining level of practice. When used in a *Learning* Walkthrough, determinations as to where instructional practice falls on the *Continuum* are based on brief visits to classrooms, and may not necessarily describe the full range of daily practice in those classes. The levels of practice are:

No Evidence: The given standards-based characteristic is not evident or is so infrequent that its impact is negligible during the Learning Walkthrough.

Developing: The standards-based characteristic is emerging in the class. It may include new strategies and techniques that are being tried but are not yet fully developed or implemented consistently. The practice may engage only some students, may intermittently help students to access the content, may be more procedural or mechanical, or may not be based on appropriate learning standards.

Providing: The standards-based characteristic is established in the class. The strategies and techniques are implemented with consistency. The practice engages all students and is used purposefully to allow all students to access the content, understand the concepts, and reach appropriate learning standards.

Sustaining: The standards-based characteristic encompasses practice at the Providing level that has become embedded into classroom culture. Student voice and student ownership of learning are evident.

On rare occasions, observations may yield a **Not Applicable** due to extenuating circumstances that may include students engaging in an assessment during the scheduled observation time or an evacuation of the room due to a fire alarm.

For more information on Learning Walkthroughs and other district support resources, or to share feedback on this tool, visit http://www.doe.mass.edu/sda/ucd/ or email districtassist@doe.mass.edu.

N/A	No Evidence	Developing Examples of Practice	Providing Examples of Practice	Sustaining Examples of Practice
**Organization of the Classroom**
1.   **Classroom climate** is characterized by respectful behaviors, routines, tone, and discourse.
		• Rules, procedures, and routines are evident, but respectful discourse (teacher-to-student[s], student[s]-to-teacher, or student-to-student) is not observed.	• There is an expectation that all students will participate, collaborate, and contribute during lessons. • Behavioral expectations are posted and communicated to students. • Positive, respectful language and relationships (teacher-to-student[s], student[s]-to-teacher, and student-to-student) are evident. The teacher models "people first language". • Students demonstrate respect for property and materials. • Students requiring specialized support services participate equitably in classroom routines, and there is evidence of their full membership in the class (e.g., work displayed, name on posted class list). • Classroom instruction promotes risk-taking in learning. • The physical environment optimizes learning for all students (space for individual and collaborative work, minimization of distractions). • Classroom practices and instruction honor the diversity of interests, needs, and strengths of all learners.	• Expectations about supportive learning relationships are explicit, are more student-directed than teacher-modeled, are collaboratively developed, and are supported by all members of the classroom community. • Students demonstrate respect for the learning needs of all students (e.g., use respectful language, support one another). Students use "people first language".

Universal Design for Learning (UDL) provides a framework for the maximization of learning opportunities for students with special needs as well as all students and their different learning needs. Download UDL Guidelines at http://www.udlcenter.org/aboutudl/udlguidelines.

Visit http://www.disabilityisnatural.com/images/PDF/pfl09.pdf for information concerning "people first language".

N/A	No Evidence	Developing Examples of Practice	Providing Examples of Practice	Sustaining Examples of Practice
2. **Learning objectives** (not simply an agenda or an activity description) for the day's lesson are evident. Applicable language objectives are evident for English language learners.				
		• Learning objective(s) and/or standards are posted as number references or in full text from the *MA Frameworks*. • Objectives are posted but are either not in view of all students, not in student-friendly language, not related to key concepts or big ideas, or not aligned to the standard(s). • Verbal reference to the objective(s) or standard(s) is not made by the teacher or the students.	• The teacher explains and posts the standards-based lesson objective(s) in age-appropriate, student-friendly language. • The teacher relays the objective(s) of the lesson, connects objective(s) to one or more big ideas from previous learning, provides students with a rationale for learning, and revisits lesson goals at the end of the lesson. • Students easily locate learning objectives (e.g., an agenda, poster, handout, audio tape), understand the objective(s), and work toward meeting the objective(s). • Students are able to express their understanding of a lesson's learning objectives. • Appropriate language objectives for LEP students are evident along with identified content objectives from the *MA Frameworks*. • The teacher ensures that all components of the lesson (e.g., learning activities, assessment, homework) contribute to the lesson objectives and to student mastery of the standard(s).	• Students connect to standards-based models of proficiency or exemplary products and can identify learning goals that have been met. • Students grasp the relevance of what they are learning, and can make real-world connections.

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N/A	No Evidence	Developing Examples of Practice	Providing Examples of Practice	Sustaining Examples of Practice
3. **Learning time** is **maximized for all** students.				
		- The teacher facilitates transitions with the loss of some learning time. - Students spend too much time listening to instructions and procedures relative to time spent actively engaged in learning. - Not all students are engaged for the entire class period.	- The teacher establishes a purposeful and well-paced lesson structure with multiple ways for students to enter and engage in the lesson (e.g., activators to open the lesson; summaries for closure; exit tickets for assessment; breaks during learning time). - Students follow classroom routines well enough that minimal time is spent on listening to instructions and organizational details (such as attendance-taking or distribution of class materials). - Students begin work when the class is scheduled to begin. - The teacher scaffolds smooth transitions between learning activities. - The teacher accommodates variability in the amount of time different students need to complete learning tasks.	Students are self-directed and transition smoothly from one learning experience to another, maximizing learning in the time available.

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N/A	No Evidence	Developing Examples of Practice	Providing Examples of Practice	Sustaining Examples of Practice
**Instructional Design and Delivery**
4.   Instruction activates students' **prior knowledge** and experience, and supplies **background knowledge**.
		- Instruction does not access students' prior knowledge or make connections to related content. - The teacher provides a link for the purpose of activating prior knowledge, but not all students make or understand the connection.	- Instructional strategies (such as pre-teaching, cueing, use of multimedia, vocabulary review) activate prior knowledge and maximize accessibility for all students. - The teacher connects current student learning with objectives and concepts from previous lessons, and draws on existing knowledge (e.g., highlighting big ideas, patterns and relationships, activating or supplying background knowledge). - Students respond to opportunities provided by the teacher to make connections between the lesson and personal experience.	- Students deepen their existing knowledge and experience of the world around them, then draw on that knowledge to inform future learning. - Students make interdisciplinary connections, when applicable.
5.   **Materials** are aligned to students' varied **educational and developmental needs**.
		- Materials may be available, but they are neither explicitly included in the design of the lesson nor targeted to support specific students' learning. - Assistive technology is available, but not utilized.	- The teacher supports diverse student learning needs by using varied materials (e.g. manipulatives, visuals, adapted text, graphic organizers, multimedia, audio, kinesthetic). - Assistive technology is utilized where appropriate. - Print materials are customized (color, font size, audio component) to meet students' needs.	- Students access or generate support materials that address their individual learning needs. - Assistive technology is integrated into classroom practice.

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N/A	No Evidence	Developing Examples of Practice	Providing Examples of Practice	Sustaining Examples of Practice
6. Presentation of **content** is designed to meet students' varied **educational and developmental needs.**				
		• The content of the lesson is not differentiated based on each student's level of proficiency.	• The teacher knows the variability of students' abilities, readiness, and learning styles, and appropriately designs learning opportunities. • The teacher provides all students with entry points into lessons, supporting students' vocabulary, language needs and conceptual framework. • Content is revised to maximize access through adaptations, accommodations, and/or modifications (e.g., written text and assessments are accessible through books-on-tape). • Students engage in activities that are appropriate in terms of complexity and pacing for their current level of knowledge and skill, and challenge them to the next level of proficiency. • The teacher models planning, goal-setting and strategy development.	• Students chart their performance and set appropriate goals for what they need to learn to move to the next level(s) of proficiency. • Students choose appropriately challenging activities and assignments.
7. Depth of **content knowledge** is evident throughout the presentation of the lesson.				
		• Content is presented as unrelated facts, procedures, and skills.	• All content explained and/or demonstrated throughout the lesson is accurate. • The teacher explains concepts and ideas in multiple ways to facilitate student understanding (e.g.,sequencing critical features of a concept, information processing strategies). • Connections are made across ideas and strands. • The teacher identifies and corrects misconceptions through exploration and discussion.	• All students demonstrate depth of content knowledge in their class presentations or assignments.

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N/A	No Evidence	Developing Examples of Practice	Providing Examples of Practice	Sustaining Examples of Practice
8.	Instruction includes a **range of techniques**, such as direct instruction, facilitation, and modeling.			
		• There is an attempt to vary instruction, but the selection of various techniques is not purposeful. • Instructional strategies do not develop background knowledge, reasoning, or content vocabulary, access prior knowledge or make connections for students. • Techniques used result in over-scaffolding of instruction. • Student ownership of learning is not evident, possibly due to overuse of teacher talk. • Student behavior interferes with implementation of varied instructional techniques. • Students work in small groups, but the purpose and intended outcomes of student work are unclear. • Multiple adults are in the classroom, but roles in supporting implementation of the lesson are unclear.	• Varied instructional strategies target learning objectives. • Varied instructional approaches anchor the lesson in prior knowledge and build content vocabulary. • Lesson design includes means for all students to gain access to lesson content through support from the teacher, other adults in the classroom or peer interactions. • All students learn thinking and reasoning skills and strategies through think-alouds and other meta-cognitive approaches modeled by the teacher. • Sheltering content makes the lesson more comprehensible to students who are not yet proficient in English (strategies help students build background knowledge, develop key vocabulary, and build comprehension). • Appropriately scaffolded instruction makes use of manipulatives, technology, or other means to support student understanding. • All students engage in small group work or activities that align to grade-level standards and learning objectives.	• All students independently utilize methods/strategies, models, and materials. • Lesson design allows students to frequently collaborate to enhance thinking and reasoning skills through think-alouds and other meta-cognitive strategies. • Lesson design supports student exploration through the use of technology and classroom libraries.

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N/A	No Evidence	Developing Examples of Practice	Providing Examples of Practice	Sustaining Examples of Practice
9. **Lesson tasks and guiding questions** lead students to engage in a process of **application, analysis, synthesis, and evaluation.**
		- There is a predominance of lower-level tasks/questions that only require students to clarify, recall, share knowledge, and engage in simple comprehension tasks. - Students provide one-word or short responses. - Most students fail to respond to higher-level questions. - Student responses reveal misconceptions that are not corrected or addressed. - There is insufficient wait time. - Oral and written questions do not align to grade-level standards and/or learning objectives of the lesson. - Students do not have the opportunity to pursue ideas that are essential to the lesson or apply their learning.	- Probing questions/tasks challenge students to explore concepts/big ideas. - Classroom discourse and assignments engage all students. - In response to questions, activities and assignments, students express opinions and defend their reasoning with evidence while using appropriate content language or visual representations. - Students engage in application, analysis, synthesis, and evaluation. - Strategies support students in formulating their thoughts in response to questions (e.g.,adequate wait time, peer sharing, quick-write). - Students are provided multiple options for expressing what they know (e.g., verbal, written, physical action, use of technology). - Student responses direct discussions and set the context for teachable moments. - Student responses to questions prompt re-teaching to address misconceptions when necessary. - Students pursue ideas that are essential to the lesson. - Oral and written questions align to grade-level standards and objectives.	- Students ask clarifying, probing, and open-ended questions of their teacher and of one another to examine their thinking and develop a deeper understanding of content. - Students formulate well developed answers. - Students routinely support their answers with evidence. - All students question, contribute, and collaborate throughout the lesson. - Students identify and correct their own misconceptions through exploration and discussion. - Oral and written questions push student thinking beyond grade-level standards and generate connections to related content from across disciplines.

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N/A	No Evidence	Developing Examples of Practice	Providing Examples of Practice	Sustaining Examples of Practice
		10. The teacher **paces the lesson** to ensure that all students are **actively engaged**.		
		• Not all students are participating or actively engaged. • Wait time is not effectively provided to allow for the meaningful participation of all students.	• The teacher uses time effectively to allow all students meaningful participation. • Wait time is utilized to allow for responses from all students. • The pacing of the lesson leaves options for student interests, choice and collaborative work.	• All students are engaged in the lesson. • Students utilize available time to contribute and discuss ideas respectfully with their peers.

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N/A	No Evidence	Developing Examples of Practice	Providing Examples of Practice	Sustaining Examples of Practice
11. Students **articulate** their **thinking and reasoning** using multiple means of expression.				
		• A few students dominate discussion and are the only ones who share their thinking and reasoning. • There is an opportunity for discussion, but the process is neither modeled nor facilitated for students. • Use of specific content vocabulary during classroom discourse is minimal or inaccurate. • There is little evidence of full student engagement in small groups (e.g.students do not record their thinking, all do not share ideas). • Students make their thinking public, but the majority of the discourse focuses on procedures rather than concepts or reasoning. • Students respond only to the teacher and not to the ideas of their peers. • Students have limited or no opportunities to openly process their teacher's and peers' thinking.	• The majority of students make their thinking and reasoning public. • Students use various means of expression (e.g., verbal, pictorial, writing, use of technology) to develop, record and represent their ideas and thinking. • Strategies allow students to formulate their thoughts in response to questions (e.g., wait time, peer sharing, quick-write). • Strategic use of techniques (such as think-pair-share and turn-and-talk) supports student engagement, and advances student thinking and reasoning related to key concepts and big ideas. • All students use academic vocabulary or representations to express their ideas and understanding. • Pre-writing, concept mapping, or brainstorming activities support thinking and reasoning. • Students use evidence and/or data to draw conclusions, synthesize, and evaluate. • Students openly process one another's thinking by actively listening, rephrasing, or agreeing/ disagreeing and providing a rationale.	• All students reflect on their own and on their peers' reasoning. • Students compare and contrast their thinking and opinions to those of others. • Students demonstrate an understanding of the big ideas by drawing inferences, making predictions, and defending hypotheses through discourse and/or work they produce.

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N/A	No Evidence	Developing Examples of Practice	Providing Examples of Practice	Sustaining Examples of Practice
12. When working in **pairs or small groups**, all students are **inquiring, exploring, or problem solving collaboratively**.
		• The lesson is characterized by extended teacher talk. • Not all students are consistently engaged in inquiry, exploration, or problem solving. • Students work in small groups or pairs, but task expectations and guidelines are not clear.	• Students are engaged in sustained interaction, often in small groups, in order to complete carefully designed academic tasks that include speaking, listening, reading, and writing or other means of expression. • Students use multiple means of expression (e.g., discussion, debate, data, demonstration, multimedia) to share their ideas and defend their positions. • Students pose questions and/or respond to material in ways that indicate their understanding of and reflection on concepts. • Students use academic vocabulary. • The teacher holds all students accountable for their contributions to group work. • The teacher provides clear guidelines, scaffolding, modeling and expectations for group work (e.g., embedded prompts, checklists, planning templates, defined student roles such as recorder or reporter). • There is a gradual release of responsibility from teacher to students for the lesson and its outcomes.	• In small groups, students monitor their own understanding and ask for assistance when needed. • Students demonstrate the ability to independently sustain interaction in order to complete academic tasks in pairs or small groups.

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N/A	No Evidence	Developing Examples of Practice	Providing Examples of Practice	Sustaining Examples of Practice
13. Opportunities for students to **apply new knowledge and content** are embedded in the lesson.					
		• Students learn and practice skills and procedures. • Application of learning is not evident in lesson design or classroom artifacts and/or is not at an appropriate level of rigor. • Students complete worksheets that do not require application of conceptual understanding. • Students are unable to generalize beyond the context of the lesson or to apply new knowledge. • Tasks are not aligned with the themes or to the progression of learning in the unit.	• Application of learning is integrated into lesson design. • Application of new knowledge in problem-solving situations (not just skills/procedural knowledge) is evident in student performance and work products. • Students are given the opportunity to construct and express their understanding to the teacher or peers through multiple means. • Students generalize learning to solve unfamiliar problems or to approach unfamiliar tasks. • Student performance and work products demonstrate progress toward mastery of concepts. • There is evidence of student-initiated learning (e.g., students pose new problems to be considered and/or extend knowledge through further research, students generate conclusions).	• Students apply their learning, engage in problem solving, and make real-world connections. • Students express an understanding of what they are doing, why, and how the task relates to the lesson objective(s), themes or progression of learning in the unit. • Work products serve as evidence that students have drawn on related content from across disciplines in order to complete the task. • Students demonstrate mastery of learning through application of knowledge in performance and work products.

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N/A	No Evidence	Developing Examples of Practice	Providing Examples of Practice	Sustaining Examples of Practice
14. On-the-spot formative assessments **check for understanding** to inform instruction.				
		• Teacher-student interactions focus on task completion, not on developing or checking for understanding. • Hints or prompts from the teacher relate to procedures rather than extending student thinking. • Not all students have equal opportunities to express what they know and are able to do. • The lesson progresses without a consistent or frequent means of gauging student understanding.	• Quick, on-the-spot written, recorded or visual assessments (e.g., thumbs-up/thumbs-down, exit tickets, teacher/student interactions, clicker response to interactive board quiz) are used to gauge student understanding. • Students demonstrate understanding of concepts through multiple means of expression (written, recorded, visual). • Students receive immediate and specific feedback (from the teacher or other students) during individual, small group, and/or whole group work to guide their understanding of important concepts, ideas, and vocabulary. • The teacher documents students' level of understanding and utilizes that data to modify or re-teach, as appropriate.	• There is evidence that students engage in self-reflection about their work. • When appropriate, students provide feedback to peers regarding their level of mastery in relation to standards. • The use of student conferences to check for understanding is evident through a progression of student work/artifacts.

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N/A	No Evidence	Developing Examples of Practice	Providing Examples of Practice	Sustaining Examples of Practice
		15. **Formative feedback** to students is **frequent, timely, and informs** revision of work.		
		• Student work products receive minimal feedback related to the standard(s). • There is little evidence to show that feedback has been timely or frequent. • Feedback is corrective and does not invite/guide revision. • Feedback affirms student effort but does not provide specifics on how to address areas that need improvement or how to make strong areas even stronger.	• The teacher uses formative assessments to gauge what each student knows/is able to do. • Students receive and understand specific, frequent and timely documented feedback (e.g., written, recorded, visual) regarding their progress toward meeting the standard(s). • Feedback encourages students to reflect on their learning. • Standards-based rubrics frame feedback to students. • Students revise work on the basis of feedback. • Students design rubrics using clear, standards-based criteria with assistance from the teacher or peers. • Feedback to students encourages perseverance and fosters efficacy and self-awareness. • Feedback to students emphasizes effort and improvement, as opposed to competition.	• Students provide constructive feedback to peers reflecting their progress toward meeting the standards. • Students independently generate standards-based rubrics. • Students independently self-assess using standards-based rubrics, and revise their work based on that self-assessment. • Students self-monitor progress toward meeting learning standards (e.g., work samples, portfolios, peer review).

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N/A	No Evidence	Developing Examples of Practice	Providing Examples of Practice	Sustaining Examples of Practice
		Student Ownership of Learning		
		16. Students **demonstrate** how **routines, procedures, and processes** support their thinking and learning.		
		• The teacher lays out routines, but students do not make explicit connections between the routines, procedures, and processes and their learning. • Descriptions, rubrics, or exemplary work to define what constitutes a high-quality product are not evident.	• Students explain or demonstrate the routines, procedures, and processes they use, and how these enhance their learning. • Students use descriptions, rubrics, and/or exemplary work to define what constitutes a high-quality product. • Students demonstrate self-regulation (motivation, coping skills and strategies, and self-assessment).	• Students can articulate those routines, procedures, and processes that are most advantageous to them as learners.
		17. Students **express or demonstrate what they are learning and why**, in relation to the standards.		
		• Students are able to describe the activity in which they are engaged, but they are unable to explain what they are learning from the activity, why it is important, or how they will know if they are mastering the focal standard(s).	• Students understand the critical elements of the standards being taught and the expectations for mastery. • Students are aware of what they are learning and why. • Students can articulate what standards they have mastered, and in what areas they require additional work.	• Students provide a rationale for what they are learning and why.

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Mathematics-specific Characteristic (incorporating MA Framework Standard for Mathematical Practice #3)

N/A	No Evidence	Developing Examples of Practice	Providing Examples of Practice	Sustaining Examples of Practice
11. Students **articulate** their **thinking and reasoning in mathematics**.			
		• A few students dominate the discussion and are the only ones who share their thinking and reasoning. • There is an opportunity for discussion, but the process is neither modeled nor facilitated for students. • Use of specific content vocabulary during classroom discourse is minimal or inaccurate. • Students make their thinking public, but the majority of the discourse focuses on procedures rather than concepts or mathematical reasoning. • Students respond only to the teacher and not to the ideas of their peers. • Students have limited or no opportunities to openly process their teacher's and peers' thinking.	• The majority of students make their thinking and reasoning public. • Students compare and contrast their thinking and opinions to those of others and distinguish between plausible and flawed arguments. • Students demonstrate an understanding of the big ideas by drawing inferences, making predictions, and defending hypotheses through discourse and through work they produce. • Students use various means (verbally or in writing) to develop, record, and represent their ideas and/or plausible arguments. • Students ask questions that clarify or improve their peers' arguments. • Strategic use of techniques (such as think-pair-share and turn-and-talk) supports student engagement and advances student thinking and reasoning related to key concepts and big ideas. • All students use academic vocabulary to express their ideas and understandings. • Students openly process one another's thinking by actively listening, rephrasing, or agreeing/ disagreeing and providing a rationale.	• All students reflect on their own and on their peers' reasoning. • Students identify and explain the flaws in peers' reasoning. They are able to recognize and use counterexamples. • Students build a logical progression of statements to explore the truth of their conjectures and to make connections to prior learning and activities. • Students understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Students reason inductively about data, making plausible arguments that take into account the context.

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Science-specific Characteristic

N/A	No Evidence	Developing Examples of Practice	Providing Examples of Practice	Sustaining Examples of Practice
		11. Students **articulate** their **thinking and reasoning in science**.		
		• Students' use of scientific language and terms is minimal or inaccurate relative to the task. • Students only identify possible weaknesses in an argument (their own or others) through a guided process. • Students have little opportunity to ask or respond to questions or participate in discussions. • When opportunities for questioning arise, the dialogue is mainly teacher-led. Student responses are simplistic, superficial, and do not challenge ideas, interpretation of data, or others' claims. • Students' ideas and possible misconceptions are shared unintentionally (if at all) and not addressed in the lesson.	• Students consistently and appropriately use scientific language and terms that are specific and relative to the task. • Students construct an argument showing how available data or evidence support their claim(s). • Students identify strengths and weaknesses in explanations (their own or those of others). • Students are prompted to ask questions to identify the premise of an argument, request further elaboration, refine a research question or engineering problem, or challenge the interpretation of a data set. • Students engage in a range of collaborative discussions (one-on-one or in groups). • Students are asked to make predictions and explain their thinking about scientific phenomena and concepts. • Students have opportunities to share their ideas and possible misconceptions that are addressed in the lesson. • Students use representations (such as drawings, graphs, or models) to convey ideas or proposed explanations.	• Students offer causal explanations appropriate to their level of scientific knowledge. • Students reflect on the flaws in their own arguments, and discuss, modify and improve them in response to criticism using reasoning and evidence. • Students independently ask each other probing questions to identify the premises of an argument, request further elaboration, refine a research question or engineering problem, or challenge the interpretation of a data set. • Students revise or refine representations in light of empirical evidence or criticism.

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LEARNING WALKTHROUGH
SITE VISIT SAMPLE SCHEDULE

ABC School

Date: _____

Focus of Inquiry: _____

Team A	Team B
1. Principal	1. Assistant Principal
2. District Department Head	2. District Department Head
3. School-Based Special Education Director	3. District English Language Learner Representative
4. Teacher Leader	4. Instructional Coach
5. ESE Representative (one-time guest)	5. Veteran Teacher
6. Representative from Community Partner (one-time guest)	6. ESE Representative (one-time guest)

Time		
8:00 – 8:50	**Orientation:** LW Team Member Introductions, Protocol Review, and Schedule Review (Conference Room)	
8:50 – 9:00	Transition to Classrooms	
	Team A	**Team B**
9:00 – 9:25	Grade 8 Room 229	Grade 8 Room 132
9:25 – 9:40	Hall Work	
9:40 – 10:05	Grade 7 Room 125	Grade 8 Room 130
10:05 – 10:20	Hall Work	
10:20 – 10:45	Grade 6 Room 133	Grade 7 Room 224
10:45 – 11:00	Hall Work	
11:00 – 11:25	Grade 6 Room 249	Grade 6 Room 216
11:25 – 11:40	Hall Work	
11:40 – Noon	Transition to Debrief	
Noon – 12:45 **(working lunch)**	Debrief Classroom Visits (in teams) 1. Discussion of evidence (30 min) 2. Consensus on patterns (15 min)	
12:45 – 3:00	Debrief Classroom Visits (full group): 1. Consensus on patterns across teams (30 min) 2. Generate Summary Statements (15 min) 3. Identify quick wins (20 min) 4. Determine plan for communicating with stakeholders (15 min) 5. Identify next steps (15 min) 6. Evaluate the day (15 min)	

SAMPLE LEARNING WALKTHROUGH ANNOUNCEMENT LETTER

(School logo)

[Letterhead]

[Date]

Dear [School] Members of Faculty and Staff:

Representatives from our school and the district have collaborated on the development of a plan and protocol for conducting *Learning Walkthroughs* in our school and classrooms.

The purpose of a *Learning Walkthrough* is to gather evidence on instruction and learning, consider evidence in the aggregate once data from individual visits has been rolled up, and determine next steps for support that may be beneficial to you, your colleagues, and your students.

The protocol that will be used by our *Learning Walkthrough* team has been carefully designed to focus on key aspects of standards-based practice and to reflect the professional development and initiatives on which we have focused. I will be happy to share a copy of the protocol and observation tool with you.

Be assured that the *Walkthroughs* are not designed to evaluate individual performance.

The aim is to gather data that can be reflected on in the aggregate and used to identify broad-scale supports and potential systemic changes that will be beneficial to the school as a whole. The school's Instructional Team, in conjunction with district personnel as appropriate, will be responsible for decisions about these supports, and will use snapshots of practice gained through the *Walkthroughs* to help guide those decisions.

We will be holding a school-wide orientation/information session on [date] at [time] in [location] to provide a comprehensive overview of the *Learning Walkthrough* process. At that meeting,

I will share with you the focus of our *Walkthrough*, how it connects to our School Improvement Plan, how it is structured, and how we plan to use the resulting information to support our practice.

If you have any questions about the *Learning Walkthrough* process, please contact me.

All the best,

[Name]

Principal

LEARNING WALKTHROUGH TRAININGS

Purpose	To provide appropriate levels of information and preparation to various stakeholders involved in and/or impacted by *Learning Walkthroughs.*
Description	Below are summaries and website links for pre-designed trainings that educational leaders can customize for use when implementing *Learning Walkthroughs* in their schools and districts.
Time	Varies.

	Description	Location
1	**Learning Walkthroughs 101:** This **one-hour training** provides a high-level overview of the *Learning Walkthrough* process, highlighting key features, benefits of the process, and the theories on which it is based. The overview is targeted to a wide range of stakeholders who would benefit from a basic understanding of the process, including district staff, school faculty, students, families, community partners, and other stakeholders. For example, this training may be used by a Superintendent to share key messages about *Learning Walkthroughs* to school board members and union reps to help them understand more about the process and the benefits of implementing it in their district.	http://www.doe.mass.edu/sda/ucd/ or email districtassist@doe.mass.edu
2	**Learning Walkthroughs 201:** This **four-hour training** provides a comprehensive introduction to the *Learning Walkthrough* process, providing participants with the initial knowledge needed to conduct *Learning Walkthroughs* in their school or district. This training introduces the theories that ground the process, discusses important management processes (for example, how to select a *Learning Walkthrough* team), and provides instruction on and guided practice with key *Learning Walkthrough* tools and processes. The comprehensive training is designed for *Learning Walkthrough* facilitators and individuals who will be serving on *Learning Walkthrough* visiting teams. For example, a Superintendent may provide this training for all principals as a means to prepare them to conduct *Learning Walkthroughs* in their schools.	http://www.doe.mass.edu/sda/ucd/ or email districtassist@doe.mass.edu

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.
6. Thank the participants!

LEARNING WALKTHROUGH PROTOCOL
HALL WORK OPTION 1:
INDIVIDUAL REFLECTION AND PROCESSING

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
Individual Reflection and Processing
- Individually and silently review all of the evidence scripted during the classroom observation.
- Refine, clarify, or expand on notes, making them more non-judgmental and/or specific if necessary.
- Individually highlight the salient pieces of evidence directly linked to the Focus of Inquiry.
- Ensure that the number of highlighted pieces of evidence align with the team's predetermined number that will be expected to be shared for each classroom by every team member at the debrief.

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.*

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*.

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*.

LEARNING WALKTHROUGH SCRIPTING SHEET TEMPLATE

School							Date	
Participants							Time	
Grade/Subject							Observation #	
Number of Students	Type of Class:	☐ SpEd	☐ ELL	☐ SEI	☐ Inclusion		☐ Regular Ed	
Number of Teacher(s)		Licensure			Years teaching			
Standard(s)								
Objective(s)								

Focus of Inquiry	
Criteria *(e.g. Elements of the Standards-Based Teaching and Learning: Continuum of Practice or other Framework, if relevant)*	**Related Evidence**

Focus of Inquiry	
Criteria *(e.g. Continuum of Practice or other framework, if relevant)*	*Related Evidence*

Additional Notes

LEARNING WALKTHROUGH
SCRIPTING SHEET SAMPLE

							Date	
School							Date	
Participants							Time	
Grade/Subject							Observation #	
Number of Students	Type of Class:	☐ SpEd	☐ ELL	☐ SEI	☐ Inclusion		☐ Regular Ed	
Number of Teacher(s)		Licensure			Years teaching			
Standard(s)								
Objective(s)								

9. Questions require students to engage in a process of **application, analysis, synthesis, and evaluation**.	
Developing	Evidence
• There is a predominance of lower-level questions such as clarifying, recall, knowledge, and simple comprehension questions.	

Developing
- There is a predominance of lower-level questions such as clarifying, recall, knowledge, and simple comprehension questions.
- Students provide one-word or short responses.
- Most students fail to respond to higher-level questions.
- Student responses reveal misconceptions, which are not corrected or addressed.
- Insufficient wait time.
- Oral questions, and written questions included in tasks and assignments, do not align to the grade-level standards and/or the learning objectives of the lesson.
- Students do not have the opportunity to pursue ideas that are essential to the lesson.

Providing
- Probing questions challenge students to explore concepts/big ideas.
- Students express opinions and defend their reasoning with evidence while using appropriate content language.
- Wait time allows students to collect their thinking and respond.
- Student responses direct discussions and set the context for teachable moments.
- Student responses prompt re-teaching to address misconceptions.
- Classroom discourse engages all students.
- Questions align to grade-level standards and objectives.
- Students pursue ideas that are essential to the lesson.

Sustaining
- Students ask clarifying, probing, and open-ended questions of their teacher and of one another to examine their thinking and to develop a deeper understanding of content.
- Students formulate answers that are conceptual and well thought out.
- Students question, contribute, and collaborate throughout the lesson.
- All questions push student thinking beyond grade-level standards and generate connections to related content from across disciplines.

11. Students articulate their thinking and reasoning.	
Developing	Evidence

Developing
- Few students dominate the discussion and are the only ones who share their thinking and reasoning.
- There are opportunities for discussion, but the process is neither modeled nor facilitated for students.
- Use of specific content vocabulary during classroom discourse is minimal or inaccurate.
- Students do not record (in a developmentally appropriate way) their thinking during group work.

Providing
- The majority of students make their thinking and reasoning public.
- Students make sense of the activity and justify their conclusions.
- Students use various means, verbally or in writing, to develop, record, and represent their ideas and thinking.
- Strategic use of techniques such as think-pair-share and turn-and-talk supports student engagement and advances student thinking and reasoning related to key concepts and big ideas.
- Students use appropriate vocabulary to express their ideas and understandings.
- Pre-writing, concept mapping, or brainstorming support thinking and reasoning.
- Students make connections to prior learning and activities.
- Students openly process one another's thinking by actively listening, rephrasing, or agreeing/disagreeing and providing reasons why.

Sustaining
- All students reflect on their own and on their peers' reasoning.
- Students compare and contrast their thinking and opinions to those of others.
- Students demonstrate an understanding of the big ideas by drawing inferences, making predictions, and defending hypotheses through discourse and through work they produce.

14. On-the-spot formative assessments **check for understanding** to inform instruction.	
Developing • Teacher-student interactions focus on task completion, not on developing or checking for understanding. • Hints or prompts from the teacher relate to procedures rather than extending student thinking. • Not all students have equal opportunities to express what they know and are able to do. • The lesson progresses without a consistent or frequent means of gauging student understanding. **Providing** • Quick, on-the-spot assessments (for example, thumbs-up/thumbs-down, ticket to leave, or teacher interactions) gauge student understanding. • Routines and systems are in place to inform the teacher of what each student knows/is able to do. • Students receive immediate and explicit feedback to guide their learning. • Students receive feedback (from the teacher or other students) during individual, small group, and whole group work to guide their understanding of important concepts, ideas, and vocabulary. • The teacher confers with individuals or small groups to develop and support understanding and to record notes from the session. **Sustaining** • Students take initiative to develop and further their own learning. • When appropriate, students provide feedback to peers regarding their level of mastery in relation to the standards. • The impact of student conferences is evident through a progression of student work/artifacts.	Evidence

Additional Notes

LEARNING WALKTHROUGH SITE VISIT
DEBRIEFING THE EVIDENCE PROTOCOL SAMPLE

Objectives:

- Discuss and analyze scripted evidence to determine patterns in practice.
- Brainstorm quick wins to address these themes and patterns.
- Reflect on the *Learning Walkthrough* process and the work of the group.

Time	Activity
10 Minutes	**Overview of the Debrief Process** Briefly review the objectives and structure of the debriefing session.
30 Minutes	**Individual Reflection and Processing** Review individual scripting notes and highlight salient pieces of evidence related to the Focus of Inquiry. Transfer the designated number of pieces of evidence (for example, 3–5 per classroom) onto sticky notes, using one note for each piece of evidence.
45 Minutes	**Discussion of Evidence – Small Group Work** Meet in individual site visit teams to share and review the evidence, noticing patterns and themes across classrooms. Come to consensus on the most salient themes in relation to the Focus of Inquiry and record them in the *Learning Walkthrough Summary Statement Template*. (See Appendix 12.0.)
45 Minutes	**Discussion of Evidence – Full Group Work** Individual teams reconvene as a full group to share their findings, discuss patterns, and come to a full group consensus on the overarching themes across all classrooms.
15 Minutes	**Generation of Summary Statements** Once the evidence is categorized and the major themes are agreed upon, the full group comes to consensus on the 2–5 summary statements that will be reported back to the school community and other stakeholders in conjunction with the supporting evidence. Notes from the completed Summary Statement Templates are used to craft the *Learning Walkthrough Site Visit Communication of Findings* memo. (See Appendix 13.1.)
20 Minutes	**Identification of Quick Wins** The full group brainstorms actions that the principal could mobilize with minimal effort or resources to have immediate impact on the key themes. These "quick wins" should be immediately actionable and high leverage. Quick wins should address areas related to students, teachers, content, and systems, as well as consider the interaction among these elements. The recommendations will be given to the school's Instructional Leadership Team, which will then decide which one(s) to act on. (See Appendix 14.0.)
15 Minutes	**Identification of Next Steps** Team members plan further discussion about the findings and schedule a time to share the information with all stakeholders. If appropriate, and if there is time, the group crafts a recommended plan for a stakeholder communication session. (See Appendix 16.0.)
10 Minutes	**Reflect on the Day** Team members take time to collectively capture aspects of the process that went well, as well as those that could make future *Learning Walkthroughs* more effective. (See Appendix 15.0.)

LEARNING WALKTHROUGH SITE VISIT DEBRIEFING THE EVIDENCE PROTOCOL GUIDANCE FOR FACILITATORS

Objectives:

- Discuss and analyze scripted evidence to determine patterns in practice.
- Brainstorm quick wins to address these themes and patterns.
- Reflect on the *Learning Walkthrough* process and the work of the group.

Time	Activity
5–10 Minutes	**Overview of the Debrief Process** Briefly review the objectives and structure of the debriefing session. Provide an opportunity for team members to ask questions about the process.
10–30 Minutes	**Individual Reflection and Processing** Team members review individual scripting notes and highlight salient pieces of evidence related to the Focus of Inquiry. Each team member should transfer a designated number of pieces of evidence (for example, 3–5 per classroom) onto sticky notes, using one note for each piece of evidence. **Variations**: o Teams that used Hall Work Option 1: Individual Reflection and Processing may need less time for this step, while others may want more. o Facilitators may want to ask team members to use different color sticky notes (or some other form of classification, for example, A1, A2, A3) for each classroom to help the group notice patterns across classrooms.
30–60 Minutes	**Discussion of Evidence** Team members meet in individual site visit teams to share and review the evidence, noticing patterns and themes across classrooms. Team members come to consensus on the most salient themes in relation to the Focus of Inquiry and record them in the Summary Statement Template. Individual teams then reconvene as a full group to share their findings, discuss patterns, and come to consensus on the overarching themes across all classrooms that were visited. Note that each individual team will need a facilitator to support the process. **Related Tool:** Appendix 12.0 - Learning Walkthrough Summary Statement Template **Sample process:** o Team members post sticky notes on flip chart paper and organize them into categories/themes. It is okay for some notes to stand alone. The author of the note determines the final categorization for his/her note. It is most useful if themes are distinct and not all-encompassing. o Draw a line around each cluster of notes. o Label each cluster with a brief title that captures the theme. o Star the 1–3 themes that the school could influence and that, if addressed, would likely have the largest impact. o Small groups (individual site visit teams) share their themes with the full group of team members.

	Variations:
	
	     o Depending on the number of team members and/or the time available, a facilitator may choose to do the entire discussion of evidence as a full group, without first meeting as individual site visit teams.
	
	     o If the Focus of Inquiry was grounded in a framework such as the Continuum, it may be helpful to use this as the basis for sorting. Have a separate flip chart for each Continuum characteristic on which team members post the sticky notes with evidence. Then group findings into categories and discuss patterns.
	
	     o Alternately, after completing the categorization process above, the team members could then determine which characteristics on the Continuum the various themes inform.

15–30 Minutes	**Generation of Summary Statements** Once the evidence is categorized and the major themes are agreed upon, the full group comes to consensus on the 2–5 summary statements that will be reported back to the school community and other stakeholders in conjunction with the supporting evidence. Notes from the completed Summary Statement Template are used to craft the *Learning Walkthrough Site Visit Communication of Findings* memo. **Related Tools:** Appendix 12.0 - Learning Walkthrough Summary Statement Template Appendix 13.1 - Learning Walkthrough Site Visit Communication of Findings Template Appendix 13.2 - Learning Walkthrough Site Visit Communication of Findings Sample
15–20 Minutes	**Identification of Quick Wins** The full group brainstorms actions that the principal could mobilize with minimal effort or resources to have immediate impact on the key themes. These "quick wins" should be immediately actionable and high leverage. Quick wins should address areas related to students, teachers, content, and systems, as well as consider the interaction among these elements. The recommendations will be given to the school's Instructional Leadership Team, which will then decide which one(s) to act on. **Related Tool:** Appendix 14.0 - Quick Win Protocol
10–20 Minutes	**Identification of Next Steps** Team members plan further discussions about the findings, and schedule a time to share the information with all stakeholders. If appropriate, and if there is time, the group crafts a recommended plan for a stakeholder communication session. **Related Tool:** Appendix 16.0 - Stakeholder Communication Session Sample Plan
5–15 Minutes	**Reflect on the Day** Team members take time to collectively capture aspects of the process that went well, as well as those that could make future *learning walkthroughs* more effective. **Related Tool:** Appendix 15.0 - Learning Walkthrough Site Visit Reflection Protocol
5–10 Minutes	**Overview of the Debrief Process** Briefly review the objectives and structure of the debriefing session. Provide an opportunity for team members to ask questions about the process.

LEARNING WALKTHROUGH SUMMARY STATEMENT TEMPLATE

Participants:
Number of Classes Visited:
Date:
Learning Walkthrough **Focus of Inquiry:**

Summary Statement #1:
Supporting Evidence: 1.   2.   3.
Summary Statement #2:
Supporting Evidence: 1.   2.   3.
Summary Statement #3:
Supporting Evidence: 1.   2.   3.

LEARNING WALKTHROUGH SITE VISIT COMMUNICATION OF FINDINGS TEMPLATE

To: Staff and Faculty of ABC School
Cc: Superintendent, Assistant Superintendent, Key Central Office Staff
From: Principal, ABC School
Date:

On [date], [how many] colleagues divided into [how many] teams conducted a *Learning Walkthrough* from [start time to end time]. Together we visited [how many] classrooms, collecting evidence related to our Focus of Inquiry (below). At the culmination of the *Learning Walkthrough*, the team met to discuss the patterns observed across the classrooms. The following information conveys the major themes that emerged.

The school's Instructional Leadership Team will consider this information in relation to the priorities outlined in our School Improvement Plan, noting where we are doing well and where additional effort and resources might be needed to improve student learning school-wide. "Quick wins" that we believe all of us can easily put into motion are highlighted at the end of this memo. We hope you will also find this information useful for your own individual practice or for discussion during your Common Planning Time. Please feel free to come to me or the Assistant Principal with any questions or concerns.

Focus of Inquiry: **[as it was explained to the *Learning Walkthrough* team members]**

Summary Statements:

During the final debrief, the visiting team came to **consensus on the following themes** that emerged from the evidence from across the set of classroom observations:

Summary Statement #1

[Broad theme, stated concisely.]

Evidence to Support the Statement

1. [Examples of data, quotes, and other direct evidence collected.]

2.

3.

Summary Statement #2

[Broad theme, stated concisely.]

Evidence to Support the Statement

1. [Examples of data, quotes, and other direct evidence collected.]

2.

3.

Summary Statement #3

[Broad theme, stated concisely.]

Evidence to Support the Statement

1. [Examples of data, quotes, and other direct evidence collected.]

2.

3.

Quick Wins:

To address some of the challenges that emerged, we ask that all school faculty:
- [Quick win #1]
- [Quick win #2]

Learning Walkthrough Team Participants:

[List participants and their titles and affiliations, as in the Learning Walkthrough Site Visit Sample Schedule.]

LEARNING WALKTHROUGH SITE VISIT COMMUNICATION OF FINDINGS TEMPLATE

To: Staff and Faculty of ABC School

Cc: Superintendent, Assistant Superintendent, Key Central Office Staff

From: Principal, ABC School

Date: Friday, February 12, 2009

On Wednesday, February 11, 2009, twelve colleagues divided into two teams to conduct a *Learning Walkthrough* from 8:00 a.m. until 1:00 p.m. The teams visited eight classrooms in a variety of content areas, collecting evidence related to the school and district's Focus of Inquiry (below). At the end of the *Walkthrough*, both teams met to aggregate all observational data in order to look for patterns of teaching and learning across the school. The team discussed the trends and generated summary statements in order to convey the learning experiences to all colleagues. In support of each summary statement are samples of the evidence collected during the observations that illustrate what that looked like in the classrooms we visited. The school's Instructional Leadership Team (ILT) will consider this information in relation to the priorities outlined in our School Improvement Plan, noting areas of strength and areas in need of additional resources and support to improve student learning school-wide.

The *Learning Walkthrough* team hopes this information is useful for staff to personally reflect on individual practice, to launch discussions during Common Planning Time, and to deepen implementation of school-wide improvement initiatives. While the goal for all students to be proficient requires long-term planning, this memo also includes some "quick wins" identified by the team and endorsed by the ILT that are intended to have immediate and positive impact.

If you have any questions or concerns, please feel free to discuss them with me at your convenience.

Focus of Inquiry:

To what extent do students demonstrate higher-order thinking skills while making their thinking and reasoning evident?

During the final debrief, the *Learning Walkthrough* team came to **consensus on the following themes** that emerged from the evidence from across the set of classroom observations:

Summary Statement #1

While teachers posed some questions that required students to think and respond at high cognitive levels, many of the questions posed by teachers and students required lower-level thinking in the form of recall of basic facts, knowledge, or procedures.

Sample Evidence to Support the Statement

In the eight classrooms, the questions posed by both teachers and students were recorded and tallied based on the level of cognitive demand. Of the 157 questions asked, only 32 (20%) were categorized as higher order thinking questions that focused on conceptual understanding and reasoning. The categorization was based on the framework from our school-wide professional development that is outlined in the School Improvement Plan.

Of the questions that required high cognitive demand, all were posed by teachers, and only 14 were answered by students. In some classrooms, the same few students answered the rigorous questions, while other students did not respond to questions at any level.

Examples of rigorous questions posed to students included, *Who can explain the difference between an obtuse angle and an acute angle? When would it be important to know what the difference is between the two? When would you use that skill? In what other classes [content areas] could you apply this? Can you design a bridge or structure using only acute or only obtuse angles? Do you think it makes a difference which angles are utilized in the structure? Why?*

Examples of low-level recall, knowledge, and comprehension questions recorded include, *What is the title of the book? Who is the author? What did we read about yesterday? Who would like to read today? How did that character act when she…? Who can give an example of one of the problems in the story? What does that word mean?*

Summary Statement #2

The extent to which students were provided opportunities to share their thinking and reasoning varied across the classrooms observed. Frequently, the opportunities were verbal, with students working with a partner or in small groups to demonstrate their understanding of the content. In some classrooms, students were observed using content vocabulary as they responded to questions posed by the teacher or their peers. When working on individual written tasks, students were required to justify their answers.

Sample Evidence to Support the Statement

The level of thinking and reasoning was apparent in most group work where the assigned task challenged students to engage with content at the conceptual level. In these instances, students were heard using evidence from the text to defend their opinions and making meaning collaboratively with peers.

One student was heard defining terms, as well as the relationship among them.

Some students steered the discussions using sentence starters such as, *"I disagree with you because…"* or *"What I hear you saying is…"* in order to express their thoughts.

While working in small groups, students discussed problems with one another using the vocabulary related to the content and lesson at hand: *That triangle has an acute angle, and this one has an obtuse angle. The main idea of the story is… The author's voice is….*

A total of eight students in three different classrooms were observed referencing vocabulary on word walls while explaining their understanding of a concept.

In three classes, there was no opportunity for student-to-student discussion.

Quick Wins:

To address some of the challenges that emerged, we ask that all school staff and faculty:
- Increase the number of open-ended questions they ask students, using starters such as *why, how, to what extent*, and *how do you know?*
- Refrain from automatically answering a student's question. Instead ask the student what he or she thinks is the answer, or where he or she thinks it would be possible to find the answer independently.

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 brainstorming[2]:
   - 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.

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[2] 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).

LEARNING WALKTHROUGH
SITE VISIT REFLECTION PROTOCOL

Purpose	To reflect on the day's *Learning Walkthrough* in order to continually refine and improve the implementation of *Learning Walkthroughs* within the school and/or district.
Description	Participants reflect on the process, results, and relationships developed during the day, noting areas to keep or improve for future *Learning Walkthroughs.*
Time	5–20 minutes (depending on discussion)

A *Learning Walkthrough* is a complex process that involves attending to a number of details, as well as managing relationships among a wide range of stakeholders, in order to generate information that will ultimately improve student learning outcomes. Evaluating the success of a given *Learning Walkthrough* along the three dimensions of process, results, and relationships[3] helps the team build robust capacity for the long-term success of the *Learning Walkthrough* process.

1. Post three pieces of chart paper and label them Process, Results, Relationships.

2. Divide each sheet in half vertically. Label one side *plusses: things we did well that we should be sure to do again.* Label the other side *deltas: things we should add, remove, or improve for next time.*

3. Ask each team member to use sticky notes to post reflections under each of the three categories.

Discussion (time permitting)

4. Read some of the reflections aloud.

5. Note themes in the feedback.

6. Ask for additional comments, reflections, or recommendations for the next round of *Learning Walkthroughs*.

This protocol is effective even if there is no time for discussion. Capturing the immediate reflections of the team members before they leave for the day can support the facilitator in planning future *Learning Walkthroughs*.

It can be helpful to type up the notes and share them with the group and refer to them at a later time to consider how well the *Learning Walkthrough* team is improving its work.

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[3] Adapted from Facilitative Leadership, Interaction Associates, www.interactioninstitute.org

STAKEHOLDER COMMUNICATION SESSION SAMPLE PLAN

A school may want to address the following points with the school community at a faculty meeting or special briefing session following the completion of a *Learning Walkthrough*:

1. Revisit the Focus of Inquiry and its relationship to the School Improvement Plan.

2. Review the process of *Learning Walkthroughs* and its benefits to the school.

3. Provide an overview of the completed *Learning Walkthrough*. Include the number of classrooms visited, the size of the teams, and the total number of participating classrooms.

4. Identify those who were involved in collecting the evidence and visiting the classrooms.

5. Share the debriefing notes. Briefly discuss each summary statement and the supporting evidence.

6. Highlight the fact that the goal is to use the information to contribute to the learning and development of *all* individuals in the building—students and staff.

7. Assure teachers that the process is not for evaluation, but for identifying trends and practices that will lead to improved student learning and achievement.

8. Share next steps and the schedule for subsequent *Learning Walkthroughs.*

9. Provide an opportunity for questions and answers.

ROOT CAUSES FISHBONE ACTIVITY

Purpose: This exercise can help a team identify the most significant factors that influence the key themes that emerged from the *Learning Walkthrough* evidence. By naming these potential root causes, a school or district can be better poised to focus its efforts on the areas that will provide the greatest leverage for change.

Directions: (Using the attached "fishbone" template)

1. Write the problem in the box at the "head" of the fish.

2. Identify major categories and write them in the boxes. (The diagram has four ribs and boxes, but you may have fewer or more than that. The first time you use this tool, try to use four.)
   - Categories may vary depending on the problem. Examples include: students, families, systems and processes, content and curriculum, teachers, school supports, and district supports.

3. For each major category, brainstorm possible causes. Write them next to the appropriate "rib" of the fish. Keep in mind key guidelines for brainstorming[4]:
   - Let questions flow freely. Generate as many as possible, saying the first thing that comes to your mind. Do not censor your ideas.
   - Share brainstormed questions without discussing them. The point of this exercise is to generate questions, not to evaluate or sort them (yet).
   - Bolder, unexpected questions are best. Break out of old patterns.
   - Even if your idea is similar to something else that has 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.

Participants may come up with possible causes that do not fit easily into one of the previously identified categories. This can indicate a need to identify a new category or broaden an existing category. Do not discard an idea solely because it does not fit into a previously identified category. The purpose of the major categories is to provide a structure to guide the brainstorming. Categories should be used to inspire, rather than restrict, participants' thinking.

In the early stages of the process, participants often use this activity as an opportunity to vent frustrations and criticisms. This can be acceptable in the beginning, but be sure to steer them in a more constructive direction as the activity progresses.

4. Analyze each possible cause identified to determine whether it is a root cause by asking:
   - Would the problem have occurred if the cause had not been present?
   - Would the problem reoccur if the cause were corrected?

   If the answer to both of these questions is "no," you have found a likely root cause.

5. Circle root causes. Cross off ideas that are not root causes.

6. As a group, identify 1–3 root causes that are within the realm of control of the school. These will be the focus of further action planning.

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

Example of Completed Fishbone Diagram

Families

Students

Majority of
students are not
native speakers
of English

Parents do not
help students
at home

Not trying
hard enough

Perceptions of
learning environment
not positive

Kids live in poverty

Parents do not like
the way the students
are taught

Do not behave
well in class

Students do not like
the way they are
taught

**Problem:
Students not Reading
at Grade Level by
Grade 3**

Inappropriate
processes for
teaching reading

School board politics
do not allow teachers
to feel like experts

Poor training in
Reading

No money for
professional
development

No continuity of
learning

Poor training
w/LEP kids

No time to study
reading research

Unable to identify
characteristics of
non-readers

Disagreement
of grade level
compentency

Lack of measuring
where students are
at grades K, 1, 2, 3

Not enough
professional
development

Kids allowed to fall
through the cracks

Class sizes too
large

No money for
materials

Processes

Teachers

Fishbone Diagram Template

Problem:
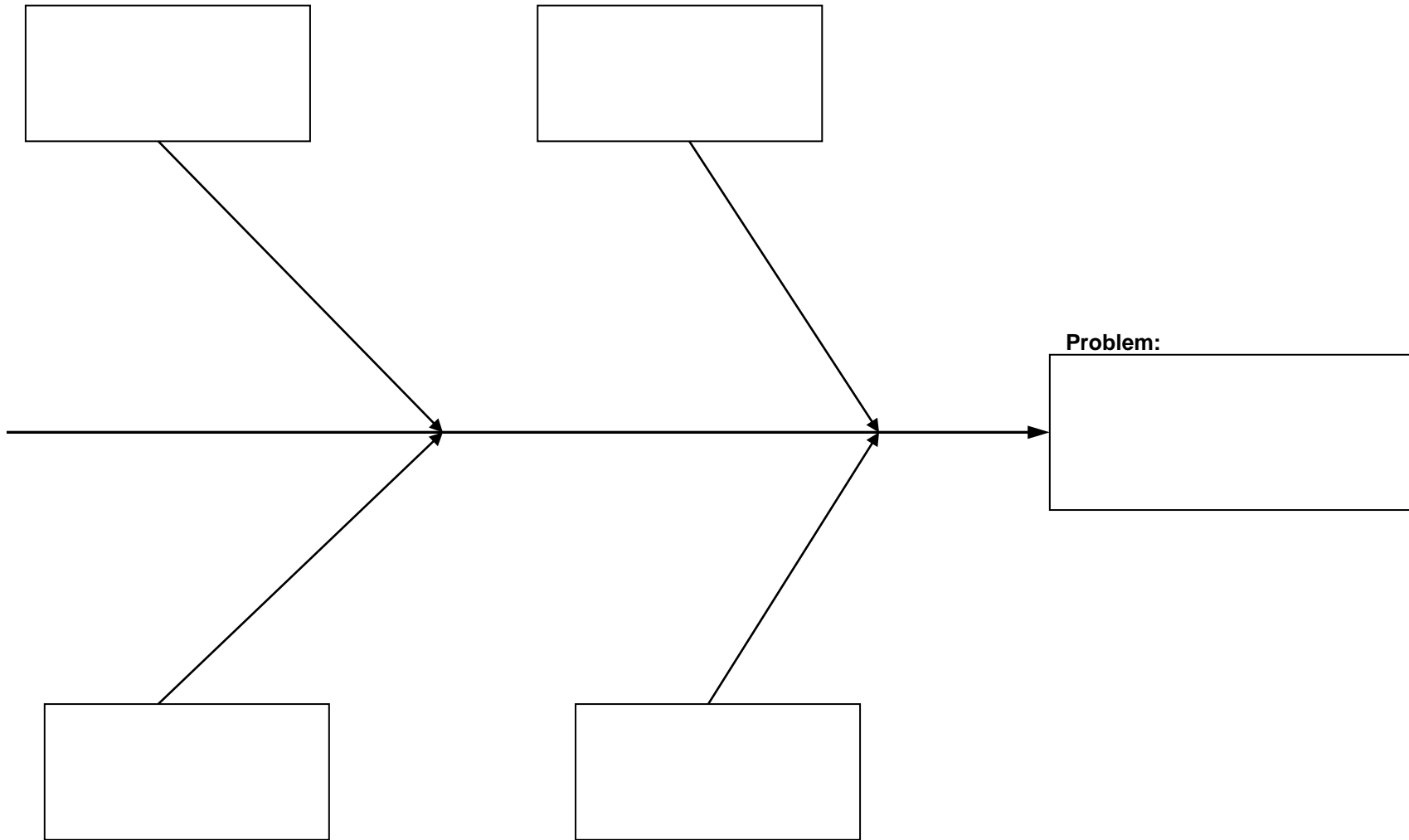
PROGRESS MONITORING MATRIX TEMPLATE

Develop a matrix to record progress data. The matrix provides a framework for monitoring results of the action plan. It should answer the following questions:

- What are the progress indicators for each action step we identified to measure success?
- How often did we collect benchmark and progress monitoring evidence?
- What results did we achieve?
- What questions does this information raise?
- What are our next steps?

Progress Monitoring Matrix Template

Action Step Progress Indicator	Benchmark/Progress Monitoring Data	Results	Questions	Next Steps

PROGRESS MONITORING MATRIX MODEL OF USE

Action Step Progress Indicator	Benchmark/Progress Monitoring Data	Results	Questions	Next Steps
Use books in the school library to organize collections of reading-level appropriate books for each classroom.	Benchmark: Collections in each classroom by December 1.	Collections now in place for K–3. Grades 4–8 collections are being developed.	Do we have enough books for the whole school? Do we have the people/resources to get this done in a timely fashion?	**Resources**: Identify some new sources of books or support for book purchases. **More people-power**: Involve PTO in the organization and distribution of the collections.