

## LEARNING WALK PROTOCOLS

### Learning Walk Agreements

1. The purpose of a learning walk is to VALIDATE learning not to judge, criticize, or evaluate teachers or students.
2. It is not the intent of a learning walk to provide individual feedback or evaluation. Individual feedback and/or evaluation are part of:
  - Peer observations:** protocol for professional peer feedback
  - Classroom walk-throughs:** observations providing feedback from coordinators, HODs, team leaders & administrators.
  - Appraisal:** a review of professional standards conducted by administrators
3. The learning walk is a collaborative protocol centered on student learning and programmatic goals. It is not subject-centered or teacher-centered. It provides a snapshot of the holistic educational program of the school. The resulting collection of these snapshots creates a collaborative collage of learning experiences during a specific time, date, and shared focus walk.
4. If you cannot validate learning because your visit is too short or the activity at hand did not provide much evidence, simply indicate this with NA. It simply means at that time, on that day, during that specific millisecond you did not find enough evidence to complete the form.
5. Do not use names of teachers or students or specific subject areas when you record your form. Make a list or mental note of classes visited but do not include these names on the forms.
6. Learning walk participants must agree on the learning walk form to be used before starting the walk. (Focus of the walk)
7. A learning walk visit is generally around 10 minutes.
8. Pre-determine how many classrooms will be visited. For example, you could potentially visit 3 classrooms in 45 minutes, allocating 10 minutes in each classroom and allowing 5 minutes passing and finishing anecdotal notes between classes. Leave 20 to 30 minutes to debrief and share findings with the participants of the learning walk.
9. Learning walk participants can visit classrooms together provided they are not a large group. For example, it is acceptable for 2 people to visit the same classroom; if the group is larger, split into smaller teams so students and teachers are not overwhelmed. Individual visits are recommended.
10. Minimize interruptions and only speak to students or teachers if your questions or comments do not disrupt the lesson.

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### Reflection Protocol

1. For our reflection, remember to remove any names and do not mention the class you visited or the names of students you observed.
2. Our task is to synthesize, generalize, and exemplify findings from the walk.
3. After visiting the classrooms, review your notes and summarize your findings into phrases or words. These become your **codes**.
4. For each indicator, share the identified code with the other participants.
5. A list of codes is populated for each indicator, and examples are provided for illustration purposes.
6. In the end, each indicator will have several codes. From the codes one or more themes will emerge. Examples will illustrate validations.
7. All participants reflect on the themes that were observed and validated during the learning walk.
8. As a final wonder, the team reflects upon the indicators that were not observed during the data collection period. Do not make any judgments about unobserved themes. Simply record this lack of evidence as this might inform the focus of future learning walks.
9. Assign a member of the team to compose a feedback letter at the end of the reflection. This person will collect the names of all teachers to whom the letter should be sent at the end of the reflection protocol (not before)

### Sharing Protocol

1. Prepare a letter to share with the educators who were visited. This letter should include:
  - a. indicator-specific observed themes and
  - b. examples that illustrate and validate them.
2. The letter is reviewed by all learning walk participants.
3. The letter is then shared with participants who were visited during the learning walk as a celebration and validation of learning.

“Look fors” to validate	What we see, hear, feel, observe.
<p><b>Multiple Means of Engagement</b> Examples include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Allow students to make choices so they remain invested and engaged.</li> <li>• Explicitly tell students why a lesson is relevant. Provide a variety of resources to prevent frustration.</li> <li>• Encourage students to assess their own learning using checklists and rubrics.</li> <li>• Provide varying levels of challenge.</li> <li>• Offer opportunities for consistent feedback like self-reflection, peer review, and teacher feedback</li> </ul>	
<p><b>Multiple Means of Representation</b> Examples include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Provide visual, auditory, and digital materials for each lesson.</li> <li>• Provide scaffolds, exemplars, and models to support students with materials.</li> <li>• Simplify complicated instructions and provide visuals to increase understanding.</li> <li>• Offer visuals like charts, pictures, movies, audio clips, and resources students can touch and manipulate.</li> <li>• Model comprehension strategies like note-taking, highlighting, monitoring, and asking questions.</li> <li>• Help students see how the information is transferable to other classes and lessons</li> </ul>	
<p><b>Multiple Means of Action &amp; Expression</b> Examples include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Give students a choice in how they express what they know or what they can do as evidence of learning.</li> <li>• Allow students to use resources, and tools to express knowledge, such as software, graphic organizers, etc.</li> <li>• Provide feedback while students work. Have students reflect on their own learning and evaluate the choices they made.</li> <li>• Provide tips on how to stay organized.</li> </ul>	

Categories	Words to synthesize & generalize, examples to illustrate
<b>Multiple Means of Engagement</b>	
<b>Multiple Means of Representation</b>	
<b>Multiple Means of Action &amp; Expression</b>	

Date


Dear Colleagues,

 Adjust to # of spaces

Today during our learning walk we visited 12 learning spaces. Our theme for the walk was validating universal design for learning approaches.

 Adjust to theme

Through the learning walk the following patterns and examples emerged:

 This is an example

- Responsive facilitation by staff to student learning needs
- Teacher-to-student feedback provided consistently (e.g. asking provocative questions)
- Levels of student choice varied
- The relevance of learning was clear with scaffolding when needed
- Visual, auditory, and digital materials accessible to support learning

Thank you for opening your doors and sharing your practices with us today. Your commitment to ensuring UDL-aligned instruction supports the development and success of all learners and grows a more inclusive community.

In partnership and with appreciation,

Susan, Peter, John, Linda, Robin & Anna

Date

Dear Colleagues,

Today during our learning walk we visited \_\_\_learning spaces. Our theme for the walk was validating \_\_\_\_\_

Through the learning walk the following patterns and examples emerged:

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Thank you for opening your doors and sharing your practices with us today. Your commitment to ensuring \_\_\_\_\_ instruction supports the development and success of all learners.

In partnership and with appreciation,

Names of participants of the learning walk.