



**REFLECTIVE
LEARNING WALK**



What are Learning Walks?

- Organized visits to a series of classrooms in order to examine:
 - How teachers teach
 - How students learn
- Focus on selected instructional principles, including:
 - Questioning strategies
 - Classroom management
 - Differentiated instruction
 - Cooperative learning
 - Wait time
- Allow for teacher reflection and help develop reflective practice.



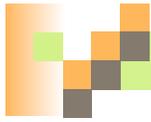
What is Reflective Practice?

- **Reflective practice** is a way of studying your own experiences to improve the way you work.
 - It is very useful for education professionals who want to carry on learning throughout their lives.
 - The act of reflection is a great way to increase confidence and become a more proactive and qualified professional.
 - It is through critical reflection that teachers are able to assess the effectiveness of their work and take steps to improve it.



Agree-----Disagree

“Adults do not learn from experience. They learn from processing experience.”



Why Conduct Learning Walks?

- Help educators develop a professional learning community (PLC)
- Help educators develop a deep understanding of teaching and learning
- Facilitate educator reflection on professional practice
- Helps educator develop new insights and understanding
- Provide a means for educators to sharing strategies
- Support a culture of continuous learning and improvement throughout the school



1-Hour Learning Walk Schedule

- Pre-walk discussion (3-5 minutes)
 - Provide list of classrooms to be visited with teacher name, subject, grade level, unique aspects
- Learning Walk in Classroom 1/2/3 (7-10 minutes plus 2-3 minute debrief; total 27-39 minutes)
 - Examine artifacts and student work. Talk with students.
 - Debrief away from classroom and other students.
- Post-walk discussion and reflection (15 minutes)
 - Follow-up with written/verbal thank yous to observed teachers.
- Follow-Up discussion in PLCs or department



Pre-walk Discussion

1. Distribute/review *Learning Walk Data Collection Chart*.
2. Review selected focus areas.

Active Learning	Quality of Student-to-Student
Learner Engagement	Communication, Collaboration,
Use of Education Technologies	Cooperation
Critical Thinking	Use of Teacher/Student Questions

3. Review Protocol.

- Do NOT make judgmental statements about teacher actions.
- Do NOT make disparaging statements about the teacher, students or classroom; or comments which could be interpreted as being critical.
- Do encourage student responses.
- Do talk and move quietly.



Classroom Visit

Possible Questions to ask Students

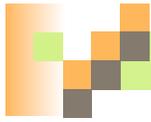
- What is the purpose of the lesson?
- Why are you doing this assignment?
- How is this lesson useful to you?
- How does what you are learning relate to your personal life or future career goals?
- Explain what you are working on right now.
 - What you will do next?
- How will you know whether you have
 - Answered the question correctly?
 - Finished the assignment?



Hallway Debrief

Ask each walker:

- What data are you missing?
- What “ah-has!” did you observe?
- What other critical features were observed?
- Are you ready to continue?



Post-Walk/Follow-Up Reflection and Discussion

- What was the predominant thinking level in the classroom? How did you know?
- What were students attitudes toward learning?
- What students received differentiation and in what ways?
- How were students involved in assessment?
- What instructional strategies impacted learning and in what ways?
- What 21st century skills were developed, through what activities, and to what degree?
- How did students demonstrate what they had learned?
- What metacognitive thinking strategies did you students using?



Reflection

- 1) What areas of focus would you include on your school's Learning Walks?
- 2) Who would be a good group of teachers for piloting a Learning Walk at your school?
- 3) What would be the biggest barriers to using Learning Walks at your school?



References

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