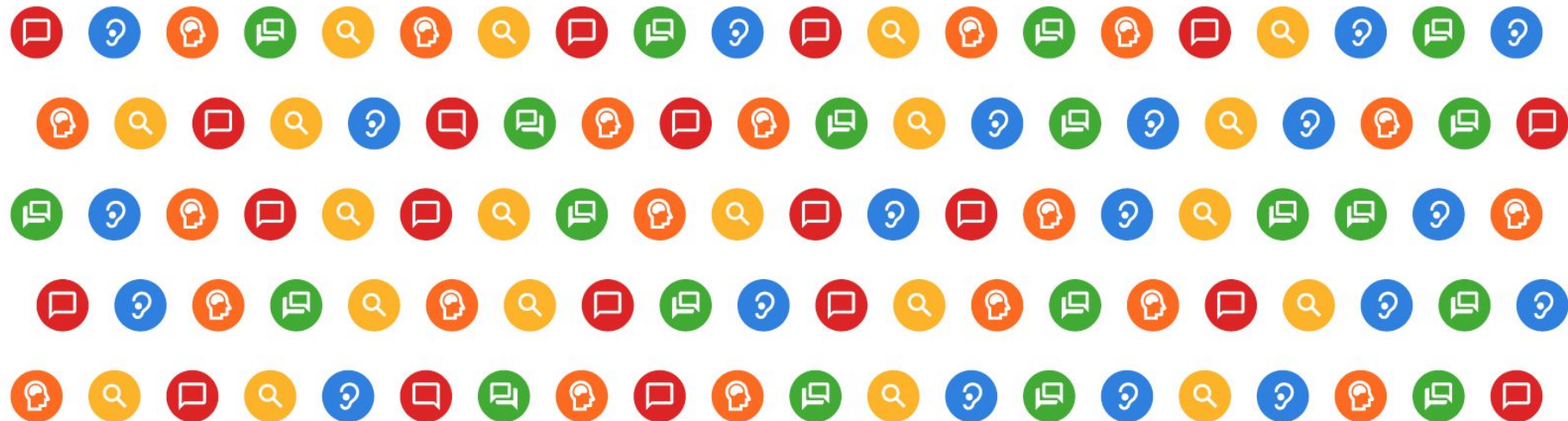


# Learning Walks - Farmington Middle Schools



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1. Feedback
  2. New Knowledge
  3. Deepen/Practice
  4. Generate & Test Hypothesis
  5. Engagement
  6. Classroom Management
  7. Relationships

# Learning Walk Time

1. Spend 12 minutes in each classroom: **observation**
2. Spend 8 minutes in the hallway sharing observations: **corridor chat**

When conducting the observations, learning walk participants “look and listen” to the learning and take notes on any evidence that links to the focus. Be broad in observations (see following slides for guidance) and speak to students and teachers **only if the learning allows for such interactions**: it should not disturb instruction.

When chatting in the hallway, this is a time to share observations, not open discussion or judgements. The observations must be rooted in evidence that is specific to the area of focus.

# Learning Walk Process

## Before Learning Walk

1. Identify an area of focus, as it relates to CERCA Framework
  - a. This will be determined as a group and selected from the Farmington Model of Instruction
2. Identify targeted question(s) for the area of focus
  - a. Additionally, use the appropriate observation guides which can support the focus
3. Review protocols for observation and non-negotiables for process

## During Learning Walk

1. Using the observation guide provided, fill out the appropriate information
2. Make note of anything not captured on the observation guide that you believe is tied to the area of focus

## After Learning Walk (after school)

1. Share observations
2. Identify common themes across classrooms

# Learning Walk Non Negotiables

1. Observations are just that - observations. What you see, what you observe. No judgement.
2. Observations are about what is happening in the classroom, not what you would have done.
3. Observations are tied to the focus. There is an overlap with other areas, but stay as connected to the focus as possible.
4. Observations should impact learning as minimally as possible. Do not engage with students or teachers unless the instructional activity allows for it.
5. After school debrief will focus on observations, as they connect to the focus, and analysis of next steps based on your data.



School: \_\_\_\_\_  
Name of Observer: \_\_\_\_\_

**Classroom:** \_\_\_\_\_ **Topic:** \_\_\_\_\_ **Time:** \_\_\_\_\_

**Purpose, Planning, and Preparation for Effective Instruction**  
**Focus for Learning Walk:**

Feedback	New Knowledge	Deepen Practice	Generate and Test Hypotheses	Engagement	Classroom Management	Relationships
<input type="checkbox"/> Learning goal and daily learning outcome identified and communicated <input type="checkbox"/> Learning goal connected to daily tasks, assignments, and activities <input type="checkbox"/> Formative assessments <input type="checkbox"/> Assessment data informs instruction <input type="checkbox"/> Timely, focused feedback provided <input type="checkbox"/> High expectations are set and communicated for all <input type="checkbox"/> Individual and class progress is tracked	<input type="checkbox"/> Connections made to prior knowledge <input type="checkbox"/> Preview activity provided <input type="checkbox"/> Relevancy of content is provided <input type="checkbox"/> Critical information is identified and organized into small chunks <input type="checkbox"/> Interactive instructional strategies are used to actively process small chunks of information <input type="checkbox"/> Collaborative groups are pre-planned and used to enrich interaction	<input type="checkbox"/> Opportunities are provided to practice new skills and deepen understanding of new information <input type="checkbox"/> Students are organized into collaborative groups <input type="checkbox"/> Students are engaged in complex reasoning activities that tie to learning goals and academic vocabulary <input type="checkbox"/> Opportunities for scaffolded practice are provided <input type="checkbox"/> Homework is tied to learning goals	<input type="checkbox"/> Students are asked to make predictions, test, and evaluate the results of experimental inquiry <input type="checkbox"/> Students are setting goals, identifying obstacles or constraints, finding solutions, and predicting effectiveness of different solutions <input type="checkbox"/> Support and guidance is provided to students engaging in cognitively complex tasks <input type="checkbox"/> Students provide grounds, backing, and qualifiers to support claims	<input type="checkbox"/> Intensity and enthusiasm for content is provided <input type="checkbox"/> Students are engaged in a variety of techniques <input type="checkbox"/> Pre-planned questions are used <input type="checkbox"/> All students are engaged in responding <input type="checkbox"/> Smooth transitions ensure to maximize instructional time	<input type="checkbox"/> Learning environment is organized to encourage teacher-student and student-student interactions <input type="checkbox"/> Rules and routines are established and maintained <input type="checkbox"/> Rules and routines that encourage collaboration and self-awareness of learning are maintained <input type="checkbox"/> Learning is minimally interrupted by misbehaviors <input type="checkbox"/> Positive reinforcement is provided	<input type="checkbox"/> A climate of acceptance and community is provided <input type="checkbox"/> Appropriate verbal and nonverbal behaviors are used <input type="checkbox"/> Emotional objectivity and control is displayed in the classroom <input type="checkbox"/> Characteristics of a growth mindset are demonstrated and cultivated

Observations: \_\_\_\_\_



School:  
Name of Observer:

**Classroom:** \_\_\_\_\_ **Topic:** \_\_\_\_\_ **Time:** \_\_\_\_\_

**Purpose, Planning, and Preparation for Effective Instruction**  
**Focus for Learning Walk:**

Observations:

Feedback	New Knowledge	Deepen Practice	Generate and Test Hypotheses	Engagement	Classroom Management	Relationships