

**5D Learning Walkthrough Protocol**

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| **Content** | **Processes** | **Materials** | **Time** |
| * Review of the purpose and agenda for the day * Establish the context for our work together | **Facilitator talks through purpose and agenda for the day**  **Establish “norms” if need be** |  | 15 min |
| **Pre-Briefing**   * group establishes “look fors” focused on the instructional focus when in classrooms   **Purpose:**   * to review or surface current understanding of instructional practice studying today * to create a vision for what we would hope to see in the ideal | **Pre-briefing**   * Share the focus for the walk through (which area(s) of 5D framework) * Think time and then in pairs, list what you would hope to see in the ideas * Starting with one question at a time, share out what participants would hope to see in the ideal (Facilitator writes each question on chart paper and charts responses, adding anything that they would hope to see from their perspective)   **Preparing for observations**  Facilitator reviews the value of descriptive vs. judgmental scripting (Chapter 4 *Instructional Rounds*)  Model descriptive note taking (typed on handout/power point)  Facilitator **reviews guidelines for observations**   * All quietly into the back of the room * Keep on researcher hat, do not teach * Take descriptive notes on the focus area (if it is easier, maybe have participants focus on one or two of the guiding questions for the dimension vs. all) * Take separate notes for each classroom * No hall huddle or discussion of practice in between classrooms | Chart paper  Learning walk protocol  5 Dimensions Framework  Note taking forms  (power point may not be necessary) | 60 min |
| **Observation of Practice**  **Purpose:**   * to study classroom practice in order to calibrate understanding of focus area | Participants each visit classrooms taking descriptive/scripted notes in each classroom (approximately 15 - 20 minutes per classroom)  Depending on the school’s schedule, it might work best to debrief noticing/wondering after two classrooms and then resume classroom visits. | Observation schedule and map | 60 - 80 minutes for four classrooms |
| **Debriefing Noticings**  **Purpose:**   * to share classroom data | **Review notes and “code” evidence relevant to guiding questions and/or subdimensions for each class**  In **pairs identify noticings for each question/area of focus one class at a time**  Participants **individually share evidence for each question in the form of noticings… (**e.g.: I noticed …………….)  **Facilitator charts** evidence for each question or area of focus | Chart paper | 60 min |
| **Debriefing Wondering and Analyzing**  **Purpose:**   * to compare data to vision of effective instruction * to develop a shared understanding of the focus area | Participants, in partners: looking at the noticings in all classrooms and holding up the vision (the charts created before the observations) **identify some wonderings** without making suggestions:  (e.g.: *I wonder if the teacher recognizes how many students have an opportunity to share their thinking during the lesson?*  vs: *I wonder why the teacher does not use A/B partners to get more students sharing their thinking during the lesson?*)  **Facilitator leads and charts discussion of wonderings**  **Initial Analysis for the work TODAY** Considering noticings and wonderings, participants, in partners **identify patterns (analysis) by responding to the prompt:**  **Today, when thinking about \_\_\_\_\_\_ we observed, yet**  (e.g.: Today when focused on student engagement, more specifically **locus of control over learning and specific grouping strategies and structures in place to facilitate participation and meaning making by all students (e.g. small group work, partner talk, etc.),** we noticed that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ,**(this is based on looking at noticings)** yet we saw many opportunities \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(this is based in looking at the wonderings**).  Partners report out their analysis. | Chart paper | 45 min |
| **Close/Reflections** | * Based upon this process, what do you now know about the area studied? * How could you use this process in your own work? * How did the process help facilitate your learning? * What would you replicate? What would you change? |  | 10 |