

# ELL Learning Walk Protocol

## Group Norms:

- Meet briefly to establish group norms as a team.
- Divide into small groups of 4-6 members.

## Identify Focus:

- Identify the purpose for the learning walk.

Purpose Examples:

Example #1 – To monitor the implementation of an adopted program

Example #2 – To assess the level of differentiation in classroom teaching and learning

Example #3 – To provide peer support to PD participants to implement the learned strategies

## Determine Process:

- Visits are short (typically 5 minutes). Select a focus that can be quickly observed.
- Provide tools for observing and recording data.

## Visit Classrooms:

- Observe the classroom's physical environment through the lens of a language learner.
- Look for evidence of visual supports, sentence stems, unit-based or thematic word walls, labeled objects and visuals, teacher created content and process anchor charts.
- Does the room exhibit a culturally responsive environment? Do the walls represent the student population? Is student work displayed?
- Does the room foster collaboration? How are students working? Together or independently? How are desks arranged?
- Review student work samples in folders, on display and on desks.
- Refrain from subjective statements such as "I liked..." Focus on facts. "I saw...", "I heard..."

## Debrief:

- Following each classroom visit, debrief with your small group.
- Share highlights and notice trends.
- After completing all classroom visits, gather together as a large group to summarize key learning and campus trends. What are the finds and how will we use them to support the campus? Is professional development needed? If so what type?

# ELL Learning Walk Data Tracker

Focus of Learning Walk:

I saw/I heard...	The implications are... or This means...

Campus Trends: