Learning Walk Tool Guide for Instructional Leaders

Purpose of the Imagine IM Learning Walk Tool for School Leaders

The Learning Walk Tool supports school leaders in conducting classroom observations by focusing on observable teaching behaviors and student engagement. It is designed to encourage reflection, inquiry, and dialogue about instructional practices—not for formal evaluation. The goal is to promote ongoing instructional improvement through reflective conversations and strategic planning.

Use the Learning Walk Tool for Classroom Visits

Familiarize yourself with the key behaviors and practices that support problem-based learning and student engagement. This will help you focus your observations on specific teaching moves, instructional strategies, and how students are engaging with the material.

Use the Learning Walk Tool for Reflection and Coaching

After observations, use the tool to guide reflective conversations with teachers, helping them set meaningful goals and strategies to strengthen their instructional approach and promote problem-based learning.

Imagine IM Learning Walk Tool

Preparation & Resource Use

This section includes activities that may not be observable during the lesson but are critical to the instructional process. Use it to guide a pre-observation discussion.

	Early Implementation	Advanced Implementation
Preparing	**Teacher:** ☐ Focuses more on physical materials rather than content ☐ Finds additional resources to replace or add to the lesson	**Teacher:** ☐ Reads lesson and activity narratives to understand their connection to the unit and section ☐ Connects the learning goal to each activity and cool-down ☐ Anticipates student thinking ☐ Prepares questions and discussion prompts based on anticipated student responses ☐ Considers cool-down or other assessment data ☐ Prepares the classroom environment for collaborative learning (e.g., desks in groups, vertical surfaces, space for the teacher to circulate, etc.)
Resources	**Teacher:** ☐ Substitutes Imagine IM program components with misaligned resources ☐ Pacing does not match lesson suggestions ☐ Prioritizes the completion of activities over advancing toward the learning goals	**Teacher:** ☐ Imagine IM resources used ☐ Pacing aligns with lesson suggestions ☐ Prioritizes meeting the learning goals over the completion of activities

Launch

Early Implementation	Advanced Implementation
Teacher:	**Teacher:**
☐ Prompts students to start tasks without clear directions	☐ Uses instructional or math language routines
☐ Provides direct instruction on how to think or solve the problem	☐ Provides clear directions on what to do but not how to do it
☐ Reviews previously taught content	☐ Provides independent thinking time after asking a question
☐ Asks yes/no questions	☐ Asks questions that emphasize thinking and understanding
☐ Asks questions that require no thinking	☐ Ensures a diversity of voices are heard
	☐ Circulates to listen to partner discussions
Students:	**Students:**
☐ Follow the provided steps to solve a task	☐ Contribute to discussions
☐ Expect the same few classmates to respond to questions and prompts	☐ Respond to questions
	☐ Converse with classmates when prompted

Worktime

Early Implementation	Advanced Implementation
Teacher:	**Teacher:**
☐ Focuses on other tasks instead of monitoring student discussions	☐ Uses instructional or math language routines
☐ Spends the majority of the time with the same student(s)	☐ Incorporates time for independent and group work
☐ Provides direct instruction on solutions or steps	☐ Circulates to observe and listen as students engage in the task
☐ Points out mistakes without encouraging student reflection	☐ Asks probing questions
☐ Asks leading or yes/no questions	☐ Offers suggestions to sustain student thinking (offer and walk away)
☐ Affirms or corrects answers without probing for explanations	☐ Encourages reflection on mistakes without providing answers or solutions
☐ Intervenes to correct students' work or answers	
☐ Interrupts student thinking	
Students:	**Students:**
☐ Hesitate to start	☐ Get started on the task
☐ Work independently during group work	☐ Explain or demonstrate thinking to other students
☐ Are reluctant to contribute ideas when engaged in group work	☐ Discuss and record ideas (listening and comparing ideas)
☐ Follow the provided steps to solve a task	
☐ Share answers but not thinking	

Synthesis

Early Implementation	Advanced Implementation
Teacher: ☐ Skips the synthesis ☐ Focuses on the correct answer ☐ Highlights a variety of strategies with no connection to one another ☐ Asks leading or yes/no questions ☐ Affirms or corrects answers without probing for explanations ☐ Praises correct answers (e.g., "That's right!" or "You got it!") ☐ Calls on the same students who often give the "right" answer ☐ Summarizes the learning for the students	**Teacher:** ☐ Makes student thinking visible ☐ Connects student ideas to the learning goal ☐ Supports students to make connections between strategies ☐ Asks for justification and clarification from students ☐ Acknowledges student responses without showing overt approval or correction ☐ Praises thinking (e.g., "That makes sense." or "I appreciate the way you explained your thinking.")
Students: ☐ Share answers with the teacher and peers without an explanation ☐ Wait for the same few students or the teacher to do all the talking and answering ☐ Are concerned about being correct	**Students:** ☐ Explain thinking with the teacher and peers ☐ Make connections between different strategies during partner or whole group share ☐ Verbalize level of understanding ☐ Ask clarifying questions

Cool-Down

Early Implementation	Advanced Implementation
Teacher: ☐ Skips the cool-down ☐ Replaces the cool-down with a different activity or misaligned resource ☐ Uses cool-down exclusively as homework	**Teacher:** ☐ Provides time in class for students to complete cool-down
Students: ☐ Ignore the cool-down	**Students:** ☐ Respond in a way that shows their understanding of the learning goal

Post-lesson Reflection & Next Steps

This section includes activities that aren't observable during the lesson but are critical to the instructional process. Use it to guide a post-observation discussion.

Reflection

Early Implementation	Advanced Implementation
Teacher: ☐ Uses cool-down as a summative assessment ☐ Moves onto the next lesson without pause for reflection	**Teacher:** ☐ Reviews cool-down responses after class, comparing them to the lesson learning goals ☐ Analyzes student work to identify common areas of strength or misunderstanding ☐ (K-5) Answers the reflection question from the 'About This Lesson' tab

Next Steps

Teacher: ☐ Ignores cool-down guidance ☐ Plans for upcoming lessons without adjusting activities for student understanding ☐ Uses additional resources without aligning them to student needs ☐ Finds extra materials to reteach before moving on	**Teacher:** ☐ Considers cool-down guidance for follow-up support ☐ Adjusts upcoming lesson activities based on the insights gained from reviewing cool-downs ☐ Identifies embedded resources that will support or challenge student needs