

# Introduction to Learning Walks for Leaders

ALL Block Participant Handout



## Current Learning Walk Practices

Time to Reflect:

### Pick Two

1. What have you learned that will contribute to this goal?

2. What have you learned that will contribute to this goal?

In a brightly colored classroom, where the walls were decorated with student artwork and inspirational quotes, Ms. Ramirez prepared to tackle one of the most essential components of reading: the main idea. A large poster highlighting “The Main Idea” in bold letters hung prominently at the front, surrounded by illustrations of lightbulbs, symbolizing understanding and clarity.

As her fourth graders filed in, the hum of chatter filled the air. They settled at their desks, curiosity flickering in their eyes. Ms. Ramirez clapped her hands to gain their attention. “Okay, everyone, let’s talk about what we’re really trying to understand when we read. Who can tell me what the main idea is?”

A girl with long braids raised her hand eagerly. “It’s what the story is mostly about!”

“Exactly!” Ms. Ramirez replied, her enthusiasm infectious. “The main idea is like the root of a tree; it holds everything else together.”

She directed their gaze to a short passage projected on the screen; the text simple but engaging. “Let’s read this together and see if we can uncover the main idea. Remember, we’re looking for the one thing that the author wants us to remember.”

The class read aloud, their voices merging in a harmonious rhythm. Afterward, Ms. Ramirez facilitated a discussion, guiding them through questions about the text. Each student shared snippets of their thoughts, but she noticed some puzzled expressions as they tried to pinpoint the core message.

“Let’s break it down,” she suggested, moving to the whiteboard. She drew a large circle in the center and started writing ideas that students tossed out, creating a web of thoughts. “Now, what do we think connects all these details?”

As they brainstormed, a boy in the back tentatively raised his hand. “What if it’s about how friendship helps us in tough times?”

“Yes!” Ms. Ramirez exclaimed, her eyes sparkling. “That’s it! The main idea is about friendship, and everything else supports that.”





Excitement bubbled in the room as they broke into small groups, ready to apply what they had learned. Each group received a different paragraph to analyze, and the sounds of collaboration filled the air. Laughter mingled with focused whispers as they dissected sentences and discussed potential main ideas.



Ms. Ramirez wandered from group to group, fostering an environment where each student felt comfortable to share their thoughts. “Tell me what you think of this—we can’t just pull the main idea from thin air; it’s essential to look for clues in the text!”

As the bell rang, signaling the end of the lesson, Ms. Ramirez felt a wave of satisfaction wash over her. She had watched her students not just grasp a concept but engage with it, each one lighting up as they recognized the importance of the main idea. In a world where stories were woven together with words, she had helped plant the seeds for her students to think critically, explore ideas, and ultimately, find their voices in the narrative of reading.

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ Module: \_\_\_\_\_ Lesson: \_\_\_\_\_

Part of Lesson Observed:    Opening            Work Time            Closing



<b>The students are actively engaged with the content.</b>			
Did not observe			
<b>Teacher</b> 	<b>Total participation techniques are used</b>	<b>Students</b> 	<b>Students are practicing new and/or previously taught skills. Students take ownership and facilitate during each rotation</b>
<b>Notes:</b>			
<b>The classroom protocols are utilized effectively.</b>			
Did not observe			
<b>Teacher</b> 	<b>Protocols are utilized in each rotation to guide student learning</b>	<b>Students</b> 	<b>Students use protocols naturally to support their groups</b>
<b>Notes:</b>			
<b>The individual student needs are met.</b>			
Did not observe			

<b>Teacher</b> 	Students are homogeneously grouped for teacher-guided activity Student abilities are mixed during other rotations to provide support	<b>Students</b> 	Students are utilizing appropriately differentiated materials Students select the order they complete rotations
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**Notes:**

**The teacher assesses student learning and makes adjustments to the lesson as needed.**


Did not observe

<b>Teacher</b> 	Teacher provides on-the-spot feedback to students	<b>Students</b> 	Evidence that groups are not static and that students have the opportunity to grow
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**Notes:**

**The students set goals and reflect on their own learning utilizing the Habits of Character.**

Did not observe

<b>Students</b> 	Students set a goal for each rotation Students evaluate progress toward the goal
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**Notes:**

Observer: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_