Welcome to…

Engaging Your Teachers for More Effective Classroom Walkthroughs

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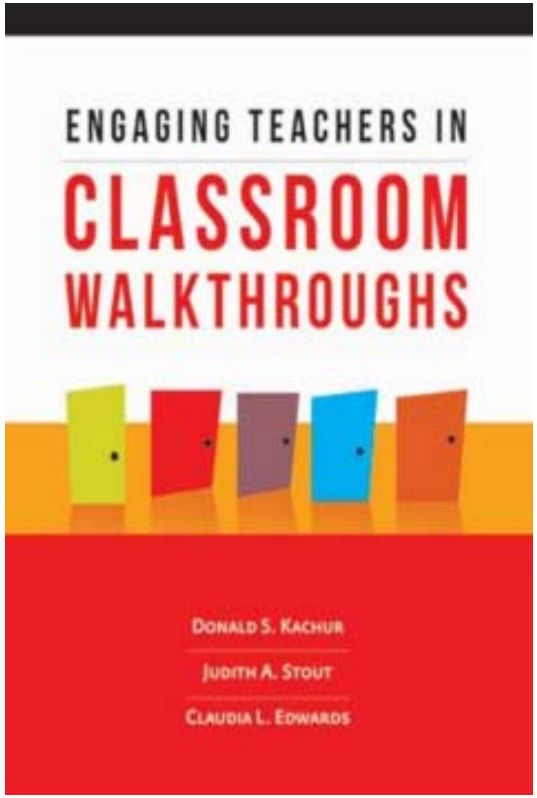
LEARNING GOALS FOR SESSION

- Gain an overview of the Classroom Walkthrough process
- Discuss the key characteristics of Classroom Walkthroughs
- Look at ways to engage the teacher in walkthroughs
- Review tools and resources to support implementation of Classroom Walkthroughs

RESOURCE



A study of 40 schools in the United States and Canada, and how administrators and teacher leaders moved teachers from resisting to embracing the practice.

Authors:

Donald S. Kachur, Judith A. Stout, Claudia L. Edwards

QUICK SURVEY

- How familiar are you with Classroom Walkthroughs (CW)?
  1. **Not familiar**
     a. Never experienced a CW
  2. **Somewhat familiar**
     a. Heard of CWs
     b. Read about them
     c. Observed as part of a CW
  3. **Familiar**
     a. Participated in CW
     b. Read resources on CW thoroughly

WHAT ARE CLASSROOM WALKTHROUGHS?

- Purposeful, short, and frequent informal classroom visits to gain a snapshot into the level of student engagement and instructional practices used
- Typically led by administrators, district level personnel, school improvement team members
- Followed by an opportunity to reflect on what was observed, analyze data collected and identify next steps

(Kachur, Stout, & Edwards, 2013).

PURPOSE OF CLASSROOM WALKTHROUGHS

- Build common vision of learning and instruction
- Assess the level of curriculum and instruction
- Initiate dialogue about ways to improve instruction and learning
- Expand relationships among those in the building involved in instruction and learning- administrators, teachers, and students

BENEFITS OF CLASSROOM WALKTHROUGHS

- Increased student achievement
- Improved instructional practices
- More focused professional development sessions

COMMON VISION FOR INSTRUCTION & LEARNING

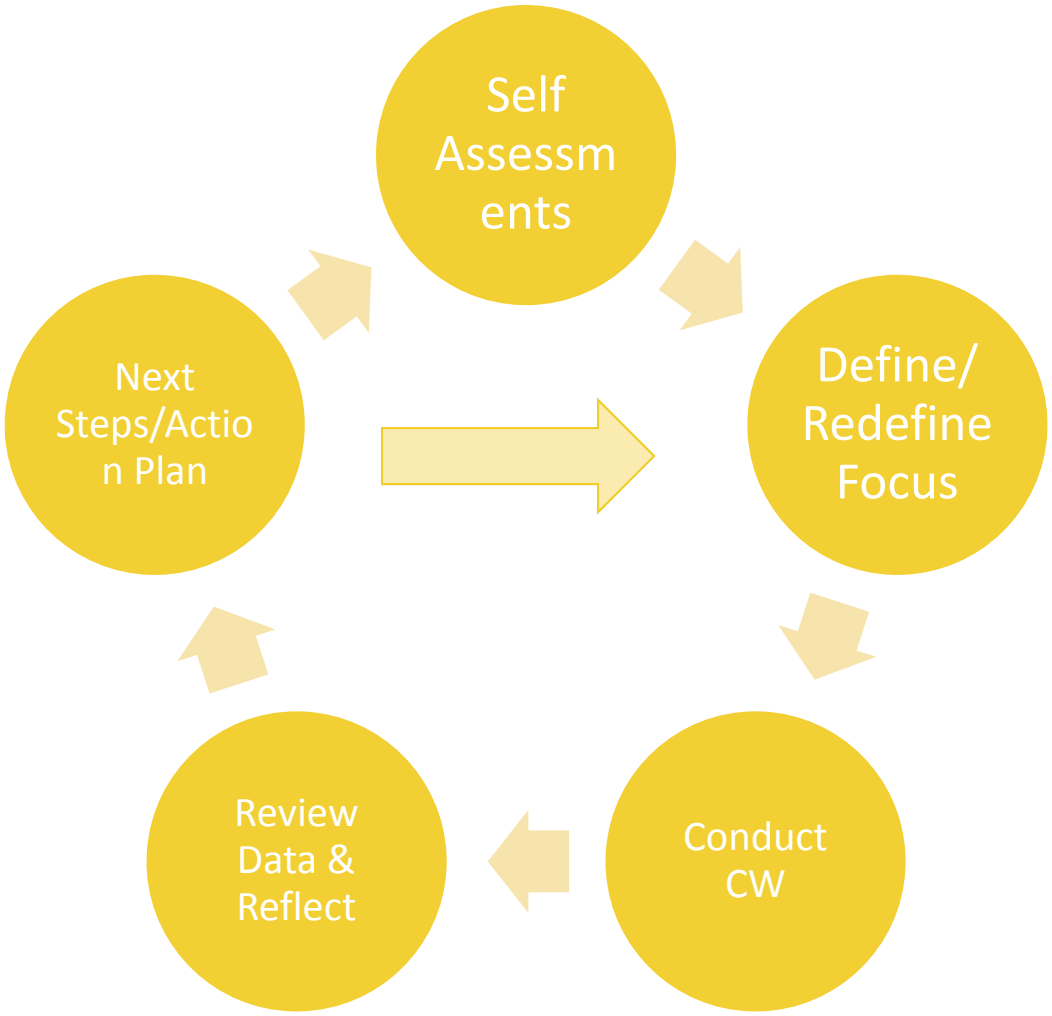
From	Shift focus	To
Working in isolation	→	Increased collaboration
Focusing on Teaching	→	Focusing on Learning
Differences in Practices	→	Shared Practices
Judgments	→	Descriptions
Pockets of Excellence	→	Scaled Success

City, E., Elmore, R., Fiarman, S., & Teitel, L. (2009).

BASIC ELEMENTS

- Determine visit focus
- Identify participants
- Classroom visits of 5-15 minutes
- Data Collection
- Reflection/Feedback
- Next Steps/Follow up

STAGES OF CLASSROOM WALKTHROUGH PROCESS



COMMON CLASSROOM WALKTHROUGH MODELS

- Data in a Day
- Instructional Practice's Inventory Instructional Rounds Network
- Instructional Rounds
- Learning Walk Routine
- Look 2 Learning (L2L)
- McRel Power Walkthrough
- Teachscape’s Reflect Classroom Walkthrough
- UCLA Center X Classroom Walkthroughs

WAYS TO ENGAGE TEACHERS

- Build culture of collaboration
- Partner teachers with other teachers and administrators during the walkthroughs
- Ensure the use of data is non-evaluative for teachers
- Incorporate immediate time afterwards for reflection
- Share specific, targeted feedback
- Start small, scale up

WAYS TO ENGAGE TEACHERS

Build a Culture of Collaboration

- Important Components
  - Leadership
  - Shared Leadership
  - Established trust and safety to take risks
  - Student centered staff
  - Continuous learners seeking help from each other

WAYS TO ENGAGE TEACHERS

Partnerships Among Teachers, Administrator

- Encourage learning communities where
  - Teachers work together to share experience, knowledge, practices; provide genuine feedback
  - Administrators work with teachers to share experience, problem solve and collaborate around areas of need as well as celebrate successes
  - Open door policies to troubleshoot and problem solve as needed

WAYS TO ENGAGE TEACHERS

Non-Evaluative Process

- Establish a safe, no judgment zone
- Focus on using data for professional growth opportunities
- Critical to consider how the feedback will be provided
    - Examples:
        - No teacher names used during follow up discussions
        - Discuss trends and patterns observed

WAYS TO ENGAGE TEACHERS

Non-Evaluative Process

- Focus on school improvement
- Share leadership with teachers
- Establish norms and use protocols
- Focus data on what is seen and heard during observations

WAYS TO ENGAGE TEACHERS

Save Time for Reflection

- Key to improving teaching and instruction
- Allows opportunity to build action plan
- Encourage sharing teacher to teacher and teachers to administrators
- Use collective knowledge to problem solve
- Incorporate questions to guide reflection
- Set goal for all teachers to move towards self reflection

WAYS TO ENGAGE TEACHERS

Share Specific, Targeted Feedback

- Teacher to teacher
- Administrator to teacher
- Administrator to staff

WAYS TO ENGAGE TEACHERS

Start Small, Scale Up

- Teacher volunteers
- Target influential teachers

WAYS TO ENGAGE TEACHERS: REVIEW

- Build culture of collaboration
- Partner teachers with other teachers and administrators during the walkthroughs
- Ensure the use of data is non-evaluative for teachers
- Incorporate immediate time afterwards for reflection
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"The greatest challenge that most students experience is the level of competence of the teacher." -Dr. John Hattie, 2010

"School leadership is second only to classroom teaching as an influence on pupil learning."

-Leithwood, K., et al. (2007)

SAMPLE RESOURCES

CLASSROOM LOOK-FORS

The classroom will have:

- ❑ Student work displayed
- ❑ Desks or tables arranged to provide teacher access to all students
- ❑ Necessary materials readily available
- ❑ Word walls (Optional)
- ❑ Warm-up or bell-ringer (optional)
- ❑ Launch problem scenario to check for student understanding
- ❑ Students engaged in solving mathematical problems and communicating their understandings
- ❑ Lesson closure and summary of primary mathematical objectives from the day

NOTES:

Teacher will be:

- ❑ Maintaining the pace of the lesson to achieve the day's objectives
- ❑ Initiating and facilitating student discourse
- ❑ Well-planned and prepared to:
  - ❑ Extend tasks
  - ❑ Accommodate individual differences
  - ❑ Connect classroom work to lab work
  - ❑ Summarize mathematical concepts of the lesson
- ❑ Connecting class work to work in the software
- ❑ Using effective questioning strategies to:
  - ❑ Access prior knowledge
  - ❑ Clarify student thinking
  - ❑ Assess student understanding of the mathematics
  - ❑ Ensure individual accountability
  - ❑ Connect multiple representations

NOTES:

Students will be:

- ❑ Making meaningful connections to prior knowledge, real-world experiences, tools and/or technology
- ❑ Discussing mathematical concepts with each other
- ❑ Working in groups or pairs focusing on mathematics as they manage their own learning, as well as taking an active role
- ❑ Able to communicate effectively within a whole class, small group, partner, or individual activities
- ❑ Determining the correctness of answers
- ❑ Able to describe their mathematical thinking or process
- ❑ Choosing a variety of methods to communicate (i.e. tables, graphs, models, diagrams, oral, written, technology)
- ❑ Able to use precise mathematical vocabulary
- ❑ Holding each other accountable during discussions
- ❑ Actively engages in class work taking full ownership of learning activities, displaying high levels of energy, willingness to ask questions and take risks

NOTES:

LAB LOOK-FORS

The lab will have:

- ❑ Student and class progress displayed
- ❑ Desks or tables arranged to provide teacher access to all students
- ❑ Every student with a computer
- ❑ Word walls (optional)

NOTES:

Teacher will be:

- ❑ Fostering student independence in the software *(PLEASE NOTE: Teacher does NOT touch the student's mouse or keyboard)*
- ❑ Monitoring Teacher's Toolkit reports
- ❑ Facilitating student learning:
  - ❑ Proactively interacting with all students to ensure and deepen mathematical understandings
  - ❑ Asking guiding questions to assist students after they have used the tools provided within the software
  - ❑ Providing remediation for struggling students
  - ❑ Directing peer-to-peer instruction as appropriate
- ❑ Relating knowledge gained in the lab to classroom work (if applicable)
- ❑ Celebrating student progress

NOTES:

Students will be:

- ❑ Doing the mathematics
- ❑ Assisting their peers by explaining math concepts *(PLEASE NOTE: Students do NOT touch another student's mouse or keyboard)*
- ❑ Learning by Doing
- ❑ Practicing known routines for learning without teacher intervention
- ❑ Completing Lab Logs or journals (optional)

NOTES:

SAMPLE RESOURCES

Carnegie Learning

Teacher: _____ School: _____ Date: _____

CL Coach: _____ Status 2: _____ Status 3: _____ Status 4: _____ Status 5: _____

Classroom Implementation Fidelity Rubric

	NOT DEMONSTRATED	EMERGING	PROFICIENT	EXEMPLARY
	No Evidence	Little Evidence	Some Evidence	Strong Evidence
C-1 Classroom Environment	☐ Comments:	☐ A classroom environment exists where few students feel free to take risks and learn from mistakes ☐ Time, space, and resources are rarely used effectively and equitably ☐ Few routines and procedures are established ☐ Physical classroom arrangement supports teacher-directed instruction only	☐ A classroom environment exists where most students feel free to take risks and learn from mistakes ☐ Time, space, and resources are frequently used effectively and equitably ☐ Some routines and procedures are established ☐ Physical classroom arrangement supports some student-to-student interactions, with a focus on teacher-directed instruction	☐ A community environment exists where all students feel free to take risks and learn from mistakes ☐ Time, space, and resources are always used effectively and equitably ☐ Clear and consistent routines and procedures are established ☐ Physical classroom arrangement fully supports student-to-student interactions
C-2 Implementation of Task	☐ Comments:	☐ Tasks generally require limited cognitive effort (e.g., mindlessly following a procedure) ☐ Tasks solely involve reproducing previously learned facts, rules, formulas, and/or definitions ☐ Tasks generally focus on correct answers only, with a single solution, pathway, and/or representation ☐ Tasks rarely allow for students to explain their thinking	☐ Tasks frequently require some degree of cognitive effort ☐ Tasks frequently focus students' attention on the use of procedures/algorithms in order to develop a deeper understanding of the concept ☐ Tasks generally focus on correct answers, but may offer multiple pathways and/or representations ☐ Tasks frequently allow for students to explain their thinking	☐ Tasks often require considerable cognitive effort and may involve some level of productive struggle ☐ Tasks often require complex and/or non-algorithmic thinking ☐ Tasks generally focus on developing mathematical understanding and often allow for multiple solutions, pathways, and/or representations ☐ Tasks often require students to self-regulate, explore, and explain their thinking
C-3 Planning	☐ Comments:	☐ Teacher rarely completes lessons as a part of the planning process ☐ Teacher rarely designs instruction ☐ Teacher displays limited knowledge of content	☐ Teacher frequently completes lessons as a part of the planning process ☐ Teacher frequently designs coherent instruction (e.g., prioritizes and chunks lesson pieces, plans for lesson launch, student discourse, closure, etc.) ☐ Teacher displays solid knowledge of content	☐ Teacher always completes lessons as a part of the planning process ☐ Teacher intentionally designs coherent instruction (e.g., prioritizes and chunks lesson pieces, plans for lesson launch, student discourse, closure, etc.) ☐ Teacher displays an extensive knowledge of content
C-4 Pacing	☐ Comments:	☐ Teacher is not on track to complete course expectations (according to school/district/state objectives) ☐ Instructional time rarely meets the lesson objectives	☐ Teacher is somewhat on track to complete course expectations (according to school/district/state objectives) ☐ Most instructional time meets the lesson objectives	☐ Teacher is on track to complete course expectations (according to school/district/state objectives) ☐ Instructional time is maximized to meet the lesson objectives
C-5 Questioning Strategies	☐ Comments:	☐ Teacher uses a limited number of questions ☐ Teacher questions solely promote lower order thinking ☐ Teacher provides little to no wait-time (e.g., questions posed in rapid succession)	☐ Teacher frequently uses a variety of questions ☐ Teacher questions promote a combination of lower and higher order thinking ☐ Teacher provides some wait-time	☐ Teacher consistently and effectively uses a wide variety of questions ☐ Teacher plans questions in advance that promote higher order thinking (e.g., encouraging students to clarify and extend their thinking, probe deeper, reflect, and make connections) ☐ Teacher provides appropriate wait-time
C-6 Classroom Discourse	☐ Comments:	☐ Teacher initiates and drives most mathematical conversations ☐ Students rarely hold each other accountable; discussions are prompted and guided by the teacher ☐ Determination of correctness comes mostly from the teacher ☐ Students are rarely given the opportunity to communicate effectively within a whole class, small group, partner, or individual activity (with some teacher direction)	☐ Students participate in mathematical conversations with their peers with some teacher prompting ☐ Students frequently hold each other accountable, but the teacher may prompt and guide discussions some of the time ☐ Determination of correctness rests with students, but requires teacher validation ☐ Some of the time, students are able to communicate effectively within a whole class, small group, partner, or individual activity (with some teacher direction)	☐ Students initiate and drive the mathematical conversations ☐ Students consistently hold each other accountable ☐ Determination of correctness rests solely with students ☐ Students are able to communicate effectively within a whole class, small group, partner, or individual activity

Q & A

- What questions do you have?

REFERENCES

Kachur, D. S., Stout, J. A., & Edwards, C. L. (2013). *Engaging teachers in classroom walkthroughs*. Association for Supervision & Curriculum Development: Alexandria, VA.

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THANK YOU

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