Before You Begin
Initiating a Schoolwide Walk-Through Process

• Communicate with key stakeholders
  – **staff**, district leaders, teachers’ association, building representative(s)

• Separate walk-through process from evaluation!

• Link the walk-through process to targeted goals
  (goals, standards, initiatives, trainings at school, district, state levels)

• Collaboratively establish “Look Fors”

• Develop a culture of collaboration around teaching and learning; start with group agreements*
Sample Staff Agreement

• **Purpose**: to develop culture of collaboration to support student learning through high quality teaching

• **Participation**: all will participate

• **“Look Fors”**: What are the indicators of student learning and high quality teaching?

• **Feedback Format**: offer affirmation; ask reflective questions
Before you go in:
Communicate with Teachers

• State plans for classroom visits and focus on the purpose of supporting strong instruction for all students
• Communicate the norm of continuous learning for students and adults
• Share tool(s) or framework you will use
• Cultivate a team culture focused on student improvement
Before you go in:
Plan and Coordinate Your Observation

• **Schedule and Track Walk-Throughs:**
  - Include all who teach students (including assistants?)
  - Include observations of all instructional groups
  - Guard against “convenient location” as a factor
  - Guard against tendency toward “comfort zones
  - Differentiate across staff, based on need for instructional support
Observation/Evaluation

- Differentiate **CLEARLY** between these functions:
  - **Evaluation** (1%)
    - formal
    - required
    - “summative” (like the state assessment)
  - **Observation/Collaboration** (99%)
    - informal
    - collaborative
    - formative
    - relationship-based
    - student-oriented
    - outcomes-focused
What to Look For:  
A Basic Framework

- What is **my** purpose/focus going in?
- What is the purpose of the lesson?
- What is the teacher doing?  
  - indicators of effective teaching
- What are the students doing? (engagement)  
  - correlates of learning & achievement
  - appropriate levels of focus (rigor)
- Are the kids “getting it”?
- What is the evidence?
Sample “Look Fors”
(see resource titled “What to Look for When Visiting Classrooms”)

• Transitions into and out of instructional time
• Readiness to teach (materials prepared and organized)
• Clarity of purpose (students can express it)
• Sufficient academic rigor to advance student learning
• High level of engagement; frequent opportunities to respond
Sample “Look Fors”

- Instructional modeling/practice/feedback
- Appropriate instructional pacing
- Effective management of student behavior
- Effective response to student errors
- Evidence of results toward goals
Sample “Look Fors”--Secondary

- Evidence of standards being implemented
- Evidence of students being supported to achieve course outcomes
- Evidence of instructional practices derived from teacher effectiveness research
- Evidence that correlates of student achievement are present
Levels of Use (from CBAM model)

Component: Stages of Concern
Unaware-----Concerned-----Accepting-----Actively engaged

A model for understanding how people (e.g., teachers) respond to change initiatives

Component: Levels of Use
Non-use-----Early use-----Improved use-----Expert
**Activity:** Reflecting on “Levels of Use”

- Think of a key instructional strategy that determines student learning
- Each strategy can be placed on a “levels of use” continuum
- Each teacher falls somewhere on each continuum
- Our role as instructional leaders is to help teachers move along the continuum
- Walk-throughs provide a valuable tool for doing this

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**“Levels of Use”**

- **Non-use**
- **Learning**
- **Expert use**
Choose a Tool or a Framework

• Choose an observational tool or an instructional framework with which you are familiar and which “does the job.”
  – focuses on instruction and learning
  – makes data objective, not judgmental
  – aligns with your “Look Fors”

• Examples:
  – The Five Minute Observation Form (http://oregonreadingfirst.uoregon.edu)
  – Your mental framework about effective teaching/learning
Technology-Assisted Walk-Throughs

• **Digital Data Collection Devices**
  – Google for “Classroom Observation Software”
    • Software can be used on a hand-held or laptop
    • Some versions can generate instant feedback reports