

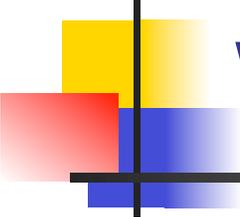
# Using Walkthroughs to Enhance Teacher and Student Learning



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[www.achievementstrategies.org](http://www.achievementstrategies.org)

# Inject New Life into Your Walkthroughs and Get Better Results





# Who's here?

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## 1. Classroom Teachers

K-5

6-8

9-12

## 2. Administrators

K-5

6-8

9-12

## 3. Central Office Administrators

4. Support Roles (e.g. school improvement facilitator, coach, staff development)

5. Higher Education

6. State Department

7. I don't know, but I have a lot of responsibility and I am really busy doing stuff.

# Raise your hand if . . .

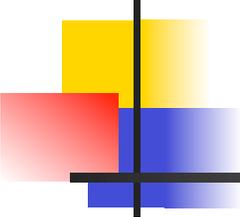
1. I know a little bit about walkthroughs because I went to an intro session.
2. I know enough to be a little dangerous and I conduct walkthroughs.
3. I have presented or facilitated sessions about walkthroughs and I am officially dangerous.
4. I don't know much about walkthroughs, but I am not going to raise my hand because I don't want anyone to know.

Demystifying . . .



**Walkthroughs**

**I would like to leave to day's session knowing, doing,  
or creating . . .**



# Today's Learning Goals

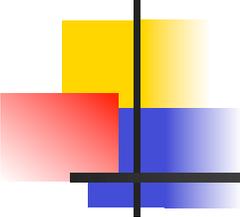
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1. Explain how the educational context has changed and how it affects teaching, leading, and learning.
2. Describe the flaws of some existing supervision evaluation practices.
3. Describe the benefits of walkthroughs.
4. Describe the components of planning, conducting, and debriefing walkthroughs.
5. Know how to use walkthrough evidence to provide professional development and implement other school initiatives.
6. Identify your next steps.

Purposes	Observers	Visits/Time/ Frequency
<p>A. <b>Implementation Walkthrough:</b> The purpose is to determine if program or improvement initiatives are being implemented as planned.</p> <p>B. <b>Instructional Walkthrough:</b> The purpose is to determine if the instruction being delivered within the classroom reflects what is known about instructional effectiveness.</p> <p>C. <b>Informational Walkthrough:</b> The purpose is to determine if the students are learning from the instruction being provided, and what evidence exists to back up this statement.</p> <p><b>Identify a specific focus (e.g., student engagement, safety, classroom environment, student behavior, assessment, instructional strategies for a particular content area, team collaboration).</b></p>	<p><b>Select possible observers.</b></p> <ol style="list-style-type: none"> <li>1. Principal</li> <li>2. Assistant Principal</li> <li>3. Dean</li> <li>4. Teachers</li> <li>5. Parents</li> <li>6. Coaches</li> <li>7. Mentors</li> <li>8. Researchers</li> <li>9. Counselors</li> <li>10. Special Ed Staff</li> <li>11. District administrators/ directors/coordinators</li> <li>12.</li> <li>13.</li> <li>14.</li> </ol>	<p><b>Visits:</b></p> <ol style="list-style-type: none"> <li>1. Observe all teachers</li> <li>2. Observe a selected population of teachers including <ul style="list-style-type: none"> <li>a) (content areas)</li> <li>b) (grade levels)</li> <li>c) (teachers with a certain level of experience)</li> <li>d) (other characteristics)</li> </ul> </li> </ol> <p><b>Time:</b> While walkthroughs are typically 3-20 minutes, identify the amount of time required to observe target behaviors.</p> <p>Duration of each walkthrough _____</p> <p><b>Frequency:</b> How many observations will you make for each teacher on the same target?</p> <p>Number of observations _____</p>

<b>Indicators/Targets of Observation Related to the Purpose and Focus of the Walkthrough</b>	
<b>Look-for's</b>	<b>Listen-to's</b>

<b>Data Gathering</b>	<b>Feedback/Debriefing</b>
<p>Select one or more of the data gathering techniques and tools you need to accomplish the purpose(s).</p> <ol style="list-style-type: none"> <li>1. Checklist with specific indicators ("look fors and listen-to's") identified by administrative team and professional literature</li> <li>2. Checklist with specific indicators ("look fors" and listen-to's) identified by teachers prior to walkthrough</li> <li>3. Notes on specific examples/evidence related to the target(s) of the walkthrough</li> <li>4. Interview data from students</li> <li>5. Walkthrough software</li> <li>6. Teacher artifacts</li> <li>7. Student artifacts</li> <li>8. (other)</li> </ol>	<p>Select one or more methods you may use to provide feedback to teachers and to debrief the results from the walk-through.</p> <ol style="list-style-type: none"> <li>1. Written note about observations placed in teacher(s) mailbox after walkthroughs</li> <li>2. Report to the entire staff at a joint meeting</li> <li>3. Reflective questions and conversations with teacher teams and/or with entire staff</li> <li>4. Personal visits later with teachers sharing observations and learning more about what took place prior and/or after the classroom visit.</li> <li>5. Observation report shared with entire staff or small grade-level, content area, cross-disciplinary or special focus teams and one or more of the following actions             <ol style="list-style-type: none"> <li>a) celebration</li> <li>b) problem solving</li> <li>c) goal-setting</li> </ol> </li> <li>6. Staff development representatives review data and determine professional development needs and delivery systems appropriate to continuously improve</li> <li>7. Collect additional data</li> <li>8. Conduct action research</li> <li>9. Share information with parents, Board members, or other school/district stakeholders</li> </ol>



# Today's Learning Goals

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# Three Trends Coming Together and Overlapping

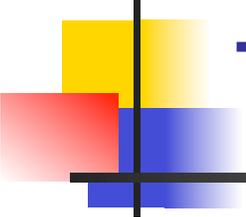
**NCLB**

Common Core  
Standards

TEACHER  
EVALUATIONS

**Student  
Growth**

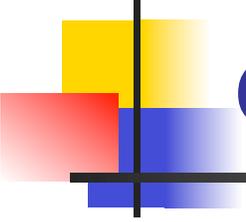




## Teachers are **expected** to . . .

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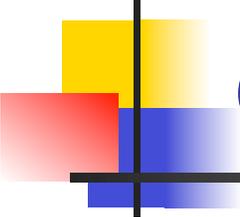
- Align curriculum and teach to rigorous standards
- Differentiate instruction
- Analyze and use data
- Collaborate in PLCs, PLTs, and \_\_\_\_\_
- Read all those emails and announcements.
- And, be very open minded and committed to the school's teacher evaluation system.



# You might be an experienced educator if . . .

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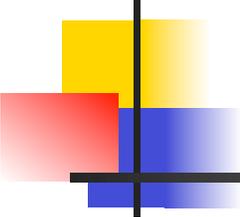
- You want to slap the next person who says, “Must be nice to have all your holidays and summers free.”
- Out in public you feel the urge to talk to strange children and correct their behavior.
- You encourage obnoxious parents to check into other schools or home schooling.



# You might be an experienced educator if . . .

---

- You had a hard time choosing your child's name because there is NO name you could give a child that wouldn't bring on high blood pressure the moment you heard it.
- Around January, your staff vote on having a Prozac dispenser in the lounge.



# Changes in the Educational Environment Call for Thoughtful and Inspiring Leadership

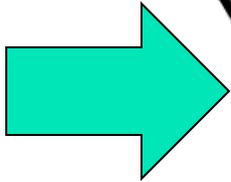
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We can see changes related to . . .

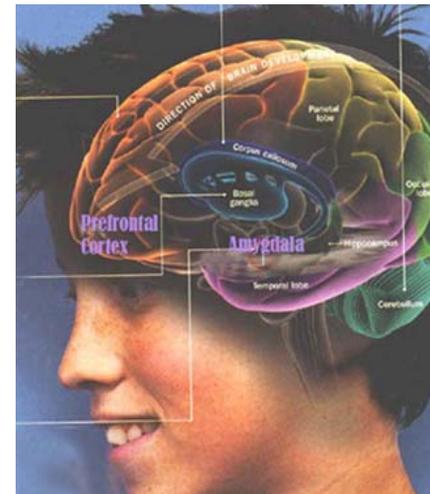
1. Students
2. Teachers
3. Accountability for equitable high levels of learning
4. The science of teaching and learning
5. Professional development
6. Educational tools and resources
7. The skills and knowledge needed for the twenty-first century

**Students**

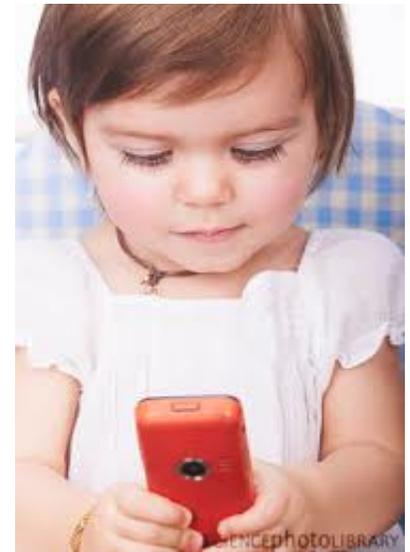
**Accountability**



**The Art and Science of Teaching and Learning**

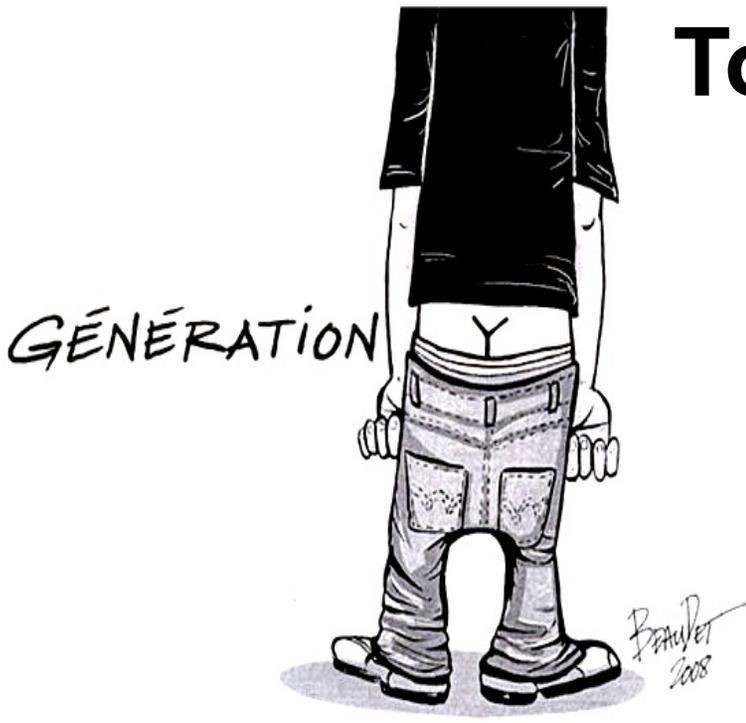


# Students have gone from . . .



To . . .

To . . .





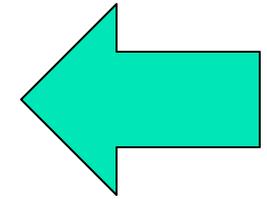
<p>1. Short attention spans and hate to be bored.</p>	<p><del>Boredom</del> <span style="border: 1px solid black; padding: 2px;">8-12 minutes</span></p>
<p>2. Visually preferred</p>	<p>DVD High Definition </p>
<p>3. Want immediate gratification</p>	<p>“I want it now!” “Is it done yet?”</p>
<p>4. Choose to be interactive and hands-on</p>	<p> </p>
<p>5. Love challenge and are curious</p>	
<p>6. Want to succeed (win) using strategies, practice, and do-overs</p>	<p> </p>

What do you or your teachers do to adapt to the Generation Z?

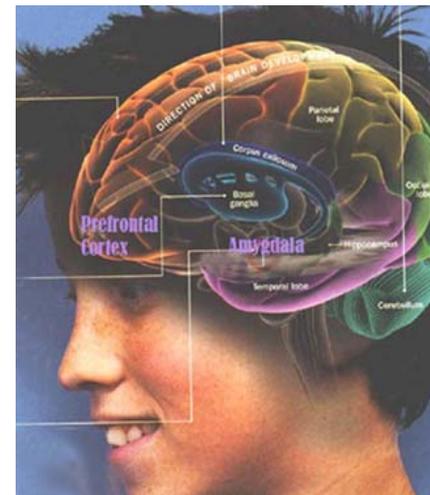
<b>Students . . .</b>	<b>What does this mean?</b>
1. have short attention spans and hate to be bored.	<ul style="list-style-type: none"> <li>•Use optimal learning time (7-10) minutes and then apply what they learn.</li> </ul>
2. are visually preferred.	<ul style="list-style-type: none"> <li>•Use graphic organizers and pictures.</li> </ul>
3. want immediate gratification.	<ul style="list-style-type: none"> <li>•Use short-cycle challenge and feedback.</li> </ul>
4. choose to be interactive and hands-on.	<ul style="list-style-type: none"> <li>•Create challenges that use multiple neuropathways.</li> <li>•Use cooperative learning.</li> </ul>
5. love challenge and are curious.	<ul style="list-style-type: none"> <li>•Be explicit about objectives and cause curiosity.</li> </ul>
6. want to win using strategies, practice, and do-overs.	<ul style="list-style-type: none"> <li>•Explicitly teach learning-to-learn strategies that work.</li> <li>•Use re-takes and re-dos.</li> </ul>

**Students**

**Accountability**



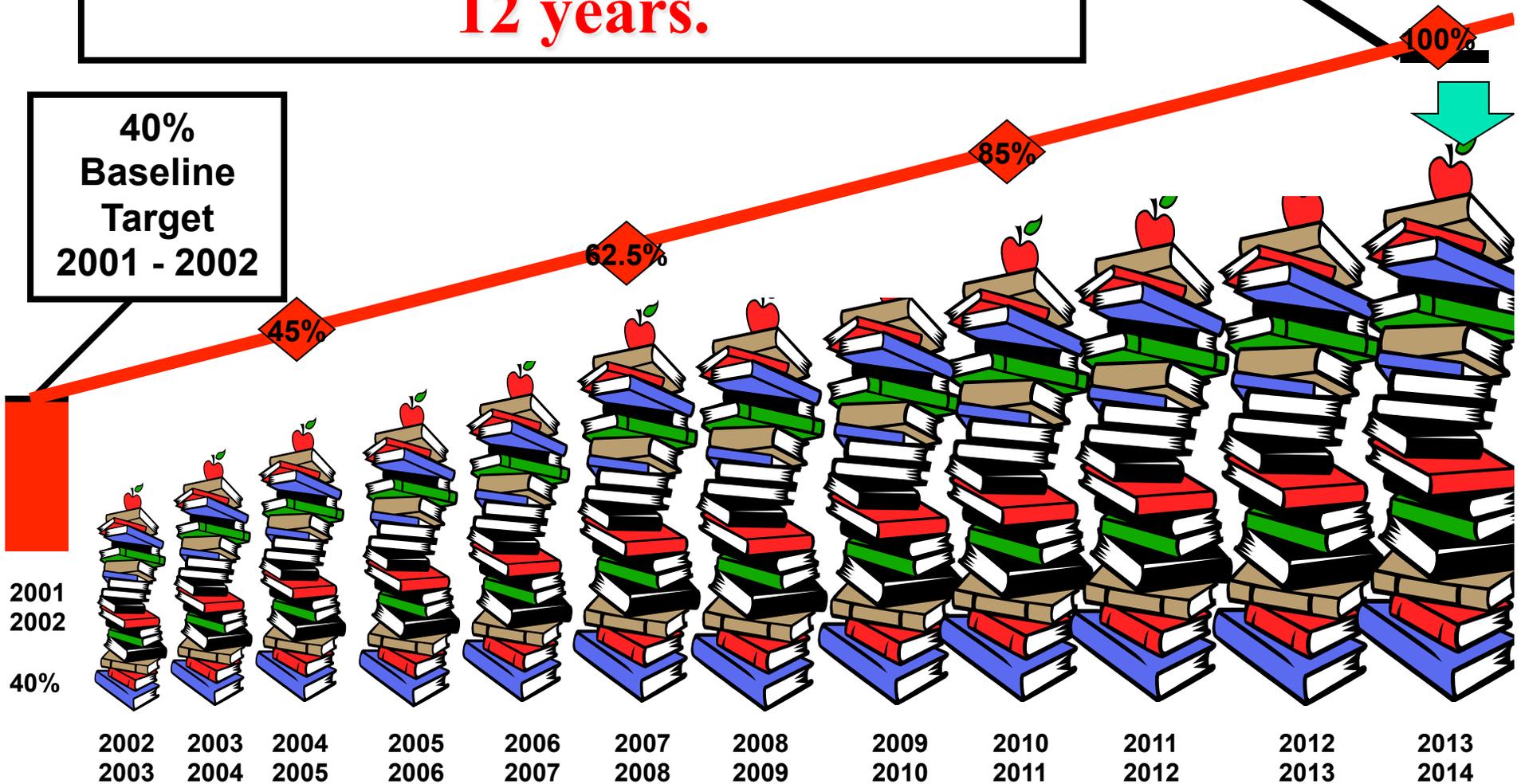
**The Art and Science of Teaching and Learning**



**All students and all subgroups of students must meet or exceed standards in 12 years.**

**100%  
Target  
2013 - 2014**

**40%  
Baseline  
Target  
2001 - 2002**



# Every school in America wants to . . .

- increase achievement



- reduce achievement gaps



Common Core

Standards

Education is involved in school improvements in every decade. Why are we surprised about change?



**Sputnik**

- New Math
- New Science
- Teacher Traits

**Age of Aquarius**

- Values Clarification
- Open Classrooms
- Have kids feel good about themselves.
- Clinical Supervision

**Back to Basics**

- Behavioral Objectives
- Hunter Model
- Learning Styles
- Clinical Supervision

**SD Du jour**

- Effective Schools
- Cooperative Learning
- Discipline Models
- Mastery Learning
- More Clinical Supervision

**Brain Research and Assessment**

- Critical Thinking
- Alternative Assessments
- Constructivism
- Engaged Teaching and Learning
- Multiple Intelligences
- Learning Styles
- More Clinical Supervision

**NCLB and Age of Research, Assessments, and Reports**

- High-Stakes Testing
- Technology
- Data-driven decision making
- Restructuring
- More Engagement
- Teaching for Understanding

Education is involved in school  
improvements about every decade.  
Why are we surprised?

2010 Today

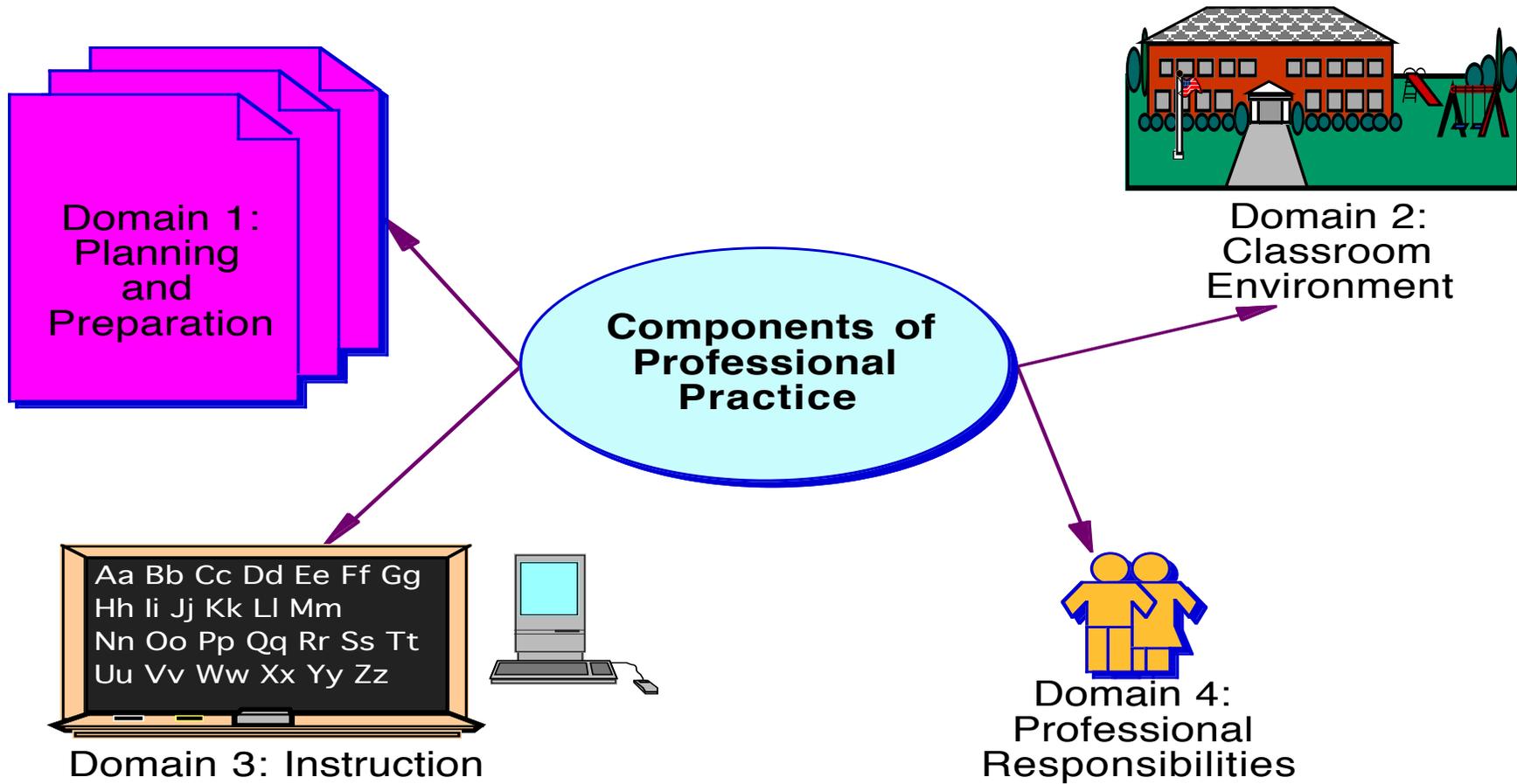


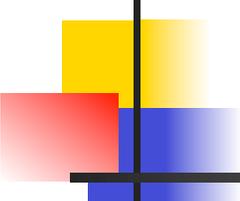
**Common Core and NCLB**

- Technology Integration
- Data-driven
- Research-based
- Instructional Quality
- High-Stakes Testing
- Value-Added and Other  
Teacher Evaluation

**And, the beat goes on.**

# What is the Framework for Teaching?





WE CAN . . .

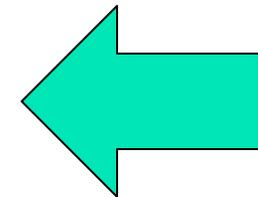
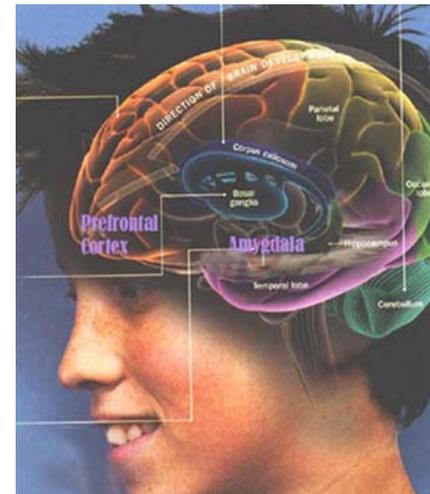


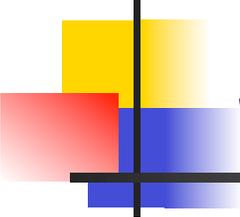
**Students**

**Accountability**



**The Art and Science of Teaching and Learning**

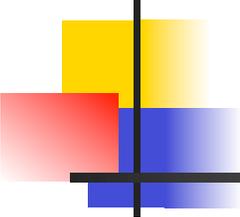




# Staff Development in the Past

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- LYNT **Last year' s new thing**
- TYNT **This year' s new**
- NYNT **Next year' s new thing**



# Hot Topics-SD Du Jour

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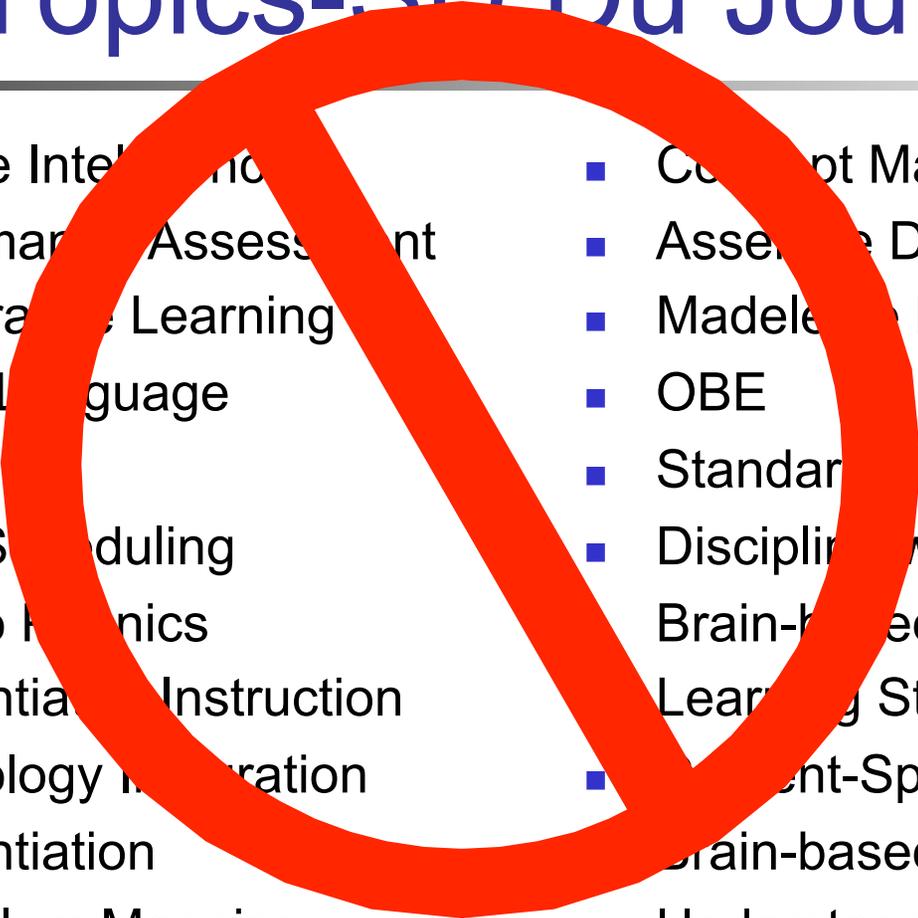
- Multiple Intelligences
- Performance Assessment
- Cooperative Learning
- Whole Language
- ESL
- Block Scheduling
- Back to Phonics
- Differentiated Instruction
- Technology Integration
- Differentiation
- Curriculum Mapping
- Concept Mapping
- Assertive Discipline
- Madeleine Hunter
- OBE
- Standards-based Learning
- Discipline with Dignity
- Brain-based Learning
- Learning Styles
- Content-Specific
- Brain-based Learning
- Understanding by Design

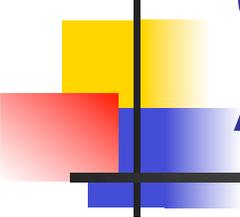
# We may need change therapy



# NO MORE SD Buffets

## Hot Topics-SD Du Jour

- 
- Multiple Intelligences
  - Performance Assessment
  - Cooperative Learning
  - Whole Language
  - ESL
  - Block Scheduling
  - Back to Basics
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  - Student-Specific
  - Brain-based Learning
  - Understanding by Design



# Categories of Instructional Strategies That Affect Student Achievement

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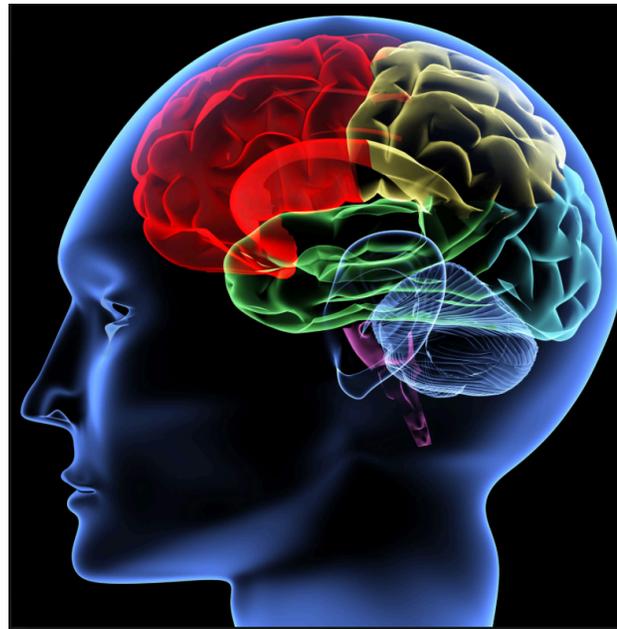
<b>Category</b>	<b>Percentile Gain</b>
■ <b>Identifying Similarities and Differences</b>	<b>45</b>
■ <b>Summarizing and note taking</b>	<b>34</b>
■ <b>Reinforcing effort and providing recognition</b>	<b>29</b>
■ <b>Homework and practice</b>	<b>28</b>
■ <b>Non-linguistic representations</b>	<b>27</b>
■ <b>Cooperative Learning</b>	<b>27</b>
■ <b>Setting objectives and feedback</b>	<b>23</b>
■ <b>Generating and testing hypotheses</b>	<b>23</b>
■ <b>Question, cues, and advanced organizers</b>	<b>22</b>

Below is Hattie's table of effect sizes.

Influence	Effect Size	Source of Influence
<b>Feedback</b>	1.13	Teacher
Student's prior cognitive ability	1.04	Student
Instructional quality	1.00	Teacher
Direct instruction	.82	Teacher
Acceleration	.72	Student
Remediation/feedback	.65	Teacher
Student's disposition to learn	.61	Student
Class environment	.56	Teacher
Challenge of Goals	.52	Teacher
Peer tutoring	.50	Teacher
Mastery learning	.50	Teacher
Homework	.43	Teacher
Teacher Style	.42	Teacher
Questioning	.41	Teacher
Peer effects	.38	Peers
Advance organisers	.37	Teacher
Simulation & games	.34	Teacher
Computer-assisted instruction	.31	Teacher
Testing	.30	Teacher
Instructional media	.30	Teacher
Affective attributes of students	.24	Student
Physical attributes of students	.21	Student
Programmed instruction	.18	Teacher
Audio-visual aids	.16	Teacher
Individualisation	.14	Teacher
Finances/money	.12	School
Behavioural objectives	.12	Teacher
Team teaching	.06	Teacher
Physical attributes (e.g., class size)	-.05	School

Teachers may tend to lose hope and optimism when there's too much.

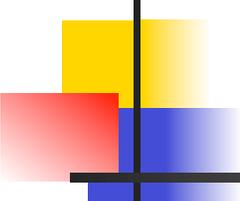
**Change**



**Change**



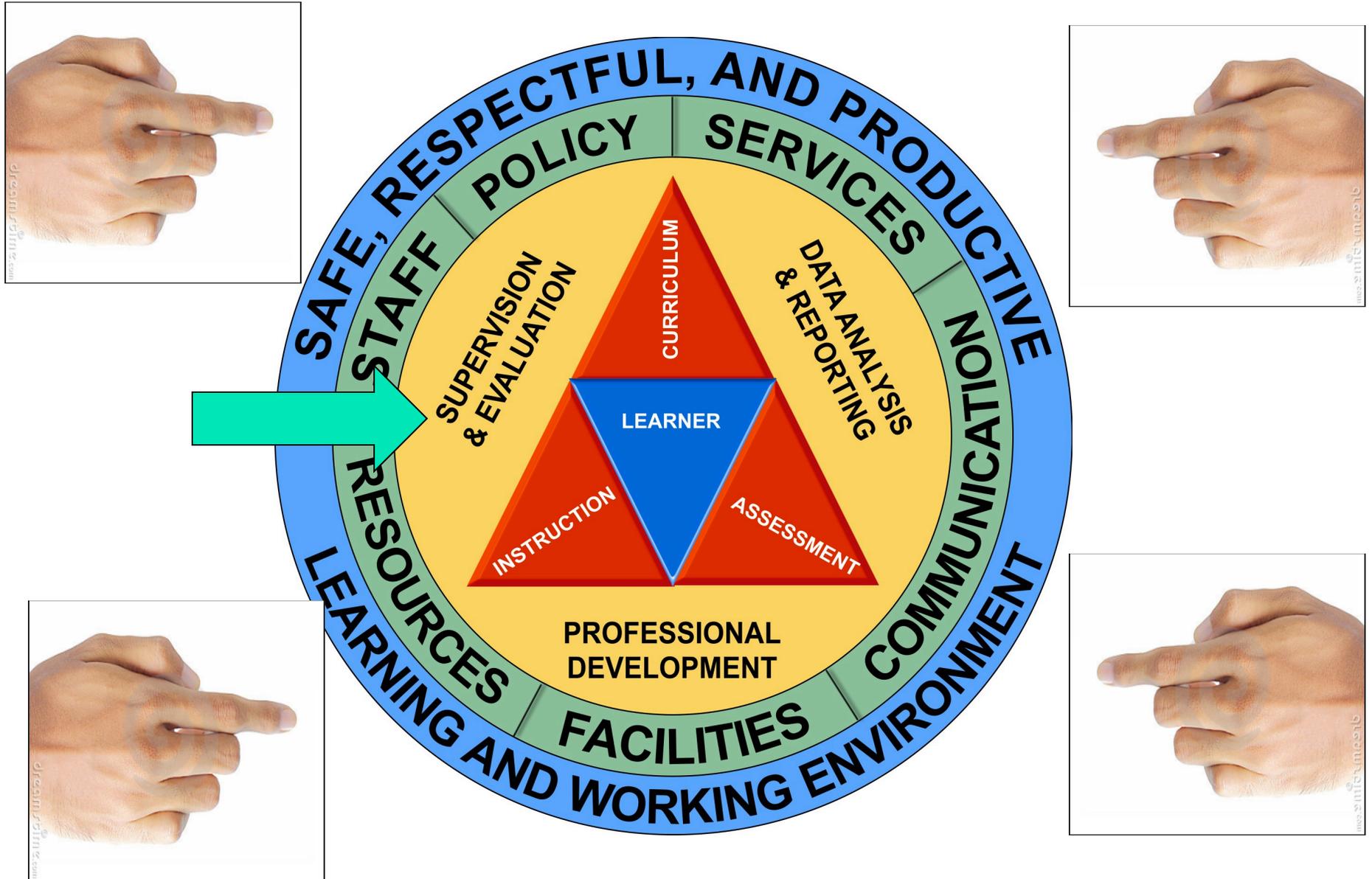
1. Teachers may flight, fight, or freeze responses and . . .
  - become defensive and argumentative.
  - withdraw and fail to commit.
  - do nothing.

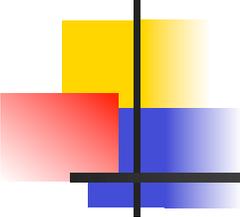


WE CAN . . .



# Making Connections

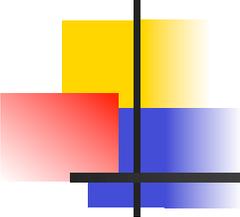




# Today's Learning Goals

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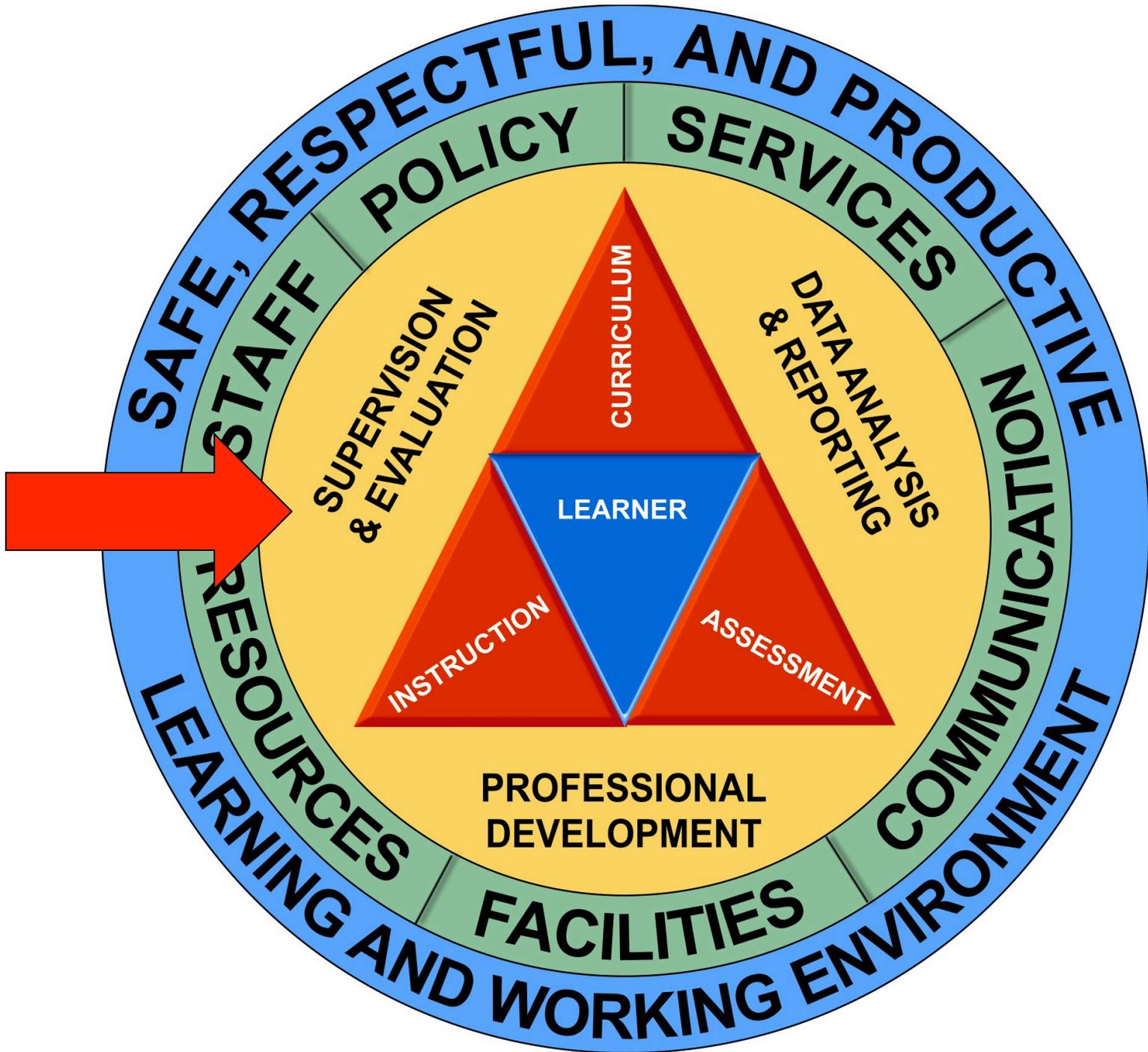
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5. Know how to use walkthrough evidence to provide professional development and implement other school initiatives.
6. Identify your next steps.



# Essential Questions

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- *What are you doing in your school to ensure that your teachers are providing the very best instruction for your students?*
- *To what extent are you focusing your time, energies and resources on providing strong, instructional leadership?*

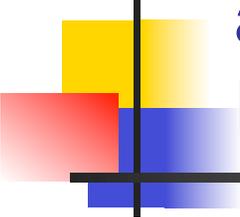


# Teacher's Feelings, Beliefs, and Thoughts about Supervision and Evaluation

I feel . . .

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- afraid
- frustrated
- uncertain
- apathetic
- it has little value
- it does not improve my teaching
- it does not improve student learning
- it is intrusive
- alienated
- disrespected
- concerned
- that I don't have autonomy
- overwhelmed
- it lowers morale
- untrusted



## Administrator's Feelings, Beliefs, and Thoughts about Supervision and Evaluation

I feel . . .

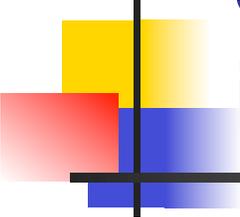
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- afraid
- frustrated
- uncertain
- apathetic
- it has little value
- it does not improve teaching
- it does not improve student learning
- I am intruding
- it lowers morale
- unwanted/unneeded
- alienated
- disrespected
- concerned
- that I don't give teachers autonomy
- overwhelmed
- that I don't have time
- that I don't have the skills

# Two Failings of Past Efforts

1. Teacher supervision and evaluation practices have not accurately measured teacher quality because they've failed to do a good job of discriminating between effective and ineffective teachers, and
2. Teacher evaluation systems have not aided in developing a highly skilled teacher workforce.

(Bill and Melinda Gates Foundation, 2011; Toch & Rothman, 2008; U.S. Department of Education, 2009; Weisberg, Sexton, Mulhern, & Keeling, 2009).

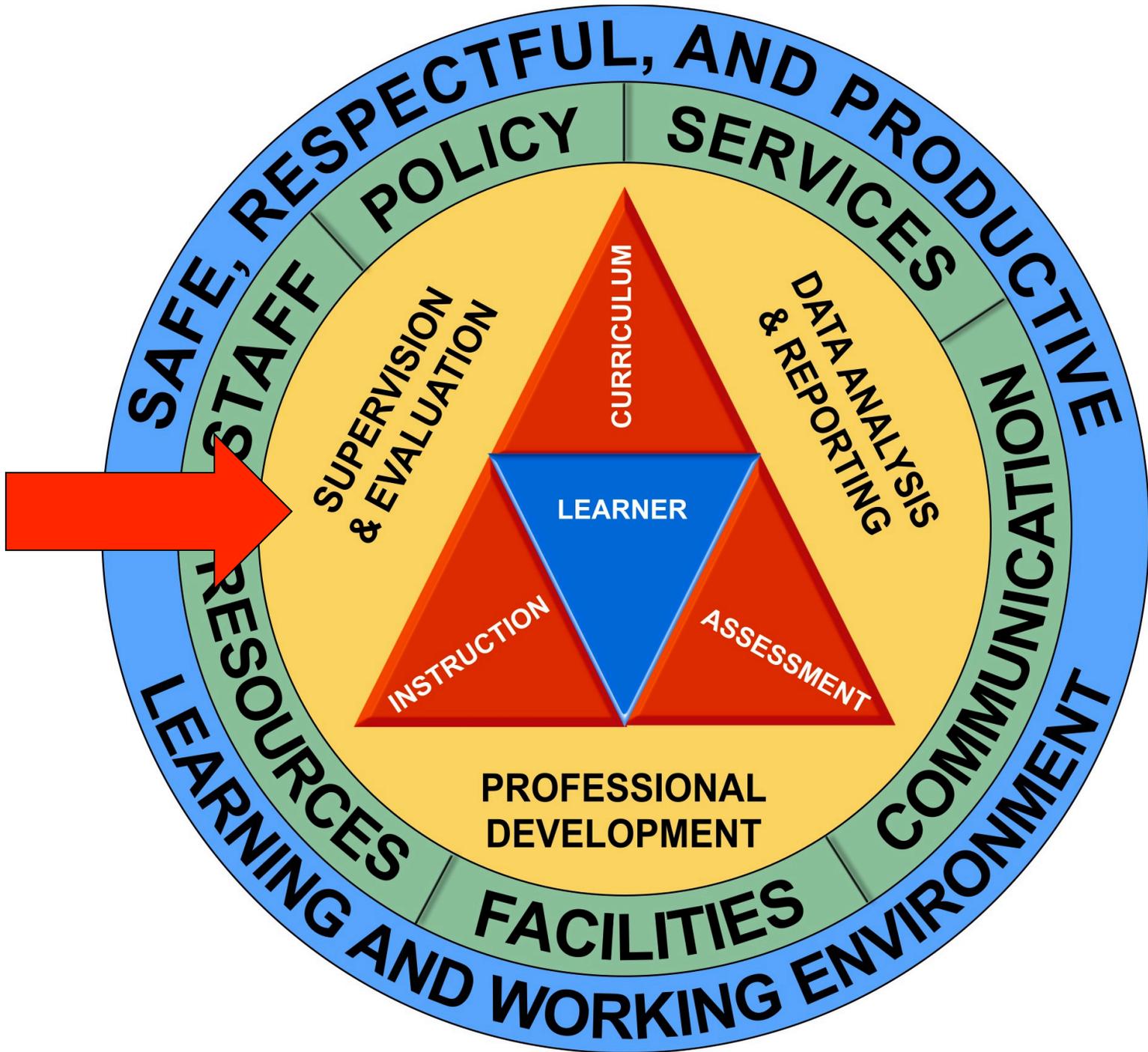


The problem with some existing supervision and evaluation systems is that they are characterized as . . .

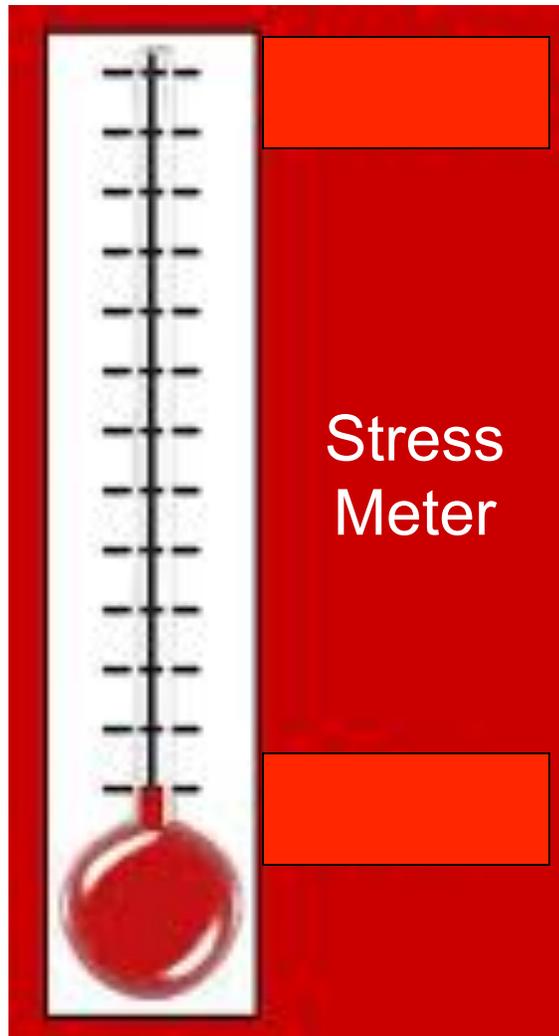
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- Infrequent
- Unfocused
- Undifferentiated
- Unhelpful
- Inconsequential

Walkthroughs seem to be characterized in a similar way.



What is your level of anxiety regarding supervision and evaluation in a high-accountability world?



I am totally **freaking** out.



I'm worried. I need some . . .



I will survive . . .



It use to be easier . . .





**TAKE THIS JOB  
AND SHOVE IT**

**I'M OUTTA HERE**

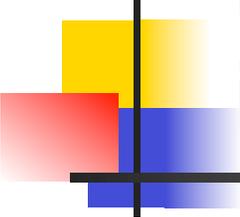
# Every school in America wants to . . .

- increase achievement



- reduce achievement gaps





Which of these may result in more immediate school-wide improvement in teaching and learning?

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Teacher Evaluation	Walkthroughs

I hope walkthroughs don't start like this.



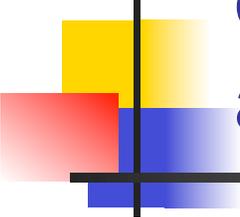
<http://www.youtube.com/watch?v=YYnSKwaQxWM>

Demystifying . . .



**Walkthroughs**

**in the Age of Accountability**



If you keep on doing what you've always done, you will continue to get what you always got.

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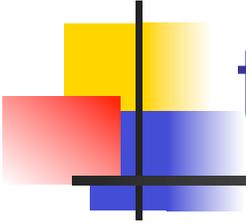
- What do you want? →
  - Vision and Mission
  - State/school standards
  - Life and Career Competencies
- What have you been doing to get what you want? →
  - Data
- What do you have to change? →
  - Analysis and interpretation of data
- What's your plan? →
  - Improvement Plans

Walkthroughs play an important role in leading for teacher effectiveness and student learning.

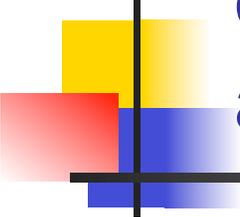


# What do you want your school to be known for?

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- Curriculum
- Assessment
- Instruction
- Learning Environment
- Culture and Climate
- Parent Support
- PD



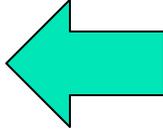
If you keep on doing what you've always done, you will continue to get what you always got.

---

- What do you want? →
  - Vision and Mission
  - State/school standards
  - Life and Career Competencies
- What have you been doing to get what you want? →
  - Data
- What do you have to change? →
  - Analysis and interpretation of data
- What's your plan? →
  - Improvement Plans

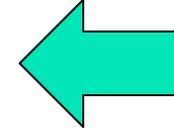
# 21<sup>st</sup> Century Leaders need to . . .

## 1. Expect



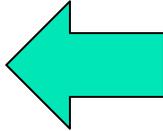
How will you consistently communicate a vision, standards, goals, and high expectations for student and teacher learning?

## 2. Direct



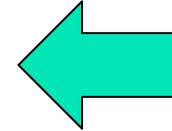
How will you define improvement objectives and expected standards, inspire involvement, and provide ongoing professional learning, teaching, resources, and support?

## 3. Inspect



How will you inspect data, curriculum, instruction, assessment, culture and climate, the learning environment, teacher performance, and organizational operations?

## 4. Respect

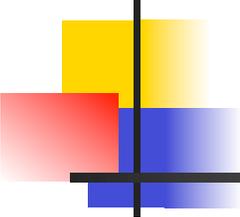


How will you show empathy, trust confidence, and flexibility, and recognize progress and accomplishment?

## 5. Reflect



How will you examine results, determine progress, encourage the need for implementation adjustments?



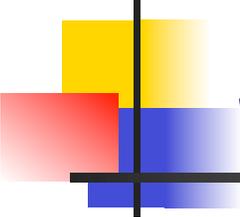
# Today's Learning Goals

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1. Explain how the educational context has changed and how it affects teaching, leading, and learning.
2. Describe the flaws of some existing supervision evaluation practices.
3. Describe the benefits of walkthroughs.
4. Describe the components of planning, conducting, and debriefing walkthroughs.
5. Know how to use walkthrough evidence to provide professional development and implement other school initiatives.
6. Identify your next steps.

# Walkthroughs Provide Data





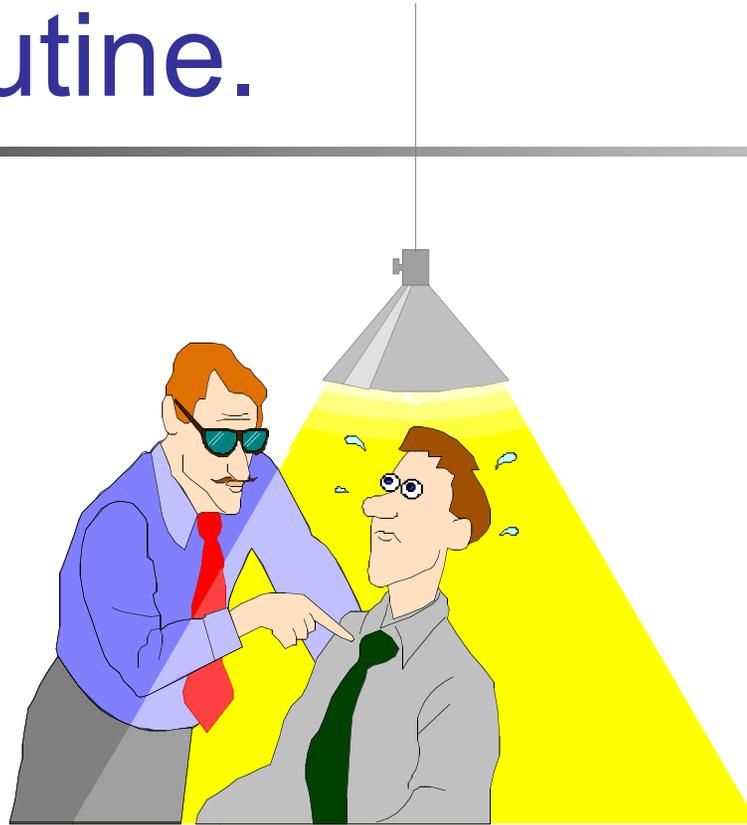
# Six Roles for Data

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1. Improving decision making
2. Describing processes, practices, progress
3. Examining belief systems
4. Mobilizing for action
5. Monitoring implementation of changes
6. Accountability

Johnson, Ruth *Setting Our Sights: Measuring Equity in School Change* (1996)

Data are the inherent enemy  
of routine.



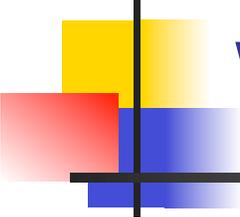
**Why?**



# Professional Development Delivery Systems

(Powerful Designs. NSDC, Fall 2003)

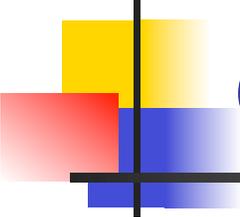
- action research
- assessment
- case studies
- critical friend group
- curriculum development
- data for analyzing schools
- examining student work
- journaling
- immersion
- lesson study
- listening to students
- mentoring
- networks
- peer coaching
- portfolios
- school coaching
- shadowing students
- study groups
- training of trainers
- tuning protocols
- **walkthroughs**
- training on specific strategies and approaches



# What is a walkthrough?

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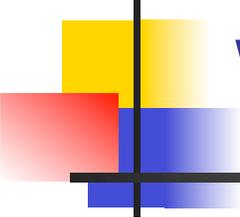
- A walkthrough is an organized visit through a school's learning areas to observe teaching, learning, and the school environment through the eyes of different school stakeholders.
- Does that have to be the definition?



# Walkthroughs are part of an effort to . . .

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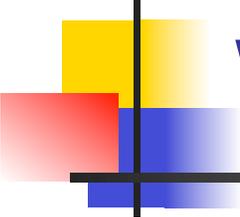
1. Increase **student achievement**
2. Improve **teacher effectiveness** and **satisfaction**
3. Improve **organizational effectiveness**
4. Improve **parent and community support** for schools
5. Adapt to **a changing world** and educational context



# Purposes of Three Types of Walkthroughs

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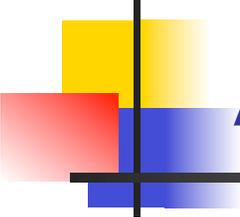
<b>Implementation Walkthrough</b>	To determine if program or improvement initiatives are being implemented as planned.
<b>Instructional Walkthrough</b>	To determine if the instruction being delivered within the classroom reflects what is known about instructional effectiveness.
<b>Informational Walkthrough</b>	To determine if the students are learning from the instruction being provided, and what evidence exists to back up this statement.



# Purposes of Three Types of Walkthroughs

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<b>Implementation Walkthrough</b>	What program or improvement initiatives are being implemented?
<b>Instructional Walkthrough</b>	Which research-supported practices do you want to observe?
<b>Informational Walkthrough</b>	What evidence is there to show that students are learning from the instruction being provided?

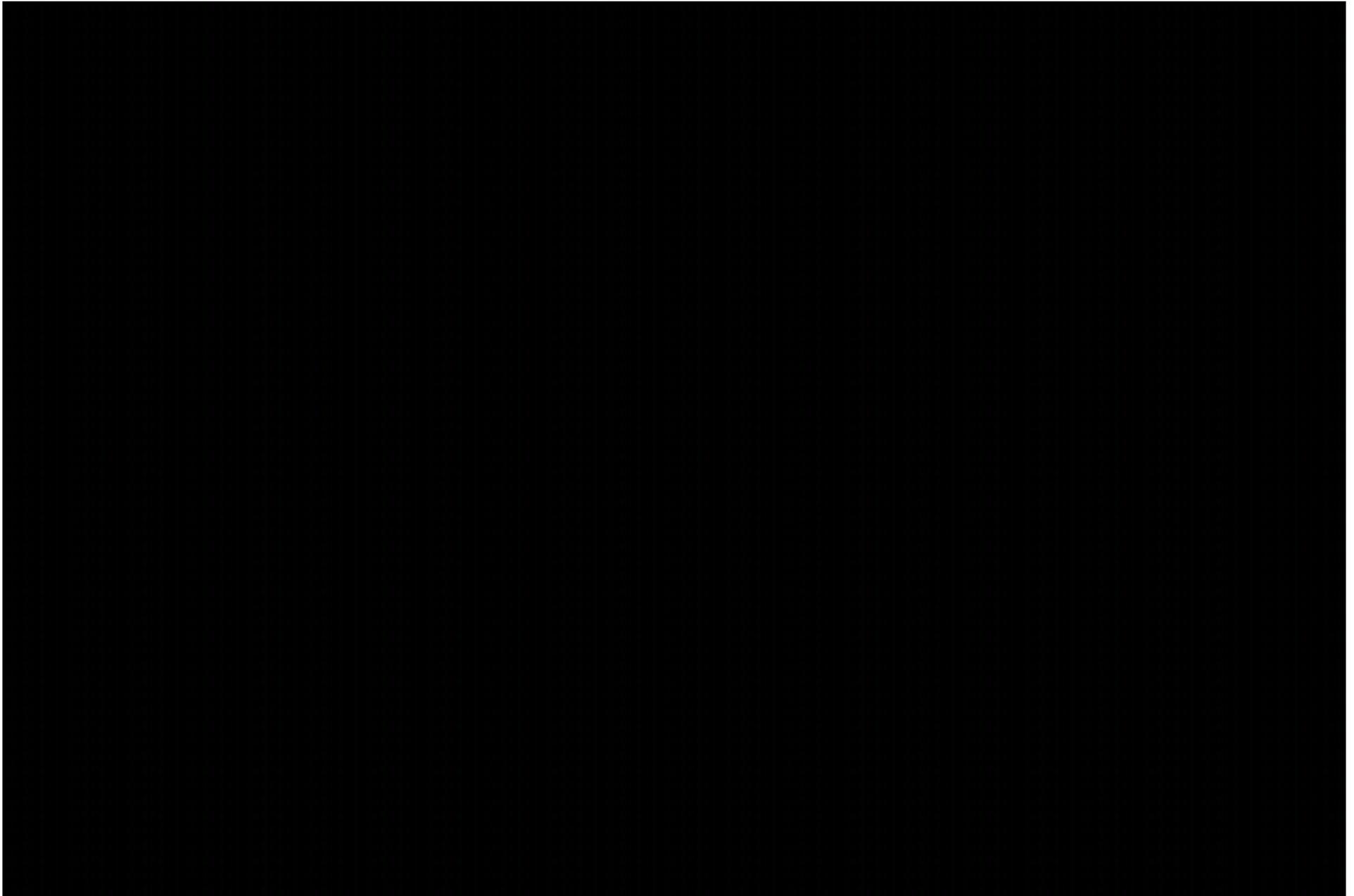


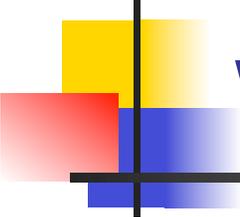
## A walkthrough is . . .

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- a brief visit (i.e., 2-20 minutes) to classrooms or other parts of the school.
- conducted on a frequent basis and consistent throughout the year.
- informal and non-evaluative.
- designed to collect patterns of data that can help members of the learning community continually improve their teaching practices.

Will teacher observation and walkthroughs change?



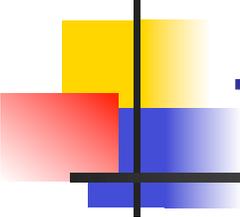


# Components of Planning, Conducting, and Debriefing Walkthroughs

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1. Begin with an overview and staff conversation about walkthroughs and their benefits.
2. Engage in focused planning.
3. Conduct walkthroughs.
4. Provide feedback to teachers.
5. Debrief with planning team and teachers.
6. Determine next steps

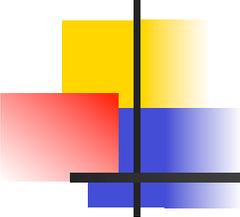
Purposes	Observers	Visits/Time/ Frequency
<p>A. <b>Implementation Walkthrough:</b> The purpose is to determine if program or improvement initiatives are being implemented as planned.</p> <p>B. <b>Instructional Walkthrough:</b> The purpose is to determine if the instruction being delivered within the classroom reflects what is known about instructional effectiveness.</p> <p>C. <b>Informational Walkthrough:</b> The purpose is to determine if the students are learning from the instruction being provided, and what evidence exists to back up this statement.</p> <p><b>Identify a specific focus (e.g., student engagement, safety, classroom environment, student behavior, assessment, instructional strategies for a particular content area, team collaboration).</b></p>	<p><b>Select possible observers.</b></p> <ol style="list-style-type: none"> <li>1. Principal</li> <li>2. Assistant Principal</li> <li>3. Dean</li> <li>4. Teachers</li> <li>5. Parents</li> <li>6. Coaches</li> <li>7. Mentors</li> <li>8. Researchers</li> <li>9. Counselors</li> <li>10. Special Ed Staff</li> <li>11. District administrators/directors/coordinators</li> <li>12.</li> <li>13.</li> <li>14.</li> </ol>	<p><b>Visits:</b></p> <ol style="list-style-type: none"> <li>1. Observe all teachers</li> <li>2. Observe a selected population of teachers including             <ol style="list-style-type: none"> <li>a) (content areas)</li> <li>b) (grade levels)</li> <li>c) (teachers with a certain level of experience)</li> <li>d) (other characteristics)</li> </ol> </li> </ol> <p><b>Time:</b> While walkthroughs are typically 3-20 minutes, identify the amount of time required to observe target behaviors.</p> <p>Duration of each walkthrough _____</p> <p><b>Frequency:</b> How many observations will you make for each teacher on the same target?</p> <p>Number of observations _____</p>



# Components of Planning, Conducting, and Debriefing Walk- throughs

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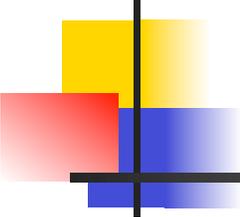
- 1. Begin with an overview and staff conversation about walkthroughs and their benefits.**
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# 1. Getting Started in the School: Overview of Walkthroughs and Benefits

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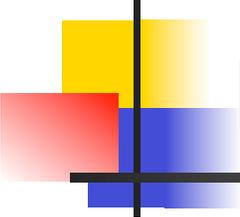
- Meet in a joint meeting where teachers have the opportunity to have dialogue in small groups.



# Benefits of Walkthroughs

---

1. reinforce attention to a school improvement focus.
2. provide useful data about school improvement targets and the impact of professional development.
3. stimulate collegial conversation and a desire for continuous improvement.
4. deepen understanding about what is really going on at the school.

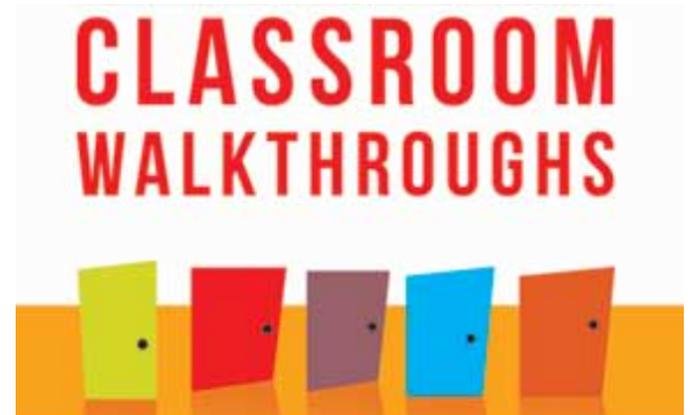
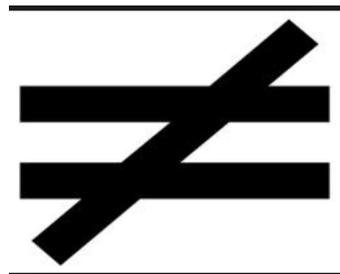


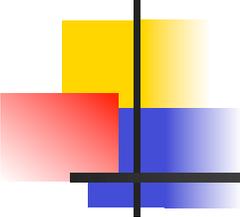
Walkthroughs tend to be ineffective for producing positive results because . . .

---

1. Teachers are often not involved in the process.
2. Walkthroughs are often infrequent.
3. The focus is often unclear to teachers.
4. Data is often not used to impact teaching and learning.
5. The impact of the walkthroughs is not usually noticed by teachers.

Teachers need to know the difference between . . .

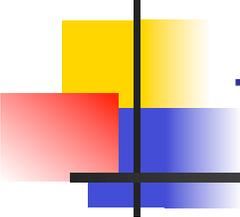




# 1. Getting Started in the School: Overview of Walkthroughs and Benefits

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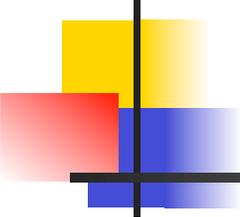
1. Walkthrough process
2. Reasons for conducting periodic walkthroughs
3. Who will visit classrooms? Which rooms? How often?
4. The focus for observers during walkthroughs
5. Other data that can be gathered
6. Efforts to make walkthroughs a positive and safe experience



# Components of Planning, Conducting, and Debriefing Walk- throughs

---

1. Begin with an overview and staff conversation about walk-throughs and their benefits.
2. **Engage in focused planning.**
3. Conduct walkthroughs.
4. Provide feedback to teachers.
5. Debrief with planning team and teachers.
6. Determine next steps.

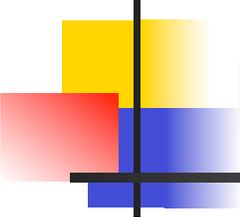


## 2. Focused Planning: The Big Picture

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The planning team must consider the following questions:

1. What is the purpose of the walkthrough?
2. Who will participate in the walkthrough?
3. Where will it take place? Which classrooms?



# Walkthroughs tend to be ineffective for producing positive results because . . .

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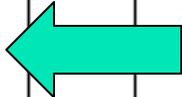
1. Teachers are often not involved in the process. ✓
2. Walkthroughs are often infrequent.
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5. The impact of the walkthroughs is not usually noticed by teachers.

# Know what you EXPECT

## Common Core State Standards (CCSS) Professional Proficiencies and To-Do's

I can . . ./I will be able to . . .	Product/ Performance	Yes	Not Yet	Help/Support Needed
1. Explain the purposes and potential benefits of the Common Core State Standards (CCSS).	Oral/written summary			
2. Describe the structure and organization of the CCSS.	Oral/written summary			
3. Apply a process for converting, selecting, and evaluating student-friendly learning targets (i.e., objectives/"I can"/"I will be able to" statements).	Lists of student-friendly learning targets aligned to the CCSS			
4. Explain the components of a curriculum map (i.e., scope and sequence) and be able to create and evaluate curriculum.	Curriculum maps			
5. Describe the characteristics of quality assessment and be able to create/select formative and summative assessments that align to the CCSS.	Assessment plans and assessments			
6. Explain and apply the process for creating and evaluating unit designs.	Unit designs			
7. Explain and apply the process for creating pacing guides and/or lesson plans.	Lesson plans/ pacing guides			
8. Use curriculum maps, unit designs, lesson-pacing plans, and other curriculum resources to audit curriculum.	Gap analyses/audits			

# Know what you EXPECT

9.	Identify how your existing school/district curriculum correlates to the CCSS.	List of changes			
10.	Be familiar with and use a broad range of research-supported instructional strategies that match CCSS expectations for literacy, math, and other content learning.	A variety of instructional strategies			
For Administrators and Teacher Leaders					
11.	Create and implement a plan to integrate CCSS with support services and practices for addressing the needs of English Language Learners, special education students, and other students requiring academic support.	A written plan listing existing and needed services, programs, and practices			
12.	Create and use a plan to prepare for and implement CCSS in your school/district.	A written plan			
13.	Use techniques, strategies, and tools to facilitate and monitor the CCSS preparation and implementation process.	A variety of leadership strategies, tools, and techniques			
14.	Illustrate how the CCSS correlates with and affects other school improvement initiatives and other aspects of the school/district.	A graphic organizer and/or written document illustrating connections A list of affects on programs, services, and practices			

### **Domain 3 Instruction**

#### **a. Communicating with Students**

- Expectations for Learning Directions for Activities
- Explanations of Content Use of Oral and Written Language

#### **b. Using Questioning and Discussion Techniques**

- Quality of Questions/Prompts
- Discussion Techniques
- Student Participation

#### **c. Engaging Students in Learning**

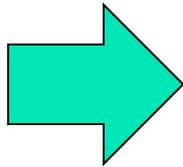
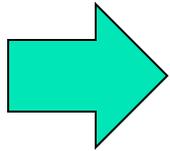
- Activities and Assignments
- Grouping of Students
- Instructional Materials and Resources
- Structure and Pacing

#### **d. Using Assessment in Instruction**

- Assessment Criteria
- Monitoring of Student Learning
- Feedback to Students
- Student Self-Assessment and Monitoring of Progress

#### **e. Demonstrating Flexibility and Responsiveness**

- Lesson Adjustment
- Response to Students Persistence



## **Domain 1 Planning and Preparation**

### **a. Demonstrating Knowledge of Content and Pedagogy**

- Knowledge of Content and the Structure of the Discipline
- Knowledge of Prerequisite Relationships
- Knowledge of Content-Related Pedagogy

### **b. Demonstrating Knowledge of Students**

- Knowledge of Child and Adolescent Development
- Knowledge of the Learning Process
- Knowledge of Students' Skills, Knowledge, and Language Proficiency
- Knowledge of Students' Interests and Cultural Heritage
- Knowledge of Students' Special Needs

### **c. Selecting Instructional Outcomes**

- Value, Sequence, and Alignment
- Clarity
- Balance
- Suitability for Diverse Students

### **d. Demonstrating Knowledge of Resources**

- Resources for Classroom Use
- Resources to Extend Content Knowledge and Pedagogy
- Resources for Students

### **e. Designing Coherent Instruction**

- Learning Activities
- Instructional Materials and Resources
- Instructional Groups
- Lesson and Unit Structure

### **f. Designing Student Assessments**

- Congruence with Instructional Outcomes
- Criteria and Standards Design of Formative Assessments
- Use for Planning

## **Domain 2 The Classroom Environment**

### **a. Creating an Environment of Respect and Rapport**

- Teacher Interactions with Students Including Both Words and Actions
- Student Interactions with Other Students, Including Both
- Words and Actions

### **b. Establishing a Culture for Learning**

- Importance of the Content and of Learning Expectations for Learning and Achievement
- Student Pride in Work

### **c. Managing Classroom Procedures**

- Management of Instructional Groups
- Management of Transitions
- Management of Materials and Supplies
- Performance of Non-Instructional Duties

### **d. Managing Student Behavior**

- Expectations
- Monitoring of Student Behavior
- Response to Student Misbehavior

### **e. Organizing Physical Space**

- Safety and Accessibility
- Arrangement of Furniture and Use of Physical Resources

## **Domain 4 Professional Responsibilities**

### **a. Reflecting on Teaching**

- Accuracy
- Use in Future Teaching

### **b. Maintaining Accurate Records**

- Student Completion of Assignments
- Student Progress in Learning
- Non-instructional Records

### **c. Communicating with Families**

- Information about the Instructional Program
- Information about Individual Students
- Engagement of Families in the Instructional Program

### **d. Participating in a Professional Community**

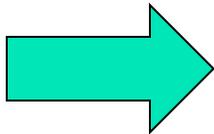
- Relationships with Colleagues
- Involvement in a Culture of Professional Inquiry
- Service to the School
- Participation in School and District Projects

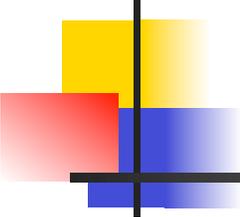
### **e. Growing and Developing Professionally**

- Enhancement of Content Knowledge and Pedagogical Skill
- Receptivity to Feedback from Colleagues
- Service to the Profession

### **f. Showing Professionalism**

- Integrity and Ethical Conduct
- Service to Students
- Advocacy
- Decision Making
- Compliance with School and District Regulations



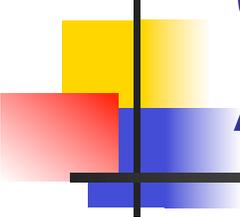


## 2. Focused Planning: The Big Picture

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The planning team must also consider the following questions:

4. How will you inform and notify all relevant parties?
5. Who will train participants?
6. What tools will the participants need?



# Categories of Instructional Strategies That Affect Student Achievement

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<b>Category</b>	<b>Percentile Gain</b>
■ <b>Identifying Similarities and Differences</b>	<b>45</b>
■ <b>Summarizing and note taking</b>	<b>34</b>
■ <b>Reinforcing effort and providing recognition</b>	<b>29</b>
■ <b>Homework and practice</b>	<b>28</b>
■ <b>Non-linguistic representations</b>	<b>27</b>
■ <b>Cooperative Learning</b>	<b>27</b>
■ <b>Setting objectives and feedback</b>	<b>23</b>
■ <b>Generating and testing hypotheses</b>	<b>23</b>
■ <b>Question, cues, and advanced organizers</b>	<b>22</b>

What has been attempted and what has been successful and unsuccessful?

## **1. Change Content**

What students will learn and the materials that represent the content

## **2. Change Process**

Activities through which students make sense of key ideas using essential skills

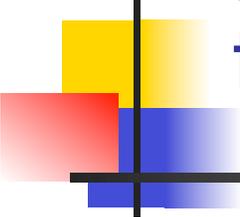
## **3. Change Product**

How students demonstrate and extend what they understand and can do as a result of a span of learning

## **4. Change Environment**

The classroom conditions that set the tone expectations of learning

# Math Research: Students' performance increases when teachers . . .



---

1. Explicitly teach concept vocabulary.
2. Use non-linguistic presentations and graphic organizers.
3. Model and use tightly sequenced forms of explicit instruction.
4. Explicitly teach the use of problem representation and problem solving strategies.
5. Providing immediate feedback about incremental progress.
6. Use small group, cooperative learning, and peer tutoring.
7. Explicitly teach summarizing and writing extended responses.



# Strategies to Teach Students Text Comprehension

National Reading Panel Report (2000)

---

1. Monitoring Comprehension
2. Metacognition
3. Graphic and semantic organizers
4. Answering questions
5. Generating questions
6. Recognizing story structure
7. Summarizing
8. Reciprocal teaching
9. Cooperative learning
10. Mental Imagery

Best-Shot Practice		Comments/Insights
<b>Focus (In the beginning of instruction)</b>		
1. States objectives/learning goal(s)		
2. Displays objectives/learning goal(s)		
3. Engages students in noting and understanding lesson objectives		
4. Activates previous learning and builds background information and motivation to learn		
<b>Instruction (Teaching, Modeling, and Reinforcing)</b>		
5. Communicates accurate interpretation and explanation of content in an enthusiastic way		
6. Activities align to objectives		
7. Clearly communicates instructions and procedures for participating in activities		
8. Organizes and presents content and skills into small logical chunks		
9. Organizes and presents content and skills into small logical chunks (i.e., scaffolds) so that the task or content is simplified and more manageable		
10. Uses a pace that maintains attention and adapts to learners' needs		
11. Uses appropriate questions to inspire critical and/or creative thinking		
12. Uses explicit guided practice to teach skills, strategies, and processes.		
13. Encourages students to represent new content in nonlinguistic ways (e.g., graphic organizers, charts, pictures, physical movement, enactment, mental image) to reinforce learning and assess comprehension/thinking		
14. Encourages students to construct oral or written summaries to reinforce and assess new learning		
15. Encourages students to take notes on new content		
16. Teaches, models, and reinforces academic vocabulary for understanding, retention, and transfer		

<b>Interaction (During Instruction)</b>		
17. Provides opportunities to learn from and with peers effectively and efficiently with structure and process (e.g., cooperative learning, reciprocal teaching, pair-share)		
18. Engages students in oral description, discussion, elaboration, and/or prediction activities to enhance new knowledge		
19. Engages students in activities that require them to write out and represent their conclusions and understandings		
20. Uses developmentally appropriate questioning with suitable rigor		
21. Uses suitable wait time, support, and encouragement to elicit students' responses to questions		
<b>Monitor Learning (During Instruction)</b>		
22. Frequently assesses student progress after small chunks of content/skills have been presented to determine progress toward objectives, the appropriateness of the pace, and determine necessary adjustments in instruction		
23. Provides timely and specific feedback to students regarding their progress toward the learning goals		
24. Provides encouragement to students by responding to learners' needs (e.g., re-teach, clarify, extend learning, asks students to revise and correct errors) and emphasizing the importance of effort		
<b>Closure (At the End)</b>		
25. Engages students in concluding activities that require them to reflect on their own progress related to the stated learning goals, recognize and celebrate progress, and determine the need for assistance and adjustments		
26. Refers to homework and expectations for review or preparation for assignments or assessments		

# What do you know about assessment in your school?

**How do you find out what is really going on with assessment at your school?**

**Check those items that you would be willing to try or use more often.**

1. Select different times to wander around and see when assessment is occurring. Watch the students take tests and watch teachers administering tests.
2. Conduct focused observation drop-ins--7 minute classroom snapshots:  
•student focus •instructional focus •curricular focus •assessment focus
3. Teach a class or group and prepare a formative assessment to administer to the students.
4. Engage in a short pre-observation or post-observation chat about assessment.
5. Schedule a one-to-one discussion with a teacher to just talk about assessment of student learning.
6. Conduct task or focus group discussions in a department.
7. Collect samples of assessments and make comments.
8. Collect samples of students' tests and observe the results.
9. Talk with the most veteran teachers about how the students have/have not changed in terms of performance on tests and other projects.
10. Observe the walls in teachers' classes to see if there are exemplar projects or papers displayed.
11. Interview students in the hallways to find out about assessment in their classes.
12. Talk to new teachers to find out about challenges they experience with giving grades and assessing students.
13. Monitor grade distributions in classes after mid-quarter, quarter, semester reports and talk to teachers who have unusually high D and F grades and high B and A grades. Discuss their assessment practices.
14. Talk with students who earned D's and F's to find out about their assessment experiences.
15. Talk with teachers of freshmen, sophomores, juniors, and/or seniors and find out the frequency of assessments given for the average student in that year.
16. Ask a sample of teachers to turn in a portfolio of assessment artifacts for one or two units of study.
17. Ask some teachers for a list of learning objectives and their assessments for the unit to explore coverage, priorities, and formats of tests.
18. Ask a group of teachers who give common tests to permit you to observe their discussion about the students' performance on the tests.

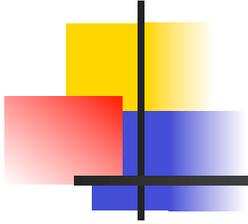
<b>Indicators/Targets of Observation Related to the Purpose and Focus of the Walkthrough</b>	
<b>Look-for's</b>	<b>Listen-to's</b>

<b>Data Gathering</b>	<b>Feedback/Debriefing</b>
<p>Select one or more of the data gathering techniques and tools you need to accomplish the purpose(s).</p> <ol style="list-style-type: none"> <li>1. Checklist with specific indicators ("look fors and listen-to's") identified by administrative team and professional literature</li> <li>2. Checklist with specific indicators ("look fors" and listen-to's) identified by teachers prior to walkthrough</li> <li>3. Notes on specific examples/evidence related to the target(s) of the walkthrough</li> <li>4. Interview data from students</li> <li>5. Walkthrough software</li> <li>6. Teacher artifacts</li> <li>7. Student artifacts</li> <li>8. (other)</li> </ol>	<p>Select one or more methods you may use to provide feedback to teachers and to debrief the results from the walk-through.</p> <ol style="list-style-type: none"> <li>1. Written note about observations placed in teacher(s) mailbox after walkthroughs</li> <li>2. Report to the entire staff at a joint meeting</li> <li>3. Reflective questions and conversations with teacher teams and/or with entire staff</li> <li>4. Personal visits later with teachers sharing observations and learning more about what took place prior and/or after the classroom visit.</li> <li>5. Observation report shared with entire staff or small grade-level, content area, cross-disciplinary or special focus teams and one or more of the following actions             <ol style="list-style-type: none"> <li>a) celebration</li> <li>b) problem solving</li> <li>c) goal-setting</li> </ol> </li> <li>6. Staff development representatives review data and determine professional development needs and delivery systems appropriate to continuously improve</li> <li>7. Collect additional data</li> <li>8. Conduct action research</li> <li>9. Share information with parents, Board members, or other school/district stakeholders</li> </ol>

Choose components of the school  
that you want to know more about  
this year?

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## **Focus Area: Engagement during Lectures**

**“Look Fors and Listen Tos”**

## Engagement During Lectures

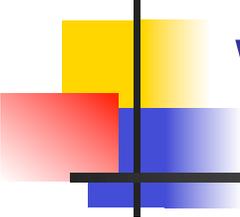




I can . . ./I will be able to . . .	Product/ Performance	Yes	Not Yet	Help/Support Needed
1. Explain the purposes and potential benefits of the Common Core State Standards (CCSS).	Oral/written summary			
2. Describe the structure and organization of the CCSS.	Oral/written summary			
3. Apply a process for converting, selecting, and evaluating student-friendly learning targets (i.e., objectives/"I can"/"I will be able to" statements).	Lists of student-friendly learning targets aligned to the CCSS			
4. Explain the components of a curriculum map (i.e., scope and sequence) and be able to create and evaluate curriculum.	Curriculum maps			
5. Describe the characteristics of quality assessment and be able to create/select formative and summative assessments that align to the CCSS.	Assessment plans and assessments			
6. Explain and apply the process for creating and evaluating unit designs.	Unit designs			
7. Explain and apply the process for creating pacing guides and/or lesson plans.	Lesson plans/ pacing guides			
8. Use curriculum maps, unit designs, lesson-pacing plans, and other curriculum resources to audit curriculum.	Gap analyses/audits			
9. Identify how your existing school/district curriculum correlates to the CCSS.	List of changes			
10. Be familiar with and use a broad range of research-supported instructional strategies that match CCSS expectations for literacy, math, and other content learning.	A variety of instructional strategies			

## See Handout

For Administrators and Teacher Leaders				
11. Create and implement a plan to integrate CCSS with support services and practices for addressing the needs of English Language Learners, special education students, and other students requiring academic support.	A written plan listing existing and needed services, programs, and practices			
12. Create and use a plan to prepare for and implement CCSS in your school/district.	A written plan			
13. Use techniques, strategies, and tools to facilitate and monitor the CCSS preparation and implementation process.	A variety of leadership strategies, tools, and techniques			
14. Illustrate how the CCSS correlates with and affects other school improvement initiatives and other aspects of the school/district.	A graphic organizer and/or written document illustrating connections A list of affects on programs, services, and practices			



# Reading Strengths and Weaknesses

---

■ **Green**=

Strength

■ **Yellow**=

Borderline

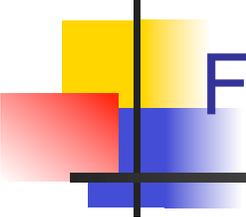
■ **Red**=

Needs

immediate

intervention

1. **Main Idea**
2. **Significant Details**
3. **Sequential/Order Relationships**
4. **Comparison Relationships**
5. **Causal Relationships**
6. **Generalizations/Drawing Conclusions**
7. **Meanings of Words**
8. **Problem/Solution Relationships**
9. **Author's Design, Purpose, and Techniques**
10. **Interpreting Instructions**

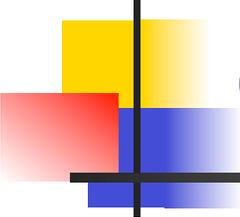


## Focus Area:

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Beginnings of classes (Openers)  
Endings of classes (Closers)

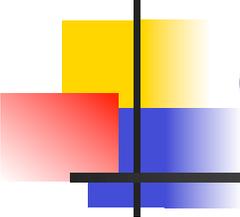
“Look Fors and Listen Tos”



# Openers

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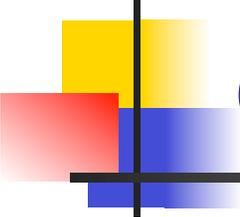
<b>Focus (In the beginning of instruction)</b>
1. States objectives/learning goal(s)
2. Displays objectives/learning goal(s)
3. Engages students in noting and understanding lesson objectives
4. Activates previous learning and builds background information and motivation to learn



# Closers

---

<b>Closure (At the End)</b>
<b>25.</b> Engages students in concluding activities that require them to reflect on their own progress related to the stated learning goals, recognize and celebrate progress, and determine the need for assistance and adjustments
<b>26.</b> Refers to homework and expectations for review or preparation for assignments or assessments

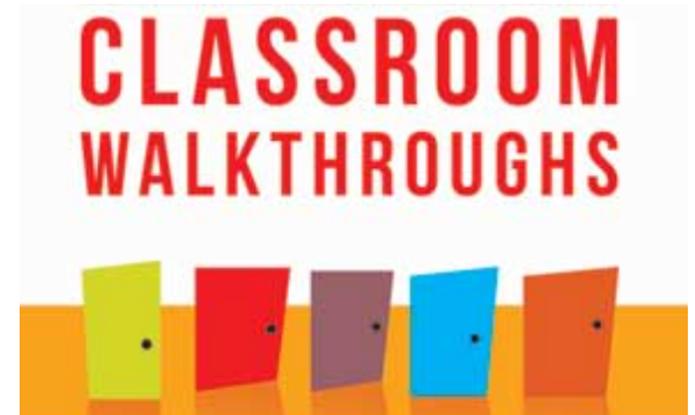
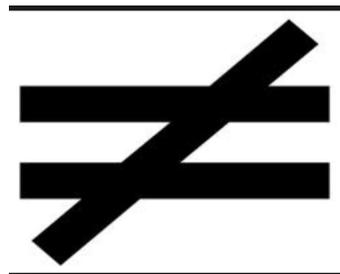


Choose look-fors and listen-tos.

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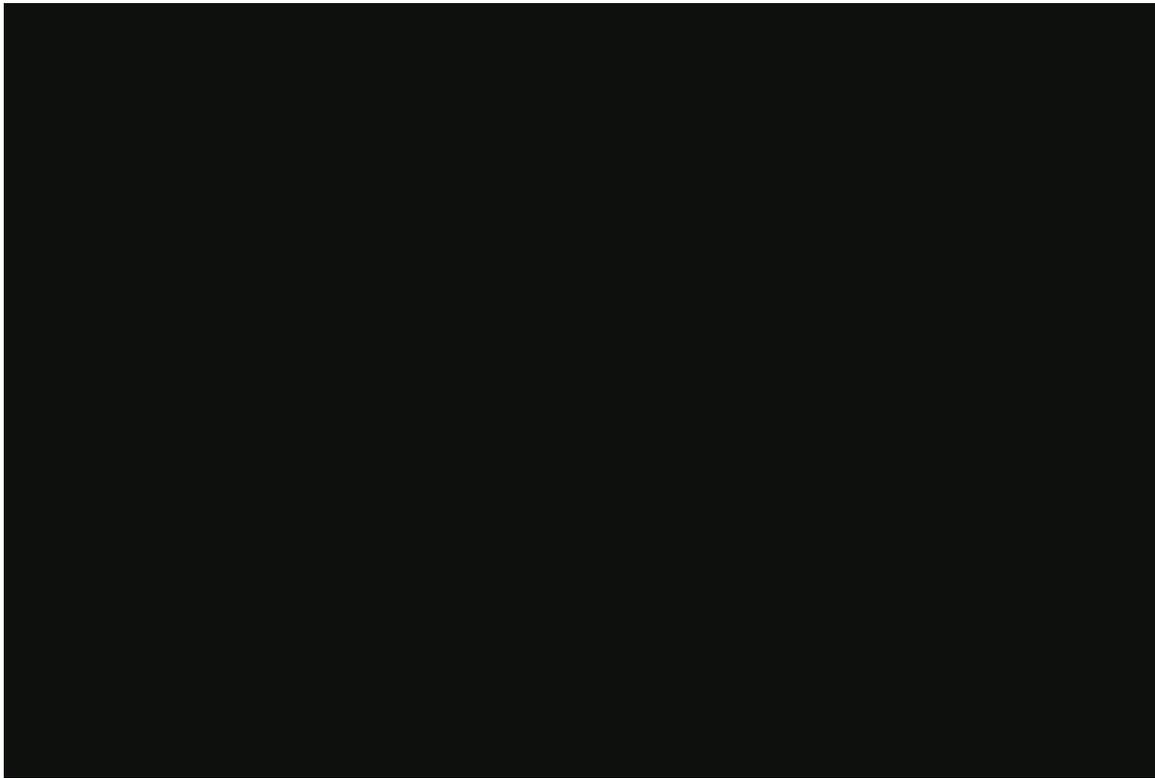


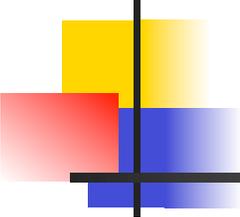
Teachers need to know the difference between . . .



I hope walkthroughs don't  
give this image?

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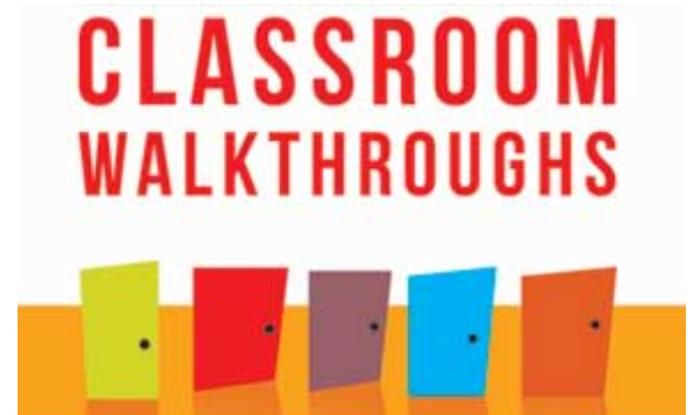
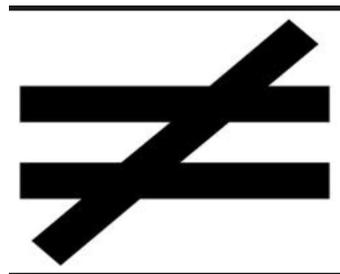


# Planning Walkthroughs

---

1. Purpose(s)
2. Area of Focus (look fors and listen-tos)
3. Who will be involved?
4. When?--Visits/Time/Frequency
5. What to prepare in advance?
6. Recording information?
7. Providing Feedback

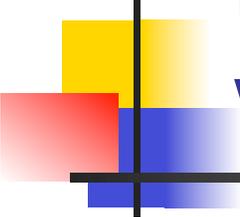
Teachers need to know the difference between . . .



# Can you do walkthroughs in PLCs?

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School leaders and teachers can build collegiality in the following ways:

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- Teachers talking together about students
- Teachers talking together about curriculum
- Teachers observing one another teach
- Teachers teaching one another
- Teachers and administrators learning together (p. 23)

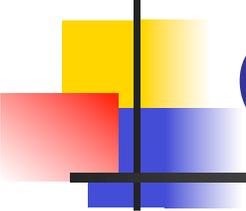
(Hoerr, 2005)

## Professional Learning Team Self-Assessment

**Rating (Y)=This is characteristic of our team      (I)=Our team needs assistance/improvement**

Professional Learning Teams:	Rating	Comments
1. Include the appropriate members.		
2. Clarify and follow productive group norms.		
3. Meet at the school during the school day.		
4. Rotate team member responsibilities.		
5. Attend all learning team meetings.		
6. Document team activities and discussions in a meeting log.		
7. Focus on school improvement issues.		
8. Examine student work and achievement data and analyze the greatest area(s) of need.		
9. Explore the reason(s) for performance.		

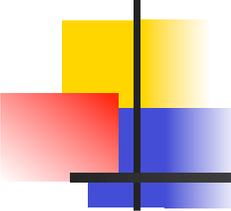
10. Create and commit to team improvement goals that are strategic, written, measurable, attainable, and realistic.		
11. Focus on teacher professional learning and growth.		
12. Look at research-based information to address the team's goal(s).		
13. Plan and participate in professional development to learn new strategies, skills, and practices related to the goal(s).		
14. Take decisive action to apply new learning.		
15. Coordinate and improve teaching/service- delivery strategies.		
16. Monitor progress during the application of new information, strategies, skills, etc.		
17. Examine the impact of new teacher/service delivery strategies on student learning.		
18. Make adjustments to implementation efforts based upon data/ information.		
19. Celebrate progress and goal achievement.		
20. Share team accomplishments and activities with non-team members.		
21. Periodically evaluate team functioning.		



# Reflecting about the Delivered Curriculum

## 1. Talking about Planned and Delivered Curriculum Content, Topics, and Skills

1. What planned content, topics, and skills were **omitted/abandoned** during the delivery of the chapter/unit of study?
2. What content, topics, and skills were **added** during the delivery of the chapter/unit of study?
3. What were students' **strengths** related to the content, topics, and skills?
4. What content and topics were challenging for students and will be **needed for subsequent learning**?
5. What will you do to **re-teach or review** the content, topics, and skills identified in #4?

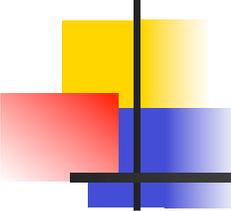


# Reflecting about Instruction

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## 2. Talking about Instructional Best Practices and Strategies

1. What instructional practices, strategies, and/or techniques **engaged** students and **facilitated achievement** of stated learning goals?
2. What instructional practices, strategies, and/or techniques **did not engage** students and **did not facilitate achievement** of stated learning goals?
3. What do you need to learn (e.g., strategies, practices, techniques) to increase student engagement and/or learning?

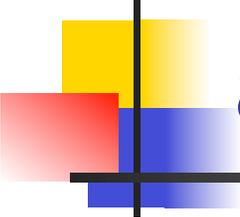


# Reflecting about Assessment

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## 3. Talking about Assessing Student Progress

1. What types of formative assessments do you use and how frequently?
2. What types of summative assessments do you use to assess students end-of-unit/chapter progress?
3. How do you analyze students' performance after assessments?
4. How do you provide students with feedback about their performance?
5. What targeted skills and/or knowledge are challenging for students?
6. What do you need or want to learn how to do related to assessing student learning?



# Reflecting about Curriculum and Data

---

## 4. Igniting and Inviting Data Conversations to Determine

- |  |   |
|--|---|
| <ol style="list-style-type: none"><li>1. Do I teach it?</li><li>2. Do I teach it the way it is tested on classroom and external assessments?</li><li>3. Do I teach it to the same depth that it is tested?</li><li>4. Do I place it in the right sequence?</li></ol> | <ol style="list-style-type: none"><li>5. Do I teach it frequently enough?</li><li>6. Do I teach it for the appropriate duration?</li><li>7. Do I use the best (i.e., research-supported) practices or strategies?</li></ol> |
|--|---|

## 5. Reflecting about Needs and Concerns

1. What **CONCERNS** do you have about the Common Core State Standards?
2. What **QUESTIONS** do you have about the Common Core State Standards?
3. What positive results do you **HOPE** the Common Core State Standards brings?
4. What do you **NEED** to help you and/or your colleagues get ready for the Common Core Standards initiative?

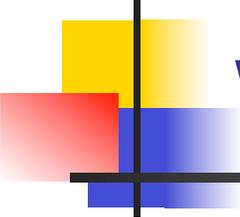


- Silent brainstorming
- Pair-share and Go-Around

Purposes	Observers	Visits/Time/ Frequency
<p>A. <b>Implementation Walkthrough:</b> The purpose is to determine if program or improvement initiatives are being implemented as planned.</p> <p>B. <b>Instructional Walkthrough:</b> The purpose is to determine if the instruction being delivered within the classroom reflects what is known about instructional effectiveness.</p> <p>C. <b>Informational Walkthrough:</b> The purpose is to determine if the students are learning from the instruction being provided, and what evidence exists to back up this statement.</p> <p><b>Identify a specific focus (e.g., student engagement, safety, classroom environment, student behavior, assessment, instructional strategies for a particular content area, team collaboration).</b></p>	<p><b>Select possible observers.</b></p> <ol style="list-style-type: none"> <li>1. Principal</li> <li>2. Assistant Principal</li> <li>3. Dean</li> <li>4. Teachers</li> <li>5. Parents</li> <li>6. Coaches</li> <li>7. Mentors</li> <li>8. Researchers</li> <li>9. Counselors</li> <li>10. Special Ed Staff</li> <li>11. District administrators/directors/coordinators</li> <li>12.</li> <li>13.</li> <li>14.</li> </ol>	<p><b>Visits:</b></p> <ol style="list-style-type: none"> <li>1. Observe all teachers</li> <li>2. Observe a selected population of teachers including             <ol style="list-style-type: none"> <li>a) (content areas)</li> <li>b) (grade levels)</li> <li>c) (teachers with a certain level of experience)</li> <li>d) (other characteristics)</li> </ol> </li> </ol> <p><b>Time:</b> While walkthroughs are typically 3-20 minutes, identify the amount of time required to observe target behaviors.</p> <p>Duration of each walkthrough _____</p> <p><b>Frequency:</b> How many observations will you make for each teacher on the same target?</p> <p>Number of observations _____</p>

<b>Indicators/Targets of Observation Related to the Purpose and Focus of the Walkthrough</b>	
<b>Look-for's</b>	<b>Listen-to's</b>

<b>Data Gathering</b>	<b>Feedback/Debriefing</b>
<p>Select one or more of the data gathering techniques and tools you need to accomplish the purpose(s).</p> <ol style="list-style-type: none"> <li>1. Checklist with specific indicators ("look fors and listen-to's") identified by administrative team and professional literature</li> <li>2. Checklist with specific indicators ("look fors" and listen-to's) identified by teachers prior to walkthrough</li> <li>3. Notes on specific examples/evidence related to the target(s) of the walkthrough</li> <li>4. Interview data from students</li> <li>5. Walkthrough software</li> <li>6. Teacher artifacts</li> <li>7. Student artifacts</li> <li>8. (other)</li> </ol>	<p>Select one or more methods you may use to provide feedback to teachers and to debrief the results from the walk-through.</p> <ol style="list-style-type: none"> <li>1. Written note about observations placed in teacher(s) mailbox after walkthroughs</li> <li>2. Report to the entire staff at a joint meeting</li> <li>3. Reflective questions and conversations with teacher teams and/or with entire staff</li> <li>4. Personal visits later with teachers sharing observations and learning more about what took place prior and/or after the classroom visit.</li> <li>5. Observation report shared with entire staff or small grade-level, content area, cross-disciplinary or special focus teams and one or more of the following actions             <ol style="list-style-type: none"> <li>a) celebration</li> <li>b) problem solving</li> <li>c) goal-setting</li> </ol> </li> <li>6. Staff development representatives review data and determine professional development needs and delivery systems appropriate to continuously improve</li> <li>7. Collect additional data</li> <li>8. Conduct action research</li> <li>9. Share information with parents, Board members, or other school/district stakeholders</li> </ol>



# Components of Planning, Conducting, and Debriefing Walkthroughs

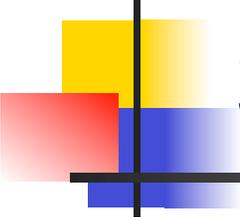
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1. Begin with an overview and staff conversation about walk-throughs and their benefits.
2. Engage in focused planning.
3. **Conduct walkthroughs.**
4. Provide feedback to teachers.
5. Debrief with planning team and teachers.
6. Determine next steps.

There are different styles of walkthroughs.

Styles
1. Male “Macho” Style
2. Female Style
3. Country “Negative” Style
4. “Good-Old-Boy” Country Style
5. Rocking Youthful “Directive” Style
6. Optimistic Happy Style
7. Inexperienced and Tentative Style
8. A Diverse Style



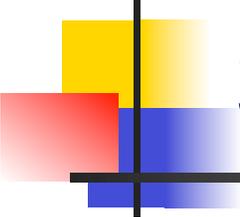


## 3. Conducting Walkthroughs

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The observers should . . .

1. spend enough time in each classroom or school area to gather targeted data.
2. look for evidence that supports – or not – the Focus Question (student work on display, work students are engaged in, student work in portfolios, teacher questions, student responses).

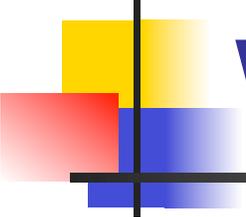


## 3. Conducting Walkthroughs

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The observers should . . .

3. use the pre-determined form or notetaking during the walkthrough.
4. interact with at least two students (see student interview questions).



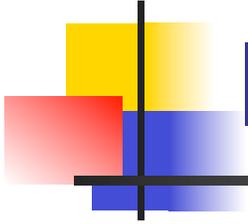
# Feedback Form for Walkthroughs

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- Date/Rooms Visited:
- Team:
- Focus Question:
- Feedback: Specific Evidence that Supports the Focus Question
- Feedback: Specific Evidence that Does Not Support the Focus Question
- Questions You Would Ask:



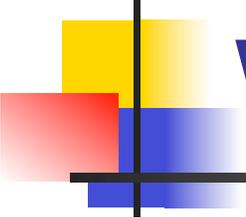
Let's hope PLCs don't function like this.



# Conduct the Walkthrough: Student Engagement

- Look for and Listen to
  - Student knowledge of the objectives
  - Meaningful and standards-based task and objectives
  - Teacher focuses students
  - Student commitment to the task
  - No distractions

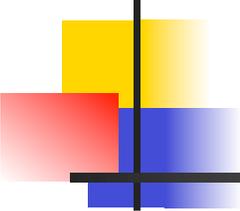




# Student Interviews During Walkthroughs

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1. What are you working on?
2. What are the objectives for this lesson?
3. Why are you doing this work?
4. Is what you are doing interesting to you?
5. How do you know if you understand the content or learning new skills?
6. What do you do in this class if you need help?
7. Please show me your work.



# Start with the standard and benchmark

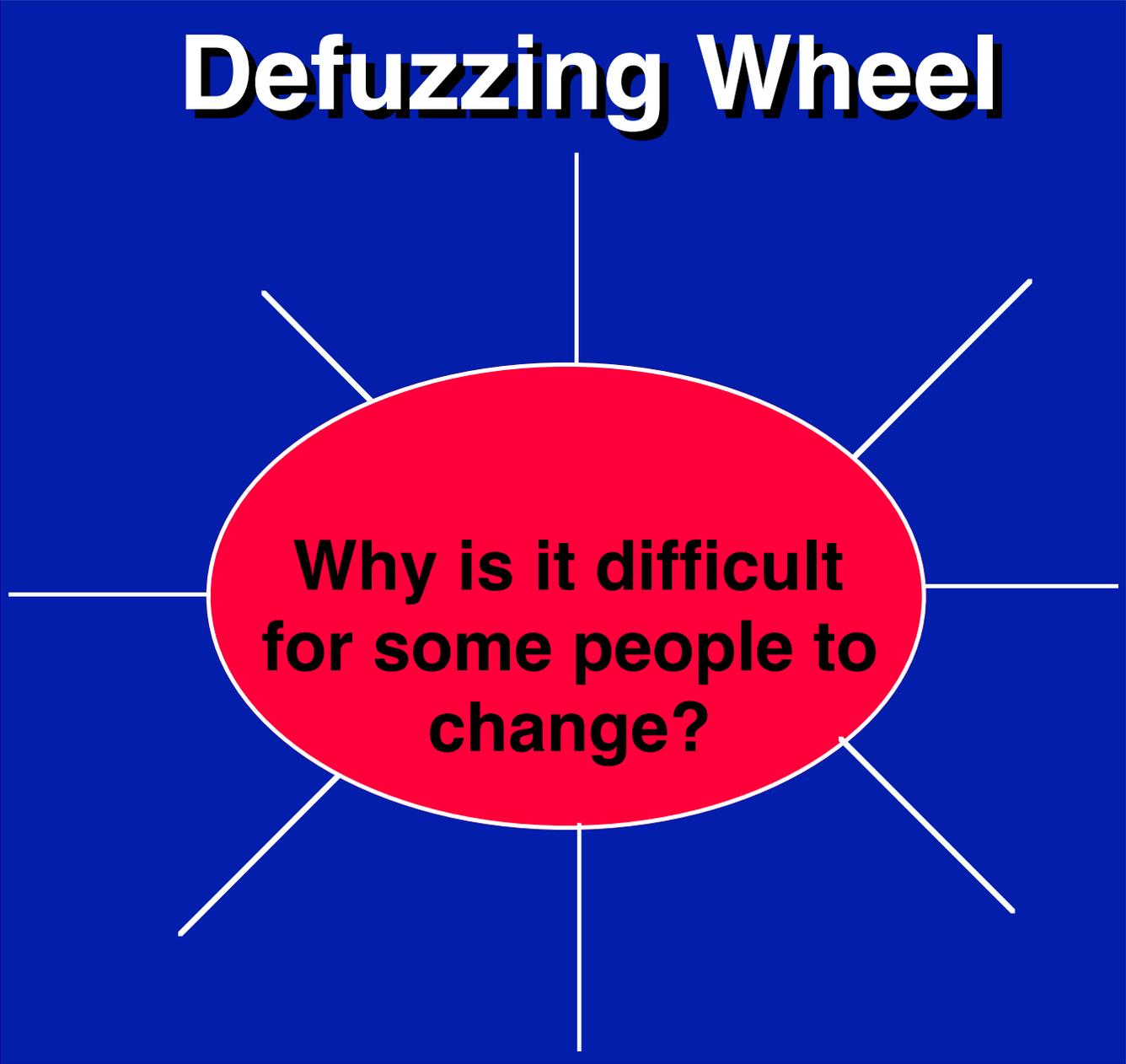
Infer meaning from a text using details and examples from a multi-paragraph informational text.	4.RI.KID.1.2.c
Locate details and examples that support the explicit meaning of a multi-paragraph informational text	4.RI.KID.1.3.b
Group related information into paragraphs or sections when writing an informative/explanatory text	4.W.TTP.2.1-2.c

Choose look-fors and listen-tos for explicitly teaching reading comprehension.

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# Defuzzing Wheel

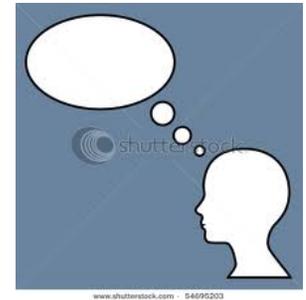


The diagram features a central red oval with a white border. Inside the oval, the text 'Why is it difficult for some people to change?' is written in bold black font. Eight white lines radiate from the perimeter of the oval, extending towards the corners and midpoints of the blue background. The title 'Defuzzing Wheel' is positioned at the top center in a large, bold, white font with a black drop shadow.

**Why is it difficult  
for some people to  
change?**

# Learning Goals

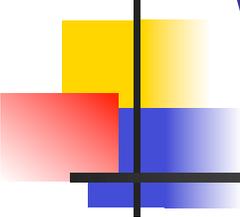
- I can imagine (picture) what I read.



- I can put things in order (sequence) in a story.



- I can describe how a character changes in a text/video..



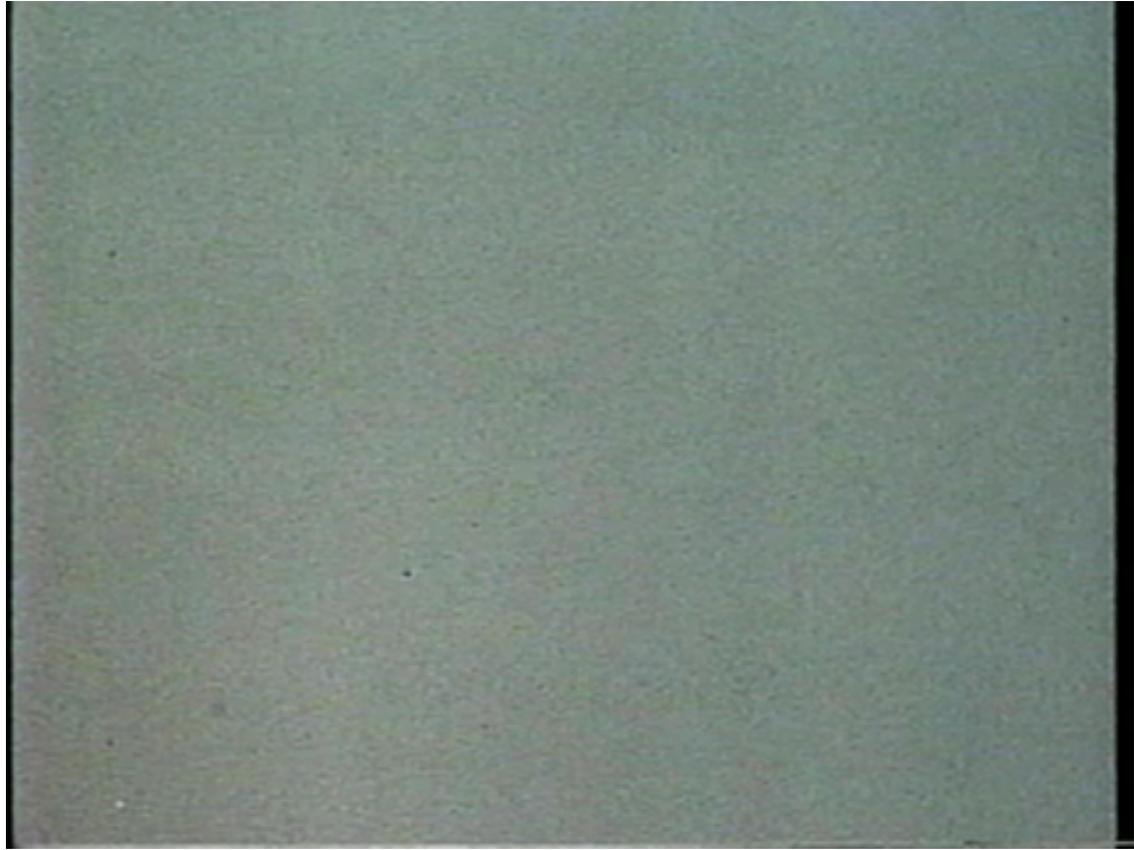
## Words you will need to know.

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Word	Definition	Memory Cue
escape	To get away from	
explore	Discover, check/walk around	
grieve	Feel sad, be unhappy	

# Storyboard

Storyboard



# EXPLICIT TEACHING and Guided Practice

1. I do

2. We do

3. I Do

4. We do

5. I do

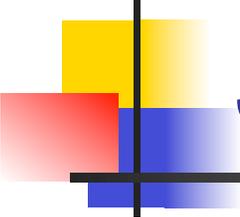
6. You do

7. Closure

8. The next day

## Storyboarding

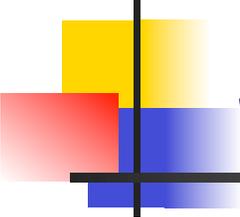
Joshua explored his box and decided to get out.	He got hurt trying to get out.	He got hurt trying again.	He got hurt again.
Joshua resisted getting out.	Joshua got out and celebrated.	Joshua cried.	Joshua turned into a box and became part of it.



# Write a summary about Joshua. **Before**

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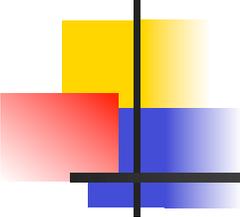
- Joshua was this character in a box. He got hurt bumping into the walls of the box. He got out of the box and then he turned into a box again.



# Sequence Summary Frame

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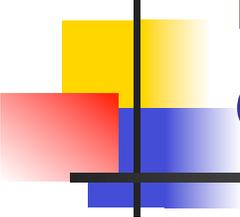
- The movie \_\_\_\_\_ was about \_\_\_\_\_ (Topic/Main Point).
- First, \_\_\_\_\_
- Then, \_\_\_\_\_
- Next, \_\_\_\_\_
- Finally, \_\_\_\_\_



# Using a Summary Frame

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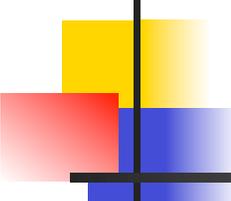
- The **movie was about** Joshua and the change process. **First**, Joshua explored his box and decided to get out. **Then**, Joshua tried several unsuccessful attempts to get out. **Next**, Joshua mistakenly found a way to get out and resisted. **Then**, Joshua got out of the box, celebrated, and cried for his old box. **Finally**, Joshua turned into a box.



# Reading, observing, & listening to information to identify, understand, communicate, and use . . .

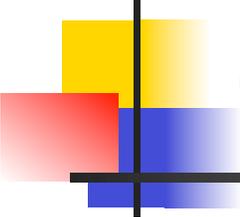
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1. Main/Central Idea
2. Significant Details/  
Evidence
3. Sequential/Order  
Relationships
4. Comparison Relationships
5. Cause and Effect  
Relationships
6. Knowledge of vocabulary/  
key terms
7. Generalizations and  
Conclusions
8. Problem-Solution  
Relationships
9. Multi-step Instructions/  
Directions
10. Author's Purpose,  
Techniques, Claims,  
Views, and Arguments
11. Knowledge of Maps,  
Charts, and Graphs
12. Literary Analysis
13. Information from  
Researching



# Sequential Relationships

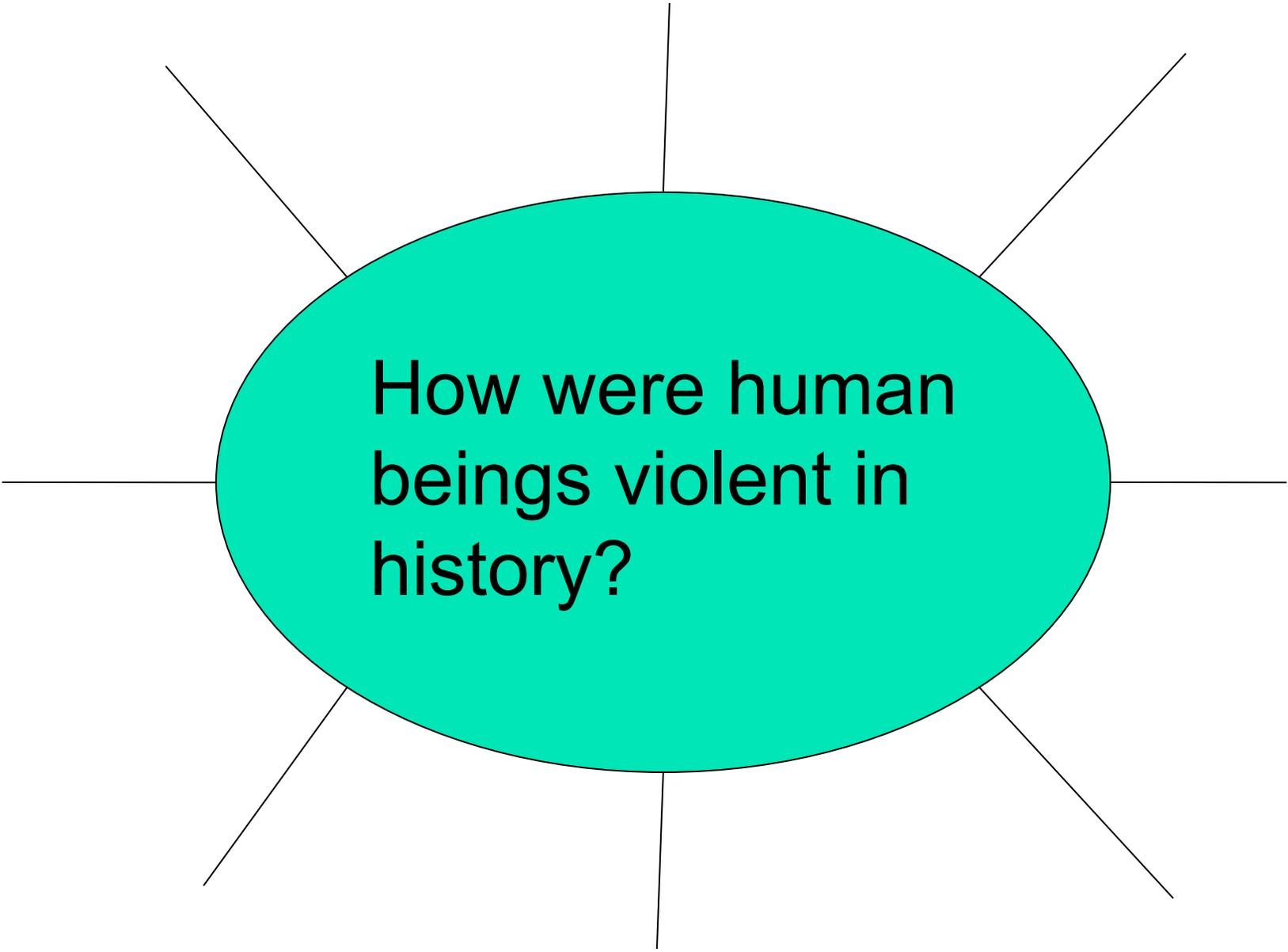
Graphic Organizer	Summary Template	Questions	Hand Signal/ Movement																
<p style="text-align: center;">Story Board</p> <table border="1" data-bbox="134 854 531 1214"> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table>																	<p>A number of steps have to be followed to _____.</p> <p>First, _____.</p> <p>Then, _____.</p> <p>Next, _____.</p> <p>Next, _____.</p> <p>After that _____.</p> <p>Finally, _____.</p>	<ol style="list-style-type: none"> <li>1. Trace the development of . . .</li> <li>2. Sequence the events leading up to</li> <li>3. What do you do first when you . . . <u>Next</u></li> <li>4. List the steps involved in . . .</li> <li>5. What steps did ___ take to solve reach her goal. <u>Goal</u></li> <li>6. The next likely event would be (predict) . . .</li> <li>7. After doing _____, the character's next decision was to _____.</li> <li>8. What steps did _____ take to achieve his/her goal in the story?</li> <li>9. The last two steps in the process were . . .</li> </ol>	<p>Say put things in order with one hand pounding on the open palm of the other hand while moving both hands from left to right.</p>



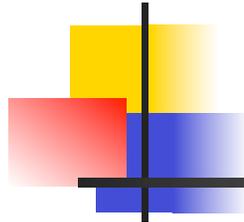
# EXPLICIT TEACHING and Guided Practice

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1. I do
2. We do
3. I Do
4. We do
5. I do
6. You do
7. Closure
8. The next day



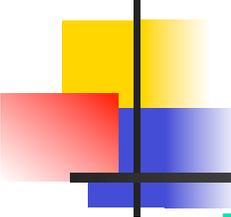
How were human beings violent in history?



# I can . . .

---

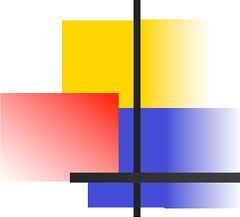
- Identify and summarize the **main idea and details.**



# Main/Central Idea

---

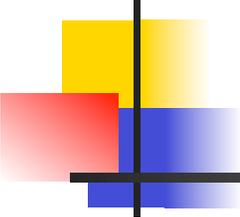
Main Idea
Detail
Detail
Detail



# Main/Central Idea and Details

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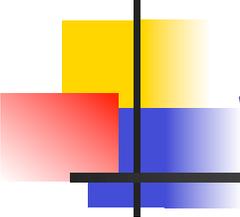
- One main idea of the History of the World video is that \_\_\_\_\_. One example of that idea is \_\_\_\_\_.



# Main/Central Idea and Details

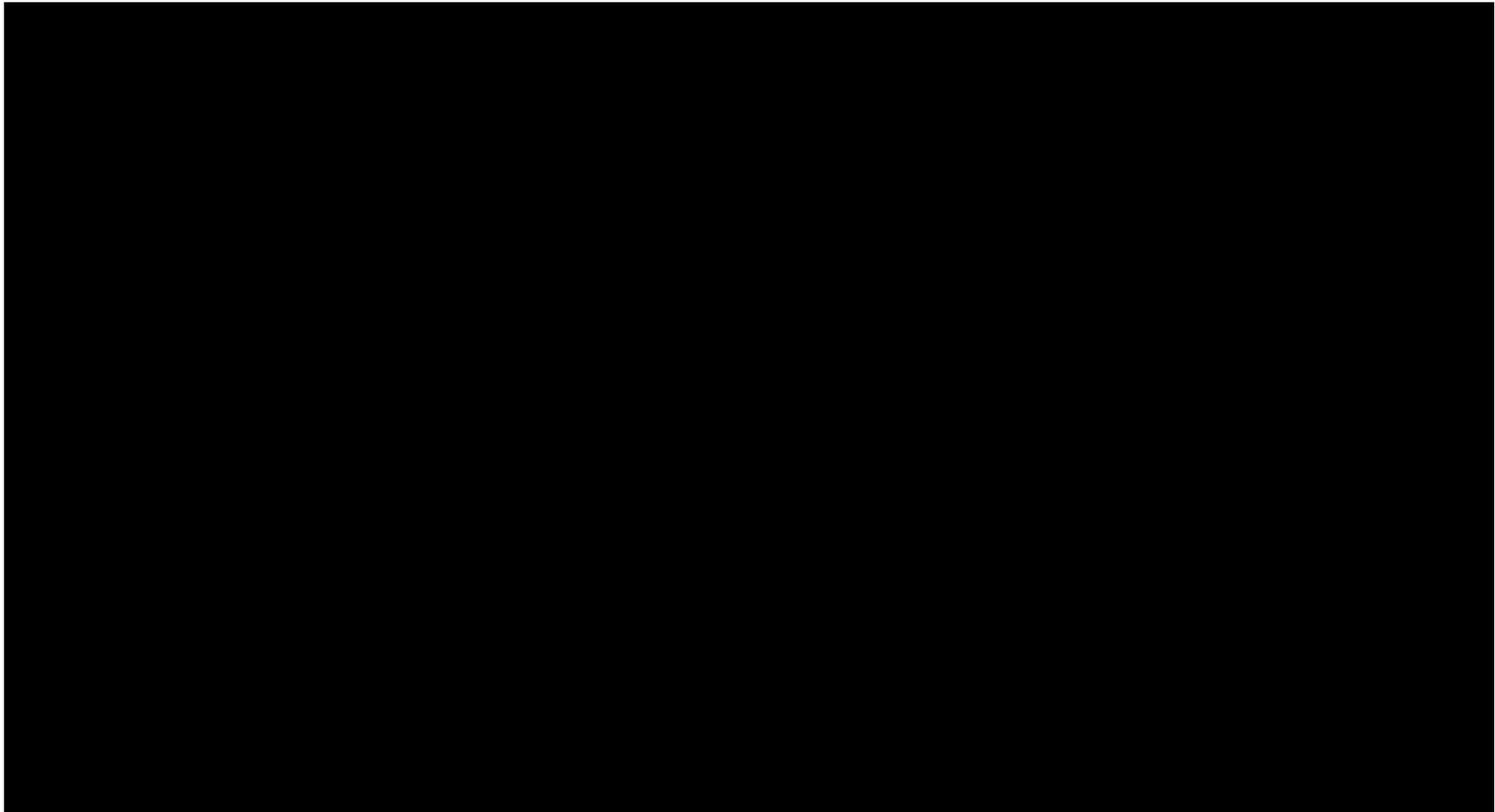
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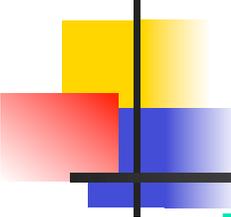
- One main idea of the History of the World video is that humankind was violent during history. One example of that idea is when Viet Nam scenes were shown.



# Start Small! Two and Three-Sentence Summaries

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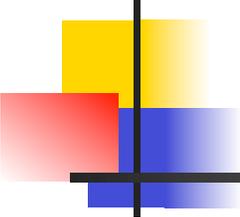




# Main/Central Idea

---

Main Idea
Detail
Detail
Detail

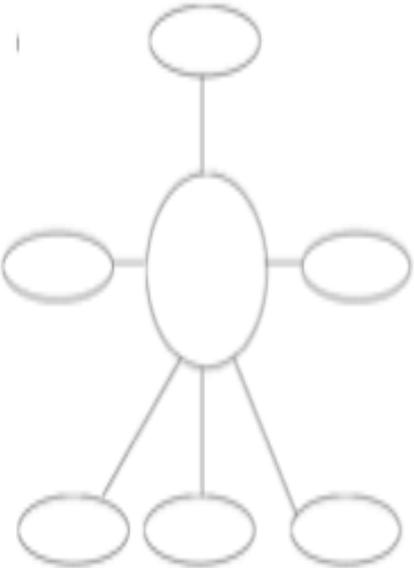


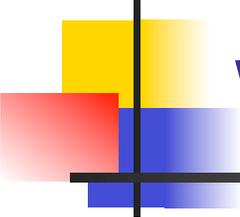
# Main/Central Idea and Details

---

- One main idea of the History of the World video is that humankind was violent during history. One example of that idea is when Viet Nam scenes were shown. Another example of violence during history is \_\_\_\_\_.  
Finally, the movie showed \_\_\_\_\_ to illustrate violence during history.

# Main Idea

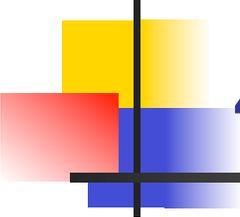
Graphic Organizer	Summary Template	Questions	Hand Signal/ Movement
<p data-bbox="262 609 441 657"><b>Bubble Map</b></p> 	<p data-bbox="594 548 869 792">The main idea of this passage is _____ . The author stated that _____ .</p> <p data-bbox="594 873 869 1198">The passage/article also mentioned that _____. In addition, (another idea) _____ .</p> <p data-bbox="594 1214 869 1393">Finally, the passage/article stated _____ .</p>	<ol data-bbox="905 548 1619 1458" style="list-style-type: none"> <li>1. The main point of the article is . . .</li> <li>2. Summarize what you read.</li> <li>3. The main theme of the story is . . .</li> <li>4. List the facts regarding . . .</li> <li>5. The text is about . . .</li> <li>6. The story/article mainly tells . . .</li> <li>7. Which of the following best expresses the main idea? <u>A</u> B C D E</li> <li>8. On the basis of information in the passage, we can determine that . . .</li> <li>9. What would be the best title for this passage?</li> <li>10. Which statement best expresses the central idea of this passage?</li> <li>11. The main idea expressed in this passage is . . .</li> </ol>	<p data-bbox="1667 548 1919 792">Hold a fist (main idea) and dangle and wiggle fingers (details).</p>



# Components of Planning, Conducting, and Debriefing Walkthroughs

---

1. Begin with an overview and staff conversation about walk-throughs and their benefits.
2. Engage in focused planning.
3. Conduct walkthroughs.
4. **Provide feedback to teachers.**
5. Debrief with planning team and teachers.
6. Determine next steps.



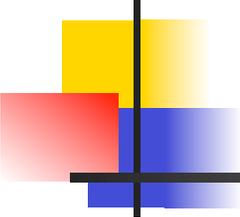
## 4. Provide Feedback to Teachers

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1. Provide a written note about observations in the teachers' mailboxes after walkthroughs.
2. Visit later with teachers sharing observations and learning more about what took place prior and/or after the classroom visit.
3. Provide an email or voice message to the staff to let them know when debriefing will occur with the joint staff and/or professional teams.
4. More ??????????

# How NOT to Give Feedback

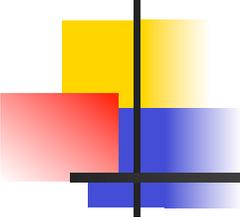




# Feedback after Walkthroughs

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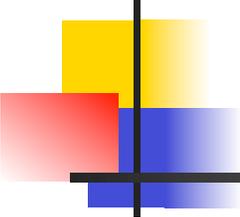
1. Describe the positive teacher skill or behavior you saw. (e.g. “I saw ...” or “You (insert verb phrase)”)
2. Provide a rationale as to why/how that skill/behavior promotes or supports student learning. (e.g. “Practicing with partners engages everyone and supports student learning.”)



# Feedback after Walkthroughs

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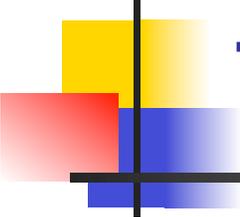
1. “You allowed for more wait time. That will get kids thinking and participating more.”
2. “You corrected every error that I saw. That will help kids become more accurate decoders more quickly.”
3. “You consistently highlighted the new vocabulary words. That will build both word knowledge and comprehension.”
4. “Your comprehension questions often went beyond the literal level. You are really getting these kids to think about what they read!”
5. “I heard you praise kids who were not with an adult but who were doing the right thing. That will keep them accountable and build independent work habits.”



# Feedback after Walkthroughs

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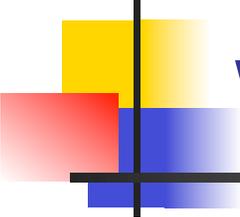
3. “Make statements affirming, but not overdone. (e.g. avoid “Wow! That was AWESOME!” or “You are the best teacher ever!”)
4. Avoid evaluative statements or implied value judgments. (e.g. avoid “I like ...” or “I like the way you ...”)



# Try this with your colleagues!

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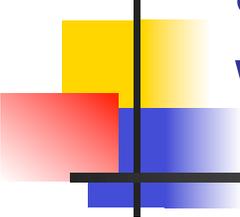
- I admire you for . . .
- I find it interesting when you . . .
- Your students seem to improve their ability to . . .
- You must have worked hard to . . .



# Components of Planning, Conducting, and Debriefing Walkthroughs

---

1. Begin with an overview and staff conversation about walk-throughs and their benefits.
2. Engage in focused planning.
3. Conduct walkthroughs.
4. Provide feedback to teachers.
5. **Debrief with planning team and teachers.**
6. Determine next steps.



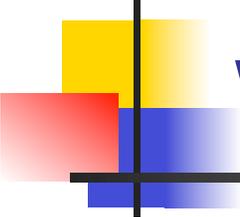
## 5. Debrief with the Planning Team and Teachers: Analyze and Interpret Walkthrough Data

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1. Define the purpose of the meeting and communicate the time limit for the session.
2. Assemble in small groups (e.g., content-alike, grade-alike, cross-disciplinary).

# Walkthrough Data about Reading Practices (5 teachers per grade)

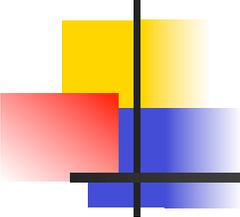
Reading Practices/Strategies/ Grade	1	2	3	4	5	6	7	8
Monitoring Comprehension	0	0	1	1	0	1	1	2
Metacognition	0	0	0	0	0	0	1	0
Graphic and semantic organizers	2	2	4	4	4	5	3	2
Answering questions	5	5	5	5	4	4	5	6
Generating questions	2	3	1	1	2	3	2	0
Recognizing story/text structure	3	3	4	2	3	2	1	2
Summarizing	0	0	0	0	2	0	0	0
Reciprocal teaching	0	0	0	0	2	0	2	0
Cooperative learning	2	3	2	2	3	3	2	0
Mental Imagery	5	5	4	2	2	0	0	0



# Components of Planning, Conducting, and Debriefing Walkthroughs

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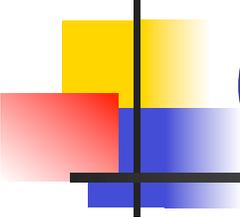
1. Begin with an overview and staff conversation about walk-throughs and their benefits.
2. Engage in focused planning.
3. Conduct walkthroughs.
4. Provide feedback to teachers.
5. Debrief with planning team and teachers.
6. **Determine next steps.**



# Today's Learning Goals

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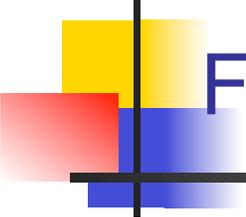
1. Explain how the educational context has changed and how it affects teaching, leading, and learning.
2. Describe the flaws of some existing supervision evaluation practices.
3. Describe the benefits of walkthroughs.
4. Describe the components of planning, conducting, and debriefing walkthroughs.
5. Know how to use walkthrough evidence to provide professional development and implement other school initiatives.
6. Identify your next steps.



## 6. Determine Next Steps

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- Staff members could . . .
  1. create SMART goals for improvement.
  2. engage in problem solving related to a target improvement goal.
  3. create professional development opportunities.
  4. plan for additional walk-throughs.

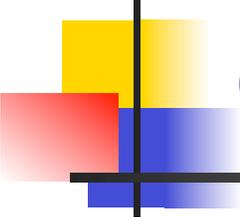


## Focus Area:

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Beginnings of classes (Openers)  
Endings of classes (Closers)

“Look Fors and Listen Tos”



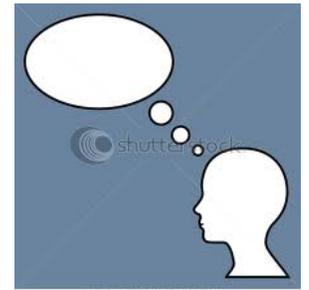
# Openers

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<b>Focus (In the beginning of instruction)</b>
1. States objectives/learning goal(s)
2. Displays objectives/learning goal(s)
3. Engages students in noting and understanding lesson objectives
4. Activates previous learning and builds background information and motivation to learn

# Objectives

- Imagine (Picture) what you read.

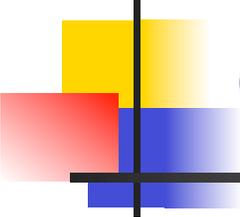


- Put things in order.



- Explain the water cycle.

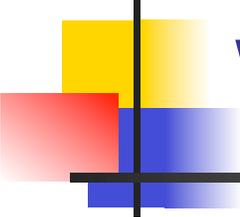




# Closers

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<b>Closure (At the End)</b>
<b>25.</b> Engages students in concluding activities that require them to reflect on their own progress related to the stated learning goals, recognize and celebrate progress, and determine the need for assistance and adjustments
<b>26.</b> Refers to homework and expectations for review or preparation for assignments or assessments



# Reading Strengths and Weaknesses

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■ **Green**=

Strength

■ **Yellow**=

Borderline

■ **Red**=

Needs

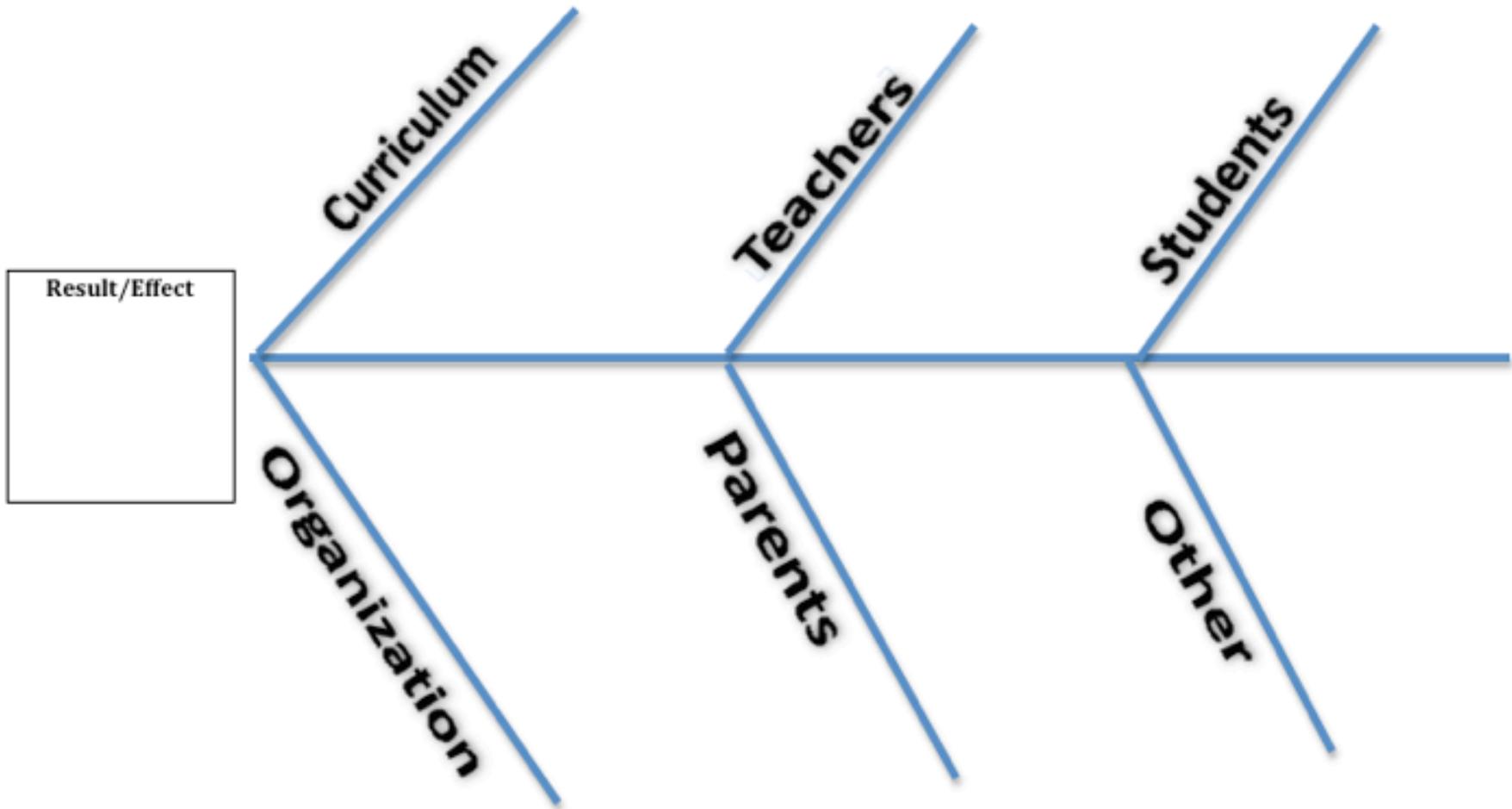
immediate

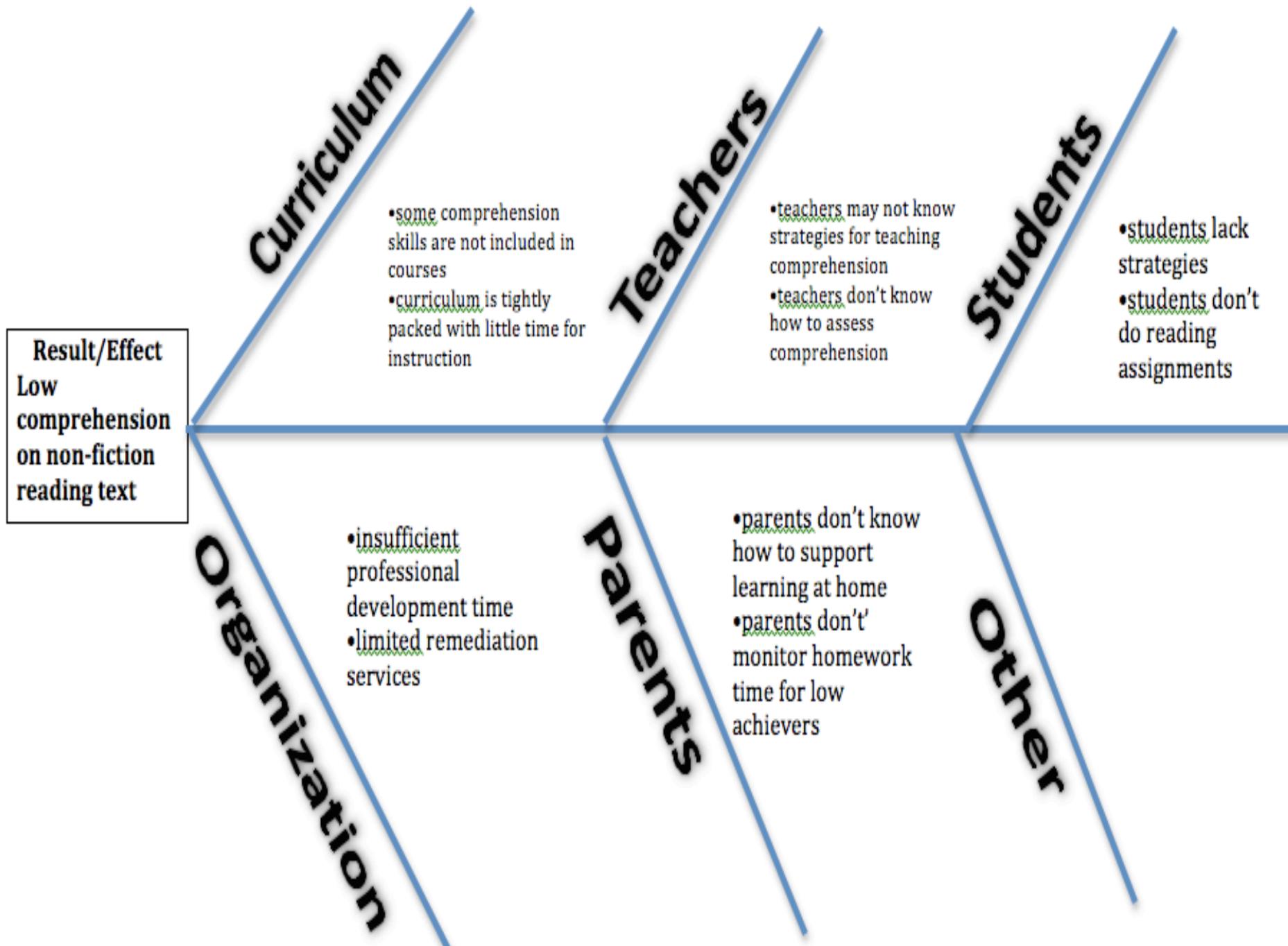
intervention

1. **Main Idea**
2. **Significant Details**
3. **Sequential/Order Relationships**
4. **Comparison Relationships**
5. **Causal Relationships**
6. **Generalizations/Drawing Conclusions**
7. **Meanings of Words**
8. **Problem/Solution Relationships**
9. **Author's Design, Purpose, and Techniques**
10. **Interpreting Instructions**

## Fishbone Analysis

Analyzing Contributing Factors/Causes  
Essential Question: Why is performance the way it is?



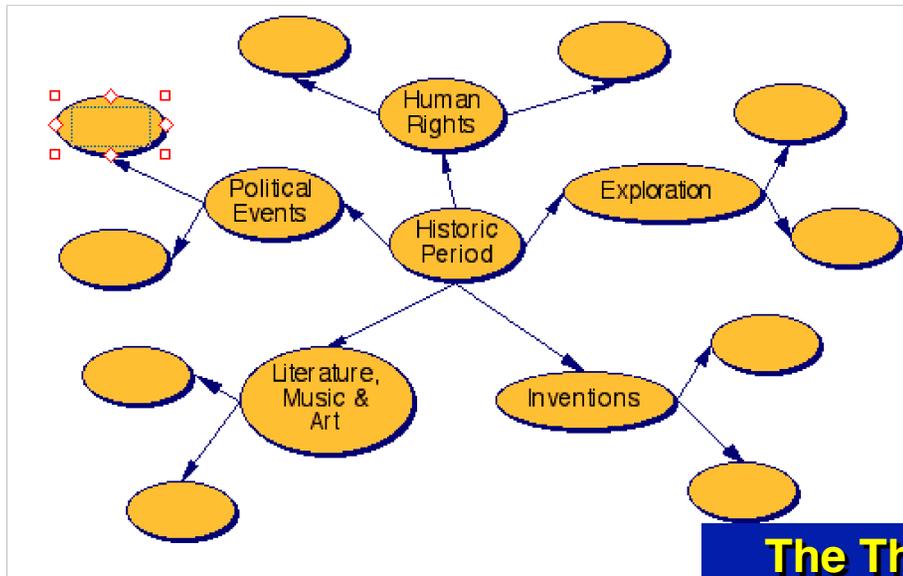


**IDEAL Plan for: Improving Reading, Writing, Thinking, and Content Achievement**

<b>(I) IDENTIFY Improvement Goal</b>	<b>(D) Determine Indicators of Success "Look-fors and Listen-tos"</b>	<b>(D) Determine Measures</b>	<b>(E) Explore Methods/Strategies</b>	<b>(A) Adopt a Plan and Timeline</b>
<p><b>Choose a goal that focuses on one of the 10 reading/thinking skills.</b></p> <ol style="list-style-type: none"> <li>1. Main Idea</li> <li>2. Significant Details</li> <li>3. Sequential/Order Relationships</li> <li>4. Comparison Relationships</li> <li>5. Cause and Effect Relationships</li> <li>6. Word/Letter Recognition and Understanding and Using Words</li> <li>7. Generalizations and Drawing Conclusions</li> <li>8. Problem-Solution Relationships</li> <li>9. Interpreting Instructions</li> <li>10. Author's Purpose and Techniques</li> </ol>	Students will orally retell/summarize.	Observations Recordings	<ul style="list-style-type: none"> <li>•Reciprocal Teaching</li> <li>•Narrative Story and Expository Text Structures</li> <li>•Summary Frames</li> </ul>	<ul style="list-style-type: none"> <li>•Complete professional development for strategies</li> <li>•Collect artifacts of high, middle and low quality student work</li> <li>•Use protocols weekly to discuss progress and "fine tune" strategies.</li> <li>•30-day Goal</li> </ul>
	Students will choose an appropriate answer to a question.	Teacher/text questions	<ul style="list-style-type: none"> <li>•Question Generating</li> <li>•Standardized Test-Like Questions</li> <li>•Herringbone/Fishbone Format</li> </ul>	Same as above
	Students will retell/ summarize in a written summary.	Written summary	<ul style="list-style-type: none"> <li>•Summary Frames</li> </ul>	Same as above
	Students will show their understanding graphically.	Graphic organizer Picture	<ul style="list-style-type: none"> <li>•Graphic Organizers</li> <li>•Pictures</li> </ul>	Same as above
	Students will create one or more questions for the passage/text with accurate answers.	Question(s) and Answer (s)	<ul style="list-style-type: none"> <li>•Herringbone/Fishbone Format (W's Who, What, Where, When, Why, How)</li> <li>•Question Generating</li> </ul>	Same as above

**(L) Look back to monitor and adjust implementation AND reflect on the process of goal achievement.**

# The “best” practices for accelerating reading improvement are . . .



In order to \_\_\_\_\_ you must follow several steps.

First, \_\_\_\_\_

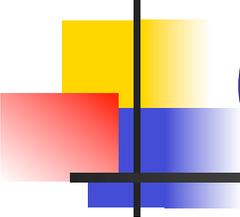
Then, \_\_\_\_\_

Next, \_\_\_\_\_

Finally, \_\_\_\_\_

## The Three-Column Format

Word	Definition	Memory Cue

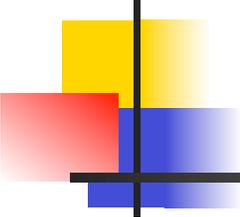


## 6. Determine Next Steps

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- Identifying Improvement Actions

1. What teacher actions are needed to improve learning and performance?
2. What student actions are needed to improve learning and performance?
3. What systemic actions at the school/district level are needed to improve learning and performance (such as changes in curriculum, schedule, grouping)?



# Problem Solving

---

- **I** dentify the dimensions of the problem.
- **D** etermine alternative solutions.
- **E** stablish standards and evaluate each alternative solution.
- **A** dopt and implement a plan.
- **L** ook back, evaluate, and adjust.

## Professional Needs Assessment

Area of Focus	Our department team would like to collaboratively work to , , ,
<b>Curriculum and Unit Design</b>	<ol style="list-style-type: none"> <li>1. Create unit objectives for upcoming units.</li> <li>2. Examine previously written objectives and determine their depth, variety, and comprehensiveness.</li> <li>3. Review, create, or modify curriculum maps.</li> </ol>
<b>Assessment</b>	<ol style="list-style-type: none"> <li>4. Create a rubric for a performance, product, or task.</li> <li>5. Examine a previously written test and tag the items with the unit objectives.</li> <li>6. Create a test directly based upon the importance of the objectives and their emphasis during instruction.</li> <li>7. Review a test to determine how effective it is for measuring students' strengths and learning needs. Make necessary or desired changes.</li> <li>8. Create an assessment plan for an upcoming unit identifying types, frequency, and placement of assessments.</li> </ol>
<b>Academic Interventions</b>	<ol style="list-style-type: none"> <li>9. Create corrective activities that respond to students' learning needs for upcoming units.</li> <li>10. Create enrichment activities that respond to students' mastery of tested materials and need for extension.</li> <li>11. Create alternative assessments to use for reassessing student learning.</li> <li>12. Create a program to address failing students and underachievers.</li> </ol>
<b>Instruction</b>	<ol style="list-style-type: none"> <li>13. Create lessons using new strategies to improve student learning.</li> <li>14. Create instructional resource materials to be used during the implementation of new strategies and practices.</li> <li>15. Create lessons resources to increase the achievement of special needs students (i.e., special education, ELL, and at-risk students).</li> </ol>

<b>Explicit Vocabulary Instruction</b>	<p>16. List vocabulary words that are important for students to know for each unit of study.</p> <p>17. Create a list of “no excuse” words that students must know by the end of the course.</p>
<b>Explicit Reading, Writing, and Thinking Instruction</b>	<p>18. Select graphic organizers that match the type of thinking/comprehension you expect from students and plan lessons to place in the unit instruction.</p> <p>19. Create exemplars of graphic organizers for upcoming units that you will use to teach, model, and reinforce thinking/comprehension and content concurrently.</p> <p>20. Select summary frames that match the type of thinking/comprehension you expect from students and plan lessons to place in the unit instruction.</p> <p>21. Create exemplars of summaries for upcoming units that you will use to teach, model, and reinforce thinking/comprehension and content concurrently.</p>
<b>Learning Environment</b>	<p>22. Develop behavior management systems and strategies.</p> <p>23. Apply problem-solving strategies to address inappropriate student behaviors</p>
<b>Data Analysis, Goal Setting, and Planning</b>	<p>24. Examine student work and/or achievement data and identify the greatest areas of student learning needs.</p> <p>25. Create a 30-60 day SMART goal to increase student learning.</p> <p>26. Explore research-supported and classroom-testing practices/strategies that could address the student learning needs.</p> <p>27. Create a plan for taking decisive new actions and/or for implementing new practices.</p> <p>28. Review the implementation of new practices, determine the impact on student learning, and identify what your professional team has learned.</p>
<b>PD to Specific Topics</b>	<p>29. Learn about _____ from _____ (Please list and describe.)</p>
<b>We Need . . .</b>	<p>30. (Please list and describe.)</p>

You may have to really be inspiring to lead in today's educational environment.

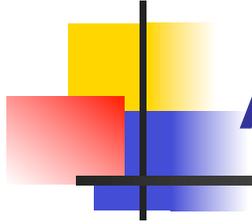


# Avoiding Time Management Challenges



# You may say that you have no time. Check out these ideas.

- 1. Communicate efficiently and effectively** (e.g., phone calls, email, public relations, publishing schedule)
- 2. Delegate** (e.g., secretary, train someone, instructional leadership team, ask for help.)
- 3. Plan** (e.g., priorities, pre-schedule, find best time, to do lists, calendar of visits, eliminate non-essentials)
- 4. Learn to say "No."** (e.g., quit non-mandatory committees, push back on amount of “stuff”)
- 5. Confront Time Guzzlers** (e.g., discipline issues, control interruptions, don't procrastinate, manage paper flow)
- 6. Be visible**
- 7. Use technology skillfully** (e.g., productivity tools, eliminate toys that don't save time)



# Additional Topics

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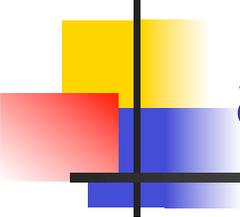
# Tips for Building and Sustaining Relationships

1. Circle those behaviors you already demonstrate at the top of Page 10.

## **Tips for Building and Sustaining Positive Relationships**

1. Getting to know members, and what makes them "tick", and what are their personal and professional interests	8. Asking opinions
2. Listening to everyone's ideas with an open mind and a courteous ear	9. Informing members of progress
3. Being willing to compromise	10. Not playing favorites
4. Offering honest, constructive criticism in private	11. Being fair and consistent
5. Giving honest and generous encouragement and praise in public and private	12. Thinking before speaking
6. Addressing problems between people	13. Giving others credit for their suggestions
7. Encouraging and praising in public	14. Being empathetic about change

2. Circle two behaviors you would like to develop.

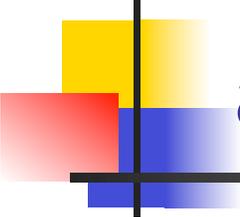


# Giving Bad News (Constructive and Negative Feedback)

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Consider . . .

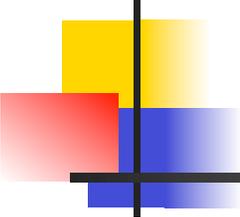
- District Policy
- Legal Considerations
- Improving chances for change



# Giving Bad News (Constructive and Negative Feedback)

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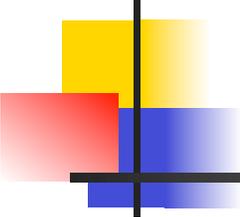
- Base ALL comments on . . .
  - Non-judgmental observations
  - The rubrics statements from your evaluation model



# Some Tips for Giving Bad News

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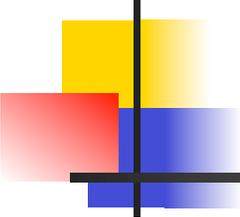
1. Think before you act and choose the right setting and timing - ensure you have enough time to provide the feedback fully.
2. Be as positive as you can - always include some positive message (assets), no matter how much negative feedback you have to give.



# Some Tips for Giving Bad News

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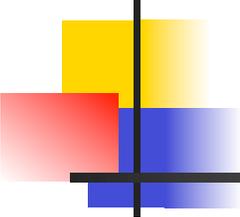
3. Be hard on the problem, easy on the person. Focus on the aspect of the behavior or work that needs attention. Avoid making personal comments.
4. Try to enable the teacher to understand for themselves what the problems are, by asking open ended questions and asking them to evaluate what is happening/has happened.



# Some Tips for Giving Bad News

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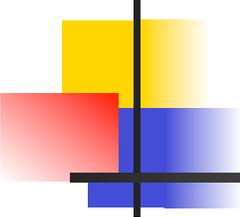
6. Be clear about what you are saying. Use appropriate language and ensure that you are not making assumptions.
7. Ensure that you are able to back up the points you are making with evidence from your observations and assessments.
8. Give some rationale, so that the teacher can understand why there is a problem that needs to be addressed.



# Some Tips for Giving Bad News

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9. Make it a shared discussion and ask the teacher what s/he thinks about the feedback. Be prepared to have your comments challenged, but don't argue. Use evidence to be understood.
10. Recognize that emotions may be involved and know when to pause.



# Some Tips for Giving Bad News

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11. Create SMART - that is Specific, Measurable, Achievable, Realistic and Time-framed goals focusing on the specific behaviors that must be improved.
12. Identify the next steps for taking action, monitoring, and follow up and end on a positive note and be encouraging.

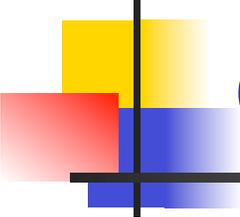
# Sometimes Teachers Get Overwhelmed

**Teacher Breaking Down**  
by funnyteacher

YouTube

## Levels of Impact and Components of Training

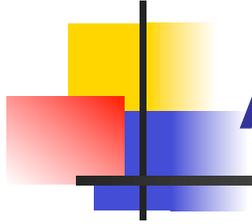
Components of Training	Awareness Plus Concept Development	Skill Attainment	Application/ Problem Solving
Presentation of Theory	85%	15%	5-10%
Modeling	85%	18%	5-10%
Practice and Low Risk Feedback	85%	80%	10-15%
Coaching Study Groups Peer Visits	90%	90%	80-90%



Sometimes teachers need  
coaching.

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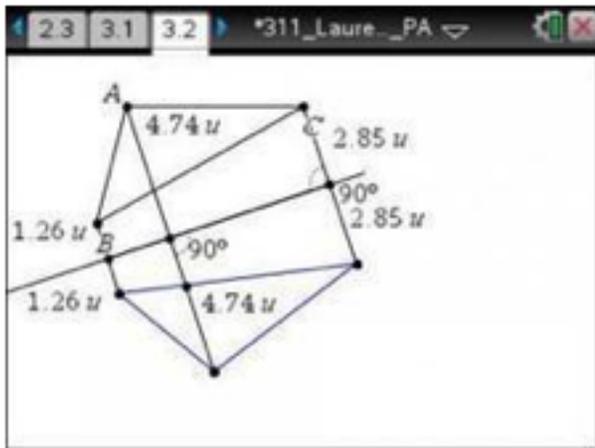




# Additional Topics

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# Create/select formative and summative assessments that align to the CCSS.



**Quiet!**  
EXAM IN PROGRESS



Question 10: Points A and B are the end points of a line segment, the length of the segment is less than 20. There are four other points on the line segment: C, D, E, and O, which are located at distances of 2, 5, 8, 11 and 14, respectively, from point A. Which of the points could be the midpoint of AB?

Multiple Choice

Question 11: How many three digit numbers have the hundreds digit equal to 4 and the units digit equal to 2?

Multiple Choice

Question 12: If  $x$  and  $y$  are positive integers, which of the following expressions is equivalent to  $(2x^2y)^3$ ?

Multiple Choice

Answer: 1000y<sup>3</sup>



# What do you know about assessment in your school?

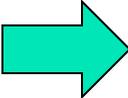
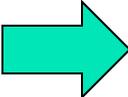
**How do you find out what is really going on with assessment at your school?**

**Check those items that you would be willing to try or use more often.**

1. Select different times to wander around and see when assessment is occurring. Watch the students take tests and watch teachers administering tests.
2. Conduct focused observation drop-ins--7 minute classroom snapshots:  
•student focus •instructional focus •curricular focus •assessment focus
3. Teach a class or group and prepare a formative assessment to administer to the students.
4. Engage in a short pre-observation or post-observation chat about assessment.
5. Schedule a one-to-one discussion with a teacher to just talk about assessment of student learning.
6. Conduct task or focus group discussions in a department.
7. Collect samples of assessments and make comments.
8. Collect samples of students' tests and observe the results.
9. Talk with the most veteran teachers about how the students have/have not changed in terms of performance on tests and other projects.
10. Observe the walls in teachers' classes to see if there are exemplar projects or papers displayed.
11. Interview students in the hallways to find out about assessment in their classes.
12. Talk to new teachers to find out about challenges they experience with giving grades and assessing students.
13. Monitor grade distributions in classes after mid-quarter, quarter, semester reports and talk to teachers who have unusually high D and F grades and high B and A grades. Discuss their assessment practices.
14. Talk with students who earned D's and F's to find out about their assessment experiences.
15. Talk with teachers of freshmen, sophomores, juniors, and/or seniors and find out the frequency of assessments given for the average student in that year.
16. Ask a sample of teachers to turn in a portfolio of assessment artifacts for one or two units of study.
17. Ask some teachers for a list of learning objectives and their assessments for the unit to explore coverage, priorities, and formats of tests.
18. Ask a group of teachers who give common tests to permit you to observe their discussion about the students' performance on the tests.

# What types of assessments do you use?

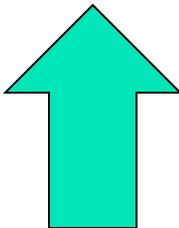
Closed-Ended Selected Response	Open-Ended Constructed Response	Products	Performances	Process-Focused	Student Self-Assessment
<ul style="list-style-type: none"> <li>•multiple-choice</li> <li>•true-false</li> <li>•matching</li> </ul>	<ul style="list-style-type: none"> <li>•fill in the blank</li> <li>•short answer sentence(s)</li> <li>•paragraphs</li> <li>•label diagram</li> <li>•show your work</li> <li>•visual representation</li> <li>•web</li> <li>•concept map</li> <li>•flow chart</li> <li>•graph/table</li> <li>•matrix</li> <li>•illustration</li> </ul>	<ul style="list-style-type: none"> <li>•essay</li> <li>•research paper</li> <li>•log/journal</li> <li>•lab report</li> <li>•story/play</li> <li>•poem</li> <li>•portfolio</li> <li>•art exhibit</li> <li>•science project</li> <li>•model</li> <li>•video/audiotape</li> <li>•spreadsheet</li> </ul>	<ul style="list-style-type: none"> <li>•oral presentation</li> <li>•dance/movement</li> <li>•science lab demonstration</li> <li>•athletic competition</li> <li>•dramatic reading</li> <li>•enactment</li> <li>•debate</li> <li>•musical recital</li> </ul>	<ul style="list-style-type: none"> <li>•oral questioning</li> <li>•observation</li> <li>•“kid watching”</li> <li>•interview</li> <li>•conference</li> <li>•process description</li> <li>•“think aloud”</li> <li>•learning log</li> </ul>	<ul style="list-style-type: none"> <li>•reflection prompts</li> <li>•logs</li> <li>•interviews</li> <li>•inventories</li> <li>•discussion</li> </ul>
<p><b>Portfolio</b></p>					

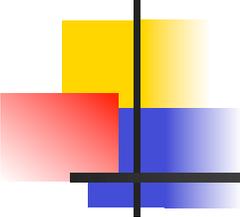
Objective	Time Spent	Activities/ Strategies	Types of Assessments
<ol style="list-style-type: none"> <li>1. <b>Write</b> a <b>definition</b> for magma and lava.</li> <li>2. <b>Compare and contrast</b> intrusive and extrusive igneous rocks.</li> <li>3. <b>Create</b> a model showing how igneous rocks are formed.</li> <li>4. <b>Describe</b> the <b>similarities and differences</b> between scoria and obsidian.</li> <li>5. <b>Describe</b> the <b>similarities and differences</b> between concordant and discordant igneous rock bodies.</li> <li>6. <b>Discuss</b> what <b>would happen</b> if igneous rocks became very difficult to find?</li> </ol>		<ul style="list-style-type: none"> <li>•Lecture</li> <li>•Modeling</li> <li>•Multi-media</li> <li>•Demos</li> <li>•Guest Speaker</li> <li>•Field Trip</li> <li>•Text Reading </li> <li>•Presentation</li> <li>•Simulations</li> <li>•Cooperative Learning</li> <li>•Notetaking</li> <li>•Reading</li> <li>•Friendly competition</li> <li>•Computer-Assisted Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Closed-Ended Selected response</li> <li>• Open-Ended Constructed response</li> <li>• Products</li> <li>• Performance</li> <li>• Process</li> <li>• Student Self-Assessment</li> <li>• Portfolio</li> </ul>

Stretch teachers to expand their assessment repertoire.



## Mathematics Performance Task

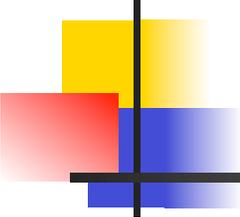
Stimulus	Information Processing	Product/Performance
<ul style="list-style-type: none"> <li>• graphs</li> <li>• video clips</li> <li>• maps</li> <li>• photos</li> <li>• research reports</li> <li>• geometric figures</li> <li>• 2-D and 3-D models</li> <li>• spreadsheets</li> <li>• data bases</li> <li>• areas of math content (algebra, geometry.), etc.</li> </ul>	<p><b>Tools</b></p> <ul style="list-style-type: none"> <li>• calculators</li> <li>• measurement devices</li> <li>• data analysis software</li> <li>• geometric simulation and construction tools</li> <li>• context/scenario specific simulations</li> <li>• equation editor tool</li> <li>• spreadsheets, etc.</li> </ul> <p><b>Tasks</b></p> <ul style="list-style-type: none"> <li>• comprehension questions</li> <li>• small group discussion/notes</li> <li>• investigation/search (group or indiv.)</li> <li>• analyses</li> <li>• mathematical proofs, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• essay/report on problem solution w/mathematical justification</li> <li>• oral presentation w/wo graphics, other media</li> <li>• math-based design</li> <li>• graphic displays</li> <li>• 2-D, 3-D models</li> <li>• mathematical proof</li> <li>• spreadsheets, etc.</li> </ul> <div style="text-align: center; margin-top: 20px;">  </div>



# Main Idea/Concept:

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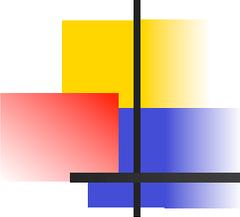
- hammer
- screwdriver
- hand drill
- chisel
- saw



# Main Idea /Concept:

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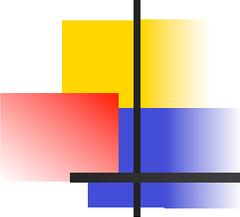
- Washington
- Lincoln
- Roosevelt
- Eisenhower
- Madison



# Main Idea /Concept:

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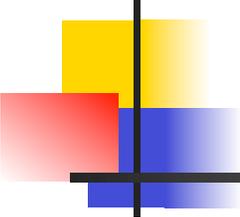
- bed
- chair
- sofa
- desk
- dining table



## Main Idea /Concept:

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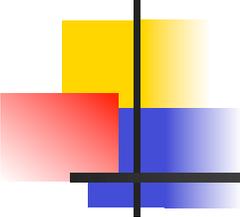
- Rose
- Sylvia
- Harriet
- Pennie
- Caryl



## Main Idea /Concept:

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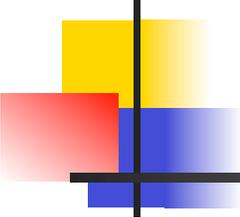
- schematic association
- metacognitive assimilation
- synaptic neuropathic patterning
- dendrite pruning
- cerebral dissonance



# Main Idea /Concept:

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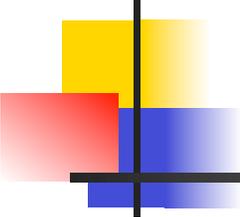
- violin
- harp
- clarinet
- banjo
- guitar



## Main Idea /Concept:

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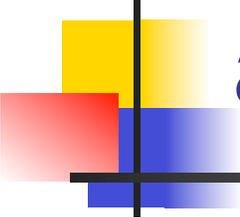
- schematic association
- metacognitive assimilation
- synaptic neuropathic patterning
- dendrite pruning
- cerebral dissonance



## Main Idea / Concept:

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- Saturn
- Pontiac
- Hummer
- Plymouth
- Oldsmobile



Use a motivating cycle of  
assessment and feedback.

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## Shortened-Cycle Assessment

Teach, assess, and provide corrective or enrichments	Teach, assess, and provide corrective or enrichments	Teach, assess, and provide corrective or enrichments	Teach, assess, and provide corrective or enrichments	Evaluate (Summative Test)
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## Long-Cycle Assessment

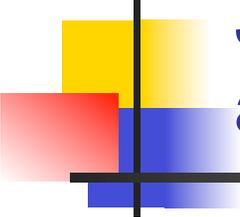
Teach	Teach	Teach	Teach	Evaluate (Summative Test)
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# Formative Assessments

<ol style="list-style-type: none"><li>1. Tests</li><li>2. Quizzes</li><li>3. Homework</li><li>4. Exit tickets/card</li><li>5. Full participation question and answer</li><li>6. Short writes (e.g., summaries, responses to question prompts)</li><li>7. Graphic organizers/web/concept map</li><li>8. Problem solving observation</li></ol>	<ol style="list-style-type: none"><li>9. Student self-assessment</li><li>10. Survey students</li><li>11. Hand signals</li><li>12. Misconception check</li><li>13. Student conference</li><li>14. 3-minute pause</li><li>15. Observation</li><li>16. Portfolio check</li><li>17. Journal entry</li><li>18. Choral response</li><li>19. A-B-C Relate Summaries</li><li>20. Debriefing</li></ol>	<ol style="list-style-type: none"><li>21. Idea Spinner (e.g., predict, explain, summarize, evaluate)</li><li>22. Inside-Outside Quiz Circle</li><li>23. Numbered Heads Together</li><li>24. One-word Summary</li><li>25. One Sentence Summary</li><li>26. Ticket to Leave</li><li>27. Think-Pair-Share/Turn to Your Partner</li><li>28. Oral Questioning</li><li>29. Show and tell</li><li>30. Model it</li></ol>
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# The Brain and Successful Learning

<b>Neurotransmitter</b>	<b>Purpose and Result</b>
<b>Noradrenalin</b>	Arousal Energy Drive Excitement
<b>Serotonin</b>	Calming neurotransmitter important to the maintenance of good mood
<b>Acetylcholine</b>	Focus Memory Feelings of pleasure
<b>Dopamine</b>	Pleasure Reward Good Feelings towards others



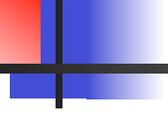
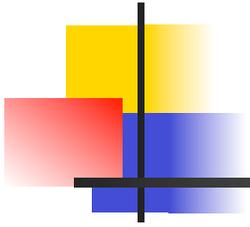
## John Hattie-reviewed 7,827 studies on learning and instruction

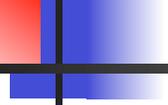
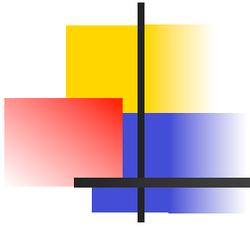
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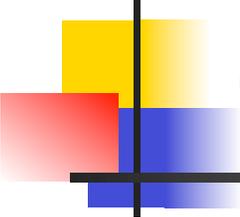
- Conclusion . . . “The most powerful single innovation that enhances achievement is feedback. The simplest prescription for improving education must be dollops of feedback.”
- Conclusion: Providing students with specific information about their standing in terms of particular objectives increased their achievement by **37 percentile points**.

# Formative Assessments

<ol style="list-style-type: none"><li>1. Tests</li><li>2. Quizzes</li><li>3. Homework</li><li>4. Exit tickets/card</li><li>5. Full participation question and answer</li><li>6. Short writes (e.g., summaries, responses to question prompts)</li><li>7. Graphic organizers/web/concept map</li><li>8. Problem solving observation</li></ol>	<ol style="list-style-type: none"><li>9. Student self-assessment</li><li>10. Survey students</li><li>11. Hand signals</li><li>12. Misconception check</li><li>13. Student conference</li><li>14. 3-minute pause</li><li>15. Observation</li><li>16. Portfolio check</li><li>17. Journal entry</li><li>18. Choral response</li><li>19. A-B-C Relate Summaries</li><li>20. Debriefing</li></ol>	<ol style="list-style-type: none"><li>21. Idea Spinner (e.g., predict, explain, summarize, evaluate)</li><li>22. Inside-Outside Quiz Circle</li><li>23. Numbered Heads Together</li><li>24. One-word Summary</li><li>25. One Sentence Summary</li><li>26. Ticket to Leave</li><li>27. Think-Pair-Share/ Turn to Your Partner</li><li>28. Oral Questioning</li><li>29. Show and tell</li><li>30. Model it</li></ol>
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# EXPLICIT TEACHING and Guided Practice

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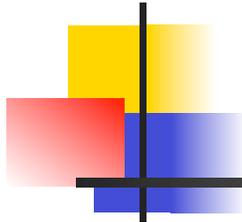
1. I do
2. We do
3. I Do
4. We do
5. I do
6. You do
7. Closure
8. The next day

Add two more reasons.

It is also important because it helps students (develop, use, learn how to )

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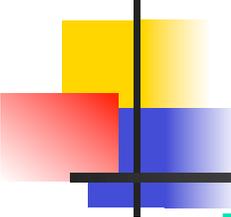
1. Main/Central Idea
2. Significant Details/  
Evidence
3. Sequential/Order Relationships
4. Comparison Relationships
5. Cause and Effect Relationships
6. Knowledge of vocabulary/  
key terms
7. Generalizations and Conclusions
8. Problem-Solution Relationships
9. Multi-step Instructions/  
Directions
10. Author's Purpose, Techniques, Claims, Views, and Arguments
11. Knowledge of Maps, Charts, and Graphs
12. Literary Analysis
13. Information from Researching



# I can . . .

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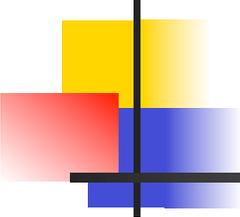
- Identify and summarize main idea and details.
- Understand and use central ideas related to the history of the world.



# Main/Central Idea

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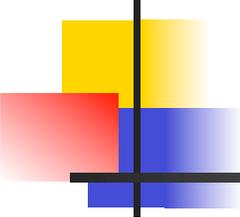
Main Idea
Detail
Detail
Detail



# Main/Central Idea and Details

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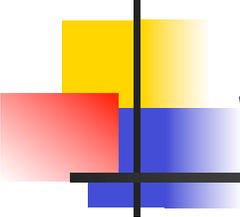
- One main idea of the History of the World video is that \_\_\_\_\_. One example of that idea is \_\_\_\_\_.



# Main/Central Idea and Details

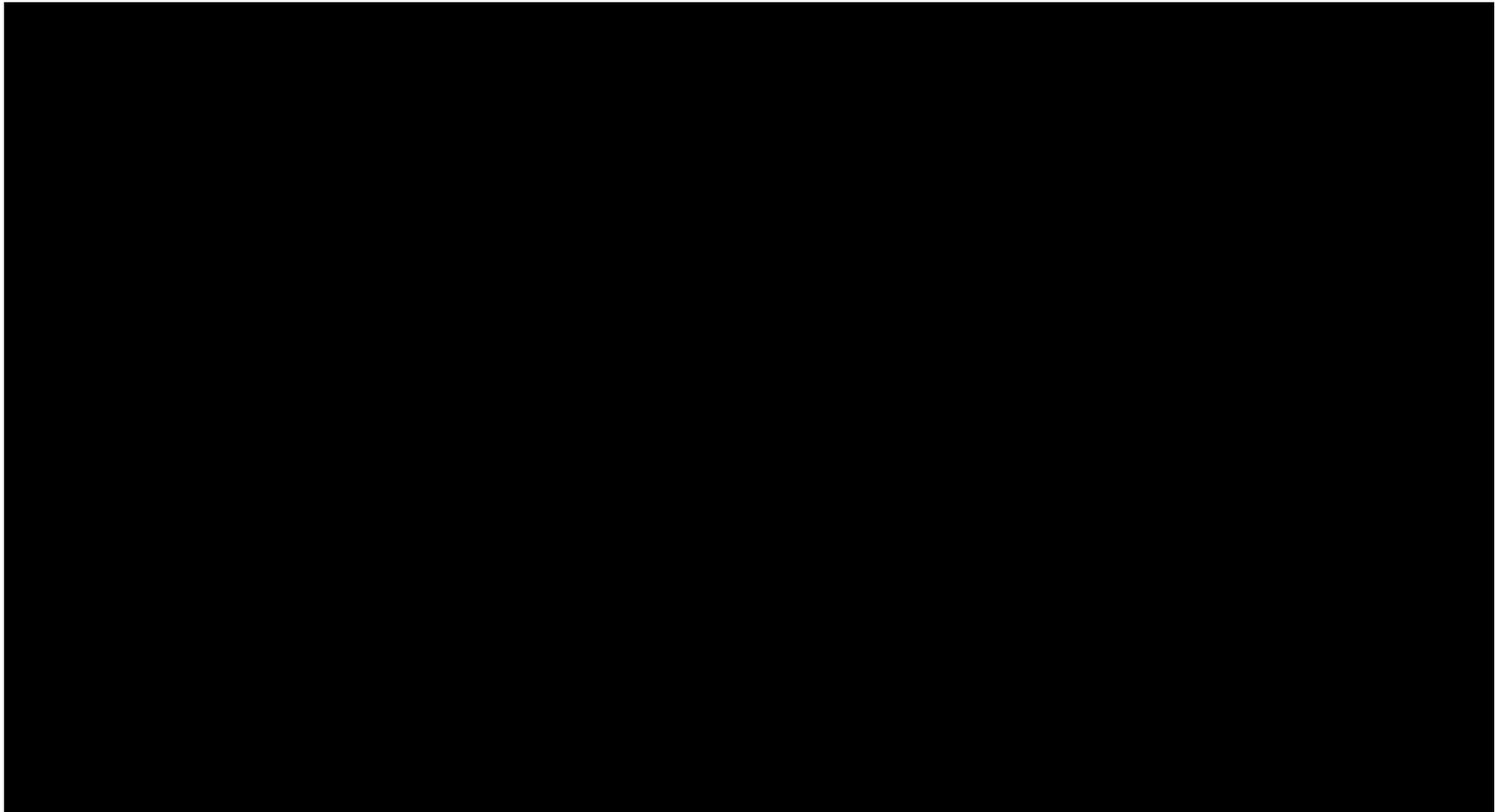
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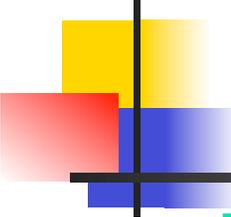
One main idea of the History of the World video is that mankind was violent during history. One example of that idea is when WWII scenes were shown.



# Start Small! Two and Three-Sentence Summaries

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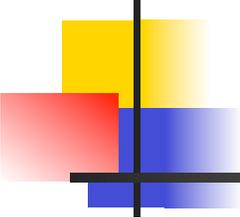




# Main/Central Idea

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Main Idea
Detail
Detail
Detail

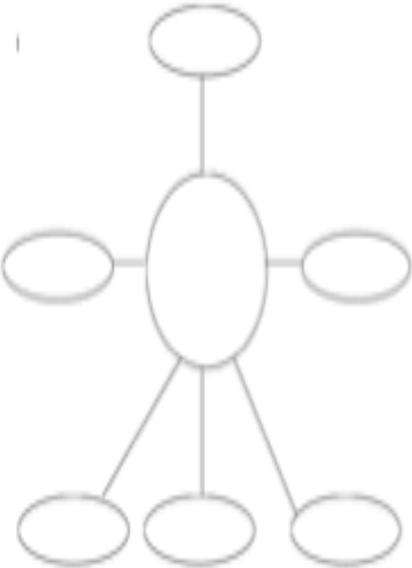


# Main/Central Idea and Details

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One main idea of the History of the World video is that mankind was violent during history. One example of that idea is when WWII scenes were shown. Another example of violence was \_\_\_\_\_. Finally, violence was illustrated when \_\_\_\_\_.

# Main Idea

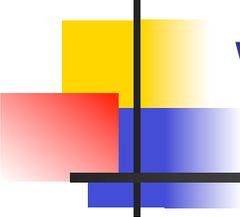
Graphic Organizer	Summary Template	Questions	Hand Signal/ Movement
<p data-bbox="260 610 436 662"><b>Bubble Map</b></p> 	<p data-bbox="596 548 867 792">The main idea of this passage is _____ . The author stated that _____ .</p> <p data-bbox="596 873 867 1198">The passage/article also mentioned that _____. In addition, (another idea) _____ .</p> <p data-bbox="596 1214 867 1393">Finally, the passage/article stated _____ .</p>	<ol data-bbox="905 548 1619 1456" style="list-style-type: none"> <li>1. The main point of the article is . . .</li> <li>2. Summarize what you read.</li> <li>3. The main theme of the story is . . .</li> <li>4. List the facts regarding . . .</li> <li>5. The text is about . . .</li> <li>6. The story/article mainly tells . . .</li> <li>7. Which of the following best expresses the main idea? <u>A</u> B C D E</li> <li>8. On the basis of information in the passage, we can determine that . . .</li> <li>9. What would be the best title for this passage?</li> <li>10. Which statement best expresses the central idea of this passage?</li> <li>11. The main idea expressed in this passage is . . .</li> </ol>	<p data-bbox="1667 548 1917 792">Hold a fist (main idea) and dangle and wiggle fingers (details).</p>

Add two more reasons.

It is also important because it helps students (develop, use, learn how to )

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1. Main/Central Idea
2. Significant Details/  
Evidence
3. Sequential/Order Relationships
4. Comparison Relationships
5. Cause and Effect Relationships
6. Knowledge of vocabulary/  
key terms
7. Generalizations and Conclusions
8. Problem-Solution Relationships
9. Multi-step Instructions/  
Directions
10. Author's Purpose, Techniques, Claims, Views, and Arguments
11. Knowledge of Maps, Charts, and Graphs
12. Literary Analysis
13. Information from Researching



# Writing

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- Purposes

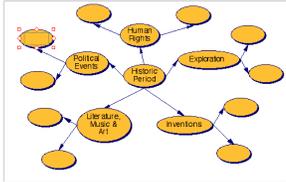
1. Explain/Inform
2. Argue
3. Narrate

- Production

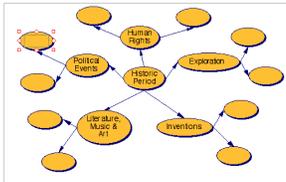
4. Organization, development and style is appropriate for the task, purpose, and audience.
5. Use writing process
6. Use Technology

- Research . . .

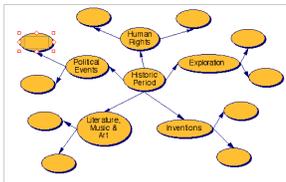
7. To understand topics/questions
8. Evaluate credibility of sources
9. Use evidence to support ideas
10. Write for extended and short time-frames



Poor



Good



**Better/  
Best**

Summary

Poor

Summary

Good

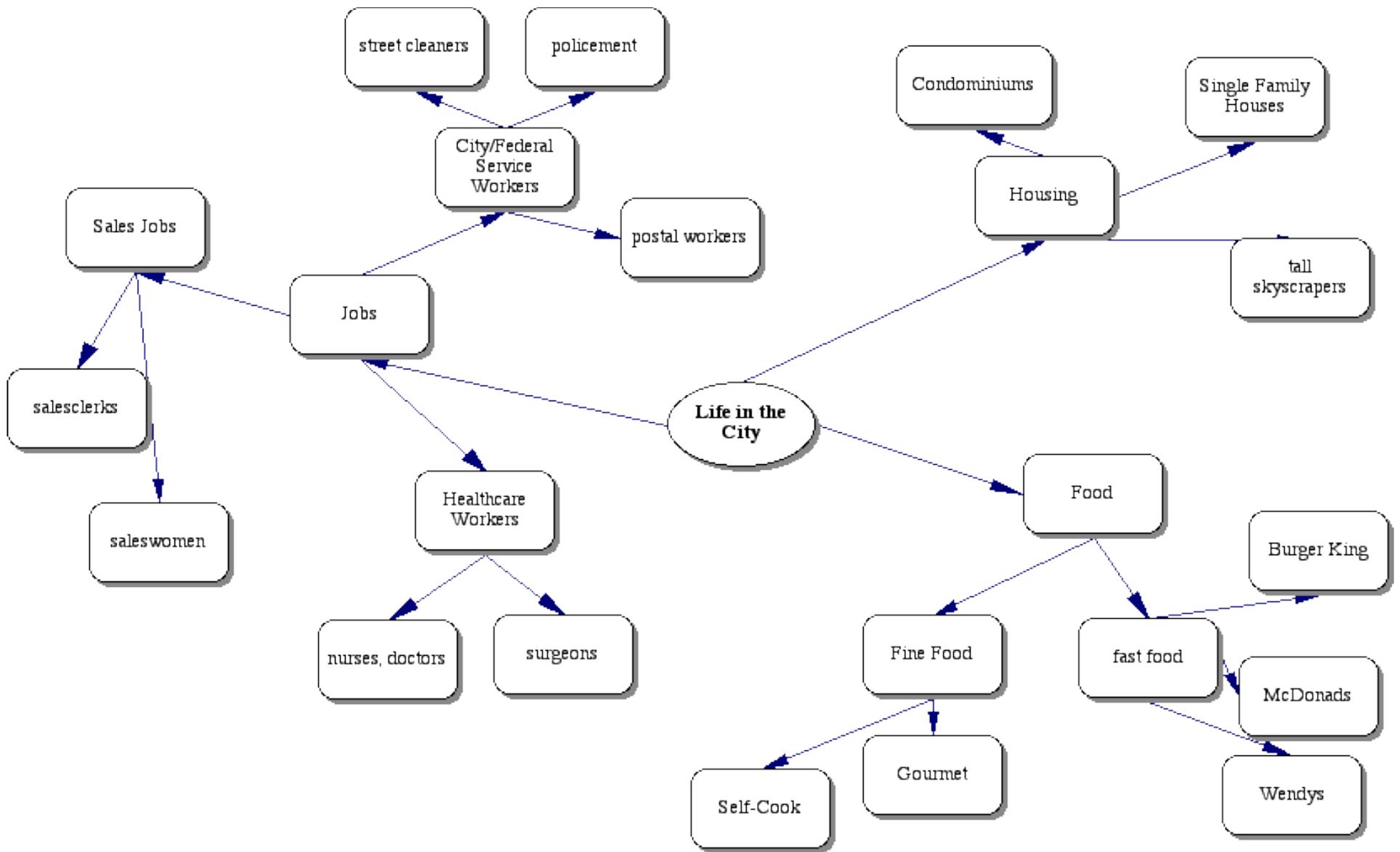
Summary

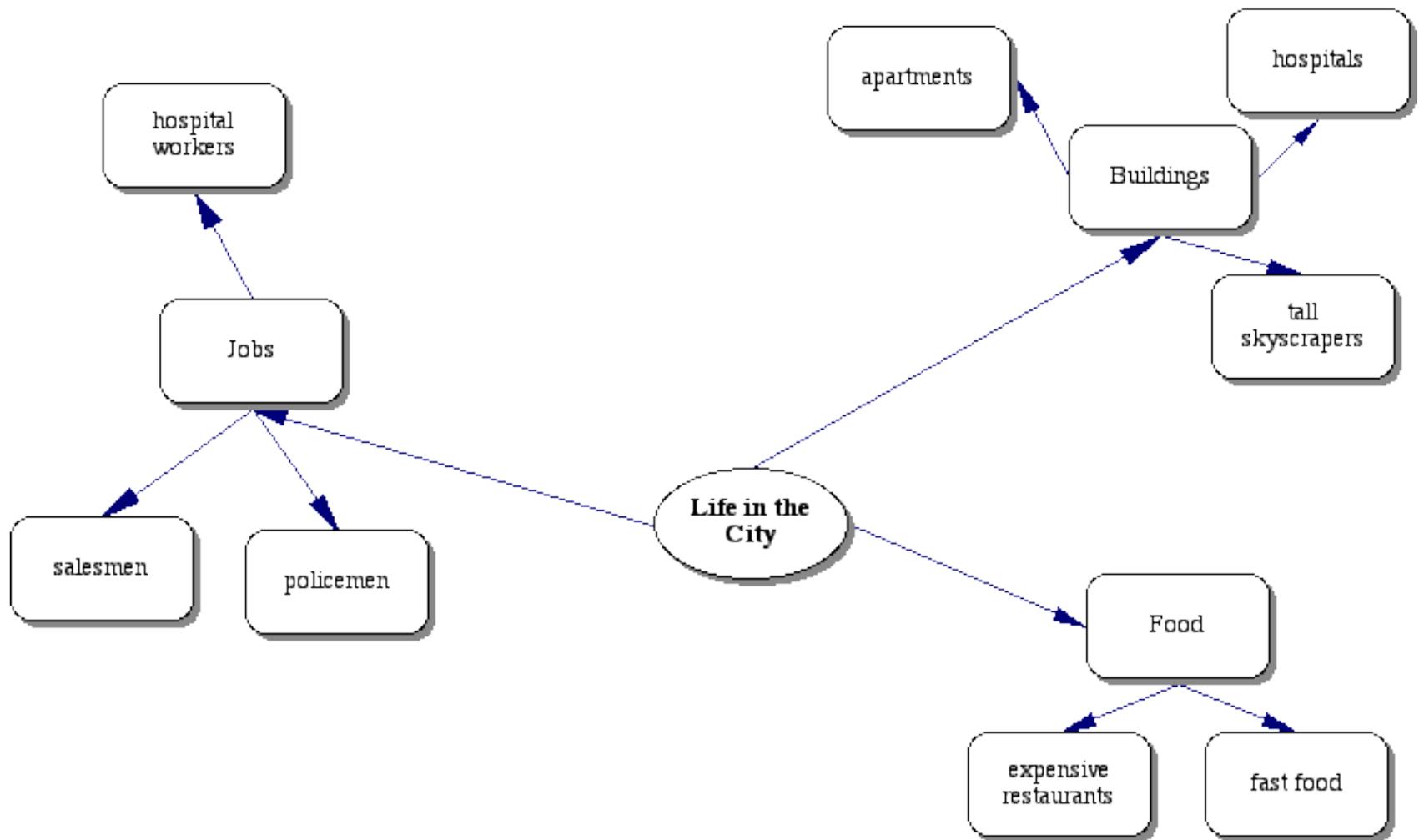
**Better/  
Best**

# Student Work Gallery 1: Looking At Student Work

View the student work of your colleagues for 3 minutes.

- 1. What were the qualities of student work that made it an excellent product? (1 minute per participant)**
- 2. What is an insight you gained about the student work you brought? (1 minute per participant)**
- 3. What did you learn or what insights did you gain from looking at student work? (1 minute per participant)**





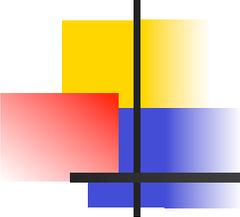
# Success Analysis Protocol

**(2 minutes of uninterrupted time for each person to speak about questions 1-3)**

1. The purpose of the lesson was to have students acquire the following concepts and skills.
2. During the time when the students were completing their graphic organizers and/or summaries, I observed the following . . . (e.g., engagement, understanding, behavior).
3. In what way(s) is the quality of this work different from the first samples you saw at the beginning of the reading/thinking improvement initiative? What promising results are you witnessing?

## Processing Prompts for Meetings

- |   |  |
|---|--|
| <ol style="list-style-type: none"><li>1. I learned/relearned . . .</li><li>2. I am concerned about . . .</li><li>3. In order to use the information, skills, strategies, I need . . .</li><li>4. I am optimistic about . . .</li><li>5. Think of an upcoming opportunity to use a new idea.</li><li>6. "In _____, I'm going to use to help</li><li>7. Think of an adjustment that will make your application of (content topic) more relevant.</li><li>8. "Next time I'm going to use to . . .</li><li>9. Head, Foot, Heart<ul style="list-style-type: none"><li>•Head--An idea I had . . .</li><li>•Hear--A feeling I experienced . . .</li><li>•Foot--An action I will <u>take</u>. . .</li></ul></li></ol> | <ol style="list-style-type: none"><li>10. What do you hope to accomplish related to . . . (goals and objectives)?</li><li>11. What are the present efforts underway? What am I already doing?</li><li>12. What should you quit doing in order to use . . .</li><li>13. What will you need to learn to accomplish the goals and objectives related to . . . ?</li><li>14. How will leadership practices have to change in order to accomplish the goals and objectives related to . . . ?</li><li>15. What resources do you need to access or create?</li><li>16. What partnerships need to be created?</li><li>17. How can you evaluate your progress toward the goals and objectives?</li></ol> |
|---|--|



# Process--Head, Heart, Foot

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- Head--An idea I had . . .

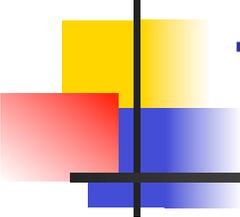


- Heart--I feeling I experienced . . .



- Foot--An action I will take . . .

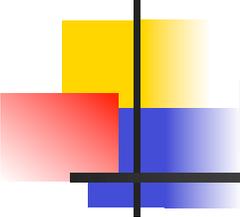




# Try the IDEAL Strategy

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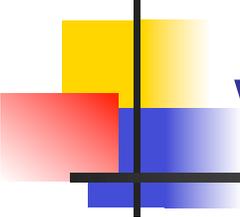
- **I** dentify the dimensions of the problem.
- **D** etermine alternative solutions.
- **E** stablish standards and evaluate each alternative solution.
- **A** dopt and implement a plan.
- **L** ook back, evaluate, and adjust.



You can find out a lot about a teachers practices by using a professional development portfolio.

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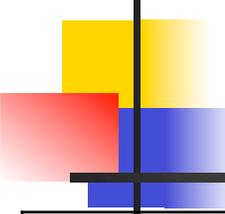
- **A Professional Development Portfolio** provides teachers with a framework for initiating, planning, and facilitating their personal/professional growth while building connections between their interests and goals and those of the school.



# Professional Development Portfolios will enable educators to . . .

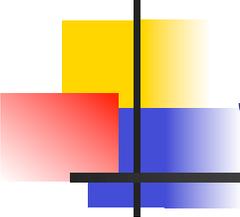
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- Articulate their visions of teaching and learning
- Develop professional goals
- Select student-centered goals
- Document progress in achieving goals
- Interact with peers throughout the entire process
- Reflect on the learning experience and attainment of goals
- Share insights with others in conferences



# Teacher Work Samples/Artifacts

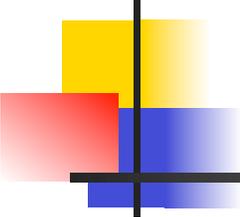
<ul style="list-style-type: none"><li>•Teacher-made tests</li><li>•Homework assignments</li><li>•Rubrics</li><li>•Lesson plans</li><li>•Unit plans</li><li>•Recorded lessons</li><li>•Peer observations</li><li>•Curriculum Maps</li><li>•Differentiated instruction examples</li><li>•Portfolio reflections</li><li>•Goals</li></ul>	<ul style="list-style-type: none"><li>•Handouts</li><li>•Lectures</li><li>•Slide presentations</li><li>•Multi-media presentations</li><li>•Checklists</li><li>•Behavior management policies and procedures</li><li>•Assessments</li><li>•Resources lists</li><li>•Reflective logs</li><li>•Journal entries</li></ul>	<p><b>Parent Reactions</b></p> <ul style="list-style-type: none"><li>•Notes</li><li>•Letters</li><li>•Phone call logs</li><li>•Visits</li><li>•Surveys</li><li>•Back-to-school night agendas</li></ul>
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# Student Generated Artifacts

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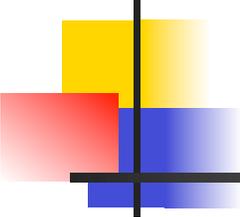
<b>Individual Work</b>	<b>Group Work</b>	<b>Media/Technology</b>
<ul style="list-style-type: none"><li>•Reports</li><li>•Artwork</li><li>•Recordings</li><li>•Graphic organizers</li><li>•Stories</li><li>•Problems</li><li>•Experiments</li><li>•Projects</li></ul>	<ul style="list-style-type: none"><li>•Presentations</li><li>•Projects</li><li>•Reenactments</li><li>•Debates</li><li>•Mock Trials</li><li>•Experiments</li><li>•Presentations</li></ul>	<ul style="list-style-type: none"><li>•Slides</li><li><sup>a</sup>Multimedia presentations</li><li>•Photographs</li></ul>



I want to know about about . . .

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# Today's Learning Goals

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1. Explain how the educational context has changed and how it affects teaching, leading, and learning.
2. Describe the flaws of some existing supervision evaluation practices.
3. Describe the benefits of walkthroughs.
4. Describe the components of planning, conducting, and debriefing walkthroughs.
5. Know how to use walkthrough evidence to provide professional development and implement other school initiatives.
6. Identify your next steps.

# The Advice of the King of Walkthroughs

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