



## TEACHER INVOLVED WALKTHROUGHS

The most important way to improve student achievement in schools is to improve classroom practices.





Welcome to Saturn  
"Building our Learning Day by Day"

# How to Get the Most From this Presentation

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Dr. Max Thompson states:

- “When you hear something that you already know, don’t say – I know that. Instead, self-evaluate it by asking – How good am I at that or how can I get better?”
- “Adopt, don’t adapt.”
- “Ask questions to seek clarity on any point you may not understand.”
- “Ask yourself, how can I make this information fit into my situation, classroom, etc.”

# To improve student achievement, you must improve classroom practices.

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- Use classroom assessment data to drive your instructional decisions for future lessons.
- Use assessment data to drive the selection of professional development opportunities.
- Students must have meaningful feedback to improve their daily academic practices.
- Teachers must have meaningful feedback to improve classroom practices and to grow professionally.
- Monitor patterns through Classroom Walkthroughs with 5 x 5's (Max Thompson, 2013)



# Saturn Elementary, Cocoa, Florida

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## Saturn Elementary School ( 1966)

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- 42 Classrooms
- 1 Media Center
- 1 Cafeteria
- 1 Music Room
- 6 Computer Labs
- 6 Portable Classrooms
- 58 Teachers
- 16 Assistants
- 770 Students

# Purpose of Classroom Walkthroughs

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- ❖ Raise student achievement through research proven classroom procedures.
- ❖ Administrators having meaningful conversations with teachers regarding the patterns seen during the walkthrough.
- ❖ Consistent observations with discussions based around the patterns seen between all stakeholders in the school.



# Additional Opportunities Achieved

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- ❖ Keeps the focus on the learning strategies.
- ❖ Provides current instructional data.
- ❖ Provides a starting point for instructional conversations.
- ❖ Creates learning situations for the staff.
- ❖ Uses feedback to keep stressing exemplary practices taking place in the school.
- ❖ Allows schools the opportunity to continue to improve.



“WHEN TEACHERS HAVE AN  
OPPORTUNITY TO OBSERVE  
AND INTERACT WITH THEIR  
COLLEAGUES IN A  
NONEVALUATIVE WAY  
REGARDING INSTRUCTION,  
EVERYONE WINS.”

Marzano (Kachur, Stout, & Edwards, (2013)



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HOW DO YOU BEGIN THIS PROCESS?

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# Strategies for Getting Teachers Involved in the Walkthrough Process

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1. Actively involve individual teachers in the creating and implementation of the process.
2. Clearly define and communicate the purpose of the walkthroughs.
3. Thoughtfully plan and introduce the concept carefully and gradually.
4. Be transparent. Communicate the purpose, protocols and what to expect along the way.
5. Create school-wide norms.



## Strategies for Getting Teachers Involved in the Walkthrough Process

6. Train teachers on your particular model to help increase their awareness and understanding of the value for improving teaching and learning.
7. Prepare schedules so that teacher have time to conduct the walkthrough and have time for professional conversations at the end.
8. Encourage all to participate.
9. Target student learning as the focus – not teachers teaching.
10. Share and discuss data observed without be evaluative and judgmental.

# PRINCIPALS ROLE IS TO HELP CREATE THE CULTURE AND BEGIN THE PROCESS

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- ❑ Move from isolated classroom sharing and planning to Professional Learning Communities where large groups share and plan together.
- ❑ Encourage teacher to observe their “friends” in their own environment.
- ❑ Begin with new teachers as part of their new teacher induction process. They will be more eager and excited to participate. Then expand to others.
- ❑ Analyze data for patterns and be consistent and pervasive.

# CULTURE

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SHARED VISION

STUDENT CENTERED

TRUST

INVOLVEMENT OWNERSHIP



For a school to become a walkthrough school, the climate must be where there are trusting and collaborative professionals who are “risk takers” who are constantly trying to improve their classroom performance.

*Kathleen Schnefke – Parkway Elementary School*

## FACTORS TO MAKE THE PROCESS MORE SMOOTHLY

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- ☐ STRONG LEADERSHIP
- ☐ SHARED LEADERSHIP
- ☐ TRUST AND SAFETY FOR RISK TAKING
- ☐ STUDENT-CENTERED STAFF
- ☐ COMMUNITY OF LEARNING
- ☐ COLLABORATIVE INQUIRY

# WALKTHROUGHS BUILD ON CLASSROOM STRATEGIES AND .....

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- ❖ Provides practice using new skills.
- ❖ Allows teachers to observe their peers.
- ❖ Allows teachers to receive feedback from peers.
- ❖ Provides times for Professional Reading.
- ❖ Provides time for Professional Peer Discussions.



# **TEACHER'S ROLE IN THE PROCESS**

- Engage in collaborative inquiry across and within grade levels and departments.
- Must identify common challenges within the school.
- Analyze the data collected. (both student and walkthrough data)
- Are willing to look at new instructional strategies that will lead to higher student performance.
- Focus on what students are doing not on what the teacher is doing.

“When I walk into a classroom, I spend only a split-second observing the teacher before analyzing the level of engagement of each student. I immediately reflect on my own teaching and ask – If I were teaching this lesson, what would I do to ensure every that every student was engaged at the highest level possible?”

*Tammy Butler – Monitor Elementary School*

“The single greatest influence on the professional practices of teachers is the direct observation of other teachers.”

*Douglas B. Reeves*



# Teacher Walkthroughs Video

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- First Grade – Math Lesson
- First Grade – Calendar
- Fifth Grade – Science Lesson
- Fifth Grade - Main Idea Lesson



# WHICH WALKTHROUGH MODEL DO WE USE?

## COMMON NAMES FOR WALKTHROUGH MODELS

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- Literacy / Learning Walks
- Instructional Walkthroughs
- Power Walkthroughs
- Instructional Talkthroughs
- Student Learning Walks
- Collaborative Learning Visits (CLVs)
- Professional Learning Visits (PLVs)
- Peer Observations
- Instructional Walkthroughs

# **WHATEVER THE NAME – THE BASICS ARE THE SAME**

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- Teachers learn from their peers in a nonjudgmental atmosphere.
- Teachers are discussing their professional skills and classroom strategies.
- Teachers are creating new lessons where students will increase their performance.

# SATURN'S MODEL

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- Used the advantage model from Max Thompson and adapted it for our school.
- Use one data planning time per month for walkthroughs.
- Teams of teachers visit as a group for 5 minutes per classroom. (usually 3 to 4 rooms)
- Teachers use walkthrough form for comments and observations.
- Team returns to data room to discuss and reflect on what they saw.
- Written feedback is given to the teachers.
- Data would be collected at this time. (None collected this first year)





# FOCUS AREAS AND LOOK-FORS DURING WALKTHROUGHS

# TEACHER LOOK-FORS

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- Does the teacher create a welcoming environment that encourages and supports the students?
- Are the students comfortable taking risks?
- Is the teacher passionate regarding the subject area being taught?
- Does the teacher allow for students to discuss material being taught?

Note: Specific look-fors may be agreed on prior to the observation to narrow the focus into manageable chunks. Guiding agendas like the School Improvement Plan, Technology development, etc. are examples that might lead to specific look-fors.

# STUDENT LOOK-FORS

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- Does the student ask questions and make connections with what is being taught? (previous lessons or personal lives)
- Is the student supportive and collaborates on statements made by fellow students?
- Do the student actively participate in group discussions and activities?
- Does the student show respect for classmates and teacher?



WHAT KIND OF DATA ?

# TYPES OF DATA TO COLLECT

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- A checklist of look-fors.
- A checklist with space for written comments.
- A walkthrough sheet for written comments only.

# WAYS TO SHARE DATA COLLECTED

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- ✓ Teacher observers meet and report what was collected on focus areas with no individual feedback given.
- ✓ Observers give specific feedback to individual teacher. (most frequently used)
- ✓ Teams provide whole group trends and patterns.
- ✓ Written communication in the form of notes, e-mails, letters.
- ✓ Summary reports from software applications.
- ✓ No feed back given to individual. Team discusses how they can improve from what they saw.





# ADOPT YOUR PLAN

Work with your team to develop your plan for Classroom Walkthroughs



# TRIBUTES TO WALKTHROUGHS

