



Making a Commitment to Classroom Walkthroughs

Elmira City School District

July 28, 2006

Classroom Walkthroughs



K	W	L
What do you KNOW about classroom walk-throughs?	What do you WANT to know about classroom walk-throughs?	

Purposes



- Reinforce attention to an instructional and learning focus in the school's plan.
- Gather data about instructional practice and student learning to supplement other data about school and student performance.
- Stimulate collegial conversations about teaching and learning.
- Demonstrate to students that administrators AND teachers value teaching and learning.
- Deepen opportunities and practices by continuous feedback.
- Support evolution of “critical friends” groups

Engaging the Staff



- What are our shared commitments –” look fors”?
- What questions should observers bring to walkthroughs? What questions should observers ask students?
- What other data can we gather and analyze to complement insights from walkthroughs?
- How can we create a positive experience for all participants?

(Ginsberg and Murphy, 2002)

Walkthrough Process



- 3 – 10 minutes
- Walk the entire room. Don't get trapped at the door.
- Focus on students and their learning more than on teachers and their teaching.

Making Time

- “Out to Learn”
- Schedule on Calendar

What are the Objectives? Are They Tied to Standards/Curriculum Webs?



For example,

- Are the objectives posted?
- Can students tell you what they are learning and why?

Are Students Engaged in the Work?



- Observe and listen
 - What do you see on the walls or hear from the teacher and students?
 - Do you hear evidence of higher-order questioning?
- Ask questions of students –
 - What are you working on?
 - Why are you doing this work?
 - What do you do in this class if you need extra help?
 - Do you have a portfolio? May I see it?

Research-Based Practices?



Do you see any of the following instructional practices in evidence?

- Similarities and differences?
- Guided practice?
- Note-taking/graphic organizers?
- Questioning?
- Objectives and Feedback?
- Reinforcing Effort and Providing Recognition?

What Do the Walls of the Classroom Show?



- Exemplary work?
- Standards/performance indicators/?
- Writing samples with scoring rubrics?
- Helpful information on pertinent skills, such as problem solving?
- Classroom agreements (ground rules)?

Feedback



- In general, informational and supportive feedback is more productive than evaluative comments.
- Provide feedback with sticky note or equivalent within 24 hours.
- In the case of significant instructional concerns, meet with the teacher within a week.

Descriptions vs. Judgments



I see a yellow circle surrounded by blue.

The sun is drawn skillfully.

There is no white space left on the page.

I think the student was afraid of leaving any blank space on the page.

The teacher was asking inference questions.

The students could have been more organized in their presentation.

Trying It Out



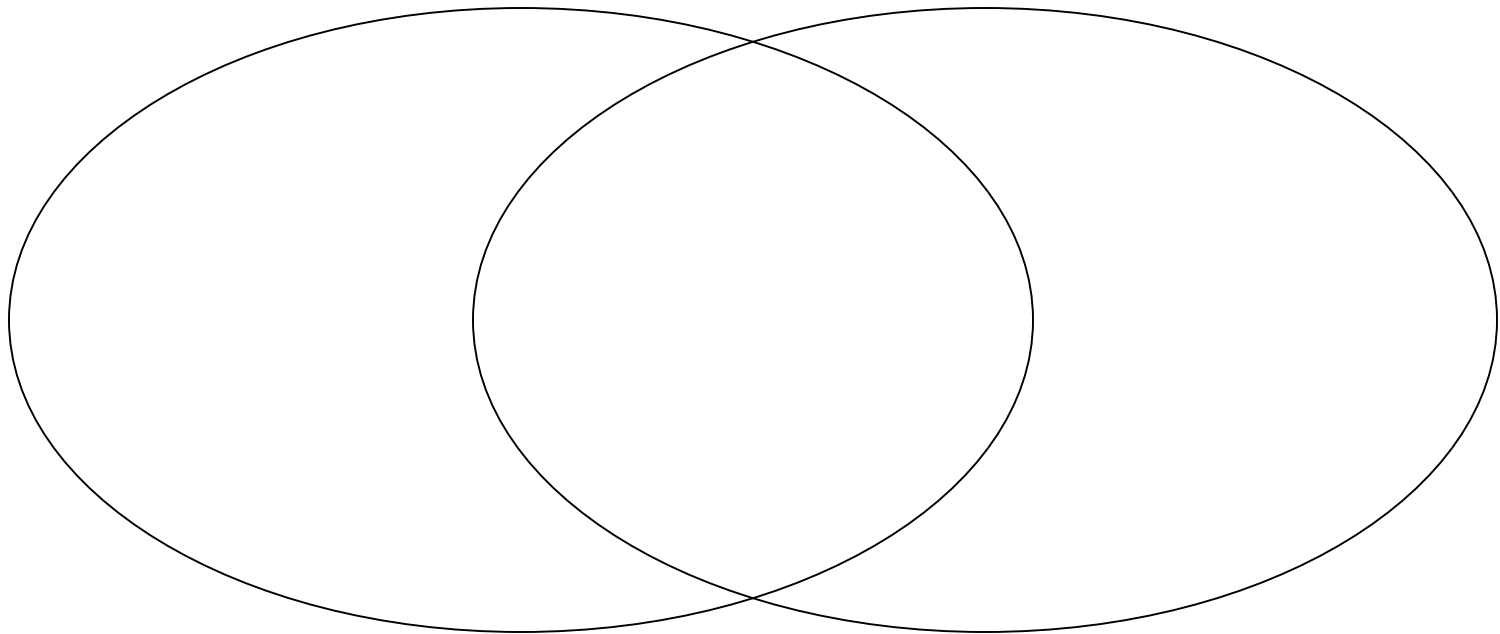
- Together determine “look fors”
- Visit 3 - 4 classrooms
- Decide whether to speak to students
- At the end of visit, one team member leave sticky note for teacher with descriptive statement(s).
- Afterwards, first share observations.
- Identify trends/patterns.
- Make suggestions about themes to be celebrated and themes to be addressed.

Complete the Venn Diagram



Evaluation

Walk-through



Using Data from Walkthroughs



- How do you provide data to the individual classroom teacher?
- How do you identify trends and issues?
- How do you communicate themes and emerging trends to staff collectively?

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