

reading phonics vocabulary
print narrative repertoire fluency
strategies decoding
metacognition reading
comprehension
prosody phonemic awareness
instruction letter knowledge
prediction multiple strategies
coordination modeling

***Providing
Instructional Leadership
Through
Classroom Walk-Throughs***

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Classroom Walk-Throughs

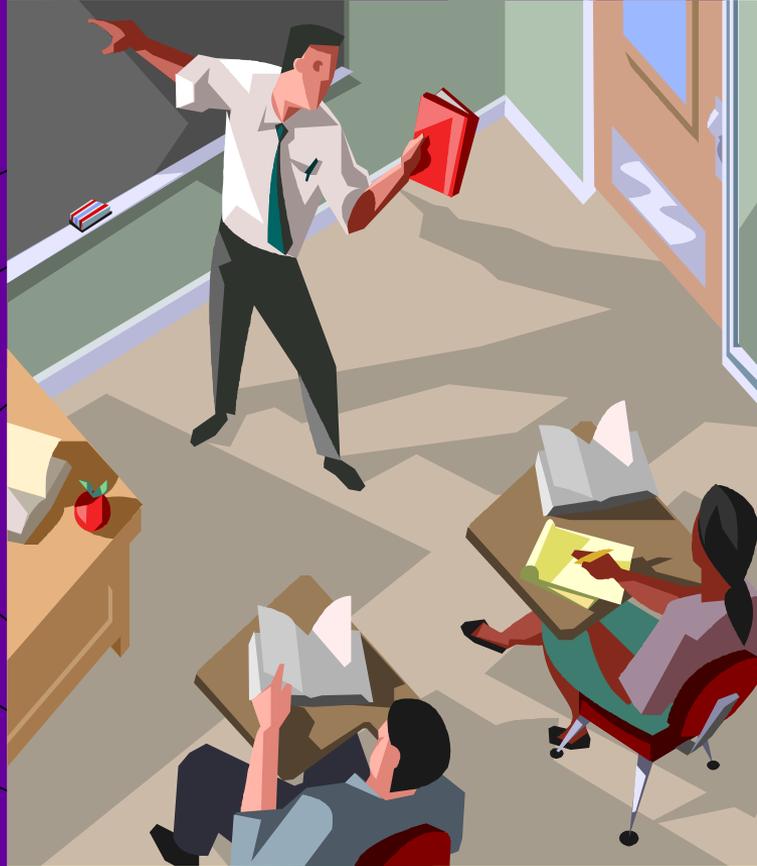
why?
what?
how?
when?

Outcomes

- Identify and understand the value, process, tools, and implementation of an effective walk-through and how it can strengthen and enhance instructional leadership
- Link the instructional walk-through with other critical components of school improvement

Critical Contexts

(Picture of a teacher teaching his class.)



An Instructional Walk-Through

what?
why?
when?
how?

What?

Brief, focused, and frequent visits to the classroom for the purpose of observing:

- instructional delivery
- instructional management
- Instructional needs

(Picture of kids in a class jumping.)



Why a Walk-Through?

In your group, generate a list of the possible benefits of conducting regular instructional walk-throughs.

Why a Walk-Through?

Administrators can...

- Become more familiar with curriculum and instructional practices
- Confirm and establish progress monitoring data
- Gauge the climate of the school
- Influence team atmosphere
- Model value of teaching and learning
- Establish leadership in a professional learning community

Ginsberg & Murphy, 2002

Why a Walk-Through?

Teachers can...

- Improve teaching strategies
- Strengthen the link with instructional planning
- Build professional development and/or growth plans

Schools can...

- Guide and inform instructional practices
- Focus in-class/grade level coaching sessions
- Develop school-wide professional development plans

Why a Walk-Through?

Leaders can...

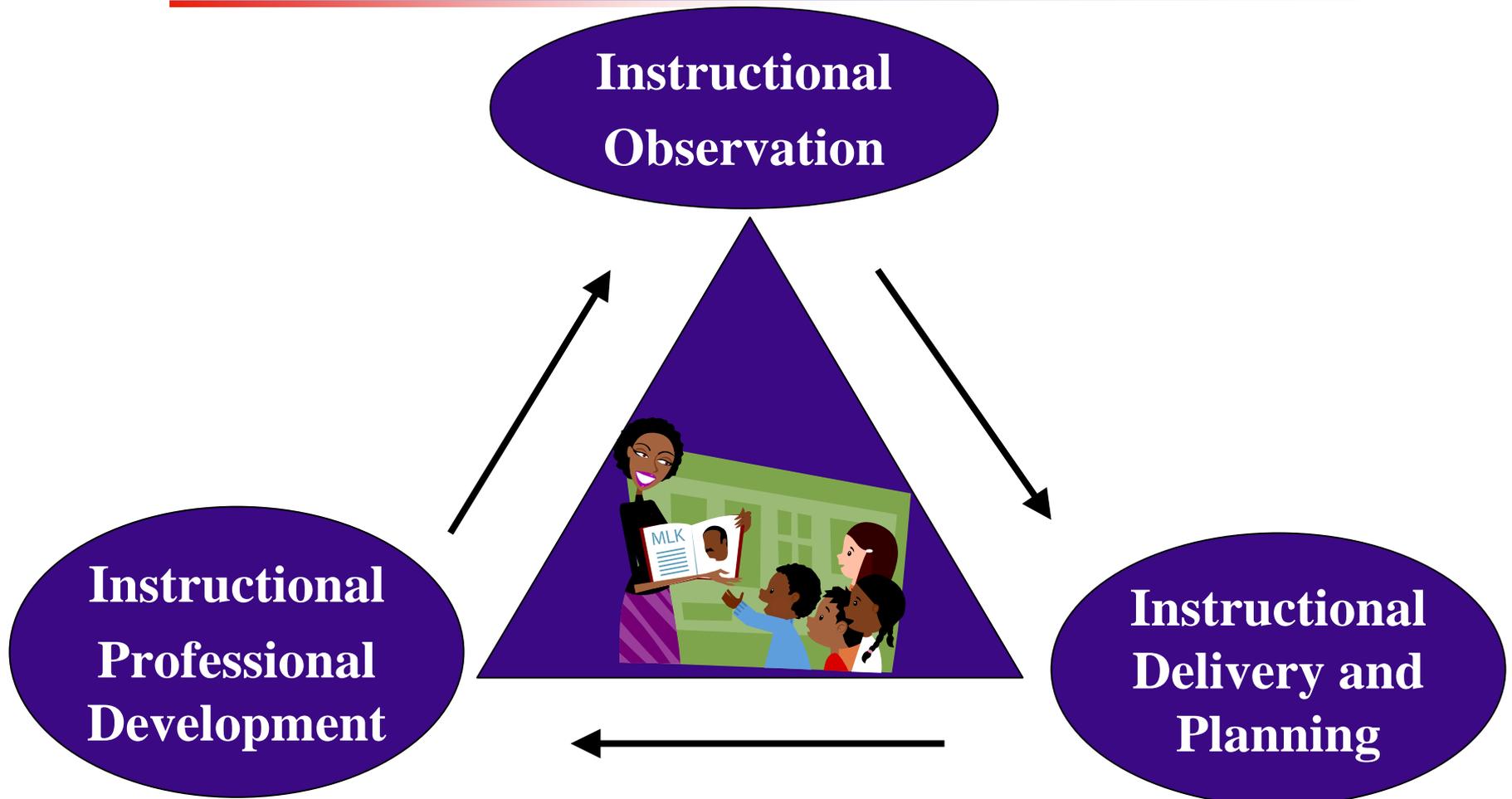
- Develop and align professional development
- Focus on the school improvement process
- Provide focus for celebration
- Build capacity
- Prevent reading difficulties!
- Establish a professional learning community

Professional Learning Community

- Shared Vision
- Collective learning
- Shared leadership
- Supportive conditions
- Shared feedback



Model for Instructional Success



When?

- When instructional team decides
- Frequently
- Like exercise!



How to get Started...

How can administrators develop comfort and skill with this form of instructional leadership?

Barriers for “U”

- Under time constraints
- Unplanned interruptions
- Unsure
- Unprepared
- Unexpected requests
- Uther???

Solutions for “U”

Barriers	Solutions
Time constraints	
Interruptions	
Unsure	
Unprepared	
Uther...	

Before the Walk-Through...

Establish...

- An instructional support team
- Meeting times and visitation schedule
- Common language and understanding
- Common goals
- Expectations for classroom visits
- Data sources
- Follow-up activities

Before

Instructional Walk-Through Team

- Identify team members
- Establish roles and responsibilities of the team members
- Identify the sequential steps for before, during, and after the classroom visit
- Establish meeting and visit schedule
- Provide a instructional needs assessment

Before

Common Language and Understanding

Define agreed-upon practices through differentiated professional development...

- Reading components
- Instructional delivery
- Coaching models
- Classroom management
- Student engagement
- Classroom observation tools



I. Student Behaviors

Evidence	1	2	3	4	N/A
Students are actively engaged with concepts relevant to the content of the lesson.					
Students are able to explain what they're learning.					
Students have multiple opportunities to demonstrate mastery through varied, relevant, rigorous activities.					
Students are engaged in appropriate academic and social behaviors are observed.					

II. Teacher Behaviors/Instructional Strategies

Evidence	1	2	3	4	N/A
Teacher demonstrates a solid grasp of the content.					
Teacher delivers instruction aligned to a rigorous learning objective.					
Teacher demonstrates strong pedagogical skills, balancing direct instruction with modeling, facilitating, and/or coaching students as appropriate.					

III. Formative Assessment Strategies

Evidence	1	2	3	4	N/A
Teacher uses a variety of formative assessments of the daily learning objective.					
Teacher adjusts instruction based on checks for understanding.					
Teacher provides positive error correction, modeling, and practice opportunities.					

Before

Classroom Observation Form

- Technical-assistance request
- Agreed-upon coaching focus
- Self assessment
- Instructional planning
- Professional development assessment
 - Grade-level and after-school meetings
 - Area of focus across grade levels
 - Needs of district/school/grade level/teacher
 - Use when demonstrating a lesson or routine/format

Before

Define Instructional Expectations

- Pair up.
- With your partner, choose one section of the sample Classroom Walk-through Observation form.
- Pinpoint exactly what each component would look like in the classroom.

I. Student Behaviors

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Before

Expectations for Classroom Visits

- Length of time
- Number of visits
-
-
- Data-driven focus

Does the data reveal a need for change?

Before

Walk-Through Team Follow-up Activities

- Allot time for individual and group reflection
- Identify data trends
- Debrief and identify preliminary findings
- Communicate findings
- Develop an action plan

- Develop a rubric (or checklist) to evaluate a plan for an effective classroom walk-through.

During the Walk-Through...

- Conduct brief, scheduled visits
- Focus on agreed-upon priorities
- Ensure a student-centered focus
- Have short, reflective discussion
- Follow established procedures

During

During the Walk-Through...

Does the data reveal a need for change?

After

After the Walk-Through...

Team...

- meets immediately and debriefs
- Establishes trends linked to focus
- Identifies new trends
- Determines communication with the faculty
- Reconvenes after sharing and gathering recommendations from the faculty
- Develops action plan

After

After the Walk-Through

- Divide into groups of three.
- Develop an agenda for the classroom walk-through team meeting.

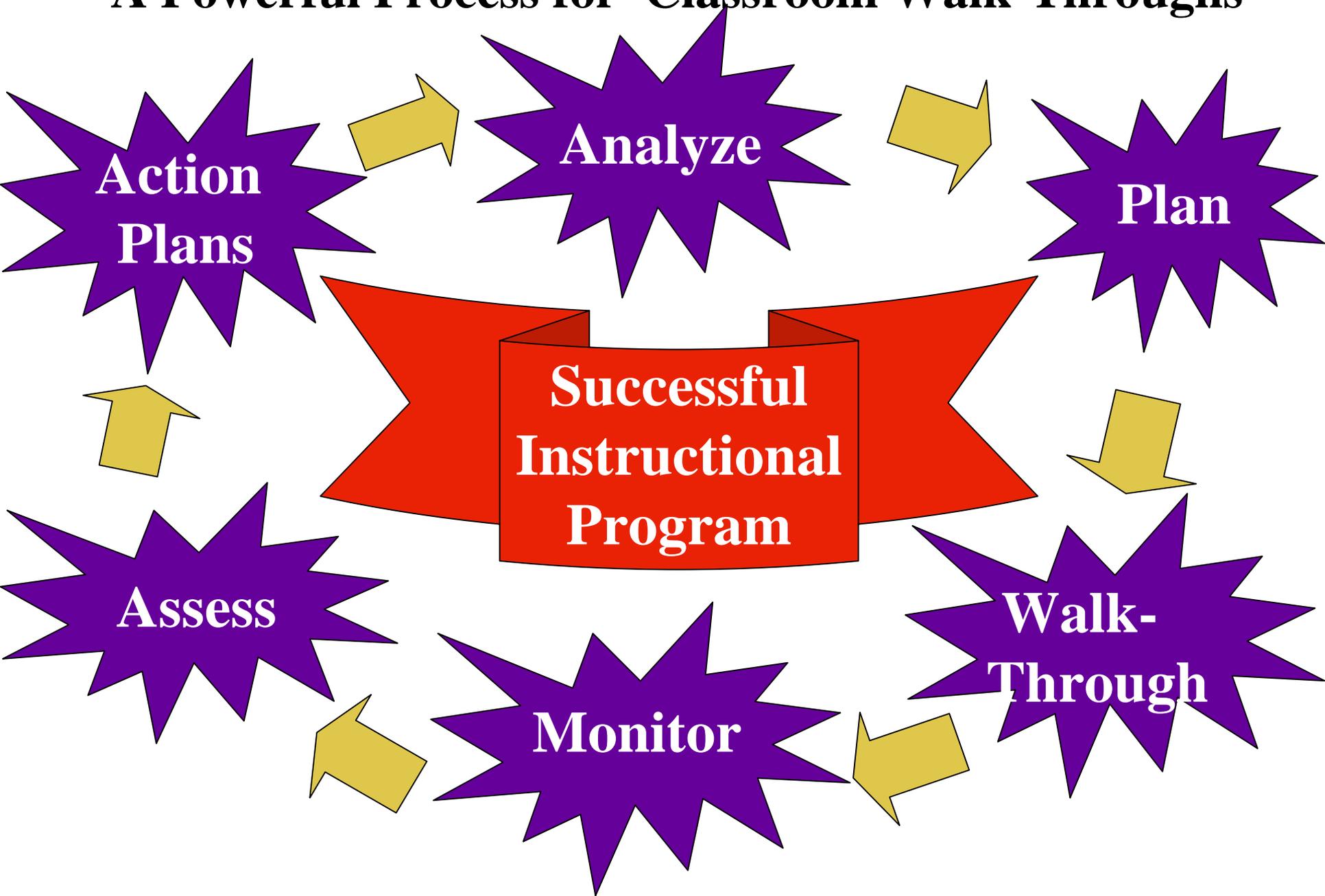
After

Action Plan

Targets...

- Individual teachers, specific grade level, or instructional component
- Focus for differentiated coaching
- Professional development needs
- Assessment needs
- Process or plan improvement
- Focus areas

A Powerful Process for Classroom Walk-Throughs



Classroom Walk-Through Reflections

why?
what?
how?
when?

Outcomes

- Did you identify and understand the value, process, tools, and implementation of an effective walk-through?
- Did you discover and how it can strengthen and enhance instructional leadership?
- Did you see the link the instructional walk-through with other critical components of school improvement?

References and Resources

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