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
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

Instructional Observation

Instructional Professional Development

Instructional Delivery and Planning

Providing Instructional Leadership Through Classroom Walk-Throughs
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”

<table>
<thead>
<tr>
<th>Barriers</th>
<th>Solutions</th>
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<tr>
<td>Time constraints</td>
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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
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
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

<table>
<thead>
<tr>
<th>Evidence</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>Students are actively engaged with concepts relevant to the content of the lesson.</td>
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<td>Students are able to explain what they're learning.</td>
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<td>Students have multiple opportunities to demonstrate mastery through varied, relevant, rigorous activities.</td>
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## II. Teacher Behaviors/Instructional Strategies

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<td>Teacher delivers instruction aligned to a rigorous learning objective.</td>
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<td>Teacher demonstrates strong pedagogical skills, balancing direct instruction with modeling, facilitating, and/or coaching students as appropriate.</td>
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## III. Formative Assessment Strategies

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<td>Teacher adjusts instruction based on checks for understanding.</td>
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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
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.
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Expectations for Classroom Visits

- Length of time
- Number of visitors
- Where to stand/sit
- Lesson plan
- 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 the Walk-Through…

Does the data reveal a need for change?
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 the Walk-Through

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

Successful Instructional Program

Action Plans → Analyze → Plan → Walk-Through → Monitor → Assess
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