

Learning 24/7

CLASSROOM WALK-THROUGH

An Effective Strategy For Increasing Student Achievement

One of the primary factors of school effectiveness is instructional leadership by the building administrator. This leadership involves frequent classroom visits that focus on factors that support student achievement.

The Classroom Walk-Through (CWT) strategy has been identified as an effective structure to guide classroom visits and follow-up reflection. The purpose of this strategy is to provide coaching and opportunity for reflective thinking by the teacher and administrator. Reflective thinking about one's practice has been found to be one of the most effective change strategies. Follow-up reflection provides a process for communication between the instructional leader and the teacher.

WHO SHOULD ATTEND

- Principals and assistant principals
- Directors of curriculum and instruction
- District-level administrators
- Teacher mentors and instructional coaches

WHAT PARTICIPANTS WILL LEARN

- A powerful strategy for increasing student achievement
- A brief classroom visit structure and process that focuses on teaching and learning
- Skills to analyze teaching and learning through frequent brief, informal classroom visits
- Skills to encourage reflective practice

HOW THE SCHOOL AND DISTRICT WILL BENEFIT

Principals and other instructional leaders will learn how to use the CWT process to increase the focus on student achievement. Teachers will benefit from reflective thinking following brief communication that is centered on helping students meet academic expectations. The CWT process assists the district in focusing on the professional development and other support necessary for increased student achievement.

TRAINING PLAN

Classroom Walk-Through training is scheduled for one day of initial training and one day of follow-up training. During the first day, participants will learn and practice the CWT protocol and the process of encouraging reflective practice by teachers. The second day is a follow-up session held several weeks after the initial training. During this day, participants will have the opportunity to ask questions, practice the protocol for reflective practice, and refine their CWT skills. All training is held at a school site.

CLASSROOM WALK-THROUGH (CWT) COMPETENCIES

As a result of Classroom Walk-Through (CWT) training, participants will:

- Be prepared to explain CWT rationale and process to staff, students, and parents as appropriate.
- Understand the difference between CWT and evaluation.
- Establish the amount of time to be devoted to CWT.
- Establish a system for conducting and managing information from CWT and Reflection process.
- Use CWT protocol for brief classroom visits.
- Identify the teaching/learning objective and determine alignment with standards/curriculum (T1).
- Determine if the teaching/learning objective is on Target for grade level/course level (T2).
- Determine the Taxonomy level (T3).
- Determine alignment of Text/materials (T4).
- Identify instructional strategy(s) observed during CWT.
- Determine the level of learner engagement during CWT.
- Use quick questions to determine student understanding and engagement.
- Identify topic for reflection.
- Use CWT model for reflection.

SIX STEPS
CLASSROOM WALK-THROUGH (CWT) MODEL

1. Snapshot of Teaching and Learning

- T1 – Teaching objective and learning expectation (what students are to know and be able to do)
- T2 – Target (on target for grade level/course level)
- T3 – Taxonomy (Bloom's)
- T4 – Text/materials being used (use of resources)

2. Identification of Instructional Strategies

- List observable instructional strategies
- High-yield strategies

3. Student Engagement

- Level of student engagement
- Classrooms and engagement

4. Survey of the Learning Environment

- Walk the walls
- Teacher's desk, centers
- Safety issues

5. After the Walk – Analysis of Data Collected

- Check for alignment of teaching and learning:
 - T1 - Check the Teaching and learning objective (what students are to know and be able to do)
 - T2 - Check for alignment of Target (on target for grade level/course level)
 - T3 - Check for alignment of Taxonomy (where on Bloom's)
 - T4 - Check for alignment of Text/materials being used (appropriate use of resources)
- Check for alignment of Instructional Strategies
- Check for level of Learner Engagement
- Check that Learning Environment is supportive of 4 T's
- Determine one focus for the reflective feedback
- Determine whether or not feedback will be given

6. Reflection with the Teacher

- Complete the 3D's
 - a. Determine the type of feedback to be given
 - b. Determine how, when and where the feedback will be given
 - c. Determine the prompt
- Actual reflection with teacher

Student Engagement