Transforming Schools through Purposeful Walkthroughs: Dramatically Improve Student Achievement

Presented by Linda Fisher

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Common Core State Standards - Writing Shifts -

- Writing Across Content Areas
- Text Types
  - Argument (Opinion)
  - Informative/Explanatory
  - Narrative
- Text-Dependent Writing
- Research and Technology

Common Core = 'Thinking Curriculum'

Meaningful Walkthroughs

Walkthrough Logistics

<table>
<thead>
<tr>
<th>Quick Scan</th>
<th>Focused</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-3 minutes</td>
<td>3-7 minutes</td>
</tr>
<tr>
<td>Gather and Record</td>
<td>Gather and Record</td>
</tr>
<tr>
<td>Schoolwide Impressions</td>
<td>Record Evidence</td>
</tr>
<tr>
<td></td>
<td>(4 Lenses)</td>
</tr>
<tr>
<td>Provide General</td>
<td>Provide Specific Feedback</td>
</tr>
<tr>
<td>Feedback to Larger</td>
<td>to Individual Teacher</td>
</tr>
<tr>
<td>Audience</td>
<td></td>
</tr>
</tbody>
</table>
Getting Started

Create a Walkthrough Culture

• Teach Procedures
• Visit Frequently
• Smile
• Move from Mental to Written Notes
• Share Positive Practices

Eventually...

• Increase Depth of Expectations
• Identify Focus Areas
• Provide Specific Feedback
• Keep Track of Visits
• Train Others

Fit Walkthrough to Teaching Expectations

• Introduce Four Areas at Staff Meeting
• Engage Staff to Identify Evidence to Support Each Area
• Raise Expectations of Four Areas
• Relate Four Areas to Teacher Evaluation and Student Performance
Walkthrough Lenses

What Do We Need to Look for in the Standards-Based Classroom?

Look for Implementation of:

- Standards-Aligned Curriculum
- Effective Classroom Management
- High-Quality Instruction
- On-Going Assessment
Standards-Aligned Curriculum

• Is the curriculum standards-based?
• Are the standards being taught at the appropriate grade level and rigor?
• Can we identify the relevant, meaningful standard(s) being taught?
• Do ALL students have access to the core curriculum?

High-Quality Instruction

• Is there a balanced teaching framework in every classroom?
• Is the instruction meaningful and engaging for all students?
• Is the instruction scaffolded so ALL students experience success?
• Is differentiation used to address the needs of ALL students?

Effective Classroom Management

• Is the classroom safe and orderly?
• Is the classroom environment saturated with positive interactions and feedback?
• Are teachers and students on task?
• Are procedures and systems in place to maximize learning time?

On-Going Assessment

• Is a districtwide or schoolwide assessment plan being implemented?
• Are a variety of assessments being utilized?
• Do teachers use assessment data to continually drive instruction in the classroom?
• Do grade levels/departments use assessment data to set collaborative goals that drive instruction?
• Is the assessment data used to motivate and inform?

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WALKTHROUGH OBSERVATION TECHNIQUES

Walkthrough Scan
• Observe Teacher with Student Group
  ▪ Content of Work (Standards)
  ▪ Students Actively Engaged
  ▪ Students On Task
• Observe Independent Students
  ▪ Content of Work
  ▪ Students On Task
  ▪ Students Able to Complete Work
• Walk the Walls
  ▪ Strategies
  ▪ Exemplars
  ▪ Student Work
• Talk to a Student
  ▪ Ask, “What are you learning?”
  ▪ Review Student Work

Walkthrough Process
• Utilize Walkthrough Scan
• Focus on Curriculum, Classroom Management, Instruction, and Assessment
• Take Observational Notes
• Select Three Observations (Evidence) of Effective Practice for One of the Four Lenses (Rotate All Four Lenses)
• Identify One Leverage Point for One of the Four Lenses (Rotate All Four Lenses)
• Select Effective Practices and Most Important Leverage Point to Discuss with Teacher

Effective Practices
Current strategies that positively affect student achievement
Effective Practices Considerations

- Gather Evidence-Based Data
- Keep Observations Non-Judgmental
- Reinforce Current Goals and Schoolwide Focus Areas
- Differentiate Based on Teacher Expertise

Goal = Reinforce Effective Teacher Practices to Increase Student Achievement

Leverage Point

The strategy that would make the most improvement on student achievement

Leverage Point Considerations

- Safety First
- Amount of Change Required
- Amount of Time and Effort Required

Goal = Improve Teacher Practice and Increase Student Achievement

Provide Feedback

- Verbal
- Notes
- Emails
- Feedback Sheet
- Considers Improvement Goals

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Provide Focus Areas for Feedback

- Teacher
- Grade-Level
- School
- Data-Based Goals

### Walkthrough Feedback

<table>
<thead>
<tr>
<th>Standards-Aligned Curriculum</th>
<th>Notes</th>
<th>Feedback</th>
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<tbody>
<tr>
<td>• standards-based</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• rigorous</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• identifiable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• accessible</td>
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<table>
<thead>
<tr>
<th>Effective Classroom Management</th>
<th>Notes</th>
<th>Feedback</th>
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<tbody>
<tr>
<td>• safe &amp; orderly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• positive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• on task (t &amp; st)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• maximized time</td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>High-Quality Instruction</th>
<th>Notes</th>
<th>Feedback</th>
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<tbody>
<tr>
<td>• balanced framework</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• active engagement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• scaffolded strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• differentiated instruction</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>On-Going Assessment</th>
<th>Notes</th>
<th>Feedback</th>
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<tbody>
<tr>
<td>• districtwide/ schoolwide</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• varied</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• instruction-driving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• collaboratively used</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• motivating &amp; informing</td>
<td></td>
<td></td>
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</tbody>
</table>

Leverage Point:

1+ Effective Practices:

2+ Effective Practices:

3+ Effective Practices:
High-Quality Instruction

- Is there a balanced teaching framework in every classroom?
- Is the instruction meaningful and engaging for all students?
- Is the instruction scaffolded so ALL students experience success?
- Is differentiation used to address the needs of ALL students?
Is there a Balanced Teaching Framework in Every Classroom?

Teaching Framework

- English-Language Arts
- Science
- History-Social Science
- Mathematics
- Physical Education
- World Language
- English Language Development
- Visual & Performing Arts
- Technology
- Health Education

“I demo it”
“We do it”
“You try it”
“On your own”

Writing Instruction

“"I demo it”
“We do it”
“You try it”
“On your own”

Demonstration Writing

“"I Demo It; We Do It”
Modeled/Shared/Interactive Writing
(At Grade Level)

Student Writing

“You Try It; On Your Own”
Guided/Independent Writing
(At Instructional Level)

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Is the Instruction Meaningful and Engaging for ALL Students?

Active Engagement

“Active engagement on the part of the students... helps to promote their success. It also produces more efficient instruction and a more positive learning environment for students and teachers.”


Active Engagement Responses

- Choral Response
- Think/Pair/Share
- Written/Shown Response
- Signals
  - Agree/Disagree
  - Me Too!
  - Shine/Pat on Back
Active Engagement Strategies

- Visual
- Auditory
- Kinesthetic/Tactile

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**Starter & Transitions**

<table>
<thead>
<tr>
<th>ADJECTIVES</th>
<th>NOUNS</th>
<th>VERBS</th>
<th>EXTENDERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articulation</td>
<td>Adverb</td>
<td>Action</td>
<td>Where?</td>
</tr>
<tr>
<td>Synonyms</td>
<td>Sequence</td>
<td>Actions</td>
<td>When?</td>
</tr>
<tr>
<td>Cause and Effect</td>
<td>Compare and Contrast</td>
<td>How</td>
<td>Why?</td>
</tr>
</tbody>
</table>

Powerful Sentences

- Benjamin Franklin made things.

This brilliant inventor studied electricity throughout his life.
Active Engagement Activities

- Hands-On Opportunities
- Collaborative Groupings
  - Cooperative Learning Groups
  - Jigsaw Groups
  - Literature Circles
  - Socratic Seminars
- Project-Based Learning

Travelers
At his house on Market Street, this brilliant scientist invented the lightning rod.

Double the Who
Benjamin Franklin, a leader, helped create the first library in America because he liked to learn.

Triple Decker
This remarkable founding father created the U.S. Postal Service, began the first general hospital, and started the first library in America during his lifetime.
Is the Instruction Scaffolded so ALL Students Experience Success?

Scaffolding. The temporary support, guidance, or assistance provided to a student on a new or complex task…The interactions should eventually lead to independence.

Scaffolds

- Frontload
- Break Content into Manageable Chunks
- Provide Information in Comprehensible Manner
- Utilize Graphic Organizers
- Review Judiciously

Common Core State Standards for Grade 2 Students

2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

8. Recall information from experiences or gather information from provided sources to answer a question.


Fascinating Nocturnal Animals

Plan

Important Questions to Research

* indicates animals listed on National Geographic Kids website
Research

• Guide Students with Provided Sources


What do raccoons look like?

Where do raccoons live?

What do raccoons eat?

What are raccoons known for?

Raccoons are active at night, or nocturnal, mammals that live throughout much of the world, from North and South America to Asia. In wooded areas and big cities alike. Their eyes are ringed, and its easy to see why: black and brownish bands encircle their busy bays.

Research

- trees
- tops of homes
- abandoned buildings
- hollow trees
- brush piles

making dens in:

- trees
- tops of homes
- abandoned buildings
- hollow trees
- brush piles

North America
- wooded areas
- cities

city raccoon eat:
- garbage
  (scavenge bins)
- food scraps

wooded area raccoon eat:
- land
- water
- fruits
- seeds
- nuts
- fish
- frogs
- crayfish
- birds’ eggs
- plants

great swimmers
<table>
<thead>
<tr>
<th>Reasons</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>what they look like</td>
<td>Nocturnal animals:</td>
</tr>
<tr>
<td>masks around their eyes</td>
<td>• active at night</td>
</tr>
<tr>
<td>black and brown bands on bushy tails</td>
<td>• sleep during day</td>
</tr>
<tr>
<td>five long toes on front paws</td>
<td>• heightened sense of hearing, smell, and eye sight</td>
</tr>
<tr>
<td>where they live</td>
<td>Raccoons raid for food at night, but they are hard to catch!</td>
</tr>
<tr>
<td>wooded areas or city</td>
<td>Nocturnal animals:</td>
</tr>
<tr>
<td>up high in trees or house tops</td>
<td>• active at night</td>
</tr>
<tr>
<td>abandoned buildings or hollow trees</td>
<td>• sleep during day</td>
</tr>
<tr>
<td>what they eat</td>
<td>• heightened sense of hearing, smell, and eye sight</td>
</tr>
<tr>
<td>woods: fruits, seeds, nuts, bird eggs, plants</td>
<td>Raccoons are known for their nighttime raids for food, but it is difficult to catch them in action.</td>
</tr>
<tr>
<td>water: fish, frogs, crayfish</td>
<td>Since these night hunters are most active in the dark, they sleep during the day. Creatures of the night benefit from heightened senses which help them find a meal before being spotted. Raccoons are fascinating nocturnal animals.</td>
</tr>
<tr>
<td>city: scavenge garbage for food scraps</td>
<td>Racoon function best at night.</td>
</tr>
<tr>
<td>intelligence</td>
<td>Tasty</td>
</tr>
<tr>
<td>excellent swimmers</td>
<td>Lightening quick paws</td>
</tr>
</tbody>
</table>

**Draft, Reflect, Revise, and Edit**

<table>
<thead>
<tr>
<th>Name: Mr. Second</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
</tr>
<tr>
<td>Title: Raccoons</td>
</tr>
</tbody>
</table>

Raccoons are known for their nighttime raids for food, but it is difficult to catch them in action. Since these night hunters are most active in the dark, they sleep during the day. Creatures of the night benefit from heightened senses which help them find a meal before being spotted. Raccoons are fascinating nocturnal animals.
To compliment their mischievous ways, raccoons have a mask-like appearance around their eyes. Their faces have a black and brown band pattern around their eyes. They have black and brown bands on their bushy tails. Using five long toes on their front paws, they quickly travel to and fro.

These masked bandits live all over. Some live in wooded, country areas while others dwell in the city. Raccoons find places like abandoned buildings, hollow trees, or tops of houses to make dens.

During their nighttime excursions, these omnivores eat whatever they have access to. Country hunters eat fruits, seeds, birds’ eggs, and plants. Near the water, they hunt fish, frogs, and crayfish. City raccoons scavenge through garbage bins to get their paws on food scraps.

These animals are known for a few stand-out qualities. They are incredibly intelligent. Even with thick fur, raccoons are excellent swimmers. When hunting in water, they are known to have lightning quick paws and remember patterns from solving past problems.
These fascinating nocturnal animals make the most of the night. All in all, raccoons are not just the noisy neighbor upstairs. These masked bandits live all over. Some live in wooded, country areas while others dwell in the city. Raccoons find out-of-the-way places like abandoned buildings, hollow trees, or tops of houses to make dens. During their nighttime excursions these omnivores eat whatever they have access to. Country hunters eat tops of houses to make dens. Raccoons are known for their nighttime raids for food, but it is difficult to catch these clever rascals in action. Since these night hunters are most active in the dark, they sleep during the day. Creatures of the night benefit from heightened senses which help them find a tasty meal before being spotted. Raccoons are fascinating nocturnal animals. To compliment their mischievous ways, raccoons have disguise-like looks. Their faces have a mask pattern around the eyes. They blend into the shadows with black and brown bands on their bushy tails. Using five long toes on their front paws, they quickly travel to and fro. These masked bandits live all over.

Raccoons

Fascinating nocturnal animals make the most of the night.

While others dwell in the city, raccoons find out-of-the-way places like abandoned buildings, hollow trees, or tops of houses to make dens. During their nighttime excursions, these omnivores eat whatever they have access to. Country hunters eat tops of houses to make dens.

Raccoons are known for their nighttime raids for food, but it is difficult to catch these clever rascals in action. Since these night hunters are most active in the dark, they sleep during the day. Creatures of the night benefit from heightened senses which help them find a tasty meal before being spotted. Raccoons are fascinating nocturnal animals.

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These masked bandits live all over.

Some live in wooded, country areas.
Is Differentiation Used to Address the Needs of ALL Students?

Know Your Learners
• Proficient Students
• Below and Far Below Proficient Students
• Cusping Students
• Special Education Students
• Gifted and Talented Students
• English Language Learners

What Can Be Differentiated?
• Just About Everything!!
• Curriculum Content
  ▪ Difficulty
  ▪ Amount
• Activities and Assignments
• Performance Tasks
• Assessment Tools
• Environment
• Time
• Instructional Delivery and Strategies
• List Others:

3 Things I’ve Learned that I’ll Use:

Thank You!

For more information on Walkthroughs or Common Core Writing, please visit us at www.learningheadquarters.com
Please Note:

ALL
Corresponding
Blackline Masters
will be Provided to
Participants During
Session