

Your golden  
nugget!

# Where do I find the Time?

Managing Walk Throughs



The road to success starts with a single step. Decide where you want to go and start walking.



**WHY DO WALK  
THROUGHS**

## WHY DO WALK THROUGHS

1. Informed conversation with stakeholders
2. SB 290: Multiple Measures
3. Federal Requirements for ESEA Waiver:  
Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development



OREGON'S SENATE BILL 290: A  
PRIMER,  
Hungerford and Dickson

EVIDENCE OF PROFESSIONAL PRACTICE,  
*including classroom observation by the evaluator, both formal and informal,* and examination of “artifacts of teaching” such as lesson plans, student assignments, student work, and curriculum design.

## FOR LD DECISION MAKING

“For valid disability determination to occur, a diagnostic team needs to be able *to determine that a student has received appropriate instruction in the general education classroom.*”

Johnson, E., Mellard, D.F., Fuchs, D., & McKnight, M.A. (2006). *Responsiveness to intervention (RTI): How to do it*. Lawrence, KS: National Research Center on Learning Disabilities.



**HOW TO DO WALK  
THROUGHS**

# FIRST

Find a tool that works:

Paper

Electronic

# BUILD A CULTURE OF TRUST

## Visit Rooms

- Start the year by walking around/ interacting with students
- Engage with students in the classroom

## Staff Meetings

- Let staff know that you will be in classrooms
- Share with them what you are looking for
- Inform them that you will be providing feedback

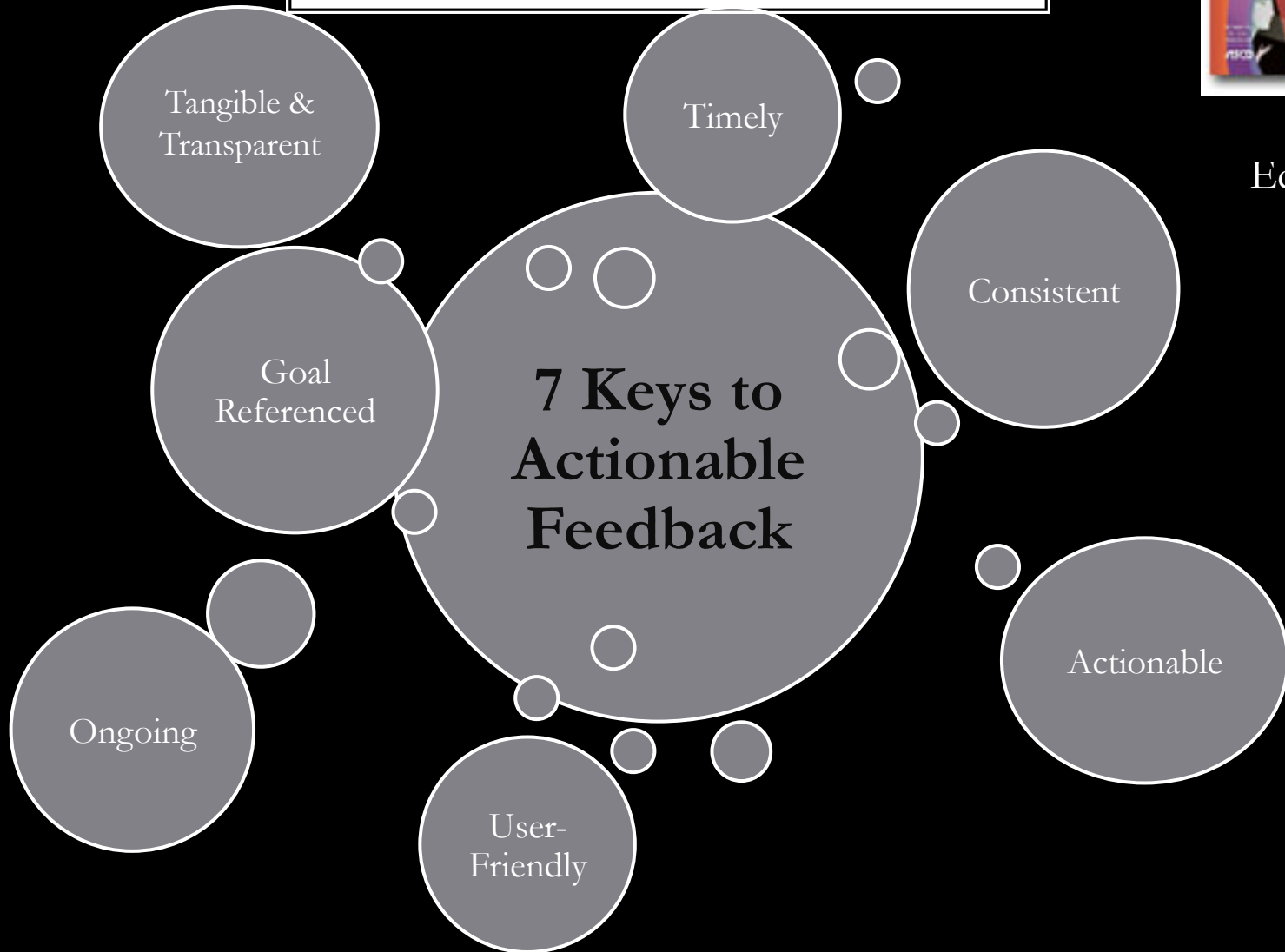
## Highlight Positives

- Go to teachers and let them know what is going well
- Share in meetings great things you have seen
- Now you know who can help with PD





# PROVIDING FEEDBACK



Ed Leadership  
Sept. 2012  
G. Wiggins





**WHAT TO LOOK FOR  
DURING WALK  
THROUGHS**

## THREE MAIN LOOKFORS



Evidence of  
Agreements



Quality of  
Instruction



Evidence of  
Engagement

It is simple and not complex...know what is really  
happening in classrooms.

## AGREEMENTS

Look for the instructional agreements that your school holds:

- Time dedicated to instruction
- Materials
- Instructional strategies
  
- Evidence of professional development training

## QUALITY OF INSTRUCTION

Improvement “is not a mystery” Glickman (2002)

Clear Learning Objectives (4% of classrooms)

Use of high-yield strategies (0.2 % of classrooms)

Evidence of higher order thinking (3% of classrooms)

Use of writing or rubrics (0% of classrooms)

Use of worksheets (52% of classrooms)

(Learning 24/7, 2005)

Does the lesson have clearly defined structure (I Do, We Do, You Do)?

## ENGAGEMENT

*Non-instructional Activities (35% of classrooms)  
Classrooms With Less Than 50% of Students Paying  
Attention (85%)  
(Learning 24/7, 2005)*

Are students engaged in relevant learning aligned to clearly stated goals and objectives (CCSS)?



**WHEN DO YOU DO WALK  
THROUGHS**



A decorative floral pattern in a dark grey color, featuring stylized leaves and scrolls, set against a black background.

Yesterday

Today

Tomorrow

Today is the best day to start a new habit. If you miss a day, start again tomorrow.

## REVIEW

1. Why
2. How
3. What
4. When
5. Who - You

**ACTION**

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