



*AN ORGANIZED VISIT THROUGH  
THE LEARNING AREAS  
OF A SCHOOL*

**CWWT**

CLASSROOM  
WALK  
THROUGH

*October 27, 2006*

## Classroom Walk-Through Terminology

A **Classroom Walk-Through (CWT)** is an organized visit through a school's learning areas. Participants move in and out of classrooms looking at student work, artifacts and talking with students, using a tool that focuses on students' learning. Between classroom visits, participants gather to discuss what they learned in the classroom by making factual statements and suggestions based on the evidence gathered. It is **NOT** an evaluative tool but rather one that helps a teacher focus on students' learning. A true Classroom Walk-Through is not a stand-alone but is rather embedded in a true learning community. CWTs are preceded by a comprehensive staff orientation. Feedback is given to the teacher via a tool for suggestions only – evidence driven. The focus is to make sure that teaching is getting to the students' learning level and to further enhance instruction.

### **Learning Foundations:**

**Clear Expectations** – If we want all students to achieve at high levels, then we need to define clearly what we expect students to learn. It needs to be done in a way that all stakeholders (children, parents, staff, community) can understand. Descriptive criteria and models of work based on standards should be displayed. Children can look at these for methods of analyzing their own work. Through this, students can look at targets, evaluate their own work and set goals to improve their efforts.

**Academic Rigor in a Thinking Curriculum** – Knowledge and thinking are intimately joined. This implies a curriculum organized around major concepts that students are expected to know. Teaching must engage students in active reasoning about these concepts. Instruction and learning must include commitment to a knowledge core, high thinking demand, and an active use of knowledge.

**Accountable Talk** – Talking to others about ideas and work is fundamental to learning. For classroom talk to promote learning, it must be appropriate, accurate, and relevant to learning, and it must enhance rigorous thinking. It responds to and develops what others in the group have said. It focuses on evidence appropriate to that discussion, such as data in mathematics or science, or details in reading.

**Intelligent Thinking** – Intelligence is a set of problem solving and reasoning capabilities along with the habits of the mind that lead one to use those capabilities. Intelligent habits of the mind are learned through daily expectations placed on the learner. By calling on students to use the skills of intelligent thinking – and by holding them responsible for doing so – educators can “teach” intelligence. Teachers who do this routinely expect much from their students.

# Classroom Walk-Through Procedures

## What - Definition – What are Classroom Walk-Throughs (CWTs)?

A collegial organized visit (or a visit by the principal) through a school's learning areas to focus on:

1. What are students learning in this classroom?
2. How are students being taught?
3. How will the student/teacher know if the student has learned what is being taught?
4. What does the teacher do if the student didn't learn it?
5. How is the classroom organized to enable students to achieve standards?

## Why - What are the Purposes of CWTs?

CWTs assist educators

- To develop a learning community focused on improving learning and instruction.
- To involve teachers and principals in a discussion about teaching and learning and meeting the needs of all learners.
- To provide support of the vision that every child in every classroom can meet or exceed high standards.

## Who participants in Classroom Walk-Throughs?

Principal, teachers, counselors, central services, and board members move in and out of classrooms looking at student work.

## So What – Why use CWTs?

1. It demonstrates instructional and curriculum leadership to the staff and students.
2. It generates the conversation about instruction and curriculum.
3. It is a structure that collects data about teaching and learning.
4. It is a springboard for professional development based on data.
5. It focuses attention on implementation of best practices.
6. It quickly identifies the teacher's instructional objective, the instructional methodology, the level of mental engagement required by the student, and the evidence of instructional support on the classroom walls.
7. It provides a vehicle to implement sustained school improvement.
8. It helps educators become reflective and see examples of best practices.

## Why do we talk with students?

We want to discover if students:

- Know what they are learning and why they need to know it.
- Know if their work is good and how to make it better.
- Are expected to solve problems, to construct explanations, to justify responses, to raise questions, about what they are learning.
- Are involved in extended projects that result in authentic products.

# How to Conduct a CWT

## Prior to entering a classroom

- Participants establish trust. Principal has informed staff of the CWT focus.
- Participants determine what focus to concentrate on while visiting. Identify evidence that would support the focus and determine which team members will collect each type of evidence.
- Participants become familiar with the CWT format.

## Entering a classroom

- All participants enter the classroom at the same time, smile, and nod to the teacher.
- Do not intrude on instructional process or speak to each other during the visit.
- Do not disrupt students during direct teaching.

## During the visit

- Record evidence – what you see and hear.
  - Evidence that students are learning rigorous content focused on achieving the standards.
  - Evidence that students are engaged in high level thinking and conversations about the concepts they are learning.
  - Evidence that students know what good work looks like, and how they can make their work better.
  - Evidence that students are aware of how they learn and have developed the habits and skills to assess their own learning.
- Ask students the questions on the CWT form.
- At the end of the agreed-upon time, all participants leave the classroom together

## After the visit

- If a group CWT, the participants assemble to give an overview and specific evidence of what was seen, identify trends, areas of strength, and a reflective question.
- Participants provide teacher:
  - Written descriptive feedback about what was seen and heard.
  - Question(s) that may help advance efforts to improved learning and instruction.
  - Principal can discuss with teacher:
    - What the students were learning. (instructional objective and methods)
    - What is the level of student mental engagement. (Bloom and Marzano)
    - What was seen on learning displays. (instructional support)
    - What the students said in response to the questions.
    - What was seen in the work assignments and products.
    - What questions might be asked to provoke deep thinking about ways to advance student learning.
  - NOTE – if more than one person conducted a CWT, the participants can meet and discuss evidence and provide a “group” feedback form to the teacher.

**For sustained school improvement** – Invite teachers from the same grade level to visit each other and conduct a CWT. Follow the above procedures. Also, provide a time and place for collegial, focused, instructional conversation around the CWT event. Or invite cross curricula dialog after a focused CWT.

An example of sample questions:

1. How would you rate the level of mental engagement of the students?
2. Are there other ways this lesson could be presented that would increase student engagement?
3. How do you decide what methodology to use to teach a given math concept?
4. What kinds of things do teachers have in their rooms to facilitate student learning?

Principal can discuss with the entire building at a staff meeting or send a staff memo indicating the global aspects noted and ideas for future implementation.

NOTE: Give all CWT forms and papers to the teacher.

## **CWT Building Summary**

STAFF:

Date \_\_\_\_\_

While I conducted Classroom Walk-Throughs in the Building, I noted the following:

As I continue to visit classes, I would like to see the following items implemented:

## BLOOM'S TAXONOMY

Level of Thinking	Definitions	Specific Behavior Outcomes			Activities/Questions
Knowledge	Recall Information	List Record Memorize Name	Repeat Observe Record	Label Read Define	
Comprehension	Understanding Information	Explain Show Report Express	Discover Infer Describe Paraphrase	Locate Tell Discuss	
Application	Solves problems in new situations	Apply Reconstruct Relate Classify Draw Dramatize	Summarize Code Illustrate Generalize Transfer Demonstrate	Practice Use Order Model Formulate	
Analysis  Whole → Part	Break learning down	Takeaway Combine Put together Take apart Distinguish	Contrast Diagram Examine Experiment Formulate	Question Solve Deduce Compare	
Synthesis  Part → Whole	Analyze Parts; Put Learning Together to Form a Whole	Create Imagine Plan Organize Invent	Assume Translate Collect Assemble Compose	Design Derive Arrange Predict	
Evaluation	Makes Judgment Based on Evidence	Appraise Interpret Judge Evaluate Determine	Validate Justify Criticize Select Assess	Decide Depend Rate Predict	

### Marzano High Yield Strategies and Vocabulary Acquisition

<ol style="list-style-type: none"> <li>1. Identifying Similarities and Differences</li> <li>2. Summarizing and note Taking</li> <li>3. Reinforcing Effort and Providing Recognition</li> <li>4. Homework and Practice</li> <li>5. Nonlinguistic Representations</li> </ol>	<ol style="list-style-type: none"> <li>6. Cooperative Learning</li> <li>7. Setting Objectives and Providing Feedback</li> <li>8. Generating and Testing Hypotheses</li> <li>9. Cues, Questions, and Advance Organizers</li> <li>10. Building Vocabulary</li> </ol>
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# Classroom Walk-Through

School \_\_\_\_\_  
Focus \_\_\_\_\_

CWT Date \_\_\_\_\_ Classroom \_\_\_\_\_ Grade \_\_\_\_\_

Learning Environment	Student Work	Instructional Strategies
<ul style="list-style-type: none"> <li>-Respectful environment/Positive Relationships</li> <li>-Effective use of : transitions, routines, instructional time</li> <li>-Standards-based classroom</li> <li>-Cycle of learning – planning, teaching, assessing, re-teaching</li> <li>-Clear learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>-Rubrics and models of work</li> <li>-Materials, methods aligned to grade level indicators</li> <li>-Progress measured against clearly stated standard/outcomes</li> </ul>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <ul style="list-style-type: none"> <li><b>Modeling</b></li> <li><b>Guided Practice</b></li> <li><b>Demonstration</b></li> <li><b>Independent Practice</b></li> <li><b>Direct Instruction</b></li> <li><b>Re-teaching</b></li> <li><b>Differentiated Instruction</b></li> <li><b>Cooperative Learning</b></li> <li><b>Whole Class Instruction</b></li> <li><b>Discussion</b></li> </ul> <p><b>Other:</b></p> <p>_____</p> <p>_____</p> <p>_____</p> </div> <div style="width: 45%;"> <ul style="list-style-type: none"> <li><b>Graphic Organizers</b></li> <li><b>Marzano’s High Yield</b></li> <li><b>Peer Coaching</b></li> <li><b>Active Reading</b></li> <li><b>Question Cues</b> (questioning)</li> <li><b>Hands-on</b></li> <li><b>Learning Centers</b></li> <li><b>Feedback to Students</b></li> <li><b>Small Group Learning</b></li> <li><b>Student Presentation</b></li> <li><b>Seat Work</b></li> </ul> </div> </div> <p><b>Clear, Accurate Content Knowledge</b> _____</p>

	What are you learning?	How can you use this in real life?	How do you know if your work is good?	What can you do to improve?
<b>Student</b>				
<b>Student</b>				

# Classroom Walk-through Feedback Sheet

Teacher: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

Focus: \_\_\_\_\_

## *Suggestions:*

### **Evidence of classroom *learning environment/displays/centers***

- Create a respectful environment between and among students/teacher.
- Use the cycle of learning approaches for continued student learning. (planning, teaching, assessing, re-teaching)
- Display daily learning objectives, indicators, and standards
- Display content specific instructional posters and or bulletin boards.

### **Evidence in *student work assignments/products***

- Display/discuss student assessment.
- Display/publish student work with objective and an assignment specific scoring guide.
- Use assignment specific scoring guide/rubric to evaluate student work.
- Align instructional methods to indicators and lesson outcomes.

### **Evidence in *teacher responses/lessons/instructional strategies***

- Develop higher level questioning strategies, see Bloom's Taxonomy chart.
- Use appropriate instructional strategies to fit learning outcomes.
- Design lesson activities using Marzano's high yield strategies and vocabulary acquisition.

### **In response to *students' answers to questions asked***

- State learning objectives to students.
- Relate teaching and learning to real life experiences.
- Develop and have students use content specific scoring guides.
- Develop and have students use assignment specific scoring guides.

## *Reflective Question(s):*

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## *Comments/Other Suggestions:*

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# INSTRUCTION

1. WHAT ARE THE STUDENTS TO LEARN IN THIS CLASS?
2. HOW WILL IT BE TAUGHT?
3. HOW WILL I KNOW IF THEY HAVE LEARNED IT?
4. WHAT DO I DO IF THEY HAVEN'T LEARNED IT?

