



Classroom Walk-Through

**with
Reflective Practice**



Classroom Walk-Through

- A way to better align curriculum and instruction on a day-to-day basis
- A tool to enhance classroom visits
- A way to initiate dialogue about improvement in teaching and learning

MBWA

(Management By Wandering Around)

*Practiced by David Packard
Co-Founder of Hewlett-Packard
and
Sam Walton, Founder of Wal-Mart*

Two of the top 10 CEO's of all time.
(Fortune Magazine, July, 2003)

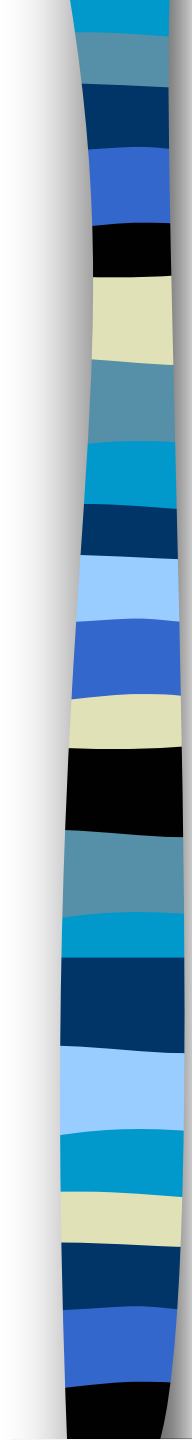


Takes on a new focus...

Classroom Walk-Through (CWT)

A Focused Version of MBWA





Where the tenets of CWT- MBWA are practiced, schools report:

- Increased student achievement
- Improved instructional practices
- Fewer discipline referrals

Classroom Walk-Through

A focused classroom visit for a brief period of time followed by reflection





Goals of CWT

- Principal as “Lead Learner” (Rick DuFour)
- Frequent classroom visits by principal
- Real-time data to make decisions for:
 - School improvement planning
 - Professional development planning
- School-wide reflective practice
- Increased student achievement

Classroom Walk-Through

is designed to assist
in “coaching”
for improved practice
in the classroom





A Classroom Walk-Through

should take no more than
two to four minutes



A Reflective Prompt

should take no more
than two to four minutes



Classroom Walk-Through

is designed to assist in...

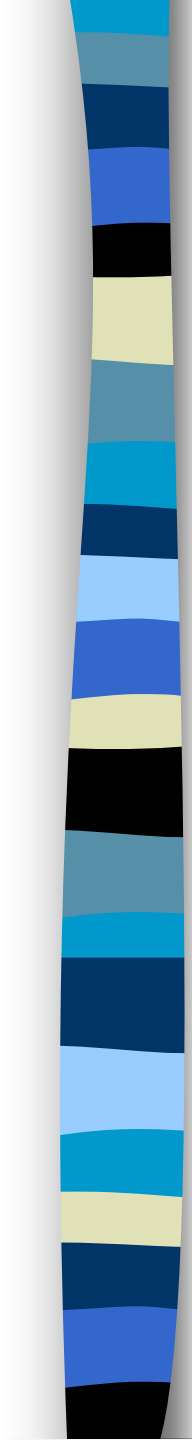
- Effective data-gathering strategies
- Curriculum analysis skills
- Reflective thinking strategies



Classroom Walk-Through

is designed to assist in...

- Reflecting on professional practice
- Aligning instruction
- Improving student achievement



4 Types of Classroom Visits

1. Visible presence
2. Informal teacher observation
3. Formal teacher observation
4. Brief *Classroom Walk-Through*



Classroom Walk-Through

is **NOT** intended
for
evaluation purposes



Classroom Walk-Through

Index card is a “signal”
that the visit is a CWT.



Classroom Walk-Through Model

Six Steps

- Step 1: **Snapshot** of Teaching and Learning
- Step 2: **Identification** of Instructional Strategies
- Step 3: **Level** of Learner Engagement
- Step 4: **Survey** of the Learning Environment

After the Walk...

- Step 5: **Analysis** of Information Collected
- Step 6: **Reflection** with Teacher



Step 1: ***Snapshot of Teaching and Learning***

- T₁** Teaching objective and learning expectation
- T₂** Target (Grade level standard)
- T₃** Taxonomy (Bloom's)
- T₄** Text and/or materials



Step 2:

Identification of Instructional Strategies



Step 3:

Assessment of Learner Engagement



Step 4:

Survey of the Learning Environment



Step 5:

After the Walk...

Check

Alignment of the 4 T's

Review

Instructional Strategies

Learner Engagement

Learning Environment

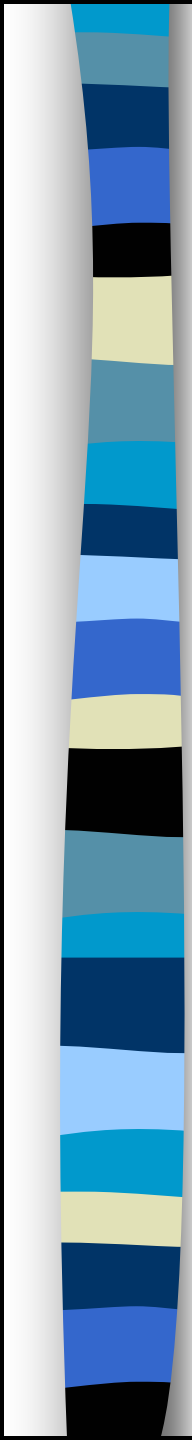


Step 6: ***Reflection***

“...the ability to look back and make sense of what happened and what you learned. But it’s also the ability to look forward, to anticipate what’s coming up and what you need to do to prepare.”

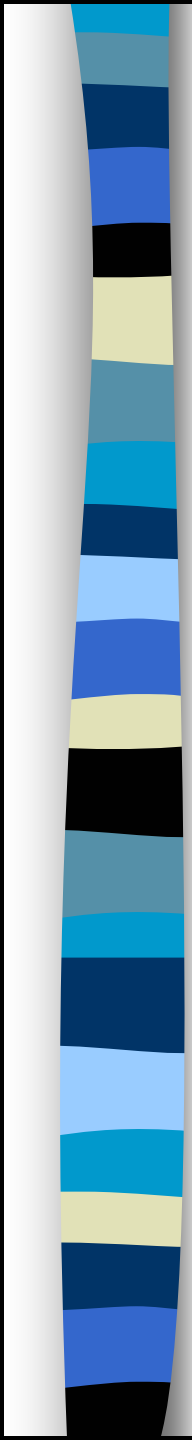
Reflective Practice to Improve Schools

York-Barr, Sommers, Ghere, Montie



**“Adults do not learn from
experience, they learn from
processing experience.”**

Arin-Krupp as cited in Garmston & Wellman, 1997



**Continuous learning and
improvement requires
embedding the *norm of
reflective practice*
in your work.**

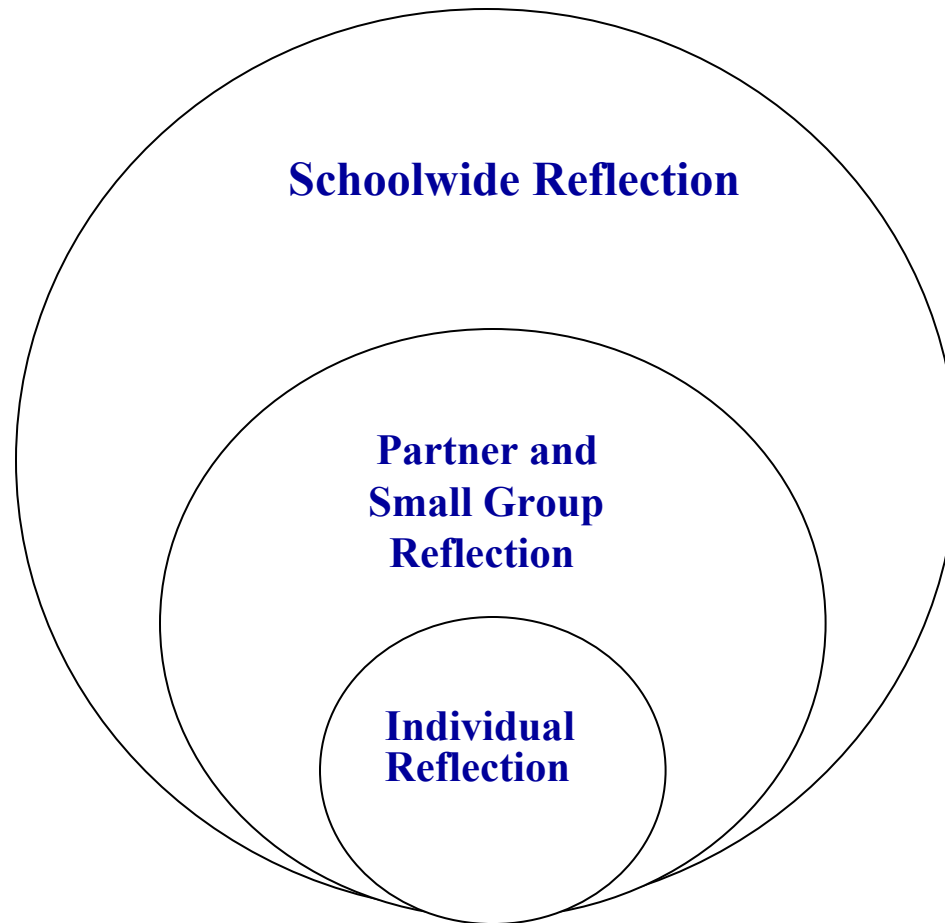
Reflective Practice to Improve Schools
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Reflective Practice Requires....

- A deliberate pause
- A purposeful time for a close look
- A willingness to be open to other points of view
- Consciously processing your thoughts
- Gaining new insights and understanding
- **ACTION** with what has been learned





REFLECTIVE PRACTICE STAGES OF IMPLEMENTATION

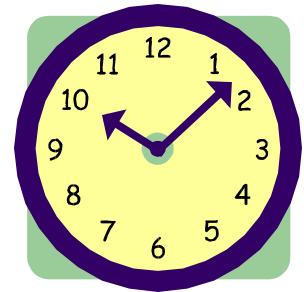


Adapted from *Reflective Practice to Improve Schools*
York-Barr, Sommers, Ghere, Montie

When are **CWT's** conducted?

Goal:

-  Every classroom
-  Every week
-  Different times of day
-  Different times of week





Focused Reflective Prompts:

- Require practice
- Given about 50% of time
- No answer expected



Reflection

Please take 3 minutes to think about how CWT might impact teaching and learning in our school.

No response is expected; let's continue to reflect on the possibilities.