

**In today's climate of high standards and accountability,** it is important that instructional leaders are able to spend considerable time in the classrooms collecting data, coaching, and supporting quality classroom instruction. Many of our superintendents and principals have never received solid, research-based training to help achieve that goal. As a result, it is not unusual for a teacher to receive a classroom visit only when written evaluations are required.

### **Classroom Walk-Through**

for *Improved Teaching and Learning* provides:

- A strategy for classroom visits that focus on teaching and learning
- Methodology for analyzing the classroom for feedback purposes
- Use of reflective prompts for providing feedback

The training promotes a willingness to continuously improve teaching practices, a commitment to standards-based instruction and curriculum alignment, and a laser-like focus on student achievement.

The ICEE is the exclusive provider of CWT for Idaho, Montana, and Utah through an agreement with Learning 24/7.

### *About the Intermountain Center*

The Center is located in the College of Education on the Idaho State University Campus in Pocatello, Idaho. The primary goals of the Center are:

- Promoting “regional thinking” with respect to education and community development issues that are of common interest to education leaders, key policymakers, and business and community representatives in the Intermountain Region
- Document, evaluate, and promote regional approaches to education policymaking
- Identify challenges and solutions to implementation of the NCLB
- Provide quality technical assistance and professional development to schools and school systems



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**It all starts with  
effective  
leadership**



### *Classroom*

## **Walk-Through** *with Reflective Practice*

**Increase** student achievement

**Talk with teachers** about improvement in teaching and learning

**Assess curriculum** and instructional alignment on a day-to-day basis

A tool to **enhance classroom** visits

Technology tools for **data management**

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College of Education  
Idaho State University

## An Effective Strategy

For Increasing Student Achievement

One of the primary elements of school effectiveness is instructional leadership by the district or building administrator. This leadership involves frequent classroom visits that focus on factors to 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 opportunities 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.

### 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 classroom visits
- Skills to encourage reflective practice

## The Intermountain Center for Education Effectiveness

### Classroom Walk-Through Model

#### 6 steps

1. **Snapshot** of Teaching and Learning
  - **Teaching** objectives and learning expectations (what students should know and be able to do)
  - **Target** (on target for grade level or course level)
  - **Taxonomy** (what levels addressed)
  - **Text/materials** being used
2. **Identification** of Instructional Strategies
3. **Assessment** of Learner Engagement
4. **Survey** of Learning Environment
5. **After the Walk** Analysis of data collected
6. **Reflective Process** with Teacher

### Who Should Participate

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

## Training and Support Process Overview...

- State and local standards along with local curriculum documents are an integral part of the training.
- One full-day of the initial training.
- One half-day of follow-up training. District/participants agree to collect formative/summative data; participants bring CWT data for discussion and to debrief their experiences.
- Trainees are grouped in cohorts. Maximum cohort size is 30, minimum is 20.
- Training is intense and compact.
- Optional software for PDA handheld devices, including Palm and Pocket PC, adds power to the classroom walk-through by managing the data collected and providing a variety of reports.
- The Center's CWT trainers model best instructional practices throughout the training.
- Training is aligned to National Staff Development Council's "Standards for Profession Development."
- PowerPoint provided for faculty orientation.

Workshop delivery is by nationally certified trainers.