

DCI 2023 SUMMIT READY...SET...ACTION!

# Non-Evaluative Walkthroughs: Reflection and Feedback Dr. Grace Milano and Dr. Kristen Ricker





Effective teaching and learning for ALL students Missouri District Continuous Improvement (DCI)



NAU NORTHERN ARIZON

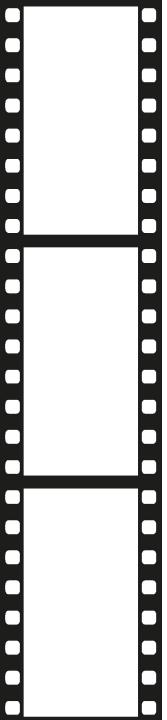
Institute for Human Development



## Walkthrough Discussion

- 1. What do you think is the main purpose of teacher non-evaluative observations and walkthroughs?
- 1. Do you believe the purpose (your answer to the above question) is met by the current teacher non-evaluative observation/walkthrough process?
- What has been your personal experience with non-evaluative observations and/or walkthroughs?





### What Does The Literature Say?

- On your table there are <u>quotes</u> from various sources about walkthroughs.
  - Read through the quotes.
  - Discuss with your table:
    - What resonated with you?
    - Does the literature support your own experience with walkthroughs?

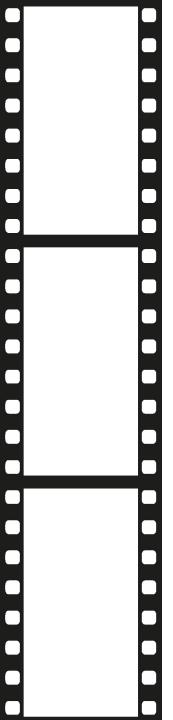


### DCI Walkthroughs

# provides feedback about strengths and offers information to guide actionable improvement to all students multiple times throughout the learning process instruction to allow for frequent, descriptive feedback to all students to at on the feedback received       Highlights student progress, rather than grades       Use instructional tools (e.g. discussion techniques, har signals, personal white boards, desk arrangement) that encourage feedback with peers and teacher         allows time for students to act on the feedback received       Student goals (in relation to learning target)       Student goals (in relation to the learning target (formative assessment)       Student reflections         instructs students to set personal goals based on feedback and self-assessment       Ways students are keeping track of their learning progress are present (notebooks, charts, checklists, folders, webbased portfolios)       Use instruction to learning target, students:         #33       assist seach student in determining what might be some of the next instructional steps for the individual.       Visible examples of:       In relation to learning target, students; folders, webbased portfolios)         #34       assist seach student in determining what might be some of the next instructional steps for the individual.       Visible examples of:       In relation to learning target, students; folders, webbased portfolios)         #30       assist seach student in determing what might be some of the next instructional steps for the individual.       Visible examples of:       In relation to learning target, students; folders, webbased portfolios)         #30       assists each student in dete	Developing Assessment Capable Learners Walkthrough Tool, aligned with DACL Practice Profile				
Inguage, using "1 can," or "I know"       Incursor.       Can show or tell learning target:         Insugage, using "1 can," or "I know"       Assessment capable language/vocabulary ("Where an I going? Where an I going? Where an I now? How do I close the gap?")       Daily learning targets displayed where students can see and teacher/students can refer         #2       provides descriptive task feedback to all students throughout thei learning the services criteria       In relation to learning target.       In relation to learning target.         #2       provides descriptive task feedback to all students throughout thei learning target.       In relation to learning target.       In relation to learning target.         #2       provides descriptive task feedback to all students throughout thei learning target.       In relation to learning target.       In relation to learning target.         #2       provides descriptive task feedback to all students and offers information to guide actionable improvement to all students multiple times throughout the learning process.       In relation to learning target.       In relation to learning target.         Wisible examples of:       Istudent solf-regulate by assessing their own progress and target is progress and target is progress.       In relation to learning target.       In secures all tadents and target is progress.         Issued to solf-regulate by asses students to self-regulate by asses students to self-regulate by assess gring their own progress and is progress.       In secure starget is progress.       In relation to learning target.		Element from Essential Function	Teacher/Classroom	Student	
#2       provides descriptive task feedback to all students throughout their learning that clearly links to learning goal and success criteria       Teacher:       In relation to learning target, students:         Provides descriptive task feedback about strengths and offers information to guide actionable improvement to all students multiple times throughout the learning process       In relation to learning target, students:       Verbalize next steps         Provides feedback about strengths and offers information to guide actionable improvement to all students multiple times throughout the learning process       Visible examples of:       Use instructional tools (e.g. discussion techniques, har signals, personal white boards, desk arrangement) that eacher         Paces instruction to allow for frequent, descriptive feedback about strongers and allows time for students to set on the feedback received       Student goals (in relation to learning target)       Share understanding with peers and teacher         Share understanding with peers and teacher       Share understanding mistakes       Use vocabulary and phrases indicating self-assessment         instructs students to self-regulate by assessing their own progress and justifying their assessment multiple times throughout the learning process instruction to allow for the feedback and self-assessment       Ways students are keeping track of their learning progress are present (notebooks, charts, checklists, folders, web- based portfolios)       In relation to learning target, Use rubrics to assess and improve their work are present (notebooks, charts, checklists, folders, web- based portfolios)         #3       assists each student in determining wh	#1	language, using "I can," or "I know" statements creates daily opportunities for students	<ul> <li>Rubrics</li> <li>Assessment capable language/vocabulary ("Where am I going? Where am I now? How do I close the gap?")</li> <li>Daily learning targets displayed where students can see and teachers/students can refer</li> </ul>	<ul> <li>Can show or tell learning target</li> <li>Provide example of lesson or unit's learning target</li> </ul>	
offers information to guide actionable improvement to all students multiple improvement to all students multiple improvement to all students multiple improvement to all students multiple improvement to all students and allows time for students to act on the feedback received         asks students to set f-regulate by asks students to set personal goals based on feedback and self-assessment           Sume progress with peers and teacher Share understanding of their progress are visible Student reflections           Sume progress assists each student in determining what might be some of the next instructional sep of the individual. paces instruction to allow for the feedback loop and focused student revision.           Visible examples of: Student reflections Student reflections Student reflections Student relation to learning target Student relation to learning target Student goals (in relation to learning target) Student goals (in relation to learning target) Provides opportunities for students to         Student to represers there the more resers is highlighted Provides opportunitities for students to         Stu	#2	students throughout their learning that clearly links to learning goal and success criteria	Teacher:  models feedback strategies refers to learning goals	In relation to learning target, students:       strategies       g goals       Verbalize next steps       Verbalize progress	
#3       assists each student in determining what might be some of the next instructional steps for the individual.       Student goals (in relation to learning target) Classroom activities aimed at helping students understanding of their progress in relation to the learning target (formative assessment)       Share understanding with peers and teacher         #3       assists each student in determining what might be some of the next instructional steps for the individual.       Student goals (in relation to learning target)       In relation to learning progress are present (notebooks, charts, checklists, folders, web- based portfolios)       In relation to learning target, students: Ose robust to allow for the feedback loop and focused student revision.         provides opportunities for students to provides opportunities for students to       Room arranged for easy sharing Student progress rate ruban to learning target)       In relation to learning target Student progress and improve their work, create evidence of their understanding in relation to tailow for the feedback loop and focused student revision.	offers information to guide actionable improvement to all students multiple times throughout the learning process paces instruction to allow for frequent, descriptive feedback to all students and allows time for students to act on the feedback received asks students to self-regulate by assessing their own progress and justifying their assessments multiple times throughout the learning process instructs students to set personal goals	<ul> <li>models how to assess progress with DACL language</li> <li>Use instructional tools (e.g. discussion techn signals, personal white boards, desk arrange encourage feedback with peers/teacher</li> <li>Student goals (in relation to learning target)</li> <li>Classroom activities aimed at helping students understand their progress in relation to the learning target (formative assessment)</li> <li>Resources aimed at supporting students' understanding of their progress are visible</li> <li>Use data to set learning goals ("Where am I</li> </ul>	Use instructional tools (e.g. discussion techniques, hand signals, personal white boards, desk arrangement) that		
asks students to self-regulate by       assessing their own progress and         justifying their assessments multiple       Resources aimed at supporting students' understanding of         times throughout the learning process       Resources aimed at supporting students' understanding of         instructs students to set personal goals       Student reflections         based on feedback and self-assessment       Ways students are keeping track of their learning progress are present (notebooks, charts, checklists, folders, web-based portfolios)         #3       assists each student in determining what might be some of the next instructional steps for the individual.       Visible examples of:         provides opportunities for students to revision.       Room arranged for easy sharing       In relation to learning target.         provides opportunities for students to       Student progress cather than student grades is highlighted       Collaborate and share work, especially as it relates to to the learning target.			<ul> <li>Share understanding with peers and teacher</li> <li>Share progress with peers and teacher</li> </ul>		
based on feedback and self-assessment       are present (notebooks, charts, checklists, folders, web-based portfolios)         #3       assists each student in determining what might be some of the next instructional steps for the individual.       Visible examples of:       In relation to learning target, students:         #3       assists each student in determining what might be some of the next instructional steps for the individual.       Visible examples of:       In relation to learning target, students:         paces instruction to allow for the feedback loop and focused student revision.       Provides opportunities for students to       Room arranged for easy sharing       Create evidence of their understanding in relation to to learning target.         provides opportunities for students to       Student progress: rather than student grades is highlighted       Feel comfortable sharing work with peers and teacher			Use data to set learning goals ("Where am I going? When		
might be some of the next instructional steps for the individual.       Ways students are keeping track of their learning progress are present (notebooks, charts, checklists, folders, webbased portfolios)       Use rubrics to assess and improve their work         paces instruction to allow for the feedback loop and focused student revision.       Room arranged for easy sharing       Use rubrics to assess and improve their work         provides opportunities for students to       Student progress cather than student grades is highlighted       Feel comfortable sharing work with peers and teacher			are present (notebooks, charts, checklists, folders, web-	s	
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provides opportunities for students to Student progress: rather than student grades is highlighted		feedback loop and focused student revision.			
Ongoing and fluid assessment of student progress are     Ose DACL language when they share and collaborate			Student progress, rather than student grades, is highlighted	<ul> <li>Feel comfortable sharing work with peers and teacher</li> <li>Use DACL language when they share and collaborate</li> </ul>	



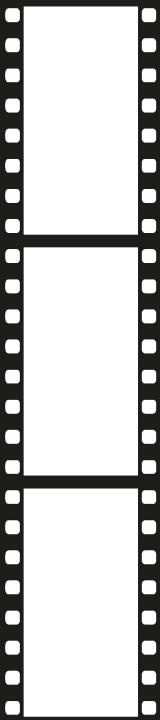
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### DCI Walkthroughs: Purpose

- Non-evaluative walkthroughs promotes:
  - Feedback to help and support teachers grow in their practice
  - Guides teacher Reflection to improve purposeful planning
  - Leads to improve student outcomes
  - Collaboration that increases trust and teacher self-efficacy

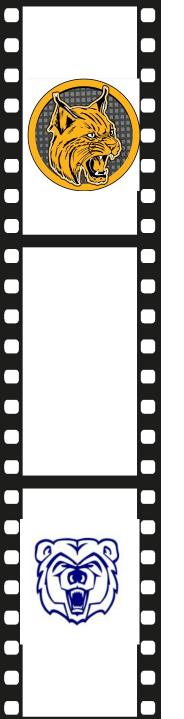




### DCI Walkthroughs: Process

- CST members work with administrators to define expectations and the purpose of the walkthroughs
- Determine scope and focus area
- Select the appropriate tool
  - Walkthrough Tool (DACL)
  - "Look Fors"
  - Practice Profiles
- Debrief with administrators and teachers





### **Examples From The Field**

- The Tale of Two Districts
- 1. Planned walkthroughs with district leadership team, focused on learning targets/intentions.
- 2. Use of practice profiles to observe and offer feedback on collaborative team meetings.





### **Examples From The Field**

The Tale of Three Districts

- 1. Walkthroughs with District Leadership Team
- 2. Walkthroughs and Interviews
- 3. Walkthroughs followed by Debrief, Reflection, and Feedback with

individual teachers.





"Though they only require a short time to do, the DACL walk-throughs proved to be an invaluable tool for transforming my classroom into a dynamic place where relevant and helpful feedback occurs on a daily basis. I find that as an educator, I am better prepared to meet students where they are and help them discover where they can go." Julia Wideman Dual Credit English Worth County R-III

"We greatly appreciated the support of our CST team! They were always willing to listen to our plans and provide constructive feedback. We reviewed data together and would brainstorm causes and possible solutions. Having other experts in the room is such a benefit." Dr. Al Voelker Assistant Superintendent, Academic Services

> Our CST completed walkthroughs and supportive coaching for all of our staff members. The structure in the coaching sessions provided an opportunity for all of our teachers to share and improve in their DACL practices, by keeping teachers and administrators focused on a common goal. Chris Healy Worth County Superintendent





"Trust is a product of vulnerability that grows over time and requires work, attention, and full engagement. Trust isn't a grand gesture—it's a growing marble collection."

Brené Brown, Daring Greatly: How the Courage to Be Vulnerable
 Transforms the Way We Live, Love, Parent, and Lead



### Questions?

