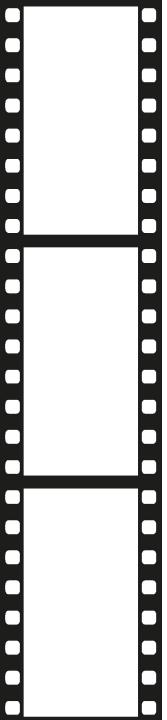# Walkthrough Discussion

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?

1. What has been your personal experience with non-evaluative observations and/or walkthroughs?

READY…SET…ACTION!

What Does The Literature Say?

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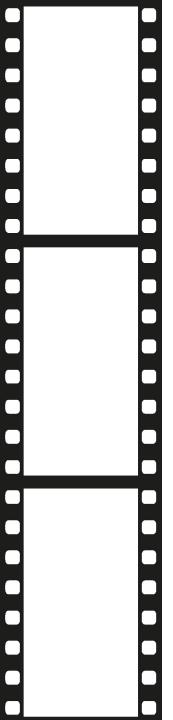   - Does the literature support your own experience with walkthroughs?

READY…SET…ACTION!

DCI Walkthroughs

Developing Assessment Capable Learners Walkthrough Tool, aligned with DACL Practice Profile			
Essential Function	Element from Essential Function	Teacher/Classroom	Student
#1	writes daily targets in student-friendly language, using "I can," or "I know" statements creates daily opportunities for students to use or interact with learning targets	**Visible examples of:** ❑ Rubrics ❑ Assessment capable language/vocabulary ("Where am I going? Where am I now? How do I close the gap?") ❑ Daily learning targets displayed where students can see and teachers/students can refer ❑ Student work (examples/non-examples; weak/strong)	**Students:** ❑ Can show or tell learning target ❑ Provide example of lesson or unit's learning target ❑ Use rubrics to assess and identify next steps
#2	provides descriptive task feedback to all students throughout their learning that clearly links to learning goal and success criteria provides feedback about strengths and 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 based on feedback and self-assessment	**Teacher:** ❑ models feedback strategies ❑ refers to learning goals ❑ discusses next steps with students ❑ Highlights student progress, rather than grades ❑ models how to assess progress with DACL language **Visible examples of:** ❑ Student goals (in relation to learning target) ❑ Classroom activities aimed at helping students understand their progress in relation to the learning target (formative assessment) ❑ Resources aimed at supporting students' understanding of their progress are visible ❑ Student reflections ❑ Ways students are keeping track of their learning progress are present (notebooks, charts, checklists, folders, web-based portfolios)	**In relation to learning target, students:** ❑ Verbalize next steps ❑ Verbalize progress ❑ Model feedback strategies and language with peers and teacher ❑ Use instructional tools (e.g. discussion techniques, hand signals, personal white boards, desk arrangement) that encourage feedback with peers/teacher ❑ Share understanding with peers and teacher ❑ Share progress with peers and teacher ❑ Feel comfortable making mistakes ❑ Use vocabulary and phrases indicating self-assessment of work and progress ❑ Use data to set learning goals ("Where am I going? Where am I now? How do I close the gap?")
#3	assists each student in determining what might be some of the next instructional steps for the individual. paces instruction to allow for the feedback loop and focused student revision. provides opportunities for students to self-reflect and document their learning. provides opportunities for students to share their learning.	**Visible examples of:** ❑ Ways students are keeping track of their learning progress are present (notebooks, charts, checklists, folders, web-based portfolios) ❑ Room arranged for easy sharing ❑ Student goals (in relation to learning target) ❑ Student progress, rather than student grades, is highlighted ❑ Ongoing and fluid assessment of student progress are present (thumbs up/thumbs down, think-pair-share, random student call-outs)	**In relation to learning target, students:** ❑ Use rubrics to assess and improve their work ❑ Create evidence of their understanding in relation to the learning target ❑ Collaborate and share work, especially as it relates to the learning target ❑ Feel comfortable sharing work with peers and teacher ❑ Use DACL language when they share and collaborate

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

READY…SET…ACTION!

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

READY…SET…ACTION!

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.

READY…SET…ACTION!

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

DIRECTOR

READY…SET…ACTION!

"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?

READY…SET…ACTION!