



POWER WALKTHROUGH®
Classroom Observation Seminar & Software

Get more from your classroom observations

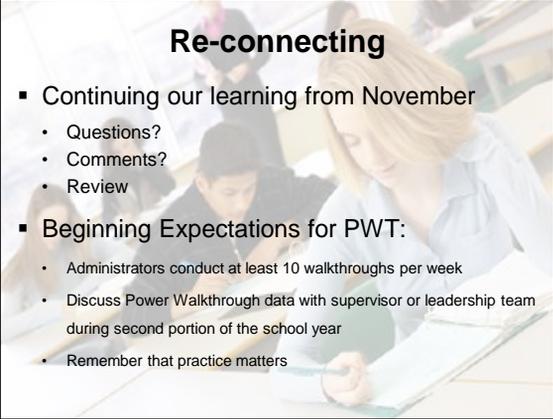
McREL's Power Walkthrough seminar and software helps you turn brief classroom observations into real opportunities for coaching teachers to higher levels of performance and guiding staff development efforts.



Monitoring Effective Instructional Strategies
Webinar
Presented by
Matthew Seebaum, Ed.D.

Mid-continent Research for Education and Learning

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Re-connecting

- Continuing our learning from November
 - Questions?
 - Comments?
 - Review
- Beginning Expectations for PWT:
 - Administrators conduct at least 10 walkthroughs per week
 - Discuss Power Walkthrough data with supervisor or leadership team during second portion of the school year
 - Remember that practice matters

Agenda for DoDEA
(Session takes place during two separate webinars)

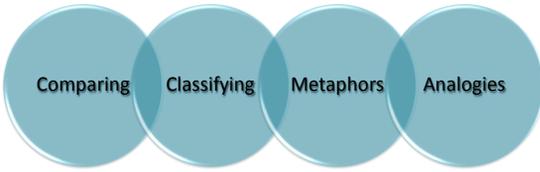
Day 1

- Introducing Power Walkthrough
- Webinar/Videoconference Reminders and Resources
- Instructional Strategies for Creating an Environment for Learning
- Instructional Strategies for Developing Understanding
- Instructional Strategies for Extending & Applying Knowledge

Day 2

- Re-connect and Instructional Strategies for Extending and Refining Knowledge
- Practice Walkthroughs
- Website Tour of <https://mxweb.media-x.com/home/mcREL> (general settings, editing, creating reports, etc.)
- Timelines and Technical Support: <http://mcRELpwt.ning.com>
- Managing Power Walkthrough Reports

Similarities and differences can be identified through:



What might you see if the teacher is intentionally using identifying similarities and differences?

- Graphic organizers such as venn diagrams and matrices being used to compare/classify
- Teachers use, and/or students create analogies and metaphors
- Engaging students in mental processes that involve identifying ways items are alike and different
- Abstract discussions of similes, allegories, or parables
- Others?



Identifying Similarities & Differences



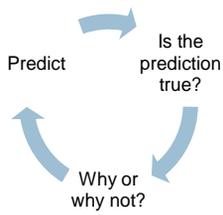
Extending and Applying Knowledge



Generating & Testing Hypotheses

Generating and Testing Hypotheses

Enhance students' understanding of, ability to use, and capacity to create knowledge.



Classroom Strategy Indicators of Generating and Testing Hypotheses

Using a variety of structured tasks to guide students through generating and testing hypotheses

Students explaining their hypotheses and conclusions



Systems Analysis

• The process of analyzing the parts of a system and the manner in which they interact



Problem solving

• The process of overcoming constraints or limiting conditions that are in the way of pursuing goals.



Investigation

• The process of identifying and resolving issues of events about which there are confusions or contradictions.



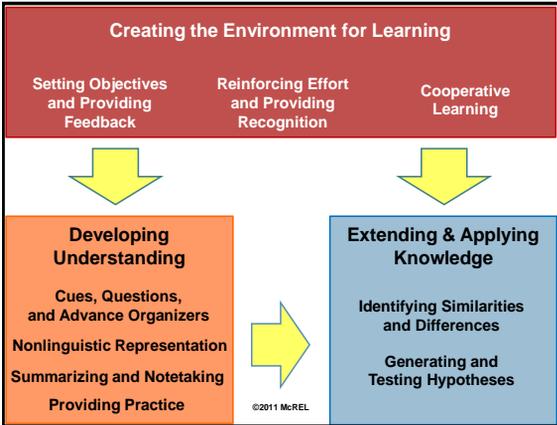
Experimental inquiry

• The process of generating and testing explanations of observed phenomena.

What might you see if the teacher is intentionally using generating and testing hypotheses?

- High-level applications of learned concepts
- Students using knowledge in “real-world” contexts
- Students overheard saying, “Let’s try this”
- Students brainstorming and/or troubleshooting
- Others?





Collecting Walkthroughs

- Today we will collect walkthrough data from practice videos using laptops and handheld devices (whichever you are currently using, paper templates as a back-up).
- After our session today, McREL will support each of you with using mobile devices to collect walkthroughs if you decide to use a mobile device.



Reminders: Conducting a Walkthrough

1. Closely observe the learning in the classroom for 3-5 minutes
2. Focus on the learning (teacher-directed and/or student-centered)
3. Conduct an interview of a randomly selected student to record data about learning objectives without being intrusive (what? and why?)
4. Complete most of your data recording after you leave the room
5. Be sure to save and/or upload the observation

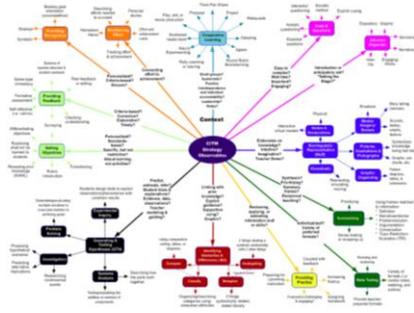
Practicing Classroom Walkthrough (use the Desktop App or Handheld)

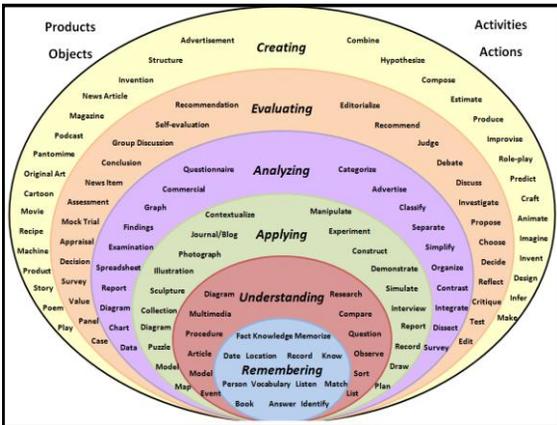


Walkthrough Practice

- What strategies did you see?
- What level of Bloom's Taxonomy matches the strategies?
- What was the context of the lesson?
- What kind of technologies were used?
- What are the indicators of learning?

Classroom Observables of CITW Strategies and Nested Bloom's Taxonomy





Practicing Classroom Walkthrough (use the Desktop App or Handheld)



Walkthrough Practice

- What strategies did you see?
- What level of Bloom's Taxonomy matches the strategies?
- What was the context of the lesson?
- What kind of technologies were used?
- What are the indicators of learning?

Practice Walkthrough Debriefing

Discuss in small groups

- How long will it take for you to feel that the data you are collecting is reliable?
- Which strategies are the most difficult to identify accurately?
- What do you need to do next to become more knowledgeable about the observation elements?

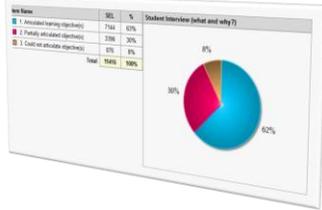


Power Walkthrough Web Interface

<https://mxweb.media-x.com/home/mcrel>



Implementation Planning and Instructional Mentoring



Recommended Timeline

November/December:

- Introduce Power Walkthrough® to all administrators
- Conduct PW workshop for leadership teams from all schools (two-day workshop)
- Administrators conduct practice walkthroughs in groups of 2-3
- At least 10/week per observer



Recommended Timeline

January/February:

- Principals show a preview of how the data aggregates at a staff meeting (if appropriate)
(at least 40 walkthroughs per observer on a random selection of teachers)
- Staff discusses “Big Picture” data
- Administrators continue to collect walkthrough data



Recommended Timeline

March/April:

- Principals share school-wide, grade-level, and/or content area team data with staff
- Teams discuss preliminary goals and possible action plans based on data
- Optional conference call with McREL to learn about template customization options (2-3 selected from the district)



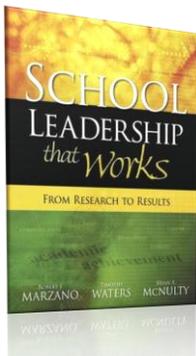
Recommended Timeline

May/June:

- Data analysis in teams looking at school-wide, team, and other data with large enough sample sizes
- Teams along with principals discuss data in-depth and plan for next year
- District/schools use data and goals to make PD plans



Leadership Considerations

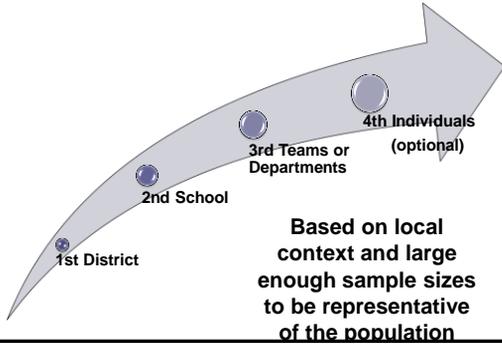


McREL's 2003 research study, *Balanced Leadership*, the largest quantitative study of its kind, found a strong link between effective school leadership and student achievement.

The study also helped to define effective leadership by identifying 21 leadership responsibilities linked to higher levels of student performance.

Of the 21 leadership responsibilities, 11 of these can be enhanced with the use of a walkthrough system.

Sharing the Data



Data Conversation

- Collect a large sample representing many teachers before sharing school or team data
- Analyze the data prior to the conversation
- Let the staff determine for themselves what the data patterns mean under your guidance
- Pose reflective questions
 - Informally
 - In teams



Suggestions for Reflective Conversations

- District Policy should guide how PWT data is shared (be consistent)
 - Grade level or team meetings
 - Written or email communication upon request only
 - If having a one-on-one conversation, consider the location



Policy Conversation

As a district or school team, discuss the these crucial questions:

1. How will you ensure that Power Walkthrough observations are seen as an aide to better instruction as opposed to a punitive tool?
2. When and how will you introduce the teachers to the Power Walkthrough Observation Program?



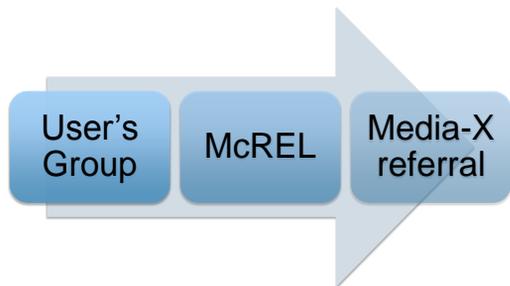
Professional Development Options

Proactively develop a PD plan aligned with PWT
Suggestions:

- Provide long-term professional development (PD) in *Classroom Instruction that Works* strategies
- Book studies around *Classroom Instruction that Works*
- Use exemplar teachers to demonstrate to others
- Use data to monitor past PD and guide future PD
- Tie data and PD to the school improvement process
- Create communities of continual professional learning and improvement (PLCs)

www.mcrel.org/instruction

Three Levels of Technical Support



Level 1: Power Walkthrough NING User's Group



Link - <http://mcrelpwt.ning.com/>

Level 2: Contacting McREL

E-mail or call McREL for help. All Power Walkthrough communication concerning an import, new users, password reset, tech support, template questions, etc. should go through either Lisa Maxfield or Cheryl Mervich.

Lisa: lmaxfield@mcrel.org or 303-632-5561

Cheryl: cmervich@mcrel.org or 303-459-5098

In the e-mail, please include first and last name, phone number, school district, and state. When submitting a spreadsheet, include which worksheet(s) needs to be imported.

PWT Apps

- If you need help installing the PWT software on a particular device, please contact Lisa Maxfield or Cheryl Mervich for directions and guidance.
 - lmaxfield@mcrel.org
 - cmervich@mcrel.org



Wrap-up and Evaluation

- **Wrap-up:**
 - Questions?
 - Comments?
 - Evaluation Link: <http://www.surveygizmo.com/s/3/1001739/McREL2012-2013PEF>
- **Next Steps:**
 - Practice walkthroughs and make sure to upload them – 10 per week
 - Contact us if we can be of further assistance
 - mseebaum@mcrel.org
