




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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Welcome

Are your computers or handhelds ready to go and connected to the internet?

Do you have the PDF or paper copy of the Participant's Manual and Template?




About McREL

- 45 Years
- Denver, CO
- Educational Research Lab and Professional Development Provider
- www.mcrel.org

About your presenter

- **Matthew (Matt) Seebaum, Ed.D.**
 - McREL facilitator, consultant, product designer and developer for leadership and classroom instruction products since 2007
 - Former elementary teacher
 - Former elementary principal
 - Husband and father of 2 children ages 13 (Ellie) and 16 (Tanner)



After this webinar, participants will understand:

- The purpose of informal observations
- The supporting research
- How to observe and record instruction accurately
- How McREL's Power Walkthrough software is used
- Implementation planning
- How to use data for instructional leadership/coaching
- How the data can support data informed decision making

Agenda for DoDEA

(Session takes place during two separate webinars)

Day 1



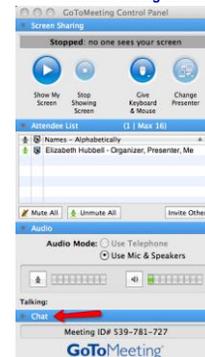
Day 2



Webinar Reminders

- You will see the screen of my computer on the display and hear my voice (Matt Seebaum). I may also use a webcam if bandwidth permits.
- I will present chunks of content followed by breaks combined with practice walkthroughs.
- Questions/comments should be posted through the chat feature.
- I will mute audio lines at times during the webinar to avoid audio feedback.
- I will use a screen timer for our breaks and transitions so everyone stays on schedule.
- During the webinar, if there is a technical problem, please send a message through the chat feature.

Welcome! Please make sure that your chat screen is showing by clicking the arrow by the word "Chat." Send questions and make comments during the webinar.



Participant Resource – NING Site

- You received an e-mail invitation to an online resource that has been established for participants that includes access to handouts, practice walkthrough videos, web links, and downloads of support materials:

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

If you didn't receive an invitation to the NING site, you can follow the link above and request access

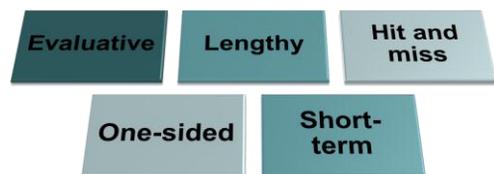
Materials and Resources

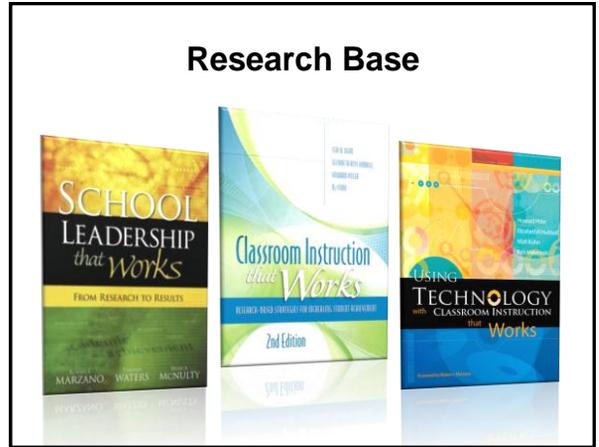
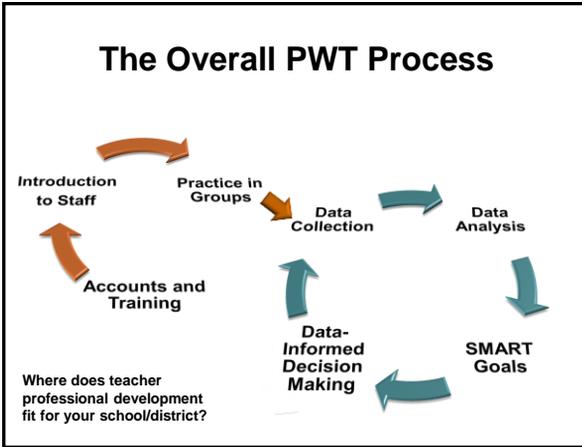
- If electronic resources are unavailable due to firewalls or technical problems, each participant should have:
 - Access to PDF of the User's Guide or printed copies of selected User's Guide pages
 - Two printed copies of the 2012 Power Walkthrough Template
 - A printed copy of the Power Walkthrough "cheat sheet" for strategies and Bloom's Taxonomy.

Purpose of Informal Observation



What an Informal Observation is *NOT*





The Differences Between the Observation Element Types

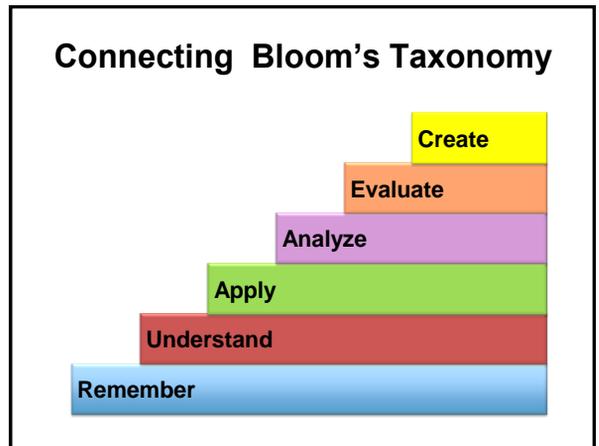
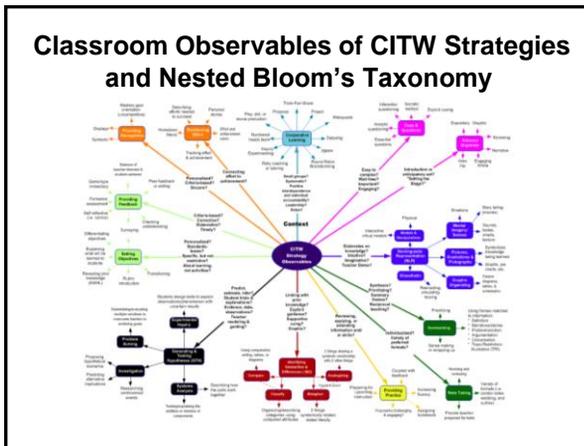
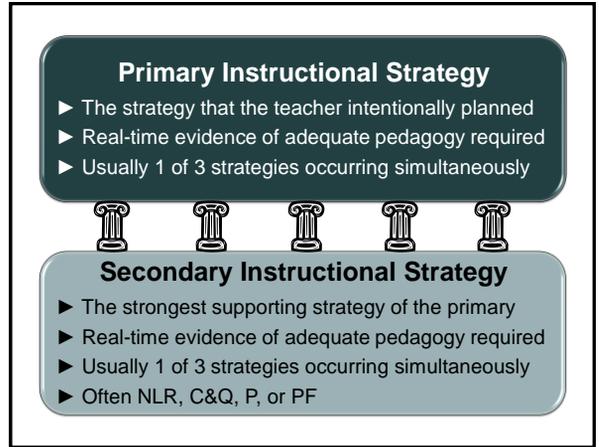
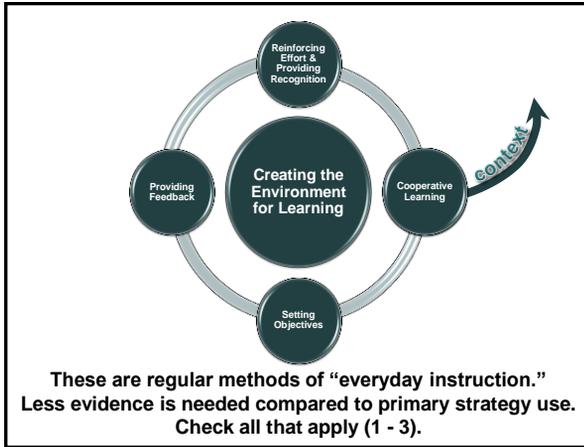
- Classroom Environment Strategies
- Primary Instructional Strategy
- Secondary Instructional Strategy
- Connecting Bloom's Taxonomy

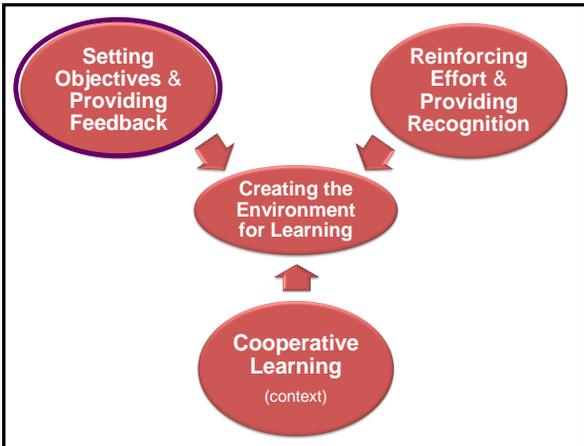
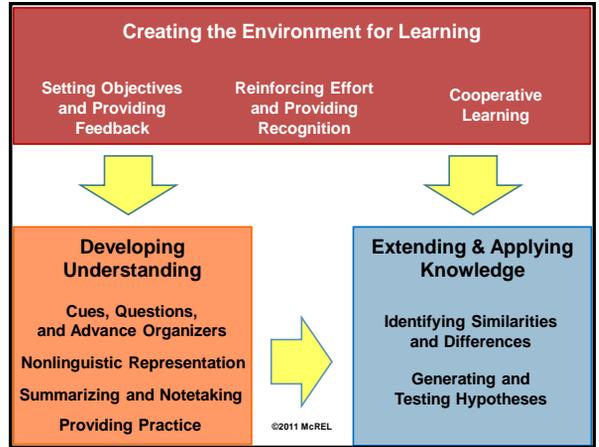
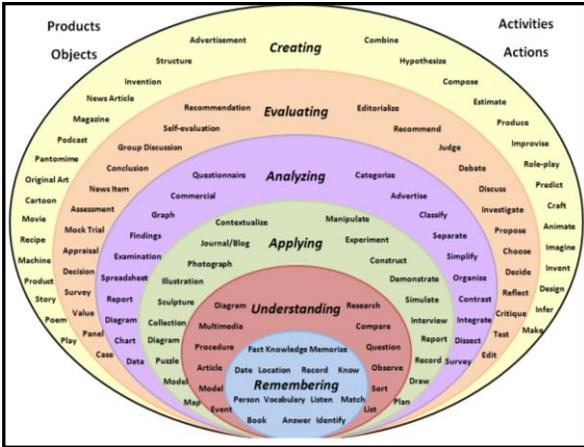
Reference – PWT Paper/PDF Template

Tour of National PWT Data

Item Name	SEL	%	Blooms Taxonomy
1. Remember	5845	30%	
2. Understand	6547	33%	
3. Apply	4668	24%	
4. Analyze	1385	7%	
5. Evaluate	479	2%	
6. Create	777	4%	
Total	19701	100%	

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





Classroom Strategy Indicators of Setting Objectives

Setting learning objectives that are specific but not restrictive

Communicating the learning objectives to students (i.e. posted, handout, or website)

Connecting learning objectives to previous or future learning (transitioning)

Engaging students in setting personal learning objectives

Agenda or Learning Objectives?

Agenda

8:00 Grade & Discuss Homework
8:15 Microscope Practice
8:30 Prepare Euglena Slides
8:45 Begin Lab 3.2
9:30 Clean up and Check Out
9:45 Complete Blog Posting

Remember your permission slips!

These often change daily. They are not learning objectives.

Learning Objectives

1. Students understand how microorganisms are classified.
2. Students can recognize and evaluate the advantages and disadvantages of different characteristics possessed by the major types of microorganisms.

These are learning objectives. They may last for a day or much longer if project-based.

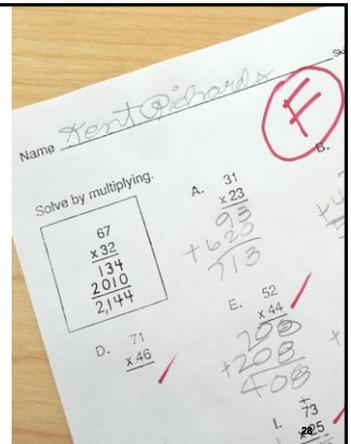
What might you see if the teacher is intentionally setting objectives with students?

- The process of writing visible learning objectives (not agendas)
- Differentiating learning objectives (i.e. personalization)
- Teacher/student interviews
- Exemplars
- Rubric introduction
- Transitioning
- KWHL process
- Other indicators?



Providing Feedback

Simply telling students that their answer on a test is RIGHT or WRONG has a *negative effect* on achievement.



Classroom Strategy Indicators of Providing Feedback

Providing feedback that addresses what is correct and elaborates on what the student needs to do next

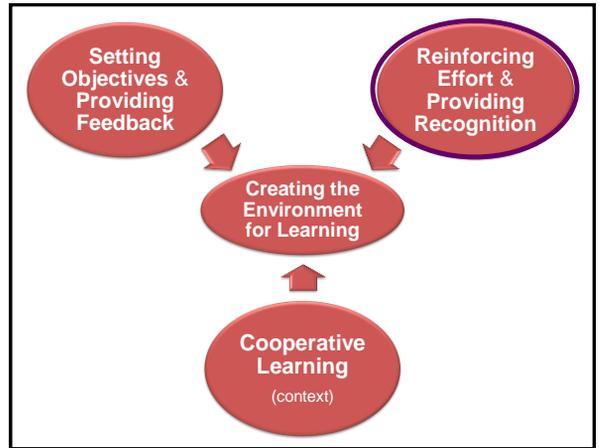
Providing feedback appropriately in time to meet student needs

Checking understanding against criteria such as rubrics or directions

Engaging students in the feedback process (i.e. self, peer, & revision)

What might you see if the teacher is intentionally providing feedback to students?

- Formative assessments
- Students receiving feedback from educational games
- Use of rubrics
- Surveying (i.e. clickers)
- Self and/or peer-assessing
- Discussing and commenting on quizzes or assessments
- Meaningful conferences with the teacher
- Others?



Reinforcing Effort

...enhances students' understanding of the relationship between effort and achievement by addressing students' attitudes and beliefs about learning.



Some students attribute success in school to luck, ability, or even other people, such as their friends or their teacher.

Classroom Strategy Indicators of Reinforcing Effort

Teaching students about the relationship between effort and achievement

Providing students with explicit guidance about what it means to expend effort

Asking students to track effort and achievement

Classroom Strategy Indicators of Providing Recognition

Promoting a mastery-goal orientation

Providing specific praise aligned with expected performance and behaviors

Using concrete symbols of recognition

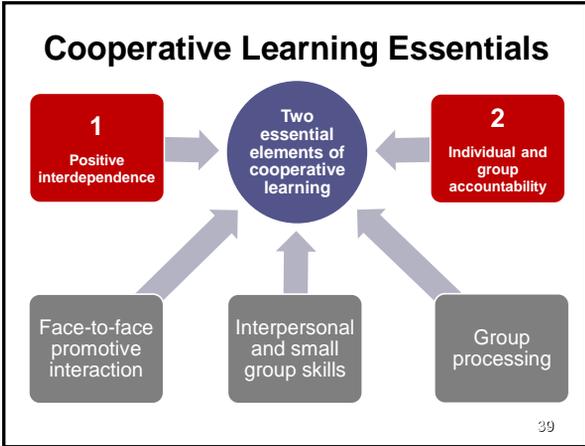
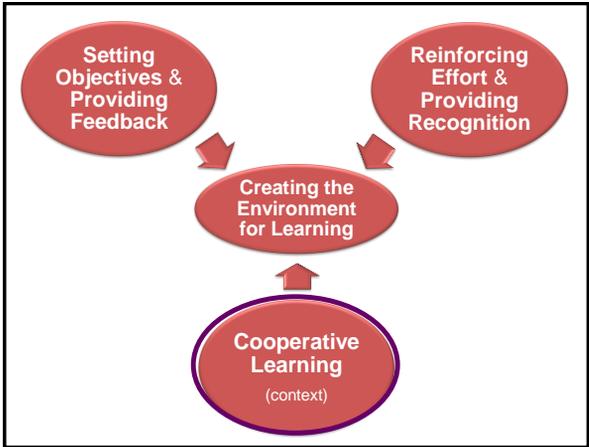
What might you see if the teacher is effectively reinforcing effort with students?

- Students talking about effort
- Effort/achievement rubrics
- Charts tracking effort and achievement
- Story examples
- Others?



What might you see if the teacher is intentionally providing recognition?

- Sincere praise is personalized and contingent upon achieving a certain standard of performance
- Showcasing student work
- Displays of certificates or “kudos” walls
- Body language (non-verbal cues)
- Giving symbolic symbols of recognition
- Others?

Cooperative Learning

...provides students with opportunities to interact with each other in groups, in ways that enhance their learning.



Context of Learning Indicators for Cooperative Learning

Using of a variety of criteria to group students in small groups

Including both positive interdependence and individual accountability

Applying cooperative learning consistently and systematically

What might you see if the teacher is intentionally using cooperative learning?

- Structures are in place to guide the group's size, activity, roles, responsibilities, and purpose
- Cooperative groups include individual and group accountability mechanisms
- Cooperative learning activities require teamwork, social skills, and leadership



Creating the Environment for Learning

Setting Objectives and Providing Feedback

Reinforcing Effort and Providing Recognition

Cooperative Learning



Developing Understanding

Cues, Questions, and Advance Organizers
Nonlinguistic Representation
Summarizing and Notetaking
Providing Practice

Extending & Applying Knowledge

Identifying Similarities and Differences
Generating and Testing Hypotheses



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Cues, Questions, & Advance Organizers

Nonlinguistic Representation

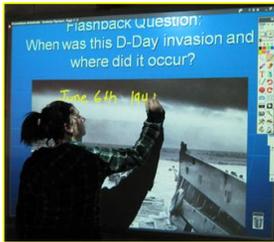
Developing Understanding

Providing Practice

Summarizing & Notetaking

Cues, Questions, and Advance Organizers

...enhance students' ability to retrieve, use, and organize what they already know about a topic in order to learn new information.



Classroom Strategy Indicators of Cues and Questions

Focusing on what is important

Use of explicit cues

Asking inferential questions

Asking analytic questions

What might you see if the teacher is intentionally using cues and questions?

- Enhancing students' ability to retrieve, use, and organize what they already know about a topic
- Question/answer discussions with and between students are moving up Bloom's Taxonomy
- You hear a variety of explicit, inferential, and analytic cues and questions
- Debating/discussing essential questions
- Focus groups
- Others?



Classroom Strategy Indicators of Advance Organizers

Graphic Organizers

- Visually representing information.

Expository

- Giving descriptions of new content in written or oral form.

Skimming

- Quickly reading upcoming information.

Narrative

- Presenting information to students in a story format to make personal connections.

What might you see if the teacher is intentionally using advance organizers?

- Enhancing students' ability to retrieve, use, and organize what they already know about a topic
- Teachers provide graphic organizers (i.e. charts/graphs, multimedia, skimming, narrative, etc.) in advance of the learning
- The teacher is "setting the stage" for learning by engaging students
- Others?



Bread and Practice Walkthrough

- Watch Video #2 and complete the Power Walkthrough paper template
- Take a break
- Power up computers during the break and navigate to a web browser that we will need to use for the next portion of the training

Practicing Classroom Walkthrough (on paper template)



Walkthrough Practice



- What strategies did you see (Environment, Primary and Secondary)?
- What level of Bloom's Taxonomy matches the strategies?
- What grouping strategies were used?

Classroom Strategy Indicators of Nonlinguistic Representation

Creating or using graphic organizers

Students creating/using physical or virtual models and manipulatives

Students using their imagination or senses to generate mental pictures

Drawing pictures, illustrations, or pictographs

Engaging in kinesthetic representations

57

What might you see if the teacher is intentionally using nonlinguistic representation?

- Story telling and/or multisensory experiences to create mental pictures
- Kinesthetic movement to help convey concepts
- Manipulatives and/or models
- Graphs, pictures, or movies
- Students creating sketches or drawings
- Others?



Cues, Questions, & Advance Organizers

Nonlinguistic Representation

Developing Understanding

Providing Practice

Summarizing & Notetaking

Classroom Strategy Indicators of Summarizing

Teaching students rule-based summarizing strategies

Using summary frames matched to the explicit structure of information

Students reciprocal teaching

Examples of Summary Frames

Narrative/Story Frame	• Commonly found in fiction or news reports
Topic-Restriction-Illustration (T-R-I) Frame	• Commonly found in expository material
Definition Frame	• To describe a particular concept and identify subordinate concepts
Argumentation Frame	• To support or debate a claim
Problem/Solution Frame	• Introduces a problem and several solutions
Conversation Frame	• Verbal exchange between two or more people

What might you see if the teacher is intentionally using summarizing?

- Students using rule-based summarizing
- Discussing essentials of specific information
- Summary frames actively used as an advance organizer
- Podcasting, book reports, or outlining
- Others?



Note Taking

...enhances students' ability to organize information in a way that captures the main ideas and supporting details.



Classroom Strategy Indicators of Note Taking

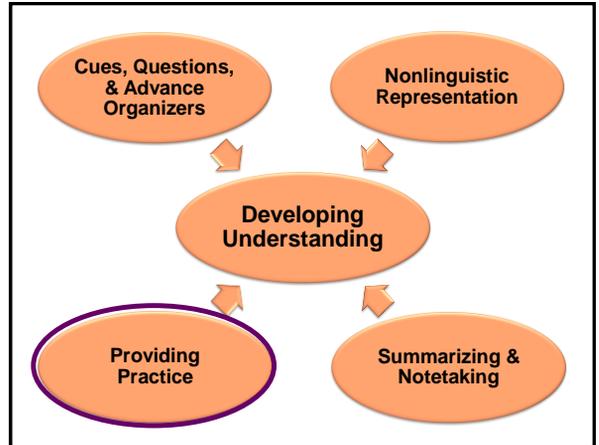
Giving students teacher-prepared notes

Teaching students a variety of note-taking formats

Providing opportunities for students to revise and use for review

What might you see if the teacher is intentionally using note taking?

- Teacher models effective note taking strategies
- Students' notes show consistent information regardless of format
- Recording of main ideas and supporting details
- Others?



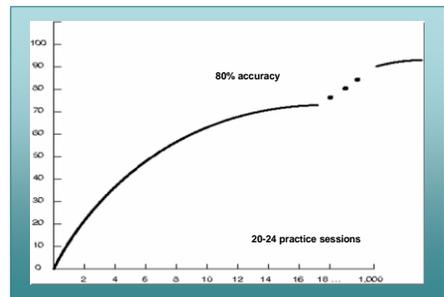
Providing Practice

(Homework is not addressed in Power Walkthrough™)

...extends the learning opportunities for students to practice, review, and apply knowledge.



Practice



Classroom Strategy Indicators of Practice

Communicating or discussing the purpose and outcomes of practice

Designing practice sessions that are short, focused, & distributed over time

Providing feedback on practice sessions

Interactive Games for Practice

- BrainPOP®
- PBS Kids
- Mr. Nussbaum
- BBC Skillswise
- FunBrain
- National Library of Virtual Manipulatives®
- DimensionU™



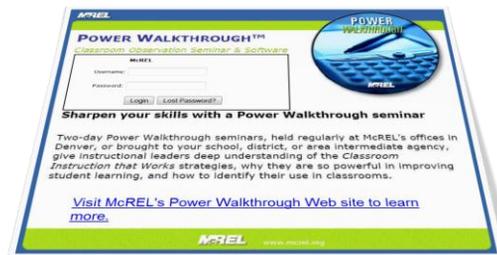
What might you see if the teacher is intentionally using practice?

- Students have designated time to work on skills
- Students are practicing in many different ways with rich feedback opportunities
- There is a clear purpose and outcome tied to objectives
- Others?



Computer Interface - Website Tour

<https://mxweb.media-x.com/home/mcrel/>
(general settings, editing, creating reports, etc.)



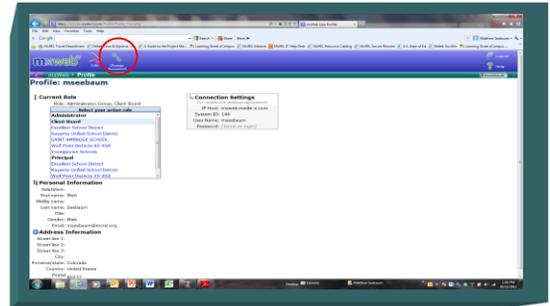
Be sure save this page to your favorites!

Changing Your Password



Your new password must also be changed in the App.

Changing Your Password



Accept End User License Agreement

1. Click the McREL Power Walkthrough icon.



2. Read and accept the End User License Agreement (EULA).

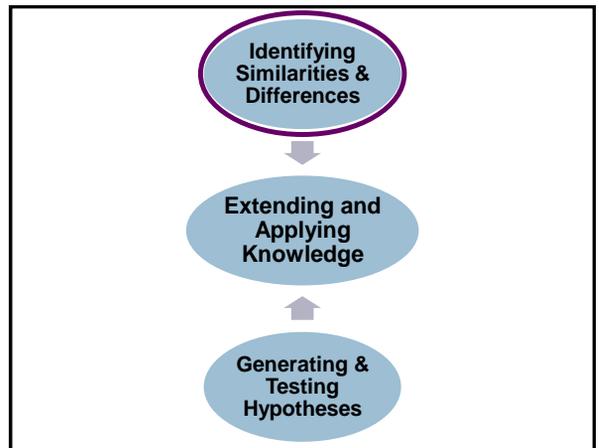
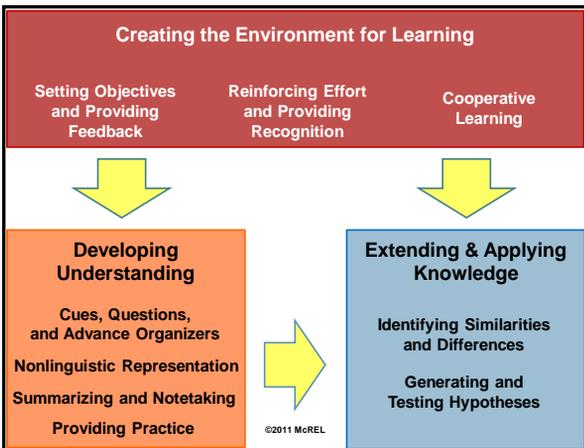


- The EULA must be accepted before the software is activated.
- If the EULA does not appear, then it has already been accepted.
- The EULA needs to be accepted one time only.

Practicing Classroom Walkthrough (use laptop computers)

Walkthrough Practice

- What strategies did you see (Environment, Primary and Secondary)?
- What level of Bloom's Taxonomy matches the strategies?
- What grouping strategies were used?



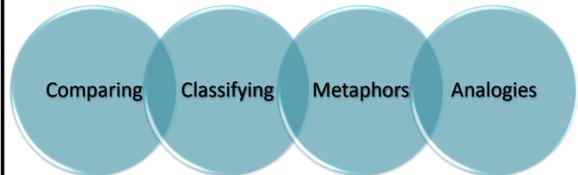
Classroom Strategy Indicators of Identifying Similarities and Differences

Teachers and/or students using a variety of ways to identify similarities and differences

Teachers guiding students in the processes of identifying similarities and differences

Providing supporting cues to help students in identifying similarities and differences

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?



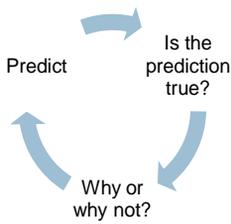
Identifying Similarities & Differences

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.



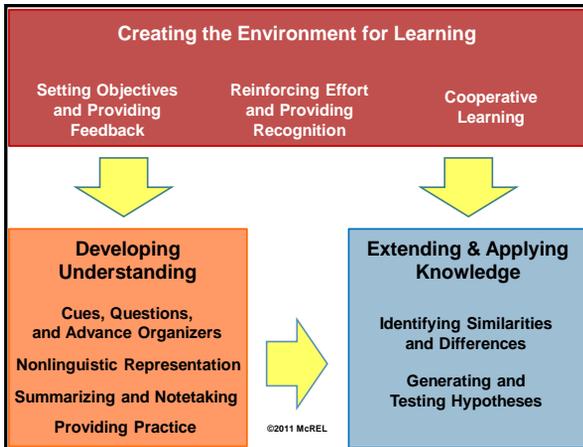
Experimental inquiry

• 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?





For our next session...

- December 13, 2012:
 - Conduct walkthroughs at your school sites – at least 10 per week – remember to upload your walkthroughs.
 - Bring, or have access to laptop computers with internet connection and/or handheld devices
 - Bring the Power Walkthrough “cheat sheet”
 - Walkthrough reports should be accessible for walkthroughs conducted since last session.
 - Contact Lisa Maxfield (lmaxfield@mcrel.org) or Cheryl Mervich (cmervich@mcrel.org) if you need assistance