Orange Public School's

Walk-Through

Guide

Overview:

The Orange Public School District has been actively engaged in the utilization of the "Walk-through" protocol for a considerable number of years. The process over time has taken on various "faces", i.e. the CAPA review walk, the district review of programs, initiatives, and curriculum, and most recently the RAC walk-through protocol.

The district has adopted and adapted variations of the protocol over time from the multiple changes of the State CAPA review, the RAC expansive review, iobservation (for a limited time) "Look Fors," and most recently the introduction of the Teachscape Walk-through protocol.

The protocols had similarities and differences, depth versus breadth, and various "time" requirements. However, all were meant to capture the active levels of teaching and learning. Each culminated with feedback with responses of reflective change (plans) as the outcome.

These walk-throughs however were infrequent and in some cases provided snapshots that were unreliable due to variables i.e. "preparation for the event," and changes of personnel to name a few.

Upon reflective dialogue, review as a culminating process as well as the analysis of data from the walk-throughs there was reoccurring questions that continued to surface.

1. Has there been direct correlation between the protocol and improvement in teacher practice?
2. Has student achievement improved as a direct or indirect result of the employment of the protocol?
3. Has curriculum, program, and/or state and district mandates been implemented at greater depth due to the informal inspection of the protocol?
4. Has reflective feedback resulted in change or improvement of the teaching and learning?
5. What reflective practice requirements were the teaching staffs responsible for?

This document will hopefully address these questions as well as present a walk-through process that will meet the needs of the Orange Public School. This document will be comprised of a brief research component, identify the Orange walk-through structure with components developed by departments and personnel; and finally reflect a data collection process that will enable all participants to see growth over time.

The walk –throughs developed in this package satisfy the district's DIP plan, Evaluation Leadership Domain 2 Fulfilling Requirements of the Evaluation System, District Title One Plans, the Professional Development Plan, Marshall and Westwood Evaluation Systems, and the District Non-Negotiables.

Research

What is a walk-through?

- ❖ Classroom walk-throughs are defined as short, focused, and informal observations of student's involvement in the lesson, instructional strategies utilized by the teacher and climate of the classroom (Downey et. Al 2004).

- ❖ Classroom walkthroughs are brief, focused observations of teachers that provide data for follow-up conversations related to teaching and learning (Kuchar et al, 2009).

- ❖ Cervone and Martinez- Miller (2007) describe a classroom walk-through as a tool to "drive a cycle of continuous improvements by focusing on the effects of instruction."

- ❖ The classroom walk-through process is one method for providing on-going and timely instruction-related feedback to teachers. The data collected during informal observations can enhance instruction, professional development, and teacher education (Ayers 2008, Payne 2010).

What are the Key Components of Walk-throughs?

- ❖ The Characteristics of an effective classroom walk-through model include:
    - o Components that are informal and brief;
    - o Involving the principal and or/ other administrators, other instructional leaders, and teachers;
    - o Quick snapshots of classroom activities(particularly instructional and curricular practices);
    - o Not intended for formal teacher evaluation processes;
    - o Focused on "look-fors" that emphasize improvements in teaching and learning;
    - o An opportunity to give feedback to teachers for reflection of practice;
    - o Having the improvements of student achievement as its ultimate goal. (Kachur et al 2009, p3)

- ❖ Downey, Steffy, English, Trase, and Poston (2001) have developed a model that includes 5 step:

- o Notice whether students appear to be oriented to the work;
- o Review curriculum objective being thought;
- o Observe instructional practices
- o Walk the walls for information on what has been taught previously or may be taught in the future; and note the existence of safety and or health issues.

Additional Purpose Include:

- ❖ Monitoring instruction, identifying common practices occurring in classrooms, observing the level of student engagement, determining future professional development needs and seeking to determine of prior professional development has been implemented (Finch, 2009)

- ❖ Marshall recommends that school leaders should be able to answer the following questions
    1. Are teachers on track with curriculum?
    2. Are students learning?
    3. Do some teachers deserve special praise?
    4. Do some teachers need redirection, emergency support, or a negative evaluation?

    According to Marshall, a principal cannot possibly answer these questions without spending quality time in classrooms and having substantive follow-up conversations with teachers.

Why Walk-throughs?

- ❖ Teacher quality- is the most important factor related to how much students learn (Colvin and Johnson, 2007).

- ❖ Conducting classroom walk-throughs provides teachers and principal with more frequent and valuable information about the school's overall effectiveness as it relates to increased student achievement (Payne, 2010).

- ❖ Patterns and concerns related to instruction can more easily be identified, school principals can demonstrate their interests in what is occurring in the classroom, and a basis for reflective dialogue can be established through the use of an informal observation process (Waite, 2007).

- The classroom walk-through is one means of energizing teachers around improved instruction through consistent, on-going feedback via an informal method (Skretta, 2008).

- Teachers have higher perceived levels of school success when their principals conduct routine walk-throughs that are non-evaluative and are focused on instruction and curriculum (Frase, 2001).

- The era of educational accountability, teacher quality has been paramount in the effort to increase student achievement (Mire, 2012).

Time:

Kim Marshall (2003), a former principal who conducted an average of four short visits every day for eight years said,

> "If the principal wants to get a general sense of how a teacher is doing and then have a substantive conversation about a particular teaching moment, five minutes is plenty."
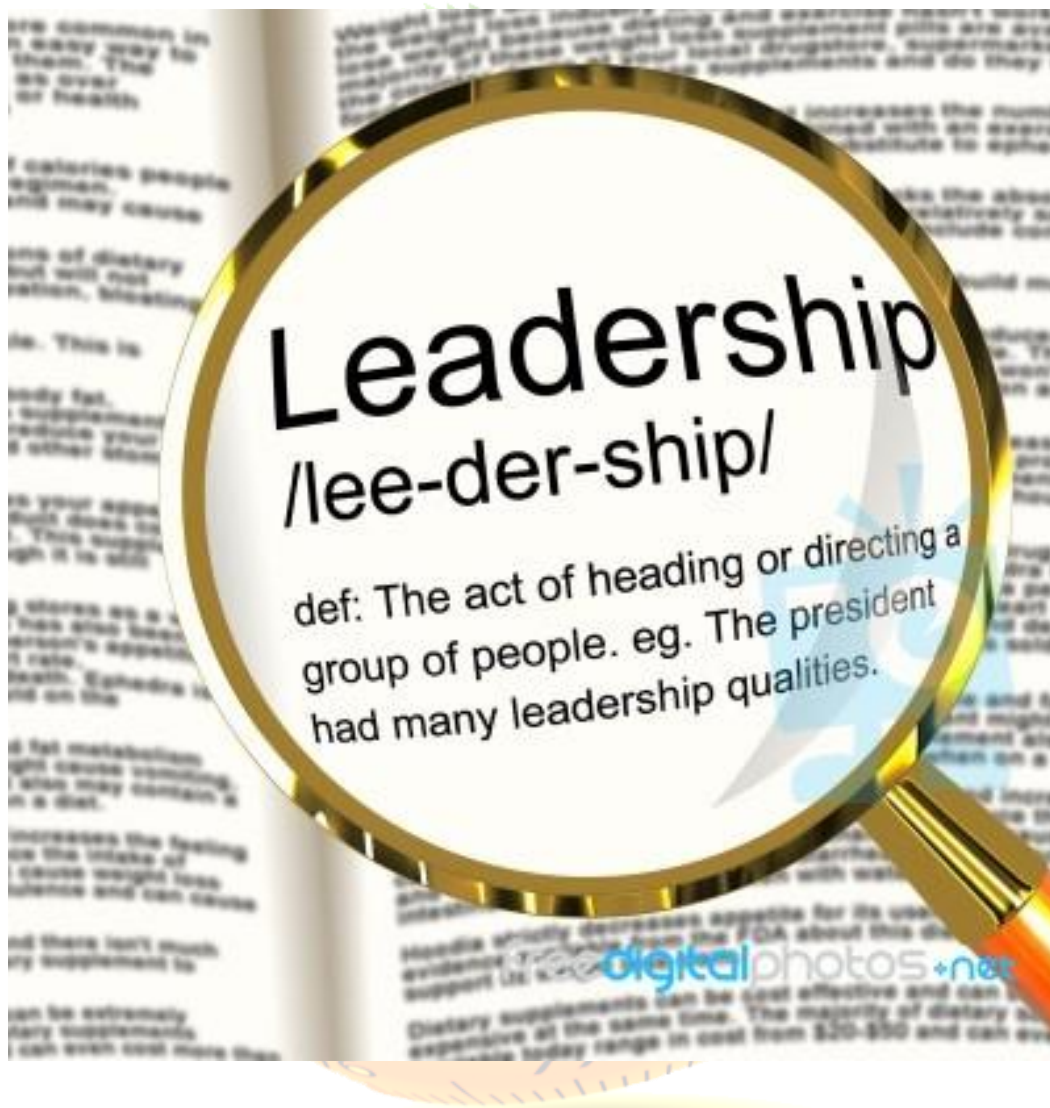
- A study based on current research found the short three to five minute walk-through to be the most effective. (De Boer and Hinojosa, 2010)

Teacher Reflection:

K Larson of Cooperative Education Service Agency says teachers benefit by learning to use reflection to increase their knowledge, skills, and performances; strategically aligning classroom instruction to district curriculum; and increasing student learning grade levels.

Peer Walk-Throughs:

Privacy of Practice…produces isolation…isolation is the enemy of improvement (Richard Elmore, 2007).

Leadership
/lee-der-ship/

def: The act of heading or directing a group of people. eg. The president had many leadership qualities.

Cabinet

District Cabinet Walk-Through
RAC

❖ The Superintendent's Cabinet will conduct four (4) walk-throughs per year.
❖ The RAC Team will partner with the Cabinet.
❖ The Cabinet will utilize an abridged version of the RAC walkthrough. All areas of focus will be represented; however, the lowest scoring elements during the 2013-14 school year will be the only areas addressed for 2014-15 school year.

Orange 2014-15 Walk-Through

1. Superintendent's focus:
2. Learning Objective: SMART Goals (**S**pecific, **M**easurable, **A**chievable, **R**esults focused, **T**ime bound
3. Preparation for Instruction: Differentiates activities to meet the need of learners
4. Use of Data to Inform Instruction: Frequent assessment during the lesson (clickers, hand signals, turn and talk, idea waves four corners, etc…)
5. Student Engagement: Lesson focus on rigorous content
6. Effective Instruction: Questioning at the analyze, evaluate, create
7. Classroom Environment: Portfolios/ Notebooks
8. Technology Integration: See technology chart
9. Student Interviews: See questions on attached rubric
10. Strengths noted: It is important to note strengths that should be sustained over time

Post Walk-Through Procedures

The Cabinet will follow the same procedures for reflection:

1. Analyze and discuss results immediately following the walk-through
2. Provide reflective feedback within one (1) day of the visit
3. Request reflections, action plans, and timelines with three (3) days

Rubric

Area 1: The Superintendent's Focus:

Area 2: Learning Objective

Specific Measurable Achievable Results Focused Time bound

❖ **Distinguished Proficient:**
   o Elements of a learning goal in place
   o A procedure is in place and students look for the daily objective
   o Objective is aligned to the Common Core
   o Objective is aligned to curriculum benchmark
   o Objective referred throughout lesson to promote self-regulated learning

❖ **Proficient:**
   o Objective is an outcome and not an activity
   o Bloom Taxonomy verbs are used
   o Objective is clear, specific and can be measured (SMART)
   o Process and content linked and lead to development of "dispositions"

❖ **Progressing:**
   o No procedure in place but teacher will tell student what the objective is for the day
   o Outcomes is moderately clear
   o Verbs are mid-level on Bloom's Taxonomy (Apply and Application)
   o Objective is specific with low expectations for students
   o Objective is congruent with learning activities

❖ **Basic:**
   o No objective listed
   o Objective not aligned to standards or curriculum map
   o Objective is an activity and not stated as a learning outcome
   o Objective uses verbs that promote low level expectations with no application of skills
   o Activities not congruent with objective

Area 3: Preparation for Instruction

Differentiated Activities to Meet the Need of Learners

❖ **Distinguished Proficient:**
- Clearly stated evidence of two or more appropriate approaches (readiness/skills, interests, learning styles) to differentiation of content
- Clearly stated evidenced of all three process elements (input, classroom organization, instructional grouping) of differentiation
- Clearly stated evidenced of both product elements (task and assessment)
- Includes multiple learning strategies
- Includes modifications for students from subgroups that break down complex tasks.

❖ **Proficient:**
- Evidence of diverse learning strategies that meet the needs of students enabling them to attain the SLO's
- Includes evidence of at least one element of differentiated content (readiness/skills, interest, learning styles), process (input, classroom organization and instructional grouping) and product (task assessment)
- Modifications are identified and clear

❖ **Progressing:**
- Includes some evidence of attempts to differentiate instruction
- Modifications are identified but confusing, not sequential

❖ **Basic:**
- Lesson lacks evidence of attempts to differentiate content, process or product
- Does not include learning strategies
- Modifications for students from special populations that break down complex tasks are not identified

Area 4: Use of Data to Inform Instruction

Frequent Assessment during the Lesson

❖ **Distinguished Proficient:**
   o Frequent checks for understanding to monitor and adjust the learning
   o Multiple measures used
   o Feedback from assessment is used to guide instruction
   o Do Now differentiated
   o Clickers, hand signals, turn and talk… strategies are incorporated

❖ **Proficient:**
   o Moderate checking for understanding via choral responses
   o Feedback given from the formative assessments is sporadically applied to guide instruction
   o Data from Do Now is used for instruction

❖ **Progressing:**
   o Limited or infrequent checking for understanding (CFU)
   o Data collected but not used
   o Feedback from a few students directs the flow of the class
   o Do Now/Closure not differentiated

❖ **Basic:**
   o No monitoring of student work via checks for understanding or formative assessments
   o Teacher directed lesson with no feedback sought
   o No Do Now

Area 5: Student Engagement

Lesson Focus on Rigorous Content

❖ **Distinguished Proficient:**
   o Activities are student directed and planned for student involvement
   o Students initiate or adapt activities or assignments
   o Materials and resources promote student engagement
   o Lesson has high degree of student involvement as teacher facilitates the lesson

- o Multiple instructional strategies used
- o A variety of learning styles are used on the delivery (auditory, visual and tactile experiences are provided)
- o Multiple responses strategies are employed
- o Student initiate choice, adaption or creation of materials

❖ **Proficient:**
- o Activities vary from student directed to teacher directed
- o A majority of time devoted to student involvement
- o Materials and resources promote student engagement
- o Lesson has high degree of student involvement as teacher facilitates the lesson
- o Multiple instructional strategies used
- o A variety of learning styles are mostly used in the delivery. Auditory, visual and tactile experiences are provided
- o Multiple responses strategies are employed

❖ **Progressing:**
- o Activities are appropriates to some students
- o Materials and resources do not promote learning for all students
- o Lesson has sporadic student involvement but more teacher directed
- o There is marginal student involvement as most of the lesson is teacher driven
- o One learning style (auditory) is used during the lesson.

❖ **Basic:**
- o Students come late; enter the room and wait for the teacher to tell them what to do
- o Students are compliant but not intellectually engaged
- o Lesson is teacher driven
- o One learning style is used during lesson (auditory)
- o Students not sure of what to do next, cannot regulate their own learning
- o No multiple responses strategies
- o Few checks for understanding

Area 6: Effective Instruction

Questioning at the Analyze Evaluate Level

❖ **Distinguished Proficient:**
  o Questions are of high quality
  o Verbs are consistent with create level of revised Blooms
  o Teachers allow adequate response time
  o Wait time is more than 5 seconds
  o Teacher questions help students formulate questions at create level
  o Promote cognitive stimulation

❖ **Proficient:**
  o Many questions are of high quality
  o Verbs are consistent with evaluation level of revised Blooms
  o Teacher is sporadic with regard to response time
  o Wait time is 3 to 5 seconds
  o Teacher questions help students formulate analytical type of questions
  o Promote some cognitive stimulation but not rigorous

❖ **Progressing:**
  o Questions are a combination of low and high quality
  o Verbs are consistent with mid-level of revised Blooms (apply and analyze
  o Teacher questions help students comprehend material
  o Teacher allows adequate response time
  o Wait time is no more than 1-2 seconds
  o Teacher questions help students comprehend material
  o Promote marginal cognitive stimulation

❖ **Basic:**
  o Questions are of poor quality and single correct responses
  o Verbs are consistent with low level of revised Blooms
  o Teacher does one second or less response time
  o Teacher questions help students recall information
  o Promotes limited cognitive stimulation

Area 7: Classroom Environment

Portfolios/Notebooks

- ❖ **Distinguished Proficient:**
  - o Portfolios meet all requirements set forth by each content area
  - o Portfolios have work from previous years with reflection attached
  - o Portfolios are digital
  - o Student can lead portfolio reviews by discussing his/her learning goals, and strategies for meeting those goals
  - o Comments are from various reviewers
  - o Students meet content area, teacher and school notebook requirements
  - o Notebooks entries are up to date and have an assessment section with assessment results and plans for improvement

- ❖ **Proficient:**
  - o Portfolio meet most requirements set forth by each content area
  - o There is work from previous years with reflections
  - o Students can speak to portfolio contents and explain reflections
  - o Comments are present
  - o Notebooks meet most content area teacher and school notebook requirements
  - o Notebooks are up to date with few omissions and assessments are listed

- ❖ **Progressing:**
  - o Portfolios meet a limited number of requirements set forth by each content area
  - o There is limited work from previous years
  - o Students have limited responses to the content and limited number of reflections
  - o Comments are sparse
  - o Notebooks are present yet not organized, no dates, few assessments

- ❖ **Basic:**
  - o Portfolios are work folders
  - o There is no work from previous years
  - o There is no evidence of students participation in the selection of items in the portfolios with no reflection present or reflections are fill in ditto checklist
  - o No comments are present
  - o Students use random sheets of paper or worksheets rather than notebooks
  - o Notebooks do not adhere to content, or school mandates

o No evidence of student responsibility toward assessments

Area 8: Technology Integration

Technology

Technology Integration Assessment Rubric

Criteria	4	3	2	1
Curriculum Goals & Technologies (Curriculum-based technology use)	Technologies selected for use in the instructional plan are <u>strongly aligned</u> with one or more curriculum goals.	Technologies selected for use in the instructional plan are <u>aligned</u> with one or more curriculum goals.	Technologies selected for use in the instructional plan are <u>partially aligned</u> with one or more curriculum goals.	Technologies selected for use in the instructional plan are <u>not aligned</u> with any curriculum goals.
Instructional Strategies & Technologies (Using technology in teaching/ learning)	Technology use <u>optimally supports</u> instructional strategies.	Technology use <u>supports</u> instructional strategies .	Technology use <u>minimally supports</u> instructional strategies.	Technology use <u>does not support</u> instructional strategies.
Technology Selection(s) (Compatibility with curriculum goals & instructional strategies)	Technology selection(s) are <u>exemplary</u>, given curriculum goal(s) and instructional strategies.	Technology selection(s) are appropriate but not <u>exemplary</u>, given curriculum goal(s) and instructional strategies.	Technology selection(s) are <u>marginally appropriate</u>, given curriculum goal(s) and instructional strategies.	Technology selection(s) are inappropriate, given curriculum goal(s) and instructional strategies.
"Fit" (Content, pedagogy and technology together)	Content, instructional strategies and technology <u>fit together strongly</u> within the instructional plan.	Content, instructional strategies and technology <u>fit together within the</u> instructional plan.	Content, instructional strategies and technology <u>fit together somewhat</u> within the instructional plan.	Content, instructional strategies and technology <u>do not fit together</u> within the instructional plan.

1 Harris, J., Grandgenett , N. , & Hofer , M . (2010). Testing a TPACK-based technology integration assessment instrument. In C. D. Maddux, D. Gibson, & B. Dodge (Eds .). Research highlights in technology and teacher education 2010 (pp. 323-331). Chesapeake, VA: Society for Information Technology and Teacher Education (SITE).

2 Adapted from: Britten, J. S., & Cassady, J. C. (2005). The Technology Integration Assessment Instrument: Understanding planned use of technology by classroom teachers. Computers in the Schools, 22(3), 49-61.

Area 9: Student Interviews

a. How do you know the expectations for learning and performing?
b. How can you use what you are learning when you aren't at school?
c. What is your grade in this subject and why?
d. How does the teacher contribute to your learning?
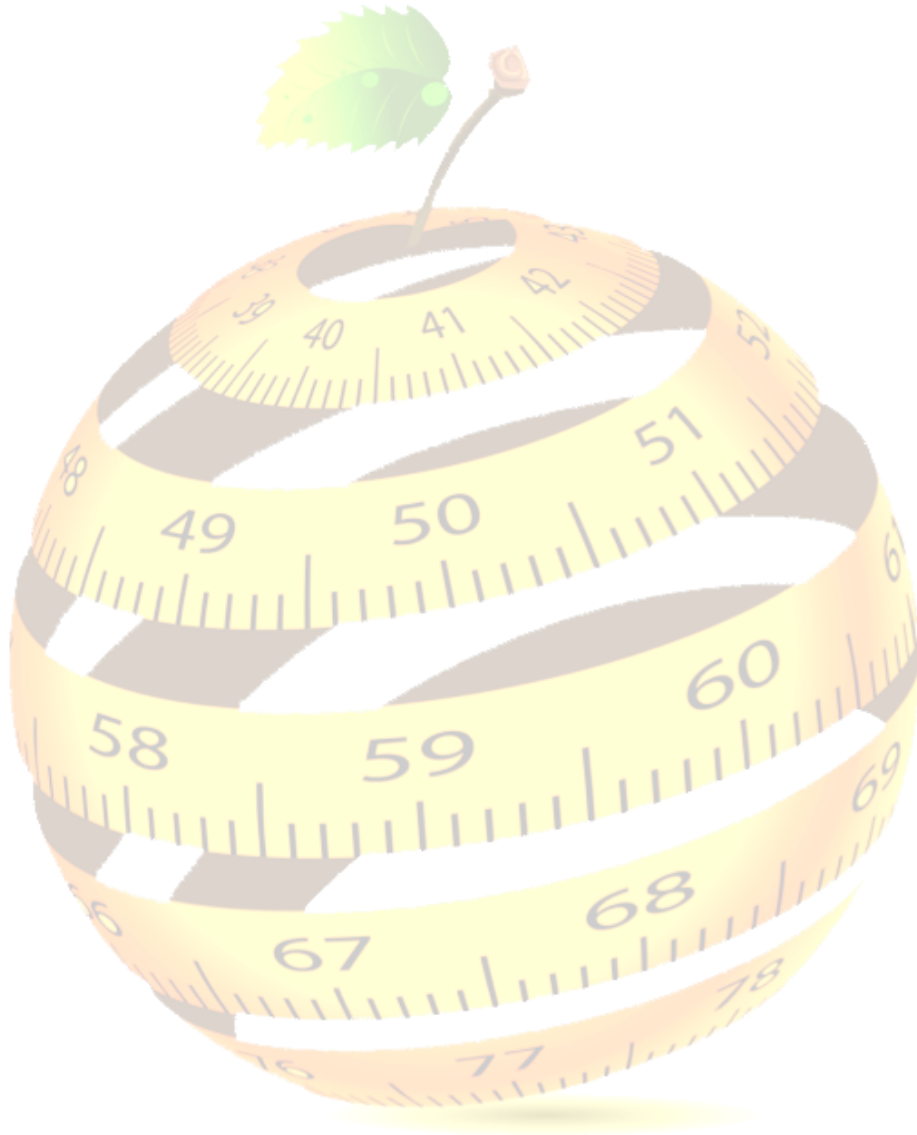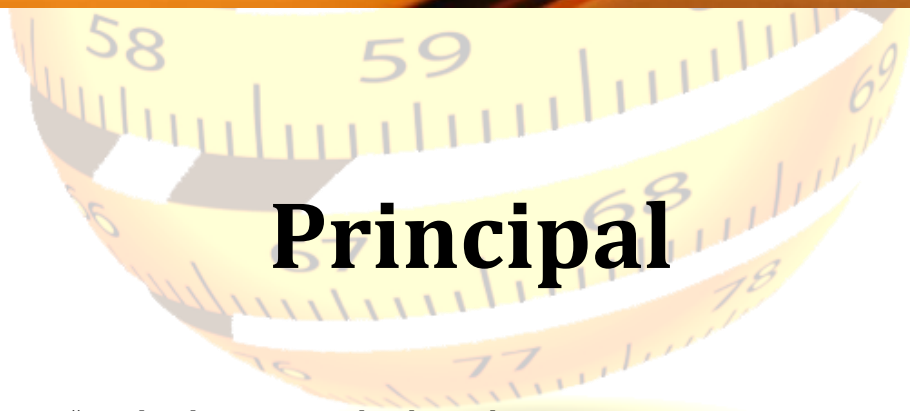
Principal

"Leadership is second only to classroom instruction among

all school-related factors that contribute to what students

learn at school" (Leithwood, Seashore Louis, and Wahlstrom)

Principal
(Vice-Principal)

Reflection

"What is the primary role responsibility as a principal?"

"How important is the role responsibility in relation to other roles you have in your work?"

- ❖ The principal and Vice Principal will utilize the Teachscape Walk-through. (please see pages 20,21)
- ❖ The principal will carve out his/her foci for the entire year ("Goals") this process will occur during the Administrative PLC Retreat
- ❖ Training on the Teachscape Walk-through will occur during the August Administrative Retreat (Presentation Karen Machuca, Principal Heywood School)
- ❖ The Goals will be shared with the SMT at the August Retreat

Time Issue

(The following research from T. Wiedemann 2010 may address the time concern.)

- ❖ What is the time ratio?

  Research has found that principal's spend their time in the following manner:

  <u>Where</u>

Office	65%
Hallways/Grounds	17%
Out of School (District)	11%
In classrooms	07%

Wiedemann's Recommendations:

First two weeks: (with 40 teachers)

- ❖ Once in each classroom during two weeks (3 minutes)
- ❖ Analysis of data (4 minutes)
- ❖ Reflective feedback with each teacher (3 minutes)
- ❖ 6.6 hours-8.3% of 80 hours

How much time after the first two weeks: (40 teachers)

- ❖ Walk-through in each classroom every two weeks (3 minutes)
- ❖ Analyze data 50% of time (4 minutes)
- ❖ Refection 50% of time (3minutes)
- ❖ 4.3 hours – 5.4 of 80 hours

Marshall Evaluation: Visits 2-4 classrooms a day and gives helpful face –to-face feedback to each teacher within 24 hours

The Orange Public Schools is requiring a minimum of:

Seven (7) Teachscape walk-throughs per administrator, per month with analysis, feedback, and reflection per school based administrator as indicated per data tree:

Three minutes (3) per visit	21 minutes
Four minutes (4) per analysis	28 minutes
Three minutes (3) per reflection	21 minutes
Total time =	70 minutes out of a possible 130 hours

Teachscape Walk-throughs

Classroom walk-throughs offer a way to measure overall instructional progress and use data as a springboard for reflective dialogue.

Unlike observations—which look at individual teacher performance—walkthroughs allow instructional leaders to use aggregate data to see the big picture, determining the overall impact of new interventions and identifying gaps in instruction.

Collect Data Efficiently

Teachscape Reflect makes it easy for instructional leaders to conduct frequent walkthroughs and gather consistent data, so data is a regular part of a continuous improvement process.

With handheld wireless devices (iPhone, iPod Touch, Android phones, tablets, or laptops) instructional leaders can collect data quickly and easily right from the classroom and:

- ❖ Choose from a range of research-based look fors
- ❖ Use apps for data collection even in areas with no internet connection
- ❖ E-mail walk-through results to the teacher and other administrators

Use Surveys with Research-Based Look- Fors

Instructional leaders can use their own surveys or research-based walk-through look-fors that are included with Teachscape Reflect:

- ❖ Standard look fors incorporate Robert Marzano (High Yield Strategies)

Use Surveys with Research-Based Look Fors

Instructional leaders can use their own surveys or research-based walkthrough look fors that are included with Teachscape Reflect:

- ❖ Standard look fors incorporate Robert Marzano (High Yield Strategies), Benjamin Bloom (Bloom's Taxonomy), Phillip Schlechty (student engagement), and Carol Ann Tomlinson (differentiating instruction)

- ❖ Common Core State Standards surveys include Mathematical Practices and English Language Arts & Literacy look fors to identify use of practices that help students meet the standards

- ❖ *Framework for Teaching* look fors align with Domains 2 and 3 of Charlotte Danielson's research-based instrument

Other surveys include look fors related to:

- ❖ Mathematics

- ❖ Higher-order thinking skills

- ❖ English language learners (all K–12 grades and subjects)

- ❖ Pre-Kindergarten

Leverage Reports for Reflective Meetings

Walkthrough reports are excellent tools to use in meetings to help ask and answer questions that build dialogue and a common language across a grade, subject area, school, or district.

Reporting

Powerful reporting tools in Teachscape Reflect allow administrators to glean valuable insight about instructional improvement over time, so they can better target professional development and allocate resources across each school and district.

Use Data for Action

Teachscape Reflect reports translate raw data into a clear picture of teaching progress, so observers are equipped to give teachers actionable feedback and make decisions for the school based on data.

Administrators can use reporting tools to track walkthroughs and observations district-wide, analyze common strengths and growth opportunities, and plan professional development and resources effectively.

Walkthrough reports

- ❖ Usage report: Tracks walkthroughs by look-for survey, by school, or by observer

- ❖ Data report: Shows where and how well teachers are using particular strategies in the classroom.

Observation reports

- ❖ Activity report: Tracks observations and status by teacher, observer, and school

- ❖ Tree map: Gives an instant visual representation of areas of strength and growth opportunities for an individual teacher or group

- ❖ Score distribution report: Shows the distribution of scores at each proficiency level in each domain of the rubric or framework to identify where more support is needed

- ❖ Domain and component averages: Displays average domain and component score distribution for all observations across the district or by individual teacher

- ❖ Individual progress: Displays the domain and component scores for each observation of a specific teacher

Recommend Targeted Professional Learning teacher-and-principal-conversation

With data synthesized in easy-to-read reports, observers can make recommendations for targeted professional development that tie directly to outcomes from walkthroughs and observations. With meaningful feedback on their practice, teachers can better reflect on their strengths and set a path for growth.

Track Walkthroughs and Observations

Reliable data comes from conducting frequent walkthroughs and observations, which can be difficult to track. Teachscape Reflect makes it easy for principals and administrators to see whether they are on pace and which observers or schools may need additional support to complete walkthroughs and observations.

Reports rich in graphics are easy to run and easy to export to Microsoft Excel or Adobe PDF, so principals and district administrators can use them for meetings and professional conversations.

Build a Common Language

To ensure data provides an accurate picture of teaching, educators need a common language and a consistent process for data collection and analysis.

Research-based look fors provide a common language that helps educators focus on specific practices that need examination. Schools and districts can use their own look fors or the research-based look fors provided in Teachscape *Reflect*.

- **Standard look fors** are based on the research of Robert Marzano (High Yield Strategies), Benjamin Bloom (Bloom's Taxonomy), Phillip Schlechty (student engagement), and Carol Ann Tomlinson (differentiating instruction)

- **Common Core State Standards look fors** include Mathematical Practices and English Language Arts and Literacy, which identify practices that help students meet the standards

- **Framework for Teaching look fors** align with the classroom-based Domains 2 and 3 of Charlotte Danielson's instrument

Classroom Walkthrough Process

1 PLANNING WITH A FOCUS
2 COLLECTING DATA
3 ANALYZING DATA
4 REFLECTING ON THE DATA
5 IDENTIFYING THE ACTION PLAN
6 ACTING ON THE PLAN
7 EVALUATING THE ACTION PLAN

Teachscape's proven Classroom Walkthrough (CWT) process is a research-based, iterative cycle for conducting purposeful walkthroughs. The process centers on using data to build reflective dialogue and take action to modify instruction.

Use Data for Action

Teachscape *Reflect*
walkthrough reports include:

- **Walkthrough usage report:**
  Manage and monitor walkthroughs across the school or district. Filter data by school, observer, teacher, or look-for survey.

- **Walkthrough data report:**
  View the distribution of look fors to see how often and how well teachers are using particular strategies in the classroom. Filter data in various combinations to construct a report by date, organizations, grade level, subject and questions.

Data is only useful if it can be easily organized and interpreted. Teachscape *Reflect* reports provide a powerful way to aggregate and look at walkthrough data so educators can use it for data-driven dialogue and decision making.

By synthesizing data into colorful, graphic-rich visuals using a laptop or desktop computer, administrators can analyze even large amounts of data, drilling down for more detailed information when needed.

With Teachscape *Reflect* walkthrough reports, administrators can view the status and number of walkthroughs, as well as look at how instruction is progressing over time using a number of filters.
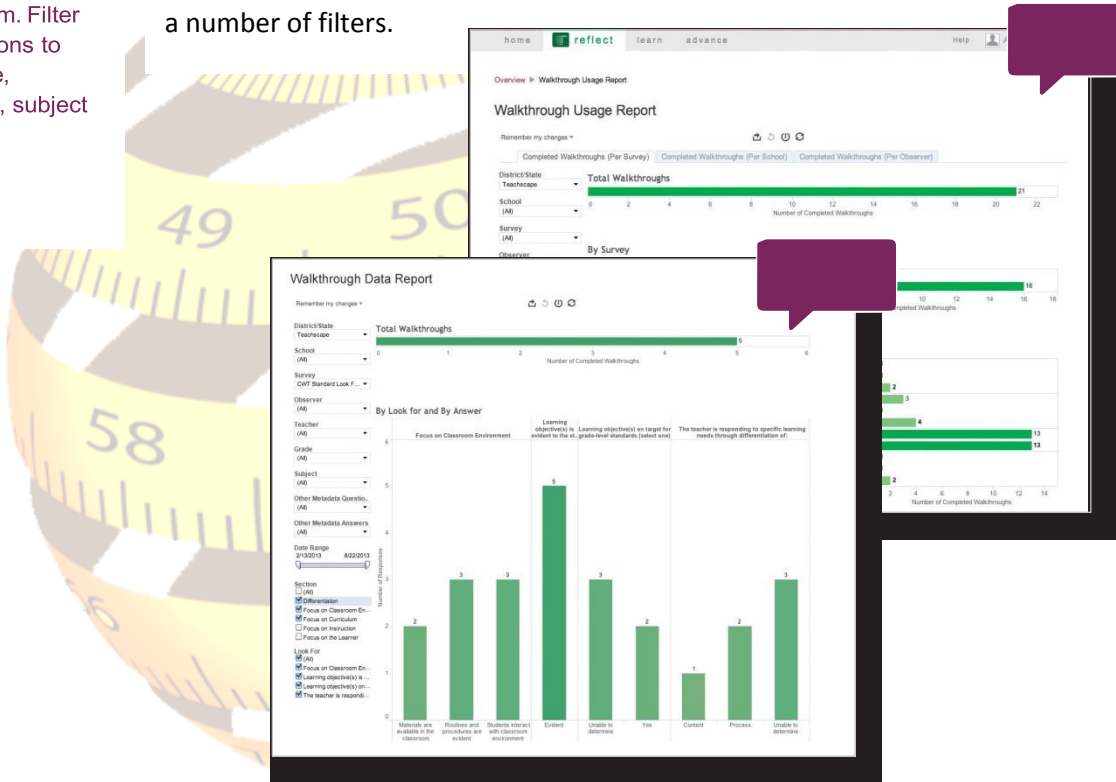
Training and Services

From online tutorials to in-depth, face-to-face professional development, Teachscape offers training and services that help schools and districts get the most out of Teachscape

Reflect for their classroom walkthroughs

Content Supervisors

Supervisor's Walk-Through

Each content department collaboratively developed the attributes and protocols attached. The walk-throughs are designed to be transparent and steeped in the work. They are not set in stone and may evolve over the year. Staff will be kept apprised of the work.

Content Supervisors: ELA, Math, Science, Social Studies, Technology, Visual and Performing Arts, Health and PE

➢ Content Supervisor Walk-throughs will be steeped in the content area that they represent.

➢ "Look Fors" will include the following :

a. Is the curriculum being implemented?
b. Do the standards in lesson correlate with grade and curriculum?
c. Are the required district programs and resources infused throughout the lesson?
d. Are elements of professional development evident within the classroom?

It is important to note that each "content" supervisor will follow the department guidelines set forth i.e. Math Supervisors will utilize the Common Core Standards Mathematics Handbook course proficiencies p.45-78, math notebook and portfolios p.98-110.

Program Supervisors: ESL Bilingual, Guidance, Special Education, Career and Technology/ Computer Literacy/Funded Programs

Program Supervisors will look for process as well as content referenced above:

Processes may include:

a. UDL
b. Sheltered English Strategies
c. Co-Teaching Strategies
d. Utilization of the Paraprofessional
e. Naviance
f. Counseling Sessions
g. Nurses log
h. Other

English Language Arts (ELA)

Supervisor Walk-Through Template

September Focus:
Implementation of PARCC aligned modules/units
Content-Rich Classroom environment

Supervisor _____   School: _____

Time: _____   Date: _____

	Yes	No	N/A
Use of district approved program materials			
Evidence of students writing to learn			
Content/Skill Knowledge	**Yes**	**No**	**N/A**
Demonstrates understanding of ELA content and skills.			
ELA lesson aligned to district curriculum and scope and sequence pacing guide.			
Text dependent questions			
Close reading			
Writers' Workshop			
Guided Reading			
Mini-Lesson			
ELA lesson aligned to CCSS.			
Planning/Implementation	**Yes**	**No**	**N/A**
Do Now aligned to curriculum and current lesson			
Preparation for instruction includes thematic materials aligned to theme of the module/unit.			
Lesson plans are current to grade-specific ELA			

PARCC-aligned modules			
	Yes	**No**	**N/A**
A variety of District-approved ELA materials current to the module are evident.			
Questions are designed to allow students to explore ELA thematic topic through thought-provoking, high levels of discourse.			
Conversations grounded in text based discussions that require students to cite evidence			
ELA content engages students in discussion of real world issues that touch on central theme.			
Content-Rich Classroom Environment	**Yes**	**No**	**N/A**
Current Responses to text are posted with meaningful feedback			
ELA word walls with thematic connections contain language to be used in academic discourse.			
Classroom library is a blend of narrative and informational text.			
Establishing class routines, rituals, and protocols			
Assessment	**Yes**	**No**	**N/A**
Writers' notebooks in use			
Evidence of ELA portfolios in use			
Feedback is designed to improve writing and contains no ELA content errors.			
Technology	**Yes**	**No**	**N/A**
Solo			
Spelling/Vocabulary City			
iRead			
Read 180			

Other (specify)			
Checks for understanding			
Students are able to explain their thinking with evidence from text.			
Comments:			
Self-Reflection:			
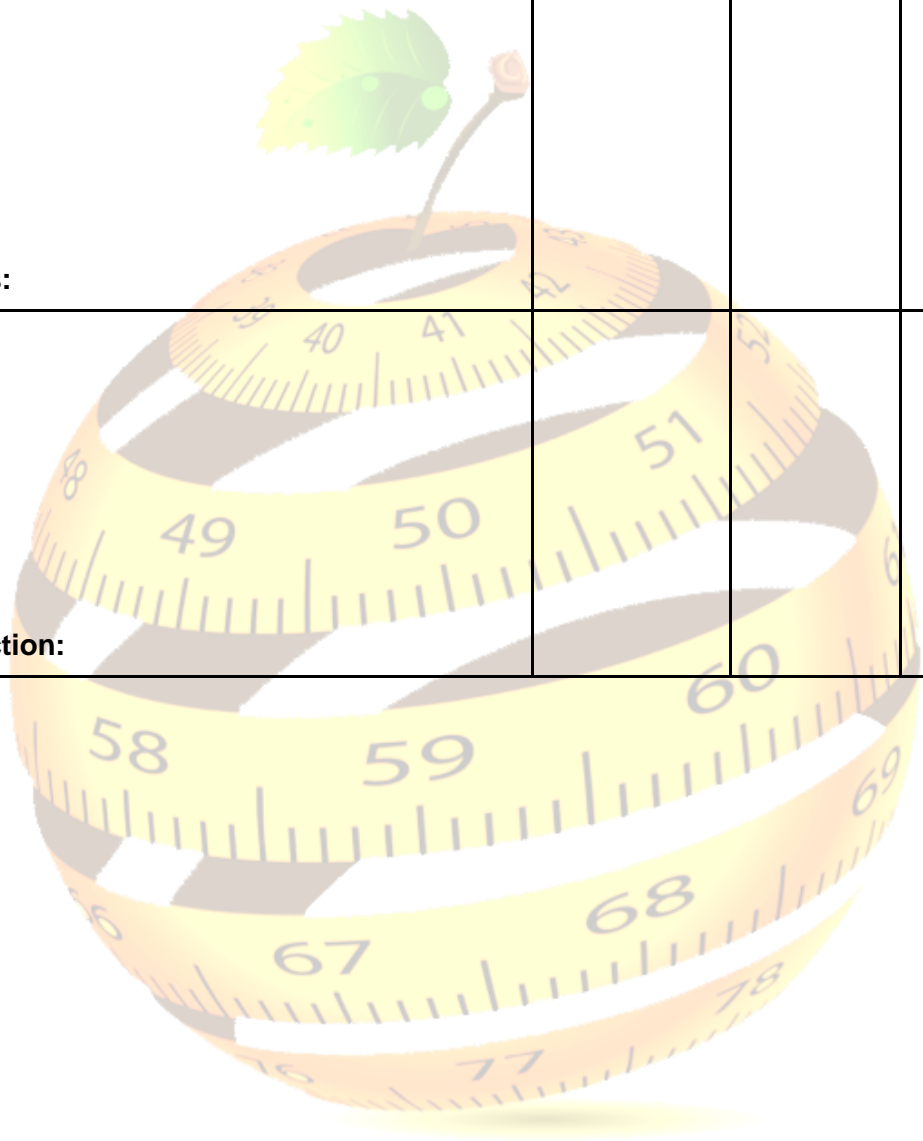
Mathematics

Supervisor Walk-Through Template

School: _____ **Teacher:** _____ **Grade:** _____ **# students** _____

September Focus Teachers: New Teachers and Teachers on a Corrective Action Plan
September Focus Area: General: *See* Highlighted Section(s); Specific: *See* Lesson Component

General

- ☐ Using the Unit Plan, Lesson Plan, and DOL to guide instruction (all are available on desk)
- ☐ Grade-appropriate, CCSSM-aligned materials with appropriate pacing and levels of cognitive demand
- ☐ Use of School-approved Program materials {Math in Focus, Go Math, CMP3, Carnegie, Agile Mind, Pearson's Algebra II, etc.}
- ☐ Use of the Ideal Math Block Structure
- ☐ Accessible Vocabulary support (math word wall/vocabulary lists)
- ☐ Ample student work that includes revisions, revision explanations, justifications, and reflections
- ☐ Relevant and current artifacts (i.e. content-specific visuals, anchor charts, routines, etc.)

Lesson Component

GETTING READY	**The Teacher is…**
o Do Now	☐ Asking students to justify their thinking/answers {MP 2,3}
o Homework Review	☐ Encouraging students for precision in their explanations {MP 6}
o Morning Routine	**The Students are …**
	☐ Recording their work in their booklets/notebooks/binders {MP 6}
LAUNCHING THE LESSON	**The Teacher is…**
(Whole Group)	☐ Predicting patterns of error
o Launch/Opener	☐ Using visual models to relay concepts {MP 4,5}
o Mini Lesson	☐ Asking questions that prompt higher-level thinking {MP 1,2,3}
o Teach/Learn (MIF)	☐ Prompting students to use academic language in their explanations/discussions {MP 6}
	☐ Asking students to justify their own and each other's responses {MP 2,3}
	The Students are …
	☐ Recording their work in their booklets/notebooks/binders {MP 6}
	☐ Talking about their thinking {MP 2,3,6}
STUDENT EXPLORATION	**The Teacher is…**
(Small Group)	☐ Asking students to justify their own and each other's responses {MP 2,3}
o Partner/Group Work	☐ Asking questions that prompt higher-level thinking {MP 1,2,3}
o Investigation	☐ Encouraging students to use precision in their written explanations {MP 6}
o Hands-on, Game-based Activity	**The Students are …**
o Guided Practice	☐ Working on tasks with others, as well as working independently
o Let's Explore (MIF)	☐ Recording their work in their booklets/notebooks/binders {MP 6}
	☐ Using manipulatives and other tools to appropriate solve problems {MP 1,4,5}
	☐ Sharing strategies including mental math and problem solving methods {MP 2,3}
	☐ Talking about each other's thinking {MP 2,3}
INDEPENDENT PRACTICE	**The Students are…**
(Individual)	☐ Working independently
o Individual Practice	☐ Use visual models to explain their thinking {MP 4,5}
o Enrichment	☐ Able to justify their answers {MP 2,3}
o Let's Practice (MIF)	☐ Using academic language in their explanations {MP 6}
	☐ Using precision in their written explanations {MP 6}
	o clear definitions, specified units of measure , clearly labeled quantities

SUMMARY (Whole Group)	**The Students are…**
o Connection to concept	☐ Using summary statements, evidence of solutions and conclusions {MP 2,7}
o Student Reflection	☐ Recording their work in their booklets/notebooks/binders {MP 6}
	☐ Able to identify what they are learning and how they are doing {All}

DOL	**The Students are…**
o Exit Ticket	☐ Able to persevere in solving the task {All}
	☐ Using summary statements, evidence of solutions and conclusions {MP 2,7}
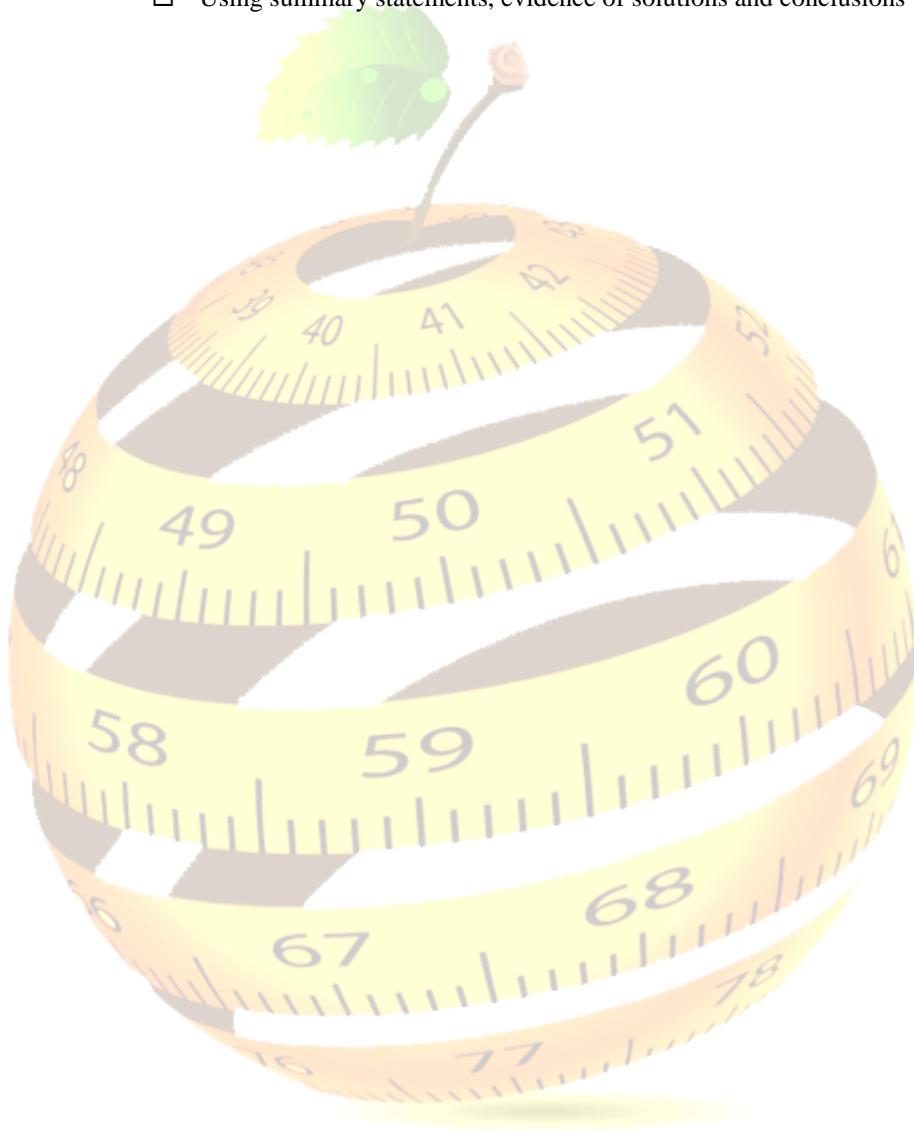
Science

Supervisor Walk-Through Template

School: **Teacher:**   **Grade:**   **# students**

_____   _____   _____   _____

September Focus Teachers: New Teachers and Teachers on a Corrective Action Plan

September Focus Area: General: *See* Highlighted Section(s); Specific: *See* Lesson Component

General

- ☐ Using the Unit Plan, Lesson Plan, and DOL to guide instruction (all are available on desk)
- ☐ Grade-appropriate, CCSSM-aligned, materials with appropriate levels of cognitive demand
- ☐ Use of District-approved Program materials
- ☐ Use of the Ideal Science Block Structure
- ☐ Accessible Vocabulary support (science word wall/vocabulary lists)
- ☐ Ample student work that includes revisions, revision explanations, justifications, and reflections

Lesson Component

GETTING READY	**The Teacher is…**
o Do Now o Homework Review	☐ Asking students to justify their answers ☐ Encouraging students for precision in their explanations **The Students are …** ☐ Recording their understandings in their notebooks/binders
LAUNCHING THE LESSON (Whole Group) o Launch o Mini Lesson	**The Teacher is…** ☐ Predicting patterns of error and student misconceptions ☐ Using visual models to relay concepts ☐ Asking questions that prompt higher-level thinking ☐ Prompting students to use academic language in their explanations/discussions ☐ Asking students to justify their own and each other's responses **The Students are …**

- ☐ Recording their work in their notebooks/binders
- ☐ Talking about their thinking

STUDENT EXPLORATION (Small Group) o Partner/Group Work o Investigation o Hands-on, Game-based Activity o Guided Practice	**The Teacher is…** ☐ Asking students to conduct investigations allows them to collect evidence needed to answer a variety of questions. ☐ Asking questions that prompt higher-level thinking ☐ Asking question that can be answered through scientific investigation ☐ Encouraging students to use precision in their explorations and written explanations **The Students are …** ☐ Engaging is scientific practices (small group and/or independently) ☐ Developing meaningful understandings of core science ideas. ☐ Reflecting on the nature of science and it relevance to their lives. ☐ Using appropriate equipment and tools to collect and interpret data. ☐ Drawing conclusions and thinking critically and logically to create explanations based on their evidence. ☐ Communicating and defending their results and thinking to their peers and others. ☐ Recording their work in their notebooks/binders ☐ Sharing finding, ideas and problem solving
INDEPENDENT PRACTICE (Individual) o Individual Practice o Enrichment	**The Students are…** ☐ Working independently ☐ Use visual models to explain their thinking ☐ Able to make predictions; justify their thinking and ideas ☐ Using academic language in their explanations ☐ Using precision in their written explanations o clear definitions, specified units of measure, clearly labeled quantities
SUMMARY (Whole Group) o Connection to concept o Student Reflection	**The Students are…** ☐ Using summary statements, evidence of solutions and conclusions ☐ Articulating their understandings by making claims and building argument from scientific evidence. ☐ Examining and evaluating their knowledge and ideas. ☐ Critiquing and challenging ideas.

☐ Recording their work in their booklets/notebooks/binders
☐ Able to identify what they are learning and how they are doing

---

DOL   **The Students are…**

o   Exit Ticket   ☐ Able to persevere in solving the task
                                            ☐ Using summary statements, evidence of solutions and conclusions

Social Studies

Supervisor Walk-Through Template

CONTENT/SKILL KNOWLEDGE	Yes	No	N/A
Demonstrates understanding of Social Studies content and skills.			
Social Studies lesson aligned to district curriculum and scope and sequence pacing guide			
Alignment to NJCCS for Social Studies			
PLANNING/IMPLEMENTATION	Yes	No	N/A
Do Now aligned to curriculum and current lesson			
Prepared for instruction is evident			
Lesson plans are current and support the Common Core			
A variety of Social Studies materials and resources used for instruction are district approved			
Variety or series of questions or prompts used to challenge students cognitively, high-level of thinking, and discourse			
Make real world connection to Social Studies content			
CLASSROOM ENVIRONMENT	Yes	No	N/A
Encourages and cultivates interactions between students and teacher			
Appropriate level of rigor			
Current Work is Posted			
Social Studies Word Wall			
Information Text Library			
Use of Academic (Social Studies) Vocabulary			
Demonstrates Differentiation of Social Studies Instruction			
Wall Walk aligned to current Social Studies content			
TECHNOLOGY	Yes	No	N/A
Uses technology effectively to enhance student learning			
ASSESSMENT	Yes	No	N/A
Evidence of higher level questioning			
Feedback is accurate and specific			
Social Studies Portfolios			
Uses a variety Social Studies of instructional strategies and resources to assist students who are having difficulty with the content			
Social Studies Notebook			
COMMENTS:			
SELF-REFLECTION:			

Staff Member _____   School _____

Time: _____   Date: _____

Music
Supervisor Walk-Through Template

Staff Member: _____ **School:** _____

Time: _____ **Date:** _____

Music Making	Yes	No	N/A
Cultivating music notation: reading/performing/writing.			
Capitalizing on skills taught from earlier grades.			
Positive encouragement of student-generated ideas within a composition/piece.			
Music Literacy	**Yes**	**No**	**N/A**
Covering 5 Elements of Music (pitch/dynamics/rhythm/timbre/form)			
Covering Characteristics of Music (melody/harmony/rhythm)			
Reading/writing across the curriculum.			
Integrates music history.			
Music Assessment	**Yes**	**No**	**N/A**
Evidence of higher level questioning on the qualities of a piece or composer's intent.			
Opportunities for student self-assessment.			
Utilizes artistically appropriate assessment.			
Making Connections	**Yes**	**No**	**N/A**
Encourages student's personal connections via real-life application skills.			
Makes interdisciplinary connections.			
Technology	**Yes**	**No**	**N/A**
Uses technology effectively to enhance student learning.			
Allows students to partake of technology as a user, not receiver.			
District Endeavors	**Yes**	**No**	**N/A**
"Do-Now" exercise			
Use of district-approved materials.			
Utilization of discipline-based vocabulary.			
Alignment to model curriculum.			
Evidence of additional resources.			

Comments:

Self-Reflection:

Theater
Supervisor Walk-Through Template

Staff Member: _____   **School:** _____

Time: _____   **Date:** _____

Theater Making	Yes	No	N/A
Cultivating script writing via student improvisation and/or personal experiences.			
Capitalizing on skills taught from earlier grades.			
Positive encouragement of student-generated ideas within a script/piece.			
Theater Literacy	**Yes**	**No**	**N/A**
Covering Elements of Theater (literary/technical/performance)			
Covering components of technical theater (scenery, costume, makeup, lighting, sound, props)			
Reading/writing across the curriculum.			
Integrates theater history.			
Theater Assessment	**Yes**	**No**	**N/A**
Evidence of higher level questioning on the qualities of a piece or playwright's intent.			
Opportunities for student self-assessment.			
Utilizes artistically appropriate assessment.			
Making Connections	**Yes**	**No**	**N/A**
Encourages student's personal connections via real-life application skills.			
Makes interdisciplinary connections.			
Technology	**Yes**	**No**	**N/A**
Uses technology effectively to enhance student learning.			
Allows students to partake of technology as a user, not receiver.			
District Endeavors	**Yes**	**No**	**N/A**
"Do-Now" exercise			
Use of district-approved materials.			
Utilization of discipline-based vocabulary.			
Alignment to model curriculum.			
Evidence of additional resources.			

Comments:

Self-Reflection:

Dance
Supervisor Walk-Through Template

Staff Member: _____   **School:** _____

Time: _____   **Date:** _____

Dance Making	Yes	No	N/A
Offering clear, accurate direction on applying the visual to the kinesthetic.			
Capitalizing on skills taught from earlier grades.			
Positive encouragement of student-generated ideas within a composition/piece.			
Dance Literacy	**Yes**	**No**	**N/A**
Covering Elements of Dance (step pattern/footwork/timing/lead & follow/style/continuity)			
Covering Principles of Dance (space/body/time/dynamics/relationship)			
Reading/writing across the curriculum.			
Integrates dance history.			
Dance Assessment	**Yes**	**No**	**N/A**
Evidence of higher level questioning on the qualities of a piece or choreographer's intent.			
Opportunities for student self-assessment.			
Utilizes artistically appropriate assessment.			
Making Connections	**Yes**	**No**	**N/A**
Encourages student's personal connections via real-life application skills.			
Makes interdisciplinary connections.			
Technology	**Yes**	**No**	**N/A**
Uses technology effectively to enhance student learning.			
Allows students to partake of technology as a user, not receiver.			
District Endeavors	**Yes**	**No**	**N/A**
"Do-Now" exercise			
Use of district-approved materials.			
Utilization of discipline-based vocabulary.			
Alignment to model curriculum.			
Evidence of additional resources.			

Comments:

Self-Reflection:

Visual Arts
Supervisor Walk-Through Template

Staff Member: _____   **School:** _____

Time: _____   **Date:** _____

Art Making	Yes	No	N/A
Offering clear, accurate direction on applying media, techniques & processes.			
Capitalizing on skills taught from earlier grades.			
Positive encouragement of student-generated ideas within a composition/piece.			
Art Literacy	**Yes**	**No**	**N/A**
Covering Elements of Art (shape/form/value/line/color)			
Covering Principles of Design (balance/gradation/repetition/contrast/harmony/dominance/unity)			
Reading/writing across the curriculum.			
Integrates art history.			
Art Assessment	**Yes**	**No**	**N/A**
Evidence of higher level questioning on the qualities of a piece or artists intent.			
Opportunities for student self-assessment.			
Utilizes artistically appropriate assessment.			
Making Connections	**Yes**	**No**	**N/A**
Encourages student's personal connections via real-life application skills.			
Makes interdisciplinary connections.			
Technology	**Yes**	**No**	**N/A**
Uses technology effectively to enhance student learning.			
Allows students to partake of technology as a user, not receiver.			
District Endeavors	**Yes**	**No**	**N/A**
"Do-Now" exercise			
Use of district-approved materials.			
Utilization of discipline-based vocabulary.			
Alignment to model curriculum.			
Evidence of additional resources.			

Comments:

Self-Reflection:

Health/Physical Education
Supervisor WALK-THROUGH Template

K-12 PHYSICAL EDUCATION SUPERVISOR WALK –THROUGH

TEACHER:_____DATE:_____BLOCK/TIME_____

Y	N	NA	
			Do-now aligned to curriculum
			Materials being used are district approved
			Evidence of additional resources beyond teacher's edition
			Academic Vocabulary in use
			Life connections/real-world
			Growing word wall shows relevance to place in curriculum guide
			Lesson plan content matches curriculum guide pacing
			Discussion content is accurate
			Developed standard bases lessons
			Fitness level abilities are addressed
			Structured lesson to ensure maximum student participation (e. g. individual partner , and small groups)
			Non-elimination activities or activities requiring little to no wait time
			Teaching health-related concepts and skills for life-long health
			Maximizing moderate to vigorous physical activity time for student to achieve and maintain health-enhancing level of physical fitness
			Exposing students to a wide variety of multicultural activities
			Planned and organized space and equipment
			Maintained student behavior

			Evaluate academic and social growth
			follows components of the model curriculum
			Orderly productive environment
			Writing/reading across curriculum
			Sets practice, protocols, and procedure
			Support inclusion and diversity
			Indication of wellness lesson
			Indication of movement activities
			Indication of cooperative games
			Indication of team activities
			Lesson alignment to the health/physical education standards

COMMENTS:

SELF-REFLECTION:
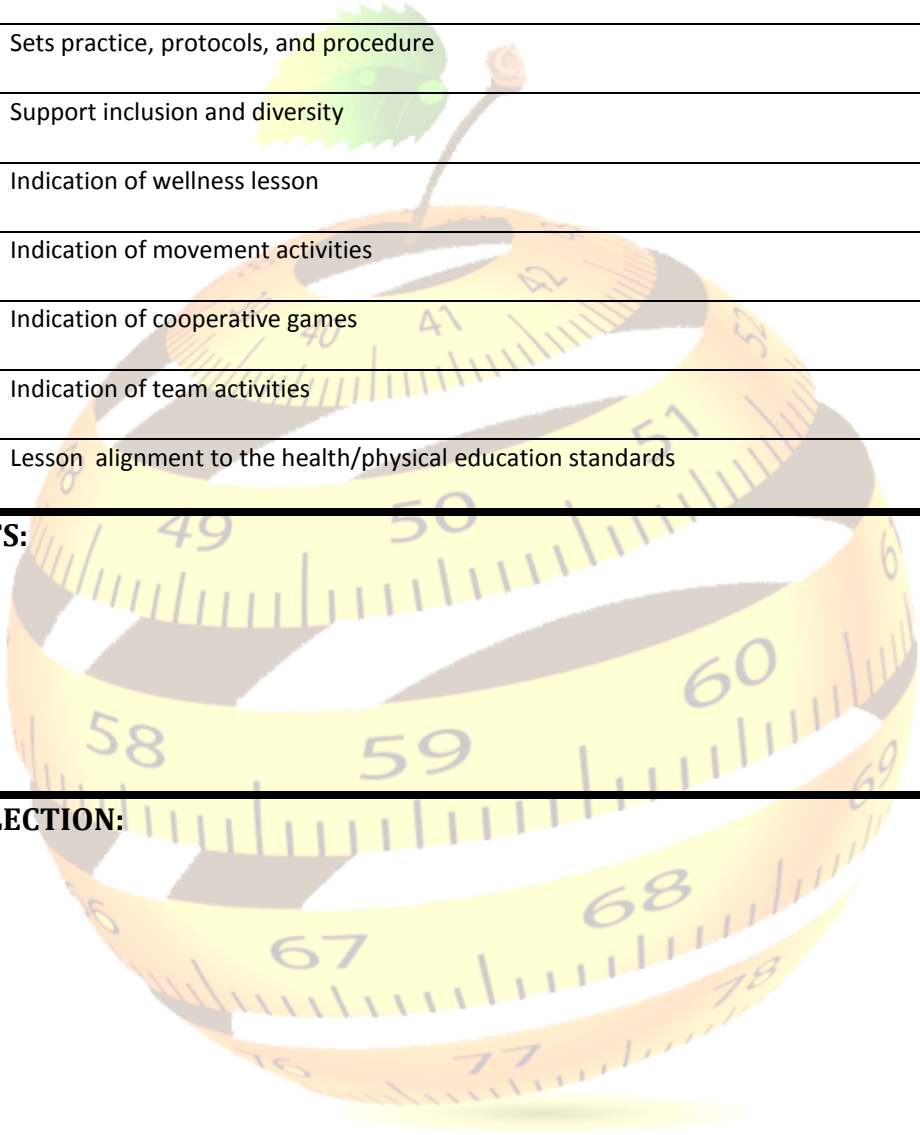
Library
Supervisor Walk-Through Template

Staff Member: _____   **School:** _____

Time: _____   **Date:** _____

CONTENT/SKILL KNOWLEDGE	Yes	No	N/A
Demonstrates acceptable understanding of library/media content & skills.			
Ability to model/demonstrate online tools			
No errors in spelling, pronunciation or specialized content			
PLANNING/IMPLEMENTATION	**Yes**	**No**	**N/A**
Students utilizing World Book online			
Students utilizing Discovery			
Students utilizing Proquest/SIRS			
Students utilizing non-fiction books for research			
Able to guide learners to appropriate resources/quality information			
Design lesson with appropriate rigor			
Provided adequate rubrics appropriate to the lesson			
POSITIVE LEARNING ENVIRONMENT	**Yes**	**No**	**N/A**
Demonstrates effective classroom management			
Attends to the physical conditions of the library			
Encourages active student involvement			
Responsive to student questions/needs			
DIVERSITY	**Yes**	**No**	**N/A**
Demonstrates differentiated instruction			
Demonstrates flexibility			
TECHNOLOGY	**Yes**	**No**	**N/A**
Uses technology effectively to enhance student learning			
Allows students to partake of technology as a user, not receiver			
ASSESSMENT	**Yes**	**No**	**N/A**
Evidence of higher level questioning			
Opportunity for student participation			
Utilizes authentic assessments that require research			

COMMENTS:

SELF-REFLECTION:

Special Education
Supervisor WALK-THROUGH Template

Date: _____ Time: _____
Teacher Name: _____ Subject Area: _____
School: _____ Principal: _____
Grade: _____ Program: _____
Tenured: _____ Non-Tenured: _____
Evaluator: _____

Classroom Environment
□ There is respectful talk, active listening and turn-taking
□ Body Language indicative of warmth and caring shown by teacher and students
□ Expectations are high and supported through verbal and nonverbal behaviors
□ Expectation for all students to participate
□ Clear standards of conduct are posted, possibly referred to during a lesson
□ Rubrics are posted
□ Student work is posted with meaningful written feedback
□ Portfolios are in place and up to date

Effective Instruction
□ Co-Teaching Instruction /Both teachers are actively instructing students
□ Group students with disabilities with their non-disabled peers
□ Teacher utilizes curriculum and instructional resources approved by the district
□ Demonstrates appropriate pacing of instruction, neither dragging nor rushed, time for closure and student reflection
□ Questions of high cognitive challenge, formulated by both students and teacher
□ Uses a variety of flexible grouping patterns i.e. scaffolding, differentiation, tiered assignments
□ Uses a variety of ongoing assessment tools such as checklists, surveys and anecdotal records
□ Uses centers and/or stations for individual and small group instruction
□ Students are actively working
□ Use of classroom technology i.e. Smart Board, iPads, computers
□ Paraprofessionals in the classroom are actively involved:
    □ Leading small group instruction
    □ Facilitating interactions between students
    □ Adapting lessons under teachers guidance
□ Implementation of Universal Design for Learning (UDL):
    □ Use of multiple means of representation (the what)
    □ Use of multiple means of expression (the how)
    □ Use of multiple means of engagement (the why)
□ The teacher circulates to monitor student learning and to offer feedback

Suggestions/Questions/Conclusions/Comments:

ESL/Bilingual
Supervisor WALK-THROUGH Template

Staff Member:_____School:_____

Program Type: _____Time:_____Date:_____

CONTENT/SKILL KNOWLEDGE	Yes	No	N/A
Demonstrates acceptable understanding of discipline content & skills.			
Ability to model/demonstrate			
Ensures the English grammar is incorporated when teaching			
PLANNING/IMPLEMENTATION	**Yes**	**No**	**N/A**
Prepared for class needs			
Co-teaching responsibilities for each teacher included			
Offers Cross-Curricular Instruction			
Design lessons adapting assignments for relevance and meaning for students with appropriate rigor			
Scaffolding techniques that support student understanding			
Provided adequate rubrics appropriate to the lesson			
POSITIVE SCHOOL/CLASSROOM LEARNING ENVIRONMENT	**Yes**	**No**	**N/A**
Demonstrates effective classroom management			
Attends to the physical conditions of the space			
Appropriate word walls and classroom displays in both languages			
Equitable resources provided in English and home language			
Encourages active student involvement by giving verbal and written instructions			
Responsive to student questions/needs			
DIVERSITY/PROFICIENCY DATA	**Yes**	**No**	**N/A**
Demonstrates differentiated instruction			
Adaptation of content to all levels of student English proficiency			
Meaningful activities that integrate lesson concept i.e. simulations, pre-teaching vocabulary, drawing from prior experience, providing examples of completed work, building background knowledge			
Concepts linked to students background, past learning and new concepts			
Supplementary materials used to a high degree to make lesson clear and meaningful			

	Yes	No	N/A
Demonstrates flexibility			
TECHNOLOGY	**Yes**	**No**	**N/A**
Uses technology effectively to promote student learning, specifically enhancing English language proficiency by listening to songs, viewing video clips as well as recording dialogue.			
Incorporates relevant software (Rosetta Stone, SOLO, IRead, Spelling City, etc)			
ELLs ARE ENGAGED, ACTIVELY PARTICIPATE & ASSESSED	**Yes**	**No**	**N/A**
Sufficient wait time and rate of speech for student responses			
Evidence of a variety of higher level questioning and tasks while decoding questions for understanding			
Assessment of student comprehension and learning. Checks regularly for understanding using both formative and summative assessments.			
Provides opportunity for student participation. Specifically by incorporating English vocabulary in speaking by watching videos, sparking conversations, etc.			
Provides opportunities for students to clarify key concepts in first language and encourages students to continue building home language literacy skills.			
Pacing of the lesson appropriate to students' ability and language level aided by use of non-linguistic tools (i.e. visuals, sketches, gestures, intonation, labeling and non-verbal cues)			

COMMENTS:

SELF-REFLECTION:

Counseling
Supervisor WALK-THROUGH Template

SCHOOL	STAFF NAME	CASE LOAD	MONTH

General Competencies	School Counselors should possess the **knowledge**, **abilities**, **skills**, and **attitudes necessary to plan**, **organize**, **implement and evaluate a comprehensive**, developmental, results-based school counseling program that aligns with the ASCA National Model.

DUTIES AND RESPONSIBILITIES:

A. Major Function: **Development and Management of a Comprehensive School Counseling Program**
The School Counselor will…
- □ Use data to develop school counseling program goals and share the goals with stakeholders
- □ Use data to develop curriculum, small-group and closing-the-gap action plans for effective delivery of the school counseling program
- □ **Use the majority of time providing direct and indirect student services through the school counseling core curriculum, individual student planning and responsive services and most of the remaining time in program management, system support and accountability (Approximately 80% or more of the time in direct and indirect services and 20% or less of time in program support)**
- □ Use data to develop comprehensive programs that meet student needs

B. Major Function: **Delivery of a Comprehensive School Counseling**
The School Counselor is will…
- □ Provide direct student services (school counseling core curriculum, individual student planning and responsive services)
- □ Deliver school counseling core curriculum lessons and large group settings
- □ Provide appraisal and advisement to assist all students with academic, career and personal/social planning
- □ provide indirect student services that are provided on behalf of identified students; strategies to include referrals, consultation and collaboration
- □ Refer students and parents to appropriate school and community resources to support student achievement and success
- □ Consults with parents and other educators to share strategies that support student achievement

C. Major Function: **Accountability**
The School Counselor will…
- □ Identify and analyze school data to inform the school counseling program

- □ Analyze data on how time is used and adjust program delivery to meet student needs as demonstrated in school data
- □ Collect and analyzes results of data of school counseling program activities to guide program evaluation and improvement
- □ Conduct self-analysis to determine strengthens and areas of improvement and seeks professional development accordingly

COMMENTS:

SELF-REFLECTION:
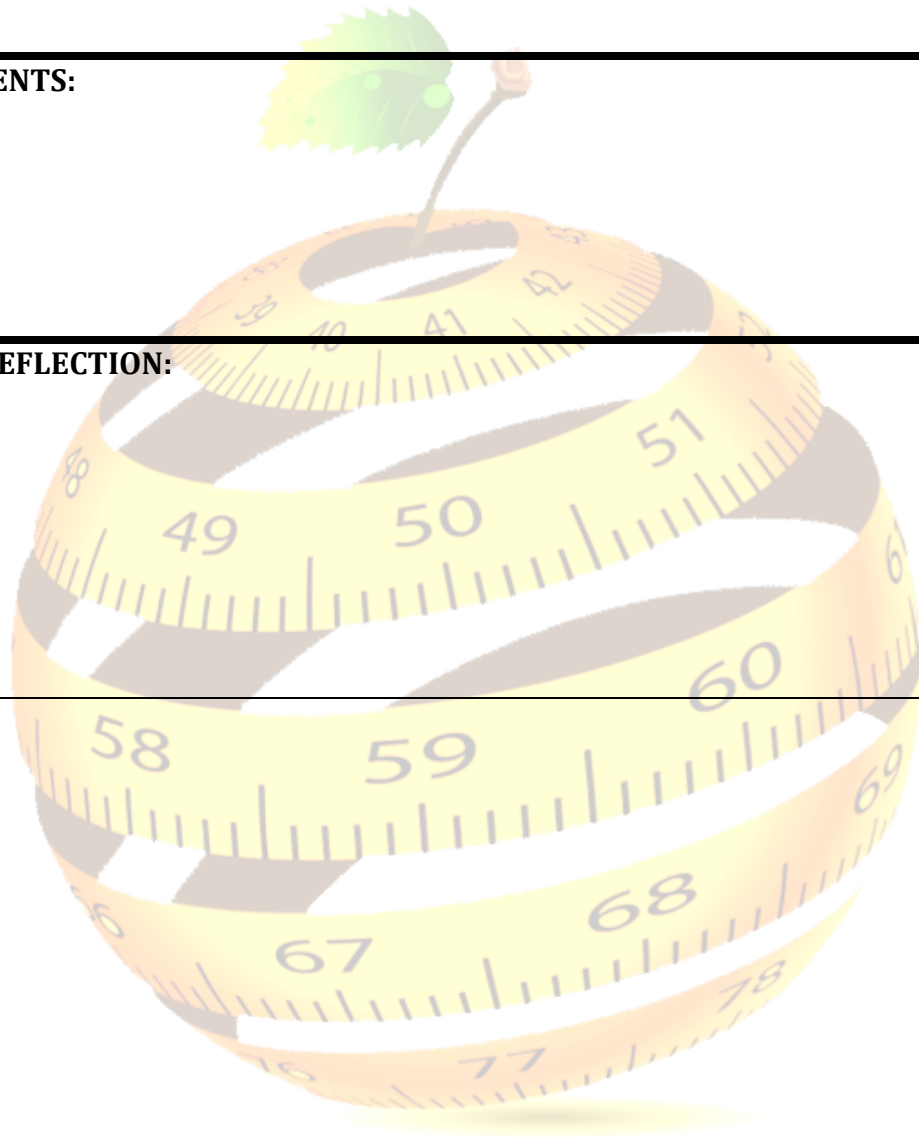
Peer Observations

Peer Observations

When teachers commit to developing their own and their peers expertise so that every student in the school achieves, all students will benefit (Kachur, 2013)

List of "To Do's" for Peer Walk-Throughs, Kuchar, 2013 Author of *Classroom Walkthroughs to Improve Teaching and Learning"* and *"Actively Engaging Teachers in Classroom Walk-Throughs*.

- ❖ Develop a supportive culture
- ❖ Unwrap concerns of Teacher walk-throughs
- ❖ Develop norms and ground rules
- ❖ Begin with volunteers
- ❖ Provide teacher training
- ❖ Arrange time for teachers to observe and engage in reflective conversation
- ❖ Begin with walk-through without students
- ❖ Conduct practice non-judgmental non evaluative conversations
- ❖ Engage reluctant and resistant teachers
- ❖ Announce walk-throughs

Presentation: Yancisca Cooke, Principal of Forest Street School

Common Core Walkthrough Observation Form

While in your class today, I noticed…

Thoughts and ideas I came away with for changes in my own teaching…

What I wondered about…

Observation Date: **Teacher:**

Grade/Subject Level: **Activity/Lesson Observed:**

Common Core State Standard:

It is recommended that this form be used by teachers familiar with the CCSS. This form enables the observer to share feedback to observed teacher as well as to ask questions about the observation. Recommended classroom walkthrough visit time is 10-15 minutes. *Donald Kachur, 2013*
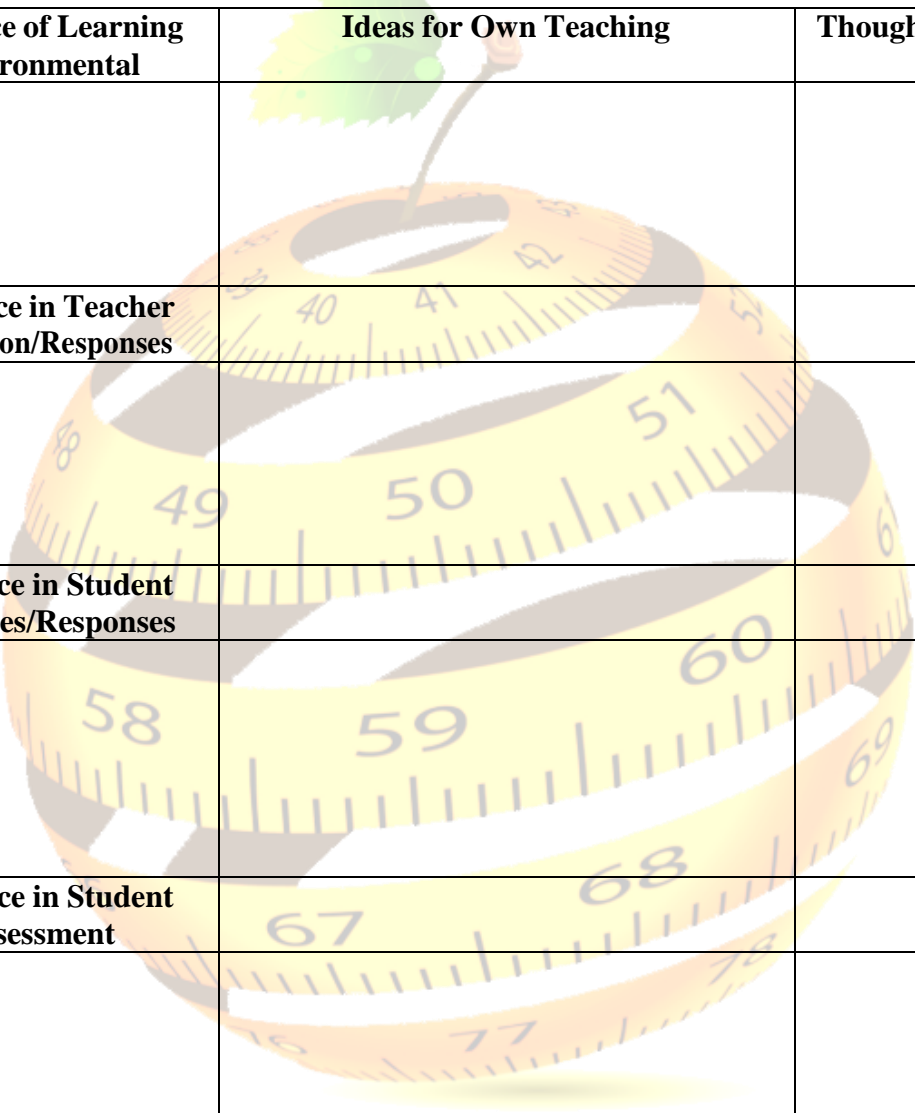
Common Core Walkthrough Observation Form

Date: **Grade:**

Subject Level: **Lesson Topic:**

Common Core Content Standard:

Evidence of Learning Environmental	Ideas for Own Teaching	Thoughts for Sharing
Evidence in Teacher Instruction/Responses		
Evidence in Student Activities/Responses		
Evidence in Student Assessment		

It is recommended that this form be used by teachers familiar with the CCSS. This form enables the observer to record ideas with share with colleagues or feedback to observed teacher. Recommended classroom walkthrough visit time is 10-15 minutes. *Donald Kachur, 2013*
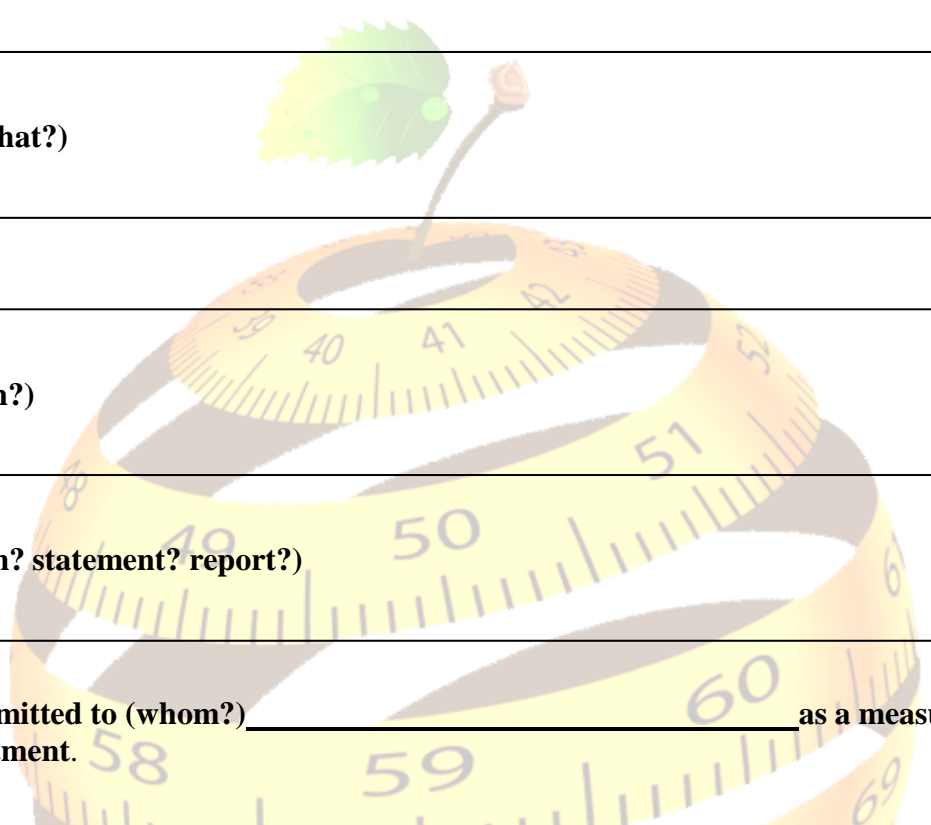
Action Plan Template

Beginning (date)_____**the following teachers/staff**

_____

will (do what?)

_____

_____

(how often?)

_____

with (form? statement? report?)

_____

being submitted to (whom?)_____**as a measure of commitment**.

It is recommended that this form be used by teachers familiar with the CCSS. This form enables the observer to record ideas with share with colleagues or feedback to observed teacher. Recommended classroom walkthrough visit time is 10-15 minutes. *Donald Kachur, 2013*

Reflection

The Reflective Teacher (Peter Pappas 2010)

Bloom's Remembering: What did I do?
Teacher Reflection: What was the lesson? Did it address all the content? Was it completed on time? How did students "score" on the assessment?

Bloom's Understanding: What was important about what I did? Did I meet my goals?
Teacher Reflection: Can I explain the major components of the lesson? Do I understand how they connect with the previous / next unit of study? Where does this unit fit into the curriculum? What instructional strategies were used? Did I Follow best practices and address the standards?

Bloom's Application: When did I do this before? Where could I use this again?
Teacher Reflection: Did I build on content, product or process from previous lessons? How does this lesson scaffold the learning for the next lesson? How could I adapt the instructional approach to another lesson? How could this lesson be modified for different learners?

Bloom's Analysis: Do I see any patterns or relationships in what I did?
Teacher Reflection: What background knowledge and skills did I assume students were bringing to the lesson? Were the instructional strategies I used the right ones for this assignment? Do I see any patterns in how I approached the lesson – such as pacing, grouping? Do I see patterns in my teaching style – for example do I comment after every student reply? What were the results of the approach I used – was it effective, or could I have eliminated or reorganized steps?

Bloom's Evaluation: How well did I do? What worked? What do I need to improve?
Teacher Reflection: What are we learning and is it important? Were my assumptions about student background knowledge and skills accurate? Were any elements of the of the lesson more effective than other elements? Di d some aspects need improvement? Were the needs of all learners met? What levels of mastery did students reach? What have I learned about my strengths and my areas in need of improvement? How am I progressing as a teacher?

Bloom's Creation: What should I do next? What's my plan / design?
Teacher Reflection: How would I incorporate the best aspects of this lesson in the future? What changes would I make to correct areas in need of improvement? How can I best use my strengths to improve? What steps should I take or resources should I use to meet my challenges? Is there training or networking that would help me to meet my professional goals? What suggestions do I have of our leadership or my peers to improve our learning environment?

Reflective Feedback

The reflective conversation with the school administrator and/or supervisor is critical in this process. Therefore, the time set aside is not to be ignored. The conversation can be face-to-face, through a google video chat or by phone.

 ❖ The conversation is not evaluative. It is a reflective dialogue on teaching and learning
 ❖ The teacher should be the speaker and the administrator the listener/supporter

The data collection in reference to the reflective conversation should indicate the data and time of the conversation with the teacher. It is not an analysis or evaluation of the conversation.

Please find attached a list of questions that may allow teachers to deepen their "critical" reflection. This is not a suggestion of utilization just a continuum of Blooms Taxonomy that may spark a conversation. Again, this is only a reference, for as teachers become more comfortable with the process, the conversation on practice will deepen.
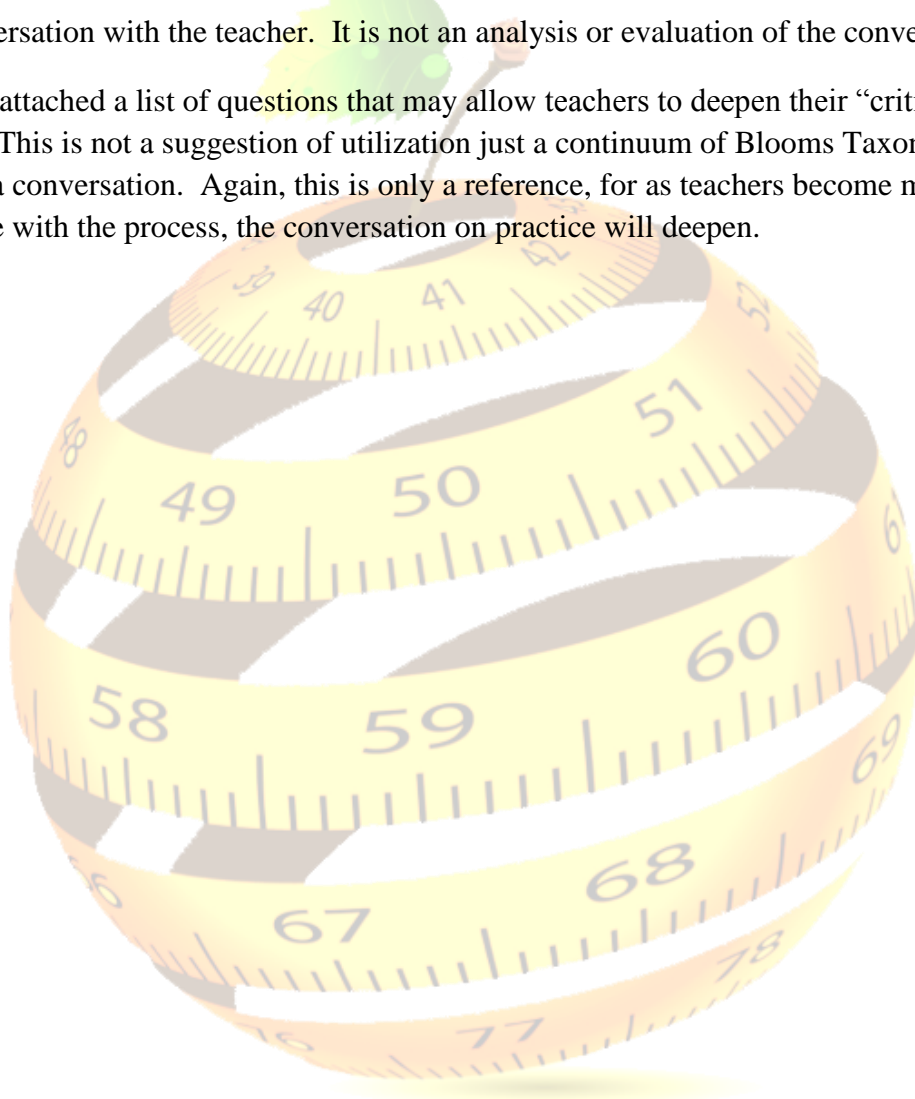
Data Collection

Monthly Walk-Through Data

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	June
Cabinet										
Principal										
Supervisor										
Peer										

Areas of Strength:

Areas of Reflection/Revisit:

Reflections Reviewer Action Plans: