

APPENDIX II – 11

## School Improvement Walkthroughs

Walkthrough teams were represented by several departments, such as Grants and Federal Programs, Student Equity, Language Acquisition, the Magnet Department, Curriculum Development, and Advanced Learning Experiences. The District used the same walkthrough protocol adopted in the 2016-17 school year (see **Protocols, Practices, and Responsibilities for S&I Visit**, below). The walkthroughs used the Danielson Framework to evaluate the quality of instruction at each magnet school, with an emphasis on instruction and environment. Directors paid specific attention to Danielson's instruction domain, especially those components identified as areas of district-wide concentration: communicating with students (3a); using questioning/prompts and discussion (3b); engaging students in learning (3c); and using assessment in instruction (3d) (see **Classroom Walkthrough Form**, below). The Arizona Department of Education (ADE) joined walkthroughs at ADE Schools in Improvement on the dates listed below:

### ADE Magnet and Transition Walkthroughs, 2017-18

Name of School	Date of ADE Visit
Drachman Montessori K-8 Magnet School	3/27/2018
Palo Verde High Magnet School	3/13/2018
Cholla High Transition School	3/7/2018
Ochoa Community Elementary Transition School	11/8/2017
Pueblo High Transition School	2/14/2018
Safford K-8 Transition School	1/31/2018
Utterback Middle Transition School	2/13/2018

During all District-level walk-throughs, staff entered data from each observed classroom into a spreadsheet for future assessment and identification of trends. The principal and academic director used this cumulative data to identify areas of improvement in a document outlining the school's next steps (see **Next Steps Template**, below) principal then disseminated that information to teachers to focus improvement efforts. Program coordinators from the District's Grants and Federal Program Department worked as a member of each school's SI team to provide support with Tier 1 instruction as requested by each school's administrator. School and district-level staff revised the identified areas of improvement for each school during subsequent walk-throughs to chart school progress.

The data in the above-referenced appendix show that nine of thirteen magnet campuses and five of five transition campuses made progress in communicating the purpose for learning with students (3a). Eight of thirteen magnet campuses and four of five transition campuses improved in their ability to use questioning/prompts and discussion (3b). Student engagement (3c) improved at five of thirteen magnet campuses and four of five transition campuses. Nine of thirteen magnet campuses

showed gains in using assessment in instruction (3d), while three of the five transition campuses improved in this component. In the demonstrating flexibility and responsiveness component (3e), eight of thirteen magnet campuses and four of five transition campuses showed gains. Cholla did not have proficiency growth data as only one S&I walkthrough was conducted during 2017-18. During this walkthrough, the number of classrooms showing proficiency at Cholla were: 72% in 3a, 40% in 3b, 40% in 3c, and 28% in 3d. Compared to first walkthrough data from the other transition campuses, Cholla scored lowest in 3b, 3c, and 3e, and did not outrank any transition schools in proficiency.

In response to needs identified during school walkthroughs, the Magnet Department hired an experienced educational consultant, Ms. Kim Gunn, to assist several magnet and transition campuses with addressing their “Next Steps Action Plan.” Ms. Gunn has a proven record of accomplishment in working with turn-around schools and she provided varied services according to each magnet school’s need, including teacher coaching and PD on Quality Tier 1 Instruction.

Walkthrough trend data suggested a need for further development of component 3b (using questioning and discussion techniques) for magnet and transition campuses. In response, the District employed the consultant services of ASCD author Erik Francis, who provided a PD session to magnet and transition principals and coordinators, as well as a copy of his publication, “Now That’s a Good Question: How to Promote Cognitive Rigor Through Classroom Questioning.” Based on this PD, principals at Davis and Tucson High invited Mr. Francis to their schools in order to provide the session to school staff. In addition, the District offered two sessions in June to a representation of teachers from magnet and transition schools. The District will continue to offer this PD and follow-up opportunities to teachers, certified support staff, and administrators during the 2018-19 school year.

## Protocols, Practices, and Responsibilities for S&I Visit



### **PURPOSE OF S & I VISIT:**

Gather trend data that will provide one set of information to guide PD choices and other support for the site, as well as opportunities for innovation.

The SNAPSHOT visits are just that: A snapshot in time.

### **Site Responsibilities:**

1. Provide a MAP of the site to each team.
2. Develop a walk through schedule and make one copy per team to attend. (Typical schedule will be for 3 teams and 4 teams)
3. Schedule only 3 classrooms per hour per team
4. CTE schools: CTE will need a separate walk through schedule for the CTE classes. CTE may send a team on the day of the S & I observation.
5. Notify teachers at your site of the S & I visit, several days ahead of the visit.
6. Teachers should just keep teaching, when the team arrives. They do not need to acknowledge the team or feel obligated to explain class processes.
7. Let teachers see the walk through instrument. It is the same instrument that the principals use.
8. Provide a place for the team to meet on the day of the walk through.

### **Leadership Director Or Assigned Director Leading Visit**

#### **Before Visit:**

1. Contact principal and ensure he/she is aware of the upcoming visit.
2. Familiarize yourself with documents in the SharePoint S & I Support folder  
<http://gateway/dept/GFP/layouts/15/start.aspx#/S%20%20I%20Support%20Documents/Forms/AllItems.aspx>
3. We want to see a cross section of teachers/grade levels. We especially want to see ELA & Math.

#### **At Visit:**

4. Provide needed documents for the walk through class visits
  - a. Approved walk through form aligned to Danielson: Each team member should have a form for each classroom visited (GFP will provide)
  - b. Danielson Rubric: one for each team (GFP will provide)
  - c. Strengths & Enhancement Form: one for each team (GFP will provide)
  - d. Assigned classrooms list with teachers numbered: one for each team (Site will provide)
  - e. Map for each team (Site will provide)



### **S & I Team Purpose & Responsibilities**

#### **Questions to Ask Principal:**

- Are there any teachers absent?
- Are we seeing new teachers? What are their classroom numbers/names , so that we are able to notate this on our assignment sheet?
- Do you have any long term subs? Is this person included in the walk through assignment list?
- Is there anything specific you would like for us to note, when we are in rooms? For example: Is there something that we should see in all rooms, such as posted objectives or Avid strategies posters? Or is there something specific you have been working on in PD?
- Who are your STAR teachers?

#### **Team Directions**

##### **Assignments**

5. Provide direction to teams that arrive for walk through.
6. Quickly determine who will be on each team in the walk through visit.
  - a. \*\*Suggestion: Site staff should be paired with a district staff member.
  - b. Coordinators should be paired with a Director

##### **Set norms** for teams that arrive for walk through.

- a. Remind team that this confidential
- b. This is NOT a “Gotcha” or a “See how many things we can find wrong”
- c. This is a SNAPSHOT: Teams will not see all things listed on the form.
- d. Use the Danielson RUBRIC after each classroom visit to determine consensus score
- e. Ones and Fours on Danielson are Rare
- f. Set a specific time to return to meeting area
- g. We may not see all teachers in a visit. If they need more time to determine consensus scores, then it is okay to miss a teacher.

##### **Completing the forms**

- Notify all team members to NOT put their name on the form, but to put their team number Rather than TEACHER name, number the teachers on their list and record NUMBER rather than Name of teacher.
- Each team will spend 10-15 minutes per classroom (Snap Shot).
- Exit and spend 5-7 minutes coming to a CONSENSUS score on complete walk through instrument. Scores must be provided.
- After all visits: Team to complete a CONSENSUS STRENGTHS AND AREAS OF ENHANCEMENT FORM
- Use the Rubric to arrive at consensus
- DO NOT USE THE FORM AS A CHECK OFF LIST. Record observations. You WILL NOT see all things in a snapshot.



## S & I Team Purpose & Responsibilities

### Strengths than Enhancements

If you do not note the strengths, no one will be able to *hear* the enhancement.

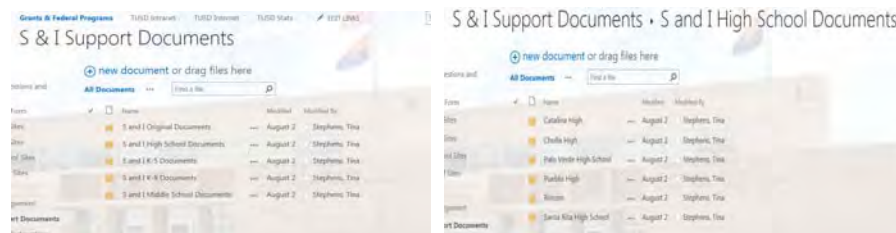
- 3-5 strengths should be listed for each teacher.
- Only 1-2 Enhancements. That is all that can be focused on at a time.
- The information should be written respectfully & professionally.
- Teachers will not receive this information.
- Principals will receive all forms.
- ONLY Trend information will be shared.

### END OF WALK THROUGH

- When team returns to meeting area:
  - Director leading meeting: Gather the strengths & enhancement sheets and the classroom walk through forms. Director determines if entire team will stay for the debrief.
  - DISMISS ALL OTHERS: This concludes the part of the team.
  - Leadership Director & School Improvement Director (when applicable) will remain to complete trends graph and outcome/action plan form.
  - Count the score for each teacher once in the Graphs & Trends document. Complete trend data collection excel document.
  - This document will provide a graph that will depict growth over time.
  - Collect ALL completed walk through forms and give to the principal.

**THESE INDIVIDUAL FORMS ARE NOT TO BE SHARED WITH STAFF. TREND DATA MAY BE SHARED WITH STAFF.**

- Provide a copy of the S & I Action Plan-Next Steps document to the Principal, **before** you leave the site.
- Upload a copy of the Action Plan-Next Steps document into the appropriate Share Point folder.
- Do other departments/directors need to be notified of additional support needed at the site?
- Provide them with a copy of the next steps action form and any additional information needed to provide the needed support.





### **S & I Team Purpose & Responsibilities**

#### **Provide The Following Information to the Principal:**

11. Teachers will ask for feedback. Principals will need to determine (perhaps with leadership director guidance) the process for this feedback.
  - a. Trend data by grade level and by school
  - b. Focus on Strengths and one or two enhancements—either school wide or by subject/grade level
  - c. Timeliness of feedback (i.e. that afternoon? Next staff meeting?)
  - d. Principal should notify staff of time line for providing feedback and type of feedback to be given.
  - e. If determination to provide individual feedback, Principal will be responsible for reviewing forms to determine the feedback for individual teachers. Again individual FORMS should not be shared with teachers. This is a TREND walk.

#### **GFP Coordinator Responsibilities:**

- Notify principal of upcoming visit and site responsibilities
- Provide copies of the walk through instrument for everyone on the teams participating
- Print and provide one copy of the Strengths & Enhancement form for each team
- Keep information confidential
- Do not talk about individual teachers or subs.
- At S& I Walk through If there is a specific concern regarding a teacher, leave a note on the Strength's and Enhancement's form for the director saying: "You may want to pop back into Name's rooms or Room #. Please contact me if you need additional information. "
- You will be dismissed immediately following the classroom visits.

#### **GFP Following S & I Site visit:**

- Build a relationship with the principal and CSP
- Visit site regularly (before & after) S & I visit. Monitor CIP implementation, offer PD support, join, as opportunity occurs, the walk through with CSP/Principal/AP, support PLCs .
- Remember, you are not an evaluator
- Always be professional, respectful, and positive



# Classroom Walk-Through Form

School: \_\_\_\_\_  
Teacher: \_\_\_\_\_

Subject: \_\_\_\_\_  
Classroom: \_\_\_\_\_

Observer: \_\_\_\_\_  
# Students: \_\_\_\_\_

Observation Indicator - Instruction		Evidence
<b>1. Component: [3a] Communicating with student</b>	<b>Rating:</b> ____	Content connects with students' knowledge, background, and cultural experiences.
<ul style="list-style-type: none"> <li>o The teacher states clearly, at some point during the lesson, what the students are learning. Evidence of objective posted/articulated/ aligned to lesson.</li> <li>o When asked by an observer, students can state what they are learning</li> <li>o Students engage with the learning task, indicating that they understand what they are to do.</li> <li>o If appropriate, the teacher models the process to be followed in the task.</li> <li>o The teacher makes no content errors.</li> <li>o Teacher's explanation of content is clear, and invites student participation and thinking.</li> <li>o Vocabulary and usage are correct and completely suited to the lesson.</li> <li>o Vocabulary is appropriate to the students' ages and interests.</li> </ul>		
<b>2. Component: [3b] Using questioning/prompts and discussion</b>	<b>Rating:</b> ____	Students from different racial, ethnic, cultural, and linguistic backgrounds are encouraged to contribute to the discussion.
<ul style="list-style-type: none"> <li>o Most questions are open-ended, inviting students to think</li> <li>o High cognitive, challenging questions are formulated by students and teacher</li> <li>o Questions are related to the lesson objectives</li> <li>o The teacher makes effective use of wait time</li> <li>o Discussions enable students to talk to one another, without ongoing mediation by the teacher</li> <li>o The teacher calls on most students, even those who don't initially volunteer</li> <li>o Student to student discussions are present</li> </ul>		
<b>3. Component: [3c] Engagement</b>	<b>Rating:</b> ____	Active participation strategies:
<ul style="list-style-type: none"> <li>o Most learning tasks demand higher order thinking</li> <li>o Students have limited choice in how they complete learning tasks</li> <li>o Learning tasks have multiple correct responses or approaches</li> <li>o There is a productive mix of different types of groupings, suitable to the lesson objectives</li> <li>o Materials and resources support the learning goals and students' cultures</li> <li>o The lesson has a clear structure</li> <li>o Most students are intellectually engaged in the lesson</li> </ul>		
<b>4. Component: [3d] Using assessment in instruction</b>	<b>Rating:</b> ____	Culturally responsive questions/ prompts/ assessments include racial, ethnic, cultural, and linguistic backgrounds.
<ul style="list-style-type: none"> <li>o Students clearly understand the characteristics of high-quality work</li> <li>o Teacher monitors student learning through a variety of means, including using specifically-formulated questions to elicit evidence of student understanding, for at least groups of students</li> <li>o Feedback includes specific and timely guidance on how students can improve their performance</li> <li>o The teacher elicits evidence of individual student understanding during the lesson</li> <li>o Students are invited to assess their own work and make improvements</li> </ul>		
<b>5. Component: [3e] Demonstrating flexibility and responsiveness</b>	<b>Rating:</b> ____	Teacher adjusts instruction and incorporates students' interests, including racial, ethnic, cultural, and linguistic referents:
<ul style="list-style-type: none"> <li>o Teacher successfully makes a minor modification to the lesson</li> <li>o Teacher incorporates students' interests and questions into the heart of the lesson</li> <li>o The teacher conveys to students that s/he has other approaches to try when the students experience difficulty</li> <li>o In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty</li> </ul>		

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## Classroom Walk-Through Form

School: \_\_\_\_\_  
Teacher: \_\_\_\_\_

Subject: \_\_\_\_\_  
Classroom: \_\_\_\_\_

Observer: \_\_\_\_\_  
# Students: \_\_\_\_\_

Observation Indicator - Environment		Evidence			
<b>Component: [2a] Creating an environment of respect and rapport</b> Rating: ____ <ul style="list-style-type: none"> <li>o Respectful talk and turn taking</li> <li>o Attention to students' background and lives outside of the classroom</li> <li>o Teacher and student body language</li> <li>o Physical proximity</li> <li>o Warmth and caring</li> <li>o Politeness and dignity</li> <li>o Encouragement</li> <li>o Active listening</li> <li>o Fairness</li> </ul>	Cultural sensitivity is a part of the environment. Teacher takes into account the cultural, ethnic, and linguistic diversity of the students.				
<b>Component: [2b] Establishing a culture for learning</b> Rating: ____ <ul style="list-style-type: none"> <li>o The teacher communicates the importance of the work, and expectations that all students can be successful in it</li> <li>o Student work and conduct during a lesson indicate commitment to high quality</li> <li>o The teacher demonstrates a high regard for student abilities</li> <li>o The teacher emphasizes the role of hard work in student learning</li> <li>o Teacher expects student effort and recognizes it</li> <li>o Students put forth good effort to complete work of high quality</li> </ul>	High expectations:				
<b>Component: [2c] Managing classroom procedures</b> Rating: ____ <ul style="list-style-type: none"> <li>o Smooth functioning of all routines</li> <li>o Little or no loss of instructional time</li> <li>o Students playing an important role in carrying out the routines</li> <li>o Students know what to do, where to move</li> <li>o Volunteers and paraprofessionals, if present, work productively and independently</li> </ul>	Established procedures:				
<b>Component: [2d] Managing student behavior</b> Rating: ____ <ul style="list-style-type: none"> <li>o Clear standards of conduct, possibly posted, and possibly referred to during a lesson</li> <li>o Absence of acrimony between teacher and students concerning behavior</li> <li>o Teacher awareness of student conduct</li> <li>o Preventive action when needed by the teacher</li> <li>o Fairness</li> <li>o Absence of misbehavior</li> </ul>	Reinforcement of positive behavior, teacher takes into account the cultural background of the students.				
<b>Component: [2e] Organizing physical space</b> Rating: ____ <ul style="list-style-type: none"> <li>o Pleasant, inviting atmosphere</li> <li>o Safe environment</li> <li>o Accessibility for all students</li> <li>o Furniture arrangement suitable for the learning activities</li> <li>o Effective use of physical resources, including computer technology, by both teacher and students</li> </ul>	Physical space supports the learning:				
<b>Danielson Ratings</b>	n/a = Not observed/not applicable	1 = Unsatisfactory	2 = Basic	3 = Proficient	4 = Distinguished
<b>Comments:</b>					

## Next Steps Template

TEAM: S&I (District)

Site:

Date:

<b>Outcome of Walk Through</b>
<p>Strengths:</p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p>Enhancements:</p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p>The principal will:</p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p>Time Line to implement:</p>
<p>Next Visit scheduled: (Informal/Formal)</p>
<p>What will we notice when we return? (Walkthrough data/individual teacher feedback, student assessment data, revised scheduling, etc.)</p>