Using Walkthroughs to Enhance Student and Teacher Learning

Leadership Behaviors

1. Expect	2. Direct
How will leaders consistently communicate a vision, standards, goals, and high expectations for student and teacher learning?	How will leaders define improvement objectives and expected standards, inspire involvement, and provide ongoing professional learning, resources, and support?
3. Inspect	**4. Respect**
How will leaders inspect data, curriculum, instruction, assessment, culture and climate, the learning environment, teacher performance, and organizational operations?	How will leaders show empathy, trust confidence, and flexibility, and recognize progress and accomplishment?

5. Reflect
How will leaders examine results, determine progress, and encourage the need for implementation of adjustments?

Purposes of Three Types of Walkthroughs
1. **Implementation Walkthrough:** The purpose is to determine if program or improvement initiatives are being implemented as planned.
2. **Instructional Walkthrough:** The purpose is to determine if the instruction being delivered within the classroom reflects what is known about instructional effectiveness.
3. **Informational Walkthrough:** The purpose is to determine if the students are learning from the instruction being provided, and what evidence exists to back up this statement.

What is a walkthrough?	Components of Planning, Conducting, and Debriefing Walkthroughs
A walkthrough is an organized visit through a school's learning areas to observe teaching, learning, and the school environment through the eyes of different school stakeholders. A walk-through is . . . •a brief visit (i.e., 2-15 minutes) to classrooms or other parts of the school. •conducted on a frequent basis and consistent throughout the year. •informal and non-evaluative. •designed to collect patterns of data that can help members of the learning community continually improve their teaching practices.	1. Begin with an overview and staff conversation about walkthroughs and their benefits. 2. Engage in focused planning 3. Conduct walkthroughs. 4. Provide feedback to teachers. 5. Debrief with planning team and teachers. 6. Determine next steps.

Benefits of Walkthroughs	The Walkthrough Process
Walkthroughs . . . 1. reinforce attention to a school improvement focus. 2. provide useful data about school improvement targets and the impact of professional development. 3. stimulate collegial conversation and a desire for continuous improvement. 4. deepen understanding about what is really going on at the school. 5. expand leadership capacity in the school to include teacher leaders. 6. help students see that both administrators and teachers value instruction and learning. 7. provide administrators with a broader view of the learning environment and increase visibility, trust, and credibility. 8. provide opportunities for focused, reflective, and collaborative professional learning. 9. help determine needs in the classroom.	1. During the **preparation meeting**, the members of the walk-through teams assemble, confirm their focus and the evidence that each member will collect, and distribute data collection forms. 2. Team members go to the observation areas (e.g., classrooms, hallways, resource rooms) to conduct the **walkthrough**. 3. Members of the walkthrough teams participate in a **debriefing**. Walkthrough participants share their observations, identify trends, and determine strengths and weaknesses related to the school improvement initiative under study. School improvement committee members and other staff can use the data to monitor progress and refine implementation of the school's improvement initiatives.

1 Getting Started in the School: Overview of Walkthroughs and Benefits	**2** Focused Planning: The Big Picture
Meet in a joint meeting where teachers also have the opportunity to have dialogue in small groups. 1. How can the walk-through process contribute to the school's approach to continuous improvement? 2. What are some of the reasons for conducting periodic walkthroughs? Who should visit classrooms? Which rooms? How often? 3. What should be the focus for observers during walkthroughs? What questions should observers ask students? 4. What other data can the school gather and analyze to complement the data collected from walkthroughs? 5. How can a positive and safe experience be created for all participants?	The planning team must consider the following questions: 1. What is the purpose of the walkthrough? 2. Who will participate in the walkthrough? 3. Where will it take place? What School? Which Classrooms? 4. How will you inform and notify all relevant parties? 5. Who will train participants? 6. What tools (graphic organizers) will the participants need?

Focus Area: **"Look fors"**	**Focused Planning: Choosing the Focus for Walkthroughs**
	Meet in a joint meeting where teachers also have the opportunity to have dialogue in small groups. **Choose the focus for observations.** 1. Identify school improvement targets where you want to see progress. 2. Select characteristics of a "desired school future" where you believe teaching, leading, and learning will flourish. 3. Identify key components of effective practice based upon professional research and literature as well as teacher professional knowledge. 4. Use documents from state assessments, district benchmarks, and the district staff evaluation criteria. 5. Discuss the participants' vision of effective teaching and learning for the school?

Walkthrough Look-fors and Listen-tos

Teaching Comprehension

1. Teacher uses graphic organizers to monitor and teach comprehension.
2. Teacher asks questions about text to individual students.
3. Teacher asks questions about text to the whole class and expects all students to respond.
4. Teacher asks students to generate questions.
5. Teacher asks students to use prediction while reading narrative passages.
6. Teacher directs students to notice story/text structure.
7. Teacher engages students in creating mental imagery.
8. Teacher provides time for students to share ideas and understandings in pairs.
9. Teacher provides time for students to share ideas and understandings in small independent groups.
10. Teacher engages students in thinking about strategies used during reading.
11. Teacher provides time for students to orally summarize text.
12. Teacher provides time for students to summarize text in writing.
13. Teacher pre-teaches text vocabulary.
14. Teacher explicitly teaches relevant word parts (i.e., roots, prefixes, suffixes).
15. Teacher explicitly teachers relevant word analysis skills and patterns.
16. Teacher explicitly models comprehension strategies.
17. Teacher extends students understanding of text vocabulary during and after reading.
18. Teacher activates students' prior knowledge before reading.
19. Teacher builds relevant background information prior to reading.
20. Teacher helps students' understand the purpose for reading.
21. Teacher engages students in self-assessment of their progress toward the reading purpose.
22. Students are engaged during the reading process.

Classroom Environment

- Teacher provides access to relevant and updated learning materials and equipment.
- Teacher provides every student access to a desk/table and chair.
- Teacher provides access to content-related fiction and nonfiction texts.
- Teacher displays student work.
- Teacher displays models of exemplars.
- Teacher displays scoring rubrics.
- Teacher displays editing and revising guidelines.
- Teacher organizes the classroom for a variety of groupings.
- Teacher provides behavioral feedback in a nonjudgmental way.

Instructional Pacing

- Teacher develops and paces lesson to achieve identified student outcomes.
- Teacher provides sufficient wait time for students' responses.
- Teacher manages routines and transitions to maximize instruction.
- Teacher adjusts lesson to meet students' needs.
- Grade Level/Course Level Expectations/Alignment to Standards
- Teacher aligns lesson objective(s) with grade/course level expectations.
- Teacher aligns lesson objective(s) with curriculum standards.
- Teacher states lesson objective(s).
- Teacher posts lesson objective(s).
- Teacher defines lesson objective(s) in student-comprehensible language.

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Domain	Best Practices
	Focus (In the beginning of instruction)
	1. States objectives/learning goal(s)
	2. Displays objectives/learning goal(s)
	3. Engages students in noting and understanding lesson objectives
	4. Activates previous learning and builds background information and motivation to learn
	Instruction (Teaching, Modeling, and Reinforcing)
	5. Communicates accurate interpretation and explanation of content in an enthusiastic way
	6. Activities align to objectives
	7. Clearly communicates instructions and procedures for participating in activities
	8. Organizes and presents content and skills into small logical chunks
	9. Organizes and presents content and skills into small logical chunks (i.e., scaffolds) so that the task or content is simplified and more manageable
	10. Uses a pace that maintains attention and adapts to learners' needs
	11. Uses appropriate questions to inspire critical and/or creative thinking
	12. Uses explicit guided practice to teach skills, strategies, and processes.
	13. Encourages students to represent new content in nonlinguistic ways (e.g., graphic organizers, charts, pictures, physical movement, enactment, mental image) to reinforce learning and assess comprehension/thinking
	14. Encourages students to construct oral or written summaries to reinforce and assess new learning
	15. Encourages students to take notes on new content
	16. Teaches, models, and reinforces academic vocabulary for understanding, retention, and transfer
	Interaction (During Instruction)
	17. Provides opportunities to learn from and with peers effectively and efficiently with structure and process (e.g., cooperative learning, reciprocal teaching, pair-share)
	18. Engages students in oral description, discussion, elaboration, and/or prediction activities to enhance new knowledge
	19. Engages students in activities that require them to write out and represent their conclusions and understandings
	20. Uses developmentally appropriate questioning with suitable rigor
	21. Uses suitable wait time, support, and encouragement to elicit students' responses to questions
	Monitor Learning (During Instruction)
	22. Frequently assesses student progress after small chunks of content/skills have been presented to determine progress toward objectives, the appropriateness of the pace, and determine necessary adjustments in instruction
	23. Provides timely and specific feedback to students regarding their progress toward the learning goals
	24. Provides encouragement to students by responding to learners' needs (e.g., re-teach, clarify, extend learning, asks students to revise and correct errors) and emphasizing the importance of effort
	Closure (At the End)
	25. Engages students in concluding activities that require them to reflect on their own progress related to the stated learning goals, recognize and celebrate progress, and determine the need for assistance and adjustments
	26. Refers to homework and expectations for review or preparation for assignments or assessments
	Behavior/Classroom Management (Classroom Environment)
2	**27.** Maintains a productive classroom environment with minimal/no disruptions
2	**28.** Encourages students to cease disruptive behavior/misconduct using verbal and non-verbal cues
2	**29.** Creates and maintains positive relationships with students

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How do you find out what is really going on with assessment at your school?

Check those items that you would be willing to try or use more often.

___1.   Select different times to wander around and see when assessment is occurring. Watch the students take tests and watch teachers administering tests.
___2.   Conduct focused observation drop-ins--7 minute classroom snapshots:
•student focus   •instructional focus   •curricular focus •assessment focus
___3.   Teach a class or group and prepare a formative assessment to administer to the students.
___4.   Engage in a short pre-observation or post-observation chat about assessment.
___5.   Schedule a one-to-one discussion with a teacher to just talk about assessment of student learning.
___6.   Conduct task or focus group discussions in a department.
___7.   Collect samples of assessments and make comments.
___8.   Collect samples of students' tests and observe the results.
___9.   Talk with the most veteran teachers about how the students have/have not changed in terms of performance on tests and other projects.
___10.   Observe the walls in teachers' classes to see if there are exemplar projects or papers displayed.
___11.   Interview students in the hallways to find out about assessment in their classes.
___12.   Talk to new teachers to find out about challenges they experience with giving grades and assessing students.
___13.   Monitor grade distributions in classes after mid-quarter, quarter, semester reports and talk to teachers who have unusually high D and F grades and high B and A grades. Discuss their assessment practices.
___14.   Talk with students who earned D's and F's to find out about their assessment experiences.
___15.   Talk with teachers of freshmen, sophomores, juniors, and/or seniors and find out the frequency of assessments given for the average student in that year.
___16.   Ask a sample of teachers to turn in a portfolio of assessment artifacts for one or two units of study.
___17.   Ask some teachers for a list of learning objectives and their assessments for the unit to explore coverage, priorities, and formats of tests.
___18.   Ask a group of teachers who give common tests to permit you to observe their discussion about the students' performance on the tests.
___19.   Ask teachers to talk with you about their insights about student performance on a recent test. Ask them to tell you how the results will affect their subsequent instruction, unit design, and assessment.
___20.   Observe teachers when they hand back student assessments.
___21.   Ask teachers to tell you about their homework and student performance on the homework assignments.
More . . .

Research-Based Look For's

Classroom Instruction Research	Teachers can differentiate by varying . . .
Percentile Increase 1. Identifying Similarities and Differences 45 2. Summarizing and note taking 34 3. Reinforcing effort and providing recognition 29 4. Homework and practice 28 5. Non-linguistic representations 27 6. Cooperative Learning 27 7. Setting objectives and feedback 23 8. Generating and testing hypotheses 23 9. Question, cues, & advanced organizers 22 Marzano, Robert, et. al. (2001)	1. **Content** Vary what students will learn and the materials that represent the content. 2. **Process** Vary the activities through which students make sense of key ideas using essential skills. 3. **Product** Vary how students demonstrate and extend what they understand and can do as a result of a span of learning. 4. **Learning Environment** Vary the classroom conditions that set the climate, expectations for learning, and physical conditions

Research-Supported Strategies/Practices for Improving Math Problem Solving

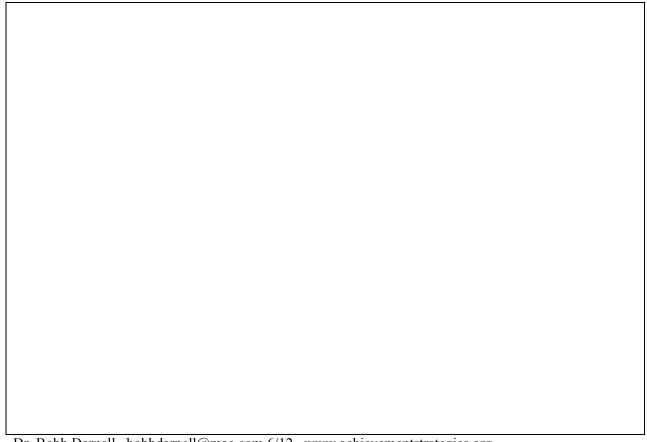|	
1. Providing immediate feedback about progress 2. Modeling and guided practice using tightly sequenced forms of explicit instruction 3. Teaching and modeling the use of problem representation and problem solving strategies 4. Small group, cooperative learning, and peer tutoring 5. Providing teachers with regular updates on student performance in terms of state standards 6. Teaching prerequisite skills prior to the introduction of new operations and concepts 7. Providing direct instruction in self-monitoring procedures 8. Using graphic organizers	9. Explicitly teaching summarizing and writing extended responses 10. Incorporating manipulatives, concrete materials, and authentic situations 11. Expanding math vocabulary and concept knowledge through explicit teaching (e.g., notetaking, memory and retrieval strategies, roots, prefixes, and suffixes in mathematics 12. Using timed math exercises that mirror state and district assessments 13. Assuring equity of curriculum delivery and opportunity to learn math 14. Creating opportunities for interactive classroom discussion regarding inventive and intuitive problem solving 15. Providing opportunities to use calculators 16. Providing computer-assisted math instruction
Sample Strategies 1 though 5 US Department of Education, The Use of Scientifically Based Research in Education, Working Group Conference, (2002)	Sample Strategies 6 though 16 Sources: Walberg, (1995) In Cawelti, G. Handbook of Research on Improving Student Achievement. Arlington, VA: Educational Research Service

Best Practices: Comprehension Strategies

1. Monitoring Comprehension 2. Metacognition 3. Graphic and semantic organizers 4. Answering questions 5. Generating questions 6. Recognizing text structure	7. Summarizing and extended written responses to reading 8. Reciprocal teaching 9. Cooperative learning 10. Mental Imagery National Reading Panel (2000)	**Explicit Guided Practice** •I do •We do •Reflection •I do •Additional •We do Practice •I do •You do

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1. Teacher provides technology literacy and content objectives orally and in writing before and after instruction by using comprehensible student language.
2. Teacher continuously monitors students' progress during instruction.
3. Teacher promptly responds to students' needs related to using instructional technology.
4. Teacher uses assistive/adaptive technology for students with disabilities.
5. Teacher uses formative assessment to determine students' performance on content objectives.
6. Teacher uses formative assessment to determine students' performance on technology literacy objectives.
7. Teacher explicitly models the use of technology.
8. Teacher provides and uses rubrics and/or checklists to guide students' efforts.
9. Teacher provides exemplars of the target task, product, or performance.
10. Teacher addresses inappropriate behavior promptly and productively.
11. Teacher engages students in self-assessment of their progress toward the objectives.
12. Teacher demonstrates competence with technologies used during instruction.
13. Teacher addresses technical problems (e.g., hardware, software, network) promptly and effectively.
14. Students are engaged in the targeted instruction or task production.

Collecting Data: The Walkthrough

Feedback Form for Walkthroughs	**Student Interviews During Walkthroughs**
Date/Rooms Visited: Team: Focus Question: Feedback: Specific Evidence that Supports the Focus Question Feedback: Specific Evidence that Does Not Support the Focus Question Questions You Would Ask:	1. What are you working on? 2. What are the objectives for this lesson? 3. Why are you doing this work? 4. Is what you are doing interesting to you? 5. How do you know if you understand the content or learning new skills? 6. What do you do in this class if you need help? 7. Please show me your work.
Feedback Form for Walkthroughs School: Grade level/department: Teacher: Subject: Focus Area: Yes No "Look fors": 1. 2. 3. **Comments**	
3 **Conducting Walkthroughs**	**4** **Provide Feedback to Teachers**
The observer(s) should . . . 1. spend enough time in each classroom or school area to gather targeted data. 2. look for evidence that supports – or not – the Focus Question (student work on display, work students are engaged in, student work in portfolios, teacher questions, student responses). 3. use the pre-determined form or notetaking during the walk-through. 4. interact with at least two students (see student interview questions above).	1. Provide a written note about observations in the teachers' mailboxes after walkthroughs. 2. Visit later with teachers sharing observations and learning more about what took place prior and/or after the classroom visit. 3. Provide an email or voice message to the staff to let them know when debriefing will occur with the joint staff and/or professional teams.

Positive Feedback Statements to Teachers Guidelines for Feedback Statements

1. Describe the positive teacher skill or behavior you saw. (e.g. "I saw ..." or "You (insert verb phrase)"
2. Provide a rationale as to why/how that skill/behavior promotes or supports student learning. (e.g. "Practicing with partners engages everyone and supports student learning.")
3. Make statements affirming, but not overdone. (e.g. avoid "Wow! That was AWESOME!" or "You are the best teacher ever!")
4. Avoid evaluative statements or implied value judgments. (e.g. avoid "I like ..." or "I like the way you ...")

Sample Feedback Statements

1. "You allowed for more wait time. That will get kids thinking and participating more."
2. "You corrected every error that I saw. That will help kids become more accurate decoders more quickly."
3. "You consistently highlighted the new vocabulary words. That will build both word knowledge and comprehension."
4. "Your comprehension questions often went beyond the literal level. You are really getting these kids to think about what they read!"
5. "I heard you praise kids who were not with an adult but who were doing the right thing. That will keep them accountable and build independent work habits."

What did you observe?	Rationale as to Why/How that Skill/Behavior Promotes or Supports Student Learning

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5 **Debrief with the Planning Team and Teachers: Analyze and Interpret Walkthrough Data**	**6** **Determine Next Steps**

1. Define the purpose of the meeting and communicate the time limit for the session.
 	
2. Assemble in small groups (e.g., content-alike, grade-alike, cross-disciplinary).
 	
3. Use the following questions to analyze and interpret the walk-through data.
 	
  a) What observations can we make about this data?
  b) What trends do we see in this data?
  c) What do we see when we compare scores by content area, grade-level, and/or to other walk-through data?
  d) What data draws our attention?
  e) What is unique or unexpected about the data?
  f) What preliminary conclusions or generalizations can we draw about this data?
  g) What questions are raised by this data?
  h) What other kinds of data would we like to have?
  i) What can we celebrate?
	Staff members could . . .
	1. create SMART goals for improvement.
	2. engage in problem solving related to a target improvement goal.
	3. create professional development opportunities.
	4. plan for additional walkthroughs.
	5. collect additional data about teaching, learning, and the learning environment.
	6. conduct action research.
	7. share information with parents and other school/district stakeholders.
	8. radically celebrate.
	
	Identifying Improvement Actions
	
	1. What teacher actions are needed to improve learning and performance?
	2. What student actions are needed to improve learning and performance?
	3. What systemic actions at the school/district level are needed to improve learning and performance (such as changes in curriculum, schedule, grouping)?

IDEAL Problem Solving	
I dentify the dimensions of the problem. **D** etermine alternative solutions. **E** stablish standards and evaluate each alternative solution. **A** dopt and implement a plan. **L** ook back, evaluate, and adjust.	1. (I) Identify the problem that needs to be solved. 2. (I) What are the causes of this problem? 3. (I) What positive results do you expect will occur when you solve this problem? 4. (D) What are some possible ways to solve this problem? 5. (E) Which alternative solution(s) do you choose to solve the problem? 6. (A) What obstacles, if any, do you have to overcome in order to solve this problem? 7. (A) What is your plan for applying the solution you chose? 8. (L) Do you predict that this plan will work? Why? 9. (L) When will you evaluate your solution strategy to make sure it is working?

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Matrix for Planning, Conducting, and Debriefing Walkthroughs

Purposes	Observers	Visits/Time/ Frequency
1. Identify progress made on school improvement initiatives (e.g., literacy and numeracy, technology integration, differentiation) 2. Select/list what you want to observe during walkthroughs. •student engagement •teaching •lesson design •curriculum implementation •safety •classroom environment (e.g., walls, bulletin boards) •student behavior •classroom climate •assessment •use of graphic organizers •use of summarizing •use of the components of a math program	Select possible observers. 1. Principal 2. Assistant Principal 3. Dean 4. Teachers 5. Parents 6. Coaches 7. Mentors 8. Researchers 9. Counselors 10. Special Ed Staff 11. District administrators/ directors/coordinators 12. Teams of the above 13. 14. 15.	While walkthroughs are typically 3-20 minutes, identify the amount of time required to observe target behaviors. •minutes _____ 2. Once for a whole day visiting all classrooms and repeat every few weeks 3. ____ classes per week 4. 5. 6. 7.

Data Gathering	Feedback/ Debriefing
Select the data gathering tools you need to accomplish the purpose(s). 1. Checklist with specific indicators ("look fors") identified by administrative team or professional literature 2. Checklist with specific indicators ("look fors") identified by teachers prior to walk-through 3. Notes on specific examples/ evidence related to the target(s) of the walk-through 4. Interview data from students 5. Research-based software	Select one or more methods you may use to provide feedback to teachers and to debrief the results from the walk-through. 1. Written note about observations placed in teacher(s) mailbox after walk-through 2. Report to the entire staff at a joint meeting 3. Reflective questions and conversations with teacher teams and/or with entire staff 4. Personal visits later with teachers sharing observations and learning more about what took place prior and/or after the classroom visit. 5. Observation report is shared with entire staff and celebration, problem solving, and goal-setting occurs in grade-level, cross-disciplinary/grade teams 6. Staff development representatives review data and determine professional development needs and delivery systems appropriate to continuously improve.

Making Time for Walkthroughs

1. **Communicate efficiently and effectively.**
   a. Chunk phone calls and make them at scheduled times during the day.
   b. Have your mail (e-mail) sorted before you read it.
   c. Use e-mail. Have teachers' e-mail their attendance and lunch counts to the office. Make announcements by email if necessary.
   d. Work on public relations. Getting information out to parents and community members reduces the number of calls and inquiries she receives.
   e. Publish principal's schedule to parents in newsletter (available times).

2. **Delegate**
   a. Establish a protocol with the secretary for handling parent requests for appointment and parent phone calls.
   b. Train the school secretary to know where you are, and to answer that you are in classrooms observing, teaching, and learning when you are not in the office. Have the administrative assistant/secretary help manage your day and remind/ interrupt you when it's time to leave the office for classroom visits
   c. Take some time to train someone how to do school tasks.
   d. Create an instructional/teacher leadership team that shares the leadership of the school or important tasks and processes.
   e. Ask for help. Call colleagues to find out what worked and what didn't on particular projects or tasks.

3. **Plan**
   a. Create a plan with priorities, outlines what needs to be accomplished, and estimates on how much time a task will take.
   b. Schedule classroom visits – no calls, no interruptions.
   c. Declare the first 90 minutes of every day as sacred, uninterrupted, learning time, in the classroom.
   d. Place non-essential operational items second.
   e. Find your best time. If you are an early bird, then focus on your priorities in the morning. If you get tired after lunch, then use that time to work on tasks that require less concentration.
   f. Use a daily calendar, develop a filing system, or invest in a personal digital assistant (PDA). Work with your secretary to organize your office and streamline its operation.
   g. Use a to-do list. Write down tasks and prioritizing them will help focus your time.
   h. Keep a calendar and mark each time you visit a classroom and try to make sure you get into all classrooms. Make a commitment to do _____ walkthroughs or contacts with teachers a day.

4. **Learn to say "No."**
   a. Quit committees and any other non-mandatory out of building meetings. You may want to suggest a substitute, if necessary.
   b. Push back on amount of administrative "stuff" principals need to respond to.

5. **Confront Time Guzzlers**
   a. Focus on professional development for keeping most discipline issues at the classroom level. Develop options for dealing with students sent to the office for discipline
   b. Control interruptions. Try to respond to voice mail/e-mail messages only a few times a day, if possible.
   c. Don't procrastinate. Break down bigger tasks into smaller tasks. Just start doing a part of the task and the rest often flows from there.
   d. Manage the paper flow. File it, pass it along, trash it, or act on it.

6. **Be visible.**
   a. Being highly visible can and administrator be more aware of what is going on in the school and can become more proactive.

7. **Use technology skillfully.**
   a. Find software that helps you improve your efficiency. Don't get hung up on "new and improved."

Use effective processes to encourage reflection during meetings and to gather data about school practices and professional development needs.

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1. Talking about Planned and Delivered Curriculum Content and Topics

1. What planned <u>content and topics</u> were **omitted/abandoned** during the delivery of the chapter/unit of study?
2. What content and topics were **added** during the delivery of the chapter/unit of study?
3. What were students' **strengths** related to the content and topics?
4. What content and topics were challenging for students and will be **needed for subsequent learning**?
5. What will you do to **re-teach or review** the content and topics identified in #4?

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2. Talking about Instructional Best Practices and Strategies

1. What instructional practices, strategies, and/or techniques **engaged** students and **facilitated achievement** of stated learning goals?
2. What instructional practices, strategies, and/or techniques **did not engage** students and **did not facilitate achievement** of stated learning goals?
3. What do you need to learn (e.g., strategies, practices, techniques) to increase student engagement and/or learning?

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3. Talking about Assessing Student Progress

1. What types of formative assessments do you use and how frequently?
2. What types of summative assessments do you use to assess students end-of-unit/chapter progress?
3. How do you analyze students' performance after assessments?
4. How do you provide students with feedback about their performance?
5. What targeted skills and/or knowledge are challenging for students?
6. What do you need or want to learn how to do related to assessing student learning?

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4. Igniting and Inviting Data Conversations to Determine---Why is performance the way it is?

1. Do I teach it?	5. Do I teach it frequently enough?
2. Do I teach it the way it is tested on classroom and external assessments?	6. Do I teach it for the appropriate duration?
3. Do I teach it to the same depth that it is tested?	7. Do I use the best (i.e., research-supported) practices or strategies?
4. Do I place it in the right sequence?	

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5. Talking about New Innovations and Initiatives at the School

1. What **CONCERNS** do you have about _____?	2. What **QUESTIONS** do you have about _____?	3. What positive results do you **HOPE** _____ brings?	4. What do you **NEED** to help you and/or your colleagues get ready for _____?

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Tips for Building and Sustaining Positive Relationships

1. Getting to know members, and what makes them "tick", and what are their personal and professional interests 2. Listening to everyone's ideas with an open mind and a courteous ear 3. Being willing to compromise 4. Offering honest, constructive criticism in private 5. Giving honest and generous encouragement and praise in public and private 6. Addressing problems between people 7. Encouraging and praising in public	8. Asking opinions 9. Informing members of progress 10. Not playing favorites 11. Being fair and consistent 12. Thinking before speaking 13. Giving others credit for their suggestions 14. Being empathetic about change

Leaders Can Be More Visible	
1. Select different times to wander around: 8:00 AM, 10:00 AM, noon, 2:00PM, 4:00PM. 2. Engage in conversations to celebrate student and teacher success. 3. Conduct focused observation drop-ins--7 minute classroom snapshots: •student focus •instructional focus •curricular focus 4. Conduct un-focused drop-ins: •random •planned 5. Teach a class or group. 6. Engage in a short pre-observation or post-observation chat. 7. Monitor the hallway and outside at transition times. 8. Schedule periodic one-to-one discussions. 9. Conduct task or focus group discussions. 10. Collect samples of lessons plans and make comments. 11. Make staff room visits. 12. Collect student work samples and send admiration notes to teachers about their students.	13. Wander by "black holes in school space" that you monitor infrequently. 14. Inspect cleanliness in bathrooms. 15. Observe display cases and consider what they say about the school. 16. Examine safety of playground equipment and hallway lighting. 17. Examine safety features of bus loading and unloading areas while greeting students. 18. Walk outside the building and check to make sure the landscaping is attractive and that sprinklers do not run when students or parents may be present. 19. Interview students in the hallways to find out how things are going. 20. Create a suggestion box and encourage teachers to place ideas in it. Make sure that you respond to the suggestion. Source: Robins, P. and Alvy, H. The New Principal's Fieldbook. Alexandria, VA: ASCD 2004.

Leaders Can Recognize Others for the Journey and for Results	
1. Look colleagues in the eye and say thank you.	15. Bring visiting teachers to meet colleagues.
2. Listen to your colleague with sincere intention.	16. Leave recognition voice mails.
3. Shake hands, give high fives, or thumbs up.	17. Tell someone how proud you are of him/her.
4. Be accessible and pay attention to colleagues.	18. Post positive results (e.g., charts, graphs, other work).
5. Tell colleagues about additional training and conferences and advocate for support.	19. Send an email recognition and copy everyone in the department.
6. Close meetings by noting progress.	20. Ask positive performers to be teachers or mentors.
7. Link recognition to bigger organization and unit department goals.	21. Keep a supply of "thank you, you did a good job" notes on hand and distribute them accordingly.
8. Be specific about why you are recognizing each other.	22. Ask colleagues what they think. Ask for advice about a new program or idea you are thinking about.
9. Recognize in a timely fashion.	
10. Follow up group recognition with individual recognition.	23. Send an e-card to recognize accomplishment.
11. Diversity recognition.	24. Help a colleague on a big project.
12. Recognize the behind the scenes people too (e.g., secretaries, mail person, etc.)	25. Ask colleagues to be in charge of something.
13. Write the word recognition in your calendar every day and act on it.	26. Give a paid subscription to a professional magazine or membership.
14. Give certificates of recognition.	

Collecting Data Using Professional Development Portfolios

A Professional Development Portfolio provides teachers with a framework for initiating, planning, and facilitating their personal/professional growth while building connections between their interests and goals and those of the school.

Professional Development Portfolios will enable educators to . . .

1. Articulate their visions of teaching and learning
2. Develop professional goals
3. Select student-centered goals
4. Document progress in achieving goals
5. Interact with peers throughout the entire process
6. Reflect on the learning experience and attainment of goals
7. Share insights with others in conferences

Artifacts and Portfolios Can Tell A lot about What is Going On in Your School

Teacher Work Samples/Artifacts

		Parent Reactions
•Teacher-made tests •Homework assignments •Rubrics •Lesson plans •Unit plans •Recorded lessons •Peer observations •Curriculum Maps •Differentiated instruction examples •Portfolio reflections •Goals	•Handouts •Lectures •Slide presentations •Multi-media presentations •Checklists •Behavior management policies and procedures •Assessments •Resources lists •Reflective logs •Journal entries	•Notes •Letters •Phone call logs •Visits •Surveys •Back-to-school night agendas

Student Generated Artifacts

Individual Work	Group Work	Media/Technology
•Reports •Artwork •Recordings •Graphic organizers •Stories •Problems •Experiments •Projects •Tests/Quizzes •Essays	•Presentations •Projects •Reenactments •Debates •Mock Trials •Experiments •Presentations	•Slides ªMultimedia presentations •Photographs

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