# Classroom Walkthrough for Continuous Improvement

## Data collection look-fors

<table>
<thead>
<tr>
<th>Date:</th>
<th>Course/Content:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time:</td>
<td>Subject:</td>
</tr>
<tr>
<td>Grade:</td>
<td>Focus:</td>
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</tbody>
</table>

### 1. Focus on curriculum

- **1a.** Determine the learning objective(s) for the lesson:
  - Objective(s):
    - Exists
    - Does not exist
    - Unable to determine

- **1b.** Learning objective(s) on target for grade-level standards:
  - Yes
  - No
  - Unable to determine

- **1c.** Learning objective(s) aligned to the specified timeline/scope and sequence:
  - Aligned
  - Not aligned
  - Unable to determine

- **1d.** Learning objective(s) evident to the students:
  - Evident
  - Not evident
  - Unable to determine

### 2. Focus on the learners

- **2a.** Identify learning materials:
  - Activity/lab sheet
  - Content-specific manipulatives, materials, and/or models
  - Multimedia
  - Published print materials
  - Real-world objects
  - Student-created materials
  - Technology and software
  - Textbook
  - Websites
  - Worksheets
  - None

- **2b.** Identify ways students acquire, comprehend, and communicate knowledge of the content:
  - Listening
  - Reading
  - Speaking
  - Writing
  - None

- **2c.** Determine level(s) of student work:
  - Knowledge–recalling information
  - Comprehension–understanding information
  - Application–using information in a new way
  - Analysis–breaking down information into parts
  - Synthesis–putting information together in new ways
  - Evaluation–making judgments and justifying positions
  - None–no level of cognitive difficulty

- **2d.** Determine level of class engagement:
  - Highly engaged–Students are authentically engaged.
  - Well managed–Students are willingly compliant, ritually engaged.
  - Disengaged–Students actively reject the assigned task or substitute another activity.

### 3. Focus on instruction

- **3a.** Identify instructional practices:
  - Coaching
  - Demonstration
  - Discussion
  - Formal assessment
  - Hands-on experiences
  - Learning centers
  - Modeling
  - Presentation
  - Providing directions/instructions
  - Providing opportunities for practice
  - Teacher-directed Q&A
  - Other

- **3b.** Identify grouping format:
  - Whole group
  - Small group
  - Paired
  - Individual

- **3c.** Identify research-based categories of instructional strategies:
  - Identifying similarities and differences
  - Summarizing and note taking
  - Reinforcing effort and providing recognition
  - Homework and practice
  - Nonlinguistic representations
  - Cooperative learning
  - Setting objectives and providing feedback
  - Generating and testing hypotheses
  - Cues, questions, and advance organizers
  - None

### 4. Focus on the learning environment

- **4a.** Materials are readily available in the classroom
  - Models and/or exemplars of student work are posted
  - Routines and procedures are evident
  - None
Phase II: Analyze

Overview

This section focuses on the analyze component of the collect, analyze, reflect, and act improvement process. In this phase you will use the data summary look-fors tool to aggregate, organize, and analyze data collected from multiple walkthroughs to identify patterns and trends and to clarify the current state of campus and district implementation of the curriculum and instructional program.

Organizing walkthrough data in the data summary look-fors tool provides a quick way to become familiar with the data; analyze the data set(s) for validity; discover look-for interactions, relationships, and connections; and identify recurring events (patterns) and general directions in which the data moves (trends). After your team has worked through the improvement process with a first collection of data, you can use it as a baseline against which to gauge your subsequent analyses of patterns and trends as well as growth or progress.

Included in Appendix C are examples of completed data summary look-fors forms, which are designed to illustrate various ways to analyze and report the data sets.

- **Sample A** is designed to show how aggregated data can highlight patterns in an instructional program at a single grade level.
- **Sample B** illustrates how aggregated data can surface patterns and trends in an instructional program across multiple grade levels or courses.
- **Sample C** illustrates how aggregated data can provide insights into the data collector herself or himself.
- **Sample D** presents one way to isolate and report a second round of data after conducting an initial reflective conversation leading to actions to address issues with 1b (note that Sample D consists only of page 1 of the form).
- **Sample E** provides the full set of data from two rounds of data collection.

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The walkthrough data can be aggregated by hand on the provided data summary look-fors form or electronically for a subscription fee through a number of providers.
### INITIAL

#### Structured reflective conversation meeting: PLANNING TOOL

**Introduction:** Establish the meeting’s purpose, expectations, norms, and desired outcomes.

Notes:

<table>
<thead>
<tr>
<th>Structured reflective conversation</th>
<th>What? question prompts to use:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gut</strong> question prompts to use:</td>
<td></td>
</tr>
<tr>
<td><strong>So what?</strong> question prompts to use:</td>
<td><strong>General</strong> question prompts:</td>
</tr>
<tr>
<td><strong>Specific look-for</strong> question prompts:</td>
<td></td>
</tr>
<tr>
<td><strong>Now what?</strong> question prompts to use:</td>
<td></td>
</tr>
</tbody>
</table>

**Closing**

Notes:
So what? Specific look-for issue-level reflection questions
(for use in the initial and subsequent reflective conversations)

Note: These questions go with the specific look-for issue level in the So what? section of the structured reflective conversation meeting outline and planning tool documents.

1. Focus on curriculum

1a. Learning objective(s) exists
   • How do we go about establishing or creating the learning objective?
   • How do we go about using the standards to create a learning objective?
   • How do we go about establishing and communicating the learning objective?
   • How do we go about using the district curriculum framework to create learning objectives?

1b. Learning objective(s) on target for grade-level standards
   • How do we use the curriculum standards to plan for instruction?
   • How do we use the curriculum standards to design our assessments?
   • How do we use the curriculum standards to design our lessons?
   • What criteria do we use to ensure that our learning activities are aligned to the curriculum standards?
   • How do we ensure that our lessons get at the depth and complexity called for in the curriculum standards?

1c. Learning objective(s) aligned to the specified timeline / scope and sequence
   • How do we determine that our learning activities are aligned to the district or campus timeline / scope and sequence?

1d. Learning objective(s) evident to the students
   • What criteria do we use in establishing learning expectations, and how do we go about communicating these expectations to the students?
   • What are the various things you consider as you put the curriculum standards and learning expectations into language that students will understand?
   • How do we go about ensuring that the learning expectations are clear to all students?
   • When we plan lessons, what thinking goes into decisions about the learning expectations?
   • How do we ensure that students know what the learning expectations are for a given lesson/unit?
   • How do we go about ensuring that students are able to articulate what they are learning versus what they are doing?
   • How might students’ knowing the learning expectations influence student achievement?
Classroom Walkthrough for Continuous Improvement

**Act:** The leader’s role in supporting and implementing action

**What is the specific, measurable action that was to be taken?**

**Leader’s next steps and to-dos:**