

Power Walkthrough

Millburn District 24

November 7th, 2011

BOE Committee of the Whole



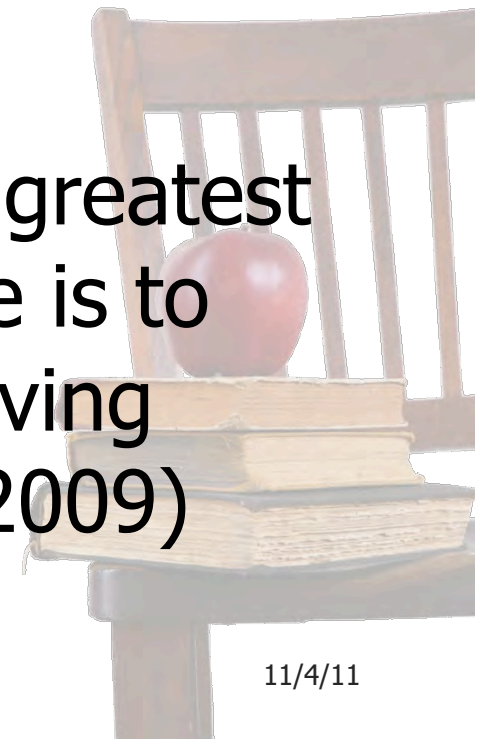
Agenda

- 🍎 History/Background
- 🍎 Introducing Power Walkthrough
- 🍎 Overview of Instructional Strategies
- 🍎 Teacher Expectations
- 🍎 Summary
- 🍎 Questions



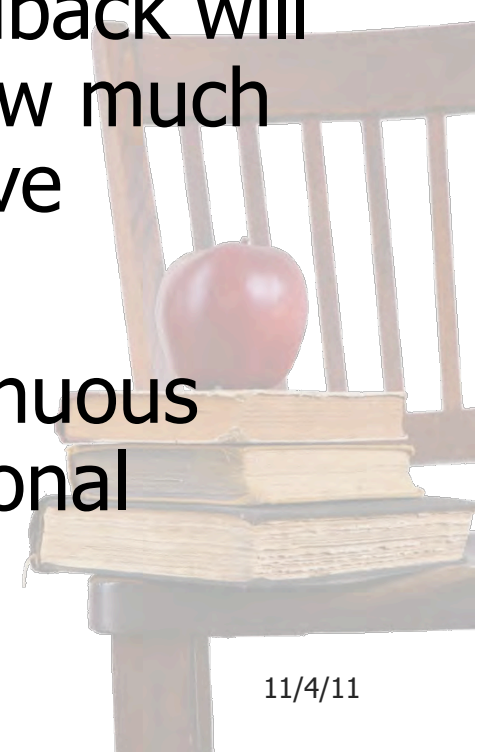
Research

- 🍎 Research tells us that the role of the teacher is the single greatest factor on student learning. (Sanders, et al)
- 🍎 Research also tells that one of the greatest factors central office can contribute is to maintain a singular focus on improving instruction (Marzano and Waters, 2009)



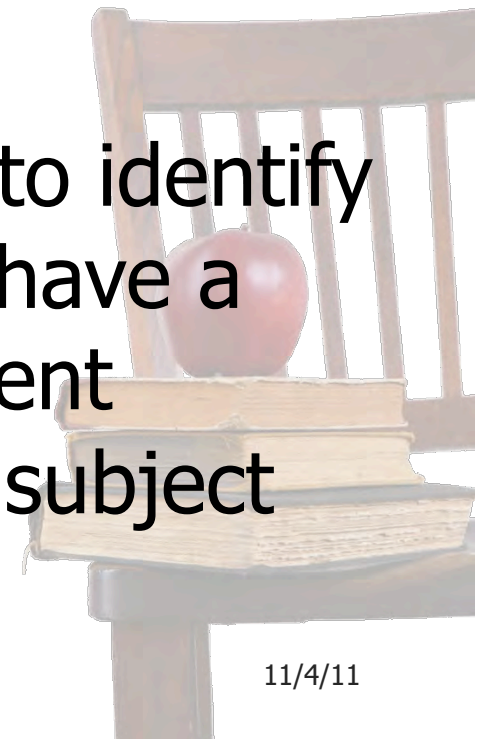
We Know . . .

- 🍎 Student achievement will not improve unless teaching improves
- 🍎 Teachers working alone without feedback will not be able to improve no matter how much professional development they receive
- 🍎 We need to create a system of continuous improvement of instruction, professional development, and feedback



Who is McREL?

- 🍎 Midcontinent Research for Education and Learning
- 🍎 Analyzed selected research studies on instructional strategies that could be used by teachers in K-12 classrooms
- 🍎 Primary Goal of McREL study was to identify those instructional strategies that have a high probability of enhancing student achievement for all students in all subject areas at all grade levels



Power Walkthrough Process

- 🍎 The Power Walkthrough process uses McREL's research as its foundation
- 🍎 The Power Walkthrough process simply put is:
 - Collecting Data
 - Analyzing Data
 - Planning Staff Development
 - Increasing Student Achievement



What is a Power Walkthrough?

- 🍎 Power Walkthroughs help turn brief classroom observations into real opportunities for coaching teachers to higher levels of performance
- 🍎 Power Walkthroughs guide staff development efforts
- 🍎 A Walkthrough is a brief observation
- 🍎 A walkthrough is NOT:
 - Evaluative
 - Lengthy
 - Short-term



Where Are We This Year?

- 🍎 11/12 is a learning year for everyone
- 🍎 We will learn the strategies we will be looking for during a Walkthrough
 - You may already be successfully implementing many strategies we will outline later
- 🍎 We will learn how the 9 instructional strategies contribute to improved instruction and student achievement
- 🍎 We will become more comfortable with the actual walkthrough process



What Are We Looking For?

🍎 The Power Walkthrough observation tool is based on 9 categories of researched-based effective instructional strategies

Identifying Similarities and Differences

Cooperative Learning

Summarizing and Note Taking

Setting Objectives and Providing Feedback

Reinforcing Effort and Providing Recognition

Generating and Testing Hypotheses

Homework and Practice

Cues, Question, and Advance Organizers

Nonlinguistic Representations

Identifying Similarities and Differences

Strategy Indicators

- Graphic organizers such as Venn diagrams and matrices are used to compare/classify
- Teachers use, and students create analogies and metaphors
- Engaging students in mental processes that involve identifying ways items are alike and different

Summarizing and Note Taking

Strategy Indicators

- Students using rule-based summarizing (procedural)
- Discussing essentials of specific information
- Summary frames posted or given as an advance organizer
- Students' notes show consistent information in the students' note taking style
- Teacher models effective note taking strategies (Webbing, informal outline, combination notes)

Reinforcing Effort and Providing Recognition

Strategy Indicators

- Explicitly teach students about the importance of effort and its connection to achievement
- Have students keep track of their effort and achievement
- Use of explicit cues
- Wait time
- Asking analytic and/or inferential questions (Socratic Method)
- Scaffold questions up Bloom's Taxonomy

Homework and Practice

Strategy Indicators

- Students have designated time to work on skills
- Students are comparing or discussing their practice speed and accuracy charts or graphs
- There is a clear purpose and outcome tied to objectives

Nonlinguistic Representations

Strategy Indicators

- Story telling and/or multisensory experiences to create mental pictures
- Using kinesthetic movement to help convey concepts
- Using manipulatives and/or models
- Using graphs, pictures, or movies
- Students creating sketches or drawings

Cooperative Learning

Strategy Indicators

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

Setting Objectives

Strategy Indicators

- Using criterion referenced feedback and explanations
- Focus feedback on specific types of knowledge
- Timely feedback on assessments
- Allow students to revise based on feedback
- Engage students in self- and peer-feedback

Providing Feedback

Strategy Indicators

- Personalizing the recognition
- Using pause, prompt, and praise
- Offering concrete symbols of recognition
- Use of words before trinkets
- No over-praising for accomplishing relatively easy tasks

Generating and Testing Hypotheses

Strategy Indicators

- High-level application of learned concepts
- Student using knowledge in “real-world” contexts
- Students overheard saying, “Let’s try this”
- Students brainstorming and/or troubleshooting

Questions, Cues, and Graphic Organizers

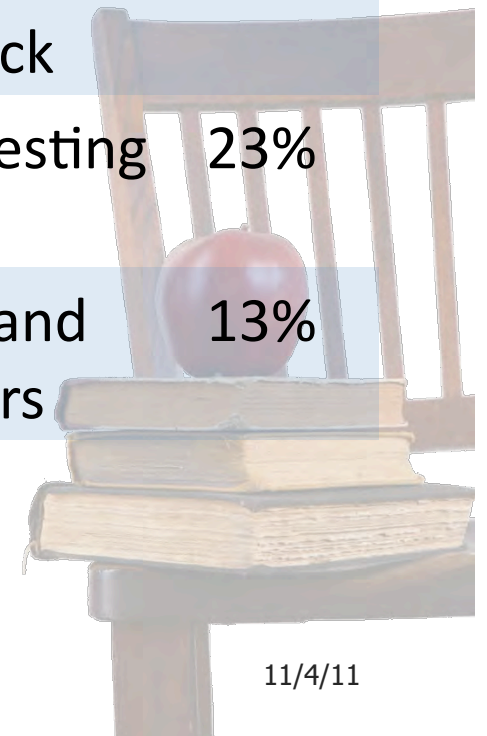
Strategy Indicators

- Question/answer discussions with & between students are high level on Bloom's
- Hear a variety of explicit, inferential, & analytic cues and questions
- Enhancing students' ability to retrieve, use, & organize what they already know about a topic
- The beginning of a lesson/unit is being graphically organized: charts/graphs, multimedia, skimming, narrative, etc.

Impact of Strategies

When these strategies are used here is the typical effect on raising student achievement

Identifying Similarities and Differences	45%	Cooperative Learning	27%
Summarizing and Note Taking	34%	Setting Objectives and Providing Feedback	23%
Reinforcing Effort and Recognition	29%	Generating and Testing Hypotheses	23%
Homework and Practice	28%	Questions, cues, and advance organizers	13%
Nonlinguistic Representations	27%		



Impact of Strategies

So, what does this mean?

For example, an average student who was exposed to higher-level questioning strategies scored 0.73 standard deviations above the scores of the average student who was not exposed to higher-level questioning strategies

This translates to a percentile gain of about 27 points (using a statistical conversion table)



When to Use Each Strategy

To provide evidence that students have learned . . .

Providing Feedback
Providing Recognition
Homework

To help students acquire and integrate new knowledge . . .

Reinforcing Effort and Providing Recognition
Cues, Questions and Advance Organizers
Nonlinguistic representation
Summarizing and Note Taking
Homework
Cooperative Learning
Providing Feedback

To help students practice, review and apply that knowledge . . .

Homework and Practice
Identifying Similarities and differences
Generating and Testing Hypotheses
Cooperative Learning
Providing Feedback
Reinforcing Effort and Providing Recognition
Nonlinguistic Representation

What We Need to Find Out . . .

- 🍎 Are we using the appropriate strategies for different types of lessons or parts of lessons?
- 🍎 Are we using these strategies at a sufficient level of implementation to raise student achievement?



The Walkthrough Process

- 🍎 A team of administrators select and visit several classrooms and observe for 3-5 minutes
- 🍎 Each administrator will complete the walkthrough template for each classroom observed
- 🍎 The team will upload the data and then spend 20 minutes discussing the observations



Teacher Feedback

- 🍎 Teachers will not receive any immediate feedback regarding an observation in their classroom
- 🍎 Teachers will receive feedback on collective data that reflects the status of the district or each building individually
- 🍎 For the first year feedback will be shared collectively, in subsequent years feedback may be shared by grade level or by individual teacher



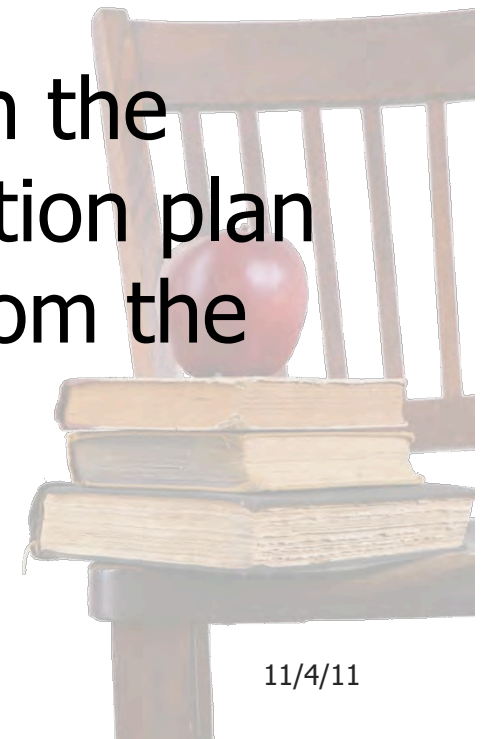
Teacher Evaluations?

- 🍎 This process may very well be part of the evaluation process, but we just don't know yet
- 🍎 Walkthroughs will give us opportunities to identify strengths and weaknesses in our instructional program so that we can continue to work on improving student achievement



Teacher Evaluations?

- 🍎 As we all know, the state is changing the evaluation system for teachers
- 🍎 Teachers will have a major role in the development of Millburn's evaluation plan as soon as we have guidelines from the state

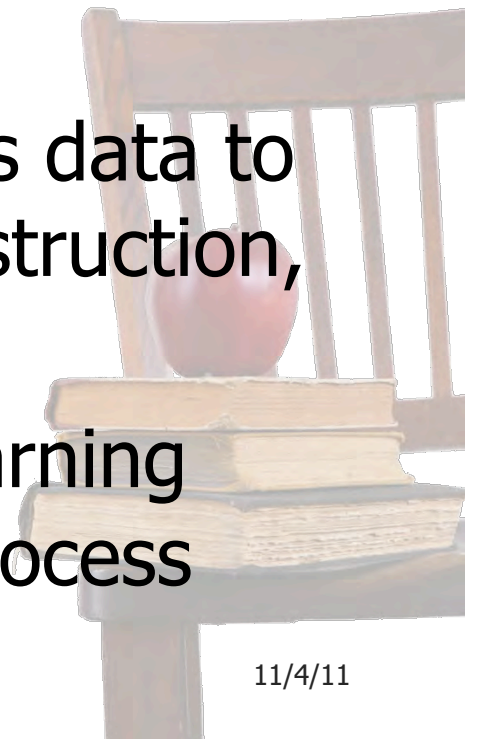


So What Have We Learned?


- 🍎 Teachers are the most important part of student learning
- 🍎 We know that we have to work hard to continuously improve instruction
- 🍎 We know that Walkthroughs will be a part of our effort to improve instruction at Millburn
- 🍎 We know that the Walkthrough process is research based
- 🍎 We learned about 9 instructional strategies that have a high probability of enhancing student achievement

So What Have We Learned?

- 🍎 We know that administrators will be visiting classrooms for 3-5 minute observations
- 🍎 We know that the data collected during these observations will be analyzed and shared periodically
- 🍎 We know that the goal is to use this data to plan staff development, improve instruction, and increase student achievement
- 🍎 We know that we are ALL in the learning phase of the Power Walkthrough Process



Most Importantly . . .

 **Don't Panic!**



11/4/11