

Classroom Walkthroughs:

Teachers and school leaders working collaboratively to raise student achievement

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Richardson Primary School



Session Overview

- ❏ **School Context**
- ❏ **Scoreboard and Classroom Walkthroughs**
- ❏ **How do we know students in our school are improving?**
- ❏ **Benefits and Implications**
- ❏ **Questions**

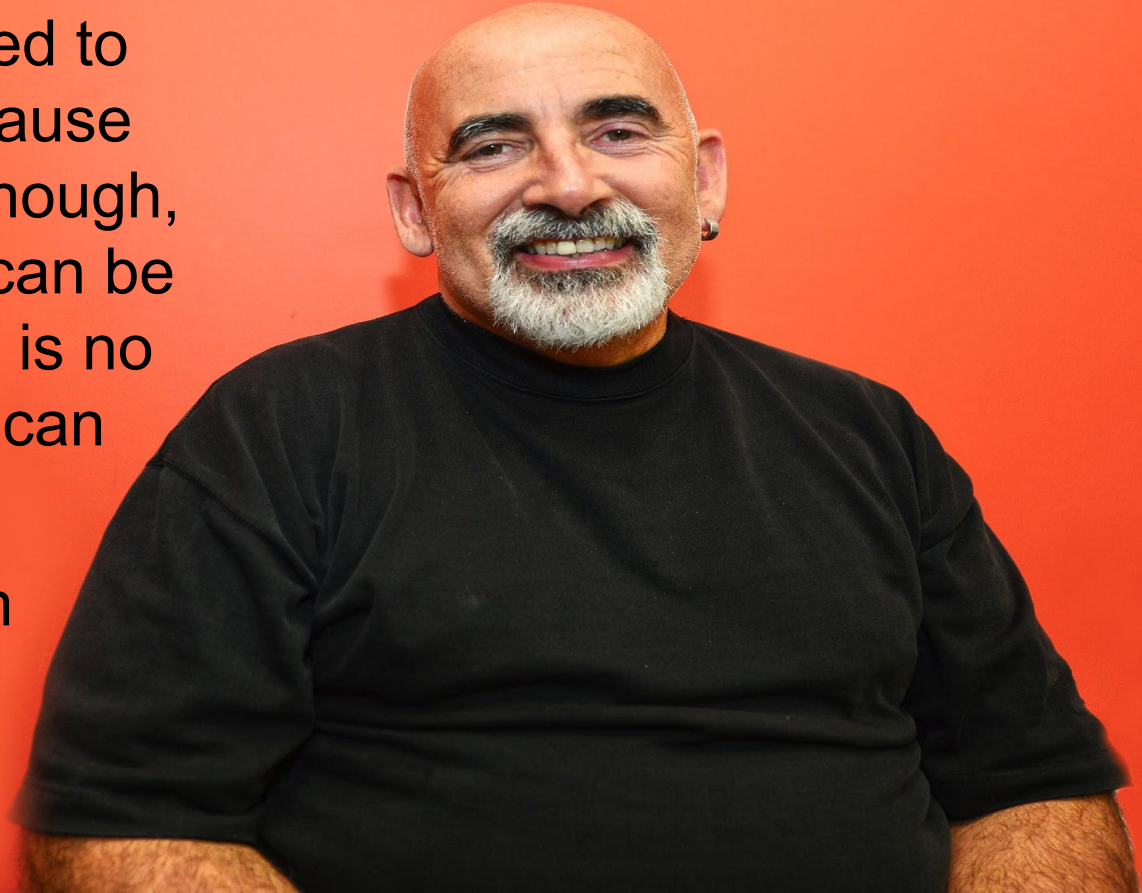


A photograph of a school building with a large circular graphic overlay. The building has a modern design with green and grey accents. In the foreground, there are green bushes and a concrete walkway. The sky is blue with some clouds. The circular graphic is semi-transparent and contains a quote in dark blue, all-caps text. The quote is: "THE PATHWAY TO EDUCATIONAL EXCELLENCE LIES WITHIN EACH SCHOOL". Below the quote, the name "TERRENCE DEAL" is written in the same font. The background of the graphic shows a faint image of a school building with a sign that says "Richardson Primary School".

**"THE PATHWAY
TO EDUCATIONAL
EXCELLENCE LIES
WITHIN EACH
SCHOOL".
TERRENCE DEAL**

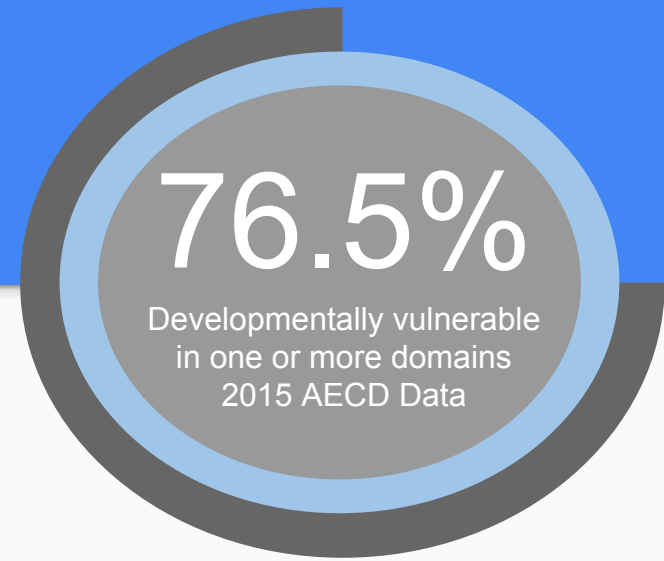
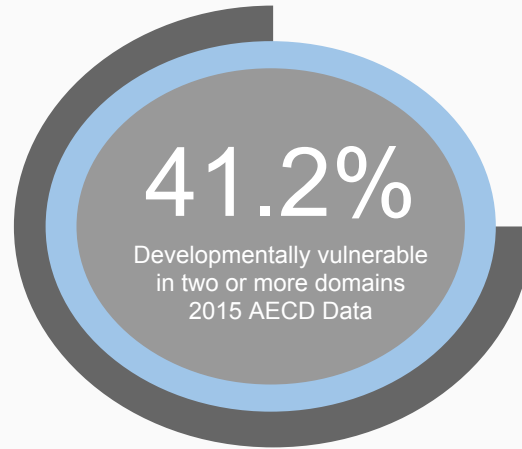
“If we can create a culture where every teacher believes they need to improve, not because they’re not good enough, but because they can be even better, there is no limit to what we can achieve”.

Dylan Wiliam



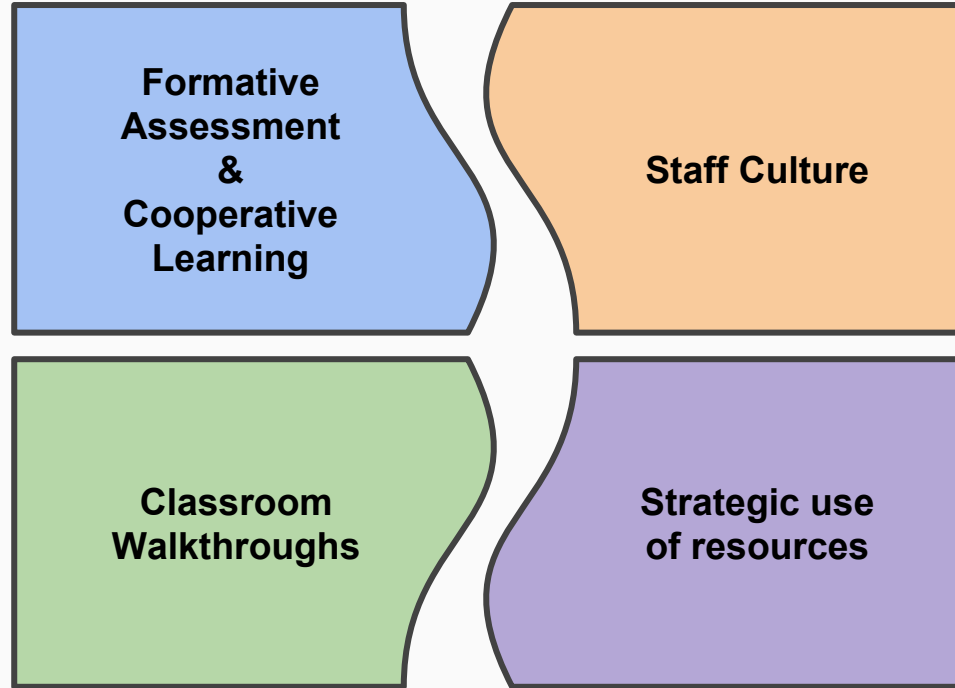
The need for high impact instruction

PIPS Raw Scores for Reading		
Year	Richardson Start	ACT Start
2015	33	52
2014	40	51
2013	36	51
2012	44	52
2011	39	51



**One year's
growth is not
enough!**

Raising student achievement through...



Richardson Scoreboard

“A scoreboard is a visual tool for assessing the team’s success at a given point in time, letting the team continually review its progress against the expected achievements”.

Lencioni (2012) ‘The five dysfunctions of a team’ 2nd edition.



Things we will see in the classrooms

students chosen at random
teaching adjusted after data collection
teacher gives oral formative feedback
students, not teacher dominate discussions
questions that make students think
success criteria understood by students
brief teacher instructions
think time
no hands up
whole class celebrations
team celebrations
checking for understanding
teachers and students are intentional learners
feedback that is clear, descriptive and task specific
personal learning goals that are precise, detailed and linked to classroom tasks

students are involved in developing criteria for self assessment
indicator systems are used to gauge student understanding
students can explain what they are expected to do and why
teacher listens to the student's vision of their work and uses it to some way
Opportunities to review work and respond to feedback is common
Learning targets are in student friendly language
Feedback which is timely and task / skill specific
Both individual and group directed feedback is given
Mistakes are viewed as opportunities for learning
Student self efficacy is high
Goal setting is a process and not an event
Teacher is using goal directed language in their conversations with class or with individual students.
Lessons include frequent progress checks for students to gauge their learning
Students are encouraged to rework work
Talk about where they are heading with their learning rather than asking for grades or status
examples
Students can tell you about their strengths and weaknesses
Students are asked to self assess as part of their regular routine
Class environment is safe for students to ask for help
Mistakes are seen as opportunities for learning

There are high levels of student engagement in class discussions
Teachers are using wait time as a strategy
Classroom for questions that are directly related to the lesson's learning target
Questioning that focuses student attention on important concepts
Questions that encourage students to comment on others' thinking responses
Questions that encourage deep or focus on specific understanding and problems
Student questions are focused on the content and key concepts
Teacher directed communication
The students have an opportunity to respond examples of work
Students receive feedback on approaching their own work
Assessment evidence is frequent evidence that students learn and benefit from the complete range of their learning
Students receive frequent progress checks for students to gauge their learning
Students are encouraged to review their own work
Students use their own goals and checklist progress towards them
Students can explain what they are heading to in your learning target

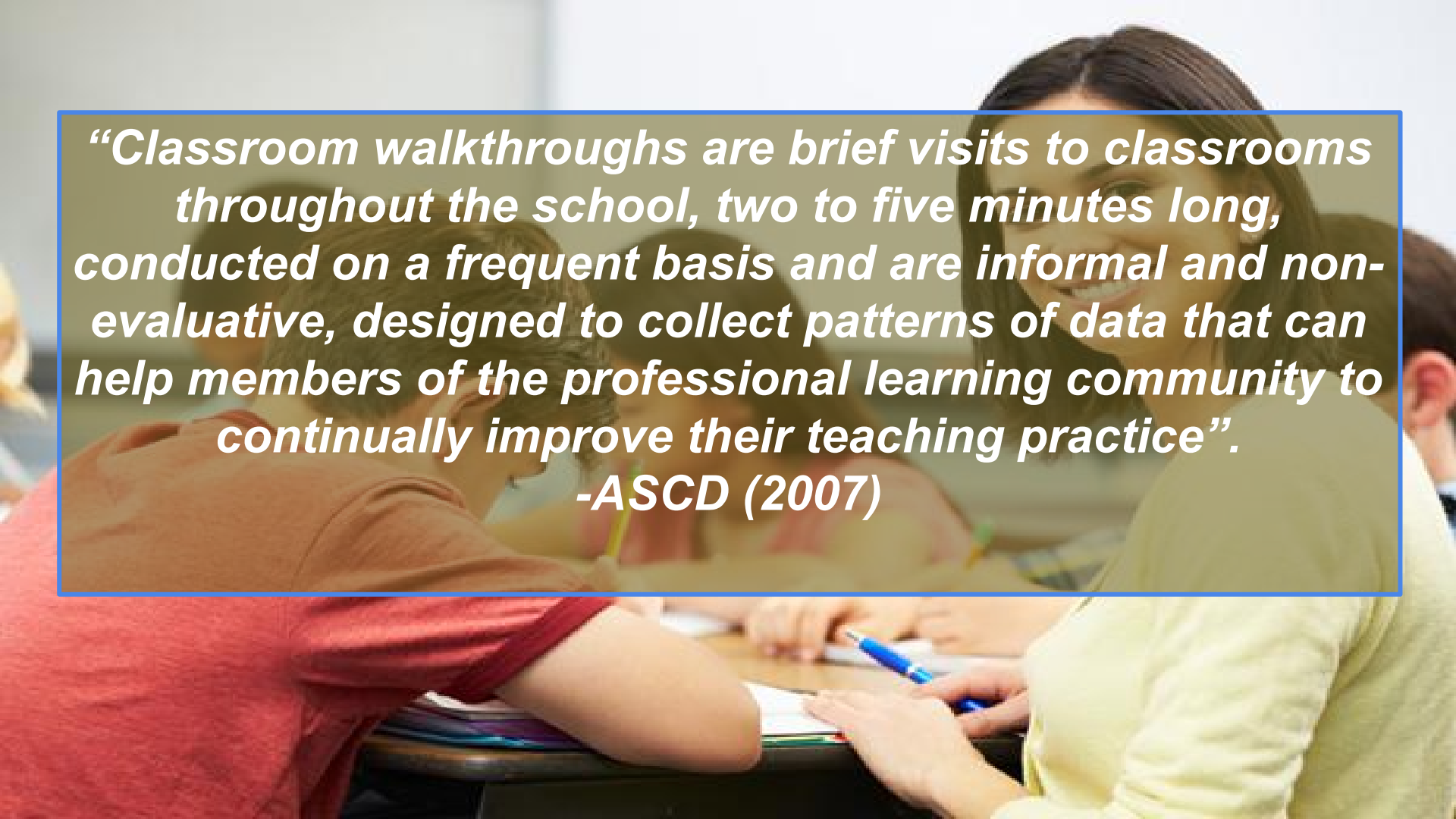


1. **Students are involved in developing criteria for self-assessment**
2. **Indicator systems are used to gauge student understanding**
3. **Feedback is timely, clear, skill specific and supportive in tone**
4. **There are high levels of engagement in class discussions**
5. **Questioning focuses student attention on important concepts**
6. **Questions encourage students to self-assess**
7. **Teachers use follow up strategies that extend thinking**
8. **Students can explain what they are supposed to do and why**
9. **Goal setting is a process not an event**
10. **Students are asked to self-assess as part of their regular routine**
11. **Students set their own goals and monitor progress towards them**
12. **Student directed conversation**
13. **Teachers are using wait time as a strategy**



Richardson Scoreboard

<p>Students are involved in developing criteria for self-assessment</p>	<p>Students can explain what they are learning and why</p>
<p>There are high levels of engagement in class discussions</p>	<p>Feedback is timely, clear, specific and supportive in tone</p>

A photograph of a classroom scene. In the foreground, a young boy in a red shirt is writing in a notebook. To his right, a young girl in a light green shirt is also writing. In the background, a teacher with long dark hair is smiling and looking towards the students. The text is overlaid on a semi-transparent blue box in the center of the image.

“Classroom walkthroughs are brief visits to classrooms throughout the school, two to five minutes long, conducted on a frequent basis and are informal and non-evaluative, designed to collect patterns of data that can help members of the professional learning community to continually improve their teaching practice”.

-ASCD (2007)

A walkthrough is a ...



Tool for collecting data

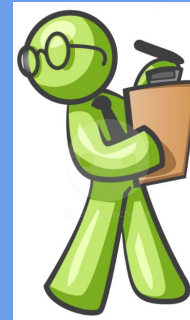


Tool for school improvement that links effective practices and desired outcomes



Snapshot of instructional focus across the school

A walkthrough is NOT a(n)...



Formal observation
Evaluation of teachers
“Gotcha” opportunity for supervisors



Dog and pony show or an isolated event



Invitation to discuss inappropriately or gossip

Implementation Flow Chart

2013



Observers:	Date:	Time:
There are high levels of engagement in whole class discussions.		
Classrooms observed under this scoreboard statement: _____		
What am I looking for:	Tally	
Teacher offers a question and allows think time		
Teacher chooses a student to respond (no hands up)		
Students have opportunities to discuss in pairs or small groups		
All student response system used		
Teacher uses specific strategies to ensure opportunities for all students to participate in discussions.		
At least 80% of students involved in answering questions		
Students support each other's learning		
Students, not teacher, dominate discussion		
Class environment is supportive and students are willing to participate in class discussions		
Teacher provides questions that target student attention and focus on important concepts.		
Students are encouraged to comment or elaborate on another students' response		
Students ask questions in ways that show confidence and competence		
Feedback is timely, clear, skill specific and supportive in tone.		
Classrooms observed under this scoreboard statement: _____		
Feedback given is timely		
Teacher makes at least one observation about the strength of the work		
Oral feedback is given		
Written feedback is given		
Demonstrated feedback is given		
Individual feedback is given to students		
Group feedback is given to students		
Feedback is focussed on the work and the process student used to do the work		
Feedback is criterion referenced		
Feedback is supportive in tone		
Students are willing to make mistakes as they are viewed as opportunities for learning (Students are willing to have a go at a task)		
Students are openly asking for help		
Students' self-efficacy is high (a learner's belief in their ability to succeed in a particular situation)		
Evidence of student appraisal of their work		
Feedback given is building on student strengths and strategies to overcome weaknesses.		
Examples of best practice observed:		

 **Purpose**

 **Process**

 **Protocols**

Agreement Gradient



Implementation Flow Chart

2013

**Walkthrough guide
and template for
first two scoreboard
statements**

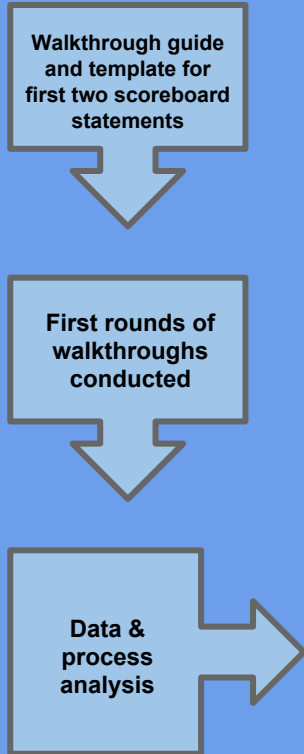


**First rounds of
walkthroughs
conducted**



Implementation Flow Chart

2013



Walkthrough process analysis May 2013

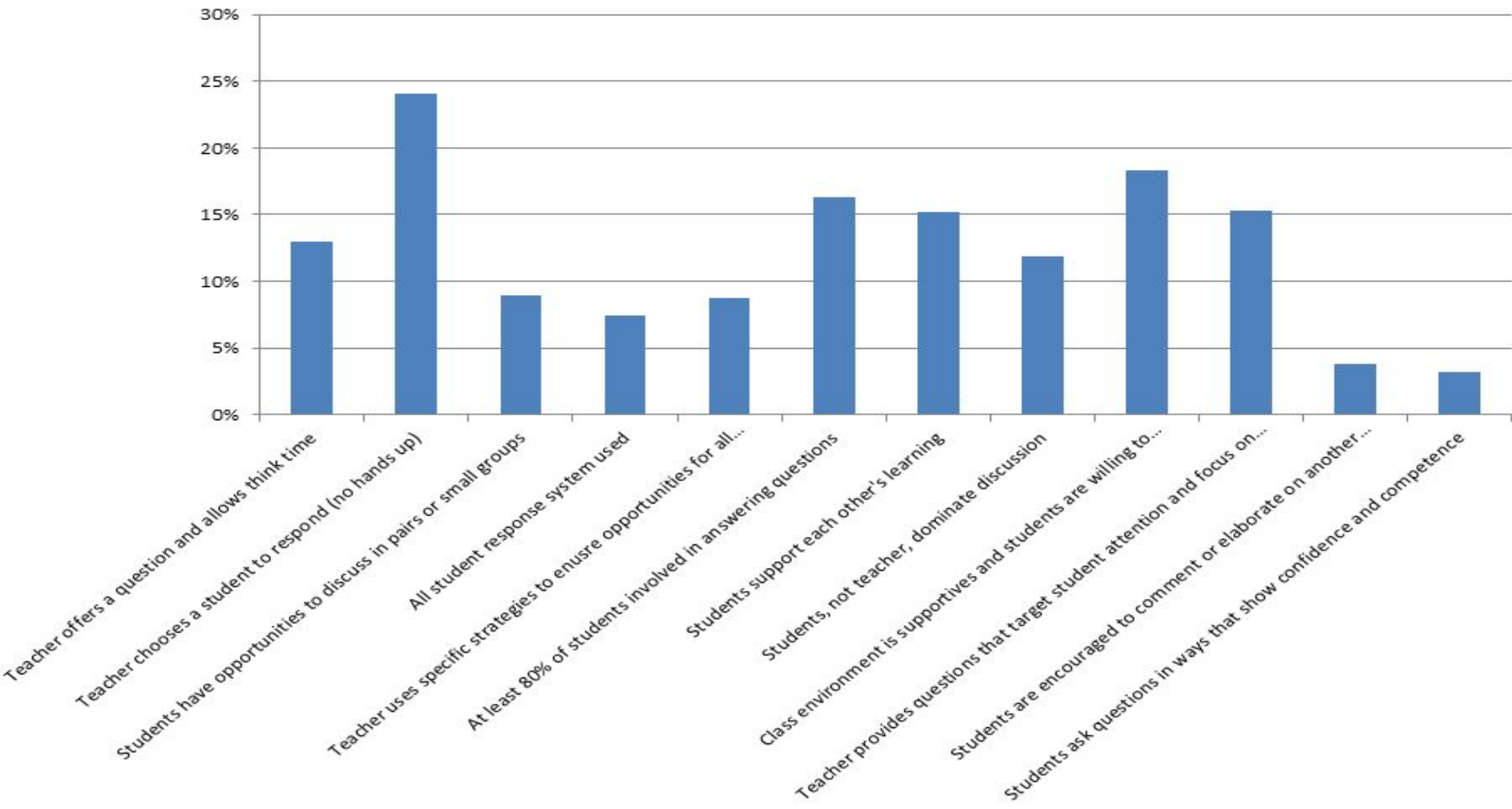
What worked?

What needs work?

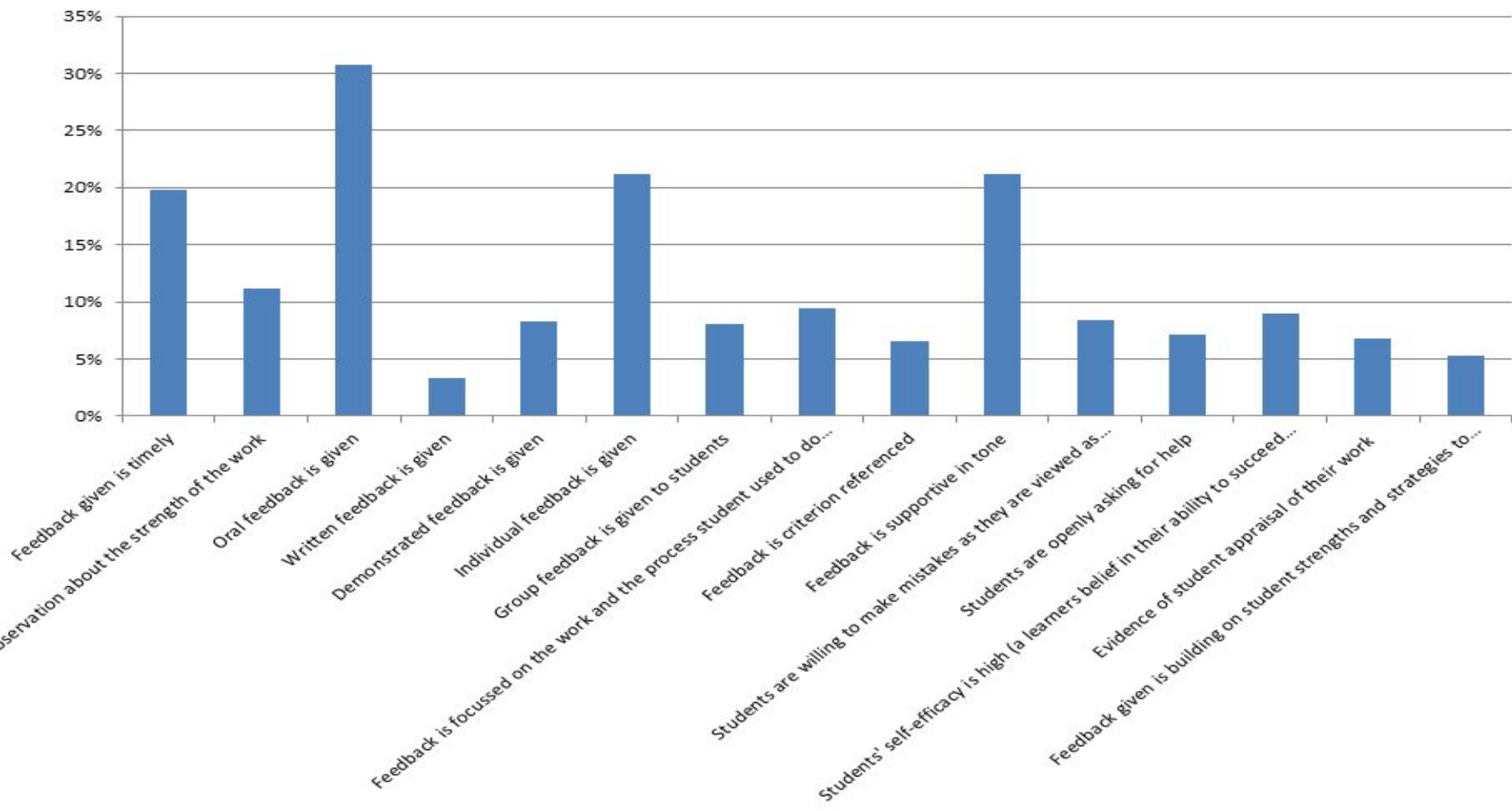
Interesting...

Discussions	Time	Observations	Interruptions	Process	Strategies
<ul style="list-style-type: none"> Discussions with peers Opportunity to talk "teaching" with colleagues as it was happening. Having a partner from another team to discuss with. (Different perspectives) Having a partner to discuss with. The collaboration within the walk-through group. Different people picked up, observed and interpreted things in different ways. Going in peers/groups meant being able to discuss what we were seeing. Conversation with partner. Chance to reflect on practice while watching others. Doing in groups other than teaching team. The discussion time at the end with your partner. 	<ul style="list-style-type: none"> Going/happening in different sessions Random times (no dog and pony shows) Time Timing Timing of walkthrough after lunch Timing of walkthrough The timing-classes not in full lesson swing. Wrong times Timing (transitions) Timing- NAPLAN week Timing of the walkthrough (week 3 around NAPLAN) The lack of time in each classroom made it difficult to see things on the checklist especially if transition time or silent reading time Transition time is a lot the same throughout the school 	<ul style="list-style-type: none"> Loved seeing what was happening in the school Getting the opportunity to visit other classrooms Opportunity to see other classrooms Observe other ideas/get ideas Being able to talk to students and ask them questions about what they were doing and what they were learning about. As well as seeing students work. Observing other teachers in action. Seeing other people's classroom Observations of lessons Seeing other teachers various teaching styles and classroom management strategies Seeing what other classes are learning Seeing all the wonderful learning here at Richo Kids still put their hands up (across the school) Visiting all classrooms 	<ul style="list-style-type: none"> Disruption to classes Being a disruption Interrupting classes – children wanting to talk to you The students would often stop and talk to people doing the walkthrough, or watch them – disrupted classes Not interrupting other classes 	<ul style="list-style-type: none"> Filling out sheet outside the classroom Tally marks – easy to check boxes, quick method to record Having the checklist to tally on. Seeing processes in place Observing students in action Not always being able to hear the conversation between teachers and students. Stood there marking not involved Lessons didn't lend themselves that way (in terms of items on the checklist) Organisation, things done at last minute didn't know who? What? Where? When? Checklist? Where to meet? Difficulty checking things from bottom section of the sheet (harder to see in a 	<ul style="list-style-type: none"> Similarities and differences across the school Similar strategies in use Seeing a lot of 'turn to your partner and discuss'

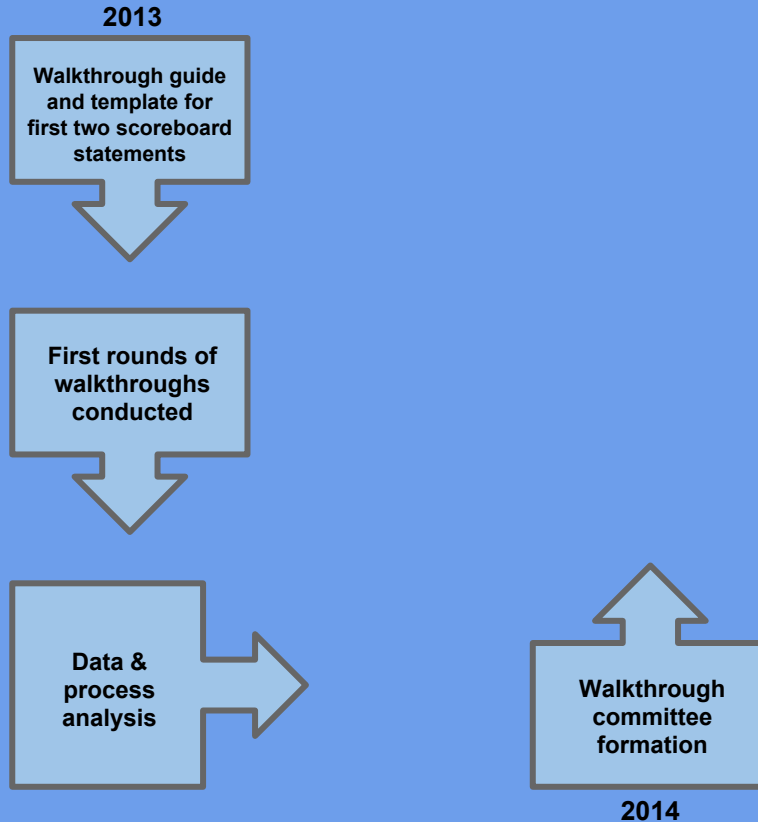
There are high levels of engagement in class discussions



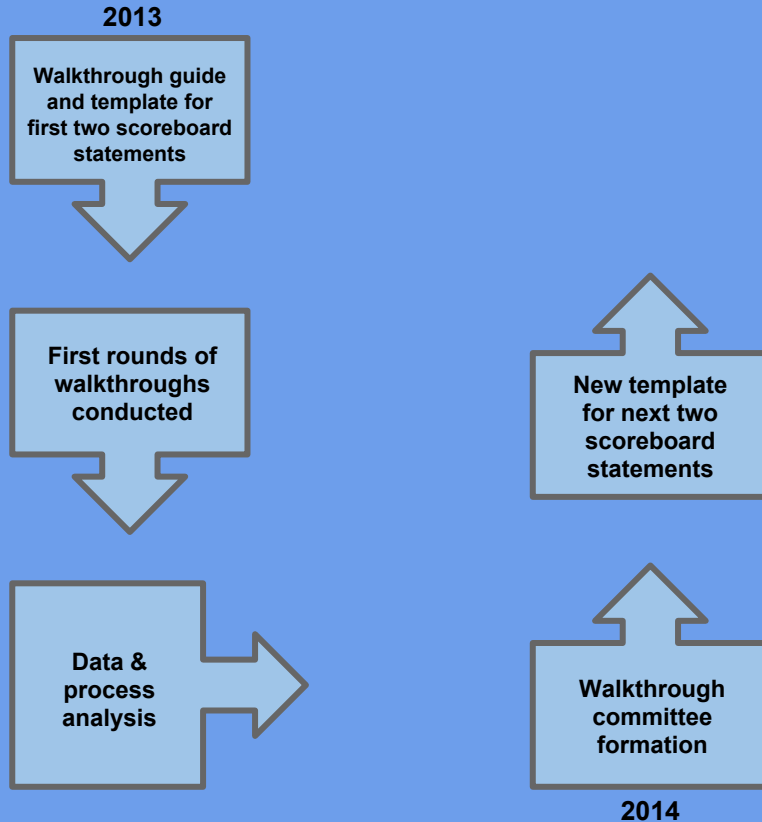
Feedback is timely, clear, skill specific and supportive in tone



Implementation Flow Chart

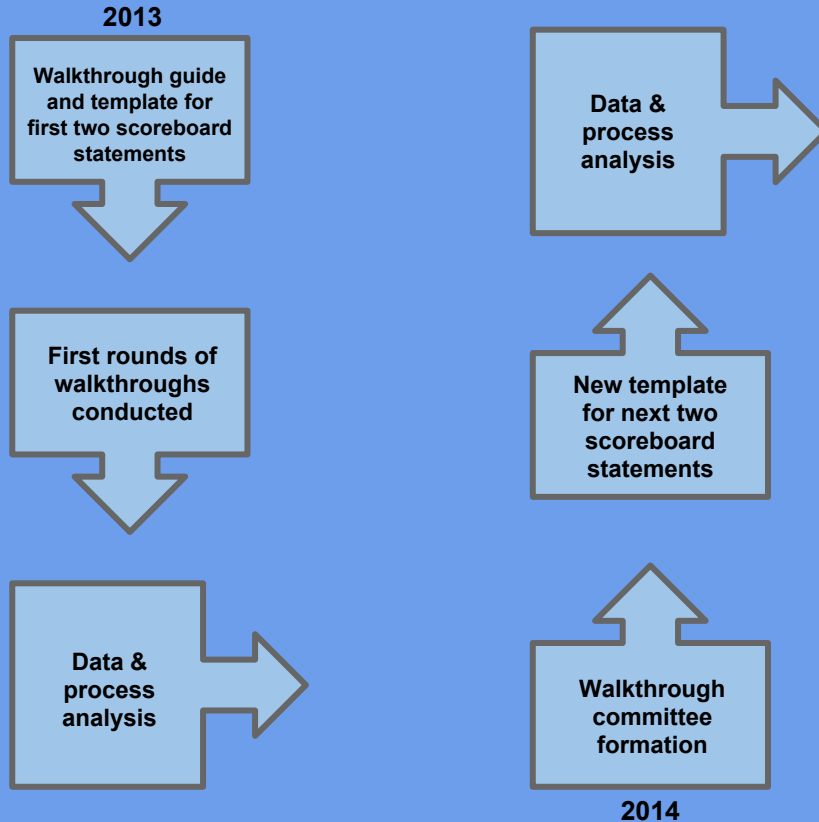


Implementation Flow Chart



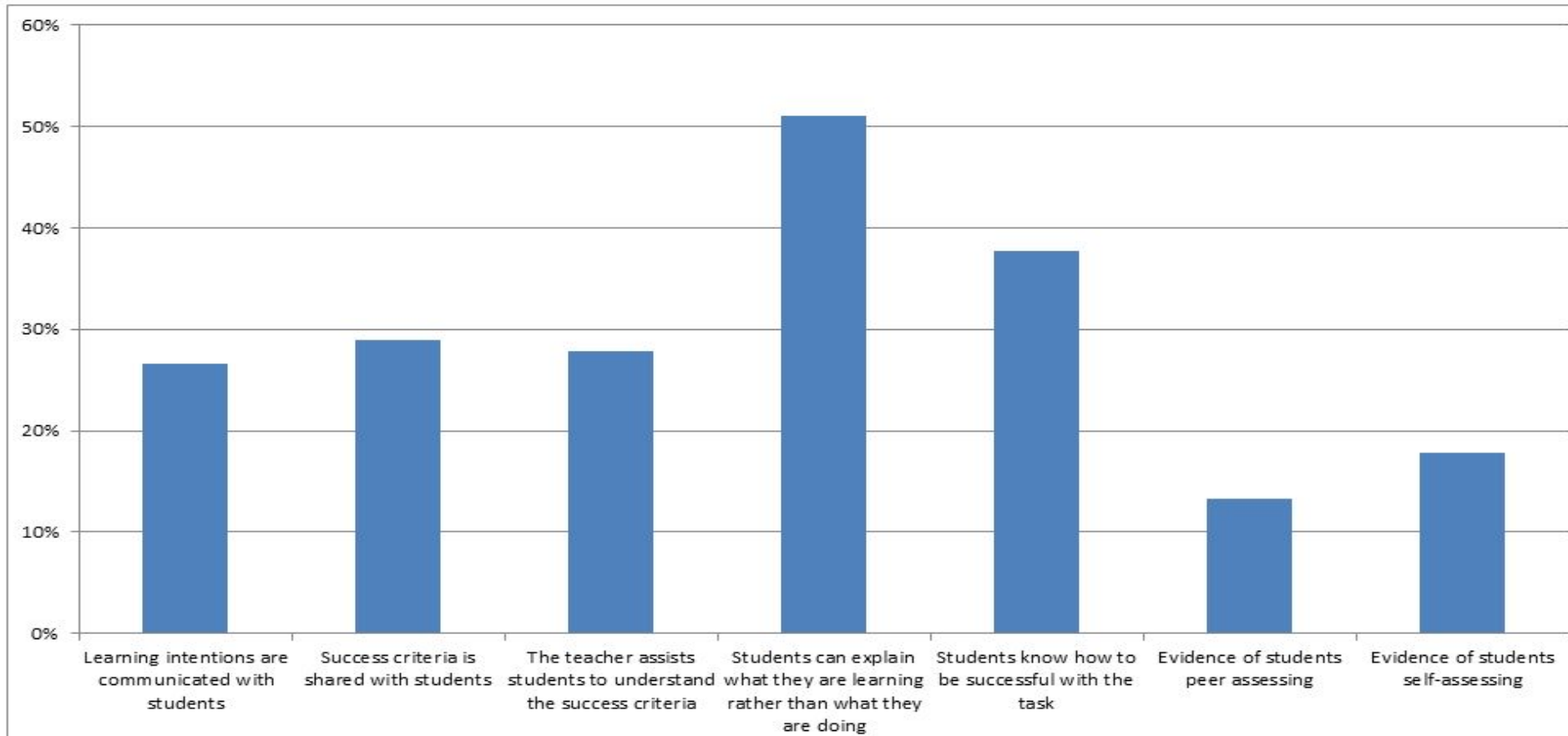
Observers:	Date:	Time:	Classrooms Observed:
Students can explain what they are supposed to be learning and why.			
Students are involved in developing criteria for self-assessment.			
What am I looking for?	Tally	Comments:	
Learning intentions are communicated with students.			
Success criteria is shared with students.			
The teacher assists students to understand the success criteria.			
Students can explain what they are learning rather than what they are doing.			
Students know how to be successful with the task.			
Evidence of students' peer assessing.			
Evidence of students self-assessing.			

Implementation Flow Chart

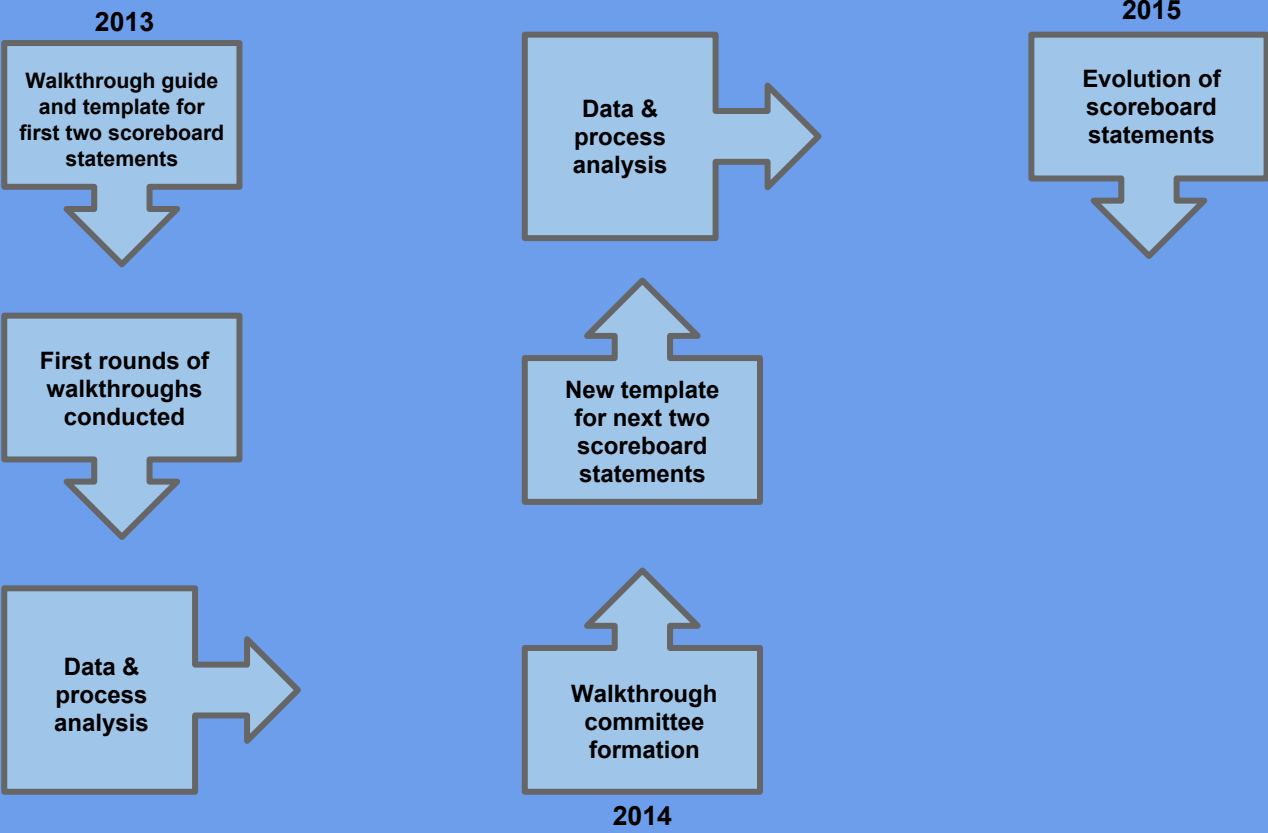


Students can explain what they are supposed to be learning and why.

Students are involved in developing criteria for self-assessment.



Implementation Flow Chart



Richardson Scoreboard

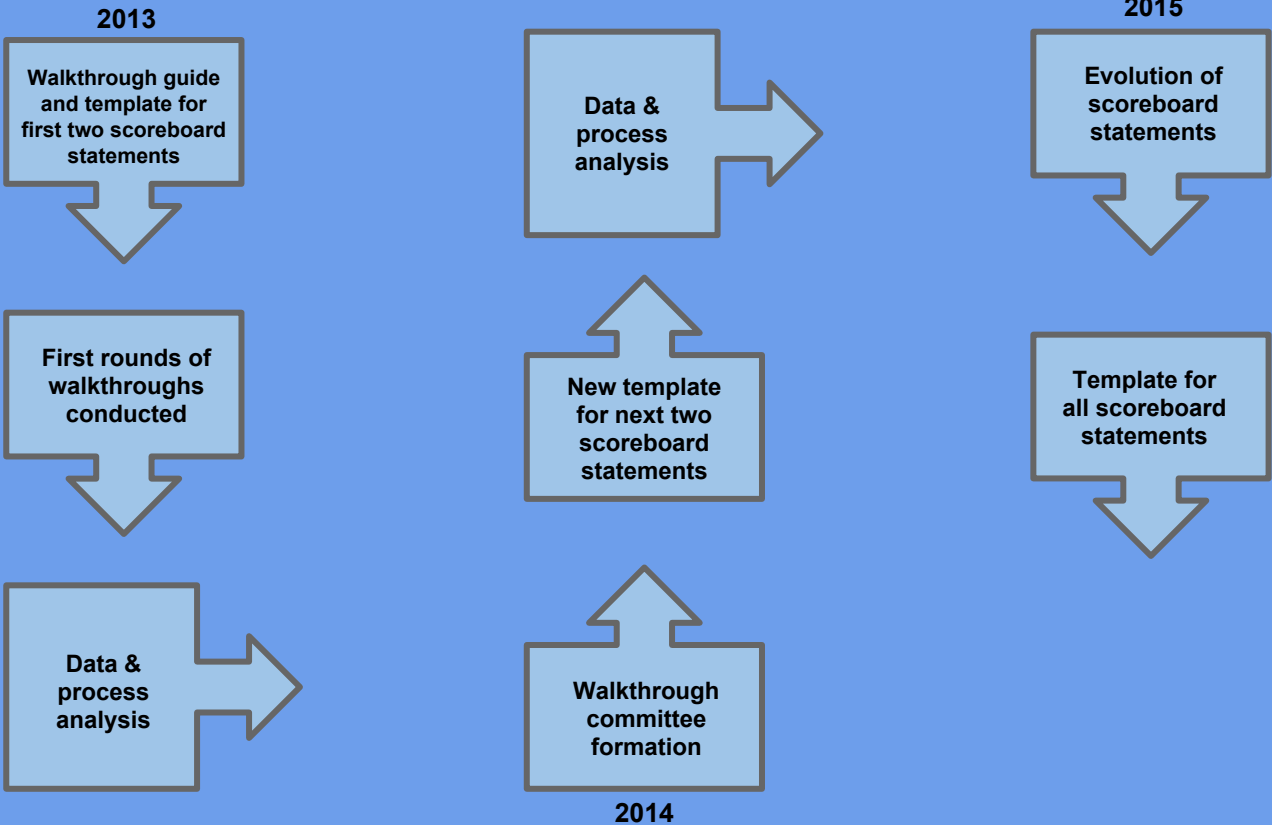
Students are involved in developing criteria for self-assessment	Students can explain what they are learning and why
There are high levels of engagement in class discussions	Feedback is timely, clear, specific and supportive in tone

Version 1.0

Peer or self-assessment strategies are being used	Students can explain what they are learning rather than what they are doing
Teachers provide think time for questions and use a range of strategies to check for understanding	Feedback is timely and directed towards the learning target

Version 2.0

Implementation Flow Chart



Classroom Walkthrough	
Observers:	Date:
Number of classrooms:	Time:
Scoreboard Statement	Tally
Teachers provides think time for questions and uses a range of strategies to check for understanding	
Feedback is timely and directed towards the learning target	
Students can explain what they are learning rather than what they are doing	
Peer or self-assessment strategies are being used	

Walkthrough

*Required

Names: *

People completing the walkthrough.

Select how many times you see each statement during your walkthrough.

	1	2	3	4	5	6	7	8	9	10	11
Students can explain what they are learning rather than what they are doing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback is timely and directed towards the learning targets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer and Self-Assessment strategies are being used	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers provide think time for questions and use a range of strategies to check for understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

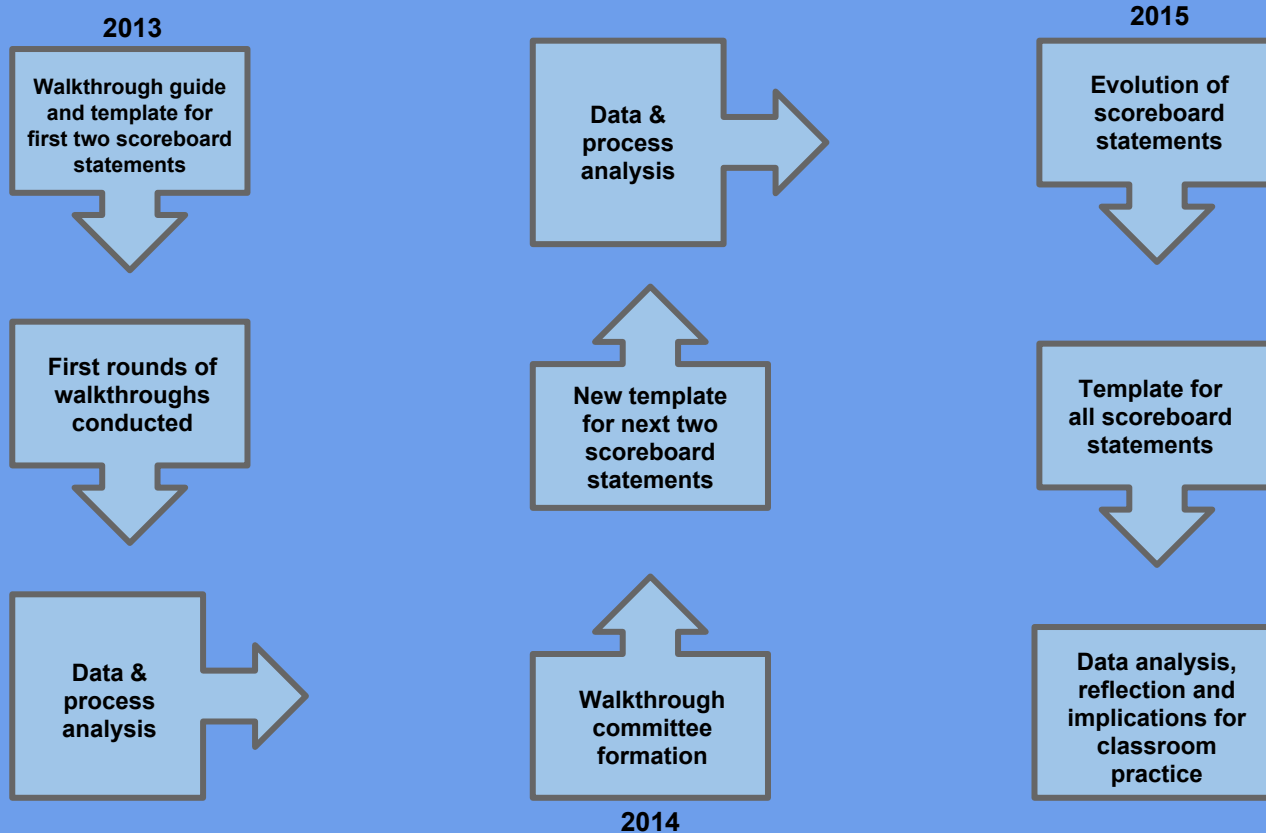
Total Number of Classes Visited *

Session

- Morning
 Middle
 Afternoon

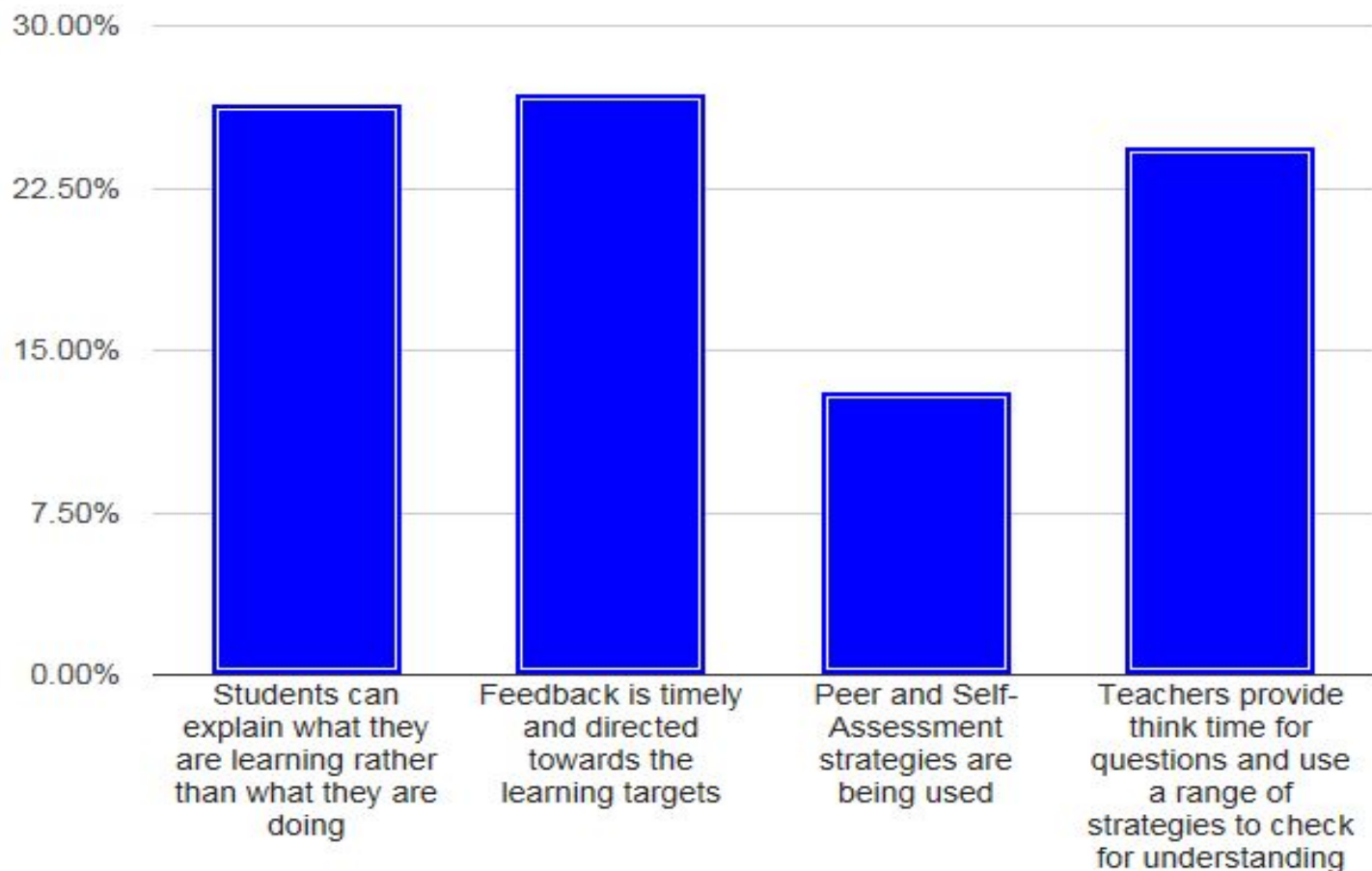
Submit

Implementation Flow Chart

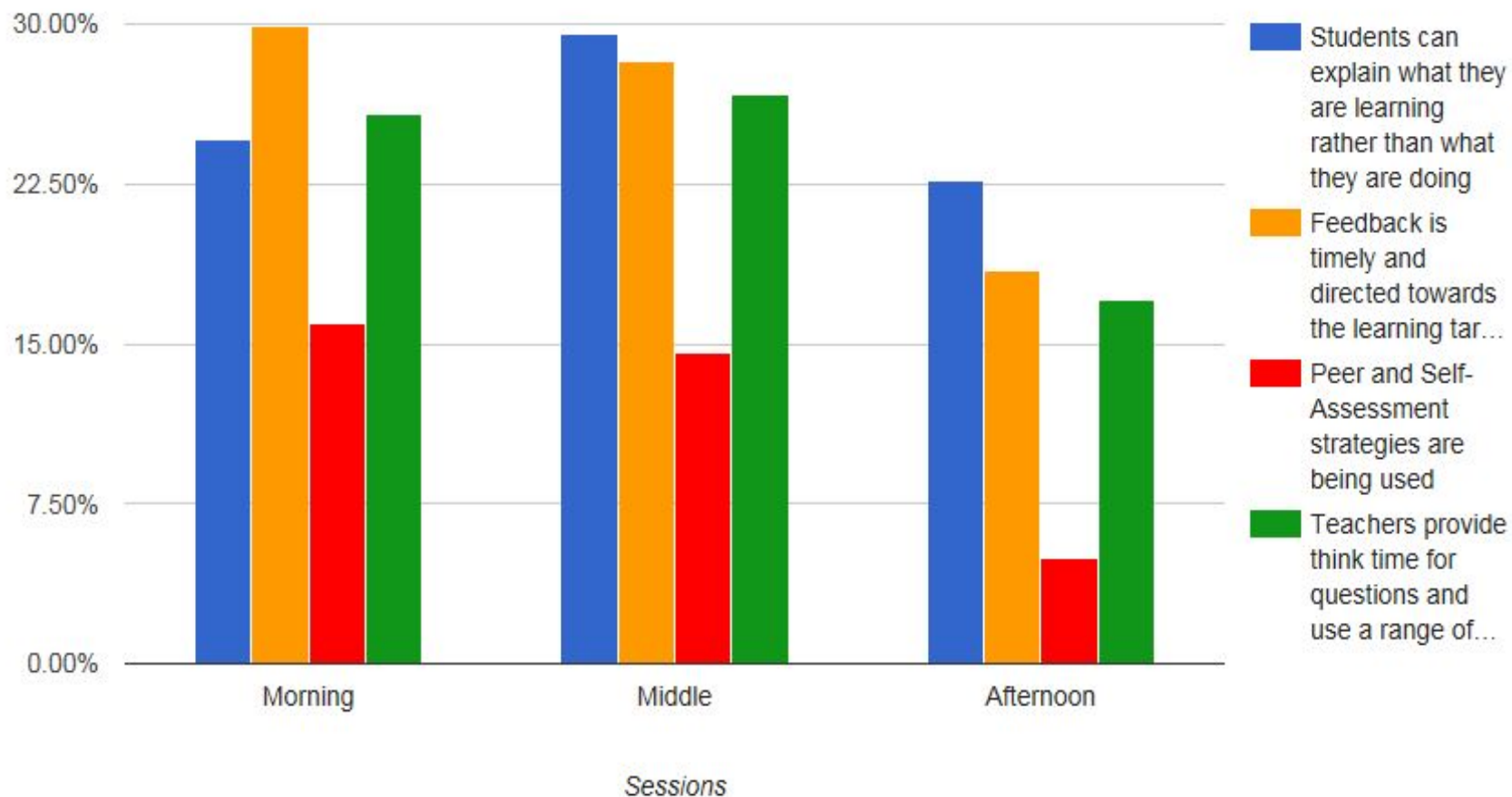


Timestamp	Names:	Select how many times you see each statement during your walkthrough. [Students can explain what they are learning rather than what they are doing]	Select how many times you see each statement during your walkthrough. [Feedback is timely and directed towards the learning targets]	Select how many times you see each statement during your walkthrough. [Peer and Self Assessment strategies are being used]	Select how many times you see each statement during your walkthrough. [Teachers provide think time for questions and use a range of strategies to check for understanding]	Total Number of Classes Visited	Session
10/06/2015 10:12:05	Ben	1	1	1		4	Morning
11/06/2015 12:45:31	Rhianna and Keang	3	2			6	Middle
15/06/2015 14:15:02	Jordan and brittany	1				6	Afternoon
16/06/2015 09:47:21	Tracy	2	4		3	7	Morning
18/06/2015 12:25:32	Barb	1	2			7	Middle
19/06/2015 11:28:30	Sherri	4	3	1	1	7	Morning
22/06/2015 12:18:41	Danni	3	2		1	7	Middle
23/06/2015 13:53:50	Jason	4	3	3	2	8	Afternoon
21/07/2015 09:35:25	Cintha		3	1	4	9	Morning
22/07/2015 11:54:49	Danni	2	1	1	1	7	Middle
22/07/2015 14:10:37	Emma	2			1	5	Afternoon
24/07/2015 10:55:27	Ben	2	1		1	7	Morning
24/07/2015 11:48:36	Jordan	3	2		3	6	Middle
27/07/2015 11:49:44	Kate	3	3	2	4	8	Middle
27/07/2015 14:21:15	Barb	1	3			6	Afternoon
05/08/2015 09:42:58	Danni	2	1		1	10	Morning
05/08/2015 12:31:08	Taleasha	4	3	2	3	6	Middle
05/08/2015 12:44:25	Melonie	4	4		3	8	Middle
06/08/2015 10:51:48	Kristy	2	2		1	6	Morning
06/08/2015 11:47:30	Emma	1			1	3	Middle
07/08/2015 14:12:14	Ben	2			2	8	Afternoon
12/08/2015 12:24:30	Ronnie	2	3		3	7	Middle
14/08/2015 09:28:50	Cintha	1	2	3	3	8	Morning
17/08/2015 10:46:06	Rhianna	3	4		2	7	Morning
20/08/2015 11:48:00	Kristy Grady	1		1		4	Middle
20/08/2015 12:18:26	jules		3		2	6	Middle
27/08/2015 12:23:28	Rhianna		1		3	7	Middle
27/08/2015 12:39:13	Danni	2	1			7	Middle
31/08/2015 09:40:05	Emma		1			5	Morning
01/09/2015 09:34:18	Alyse and Mitch	1		1	1	4	Morning
01/09/2015 10:07:02	Ronnie	1		1	2	4	Morning
01/09/2015 11:49:35	Ben		1	2	1	7	Middle

Scoreboard Statements by Percentage



Scoreboard Statements by Session



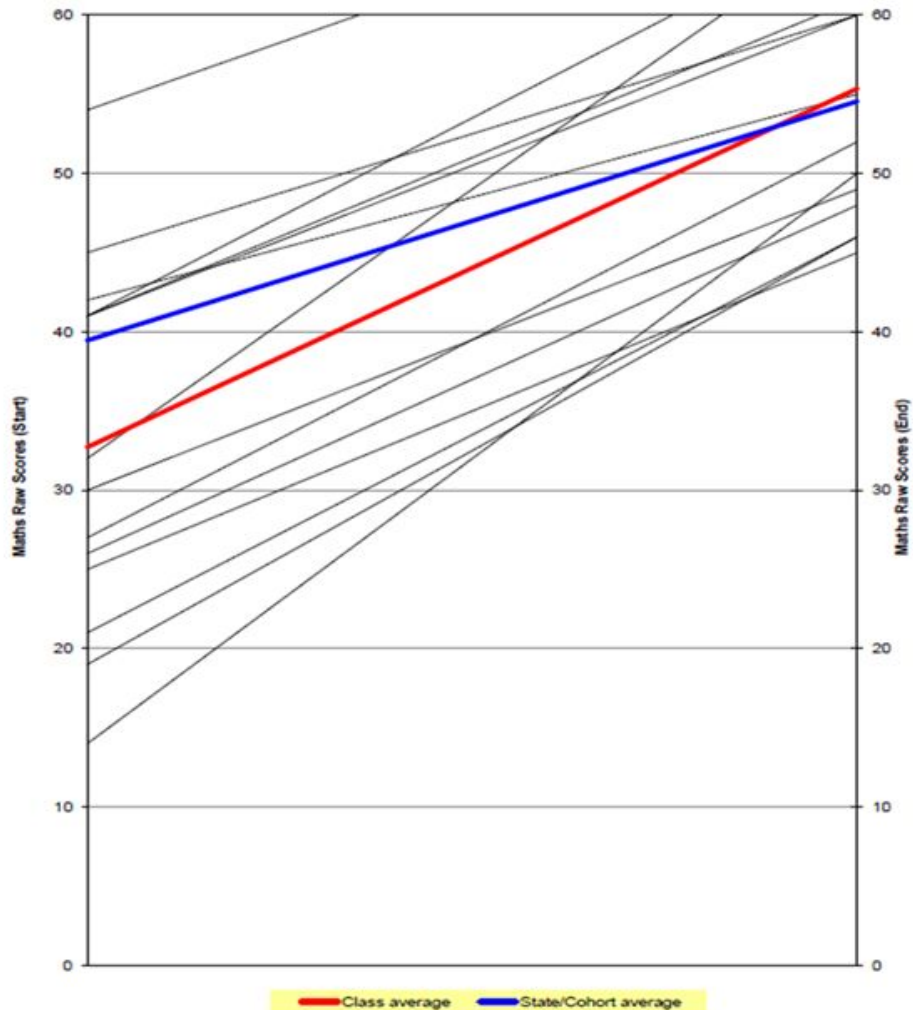
How do we know that all
students in our school are
improving?



2012 - 2015 PIPS Data

Year	Reading		Maths	
Growth	Expected	Better than expected	Expected	Better than expected
2015	50%	15%	43%	57%
2014	53%	11%	53%	26%
2013	61%	0%	74%	16%
2012	17%	0%	33%	4%

Subject: Maths



2015 PIPS Data

Student	Total Raw Scores		Effect Size
	Start	End	
Jaxson	105	264	1.30
Kai	99	224	1.02
Emily	127	262	1.11
Isabella	46	143	0.80



2015 NAPLAN Data by Student Growth

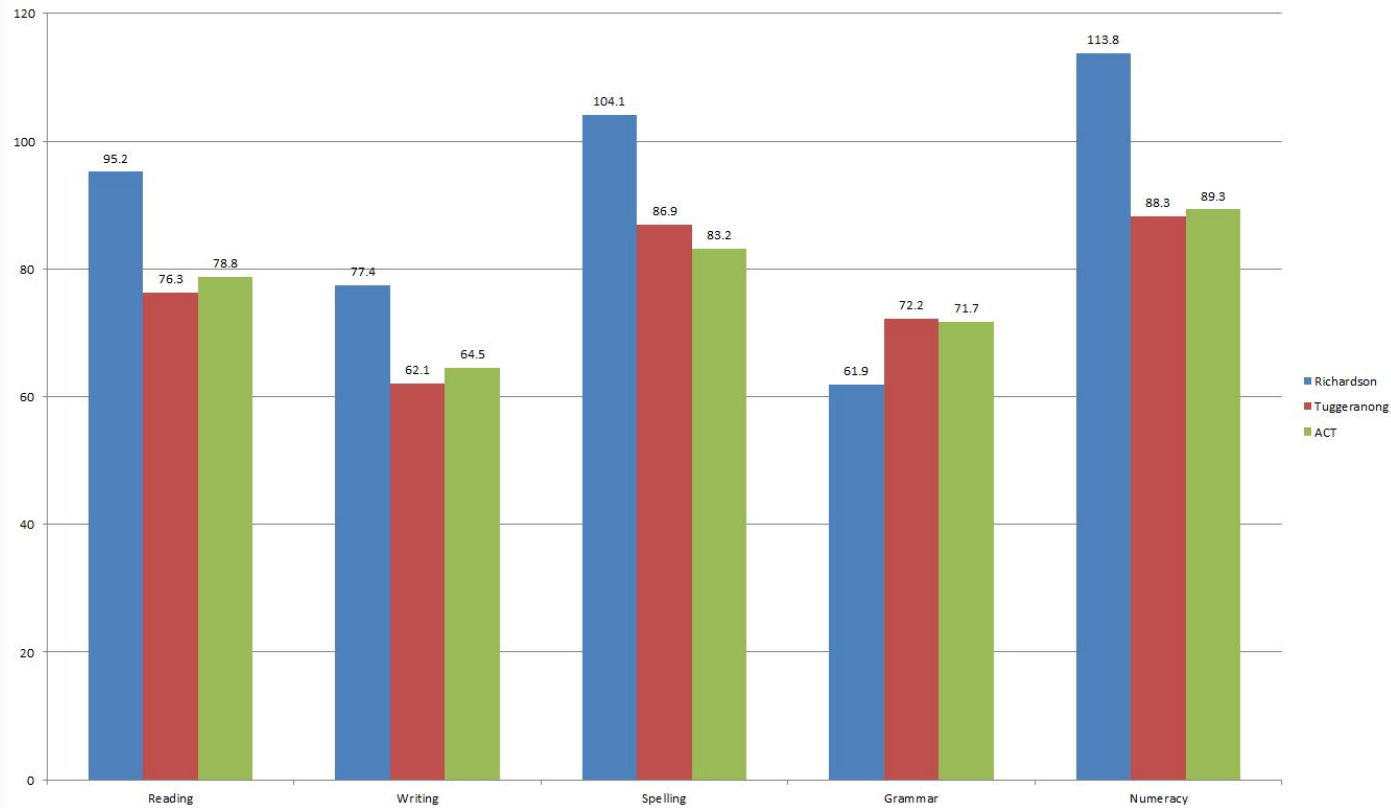


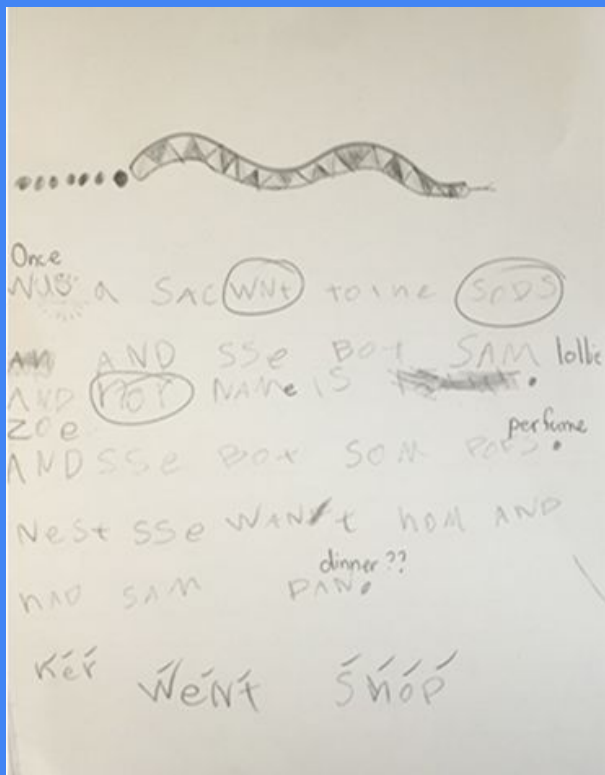
Figure 3: Richardson Primary School NAPLAN Mean Scores

	Year 3			Year 5		
	Target	School	Difference	Target	School	Difference
2015						
<i>Reading</i>	364 ± 34	362	- 2	454 ± 28	426	- 28
<i>Numeracy</i>	339 ± 24	366	+ 27	442 ± 24	433	- 9
2014						
<i>Reading</i>	368 ± 34	348	- 20	460 ± 26	445	- 15
<i>Numeracy</i>	345 ± 24	334	- 11	446 ± 20	450	+ 4
2013						
<i>Reading</i>	364 ± 34	336	- 28	467 ± 26	434	- 33
<i>Numeracy</i>	377 ± 26	316	- 61	465 ± 20	405	- 60
2012						
<i>Reading</i>	360 ± 34	421	- 39	463 ± 26	447	- 16
<i>Numeracy</i>	373 ± 26	376	+ 3	461 ± 20	413	- 48
2011						
<i>Reading</i>	356 ± 34	335	- 21	459 ± 26	473	+ 14
<i>Numeracy</i>	369 ± 26	319	- 50	457 ± 20	462	+ 5
	<i>below target range</i>				<i>within target range</i>	

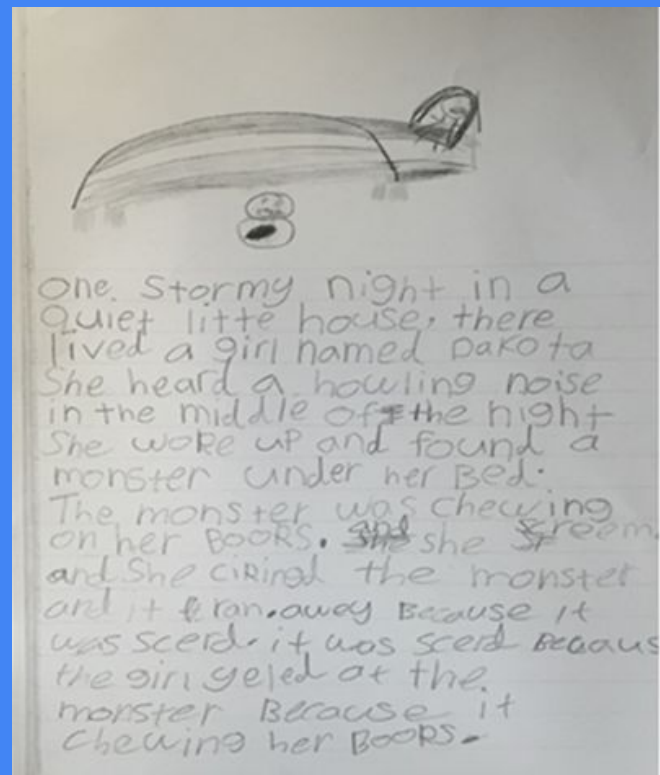
What data is most
important to us?



Year 1 student writing sample



Term 1



Term 4

Kindergarten Sign-ins

W
M

Tuesday W
9m William
dash

o i o l p

U o s h k o

m
Josh 49

Gloria

Benefits and Implications



Benefits

- ❑ Supports school improvement
- ❑ Builds and fosters collective accountability
- ❑ Stimulated professional dialogue with a focus on practice
- ❑ Deepened our understanding of high impact instruction
- ❑ Created a consistency of practice
- ❑ Made teachers' presence in other classrooms more frequent and purposeful
- ❑ Gather meaningful data about instructional practice to support student achievement data

“Keeps the scoreboard at the forefront of our practice”

“Students are more comfortable with other adults in the classroom”

“It’s a great opportunity to see other parts of the school and observe what happens”

“Opportunity to reflect on our practice by seeing how other teachers implement the scoreboard”

“Builds trust within the team”

Implications



Resource heavy



Requires strong
commitment

Go slow to
go fast



If you insist they
will resist





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