

Objectives for Walkthroughs Development - Instructional leaders will be able to:

- Effectively and efficiently use a variety of evidence to assess the state of rigorous learning in a classroom.
- Increasingly operate with a clear focus on student learning and student achievement when assessing the state of classrooms.

Agenda

7:00-7:05

Set purpose and intros

- Share evolution of ETO – from all on feet teaching to current focus on student learning.
- See value of developing our people and developing principals as the instructional leaders in the school is a priority.
- Seeing strong compliance – teachers are taking guidance and working to please.
- To achieve transformational results this year (eTo) we must now push from compliance to purposefulness.
- To keep pushing and supporting our teachers and teams to where they need to be instructionally, we must lead with a sharp and tuned eye for purposefulness and rigor in classroom execution and teacher planning.
- As a result of this time together, you will have sharpened your instructional eye to better assess the state of student learning against what is required for truly dramatic results in your classrooms, developed an approach to lead in a purpose driven way that will model and fuel purposefulness down the chain, and considered priorities for your walkthroughs and coaching that will most drive the state of rigorous, purposeful student learning in the next quarter.

7:05-7:15

Set norms and tone for culture –

- Share the instructional leadership framework – cite where specifically on this framework we are developing in this series and what the intent of the series is (interactive, immediately applicable, vulnerable and honest so we grow and grow our staff)
- Share norms for this time together today and in future.
- Ways of working to maximize our learning and collaboration
 - Asset based thinking – seek ways you CAN do things
 - Own you own and the group’s learning – engage, take risks, ask questions, seek to understand and monitor your understanding actively, approach strategies and guidance with curiosity – nothing is meant as a ‘gotcha’
 - Focus – be here now, engage fully
 - Solution orientation – seek ways to implement ideas and solve problems that stand in the way
 - Make Facilitator Look Good – take direction, seek alignment, engage
 - Enough, Let’s Move On

7:15-7:20

Reflect – personal reflection – no share – this is to put to paper an initial assessment of self.

- Describe what you look for when you visit a classroom...

7:20-7:30

Define core terms -

Rigor –

- *The work is worth doing in service of achieving the goal.* The objectives and content are at the right level to push students to and above grade level. Learning the content presented would actually educate students in the right way (it is what students at an affluent/high performing school would do)
 - This kind of rigor happens solely at the teacher planning level.
 - Use the graphic org to highlight what you'd look for in teacher planning and how on a walkthrough
- *The way in which the students engage with the work is the most meaningful and engaging way possible to push their thinking, application and understanding of the material.* The learning is student centered in every way.
 - This kind of rigor happens at both the teacher planning level – they must plan the daily lesson in the most meaningful way to engage students – and at the execution level – they must be able to facilitate the student engagement. This is more difficult (at first only) than keeping all elements in your control through direct instruction.
 - Use the graphic org to highlight what you'd look for in teacher planning and how on a walkthrough

Student focused/purposeful –

- *Orienting analysis, planning, execution, feedback and reflection (the work) around what will move students closer to goals or what will most drive student achievement.*
 - Requires looking at the student product, engagement, learning FIRST and tying all other assessments to the state of that learning. This is different from looking at what is happening with the teacher or the instruction.
 - Use the graphic org to highlight what you'd look for in teacher planning and how on a walkthrough

7:30-8:00 Conduct virtual walkthroughs and analysis:

Outcome here is for the ILs to know what the right level of work looks like, self assess how well they knew this, and feel urgency about how high the level needs to be. To meet this outcome

1. Complete 2 case studies prior to the live walkthroughs. In each case study – practice using the graphic organizer and definitions of rigor and purposefulness to assess the state of student learning and teacher practice.
2. Case study 1 – strong example – use to show where/how you'd see teacher intent at the right level for students to achieve and how execution aligns to this intent for students and teacher.
 - <http://lab.tfateams.org/etpp/natalie-scheuller>
 - <http://www.teachingasleadership.org/execute-effectively/manage-student-practice-e-2#illustration-203>
 - a. Use teacher planning materials to assess the intended rigor and student focus of their planning. Probe for WHY this case study and T planning materials would tell you they are being rigorous. Use daily lesson plans for this in particular.

8:00-9:20 Walkthroughs – set expectations first –

- At the end of these walkthroughs, we are going to synthesize and share our analysis of the state of student learning.
- Our objective is to be normed and have a general, but still shared analysis of how strong the state of learning is here.

- To reach this end, the walkthrough will work like this...
 - Use your GO – take notes on state of student learning and commit to an analysis and priority for student and teacher change

9:20-10:00 After walkthroughs debrief:

- Revisit objectives for learning – assess, how did you do?
- Go back to your initial reflection. How would you change it? What will you do differently in your walkthroughs now?
- Use classrooms we visited to name change you would expect and approach you would undertake. Have ILs share their thinking and commit to some action plans for each – then the hosting IL gets some concrete ideas.
- Apply to your own context - What other levers for driving rigor and purposefulness/student focus can you use in the next two weeks? (ie – faculty meetings, common planning, feedback to teachers, emails)
- Map out an action plan for continuing to tune your instructional lens and to use it to advance student learning in the next month. How will we know you've grown and made an impact?