Walkthrough Tool for Classroom Observation

Session 1:
Pre-Observation Meeting
60 Minutes – 2 Hours

Day 1 Goal: To build building leaders instructional leadership by giving them an opportunity to identify patterns in curriculum implementation across classrooms by conducting three to four classroom walkthroughs using the INTEGRITY pulse check and a prioritized subset of the QUALITY indicators from this walkthrough guide.

Objective: To prepare for classroom observations by...
1. Selecting 2 to 3 prioritized QUALITY indicators from the walkthrough guide, to be the focus of your walkthroughs
2. Internalizing the INTEGRITY indicators as well as your 2 to 3 prioritized QUALITY indicators
3. Understanding what these indicators look and sound like for your adopted curriculum by closely reading the lessons that you expect to observe.

Agenda for the Pre-Observation Meeting

1	Welcome and Introductions
2	Review overall goal for the day and meeting objectives
3	Familiarize the team with the Walkthrough Guide
4	Align on the priority QUALITY indicators to use during today's walkthroughs and record them in the table below. It may be helpful for your team to: • Self-reflect using the walkthrough guide (pg 5) • Look your schools' SIPs and consider areas of growth • Cross-reference with the goals of the MILA effort • Reflect on your district theory of action and vision and compare to status quo • Select interconnected indicators from the math proficiency strand for a more complete picture
5	Study one of the lessons that will be observed to align on the structure and key components of the lesson
6	Using the language of the indicators themselves, as well as the curriculum call-out boxes embedded in the walkthrough guide, annotate the lesson plan you reviewed in step 5. Pay specific attention to what you expect to see and hear as evidence of the prioritized indicators. Discuss annotations as a group to norm on evidence.
7	If there is time, annotate remaining lessons to be observed.

Sample Day Schedule: Two Sites

School Site 1

8:30–9:30	Pre-Observation Meeting
9:30–9:40	Transition
9:40–10:00	Observation (20 min) + Complete Low Inference Notes and Determine Individual Rating* (2 min) # 1
10:00–10:05	Transition
10:05–10:25	Observation (20 min) + Complete Low Inference Notes and Determine Individual Rating (2 min) # 2
10:25–10:30	Transition
10:30–10:50	Observation (20 min) + Complete Low Inference Notes and Determine Individual Rating (2 min) # 3
10:50–11:05	Transition + Observation Data Finalization
11:05-12:15	Lunch/Travel to 2nd school site

School Site 2

12:15–1:15	Pre-Observation Meeting
1:15–1:20	Transition
1:20–1:40	Observation (20 min) + Complete Low Inference Notes and Determine Individual Rating* (2 min) # 1
1:40–1:45	Transition
1:45–2:05	Observation (20 min) + Complete Low Inference Notes and Determine Individual Rating (2 min) # 2
2:05–2:10	Transition
2:10–2:30	Observation (20 min) + Complete Low Inference Notes and Determine Individual Rating (2 min) # 3
2:30–2:45	Transition + Data Finalization
2:45–4:30*	Post Observation Meeting*

*Timing reflects a possible dismissal break for ~25 minutes

Note: In year 1, focusing on teacher indicators only **may be appropriate. Also, the QUALITY indicators used will vary across walkthrough cycles.**

Walkthrough Form: School Site 1

This tool should not be used for evaluation. Instead, it is designed to surface trends in teacher practices tied to the use of their adopted materials. This tool should be used to identify prioritized look–fors that will be the focus of the classroom observation. We recommend always starting with an INTEGRITY pulse (indicators i1 to i3), and, based on readiness, also selecting 2 to 3 QUALITY indicators **in consultation with** teachers and school or district leaders.

Teacher: _____   **Grade Level:** _____   **Date:** _____

Curriculum/Unit/Lesson Number: _____   **Standards:** _____

Are they teaching with the adopted curriculum?   Yes ☐   No ☐

If "No," is standard grade level appropriate?   Yes ☐   No ☐   Unsure ☐

Integrity Pulse Check

i1. Teacher follows the structure of the lesson in the adopted curriculum and uses terminology from the curriculum.

i2. Teacher uses routines specific to the curriculum

i3. Evidence students are familiar with routines and activities

Integrity Pulse Check

#1

#2

#3

Evidence/Notes