

likely visiting rooms at the beginnings and ends of the class period.

10 Norms for 2018/19

- Threshold (all staff greeting students)
- Entry Task/Learning Target/Goals Posted
- Consistent reinforce classroom expectations
- Hall Passes (10 & 10 Rule)
- Cell Phone Agreement
- Morning Announcements-Level 0
- Consistent signal to gain classroom attention
- Planner Use
- Consistent implementation of SEL & circles weekly within homeroom
- Consistent use of positive reinforcement and response to student misbehavior

Classroom Walkthrough Form Domain 1: Observable Classroom Strategies and Behaviors

Teacher: _____ Grade: _____ Subject: _____

Date/Time: _____

Learning Target:

High Expectations for Student Achievement	Effective Teaching Practices	Safe, Positive Learning Environment
<ul style="list-style-type: none"> <input type="checkbox"/> Provides clear learning goals and scales (1.1) <input type="checkbox"/> Celebrates student success (1.2) <input type="checkbox"/> Understanding students' interests and backgrounds (positive relationships) (1.3) <input type="checkbox"/> Demonstrates value and respect for all, including typically underserved students (1.4) <input type="checkbox"/> Provides opportunities for students to self-reflect and track progress toward learning goals (6.3) <p>Notes:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Helps students effectively interact with new knowledge (2.1) <ul style="list-style-type: none"> <input type="checkbox"/> ID critical information <input type="checkbox"/> Organizes small groups <input type="checkbox"/> Links prior knowledge <input type="checkbox"/> Chunks content <input type="checkbox"/> Discussion/activities <input type="checkbox"/> Students reflect on learning <input type="checkbox"/> Helps students to practice and deepen knowledge (2.2) <ul style="list-style-type: none"> <input type="checkbox"/> Reviews content <input type="checkbox"/> Uses homework when appropriate <input type="checkbox"/> Students examine learning/content <input type="checkbox"/> Students practice skills, strategies, and/or processes <input type="checkbox"/> Students revise previous knowledge <input type="checkbox"/> Organizes students for cognitively complex tasks (2.3) <input type="checkbox"/> Asks questions of typically underserved students with the same frequency and depths as other students (2.4) <input type="checkbox"/> Probes typically underserved students' incorrect answers (2.5) <input type="checkbox"/> Engages students (2.6) <ul style="list-style-type: none"> <input type="checkbox"/> Notices when students not engaged <input type="checkbox"/> Uses academic games <input type="checkbox"/> Manages response rates <input type="checkbox"/> Uses physical movement <input type="checkbox"/> Maintains lively pace <input type="checkbox"/> Demonstrates intensity and enthusiasm <input type="checkbox"/> Uses friendly controversy <input type="checkbox"/> Provides opportunities for student voice <input type="checkbox"/> Presents unusual or intriguing information <p>Notes:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Organizes a safe, physical layout of the classroom to allow moment and focus on learning (5.1) <input type="checkbox"/> Reviews expectations, rules, procedures (5.2) <input type="checkbox"/> Demonstrates awareness of classroom environment at all times (withitness) (5.3) <input type="checkbox"/> Applies consequences for lack of adherence to rules and procedures (5.4) <input type="checkbox"/> Acknowledges adherence to the rules and procedures (5.5) <input type="checkbox"/> Builds positive relationships with students by displaying objectivity and control (5.6) <p>Notes:</p>

INFORMAL OBSERVATION/FEEDBACK FORM

Common Instructional Practices	Kudos	Tips/Suggestions/questions
<ul style="list-style-type: none"> <input type="checkbox"/> Threshold <input type="checkbox"/> Entry Task <input type="checkbox"/> Learning Target/Goals Posted <input type="checkbox"/> Consistent reinforcement of classroom expectations <input type="checkbox"/> Hall Pass Use <input type="checkbox"/> 10 X 10 Rule <input type="checkbox"/> Cell Phone Agreement <input type="checkbox"/> Morning Announcement Level 0 <input type="checkbox"/> Attention Getting Signal (nonverbal) <input type="checkbox"/> Planner Use <input type="checkbox"/> Consistent use of SEL & circles weekly within HR <input type="checkbox"/> Consistent use of positive reinforcement (4 to 1) <input type="checkbox"/> Consistent response to student misbehavior 		

To: McM Certificated Teachers
From: Greg & Winnie
Date: 9/11/2018
RE: Informal Observation / Walkthroughs

Greetings,

As we discussed in August, our intent this year is to spend more time in classrooms working to support your instructional goals and work to increase our capacity as instructional “coaches”. In addition, our leadership team will continue to do walkthroughs both at McMurray and in all schools. We appreciate your assistance in this effort, we continue to focus on data points to indicate how our system and schools are making progress and to reflect on our own practices as administrators.

We will give everyone a heads-up when these upcoming leadership team visits will be happening.

What this will look like at McM will be our admin team (Greg & Winnie) coming by classrooms to gather data on a chosen area of focus. These short visits will provide an opportunity to work together on common goals, aligning practice, coordinating action, and most important to gather a snapshot of the whole school vs. individual classrooms.

We will visit each classroom on a rotating basis, you will likely see us in your room once or twice a month. We will likely visit a classroom for about 5 minutes and expect to visit 3-4 classrooms on any given day. If we happen to stop by your room, there is no need for you to stop what you are doing--just continue with your lesson as planned. We will attempt to be as inconspicuous as possible. Feedback will be shared with each teacher at their pre conference meetings and through our walkthrough forms.

Perry (in Richardson, 2001) describes this walkthrough approach as different from one that focuses on a single classroom because its intent is to create “a schoolwide picture made up of many small snapshots ... It’s a strategy for providing a school, not an individual teacher, with feedback about what it’s doing or not doing.”

Full article: [Using Classroom Walkthroughs to Improve Instruction](#)