



Administrative Walk-Throughs to Support Student Learning

Saskatchewan Principals' Short Course 2024

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What is a Walk-Through?

Classroom Walk-Throughs are five to ten minute observations, used as a tool to “drive” a cycle of continuous improvement.



Share your Experiences with Walk-Throughs



In groups, discuss stories from previous walk-throughs.

Traditional Walk-Through



Traditional Walk-Throughs are often guided by checklists of strategies that principals look for as they observe teachers and instruction.

Moss and Brookhart suggest that Traditional Walk-Throughs perpetuate three educational myths:

Traditional Walk-Through Myths

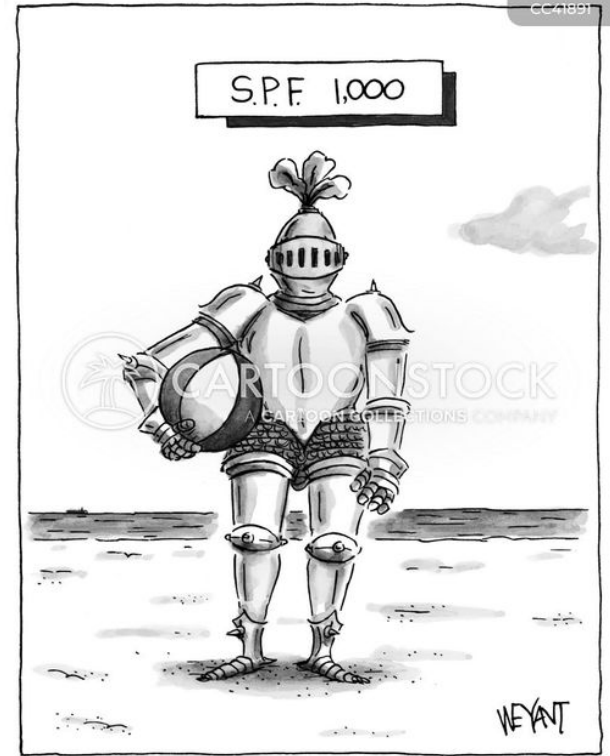
1. They foster the belief that principals know exactly what to look for and critically assess teaching quality.



**"I know nothing about the subject,
but I'm happy to give you my expert opinion."**

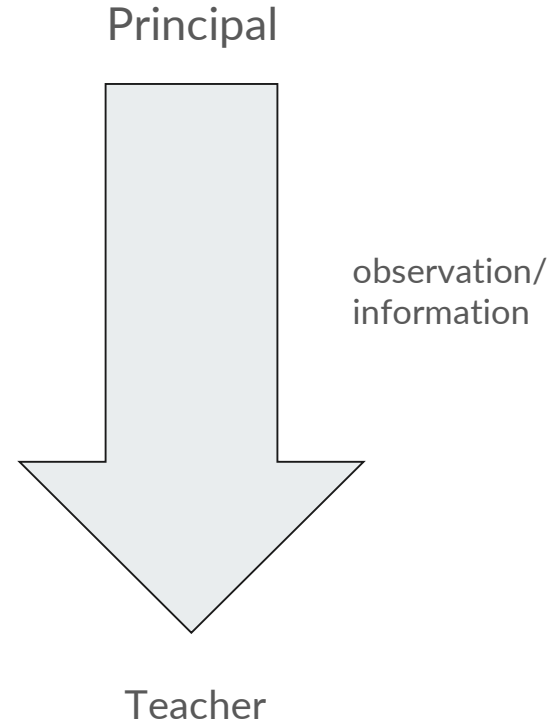
Traditional Walk Through Myths

2. They suggest the existence of a foolproof recipe of best practices that raise student achievement regardless of the content, the context, or the students in question. Armed with a prescriptive set of one-size-fits-all criteria the principal focuses on what the teacher is doing.



Traditional Walk Through Myth

3. Traditional Walk-Throughs perpetuate the notion that information about student learning flows from the top down.



What is my purpose?

In groups- ask yourselves, What is my purpose when I do a walk through?



Student Learning

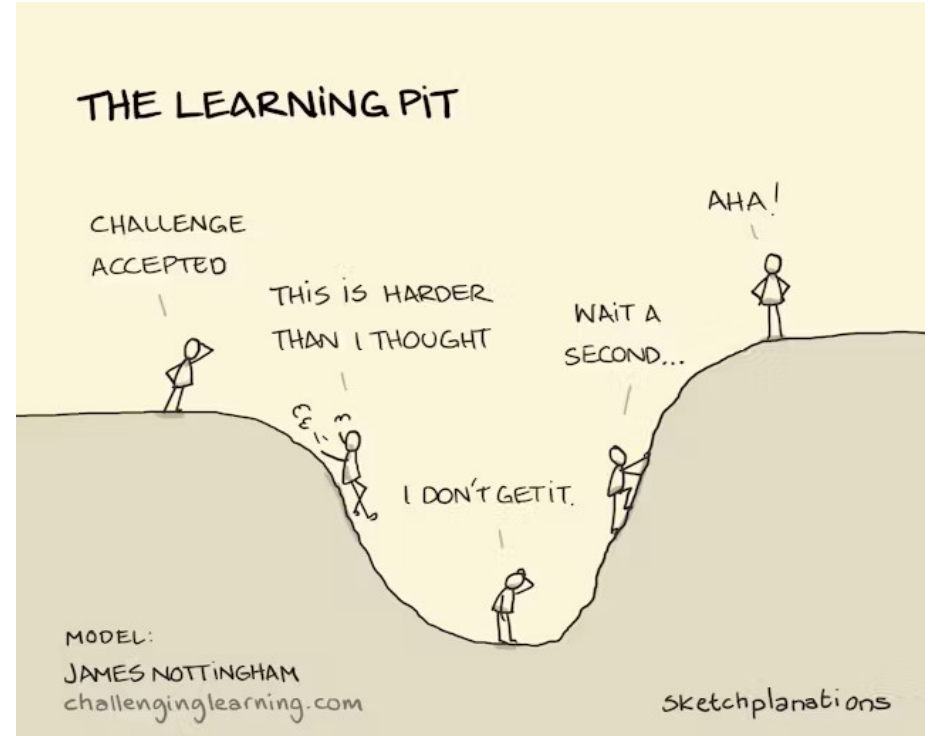
The purpose of everything we do is to promote student learning.



How can an administrators use Walk-Throughs to improve student learning?

This is the big question:

How can we support teachers in the work they do and also support student learning without perpetuating the 3 myths we discussed?

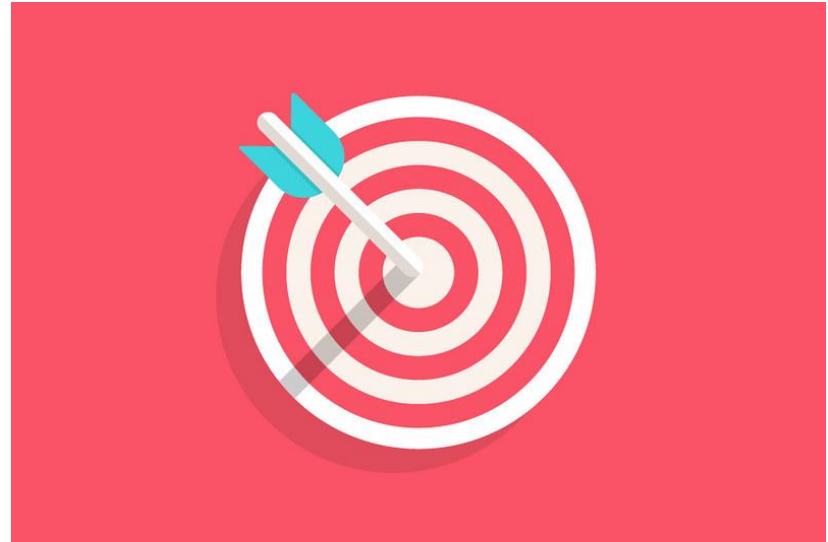


Look fors when doing a Walk-Through

Start with the learning target.

What is the lesson aiming for?

What do you see?

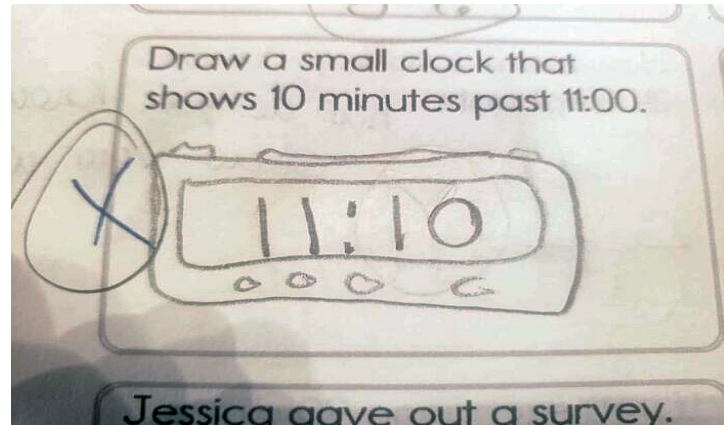
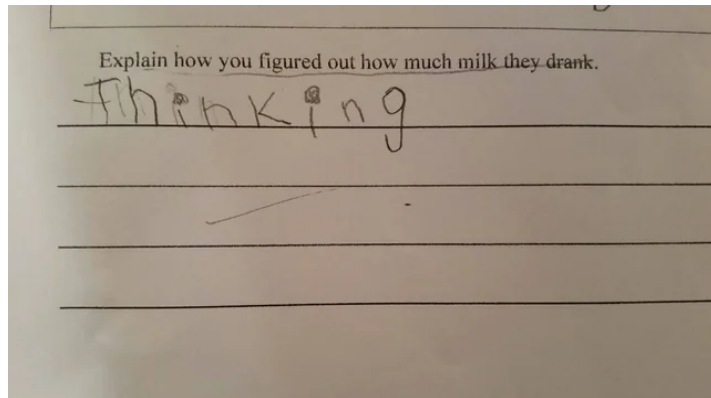


Look Fors when Doing a Walk-Through

Student Explanation

Can students tell you what they are working on? Do they know the learning target?

What do you hear?



Look fors when doing a walk through

If the learning target is posted, does that mean learning is happening?

If the student can tell you what they are doing in class, does that mean learning is happening?



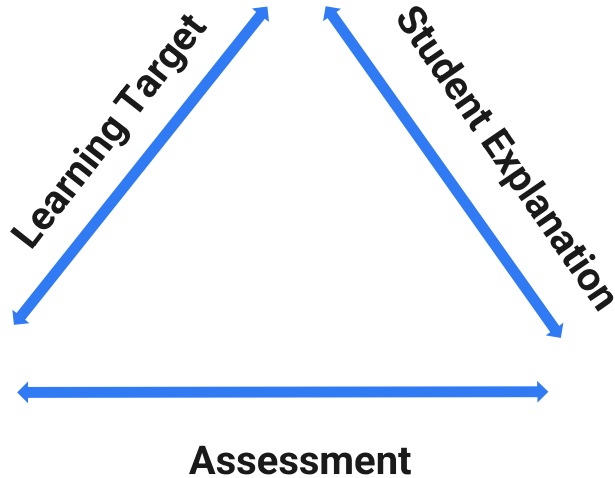
What's Missing?



Look Fors When Doing a Walk-Through



Think about how this impacts student learning



What is the assessment?
UBD?
What is their plan?

Follow up Conversations Focused on Assessment



Meeting Curricular
Outcomes

Percentages

Are we asking our teachers what evidence (criteria) they expect from their students to demonstrate that they understand the outcome?

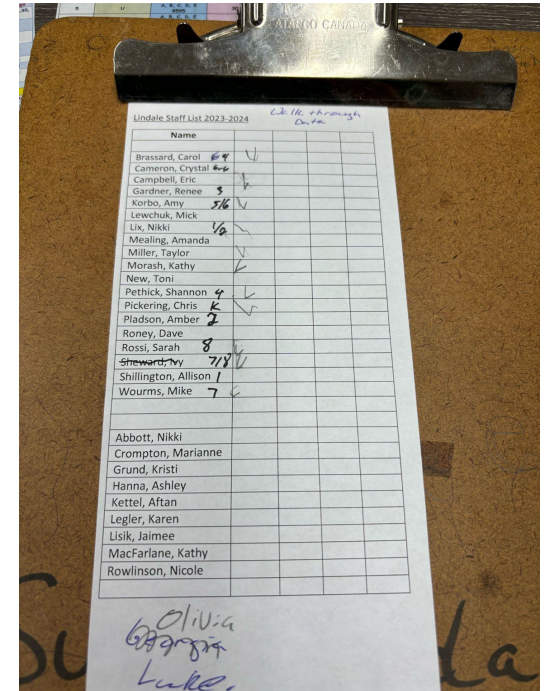


Why is it important for teachers to have a clear understanding of the outcome criteria before they start developing and teaching a lesson?

Walkthroughs Strategy - Where do I start? (Visible)

Can students pick out what an effective classroom looks like?

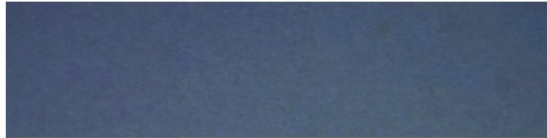
Key - What are students expected to learn? How do we know they are learning it?



Key Points to Walk-Throughs



- Keep them formative not evaluative
- Eliminate Checklists
- Eliminate Surprises
- Involve reflective discussion around assessment



How high does a
sycamore grow? If you
cut it down, then you'll
never know.

Pocahontas

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