

# Using Classroom Walkthroughs in Supervision

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## Objectives

- To examine ways in which the walkthrough can provide a means of positive collaborative supervision
- To develop a walkthrough plan



## Purposes of teacher evaluation

- Quality assurance
- Professional development



## Supervision

- The process of engaging teachers in instructional dialogue for the purpose of improving teaching and increasing student achievement (Sullivan & Glanz, 2005).

## Classroom walkthrough ...



- A way to foster professional dialogue about teaching and learning

## Conducting Effective Walkthroughs

## Downey's Five Steps

1. Student orientation to work
2. Curricular decision points
3. Instructional decision points
4. Walk the walls
5. Safety and health issues

## Using Walkthroughs to Promote Professional Dialogue in Supervision

- Informal
- Unannounced
- Brief (3-5 minutes per class)
- Non-evaluative
- Focused "look-for," often developed collaboratively with teachers
- Focus: reflective conversation, coaching, professional growth

## Possible Areas of Focus

- Instructional strategies
- Learner engagement
- Learning environment
  
- CONTENT, CONTEXT, COGNITION TYPE

## Variations on the walkthrough model

1. Principal does walkthrough independently
2. Principal and colleague/s walkthrough
3. Department leaders and teachers walkthrough

## Promoting reflective dialogue

- Ask open-ended questions
- Listen
- Paraphrase
- Ask clarifying questions
- Acknowledge
- Support

## A 4-Step Reflection Process

1. What
2. Why?
3. So what?
4. Now what?

## Reflection

"...the ability to look back and make sense of what happened and what you learned.

But it's also the ability to look forward, to anticipate what's coming up and what you need to do to prepare."

Sommers, 2001

## Developing a Plan to Use Walkthroughs

- Develop a walkthrough plan for three walkthroughs. Include:
  - Who will participate in the walk?
  - Who will be observed?
  - How will a focus be determined?
  - Who will you need to communicate with and how will you do that?
  - How will you promote reflective dialogue?
  - Other issues?

## REVIEW

- Principal acting as coach, gathering data about decisions teachers are making re curriculum and instruction.
- Major purpose is to provide opportunity for teacher's professional growth.

## Relective Inquiry

- Goal of follow-up conversations is to assist teacher to engage in reflective inquiry.
- Ultimate outcome being treating staff as a collegial participant in a collaborative interactive conversation

## How do we provide feedback?

- For dependent teachers
- The Note: One way communication, use mainly for positive reinforcement. Considered adult-child communications i.e. boss-like.
- Direct feedback statement and conversation: ( Used mostly with novice/ apprentice teachers). Not questions but invite the teacher to reflect with you.

## How do we provide feedback?

- For independent and interdependent teachers:
- Providing an opportunity for reflective inquiry.
- 3-4 min. conversation
- Make positive statement about class observed.
- Invite general reflection.
- Probe for criteria teacher uses to make particular decisions

## Reflective Question and Conversation

- 1. Situation e.g. When planning your review lessons with a month to exams...
- 2. Teacher Reflection on curricular/instructional practice e.g. ...and thinking about the volume of the syllabus ...
- 3. Choice e.g. ...what criteria do you use...

## Reflective Question continued

- 4. Decision e.g. ...in deciding what to teach and what to leave out...
- 5. Student Impact e.g. ...to ensure a high likelihood that the students are properly prepared.
- The aim is get the teacher reflecting on his/her practice for improved future decisions

## Supervisors' attributes

- Teachers need to see you as a valuable resource for improving teaching and learning.
- Trust. Supervision not Snoopervision
- Communication skills.

- Instructional Supervision can change the culture of your school.
- References:
  - Downey Carolyn et al(2004). The Three-Minute Classroom Walk- Through: Changing School Supervisory Practice One Teacher at a Time
  - Sullivan and Glanz (2005). Supervision that Improves Teaching