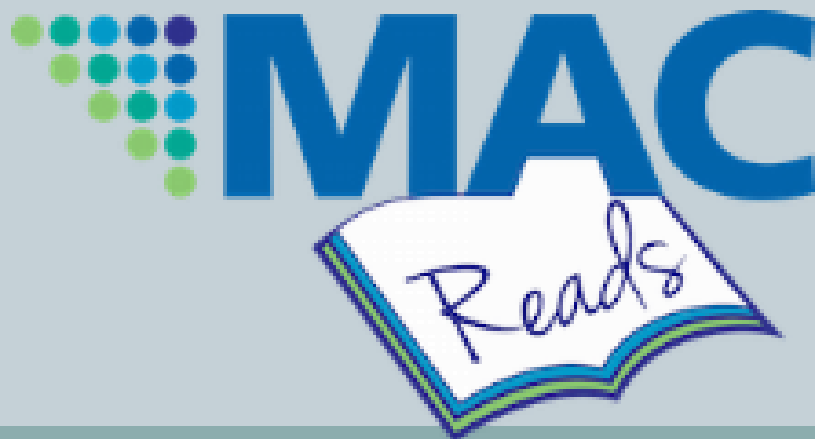
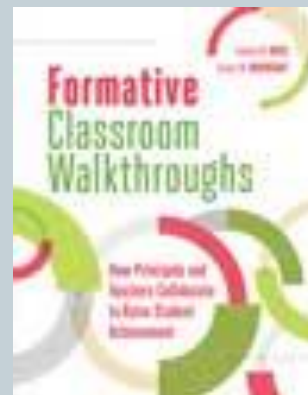


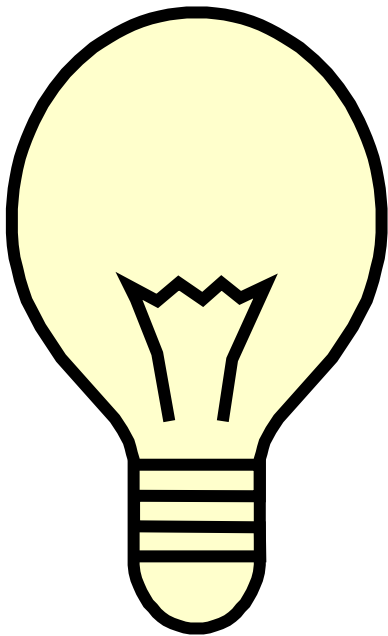
# MAC Reads! Webinar with Susan Brookhart



MONDAY, MARCH 7, 2016  
4:00-5:00 P.M. EDT



# SHIFTING THE CULTURE: TWO BIG IDEAS



1. **The purpose is formative:** Both the observer and the teacher should learn things about how to improve their practice to raise student achievement.
2. That **formative purpose** is best accomplished when **the observer looks for what the students are doing first**, and other things (teacher, environment, materials) second.

# WHAT ARE FORMATIVE CLASSROOM WALKTHROUGHS?



1. How do they differ from traditional walkthroughs?
2. How do they foster professional learning and school-wide improvement?
3. How do they raise student achievement?

# TRADITIONAL CLASSROOM WALKTHROUGHS

- ✧ **Purpose:** To evaluate the teacher and the teacher's instruction in order to improve it.
- ✧ A trickle down approach to school improvement—the principal is the “evaluator in chief”.
- ✧ Mini-observations with a collegial supervisory approach.



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# TRADITIONAL CLASSROOM WALKTHROUGHS

- ✧ **Sources of Information:** The observer certifies the use of a checklist of “best practice” instructional strategies.
- ✧ **Focus of Observer’s Feedback:** Provide suggestions for increasing the use of the missing or weak instructional strategies.
- ✧ **Post Walkthrough Goal:** Observer revisits classroom to assess the degree that the teacher has enacted the observer’s suggestions.



# FORMATIVE CLASSROOM WALKTHROUGHS

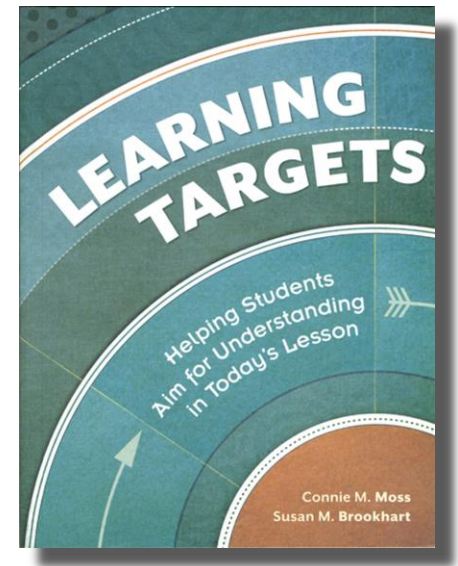
- ✧ *“Formative” means contributing to the improvement of learning.*
- ✧ **Formative Purpose:** Professional learning and school-wide improvement



- ✧ **Core Belief:** Students have a greater chance of achieving when school leaders spend their time *using* the information they gather rather than simply collecting it.

# FORMATIVE CLASSROOM WALKTHROUGHS

- ✧ Supported by a learning target theory of action (Moss & Brookhart, 2012) resulting in a collaborative and cohesive professional learning process.
- ✧ Everyone focuses on what students are actually doing to learn and achieve during daily lessons.
- ✧ Everyone—leaders, coaches, teachers *and students*—uses that information to identify, pursue, and assess the success of their learning goals.



# SHIFTING THE CULTURE: “SITTING IN THE STUDENT’S SEAT”

- ✧ *What are students doing, saying, making or writing—during the lesson—to master the concepts and skills they are supposed to be learning?*
- ✧ **Key Inquiry Point:** If students completed everything the teacher asked them to do during the lesson, what kind of growth in learning and achievement would we expect to see?





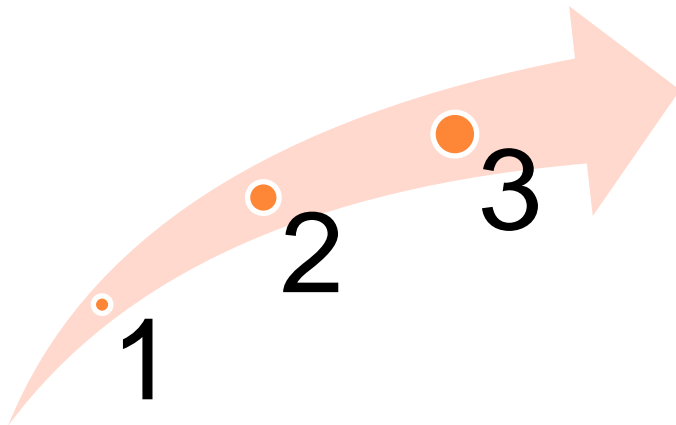
# QUESTIONS FROM BOOK STUDY GROUPS

- We would like to hear more about the concept of a performance of understanding.
- POU is a triple-whammy:
  - Makes the learning target clearer
  - Helps students learn and make progress toward the target
  - Gives evidence of students' learning



# QUESTIONS FROM BOOK STUDY GROUPS

- Where to find/how to construct learning trajectories? And
- What about “personalized learning”?
- Subject matter/content knowledge and pedagogical content knowledge
- Research or practical materials in content areas
- Your teaching experience (work with colleagues)
- Trajectories are generalizations – variation doesn’t invalidate that



# QUESTIONS FROM BOOK STUDY GROUPS

- How would you respond to an elementary teacher who asks about learning targets and is responsible for teaching all subjects?
- Will teachers shut down?
- The first is a “lesson planning” question. Here are some ideas – but an underlying cultural shift is required.
  - Teachers whose approach is “How/what am I going to teach?” ask questions like this. Teachers whose approach is “What will my students be trying to learn?” are more effective.
- Help teachers see the results with their students when they teach with a learning target theory of action.

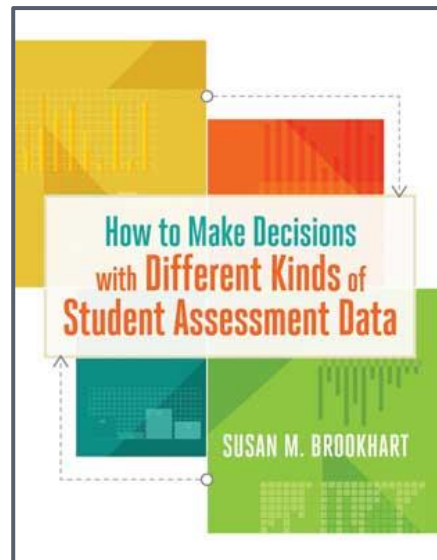


## QUESTIONS FROM BOOK STUDY GROUPS

- How do you work with administrators who are new to the process?
- Where should an administrator begin with the teachers in his/her building?
- What about a teacher who wants to do this as an individual?
- Emphasize principal as learner as well as the teachers and students
- The 7 key processes form a hierarchy (more coming!)
- Individual teachers – use Figure 2.1 (p. 26) for range-finding.
- Administrators – use Figure 2.1 and Figure 2.3 (p. 33)

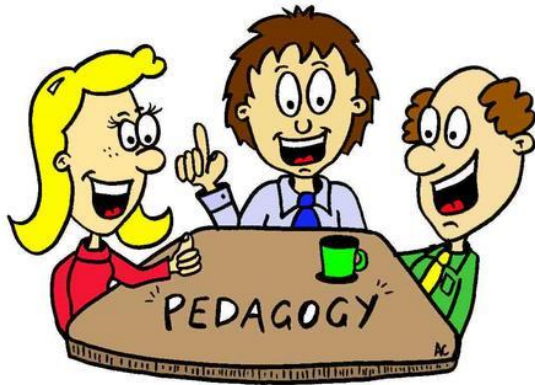
# QUESTIONS FROM BOOK STUDY GROUPS

- What is your next book?
- *How to Make Decisions with Different Kinds of Student Assessment Data?*
- Coming soon: *How to Give Effective Feedback to Your Students, 2<sup>nd</sup> edition*



# QUESTIONS FROM BOOK STUDY GROUPS

- Have I worked with teacher education?
- What advice do I have for those of you who work with new teachers?
- At my own institution, Duquesne University
- Answered your own question!
  - Deep content knowledge
  - Assessment literacy skills
- Formative walkthrough process may help teachers see their needs and set professional learning targets



## QUESTIONS FROM BOOK STUDY GROUPS

- Permission required to use Collaborative Inquiry Guides for staff training, assuming proper citation?
- Permission required to use other materials from the book?
- If you or your school bought the book, you are allowed to use the Collaborative Inquiry Guides.
- Typically, p.d. use of materials falls under fair use. Fair use applies case by case.

## QUESTIONS FROM BOOK STUDY GROUPS

- How well do the formative walkthrough ideas and concepts co-exist with various educator frameworks/tools (e.g., Danielson or Marzano)?
- What are the greatest areas of discrepancy?
- Danielson crosswalk – already sent to Kathy White 😊
- Greatest discrepancy and also greatest potential complement to these tools: Look for **evidence of student learning**, not teacher behaviors



# FORMATIVE EVIDENCE



- ✧ Information from a walkthrough doesn't become evidence until the descriptions are used to improve teacher, student, and administrator learning and achievement.



# FORMATIVE EVIDENCE



- ✧ Information from a walkthrough doesn't become evidence until the descriptions are used to improve teacher, student, and administrator learning and achievement.
- ✧ **Achievement means that you are looking for evidence of “something”.** In a formative walkthrough that “something” is student understanding.



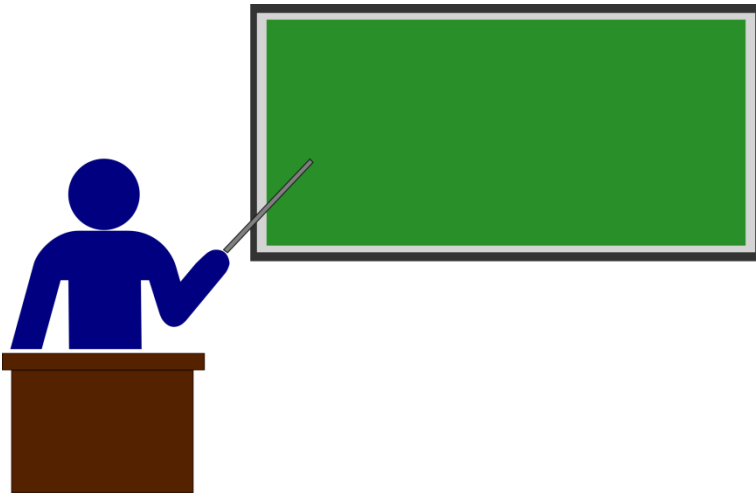
# QUALITY EVIDENCE

- ✧ We are not likely to increase student understanding and raise achievement unless we are clear about what counts as evidence of student understanding and achievement.



# WHAT COUNTS AS EVIDENCE?

Evidence of Instruction



Evidence of Student Learning



# IT IS ALL ABOUT THE STRENGTH OF THE EVIDENCE

- ✧ Would another qualified administrator agree that **the evidence from what the students actually did to learn** during the lesson strongly support your claim that the teacher's instruction moved student understanding toward mastery of the targeted concepts and skills?



# Learning Target **Theory of Action** **In a Nutshell**

(Moss & Brookhart, 2012; 2015 pg. 17)



The most effective teaching and the most meaningful student learning happen when teachers design the right learning target for today's lesson and use it along with their students to aim for and assess understanding.

# FORMATIVE CLASSROOM WALKTHROUGHS— LOOKING FOR EVIDENCE OF STUDENT LEARNING

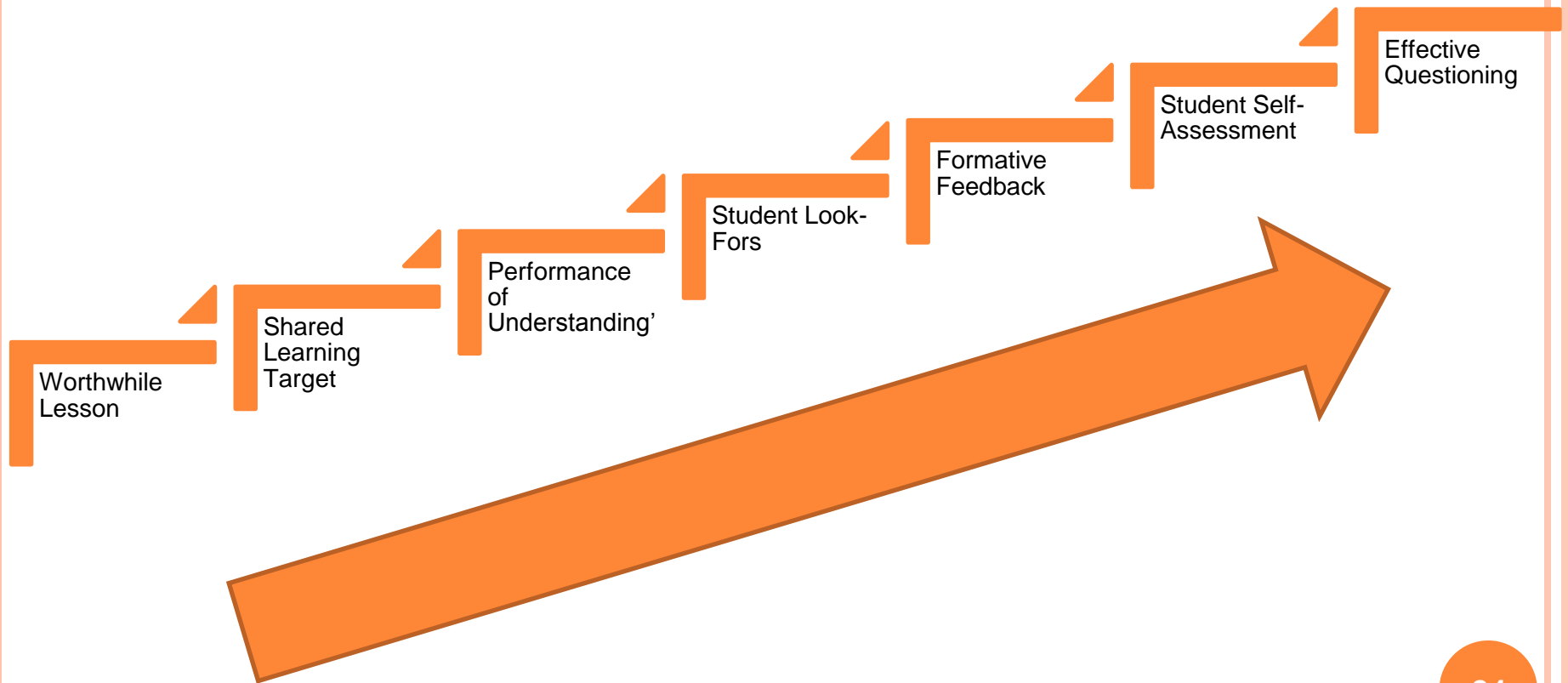
- ✧ Observers “sit in the student’s seat” to look for evidence of student learning through seven learning processes:



Key Evidence

1. A Worthwhile Lesson
2. A Shared Learning Target
3. A Performance of Understanding
4. Student Look-Fors
5. Formative Feedback
6. Student Self-Assessment
7. Effective Questioning

# ARRANGED IN A HIERARCHY





# AND USED

- For professional learning conversations and feedback
- To set professional learning goals for **both** teacher and administrator
- To select professional performances of understanding and look-fors



# LEADERSHIP GROWTH AS AN INTENTIONAL GOAL

- ✧ **Formative Classroom Walkthroughs** are as much about the professional growth of principals, instructional coaches, and other leaders, as they are about improving teacher effectiveness and student learning.



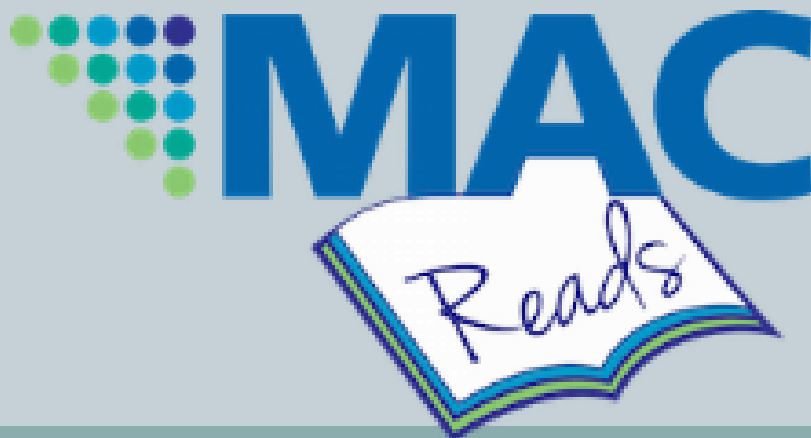
# ADDITIONAL QUESTIONS FROM PARTICIPANTS



# MAC Reads! Webinar with Susan Brookhart



Thank you to Susan Brookhart,  
and participating MAC Reads  
sites, and site facilitators!



AGENCY	FACILITATOR
Allegan Area Educational Service Agency	<a href="#">Laurie Schmitt</a>
Copper County ISD	<a href="#">Carla Strome</a>
EUP ISD	<a href="#">Valerie Masuga</a>
Genesee ISD (Online Book Study via EduPaths)	<a href="#">Lisa Madden</a>
Jackson ISD	<a href="#">Susan Townsend</a>
Kent ISD	<a href="#">Laura Otten</a>
Marquette Alger RESA	<a href="#">Deb Asano</a>
Mecosta-Osceola ISD	<a href="#">Cathy Wirth</a>
Muskegon Area ISD	<a href="#">Terri Portice</a> <a href="#">Alicia Hoppa</a>
Reeths-Puffer Schools	<a href="#">Terri Portice</a>
Wayne RESA	<a href="#">Ellen Vorenkamp</a>