

Types of Classroom Observation

Types of Observations	Purpose(s)	Supporting Theory	Logistical Considerations	Possible Leadership Actions for Consideration
<p>Learning Walkthrough</p> <p>District administrators, principals, and teacher leaders focus on one or more dimensions of instruction (for example, student engagement, curriculum, and pedagogy) connected to an identified problem of leadership practice.</p>	<ul style="list-style-type: none"> To develop a shared vision for high-quality teaching and student learning based on an instructional framework (for example, 5D) To calibrate and deepen understanding of the dimensions of an instructional framework (for example, student engagement and classroom environment and culture) To calibrate understanding of best practices in a particular content area To provide principals and teacher leaders a tool to assess their own classrooms against an emerging vision of instruction To begin to use the language of an instructional framework to communicate learning to staff To develop a school and district culture of public practice To gather data necessary to identify relevant problems of practice To observe and analyze the effect of teacher practice on student learning 	<ul style="list-style-type: none"> If we (as school and district leaders) spend regular and focused time in classrooms observing and describing teaching practice with the support of an instructional framework, then we will develop a common vision and shared understanding of high-quality instruction and how it impacts student learning. If we develop a common vision and shared understanding of high-quality instruction, then we will be able to identify and lead with greater clarity the improvement of teaching practice. If we are open and transparent about our own learning, then we will be able to model the kind of reflective learning culture necessary to support improved practice for all. 	<ul style="list-style-type: none"> Who will participate? Which classrooms will we visit? How much time will we spend in classrooms? What protocols, tools, or processes will we use in classrooms? What data will we collect? What protocols, tools, or processes will we use after the walkthroughs to gather feedback and to inform the next steps? What and how will we communicate to staff? 	<p>How will leaders</p> <ul style="list-style-type: none"> Communicate with staff about the walkthrough? Model what it means to be a learner? Highlight and celebrate what they want to reinforce? Use teacher expertise to build collective learning? Use their deepened understanding of quality instruction to inform critical problems of leadership practice? Strategically plant seeds for future dialogue and reflection? Articulate their vision for teaching and learning? Consider revisions to professional development plans for individuals and groups? Provide an avenue for feedback and conversation on both the process and subsequent learning?

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<p>Goal Setting and Implementation Walkthrough</p> <p><i>District Level:</i> central office leaders; principals; teacher leaders</p> <p><i>School Level:</i> principal; instructional coaches; teachers</p>	<ul style="list-style-type: none"> To determine the level of implementation of curriculum materials and guidelines along with further support and professional development needed to implement the curriculum with fidelity To determine the extent to which new learning(s) resulting from specific professional development offerings are being applied in actual practice To determine additional supports and professional development needed to implement learning(s) To establish the school instructional improvement goals To determine schoolwide patterns across grade levels and subject areas to inform professional development To determine individual goals and supports for teachers To monitor student progress To help identify a problem of leadership practice 	<ul style="list-style-type: none"> If we carefully monitor the expected level of implementation of new curriculum and professional development learning(s), then we will be able to measure the level of implementation across the district or school. If we are able to identify the level of implementation of new curriculum and professional development learning(s), then we will be in a position to bring focused and differentiated support where necessary to improve the implementation and application of new practices. If we examine our teaching practices in light of our deepened understanding of powerful instruction, then we will be able to establish specific improvement goals (district, school or individual) along with the professional development necessary to improve practice. 	<ul style="list-style-type: none"> Who will participate? Which classrooms will we visit? How much time will we spend in classrooms? What data will we collect? What and how will we communicate to staff? What protocols, tools, or processes will we use in classrooms? What protocols, tools, or processes will we use after the walkthroughs to gather feedback and to inform next steps? 	<p>How will leaders</p> <ul style="list-style-type: none"> Communicate with staff about the walkthrough? Highlight and celebrate what they want to reinforce? Create and communicate new expectations if necessary? Use teacher and principal expertise to build collective learning? Modify professional development as needed? Strategically consider providing new or additional supports, for example, professional development, coaching, study groups, readings, and so on, if necessary? Articulate their vision for teaching and learning? Provide an avenue for feedback and conversation on both the process and subsequent learning?

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<p>Supervisory Walkthrough</p> <p>Supervisors and principals</p>	<ul style="list-style-type: none"> To examine the teaching and learning process as it relates to the school's and district's instructional goals To examine relevant student performance data and monitor student progress To focus on progress made since the last walkthrough visit and the best type(s) of professional development to meet teachers' needs To identify specific leadership actions necessary to support the improvement of teaching practice To assess leader's understanding of new learning To hold leaders accountable for agreed-on leadership actions 	<ul style="list-style-type: none"> If we carefully examine and monitor student performance data and the quality of teaching and learning in light of our deepened understanding of powerful instruction, then we will be able to identify specific leadership actions necessary to improve practice. If we carefully examine and monitor the extent to which agreed-on leadership actions are enacted, then we can hold leaders accountable for the improvement of teaching and learning. 	<ul style="list-style-type: none"> What student performance data will we examine? Which classrooms will we visit? How much time will we spend in classrooms? How often should we visit specific classrooms? What other school structures will we observe, e.g., department meetings, PLC meetings, and so on? What will we communicate to staff? What protocols, tools, or processes will we use in classrooms? 	<p>How will leaders</p> <ul style="list-style-type: none"> Communicate with staff about the walkthrough? Highlight and celebrate what they want to reinforce? Create and communicate new expectations if necessary? Provide new or additional supports, for example, professional development, coaching, and so on, if necessary? Articulate their vision for teaching and learning? Hold leader(s) accountable for agreed-on actions? Assess the implementation of agreed-on actions using student learning as a measure?