

Connecticut Walkthrough Protocol Guide

The Connecticut Walkthrough Protocol Guide, which aligns to the Connecticut Curriculum Development Guide, is a tool to support Connecticut State Department of Education consultants and the state's district and school personnel with school and classroom walkthroughs. Walkthroughs are a powerful tool to inform improvement planning, professional development needs, curriculum revision and instructional practice. Walkthroughs should not be viewed as an evaluative exercise.

The one-page guide is designed so a person or team conducting the classroom or school walkthrough can perform it efficiently and effectively. A Walkthrough Protocol Bank of Professional Practice Indicators is provided so the appropriate professional practice indicators may be chosen, highlighted, copied and pasted into the Professional Practice Indicators column of the guide. The person or team conducting the walkthrough may want to participate in a calibration exercise with school and district colleagues to ensure a clear and consistent understanding about what the implementation of the Professional Practice Indicators looks like in schools and classrooms.

Walkthroughs should be focused and brief, offer specific evidence of the observed professional practice indicator, and provide opportunity for teacher feedback, fostered by quick completion of the guide. The observed teacher should receive a copy within one day of completion so the teacher may review the feedback and make appropriate instructional changes. It is critically important that teachers are given the opportunity to meet and review the feedback, if requested, at a mutually agreed upon follow-up discussion date.

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SAMPLE

Walkthrough Protocol Guide	
Walkthrough Date	May 20, 2008
Teacher	Barbara M. Eastland
Grade	8
Course	Health
Walkthrough Timeframe	10:15-10:25 a.m.
Observer(s)	Principal Patricia Sundefect
Walkthrough Focus	Problem-based Learning
Professional Practice Indicators (PPI)	Evidence of PPI
<input checked="" type="checkbox"/> Students are focused on problem-based/project-based learning. <input type="checkbox"/> Students are working with hands-on materials. <input checked="" type="checkbox"/> Students are engaged in discourse with the teacher and their peers.	<p>Students are challenged to analyze the role/impact of the media and current culture on eating behaviors. Lesson objective and unit guiding questions are written on front board.</p> <p>Students analyze media on the Internet, in magazines, and in television and radio advertisements.</p> <p>Students, all with assigned responsibilities, work in groups of four.</p>
Additional Comments	Barbara, effective use of embedding information and technology literacy into the lesson.
Follow-up Discussion Date (as needed)	May 21, 2008, 1:45-1:50 p.m.

Cut and pasted from provided bank

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Walkthrough Date	
Teacher	
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Walkthrough Focus	
Professional Practice Indicators (PPI)	Evidence of PPI
Additional Comments	
Follow-up Discussion Date (as needed)	

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Walkthrough Protocol Bank of Professional Practice Indicators

Pacing

- Teacher develops and paces lesson to achieve identified student outcomes.
- Teacher provides sufficient wait time for students' responses.
- Teacher manages routines and transitions to maximize instruction.
- Teacher adjusts lesson to meet students' needs.

Grade Level/Course Level Expectations/Alignment to Standards

- Teacher aligns lesson objective(s) with grade/course level expectations.
- Teacher aligns lesson objective(s) with curriculum standards.
- Teacher states lesson objective(s).
- Teacher posts lesson objective(s).
- Teacher defines lesson objective(s) in student-comprehensible language.
- Students are able to articulate the lesson objective(s).

Embedded Literacy (i.e., reading, writing, listening, speaking, viewing, presenting)

- Teacher provides explicit instruction for literacy strategies.
- Teacher models literacy strategies.
- Teacher provides guided practice for literacy strategies.
- Teacher provides independent practice for literacy strategies.
- Teacher delivers explicit reading instruction (e.g., oral language, concepts about print, phonological awareness, phonemic awareness, phonics, word study, vocabulary, fluency, comprehension) into the lesson.
- Students read content-relevant material.
- Students choose text at their own and higher readability levels.
- Students choose culturally relevant text.
- Students read fiction and nonfiction text.
- Students read independently.
- Students write content-relevant material.
- Students peer edit written material.
- Students actively listen to content-relevant material.
- Students deliver oral presentations.
- Students engage in group discussions.
- Students view varied media around content-relevant material.
- Students use varied methods to present information.

Embedded Information and Technology Literacy

- Teacher embeds information technology to support and improve the teaching and learning processes.
- Teacher integrates technology (e.g., software, interactive white boards, projection devices, portable media players, video, webcasts) into the lesson to support student learning.
- Students use, search for, and evaluate Internet sources and information.

Classroom Environment

- Teacher provides access to relevant and updated learning materials and equipment.
- Teacher provides every student access to a desk/table and chair.
- Teacher provides access to content-related fiction and nonfiction texts.
- Teacher displays student work.
- Teacher displays models of exemplars.
- Teacher displays scoring rubrics.
- Teacher displays editing and revising guidelines.
- Teacher organizes the classroom for a variety of groupings.
- Teacher provides behavioral feedback in a nonjudgmental way.

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- Teacher communicates with students in a respectful and courteous manner.
- Students communicate with the teacher in a respectful and courteous manner.
- Students communicate with students in a respectful and courteous manner.
- Students easily move around the room when transitioning between activities without crowding due to class size, student supplies or arrangement of classroom furniture.

Teaching Strategies

- Teacher introduces concepts for the lesson.
- Teacher provides explicit instruction.
- Teacher scaffolds student learning opportunities.
- Teacher provides students with differentiated lessons.
- Teacher uses varied arrangements (e.g., whole group, small group, pair and/or individual) based on lesson objective(s).
- Teacher models new concepts.
- Teacher provides guided practice of new concepts.
- Teacher provides advanced organizers.
- Teacher guides students through note-taking process.
- Teacher provides time for independent practice of new concepts.
- Teacher provides opportunities for student reflection.
- Teacher provides immediate corrective feedback.
- Teacher provides opportunities for student reflection.
- Teacher provides students with models of exemplar work.
- Teacher instructs students through varied levels of student work.
- Teacher provides students with scoring rubrics to evaluate work.
- Teacher uses formative assessments to monitor student learning.
- Teacher tiers questions (e.g., knowledge, comprehension, application, analysis, synthesis, evaluation) to engage students in higher-order thinking.
- Teacher uses performance-based assessments.
- Teacher uses nonlinguistic representations (e.g., drama, videos, graphic organizers).
- Teacher promotes interdisciplinary connections.

Learning Activities

- Teacher aligns learning activities with appropriate teaching strategies.
- Teacher aligns learning activities with stated and/or posted objective(s).
- Teacher accommodates students' diverse learning styles and multiple intelligences (e.g. learning centers, simulations, role playing, performances, debates, demonstrations, discussions, modeling, interdisciplinary, authentic experiences).
- Students actively listen to the teacher and their peers.
- Students actively engage in discourse with the teacher and their peers.
- Students engage in cooperative learning groups.
- Students have opportunities to choose their learning activities.
- Students engage in higher-order thinking and problem solving.
- Students generate and test hypotheses.
- Students use graphic organizers to synthesize information.
- Students clarify similarities and differences (e.g., comparing, classifying, metaphors, analogies).
- Students summarize as evidence of comprehension.
- Students make relevant interdisciplinary connections.
- Students work with hands-on materials (e.g., real world objects, scientific artifacts, math manipulatives).
- Students apply new learning to authentic scenarios in and out of the classroom setting.
- Students use 21st Century Skills during the learning activity appropriate for their grade level (e.g., communication, creativity, problem solving, self-direction).

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Assessments

- Teacher aligns assessments with grade/course level expectations.
- Teacher aligns assessments with curriculum standards.
- Teacher aligns assessments with teaching strategies.
- Teacher aligns assessments with learning activities.
- Teacher uses multiple methods of assessment (e.g., observation, pre/post, formative, summative).
- Teacher uses formative assessments throughout the lesson to monitor and adjust instruction.
- Teacher identifies strengths and weaknesses to determine areas of special emphasis/focus.
- Teacher provides students with opportunities to self-assess and self-monitor.
- Students use the results of assessments to improve their work.
- Students use schoolwide rubrics to improve their work.
- Students develop and use criteria for acceptable/goal work.
- Students establish personal learning goals.
- Students identify strengths and weaknesses to determine areas of special emphasis/focus.

Resources

- Teacher integrates core and supplementary resources (e.g., texts, software, online programs, manipulatives).
- Teacher integrates supplementary print materials (e.g., newspapers, magazines, online materials, journals).
- Teacher integrates primary source materials.
- Teacher integrates varied media.
- Teacher integrates student-developed materials.
- Teacher differentiates resources based on content and student learning needs.
- Teacher aligns resources with stated and/or posted objective(s).
- Teacher aligns resources with learning activities.
- Teacher differentiates lessons based on sensory, auditory, visual and intellectual learning styles.
- Students use resources and equipment appropriate to the learning activities.

Data

- Teacher displays data to track learning outcomes.
- Teacher uses data to inform pacing.
- Teacher uses data to inform teaching strategies.
- Teacher uses data to inform learning activities.
- Teacher uses data to inform groupings.
- Teacher uses common formative assessment results to immediately monitor students learning and track student learning over time.
- Teacher uses summative assessment results to track student learning over time.
- Students chart their own progress over time.
- Students understand data and what it means for their own learning.
- Students analyze and evaluate data to self-monitor individual learning goals.