



The Importance of Feedback and Reflection in Classroom Walk-Throughs

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“The walk-through is a significant step in influencing real changes in schools by getting administrators close to the classroom and building their capacity to become instructional leaders”

--Susan E. Sather, Ph.D, NWREL

Walk-Through Questions from Teachers

- Why do we have walk-throughs?
- What are they looking for?
- What if I am not doing what they are expecting to see?
- How can they understand what is happening in my classroom in only five minutes?

Walk-Through Perceptions from Administrators

- Helps determine professional development needs
- Permits the viewing of the implementation of new initiatives
- Glimpses of what is happening in the classroom

Benefits of Walk-Throughs in the Building

- Increases student achievement
- Improves instructional practices
- Allows conversations between teachers and administrators about curriculum, student issues, achievement and behavior
- Decreases discipline referrals
- Increases awareness of classroom activities

Benefits of Walk-Throughs for Participants

- Promotes effective data-gathering strategies
- Develops curriculum analysis skills
- Enhances reflective thinking strategies
- Builds capacity
- Gauges the climate of the school

Implementing Walk-Throughs

- Short classroom visits of no more than five minutes each.
- Designed to assist in coaching for improved practices in the classroom.
- Occurs in all classrooms.
- Happens at different times of the day and different days of the week.
- Followed by a reflective follow-up discussion.

Implementing Walk-Throughs

- Improving performance depends on regular classroom visits.
- Not every visit needs to be an occasion for assessing performance.
- Part of the purpose is to build a relationship of trust and respect.
- “The more knowledgeable you are about what is happening in the classrooms, the more effective you can be.”

Walk-Through Model

Step 1: Snapshot of Teaching and Learning

Step 2: Identification of Instructional Strategies

Step 3: Level of Learner Engagement

Step 4: Survey of the Learning Environment

After the Walk...

Step 5: Analysis of Information Collected

Step 6: Reflection with the Teacher



Reflective Questions

- Intended to help both the observer and the teacher think more deeply about what is occurring in the classroom
- Ask open-ended, non-judgmental, higher-level questions
- Evokes additional questions
- Correct answers are not the point. Thinking about current practices is the point.
- Focused feedback is the most impactful on teacher behavior.

Structure of Walk-Throughs

- New evaluators can gain experience by participating on walk-through teams.
- Evaluators can use walk-throughs to calibrate observation skills.
- Observation teams can be comprised of administrators, teachers and instructional coaches.
- Peers can use walk-throughs to observe colleagues in the classroom.

What Will Your Walk-Through Look Like?

What role will you play in walk-throughs?	Which audience will the walk-through benefit?
What will be the format of your walk-through?	What topic(s) will you focusing on during walk-throughs?

References

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