Leadership Matters in Improving Core Instruction!
Are your walkthroughs helping improve instruction?
Annual Conference 2019
Jenice Pizzuto

**Vision:** Every child in every district receives the instruction that they need and deserve...every day.

**Leadership Matters in Improving Core Instruction!**

**Are your walkthroughs helping improve instruction?**

**Annual Conference 2019**

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** Targets **

- Discuss *why* and *how* walkthroughs are used to support core review meetings
- Provide Sample Walkthrough Tool
- Consider using walkthroughs to drive *professional learning plans*

**Who’s at the table?**

**Jenice**

- ORTli Implementation Coach
- Impact Learning and Leading Group Co-founder Consultant
- Learning Forward Oregon
  - Past President, Advisory Board
- Teacher, Administrator reader and collaborator
Active Learning: 60 Seconds…

• Write down all the walkthroughs you currently do
• If you have extra time include why

Do your walkthroughs result in an instructional focus for your school and staff to focus on collaboratively?

Can we champion each other?

Today we will focus on...

Purpose + Action = Results!
**Why RTI: Differences Learning to Read (NICHD)**

<table>
<thead>
<tr>
<th>Percent of Population</th>
<th>Journey to Reading</th>
<th>Instructional Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Easy: children read before starting school</td>
<td>Need no formal decoding instruction</td>
</tr>
<tr>
<td>35</td>
<td>Relatively Easy</td>
<td>Learn to read regardless of instructional approach</td>
</tr>
<tr>
<td>40</td>
<td>Formidable Challenge</td>
<td>Need systematic and explicit instruction</td>
</tr>
<tr>
<td>20</td>
<td>One of the most difficult tasks to be mastered in school</td>
<td>Need intensive, systematic, direct, explicit instruction</td>
</tr>
</tbody>
</table>

**We’ve Learned...**

The most impactful thing we can do for **ALL** students, including economically disadvantaged, English Learners, and students of color is -

**to teach them to read**

**Teaching Reading is Both Essential and Urgent!**

- “Students who can’t read are doomed to a life of less.” (Rob Saxton, previous superintendent, TTSD)
- Assuming students will ‘catch up’ with practice as usual is not wise. **Catching up is a low probability occurrence.**
- Improving outcomes for struggling students will require a very different kind of effort in both the short and long run.
What impacts student achievement?

- Formative Evaluation
- Teacher Clarity Feedback
- Teacher-Student Relationships
- Direct Instruction
- Socioeconomic Status
- Parental Involvement
- School Finances
- Class Size

We control

We do not control


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**We know what to do!**

MTSS with a focus on evidence-based instruction gets results.

<table>
<thead>
<tr>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>76%</td>
<td>84%</td>
</tr>
<tr>
<td>Latino</td>
<td>48%</td>
<td>60%</td>
</tr>
</tbody>
</table>

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**Steps to success...**

1. Conduct Core (100%) Review Meetings
2. Conduct Walkthroughs with a focus on teacher selected instructional strategies
3. Plan ongoing and embedded professional learning to address identified areas of need
4. Implement the professional learning identified

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**THERE IS NO ELEVATOR TO SUCCESS. YOU HAVE TO TAKE THE STAIRS**
Together we are better...

Creating a collegial culture within a school requires mutual respect, essential conversations about teaching and learning, shared values and vision, time to share, clear expectations, teamwork, professional development, inquiry, and reflective practice. Barth 2006

We often ask questions about how students learn, but not often about how teachers learn.

» Professional Development Report 2013

Alignment Matters

1. Student data/needs identified drives strategies that teachers focus on
2. Strategies selected from district agreements i.e. Hattie, High Leverage practices
3. Professional learning supports
4. Walkthroughs focus on

Professional Development AND Ongoing Coaching & Support

<table>
<thead>
<tr>
<th>Components of Training</th>
<th>% of Learners who will...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>...know how to do it</td>
</tr>
<tr>
<td>Presentation/Lecture</td>
<td>10%</td>
</tr>
<tr>
<td>+Presenter Modeling</td>
<td>30%</td>
</tr>
<tr>
<td>+Participant Practice &amp; Feedback</td>
<td>60%</td>
</tr>
<tr>
<td>+Ongoing Coaching &amp; Admin Support</td>
<td>95%</td>
</tr>
</tbody>
</table>

Joyce & Showers, 2002
To impact student performance: evidence indicates this works if we have aligned vision-beliefs and everybody engaged in the learning process.

If school districts want teachers to change instruction, the implementation stage must be included and supported more explicitly.

The largest struggle for teachers is not learning new approaches to teaching but implementing them.

Traditional PD is not effective because it doesn’t support teachers during the stage with the steepest learning curve: implementation.

Can We Set a School Culture of Learning?

<table>
<thead>
<tr>
<th>Fixed Mindset</th>
<th>Growth Mindset</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Look SMART at all times</td>
<td>• Learn at all costs</td>
</tr>
<tr>
<td>• It should come naturally</td>
<td>• Work hard.... effort is key</td>
</tr>
<tr>
<td>• Hide mistakes, conceal difficulties</td>
<td>• Capitalize on mistakes, confront differences</td>
</tr>
</tbody>
</table>

Mindset: The Psychology of Success, Carol S. Dweck
Goal:
To support implementation of effective instruction.

Walkthroughs that...
Empower Adult Learning Shaped and Driven by...

- The data about students
- Goals educators set for themselves based on student learning needs
- Engaging *ALL* adult learners at whatever stage of career they are or level of knowledge and skills
- Aligns learning designs to learning goals and needs of adults to impact students
- Requirement: *ALL* learners grow

Can Walkthrough Tools Support Adult Learning?

- What do your tools gather?
- What do you do with the information?
- Is there follow up support provided?

Steps to success...

1. **Conduct Core (100%) Review Meetings**
2. Conduct Walkthroughs with a focus on teacher selected instructional strategies
3. Plan ongoing and embedded professional learning to address identified areas of need
4. Implement the professional learning identified
# RTI Team Structures

<table>
<thead>
<tr>
<th>Meetings</th>
<th>Purpose</th>
<th>Students</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Level Data Review Meeting</td>
<td>Review effectiveness of instructional programing. Plan district-wide PL that is ongoing and embedded and matched to identified area of need</td>
<td>ALL</td>
<td>Screening (CBM), OASIS (ORTI Implementation Data)</td>
</tr>
<tr>
<td>Core Review Meetings</td>
<td>Review effectiveness of tiered systems of support and make adjustments</td>
<td>ALL</td>
<td>Screening (CBM), Attendance, ODRs, SBAC</td>
</tr>
<tr>
<td>Group Intervention Review Meetings</td>
<td>To make changes for students in interventions</td>
<td>Some students</td>
<td>Progress monitoring (CBM)</td>
</tr>
<tr>
<td>Individual Problem Solving Meetings</td>
<td>To further intensify interventions for those in need</td>
<td>Few Students</td>
<td>Progress Monitoring (CBM)</td>
</tr>
</tbody>
</table>

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# Core Review Meeting Agenda

**100% Data Meeting Agenda**

**Step 1: Problem Identification (What is the problem?)**

Based on screening data, is our core program sufficient for most students at our grade level (80%) or many below proficiency?

- Identify students scoring below proficiency at the beginning of the year.
- Identify students scoring below proficiency at the end of the year.
- Identify students scoring below proficiency at mid-year.
- Identify students scoring below proficiency at the end of the year.
- Identify students scoring below proficiency at the beginning of the year.

**Step 2: Problem Analysis (Why is it happening?)**

- Identify students scoring below proficiency at the beginning of the year.
- Identify students scoring below proficiency at the end of the year.
- Identify students scoring below proficiency at mid-year.
- Identify students scoring below proficiency at the end of the year.
- Identify students scoring below proficiency at the beginning of the year.

**Step 3: Plan Implementation (What will we do?)**

- Identify students scoring below proficiency at the beginning of the year.
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- Identify students scoring below proficiency at the end of the year.
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# Go Public! Become a learning school!
What are you looking for?

Sample Core Review Support Doc

Steps to success...

1. Conduct Core (100%) Review Meetings
2. Conduct Walkthroughs with a focus on team selected instructional strategies
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SUCCESS!
Walkthrough Logistics

- **When:** After Core Review Meetings
- **How Often:** At least three times a year formally, more informally
- **Focused On:** School and or grade level support
- **Who:** varies depending on identified purpose and goal
  - Include principal, coach, reading specialist, teachers
- **Use a form**
- **Promote student achievement**

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Press into Core **HOW**

- Review **PURPOSE**
- Conduct walkthroughs
- Review data collected, identify priority needs
  - **Plan school-wide, grade level or district-wide PL**
- Identify resource needs and barriers
- Make an action plan to implement

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Sample Core Walkthrough Form

<table>
<thead>
<tr>
<th>Core Reading Program Walkthrough</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Non-Negotiables</strong></td>
</tr>
<tr>
<td><strong>District Non-Negotiables</strong></td>
</tr>
<tr>
<td><strong>Grade Level Agreements (Grade Level: First Grade)</strong></td>
</tr>
<tr>
<td><strong>Agreement Observed?</strong></td>
</tr>
<tr>
<td><strong>Curriculum: Priority Skill Focus</strong></td>
</tr>
<tr>
<td><strong>Instruction: Interactive/Active Engagement Strategy</strong></td>
</tr>
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<td><strong>Environment:</strong> Class</td>
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Sample Core Review Walkthrough Form

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</tr>
<tr>
<td><strong>Grade Level Agreements (Grade Level: Third Grade)</strong></td>
</tr>
<tr>
<td><strong>Agreement Observed?</strong></td>
</tr>
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<td><strong>Curriculum: Priority Skill Focus</strong></td>
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Setting Purpose-Presence, Non-Presence

Core Review Walkthroughs Logistics

ARE NOT…

Evaluative

for individual teachers
Walk Throughs-Monitoring
SYSTEMS not Teachers

No shame, no blame

Monitoring helps build & sustain collective efficacy!

Paradigm Shift...

Move from:
Monitor and Check

To:
Observe and Support

How likely are you to...

• Try something you are not familiar with?
• Feel competent and confident after doing something once or seeing a single demonstration?
• Fall back into what your comfortable with?

studies have shown that teacher mastery of a new skill takes, on average, 20 separate instances of practice and that number may increase if the skill is exceptionally complex

Joyce & Showers, 2002
Avoiding the pitfalls of monitoring/walkthroughs

<table>
<thead>
<tr>
<th>What NOT to do</th>
<th>What to DO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on individual teachers and what those</td>
<td>Notice and record what teachers did well as a group and how they could add on to improve. Be specific! Collect information across the school and seek out patterns for support.</td>
</tr>
<tr>
<td>teachers did not do, or did incorrectly. Then, not give any ideas or</td>
<td></td>
</tr>
<tr>
<td>suggestions on how they could improve.</td>
<td></td>
</tr>
<tr>
<td>Monitors react with frustration, anger, or disappointment. Punitive</td>
<td>Observers act in a positive and helpful manner. Ask – “What do you need? How can I support you?”</td>
</tr>
<tr>
<td>consequences.</td>
<td></td>
</tr>
<tr>
<td>Use observations as a reactive strategy, such as targeting specific</td>
<td>Create a proactive plan that involves all teachers in an equitable manner and examines the outcomes that you want to achieve based on your professional learning goals</td>
</tr>
<tr>
<td>teachers to monitor because there is a concern.</td>
<td></td>
</tr>
</tbody>
</table>

Preparation leads to success!

Critical Considerations

- **Preparation**
  - Do you have agreements on: core reading expectations, engagement, purpose of walkthrough,
- **Purpose** Clarity is key
  - Limit focus for effectiveness
  - Use for growth
  - Observe agreed upon, scalable structures
- Create common language and common goals
- Results focused

Conduct Walkthroughs

- Schedule for the day
- Core Review Agreements
- Observation materials:
  - recording sheets,
  - pens/pencils
  - clipboards, Ipads
Conduct Walkthroughs

Partner Talk Time

– One thing that I would to implement from this section is______
because________.

Steps to success...

1. Conduct Core (100%) Review Meetings
2. Conduct Walkthroughs with a focus on teacher selected instructional strategies
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After the Walkthroughs

• Each observer:
  – Tallies data, reflects, and/or summarizes notes

• Group Share:
  – “Glows” – what strengths do you notice?
  – “Grows” – what were areas to further support?
  – Follow-up plan including timeline
  – Resources
  – Celebrations

Remember to keep the focus on the SYSTEM
Sample: Core Walk Through Reflection and PL Planning

Glows & Grows

<table>
<thead>
<tr>
<th>Glows</th>
<th>Grows</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mostly doing what scheduled to do match to master schedule</td>
<td>Need: Less independent and more choral/active engagement</td>
</tr>
<tr>
<td>Well established routines and procedures some classrooms</td>
<td>High % of independent work</td>
</tr>
<tr>
<td>Most everyone was prepared, had space and resources</td>
<td>Calling on hands-hand calling one/one</td>
</tr>
<tr>
<td>100% meeting agreements posted</td>
<td>More oral, choral active engagement loose: lack of routines</td>
</tr>
<tr>
<td>Pacing</td>
<td>Need: Less independent and more choral/active engagement</td>
</tr>
</tbody>
</table>
Action Plan

Next Steps Action Steps:

- Reboot of Explicit Instruction Routines Choral, Partner, Written and Action from where you are...
  - Training for all staff, revisit for trained staff firming up of routines
  - Expectation for implementation in whole and small groups
  - Monitored by Principal and Superintendent
  - Gradual Release/Explicit Instruction routine revisited

Resources & Celebrations

Resources Needed:

- PLT time: revisit, re prioritize.
- Training:
  - ECRI
  - Revisit Reboot: Active Engagement Explicit Instruction
  - Anchor chart and Think Aloud models, maybe BT’s
- Superintendent and Principal monitoring and walkthrough plan

Celebrations:

- Growth of effective instruction and materials use in school.
- System ATM: every built supports ODBM for student growth.
- Systematically have materials in place and support and training for.
- Removed barriers: resources, materials, funding.
- Culture, belief ALL can learn.
- Atmosphere of the building.
- System in place.

Steps to success...

1. Conduct Core (100%) Review Meetings
2. Conduct Walkthroughs with a focus on teacher selected instructional strategies
3. Plan ongoing and embedded professional learning to address identified areas of need
4. **Implement the professional learning identified**

Where and when can the learning occur?

- Create a **plan** to address big picture, high leverage areas
- Staff Meetings, Coaching, PD Time, PLT’s, Peer observation, other?
- Target high needs areas-grade levels, individual teachers
- Fluctuate resources and talent
- **Check:** resources, training past and present, communicate with other schools and district to leverage resources
• Calendar throughout term
• Picture staff watching a video
• Picture of Anita Book
• Picture Peer observation/PLC time

Top tips for success

• Have a **PURPOSE** and a **PLAN**
• Commit for the **long-term**
• Look for **patterns** and support the **group**
• Include **active engagement** in all adult learning
• **Follow-up** with ongoing support

Emily Putney- Power of Core Review Walkthroughs
Thank you!
Questions?

**Before** you are a **Leader,** success is all about growing yourself. **When** you become a **Leader,** success is all about growing others.

- Jack Welch