Classroom Walkthrough Training for Lake Myra Data Team – Trainer Agenda

Presented by Jennifer Jones & Deb Rosenella, Lake Myra Elementary, Room 2412, August 12-13, 2010

Day 1

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| Agenda Item | Who? | Speaking Points | Materials/Resources |
| 9:20-9:45 (25 minutes)  Welcome, Introduction, Goals & Outcomes, Overview of CWT Process | Deb | Professional Learning Outcomes   * Describe the seven stage CWT process for instructional improvement * Demonstrate understanding of the CWT Standard “Look Fors” and apply them to classroom walks * Collect & reflect on classroom walkthrough data in pairs for inter-rater reliability * Use CWT technology to support collecting and analyzing data on classroom practice   Starting With the End in Mind  Overview of the Seven Step Classroom Walkthrough Process | Participant Guide |
| 9:45-10:25 (45 minutes)  Power of Quick Classroom Visits  Activity | Deb | “Walking Through” As A Whole Group   * 7 minutes in a 4th Grade science classroom * Using sticky notes, record what you see, hear, and notice in the classroom – one observation per sticky note. * Record only what you observe, not what you infer from the lesson without judgmental statements * Individual reflection before small group work to categorize their observations * Reveal charts in order: Curriculum, Instruction, Learner & Environment | Participant Guide  Video #1 – Grade 1  Language Arts A  Sticky Notes/Pens  4 Charts |
| 10:25-10:35 (10 minutes)  Focus on the Curriculum | Jen | Standard Look For – 1a   * Introduce CWT Form, Areas of Focus – What is the objective? Can I see it or hear it? * Focus on section 1a only (comment on 1b & 1c) | Participant Guide  Page 50 |
| 10:35-11:15 (40 minutes)  Focus on the Learner – 3c | Jen | Focus on the Learner – 3c – Bloom’s Taxonomy   * Using the script from Little Red Riding Hood, each team will write learning activities for each level of Bloom’s * K-1 Team: Kelly, Jane, Leigh | 2-3 Team: Jena, Kate, Sam | 4-5 Team: Michele, Kim, Joanna – incorporate several subjects if you can into one “engaging” learning activity * Teams will have 30 minutes to prepare 6 learning activities – write them out, do Gallery Walk, make comments on Sticky Notes, Debrief * Purpose of this activity to gain a better understanding of the six levels for ourselves, so we can recognize it when we see it…not because we’re going to go out and share these learning activities with each other. | Participant Guide  Page 61-64  Chart Paper  Pens  Sticky Notes  Teacher’s Desk Ref. |
| 11:15-11:30  Practice Walk #1 | Jen | Practice Walk  Record on Wake County CWT form (recording only section 1a & 3c)  Debrief | Video #2 – Grade 5  Math B  CWT Form |
| 11:30 – 12:15 |  | LUNCH |  |
| 12:15 – 12:45  Focus on Instruction | Deb | Focus on Instruction – 2a & 2b   * Identify Instructional Practices/Descriptions (page 52) * Identify Student Grouping Formats (page 53) * Discussion/Consensus * Practice Walk – Video (recording CWT form for sections 1a, 2a, 2b, & 3c) * Debrief the Video – Discussion/Consensus | Participant Guide  Page 52 & 53  Video #3 – Grade 2  Science  CWT Form |
| 12:45-1:45  Marzano’s High Yield Strategies | Deb | Focus on the Instruction – 2c: Teacher, 2d: Student   * Focusing on Identifying Similarities and Differences & Reinforcing Effort/Recognition for CWT school wide reflection, but also collecting data on the rest * Learn, understand, identify and present the other seven strategies to the CWT in teams of two people, assigned to one strategy. Presentation must be in the style of the strategy for better understanding. * Make sure we know it when we see it and differentiate who is using the strategy, the teacher or the students. | Participant Guide  pp. 54-58  *Classroom Instruction That Works*  Chart Paper  Pens |
| 1:50-2:00 |  | BREAK |  |
| 2:00-2:15  Practice Walk | Jen | Practice Walk using another video (1a, 2a, 2b, 2c, 2d & 3c)  Debrief – Discussion/Consensus | CWT Form  Video #4 – Grade 3  Math |
| 2:15-3:00  Focus on the Learner | Jen | 3a – Identifying Student Actions  3b – Identifying Instructional Materials | Participant Guide  pp. 59-60 |
| 3:00-3:15  Closing | Jen | Prepare for Friday |  |

Day 2

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| 9:20-9:45 (25 min.)  Orientation to  Buddy Walks | Jen | Having a focus for the Walkthrough  Watch Video - Data Collection/CWT with a Buddy  Ready, Set, Go! | Video – Buddy Walks |
| 9:45-10:45  (60 min.)  K-5 Classrooms  for the purpose of practicing | Team | * Walk& Talk (Round 1) - Debrief “what you saw” together with your buddy (outside the classroom) – get calibrated after each walk * Do 3 or 4 – 3-5 minutes walks with 10 minutes to debrief after each Classroom Walkthrough  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | K | 1st | 2nd | 3rd | 4th | 5th | | 1a  1b  4 | 1a  1b | 1a  1b  4a  4b | 1a  4 | 1a  1b  4 | 4 | | CWT Forms |
| 10:45-11:15 | Deb | Debrief Buddy Walks as a Group - 2412 |  |
| 11:15-12:00 |  | LUNCH |  |
| 12:00-1:00 | Team | Walk & Talk (Round 2) – same process as above – go out with different buddy this time   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | K 12:30 - | 1st  12:15 - | 2nd  X | 3rd  12:05 | 4th  12-1 | 5th  - 12:40 | | 1a  1b  4 | 1a  1b | 1a  1b  4a  4b | 1a  4 | 1a  1b  4 | 4 | | CWT Forms |
| 1:00-1:30 | Jen | Debrief Buddy Walks as a Group - 2412 |  |
| 1:30-1:45 | BREAK |  |  |
| 1:45-2:30 | Jen | Data Collection Tool  [www.teachscape.com](http://www.teachscape.com)  Usernames & Passwords  Enter Walkthrough Data online  Discuss what data might look like after many schoolwide snapshots | Completed CWT Forms  Username Info. |
| 2:30 – 3:00 | Jim  Deb | Walkthrough Expectations  Future Plans for Steps 3-7 of the Cycle for the Data Team   * Analyzing the Data * Reflecting on the Data * Identifying Action Plan * Acting on the Plan * Evaluating the Plan   Wrap-Up/Closing/Plus-Deltas | Participant Guide  Plus/Delta Chart |