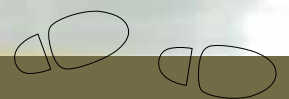


Principal Walk-Throughs

A TOOL FOR ALASKA INSTRUCTIONAL LEADERS





Letter from Alaska Department of Education & Early Development 1

Introduction to the Principal Walk-Through Video 2

What the Research Says: Why Walk-Throughs Are an Important Tool for Instructional Leaders 4

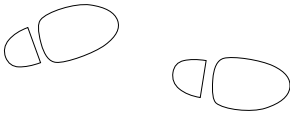
Getting Started: Walk-Through Steps and Strategies 6

Walk-Through Observation Tools 8

The Power of Observation 12

References 16

DVD back cover



STATE OF ALASKA

Department of Education & Early Development

Office of the Commissioner

SEAN PARNELL, GOVERNOR

Goldbelt Place
801 West Tenth Street, Suite 200
PO Box 110500
Juneau, Alaska 99801-1894
(907) 465-2800
(907) 465-4156 Fax

October 7, 2010

Instructional leadership is central to improving student achievement. Good schools have good principals, and good principals practice instructional leadership in all of their actions. One essential strategy for practicing instructional leadership is to conduct regular and systematic walk-throughs of each classroom to observe instruction and student learning. I am pleased to share with you this collection of resources, *Principal Walk-throughs: A Tool for Alaska Instructional Leaders*, produced by Education Northwest through the Alaska Comprehensive Center in a partnership with the Alaska Department of Education & Early Development (EED).

This DVD and the accompanying materials

provide the tools necessary to develop understanding of the purpose of a walk-through, and some essentials necessary to conduct walk-throughs. The DVD may be used by principals during a professional learning community discussion on walk-throughs, or it might be used by principals to show their staff the purpose of the walk-throughs. The DVD was specifically designed for Alaska, and includes four Alaska principals who were willing to share their practice with others.

Good instruction can be enhanced by quality instructional leadership and staff collaboration. In this DVD and the accompanying materials I believe you will find tools you can use to promote effective instructional practices in your schools.



Les Morse
Deputy Commissioner

INTRODUCTION TO THE PRINCIPAL WALK-THROUGH VIDEO

Produced by Education Northwest through the Alaska Comprehensive Center for the Alaska Department of Education & Early Development (EED), this 15-minute video looks at how four principals carry out “walk-throughs” in their schools. Walk-throughs—sometimes called learning walks or data walks—are quick classroom visits that can help principals systematically gather data on instructional practices. Alaska EED is particularly interested in using this strategy to ensure that teachers are aligning their lessons to specific grade-level expectations (or GLEs). The four Alaska principals profiled in this video demonstrate that walk-throughs may look different from one school to another. Also, how often the principal conducts walk-throughs can depend on the size of the school, instructional needs, and other issues unique to the school.

Tips for Walk-Throughs

The walk-through serves many purposes, the most important of which is to provide a format for the principal to make frequent and informal visits to the classroom. When used consistently, walk-throughs ensure that the principal will see teachers teaching on a regular basis—sometimes as often as multiple times during a week—and get a first-hand view of instructional issues and patterns. Walk-throughs should not be confused with formal evaluative visits to classrooms, but a way for principals to demonstrate their interest in and



Janelle Vanasse, Bethel Regional High School

Herman Gervig, Manokotak School



knowledge of the teaching and learning process. Though walk-throughs typically take only 5–15 minutes per classroom, when conducted frequently they can provide a structure for dialogue between the principal and teacher about what goes on in the classroom to help all students achieve and exceed grade-level expectations.

There’s no one “right way” to achieve the goal of the walk-through. However, principals should keep these guidelines in mind:

1. Be clear about the purpose of the walk-through. Your staff needs to know beforehand why you’re doing walk-throughs. If staff members understand that you are looking at certain aspects of what is occurring in the classroom such as student responses or teacher questioning, they are more apt to view the walk-throughs as mutually beneficial.
2. Create staff buy-in and build a climate of trust. Teachers should be reassured that walk-throughs are not part of the formal evaluation process, but a way to provide helpful feedback that can increase student learning. Transparency about the format or protocol used for walk-throughs can help teachers accept the process. Positive things you see in the classroom should be shared, as well as things that need improvement.
3. Keep a record of your visits so you can track the frequency and make sure you’re spending



Gene Stone, Palmer Junior Middle School

time in all classrooms. You may want to keep a spreadsheet of informal walk-throughs and formal evaluation classroom visits to ensure that you are covering all classrooms, grade levels, and content areas.

4. Give feedback that's timely and that impacts instruction. Feedback can range from a brief informal conversation to a sticky note, or a written report that both parties discuss together. It is desirable to generate feedback within 24 hours of your visit. If you use a checklist, make sure that the items are familiar to all staff members and/or reflect staff input.

Although the walk-through can be an effective strategy to increase principal instructional leadership, it can also be employed as a tool to promote teacher leadership and to build professional learning communities. Regardless of its structure or purpose, the walk-through must be purposeful and focused; it must be done consistently and with a high degree of accountability. The effective

walk-through results in increased dialogue and reflection about teaching practice on the part of both teacher and principal. And, most important, the walk-through supports improved teaching and increased student achievement.

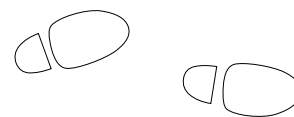
Questions To Consider

As you view this video, here are some questions you may want to think about:

1. Mark Vingoe and other principals say that one of the first things they look for is a “bell procedure.” What are the signs that such a procedure is in place?
2. In Manokotak, Principal Herman Gerving says he carries a binder with GLEs on his rounds. Would having such a document help you determine if the teacher being observed is aligning his/her instruction with the GLEs? What other tools might you use?
3. At Palmer Junior Middle School, Principal Gene Stone uses a checklist that was developed jointly by teachers and administrators (see p. 11). What do you think is the advantage to this? How might you replicate this process in your own school?
4. Principal Janelle Vanasse of Bethel Regional High School provides feedback via a short note that discusses how she observed one of the standards listed on the school's evaluation form. Would this work in your school? What other ways might you offer feedback after the walk-through?



Mark Vingoe, Big Lake Elementary School



WHAT THE RESEARCH SAYS: WHY WALK-THROUGHS ARE AN IMPORTANT TOOL FOR INSTRUCTIONAL LEADERS

As teaching has become a more public practice, teachers who traditionally worked in relative isolation find their doors opening to principals, other instructional leaders, and peers. Walk-throughs provide a model for adult-to-adult discourse that involves professional conversation about practice (Downey, Steffy, English, Frase, & Poston, 2004). And, walk-throughs support teachers working collaboratively in professional learning communities to systematically analyze and share their instructional practices to determine how they can maximize the learning of every student (Kachur, Stout, & Edwards, 2010).

Walk-throughs are not intended to evaluate individual teachers or principals or even to identify them by name in postobservation reports. Walk-throughs are intended to serve many other purposes, the most important of which is to provide a format for the principal to make frequent and informal visits to the classroom to help administrators and teachers learn more about instruction and to identify what training and support teachers need (David, 2007/2008).

Although research on walk-throughs is limited, available studies reveal wide variation in their usefulness and effects. One mixed-method study (Wolfrom, 2010) explored the enactment of walk-throughs and their impact on teachers' needs for attention, recognition, feelings of success, and professional growth. The study found that principals used two types of walk-throughs: a formal visit that required prior scheduling with the teacher and

written feedback that became part of the record, and an informal walk-through that required little planning and provided informal and verbal feedback. Because formal walk-throughs were time consuming to organize they were not used as frequently as informal walk-throughs and accompanying feedback conversations. Findings suggest that informal walk-throughs offer a manageable approach to formative supervision, and that this approach increases principal awareness, provides legitimate and helpful feedback, meets teachers' needs for recognition, and promotes the professional growth of teachers in all career stages.

In another study of one large urban district (Supovitz & Weathers, 2004), district leaders and principals in a sample of schools reported that the data from walk-throughs gave them a better understanding of how well teachers were able to identify and move students in and out of support programs. The data from these visits led them to make adjustments in the professional development they provided. Other studies (Coburn, Honig, & Stein, in press) point to the value of school- and district-designed walk-throughs in developing shared understandings of high-quality practice. Training in the use of valid and reliable data-collection instruments and clear rubrics play an important role in creating a common language |and communicating district priorities.

The research also shows that walk-throughs can carry some degree of risk. When the purpose is not clear or when trust among teachers, principals, and central-office staff is low, walk-throughs are likely to be perceived as compliance checks, increasing distrust and tension. Valli and Buese (2007) describe increased teacher anxiety in their four-year study of 150 teachers in a district that instituted walk-throughs. Convincing participants that the results will not be used to evaluate individual teachers or principals is a tall order for most districts (Supovitz & Weathers, 2004).

Kerr and colleagues (2006) found that district leaders are able to communicate sincerely about the constructive intent of walk-throughs in several

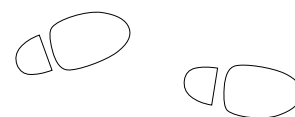




ways. One way is to focus walk-throughs on areas where teachers and site leaders have ample professional development opportunities and support to implement changes. When walk-throughs are disconnected from larger improvement efforts, teachers tend to dismiss them as “drive-bys” or “gotchas.” Leaders can also communicate good intentions by using high-quality data-collection instruments and by training walk-through observers in their use. If teachers and principals perceive the data collection as superficial or invalid, they lose confidence in its purpose and value.

Although the walk-through can be an effective strategy to increase principal instructional leadership, it can also be employed as a tool to promote teacher self-evaluation and can provide the impetus for professional learning communities focused on problems of practice. Regardless of its structure or purpose, the walk-through must be purposeful and focused; it must be done consistently and with a high degree of feedback and open communication. The effective walk-through results in

increased dialogue and reflection about teaching practice on the part of both teacher and principal. And, most important, the walk-through provides a tool for instructional leaders that supports teaching and increased student achievement.



GETTING STARTED: WALK-THROUGH STEPS AND STRATEGIES

Now, more than ever, principals are being called on to exercise strong instructional leadership in their schools. They are expected to coach, mentor, and support teachers as they approach the difficult task of promoting high levels of student achievement in a standards-based, accountability-oriented environment. The research suggests that walk-throughs are a promising strategy for providing this leadership.

Steps for Starting a Walk-Through Process at Your School

A walk-through is an important leadership tool for instructional improvement. By focusing on specific aspects of instruction, school leaders or teams of teachers can identify topics for professional development, faculty support, and mentoring. Skretta and Fisher (2002) provide the following plan for walk-throughs that can help principals show that

instruction is the core function of the school and that they are devoting their attention and energy to this vital activity.

Step 1: Develop and use a common language for quality instruction. Work with faculty to identify key descriptors for the quality components of instruction and assessment. These descriptors may come from the state's grade-level expectations (GLEs), or from content-area disciplines such as reading and mathematics. Staff meetings and professional development sessions offer the best opportunities to establish a set of common expectations for instruction that can then be used as the basis for walk-throughs.

Step 2: Establish clear and consistent expectations for the administrator's presence in classrooms and communicate these to your staff members and school community. The principal, as instructional leader of the school, must model





expectations for the rest of the staff. Within the first week of school, the principal should visit every teacher's classroom and conduct short visits to help staff get used to the administrator's presence in the classroom. Create and use a walk-through form to expedite the process.

Step 3: Schedule informal walk-through observations as you would any other important item on your calendar. Establish a daily commitment to being a visible presence in classrooms. Make the walk-through part of the daily and weekly calendar, and incorporate it into your leadership routine. Even devoting 30 minutes on a regular basis sends a message about the importance of being in classrooms and participating in their daily routines.

Step 4: Use walk-throughs to promote dialogue with teachers. Walk-throughs are not just about validating or challenging instructional practices. They provide the opportunity to pose challenging questions to teachers based on what you see in classrooms and promote reflection on best research-based practices and/or ways to take a good learning environment and make it a great learning environment. Decide ahead of time how you will provide feedback and how quickly you will do so—don't set up expectations you cannot live up to.

Step 5: Share anecdotal feedback from walk-throughs with your faculty. Anecdotal feedback can inform faculty meetings, professional development, or instructional council meetings. Letting staff know that the principal understands the daily challenges and successes within classrooms forms the foundation of the professional learning community the principal builds with the faculty.

Protocols and Follow-Up Strategies

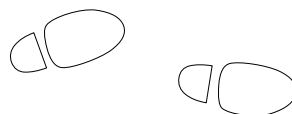
Walk-throughs are all about teachers and principals working together to reflect on teaching practices. The walk-through provides principals with information about teacher behavior, student behavior, and overall classroom climate. This information is key to the principal's role as an instructional leader.

Before conducting the walk-through the principal should decide on a form to collect information and how feedback will be provided to teachers. Asking staff members for their input, or even asking them to collaboratively create a tool will build buy-in and support for conducting walk-throughs.

Follow-up strategies can vary from a sticky note with a positive comment and a brief conversation about areas of concern, to a copy of the form left in the teachers' mail box with a short personal note. Another technique might include leaving teachers with a written observation and a question to encourage thoughtful dialogue and deeper thinking about lessons, curriculum, and teaching strategies (Hopkins, 2009). Ongoing, informal dialogue between school leaders and teachers can be the best tool for promoting reflection that leads to improved practice (Danielson, 2009), so principals should be clear and intentional about how feedback will occur.

As a result of conducting walk-throughs, principals may become more aware of what types of instruction are occurring and how professional development and better communication about teaching expectations can support teachers. By carefully aligning what is observed with the school's goals, walk-throughs can be an important tool to promote teacher professional growth and student achievement.

Following are tools that can be modified to your school's needs. However, any tool created by you and understood by teachers, or developed as part of a principal/staff collaboration, can be effective in enhancing your role as an instructional leader.



WALK-THROUGH OBSERVATION TOOL

Teacher _____ Time in classroom _____ Date _____

Activity/lesson focus _____

Student Actions

Number of students _____ Estimate of students on task _____

How are students grouped? Check all that apply.

- Working independently
- Working in pairs
- Working in small groups
- Whole group

What activities are students expected to be doing?

Teacher Actions

Where is the teacher? Check all that apply.

- With individual students
- With a small group
- In front of entire class
- At desk

What instructional techniques is the teacher using?

Comments

Reflection question

WALK-THROUGH OBSERVATION TOOL FOR ALASKA SCHOOLS

Teacher _____ Date _____

Lesson _____ Start/end time _____

Curriculum	Observed	Not observed	Additional information/comment
Objectives of the lesson are clearly posted			
Lesson objectives are aligned with the GLEs			
Lesson plans and actual lessons are linked to the GLEs			
Instruction	Observed	Not observed	Additional information/comment
Instruction is differentiated to meet varied student needs			What differentiation technique(s) are used?
Teacher uses a variety of instructional strategies			Which strategies are in use?
Students receive timely individual support from the teacher or other adult			
Directions and explanations are given verbally and in writing			
Students are grouped in ways that promote maximized learning			Circle grouping in use: pairs, small group, whole group
English language learners are productively engaged in learning activities			
Students with disabilities are productively engaged in learning activities			
Teacher questioning leads to higher order thinking			Question example:
Students can explain what they are expected to be doing and why			

continued on reverse

WALK-THROUGH OBSERVATION TOOL FOR ALASKA, CONT'D.

Assessment	Observed	Not observed	Additional information/comment
Progress monitoring assessments are used in this classroom			Which assessments are used multiple times a year to monitor student progress?
Formative assessments are used by the teacher to inform instruction			How do teachers formatively assess students?
Teacher closely monitors student work			
Supportive learning environment	Observed	Not observed	Additional information/comment
Time is maximized for learning through the use of regular routines and procedures			Classroom management strategies observed:
The noise level allows students to be productive			
Students and teacher are respectful of one another			
The classroom appears to be hazard-free			
Evidence of high-quality student work is posted in the classroom			

Note: This Walk-Through Observation Tool for Alaska is adapted from the Alaska Instructional Audit Classroom Observation Protocol, published by EED & the Alaska Comprehensive Center and from the Data-in-a-Day (DIAD) booklet in Listening to Student Voices: Self-Study Toolkit from the Laboratory Network Program, Northwest Regional Educational Laboratory (now known as Education Northwest), 2000.

Comments

Question for teacher

INFORMAL CLASSROOM OBSERVATION

Teacher _____ Date _____

1. Clear objective: Yes / No
2. GLEs are visible: Yes / No
3. Relevant vocabulary is identified and shared with students: Yes / No / NA
4. Classroom is organized and conducive to learning: Yes / No / NA
5. Students are engaged: All / Most / Some / Very few / NA
6. Students know how they will be assessed: Yes / No / Unclear / NA

7. Marzano Instructional strategies used (Check all that apply):

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and providing recognition
- Homework and independent practice
- Nonlinguistic representations/graphic displays
- Cooperative learning
- Setting objectives and providing feedback
- Generating and testing hypotheses
- Questions, cues, and advance organizers

Comments

This form was created collaboratively by staff at Palmer Junior Middle School, Palmer, Alaska.



The Power of Observa

Principal walk-throughs help
Alaska schools focus on
effective teaching tied to
grade-level standards.

Story by RHONDA BARTON
Photos by MATT CASSENS

Reprinted from *Education Northwest Magazine*, spring-summer 2010/volume 15, number 3, pages 14–17



Photo by Palmer Junior Middle School; image © Elena Lishtanskaja/Stockphoto

tion

PALMER, Alaska—The bell rings and John Gardner’s seventh-grade math class wastes no time getting down to business. Students bend over their desks, using data sets to create frequency tables and “stem and leaf plots”—a warm-up activity that’s projected onto the white board at the front of the room. Also clearly written on the board is the Alaska grade-level expectation (or GLE) that’s connected to the activity.

While Gardner paces up and down the aisles, occasionally stopping to answer a student’s question, Principal Gene Stone observes quietly in the background. Stone jots notes on his clipboard and checks off items on a list. When Stone arrived at Palmer Junior Middle School four years ago, the school—in the Mat-Su Valley just outside Anchorage—was not making adequate yearly progress. Only about two-thirds of the students, 10 percent of whom are Alaska Natives, scored proficient on the state mathematics assessment. That’s no longer the case. One reason may be the informal classroom observations and feedback that have helped teachers hone instruction throughout the building.

Using Principal Walk-Throughs

The practice of observing classrooms firsthand has gained traction as a tool in school improvement efforts nationwide. These unannounced, quick visits—whether they’re called learning walks, data walks, or walk-throughs—can help principals

systematically gather data on instructional practices. The principal can then share with teachers areas to focus on, especially when targeting state standards.

Walk-throughs are not typically part of the formal teacher evaluation process. Instead, they provide a platform for principals and teachers to communicate about classroom instruction on an ongoing basis. And, they can help pinpoint what training and support teachers need to be more effective.

Although studies on walk-throughs are limited and sometimes contradictory, Jane David, director of the Bay Area

Research Group, says the research suggests walk-throughs are constructive “when districts make their purpose clear and carry them out in a climate of trust.” Writing in *Educational Leadership*, David notes, “[It’s] important to ensure that everyone understands how it connects to improvement efforts. This connection should be reflected in the specific data that observers collect, the thoughtfulness and quality of the protocols, and the way results are used.”

Alaska’s Department of Education & Early Development (EED) has become an enthusiastic proponent of principal walk-throughs, especially for ensuring that the “intended curriculum” (what should be taught) is the “implemented curriculum” (what actually *is* taught). Les Morse, EED’s deputy commissioner, says, “I think there was a time when good principals always wandered in and out of classrooms, but the walk-throughs give a framework for what to do when you walk in and out of that classroom and how you provide feedback that actually impacts instructional changes that improve student achievement.” Alaska plans to offer training in walk-throughs this summer at an institute for school leadership teams.

Reflecting Best Practices

At Palmer, developing the walk-through protocol was a collaborative effort. Stone convened a focus learning team of two dozen teachers and administrators that met regularly to comb the research for effective classroom practices. They chose the nine strategies from *Classroom Instruction That Works* by Marzano, Pickering, and Pollock to form the backbone of the walk-through checklist. When Stone or Assistant Principal Geoff Penrose visit a classroom, they look for evidence that the teacher has:

- Identified similarities and differences
- Discussed summarizing and note taking
- Reinforced effort and provided recognition
- Used homework and practice
- Shared nonlinguistic representations
- Used cooperative learning
- Set objectives and provided feedback
- Discussed generating and testing hypotheses
- Used cues, questions, and advance organizers

Beyond these strategies, Stone says he’s checking for “an environment where learning can take place.” That would include everything from the arrangement of the room to order and organization. “I start looking at what are some visual cues for students: Are classroom expectations visible so all students can see them? Is there a procedure in place for a bell assignment so that as soon as students come in they become productive? Beyond that, I start looking at transition time, what’s going to come next,” he reports.

Palmer Junior Middle School Informal Classroom Observations
 Gene Stone, Principal; Geoff Penrose, Assistant Principal

Date: _____

Teacher Observed: _____

1. Clear objective: Yes/No
2. GLEs are visible: Yes/No
3. Relevant vocabulary is identified and shared with students: Yes/No/NA
4. Classroom is organized and conducive to learning: Yes/No/NA
5. Students engaged: All/Most/Some/Very few/NA
6. Students know how they will be assessed: Yes/No/Unclear/NA
7. Marzano Instructional Strategies used:
 - Identifying similarities and differences
 - Summarizing and note taking
 - Reinforcing effort and providing recognition
 - Homework and practice
 - Nonlinguistic representations
 - Cooperative learning
 - Setting objectives and providing feedback
 - Generating and testing hypotheses
 - Questions, cues, and advance organizers

Comments: _____

Focusing on Instruction

Veteran language arts teacher Debbie Niekamp was part of Palmer's focus learning team and says the walk-through process that grew out of it has made her a stronger teacher. "The walk-throughs give us feedback as well as accountability. I have become a better teacher in the last three years than I have been in 20 years because [my instruction] is more focused and I know what I'm doing and why I'm doing it," she says. "I think I was doing some of those things before, but I hadn't defined them."

When Stone visits Niekamp's eighth-grade class on an unseasonably warm October day, he observes a lesson tied to a GLE on the ability to evaluate writing in cooperative groups for the trait of voice. As in Gardner's class, Niekamp displays the standard on the board, specifies a warm-up activity, and spells out the rest of the activities for the period. She asks a student in the front row to read the day's objectives "nice and loud," and then informs students that the state assessment will ask them to write samples using both informal and formal voice. "How would you do that?" she asks. "What kinds of voice have we already studied and how do we score for voice?" After setting the context, she breaks the class into groups with a leader, monitor, recorder, and spokesperson to discuss and report back on how they define and recognize an author's voice.

Later that day Niekamp and Stone gather on opposite ends of a small conference table in the principal's office. Stone asks Niekamp if she has any questions about the walk-through and if she had a chance to read a copy of the checklist that he left in her mailbox. In the amiable discussion that follows, they talk about the importance of having clear objectives and sharing them with students.

Not all walk-throughs result in such a debriefing. Unless Stone or his assistant observe a cause for concern, they'll provide feedback through the checklist report or a quick chat in the hallway or faculty lounge. With a staff of 42

teachers, Stone tries to write up two visits for each teacher during each semester. But, with walk-throughs as part of the daily routine, he or Geoff Penrose make a quick appearance in all teachers' classrooms about once a week.

Gaining Trust

For staff members not accustomed to such scrutiny, a principal's visit could set off alarms and provoke defensiveness. But, Stone says that gaining buy-in early on can mitigate that problem. "We started with our data and said we've got to do some things differently," he recalls. "You have to create that buy-in with your group by having clear objectives and an agreement that that's how we're going to proceed from here."

Science teacher Sarah Hughes, who's relatively new to the school, confirms that being clear about the purpose of walk-throughs helps defuse a lot of anxiety. "They have to let everyone know this is a tool—not a formal, in-paper record as to the good things and bad things you're doing, but something they can use to help you and help them," she says. "Teachers are always scared when the principal walks in the room, and so are students, but when he's in there regularly checking on things, it's just business as usual and there are no scare tactics involved."

Deputy Commissioner Morse compares the potential benefits of walk-throughs to those gained from drilling down with data. "Instead of just seeing whether the student is getting an A or a B or a C, we want to see if this teacher is teaching to the standards," he says. "Is it evident to students what they're learning and why they're learning it? And, when there are issues that are challenging, can the principal help diagnose and get spot on, what is it? Where did things go wrong? Where do you need to change your instruction?"

By using walk-throughs to know what's going on behind classroom doors, principals may be better able to determine what teachers' strengths are and what supports can help them be even more effective in meeting all students' needs. ■

Principal Gene Stone meets with science teacher Sarah Hughes to discuss his observations in her classroom. During his walk-throughs, Stone uses a checklist that was developed by a team of teachers and administrators who looked at research on effective instructional strategies.

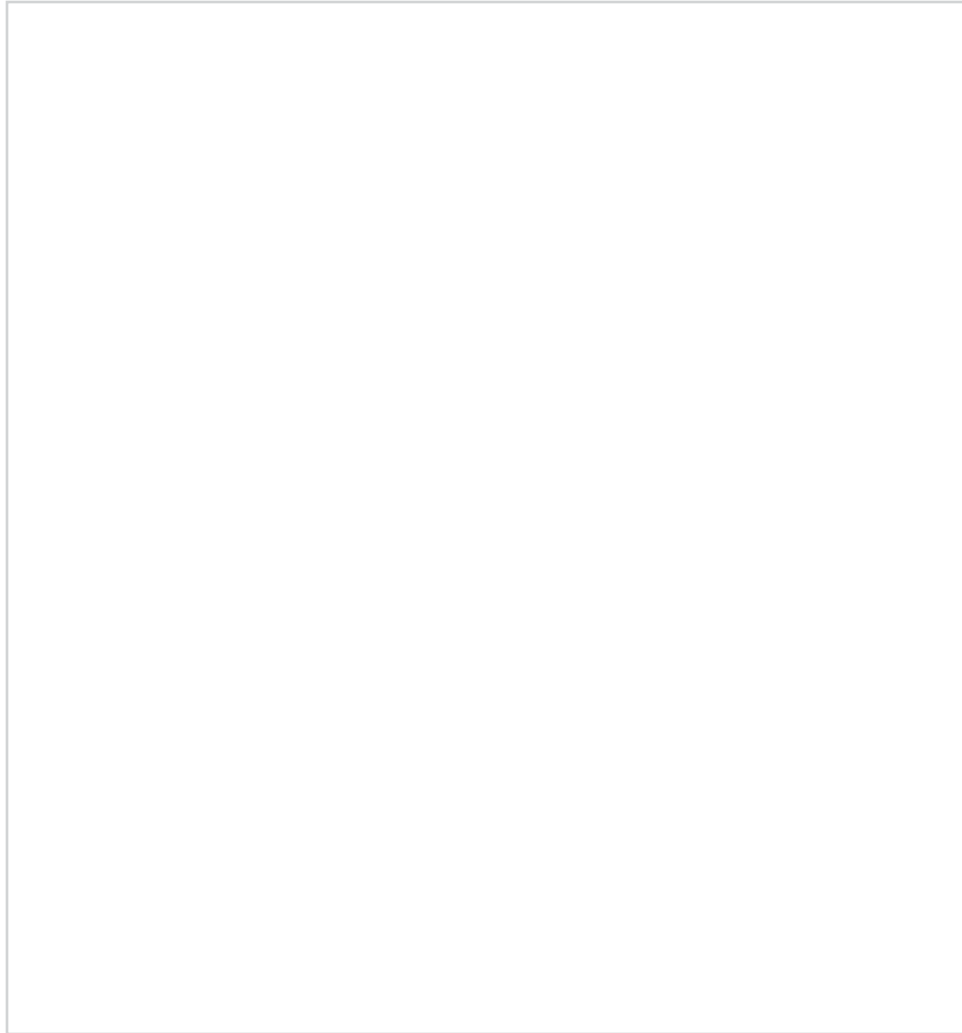


REFERENCES



- Coburn, C.E., Honig, M.I., & Stein, M.K. (in press). What is the evidence on districts' use of evidence? In J. Bransford, L. Gomez, D. Lam, & N. Vye (Eds.), *Research and practice: Towards a reconciliation*. Cambridge, MA: Harvard Education Press. Retrieved from University of California, Berkeley, Graduate School of Education website: <http://gse.berkeley.edu/faculty/CECoburn/coburnhonigsteinfinal.pdf>
- Danielson, C. (2009). *Talk about teaching! Leading professional conversations*. Thousand Oaks, CA: Corwin Press.
- David, J.L. (2007/2008). Classroom walk-throughs. *Educational Leadership*, 65(4), 81–82. Retrieved from ASCD website: <http://www.ascd.org/publications/educationalleadership/dec07/vol65/num04/>
- Downey, C.J., Steffy, B.E., English, F.W., Frase, L.E., & Poston, W.K., Jr. (2004). *The three-minute classroom walk-through: Changing school supervisory practice one teacher at a time*. Thousand Oaks, CA: Corwin Press.
- Hopkins, G. (2009). Walk-throughs are on the move (Updated ed.). *Education World*. Retrieved from http://www.education-world.com/a_admin/admin/admin405.shtml
- Kachur, D.S., Stout, J.A., & Edwards, C.L. (2010). *Classroom walkthroughs to improve teaching and learning*. Larchmont, NY: Eye On Education.
- Kerr, K.A., Marsh, J.A., Ikemoto, G.S., Darilek, H., & Barney, H. (2006). Strategies to promote data use for instructional improvement: Actions, outcomes, and lessons from three urban districts. *American Journal of Education*, 112(4), 496–520.
- Skretta, J., & Fisher, V. (2002). The walk-through crew. *Principal Leadership*, 3(3), 39–41. Retrieved from <http://www.principals.org/portals/0/content/46964.pdf>
- Supovitz, J.A., & Weathers, J. (2004). *Dashboard lights: Monitoring implementation of district instructional reform strategies*. Philadelphia, PA: University of Pennsylvania, Consortium for Policy Research in Education. Retrieved from ERIC database. (ED493117)
- Valli, L., & Buese, D. (2007). The changing roles of teachers in an era of high-stakes accountability. *American Educational Research Journal*, 44(3), 519–558.
- Wolfrom, D.H. (2010). Promoting professional growth by meeting teacher needs: The walk-through as an approach to supervision. *Dissertation Abstracts International: Section A*, 70(12).





Video stills by Matt Cassens. Photos courtesy Alaska Department of Education & Early Development. Illustration © Dan Tero/iStockphoto.



© 2010, Alaska Comprehensive Center

