

# Welcome!

# PowerED Walkthrough Workshop

McREL International  
Chris Moddelmog  
Smoky Hill ESC

**POWER**  
*WALKTHROUGH*<sup>®</sup>

Over 750,000 walkthroughs have been performed using  
McREL's Power Walkthrough software



**@McREL\_PWT**  
**@McREL**  
**[www.mcrel.org](http://www.mcrel.org)**



<http://mcrelpwt.ning.com>

<http://mxweb.media-x.com/home/mcrel>

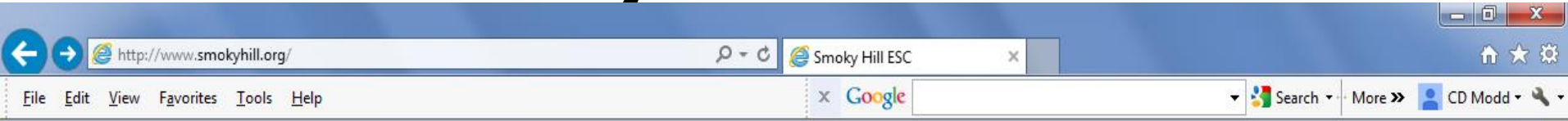
**Please download:**

- 1. PDF of the Participant's Manual**
- 2. App on your device**

Power Walkthrough® User's Guide



# Today's Materials



SUNDAY, SEPTEMBER 28, 2014

SEARCH SITE



We Do the Little Things for You!

605 E Crawford | Salina, KS 67401 | 785-825-9185



- Front Page
- About Us
- Adult Diploma Completion Program
- Contact Info
- H.S. Credit Recovery Program
- Library
- Services/Programs
- SHESC Staff Resources
- Upcoming Events
- Workshops
- Recent Events
- Resources
- Archives
- Calendar

Smoky Hill Education Service Center's Mission Statement is: "In partnership with school districts, we promote success for learners by providing superior services."

## Fall 2014 Workshops

SHESC has scheduled its workshops and events for Fall, 2014. The workshops and events are listed on the SHESC Calendar which is available [HERE](#). To see a complete description of the workshop and additional details, click the workshop title on the calendar. A workshop flyer can be downloaded here. Complete workshop and event descriptions and additional details can be copied from the calendar if necessary for completing paperwork and registration information. The workshop flyer can be downloaded here. Complete workshop descriptions are available by clicking on the event on the SHESC... [read more](#)



A new year, a new beginning—get off to a great start—attend a workshop at Smoky Hill Education Service Center! "The beginning is the most important part of the work." - Plato



## Safari Adventure Day 2014

Are you looking for fun and UNIQUE education events for



## Smoky Hill Learning Centers

ADULTS... earn your high school diploma at a SMOKY

73° F  
Salina, KS



## Calendar Highlights

Thu	Oct 2, 2014
9:00am to 3:30pm	<b>KCCRS Math Content: Progressions 9-12</b> 1401 B Main
Thu	Oct 2, 2014
9:00am to 3:30pm	<b>Counselor Cadre</b> 605 E Crawford
Fri	Oct 3, 2014
9:00am to	<b>iPad Apps for Common Core</b>



# Smokyhill.org → Recent Events

The screenshot shows a web browser window with the URL <http://www.smokyhill.org/>. The page header includes the date "SUNDAY, SEPTEMBER 28, 2014" and a search bar. The main banner features the Smoky Hill Education Service Center logo with the tagline "We Do the Little Things for You!" and contact information: "605 E Crawford | Salina, KS 67401 | 785-825-9185". A navigation menu is visible, with "Recent Events" highlighted by a red circle. Below the menu, the mission statement is displayed: "Smoky Hill Education Service Center's Mission Statement is: 'In partnership with school districts, we promote success for learners by providing superior services.'" The main content area is titled "Fall 2014 Workshops" and contains text about scheduled workshops and events for Fall 2014. A sidebar on the left lists various programs like "Volume Purchasing", "Adult Diploma Completion Program", "H.S. Credit Recovery Program", and "Grade 3-12 Virtual School/KLO". A right sidebar shows "Calendar Highlights" for October 2, 2014, listing events like "KCCRS Math Content Progressions 9-12" and "Counselor Cadre".

http://www.smokyhill.org/ Smoky Hill ESC

File Edit View Favorites Tools Help Google Search More CD Modd

SUNDAY, SEPTEMBER 28, 2014 SEARCH SITE

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**Smoky Hill**  
Education Service Center

605 E Crawford | Salina, KS 67401 | 785-825-9185

About Us Adult Diploma Completion Program Contact Info H.S. Credit Recovery Program Library Services/Programs SHESC Staff Resources Upcoming Events

Workshops **Recent Events** Resources Archives Calendar

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**Volume Purchasing**

**Adult Diploma Completion Program**

**H.S. Credit Recovery Program**

**Grade 3-12 Virtual School/KLO**

**Safari Adventure Day 2014**

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# Power Walkthrough Files

The screenshot shows a web browser window with the URL <http://www.smokyhill.org/vnews/display.v/SEC/Recent%20Events>. The page header includes the date "SUNDAY, SEPTEMBER 28, 2014" and a search bar. The main banner features the Smoky Hill Education Service Center logo with the tagline "We Do the Little Things for You!" and contact information: "605 E Crawford | Salina, KS 67401 | 785-825-9185". A navigation menu contains links for Front Page, About Us, Adult Diploma Completion Program, Contact Info, H.S. Credit Recovery Program, Library, Services/Programs, SHESC Staff Resources, and Upcoming Events. Below the menu, there are buttons for Workshops, Recent Events, Resources, Archives, and Calendar. The main content area displays a news item titled "Power Walkthrough Files" dated September 20, 2014, with a sub-header "RECENT EVENTS". The text reads: "Here are documents for Power Walkthrough users." followed by a list of links: "Power Walkthrough User Guide", "PWT Day #1", "PWT Day #2", and "Apple Device Instructions". To the right of the text is a logo for "McREL". On the left side, there is a "Sign up for the News Update" section with links for "privacy policy" and "Login". At the bottom left, there is a "SOCS ACCESSIBILITY PRIVACY PLEDGE" logo. On the right side, there is a weather widget showing "73° F Salina, KS" and a "Literal Translation" tool set to "Spanish".

http://www.smokyhill.org/vnews/display.v/SEC/Recent%20Events

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Sign up for the News Update.

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RECENT EVENTS

## Power Walkthrough Files

September 20, 2014

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McREL

73° F Salina, KS

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Go

SOCS  
ACCESSIBILITY  
PRIVACY PLEDGE

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# Introductions

- **Name**
- **Role(s)**
- **ES/MS/HS**
- **Goals for PWTs**
- **Questions/concerns to begin**



# About McREL International



- **45 Years**
- **Denver, CO**
- **Educational Research  
Lab and Professional  
Development Provider**
- **[www.mcrel.org](http://www.mcrel.org)**









# **McREL Mission Statement**

***Making a difference in the quality of education and learning for all through excellence in applied research, product development, and service.***

# **After this training, participants will understand:**

**The purpose of informal observations.**

**The supporting research.**

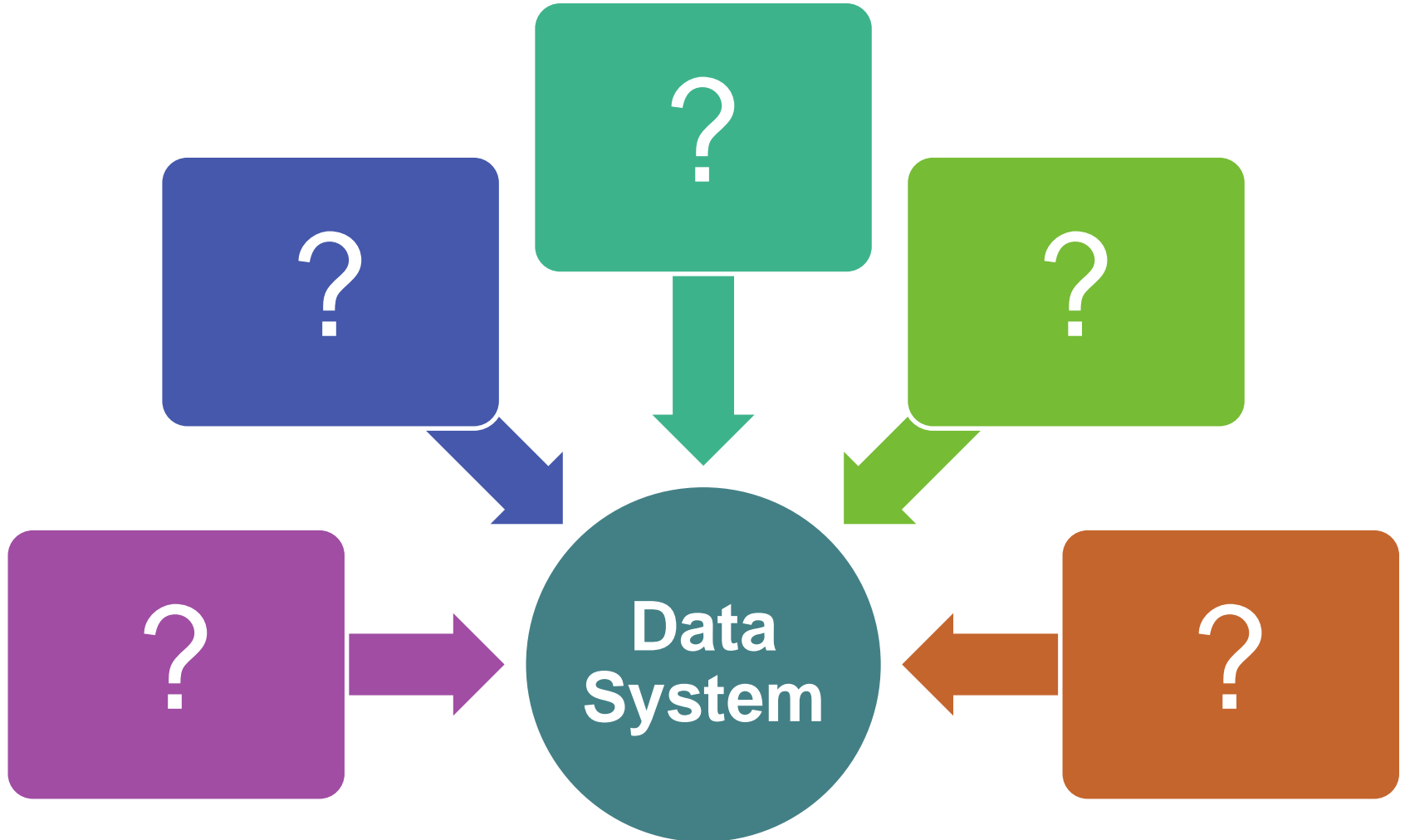
**How to observe and record instruction accurately.**

**Implementation planning.**

**How to use data.**



# What would you want in a data system for instructional leadership?






# Reducing variability EQUALS

## Increased student achievement





# Purpose of Informal Observation

A black tablet is shown at an angle, displaying white text on its screen. The text describes the purpose of informal observation in education.

**To provide educational leaders data to maximize student achievement through improved instructional practices.**

# What an Informal Observation is *NOT*

***Evaluative***

**Lengthy**

**Hit and  
miss**

***One-sided***

**Short-  
term**

# Single PWTs are Tiles in a Mosaic

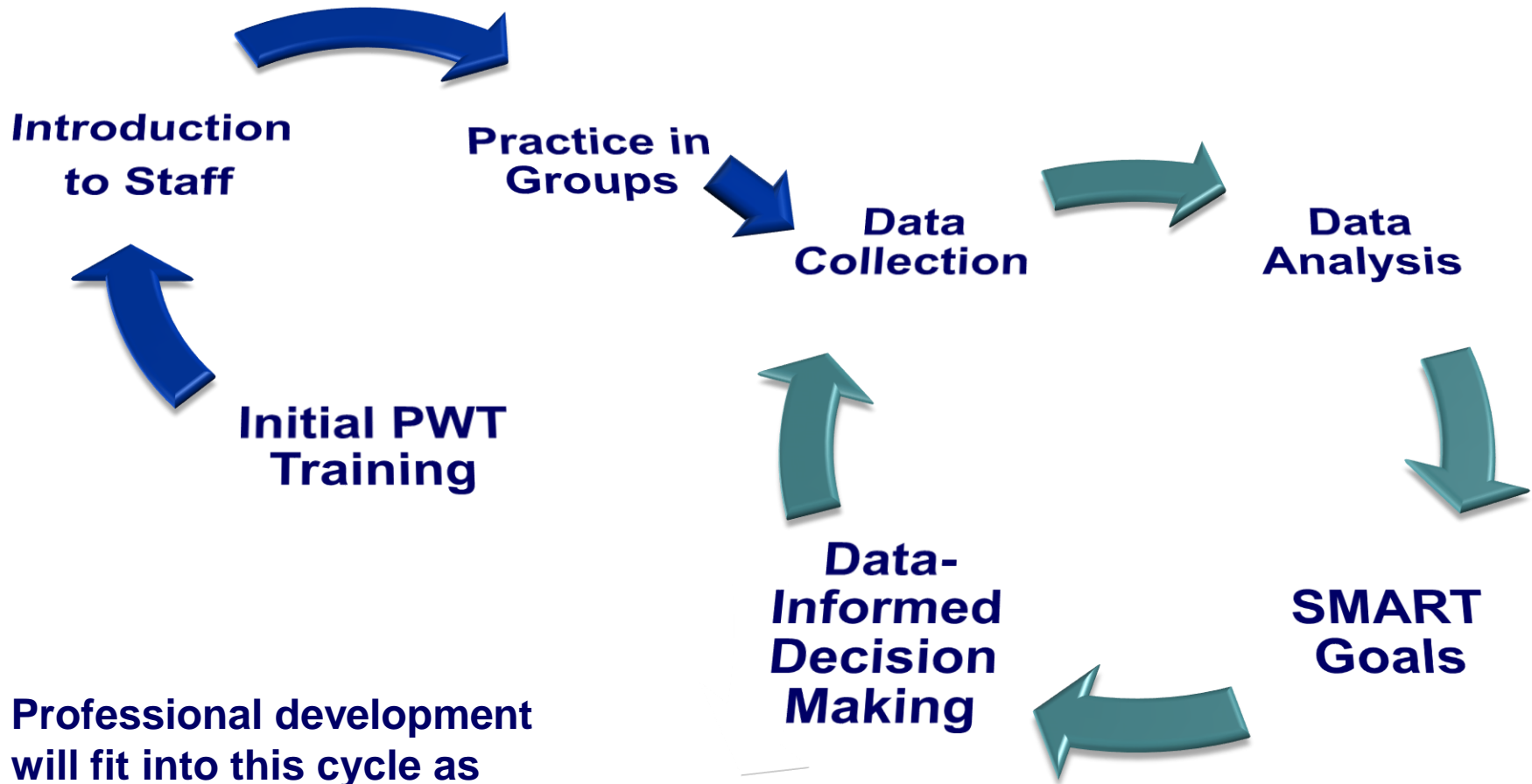




# PWTs are for a “Global” View.



# The Overall PWT Process



Professional development will fit into this cycle as school leaders see fit.



# **The Differences Between the Observation Element Types**

**Classroom Environment Strategies**

**Primary Instructional Strategy**

**Secondary Instructional Strategy**

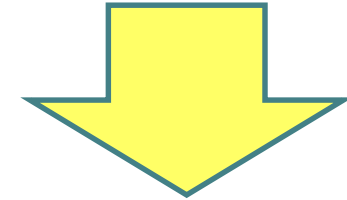
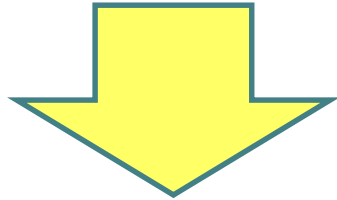
**Connecting Bloom's Taxonomy**

# Creating the Environment for Learning

**Setting Objectives  
and Providing  
Feedback**

**Reinforcing Effort  
and Providing  
Recognition**

**Cooperative  
Learning**



**Developing  
Understanding**

**Cues, Questions,  
and Advance Organizers**

**Nonlinguistic Representation**

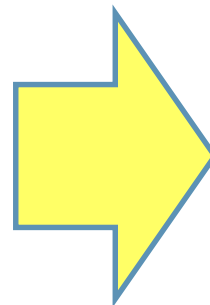
**Summarizing and Notetaking**

**Providing Practice**

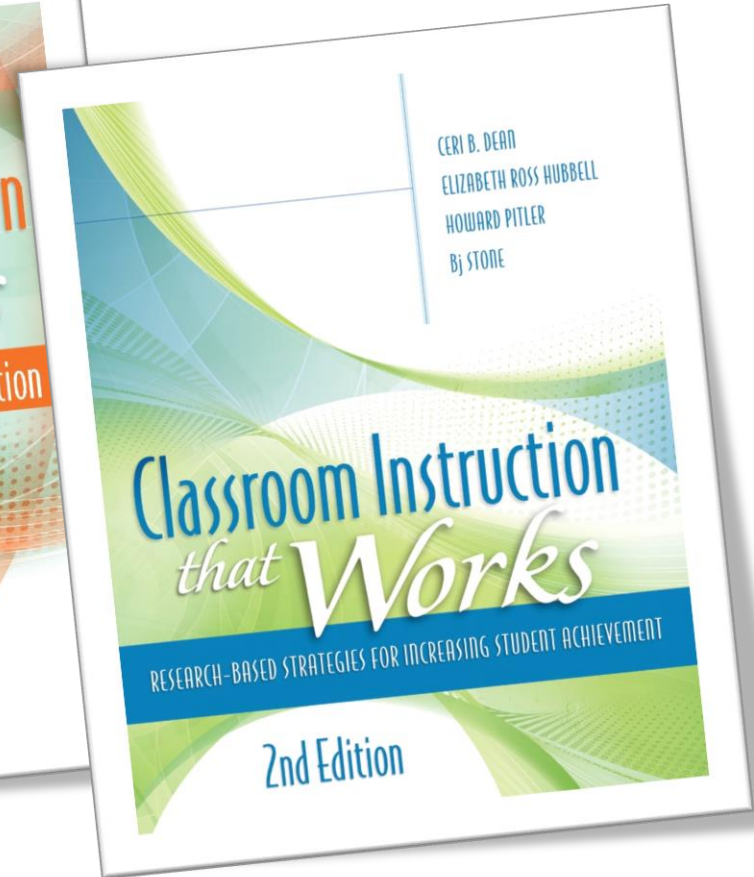
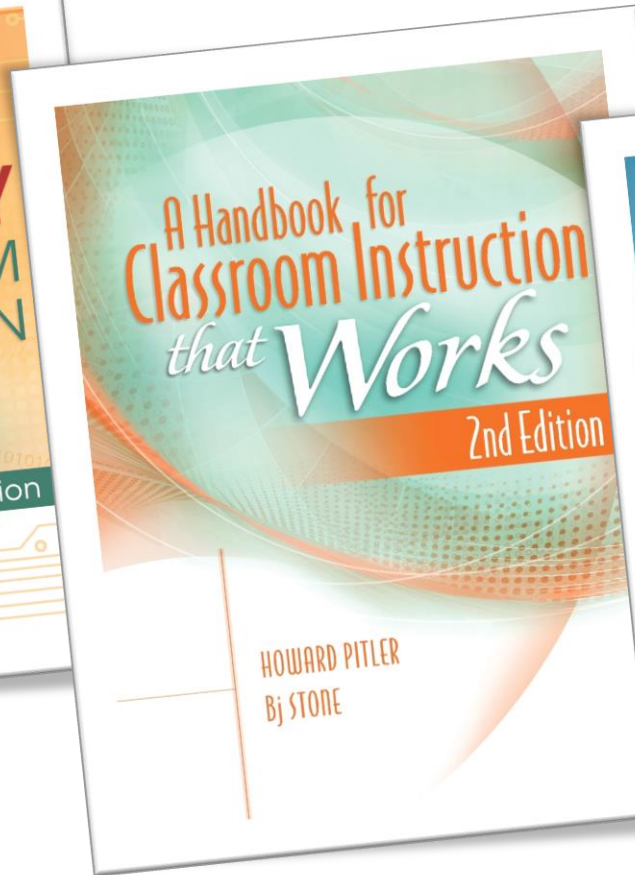
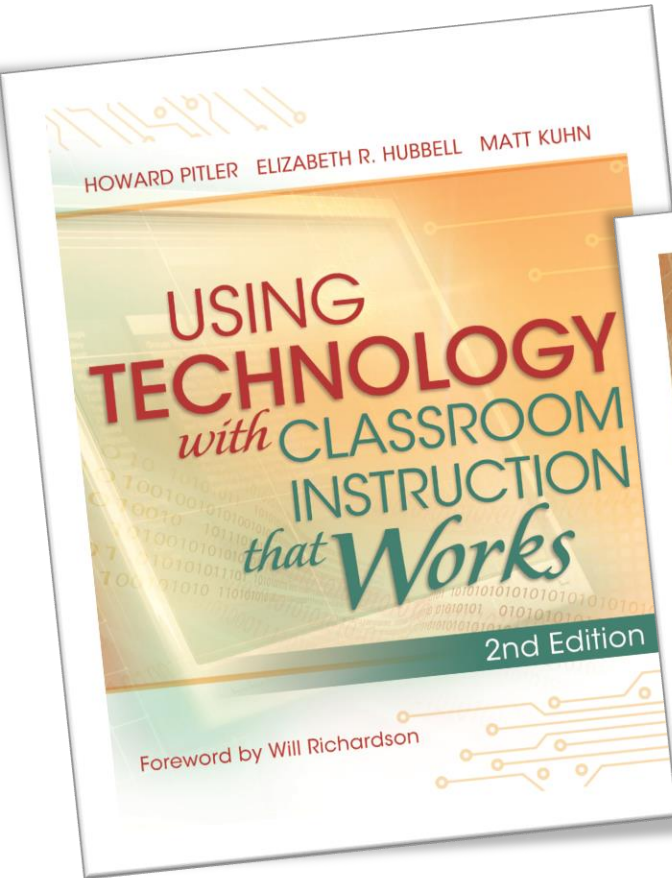
**Extending & Applying  
Knowledge**

**Identifying Similarities  
and Differences**

**Generating and  
Testing Hypotheses**



# Research Base

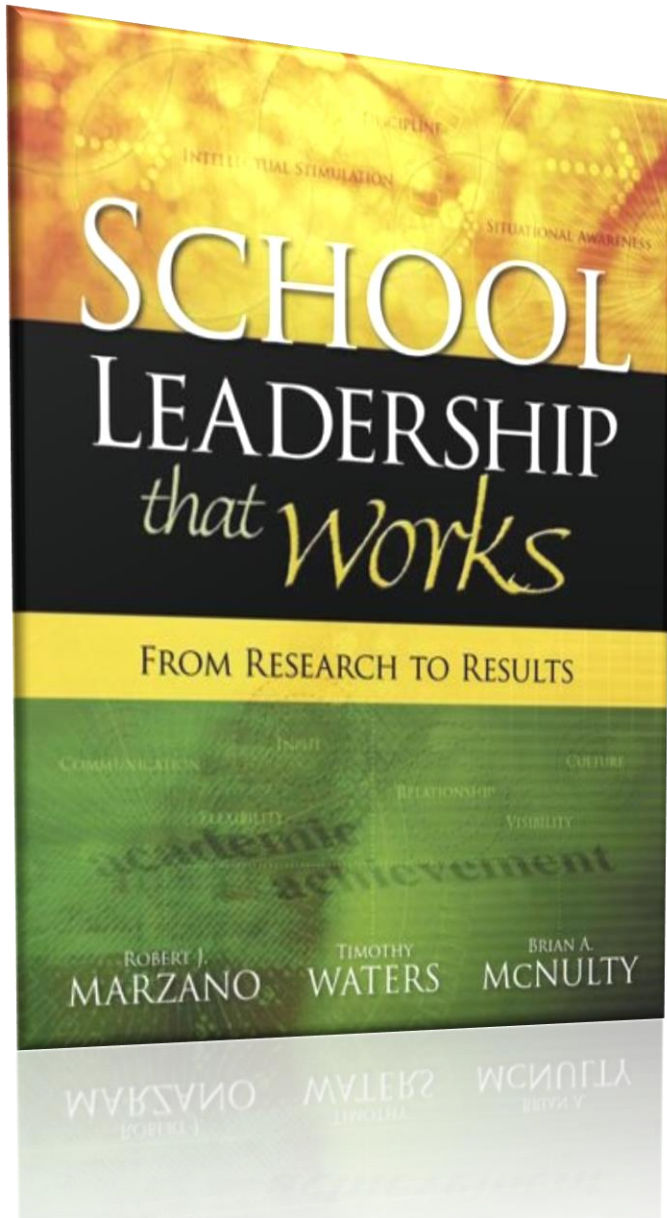




# Leadership Considerations

**21 leadership responsibilities linked to higher levels of student performance.**

**11 of these can be enhanced with the use of a walkthrough system.**



# 21 Leadership Responsibilities

**Affirmation**

**Change agent**

**Communication**

**Contingent reward**

**Culture**

**Discipline**

**Flexibility**

**Focus**

**Ideals and beliefs**

**Input**

**Intellectual stimulation**

**Involvement with CIA**

**Knowledge of CIA**

**Monitor/evaluate**

**Optimize**

**Order**

**Outreach**

**Relationships**

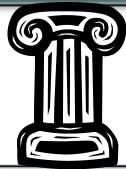
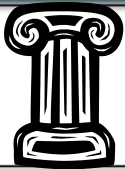
**Resources**

**Situational awareness**

**Visibility**

## Primary Instructional Strategy

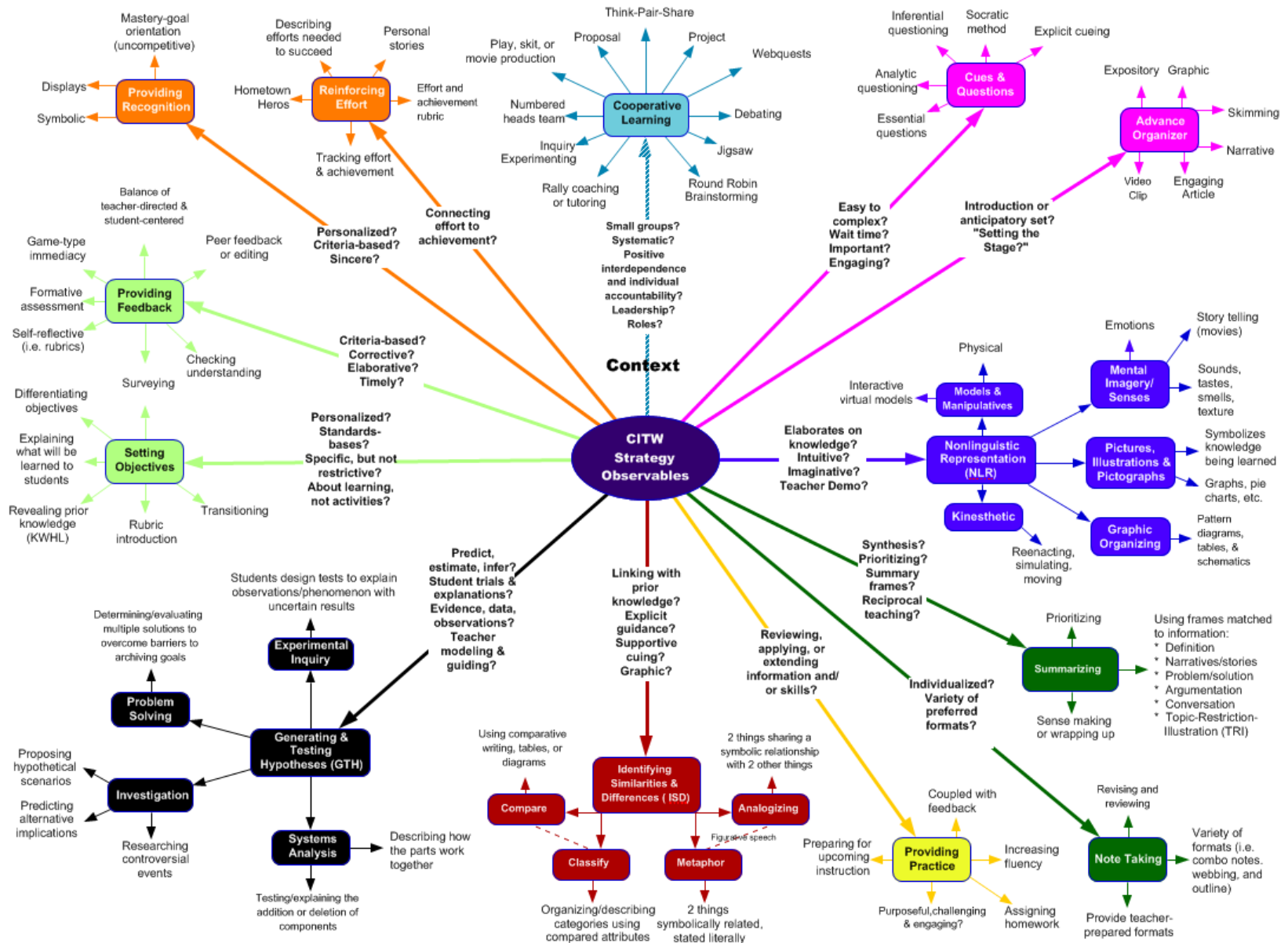
- ▶ The strategy that the teacher intentionally planned
- ▶ Real-time evidence of adequate pedagogy required
- ▶ Usually 1 of 3 **strategies** occurring simultaneously



## Secondary Instructional Strategy

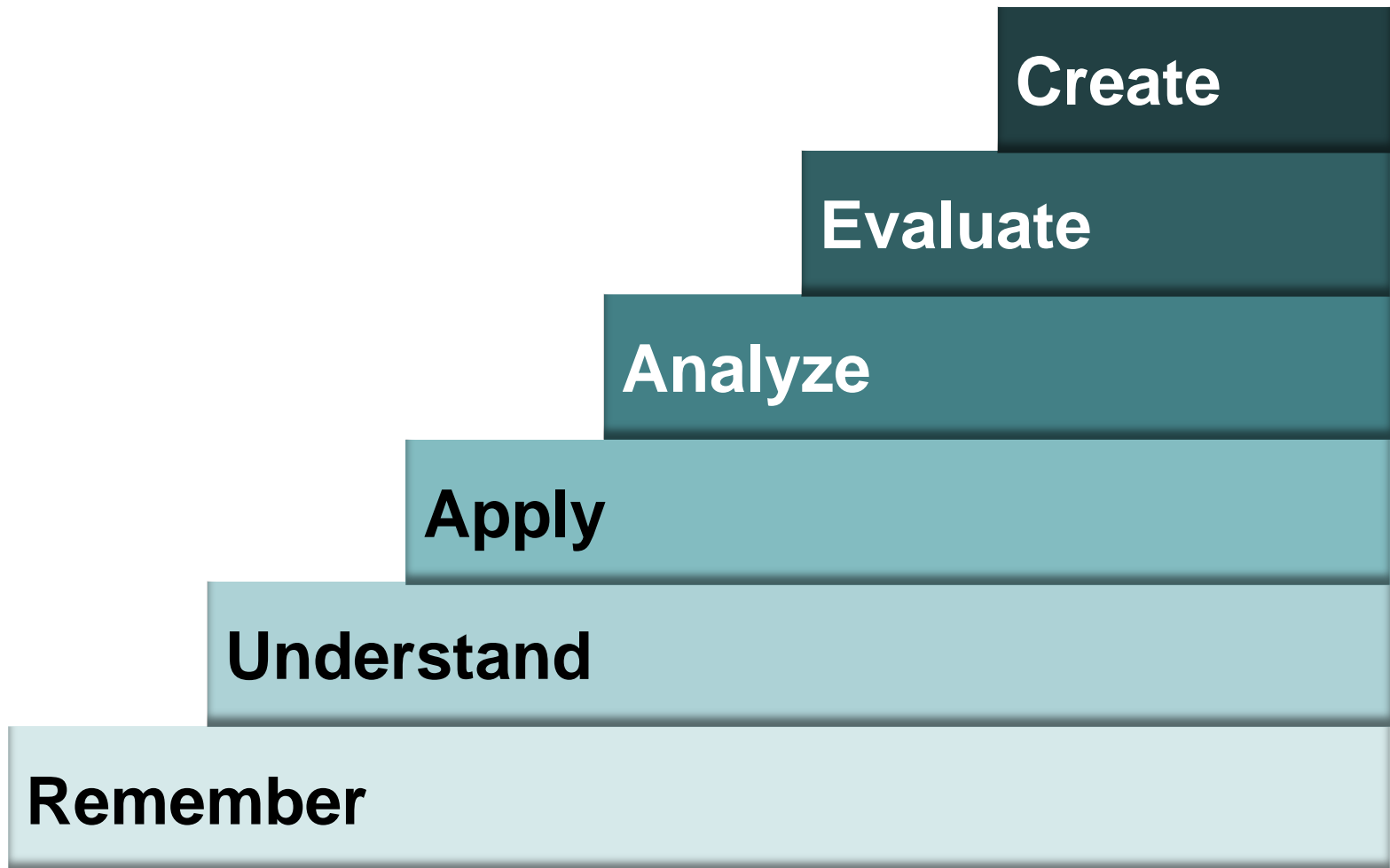
- ▶ The strongest supporting strategy of the primary
- ▶ Real-time evidence of adequate pedagogy required
- ▶ Usually 1 of 3 strategies occurring simultaneously
- ▶ Often NLR, C&Q, P, or PF

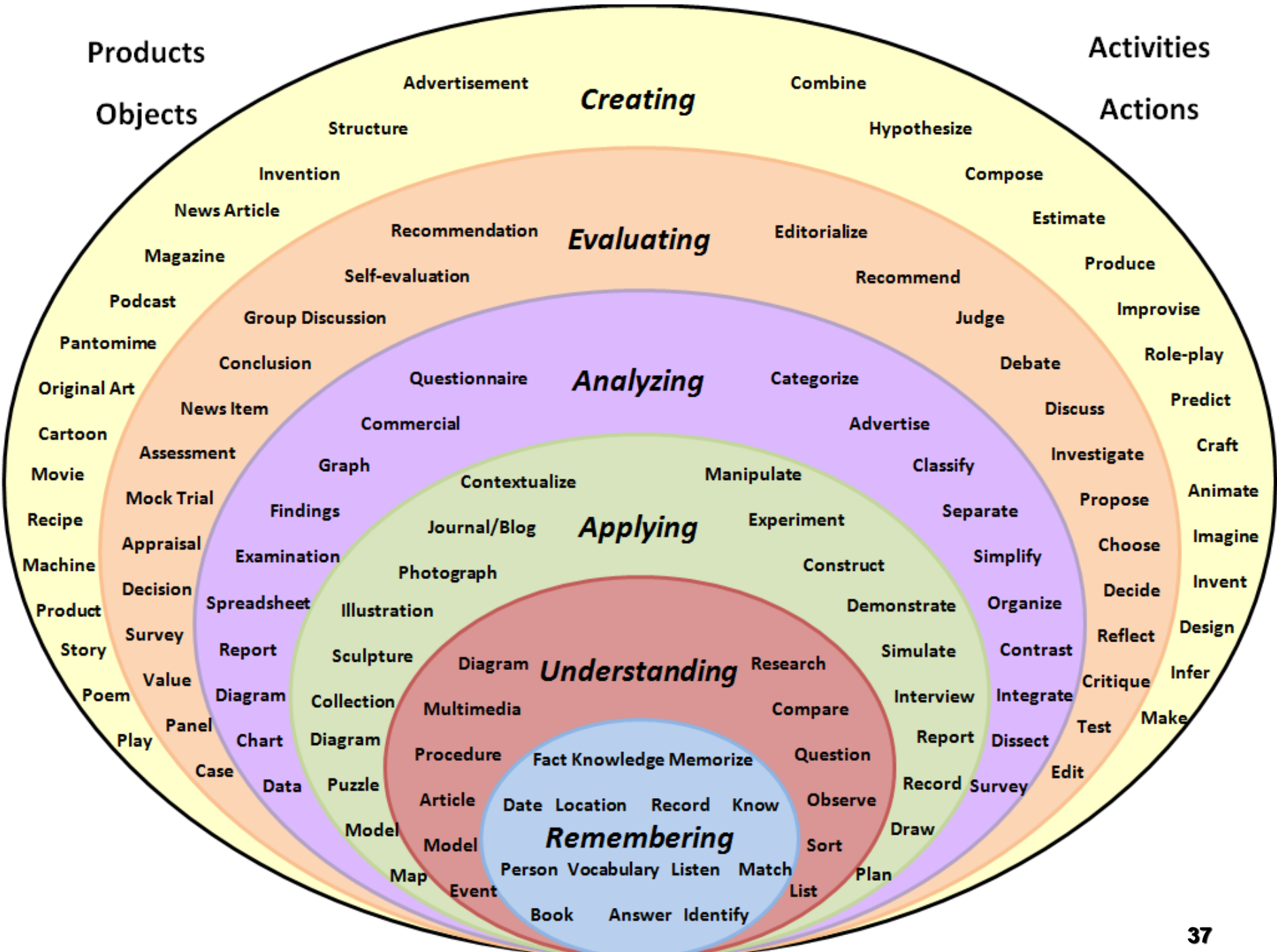
# Classroom Observables of CITW Strategies and Nested Bloom's Taxonomy





# Connecting Bloom's Taxonomy







# Strathmore Secondary College Melbourne, Australia

# Existing Walkthrough Data

Look at walkthrough data from classrooms around the world and discuss the general trends seen from the data.





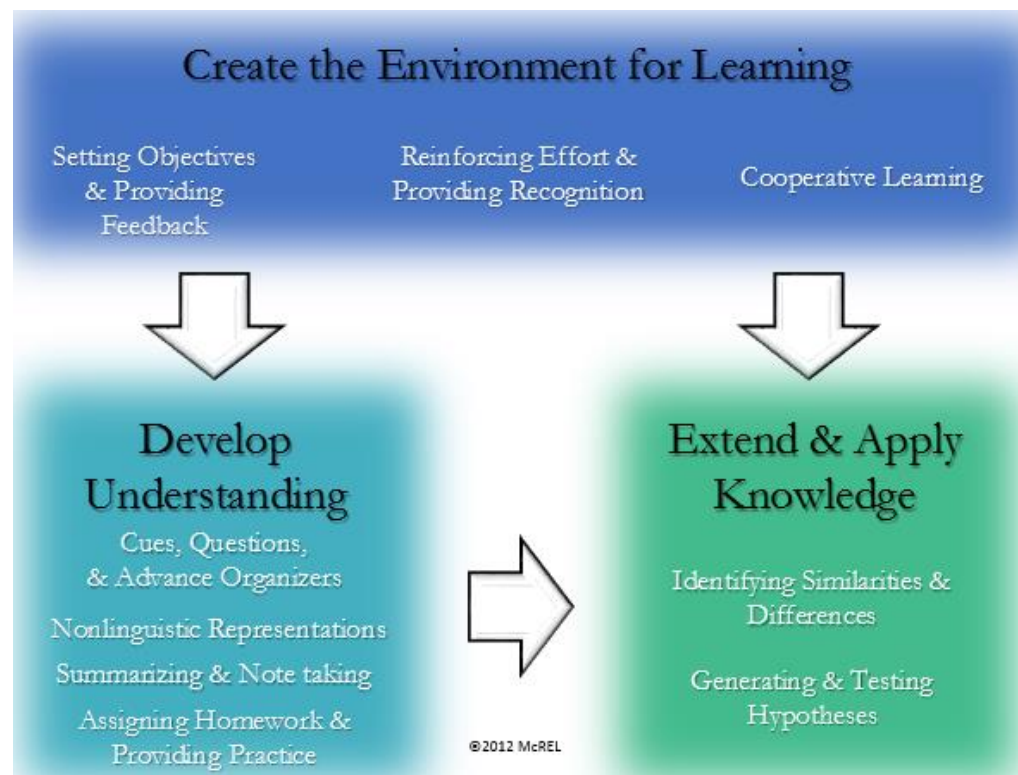


44 U.S states  
16 countries

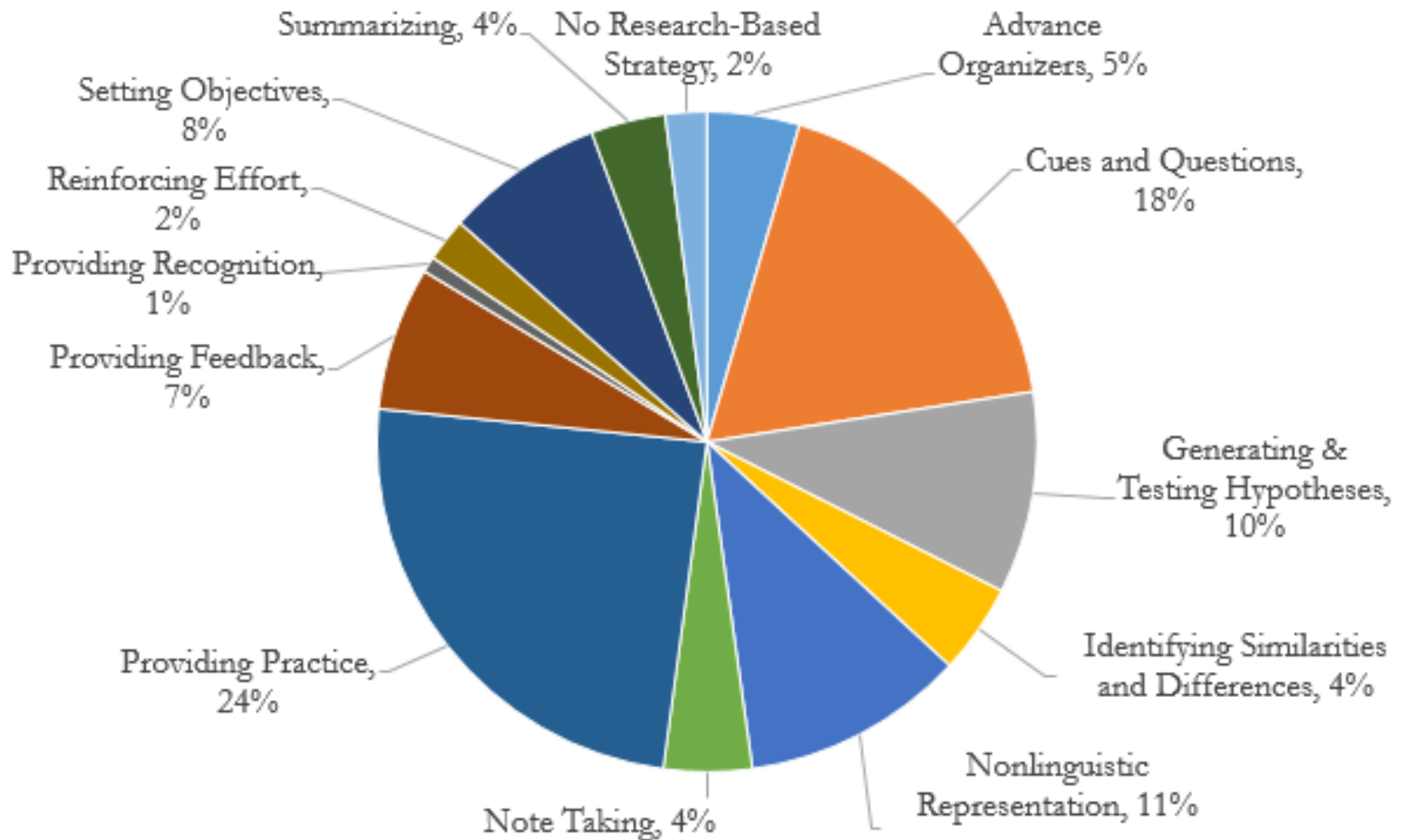


Google maps

# Which teacher-intended main instructional strategy is observed most often in classrooms?

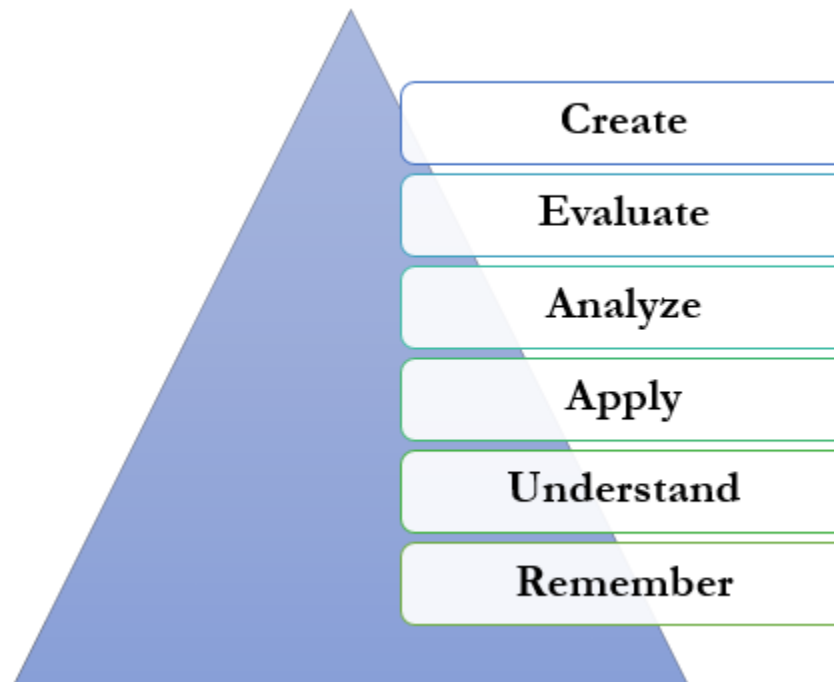


# Primary Instructional Strategy

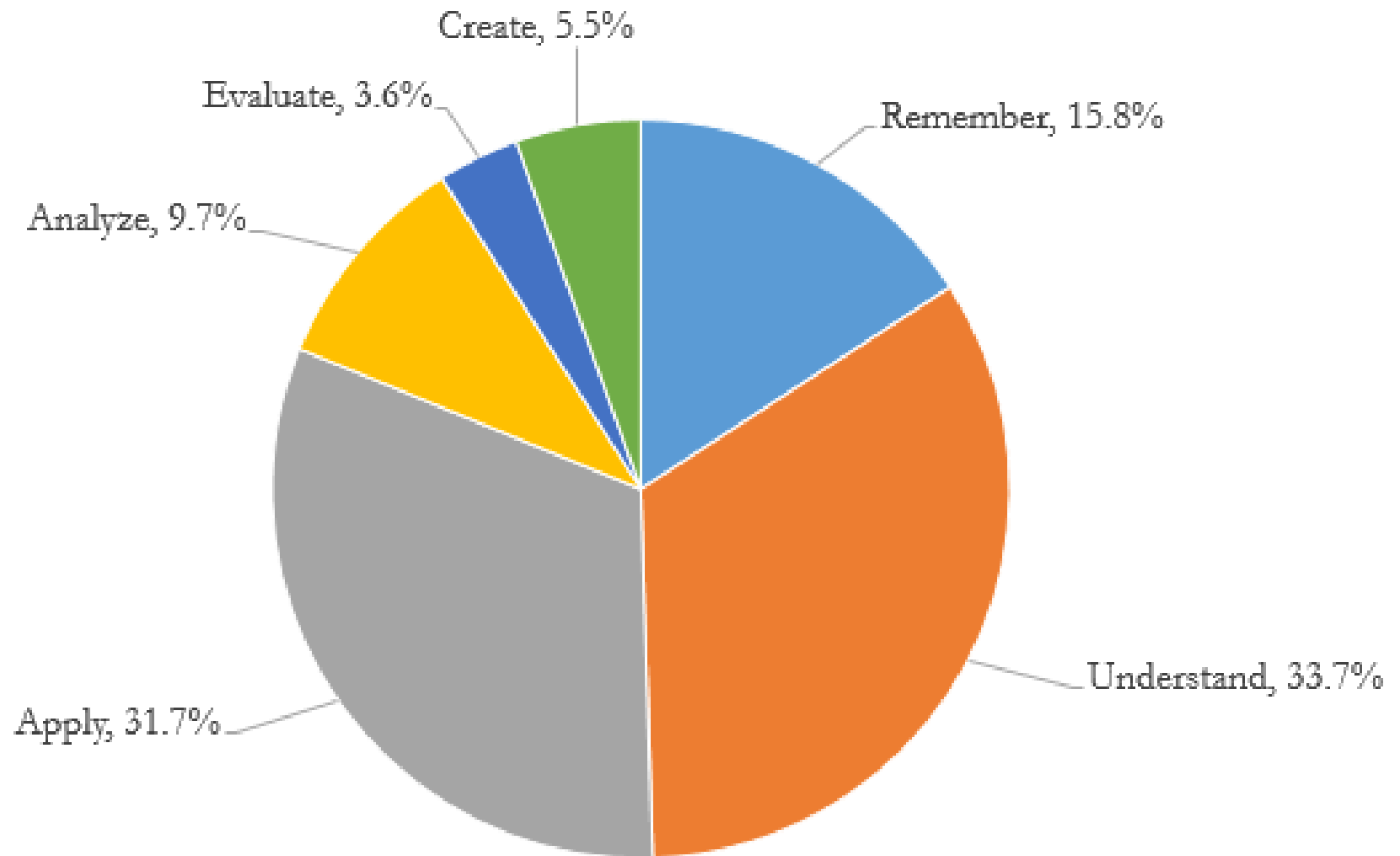




# Which level of Bloom's Taxonomy is observed most often in classrooms?



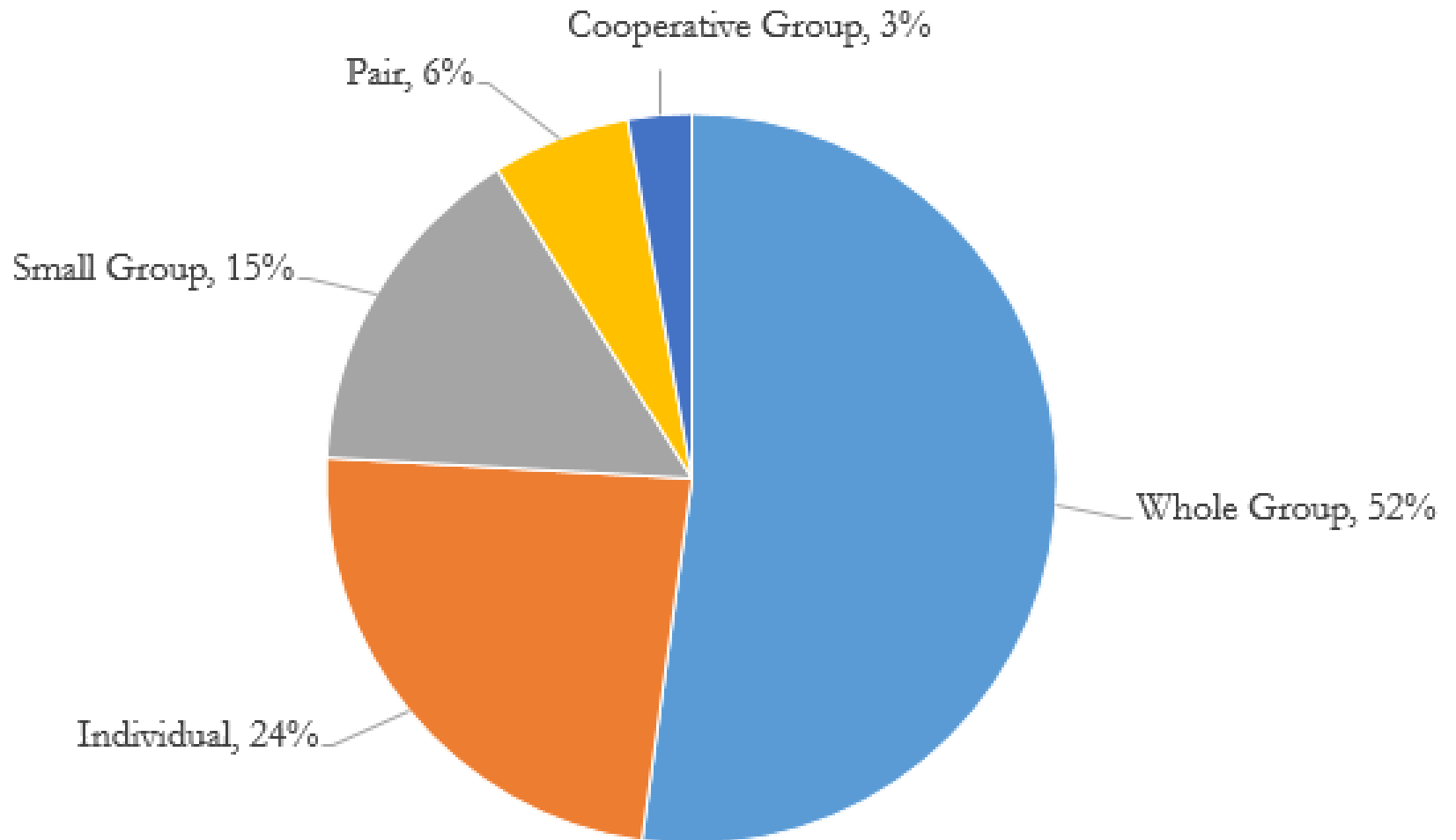
# Bloom's Taxonomy



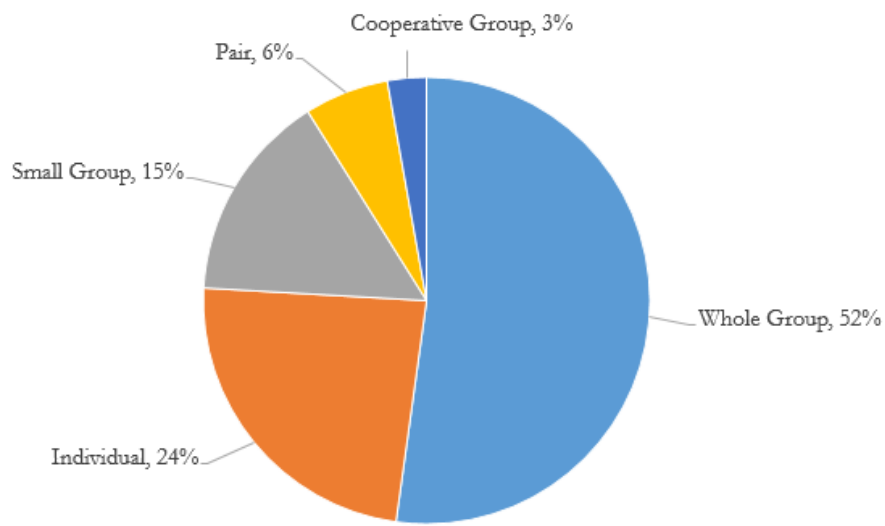
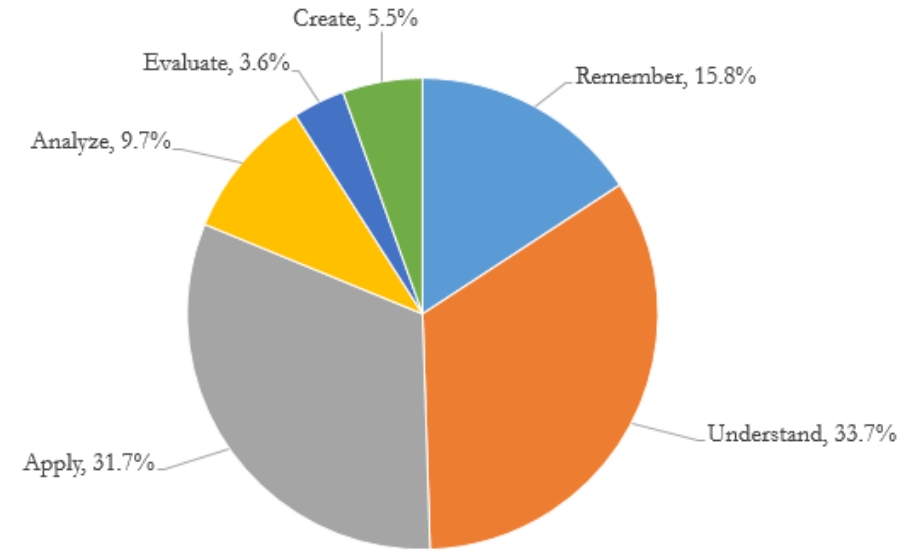
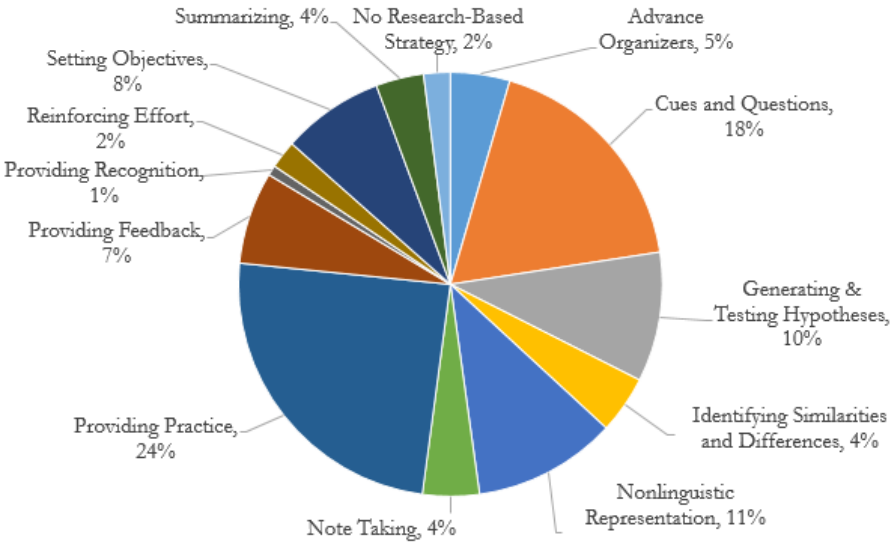
# How often are Cooperative Groups used in classrooms?



# Grouping

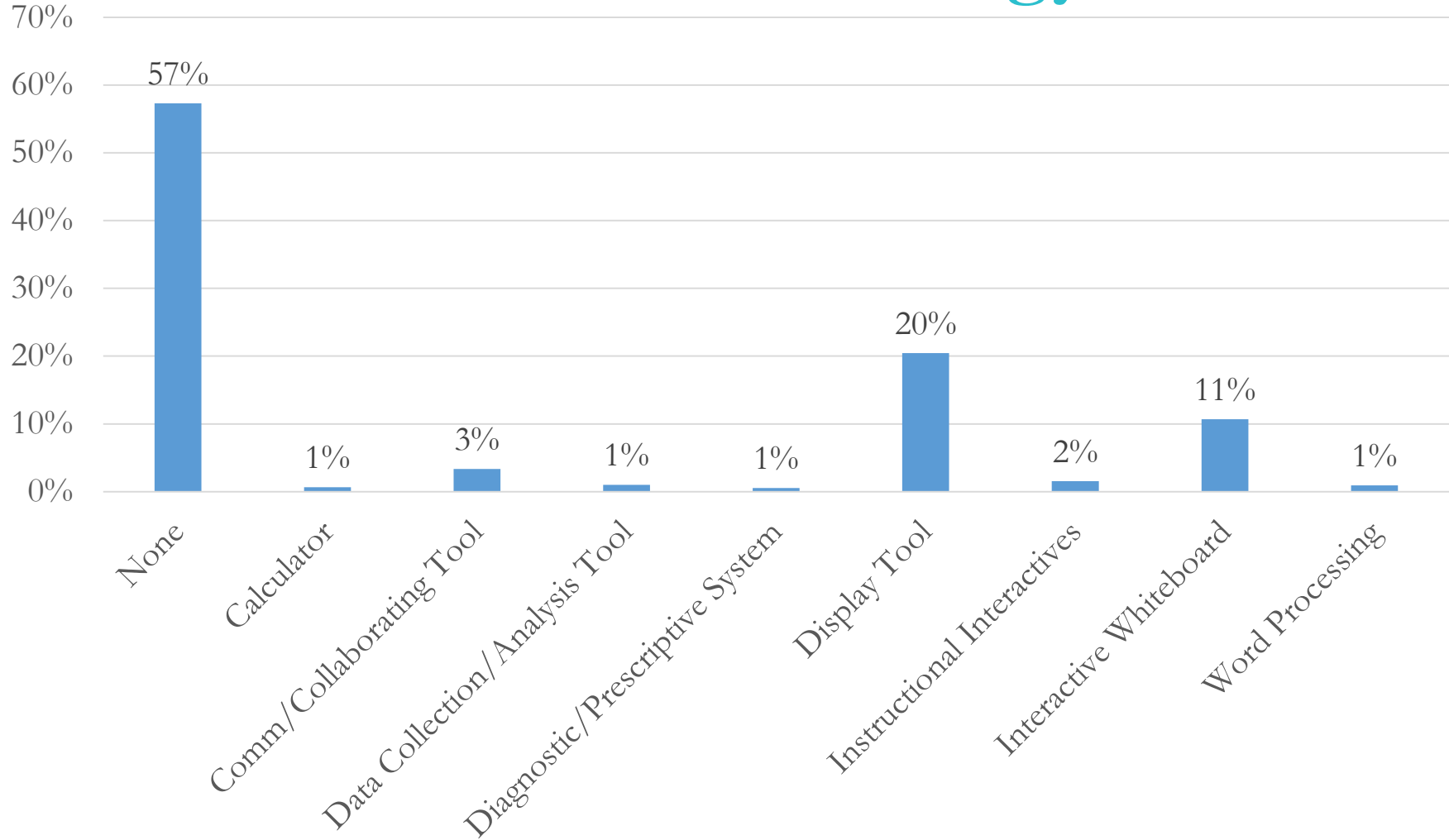






# How often are teachers using technology in their classrooms?

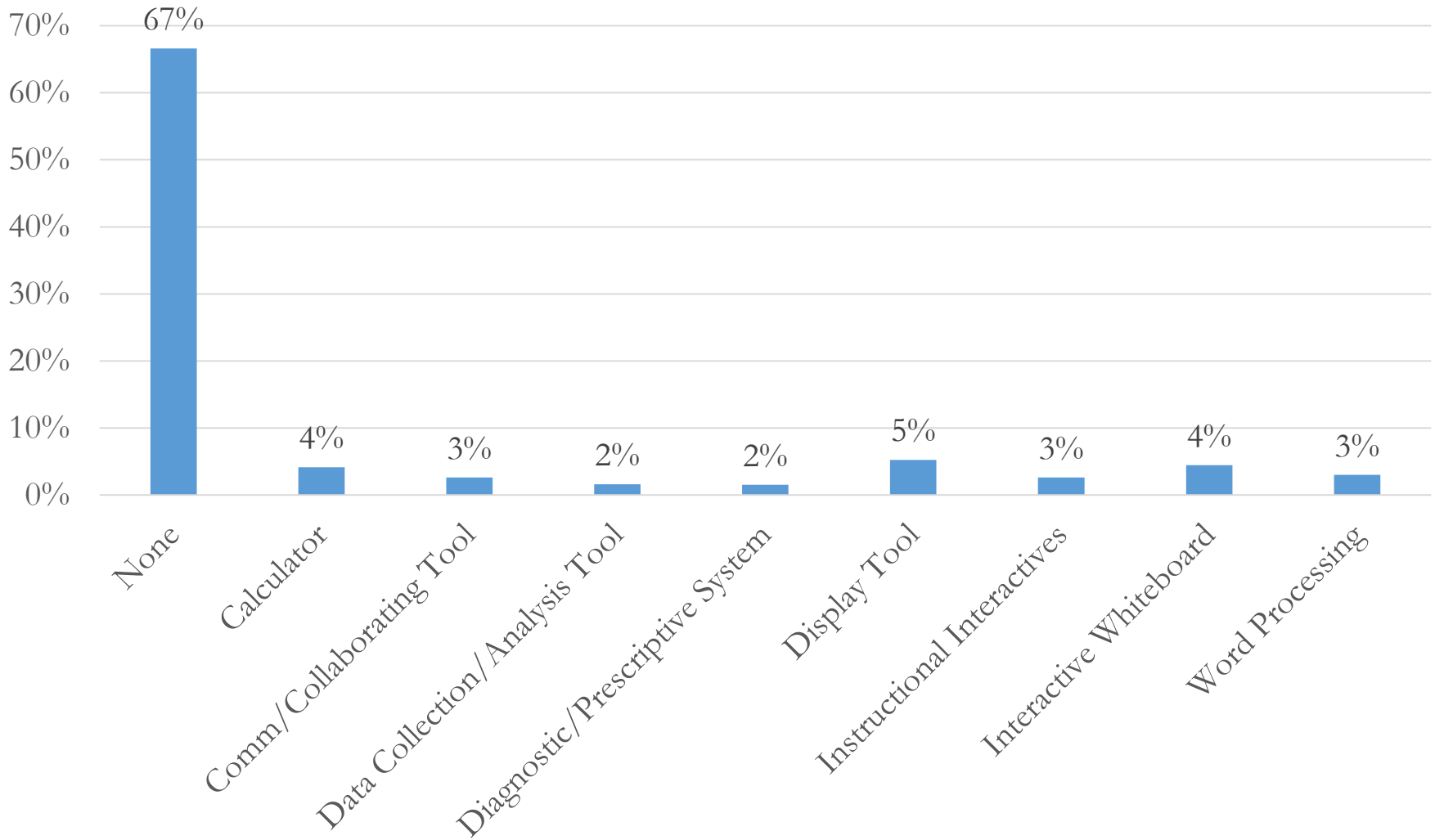
# Teacher Technology



# How often are students using technology in their classrooms?



# Student Technology



# Thoughts

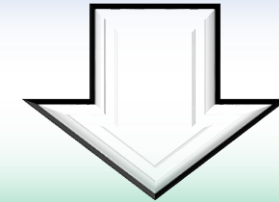
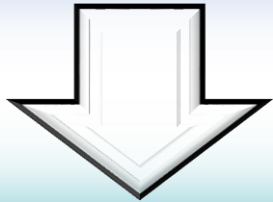
- Do you think your school or district's data would be similar?

# Create the Environment for Learning

Setting Objectives  
& Providing  
Feedback

Reinforcing Effort &  
Providing Recognition

Cooperative Learning



**Develop  
Understanding**

Cues, Questions,  
& Advance Organizers

Nonlinguistic Representations

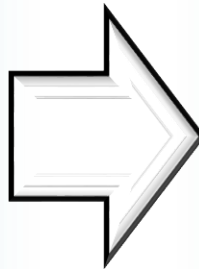
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Assigning Homework &  
Providing Practice

**Extend & Apply  
Knowledge**

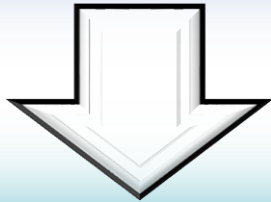
Identifying Similarities &  
Differences

Generating & Testing  
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# Create the Environment for Learning

**Setting Objectives  
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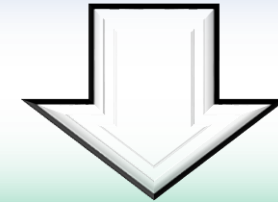
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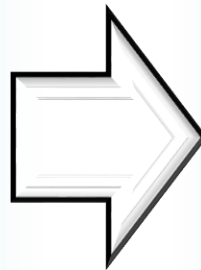
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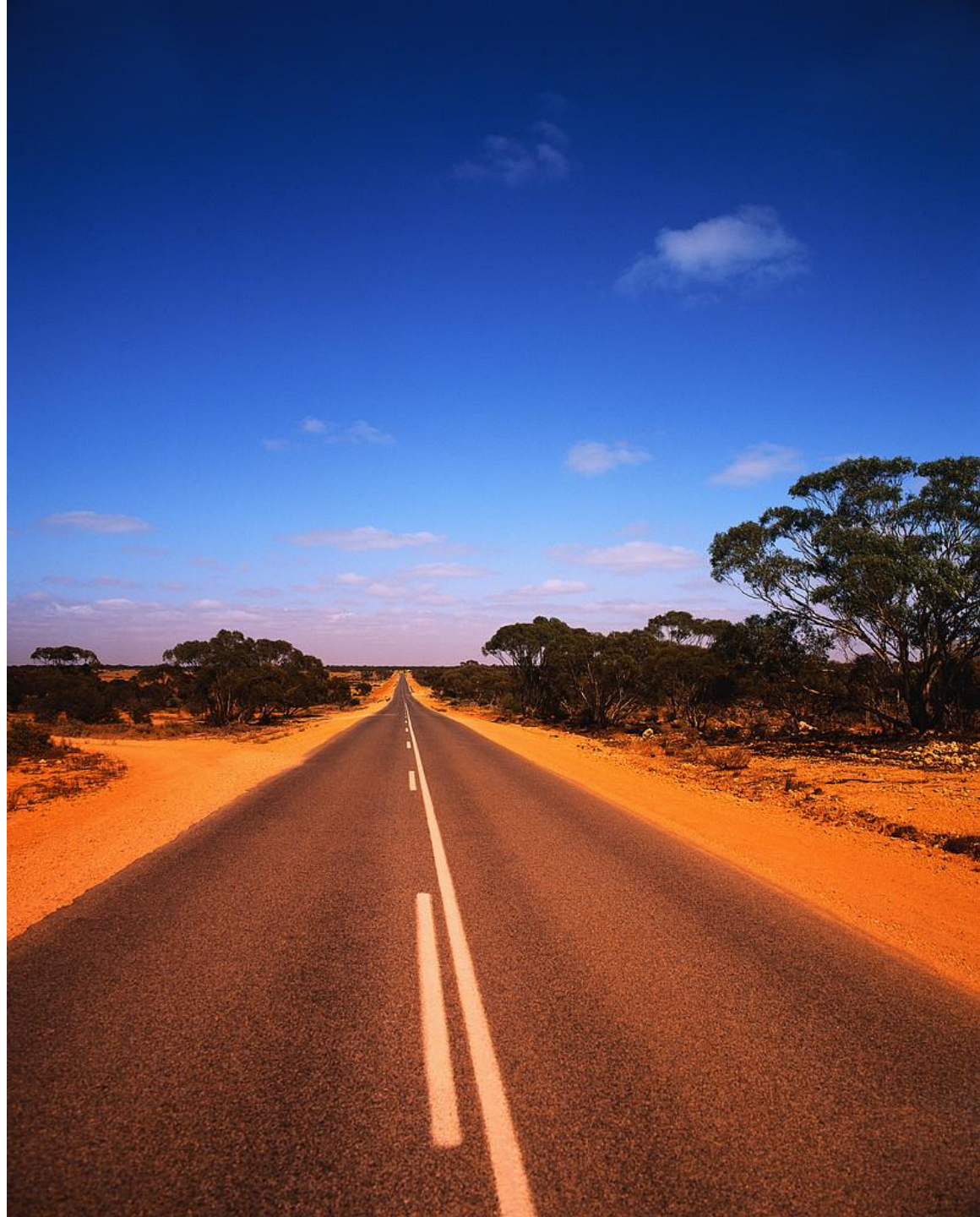
Identifying Similarities &  
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# Setting Objectives



# Recommendations for Classroom Practice

## Setting Objectives

- 1. Set learning objectives that are specific but not restrictive.**
- 2. Communicate the learning objectives to students and parents.**
- 3. Connect the learning objectives to previous and future learning.**
- 4. Engage students in setting personal learning objectives.**

# Agenda or Learning Objectives?

## Agenda

8:00 Grade & Discuss Homework  
8:15 Microscope Practice  
8:30 Prepare Euglena Slides  
8:45 Begin Lab 3.2  
9:30 Clean up and Check Out  
9:45 Complete Blog Posting

Remember your permission slips!

**These often change daily. They are not learning objectives.**

## Learning Objectives

1. Students understand how microorganisms are classified.
2. Students can recognize and evaluate the advantages and disadvantages of different characteristics possessed by the major types of microorganisms.

**These are learning objectives. They may last for a day or much longer if project-based.**

# Things to consider:

**Is there consistency in my school in posting the learning objective?**

**Is there consistency in my school in the “grain size” that is posted?**

**Is there consistency in my school in where the objective is posted?**

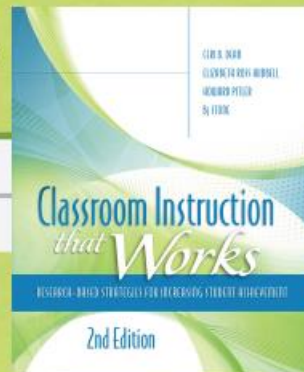
**Is there consistency in my school expecting teachers to reference the objectives during their lessons?**



# HOW TO USE LEARNING OBJECTIVES IN THE CLASSROOM

## Visible

Written on whiteboard  
Student-friendly Language  
Same place daily



## Discuss

Talk to your partner  
Use academic language  
What do you want to learn?

## Refer

During the lesson  
Every 10-15 minutes  
or at the end of a learning segment.

## End of lesson

Exit Ticket  
Fist to 5  
Tell your neighbor

# What might you see if the teacher is intentionally setting objectives with students?

- **The process of writing visible learning objectives (not agendas)**
- **Differentiating learning objectives (i.e. personalization)**
- **Teacher/student interviews**
- **Exemplars**
- **Rubric introduction**
- **Transitioning**
- **KWHL process**
- **Other indicators?**





# Providing Feedback

A long, straight asphalt road stretches into the distance under a clear blue sky. The road has a white dashed line down the center and solid white lines on the edges. The landscape is arid with sparse, low-lying vegetation and a few trees on the right side. The sky is a deep blue with a few wispy clouds.

**Providing information about how well students are performing relative to a particular learning goal so that they can improve their performance.**

# **Recommendations for Classroom Practice**

## **Providing Feedback**

- 1. Provide feedback that addresses what is correct and elaborates on what students need to do next.**
- 2. Provide feedback appropriately in time to meet students' needs.**
- 3. Provide feedback that is criterion-referenced.**
- 4. Engage students in the feedback process.**

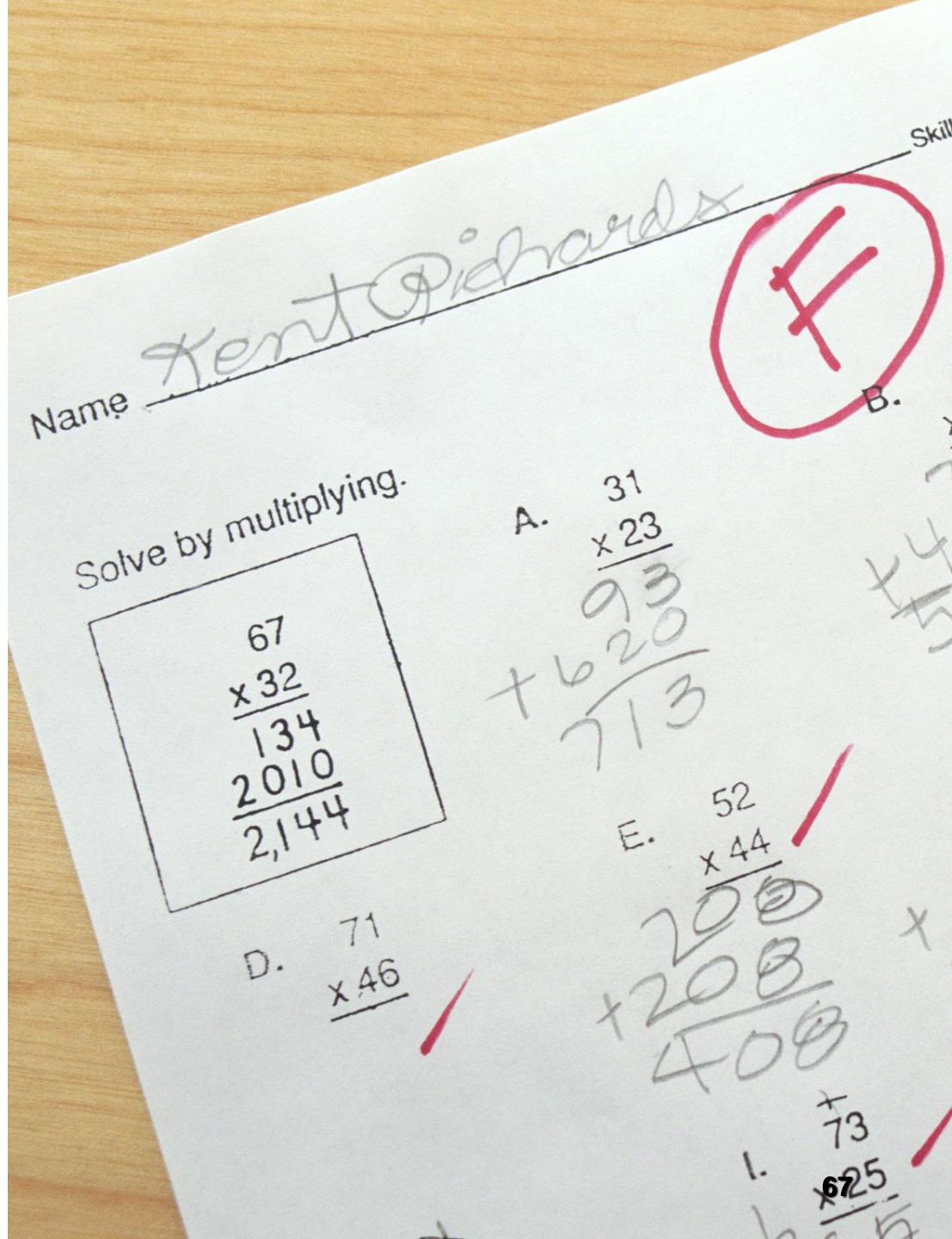


# Providing Feedback

Simply telling students that their answer on a test is

**RIGHT** or **WRONG**

has a *negative effect* on achievement.



# Types of Feedback

## Research Results for Corrective Feedback

Synthesis Study	Focus	# of Studies	Ave. ES	Percentile Gain
Types of Feedback	Right/wrong answer	6	-.08	-3
	Correct answer	39	.22	9
	Repeat until correct	4	.53	20
	Explanation	9	.53	20

Bangert-Drowns, R. L., Kulik, C. C., Kulik, J. A., & Morgan, M. (1991). The instructional effects of feedback in test-like events. *Review of Educational Research*, 61(2), 213-238.

# Using Rubrics for Providing Feedback

**Kindergarten Phonics Rubric**

CATEGORY	3	2	1
<b>Single consonants</b>	Demonstrates mastery of all 21 consonant sounds.	Demonstrates mastery of at least 14 consonant sounds.	Demonstrates mastery of at least 7 consonant sounds.
<b>Short vowels</b>	Demonstrates mastery of all 5 short vowel sounds.	Demonstrates mastery of at least 3 short vowel sounds.	Demonstrates mastery of at least 1 short vowel sound.
<b>CVC words</b>	Can read at least 15 CVC words- three words for each short vowel sound in the middle.	Can read at least 10 CVC words- two words for each short vowel sound in the middle.	Can read at least 5 CVC words- one word for each short vowel sound in the middle.
<b>Long Vowels</b>	Demonstrates mastery of all 5 long vowel sounds.	Demonstrates mastery of at least 3 long vowel sounds.	Demonstrates mastery of at least 1 short vowel sound.

# Rubrics

	1	2	3	4
Understanding	My notes don't really show I understood the topic	My notes show I understood parts of the topic	My notes show I understood almost all of the topic	My notes show I understood, and I made some connections to other topics
Choosing Kinds	I always choose the same kind of note-taking	I try one or two kinds of note-taking	My notes have a variety of kinds, like sketching, charts, lists, timelines.	My notes have a variety, and I think carefully about which to choose
Ideas	I don't grow ideas	I grow a few of my own ideas	I grow a lot of my own ideas	I have my own ideas on every page

**Writing Rubric**

②  
 • Writes 3-4 sentences  
 • does not stay on topic

③  
 • 5 sentences  
 • nice printing  
 • indents (3 finger space)  
 • stays on topic  
 • 1 mistake (capitals, ending marks, grammar)  
 • 1-2 spelling mistakes  
 • uses some describing words

④  
 • 5 sentences  
 • very nice printing  
 • indents (3 finger space)  
 • stays on topic  
 • 0 mistakes (capitals, ending marks, grammar and punctuation)  
 • uses words

## Kindergarten Phonics Rubric

CATEGORY	3	2	1
Single consonants	Demonstrates mastery of all 21 consonant sounds.	Demonstrates mastery of at least 14 consonant sounds.	Demonstrates mastery of at least 7 consonant sounds.
Short vowels	Demonstrates mastery of all 5 short vowel sounds.	Demonstrates mastery of at least 3 short vowel sounds.	Demonstrates mastery of at least 1 short vowel sound.
CVC words	Can read at least 15 CVC words- three words for each short vowel sound in the middle.	Can read at least 10 CVC words- two words for each short vowel sound in the middle.	Can read at least 5 CVC words- one word for each short vowel sound in the middle.
Long Vowels	Demonstrates mastery of all 5 long vowel sounds.	Demonstrates mastery of at least 3 long vowel sounds.	Demonstrates mastery of at least 1 short vowel sound.



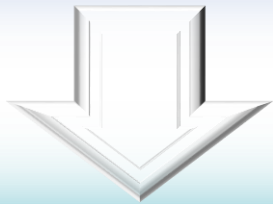
# What might you see if the teacher is intentionally providing feedback to students?

- Formative assessments
- Students receiving feedback from educational games
- Use of rubrics
- Surveying (i.e. clickers)
- Self and/or peer-assessing
- Discussing and commenting on quizzes or assessments
- Meaningful conferences with the teacher
- Others?



# Create the Environment for Learning

Setting Objectives  
& Providing  
Feedback



**Develop  
Understanding**

Cues, Questions,  
& Advance Organizers

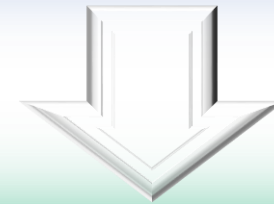
Nonlinguistic Representations

Summarizing & Note taking

Assigning Homework &  
Providing Practice

**Reinforcing Effort &  
Providing  
Recognition**

Cooperative Learning



**Extend & Apply  
Knowledge**

Identifying Similarities &  
Differences

Generating & Testing  
Hypotheses



# Reinforcing Effort

...enhances students' understanding of the relationship between effort and achievement by addressing students' attitudes and beliefs about learning.



*Some students attribute success in school to luck, ability, or even other people, such as their friends or their teacher.*

# **Recommendations for Classroom Practice Reinforcing Effort**

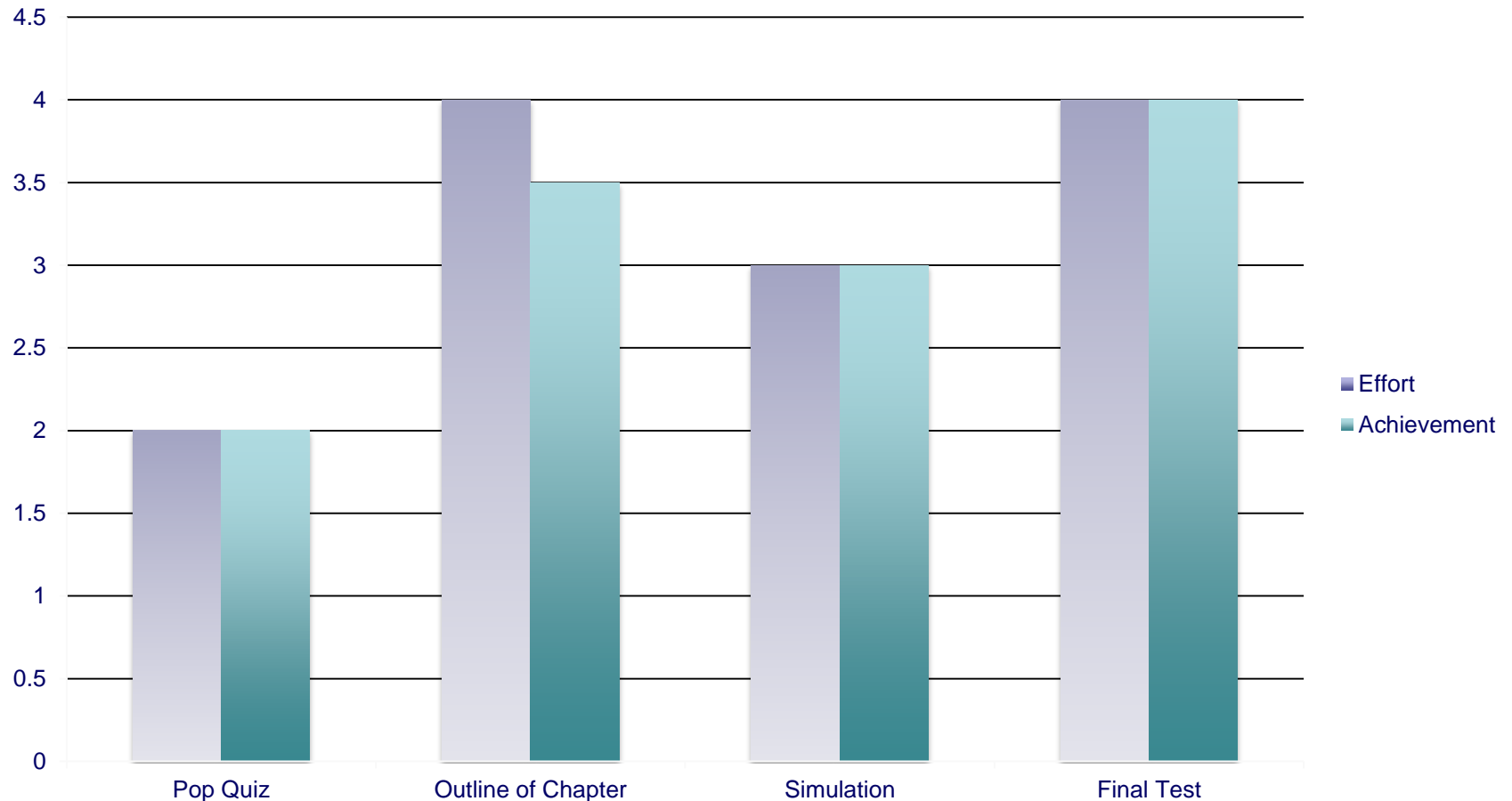
- 1. Teach students about the relationship between effort and achievement.**
- 2. Provide students with explicit guidance about what it means to expend effort.**
- 3. Ask students to keep track of their effort and achievement.**



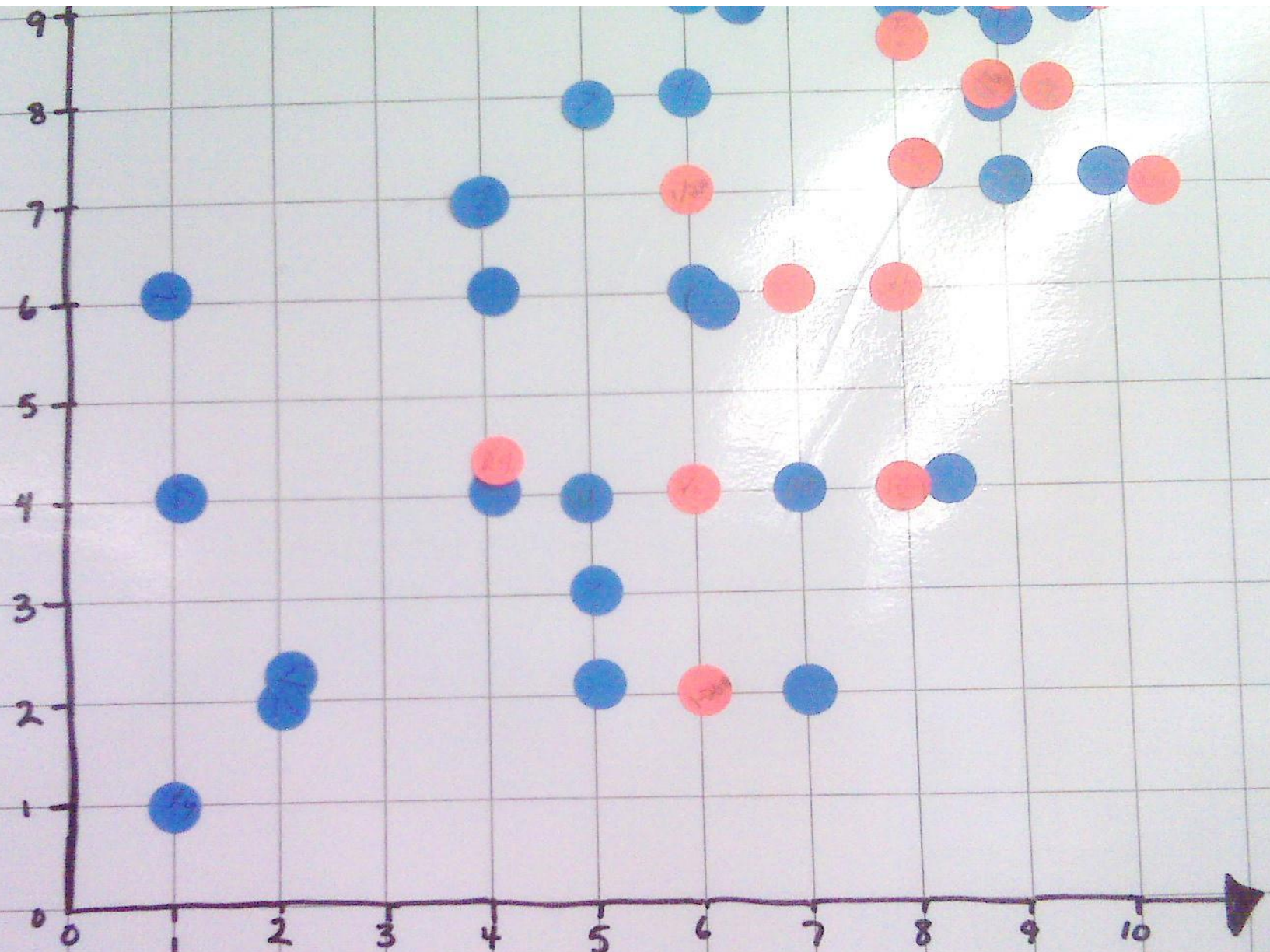


**Wow. You got 8 right.  
That's a really good  
score. You must have  
worked really hard at  
this.**

# Ask students to keep track of their effort and achievement.



ACHIEVEMENT



EFFORT



# What might you see if the teacher is effectively reinforcing effort with students?

- **Students talking about effort**
- **Effort/achievement rubrics**
- **Charts tracking effort and achievement**
- **Story examples**
- **Others?**





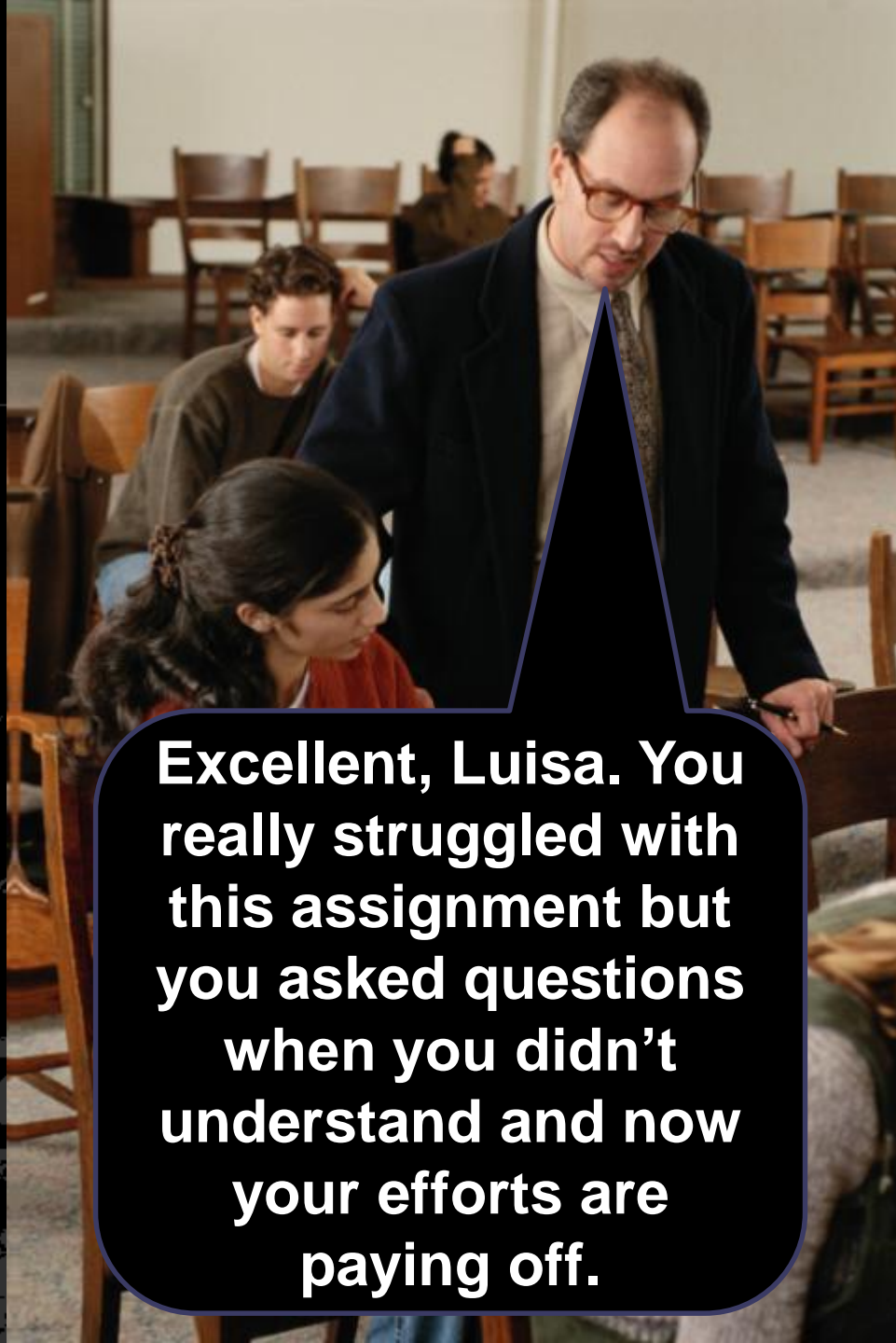
# Providing Recognition

*Provide students with abstract tokens of recognition or praise for their accomplishments related to the attainment of a goal.*

# **Recommendations for Classroom Practice**

## **Providing Recognition**

- 1. Promote a mastery-goal orientation.**
- 2. Provide praise that is specific and aligned with expected performance and behaviors.**
- 3. Use concrete symbols of recognition.**



**Excellent, Luisa. You really struggled with this assignment but you asked questions when you didn't understand and now your efforts are paying off.**

# What might you see if the teacher is intentionally providing recognition?

- Sincere praise is personalized and contingent upon achieving a certain standard of performance
- Showcasing student work based upon growth
- Displays of certificates or “kudos” walls based on effort
- Non-verbal cues
- Giving symbolic symbols of recognition
- Others?



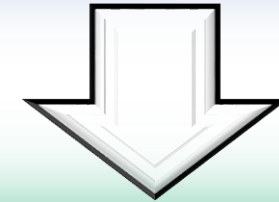
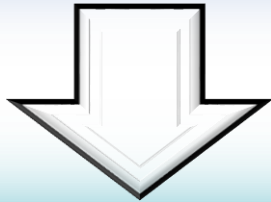


# Create the Environment for Learning

Setting Objectives  
& Providing  
Feedback

Reinforcing Effort &  
Providing  
Recognition

Cooperative Learning



Develop  
Understanding

Cues, Questions,  
& Advance Organizers

Nonlinguistic Representations

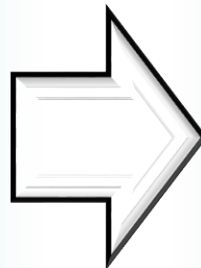
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# Cooperative Learning

...provides students with opportunities to interact with each other in groups, in ways that enhance their learning.



# **Recommendations for Classroom Practice Cooperative Learning**

- 1. Include elements of positive interdependence and individual accountability.**
- 2. Organize groups of two–five students.**
- 3. Use cooperative learning consistently and systematically.**



# Positive Interdependence

**Positive interdependence emphasizes that everyone is in the effort together and one person's success does not come at the expense of another's success. Often referred to as, “we sink or swim together.”**

**Teachers must ensure that each individual's workload is reasonably equal to that of others on the team.**

# Individual Accountability

**Individual accountability refers to each team member's need to receive feedback on how his or her personal efforts contribute toward the achievement of the overall goal.**

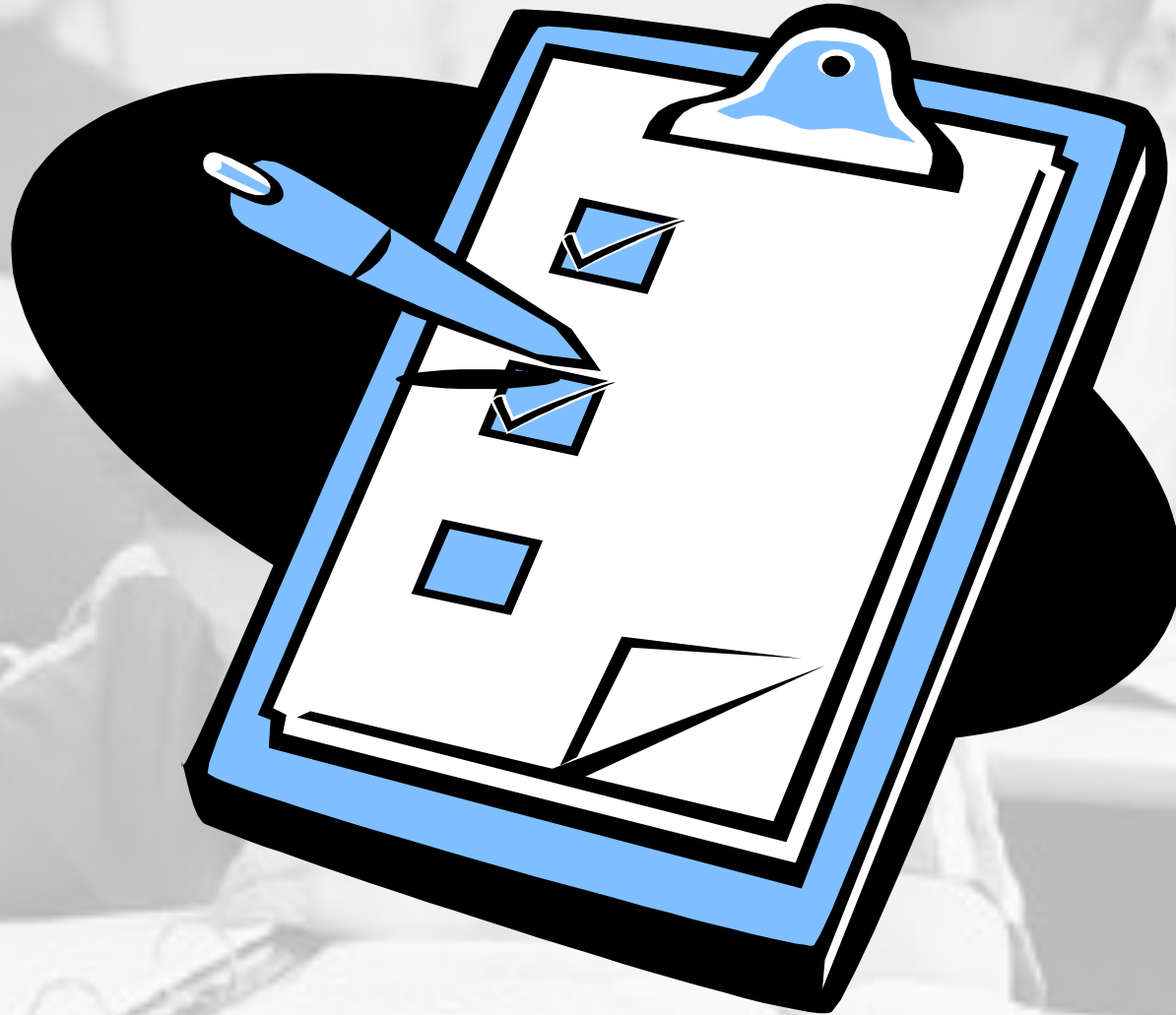
**Individual accountability means each member understands the task, what it means to expend effort, and is responsible for his or her own learning and the learning of those in the group.**

# What might you see if the teacher is intentionally using cooperative learning?

- **Structures are in place to guide the group's size, activity, roles, responsibilities, and purpose.**
- **Formal cooperative groups include individual and group accountability mechanisms.**
- **Activities require teamwork, social skills, and leadership .**

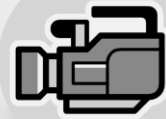


# Practicing Classroom Walkthrough (on paper template)









# Walkthrough Practice

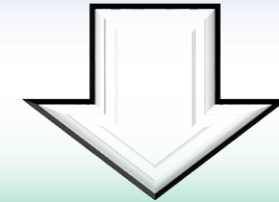
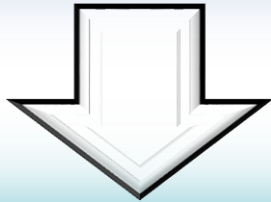
- **What strategies did you see?**
- **What level of Bloom's Taxonomy matches the strategies?**
- **What was the context of the lesson?**

# Create the Environment for Learning

Setting Objectives  
& Providing  
Feedback

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Cooperative Learning



Develop  
Understanding

**Cues, Questions,  
& Advance Organizers**

Nonlinguistic Representations

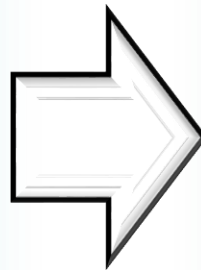
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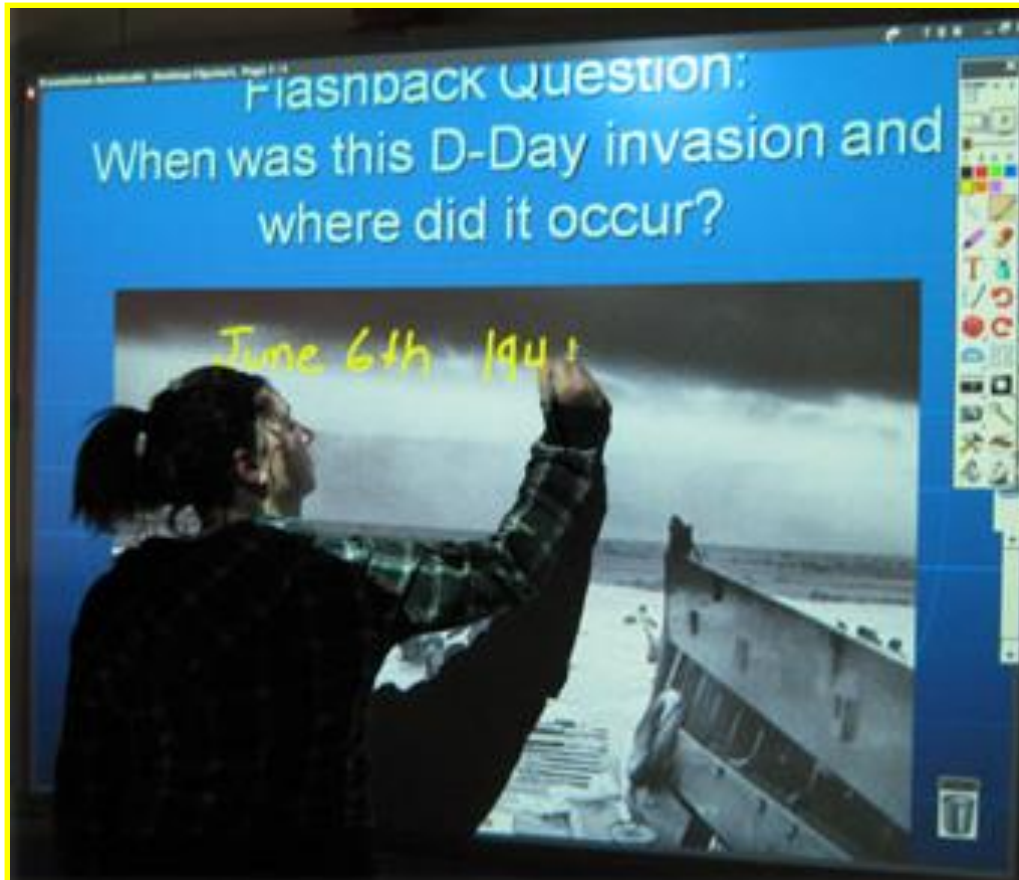
Identifying Similarities &  
Differences

Generating & Testing  
Hypotheses

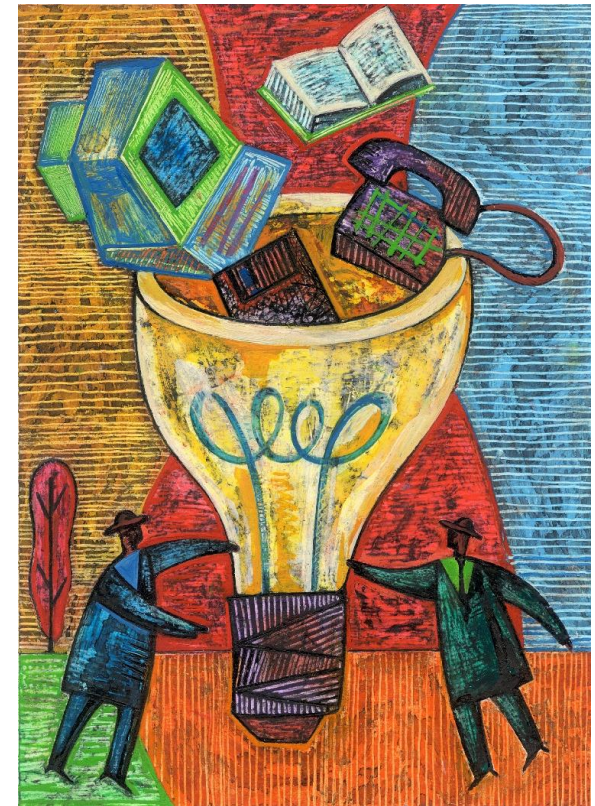


# Cues, Questions, and Advance Organizers

...enhance students' ability to retrieve, use, and organize what they already know about a topic in order to learn new information.



# Literal, Inferential, Analytic Thinking



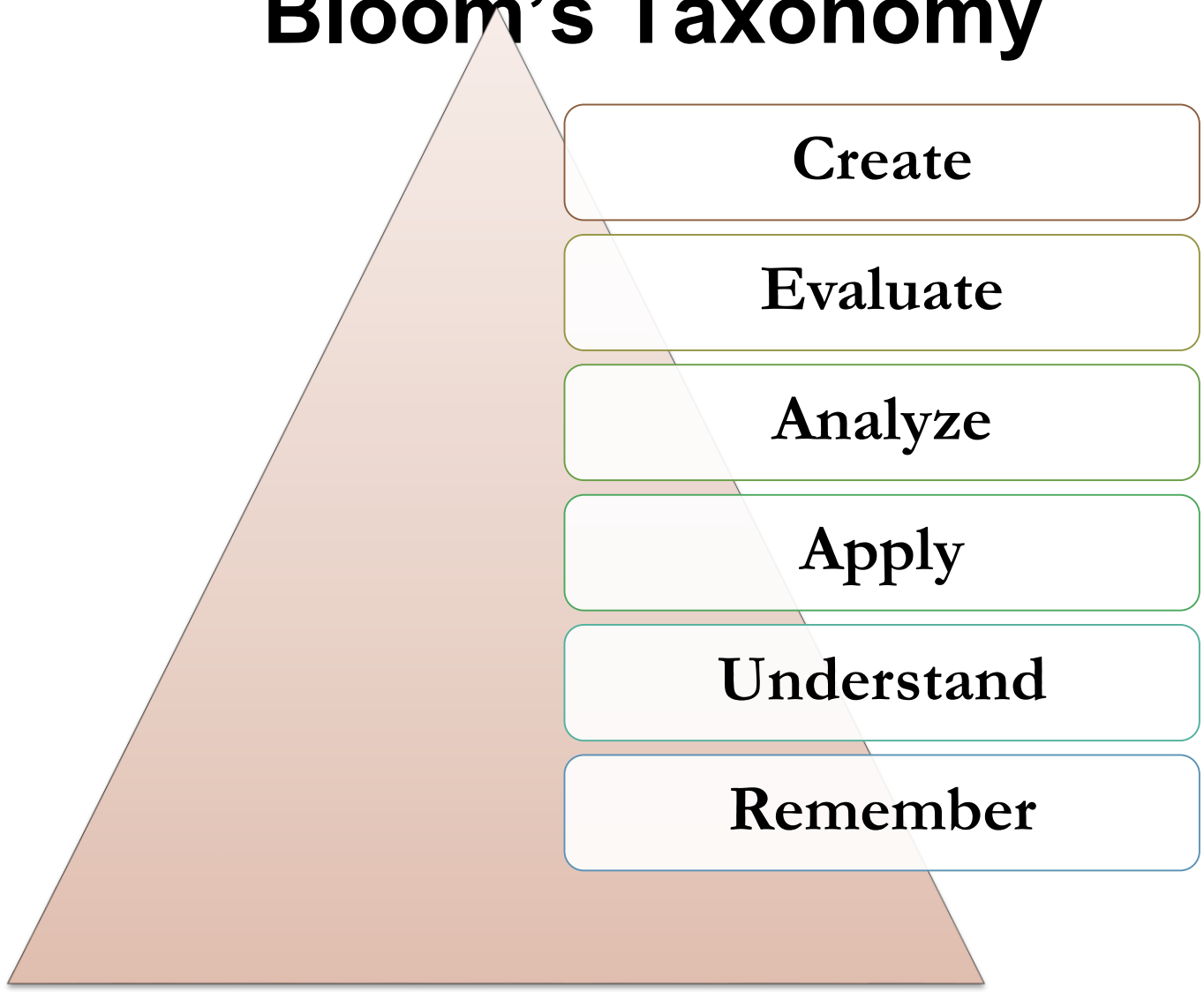
# Recommendations for Classroom Practice

## Cues and Questions

- 1. Focus on what is important.**
- 2. Use explicit cues.**
- 3. Ask inferential questions.**
- 4. Ask analytic questions.**



# Bloom's Taxonomy





Where is Mesopotamia located?

What are the major bodies of water that surround Mesopotamia?

What are the major cities of Mesopotamia?

What are the characteristics of urban development in ancient Mesopotamia?

What environmental and cultural factors influenced the development of civilizations in this area?

# Question Stems

Which one?

What if?

Should?

Why?

How?

**Which city in the Mid-Atlantic region is the best place to live?**

**What if the Declaration of Independence abolished slavery?**

**Should we discontinue trade with the Middle East?**

**Why is the mortality rate higher in one Third World country than another?**

**How can we reduce the pollution in the local pond?**

# What might you see if the teacher is intentionally using cues and questions?

- Enhancing students' ability to retrieve, use, and organize what they already know about a topic.
- Question/answer discussions with and between students that grow in rigor.
- You hear a variety of explicit cues and inferential and analytic questions.
- Debating/discussing essential questions.
- Others?



# **Advance Organizers**

***Enhance students' ability to retrieve, use, and organize what they already know about a topic.***

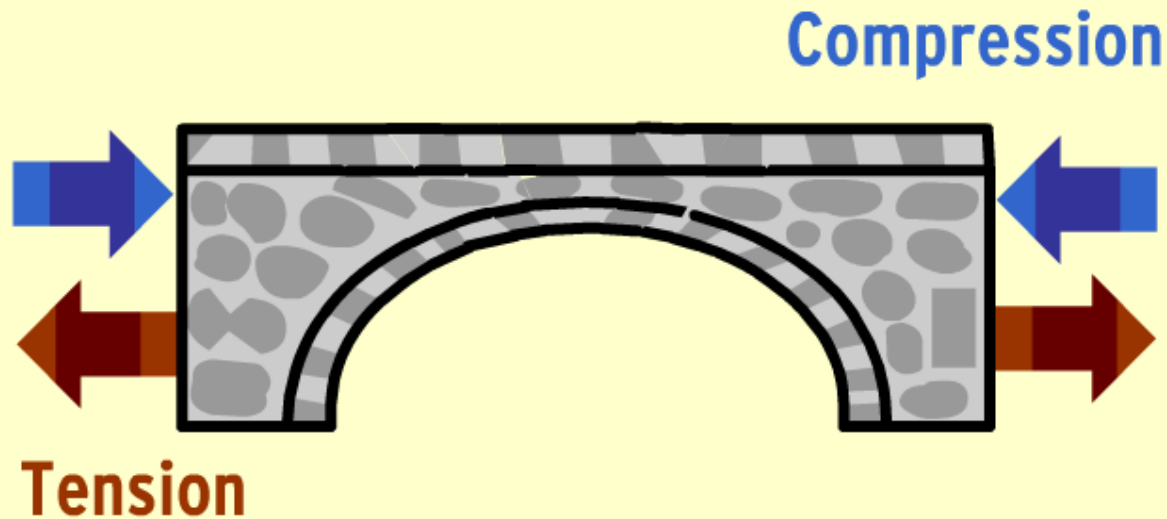


# **Recommendations for Classroom Practice**

## **Advance Organizers**

- 1. Use expository advance organizers (giving descriptions of new content in written or oral form).**
- 2. Use narrative advance organizers (presenting information to students in a story format to make personal connections).**
- 3. Use skimming as an advance organizer (quickly reading upcoming information).**
- 4. Use graphic advance organizers (visually representing information).**

# Expository Advance Organizers



**BRIDGES**



# Narrative Advance Organizer

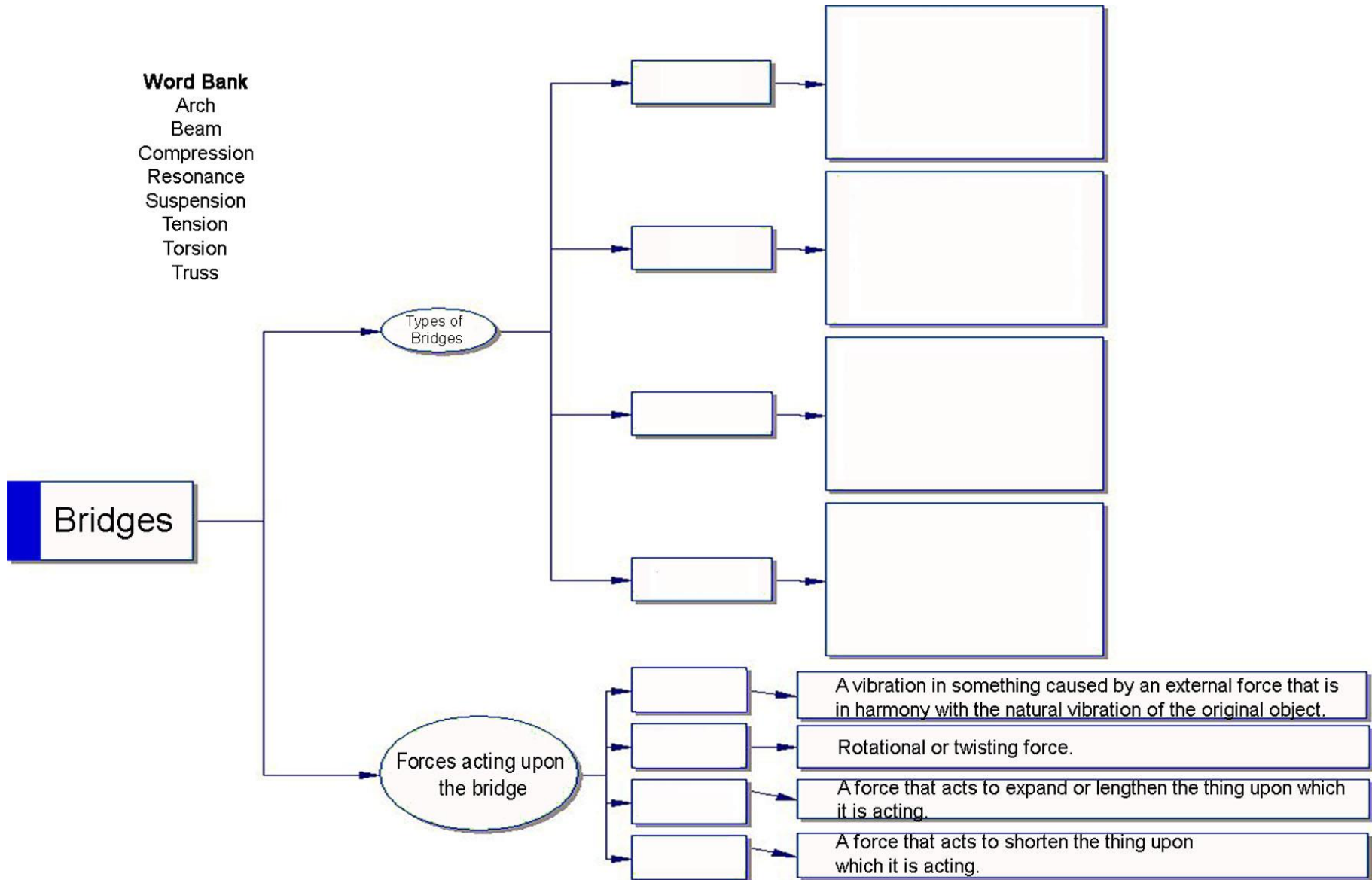


# Use skimming as an advance organizer

**Survey**  
**Question**  
**Read**  
**Recite**  
**Review**



# Use graphic advance organizers.





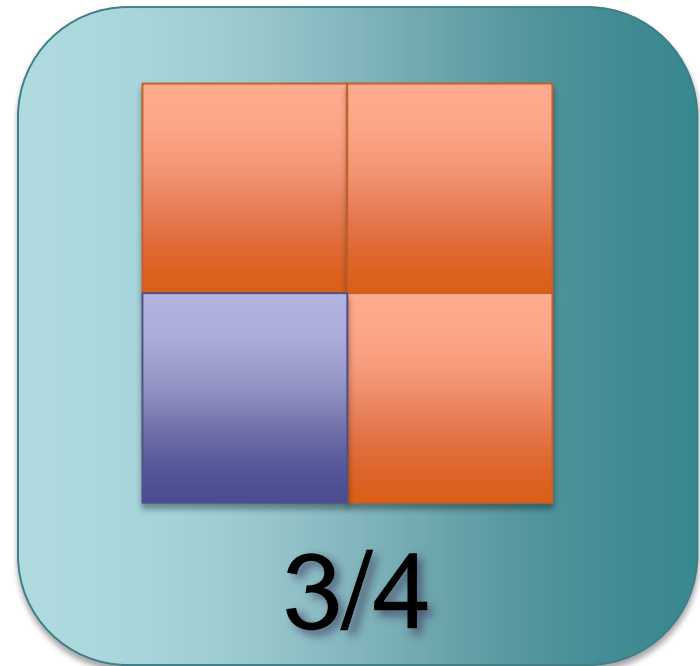
# What might you see if the teacher is intentionally using advance organizers?

- Enhancing students' ability to retrieve, use, and organize what they already know about a topic.
- Teachers provide organizers (i.e. charts/graphs, multimedia, skimming, narrative, etc.) in advance of the learning.
- The teacher is “setting the stage” for learning by engaging students.
- Others?



# Nonlinguistic Representation

Enhances  
students' ability  
to represent  
knowledge as  
mental imagery

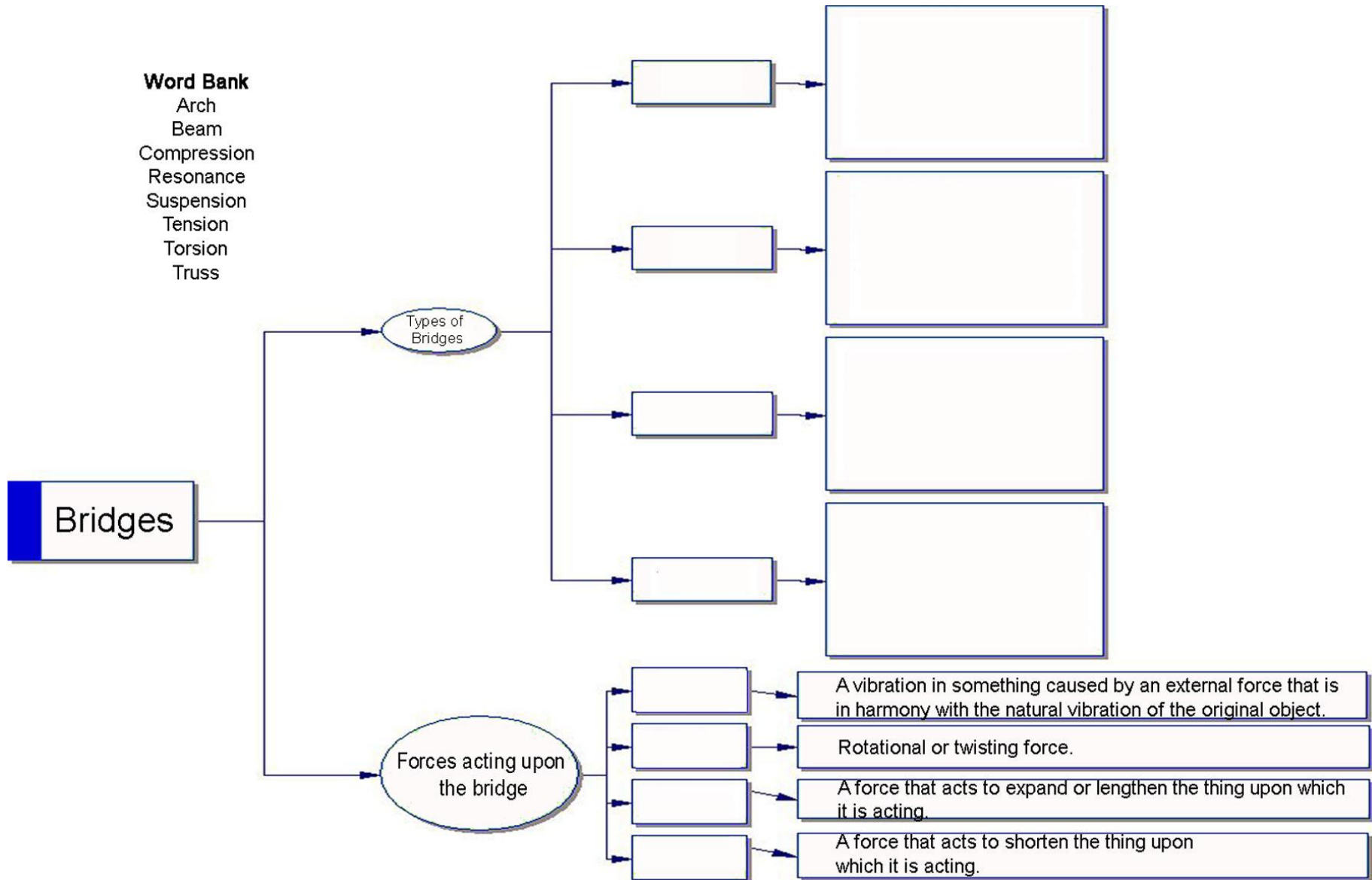


# **Recommendations for Classroom Practice**

## **Nonlinguistic Representation**

- 1. Use graphic organizers.**
- 2. Use physical models or manipulatives.**
- 3. Generate mental pictures.**
- 4. Use pictures, illustrations, and pictographs.**
- 5. Engage in kinesthetic activities.**

# Use graphic advance organizers.



# Create pictures, illustrations, and pictographs

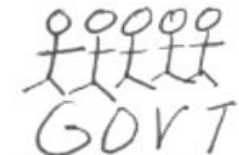
absolute monarchy



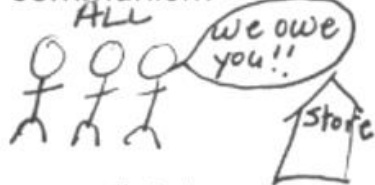
aristocracy  
upper class



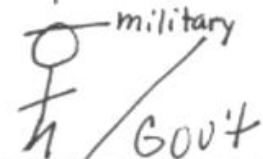
bureaucracy



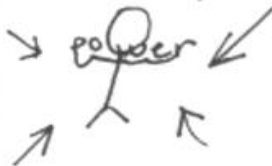
communism



coup d'etat



dictatorship



nationalism



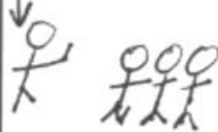
Plebiscite



sultan



totalitarian state



sage



guile



insolence



clarion



unshorn



shroud



tarry



dissemble



pillage



wanton





# Use physical models or manipulatives



# Generate mental pictures.

**Sounds**



**Smells**



**Tastes**



**Emotions**



# Engage in kinesthetic activities

**Kinesthetic activities are those that involve physical movement.**

**Physical movement associated with specific knowledge helps generate a mental image of the knowledge in the mind of the learner.**



Acting out story of Isis and Osiris

# What might you see if the teacher is intentionally using nonlinguistic representation?

- **Story telling and/or multisensory experiences to create mental pictures.**
- **Kinesthetic movement to help convey concepts.**
- **Manipulatives and/or models.**
- **Graphs, pictures, or movies.**
- **Students creating sketches or drawings.**
- **Others?**

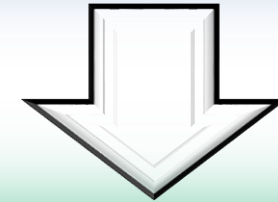
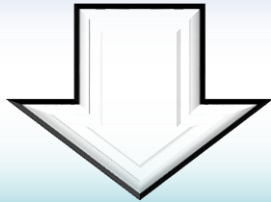


# Create the Environment for Learning

Setting Objectives  
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Cooperative Learning



**Develop  
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Cues, Questions,  
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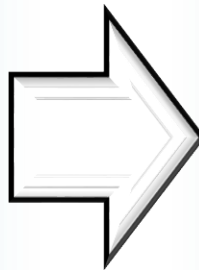
**Summarizing & Note taking**

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Hypotheses





# Summarizing

*Enhances students' ability to synthesize information and organize it in a way that captures the main ideas and supporting details.*

# Recommendations for Classroom Practice

## Summarizing

- 1. Teach students the rule-based summarizing strategy.**
- 2. Use summary frames.**
- 3. Engage students in reciprocal teaching.**

# **Teach students the rule-based summarizing strategy.**

## **Steps in Rule-Based Summarizing**

- Take out material that is not important to understanding.**
- Take out words that repeat information.**
- Replace a list of things with a word that describes the things in the list (e.g., use trees for elm, oak, and maple.)**
- Find a topic sentence. If you cannot find a topic sentence, make one up.**

# Civil Wars

Civil wars since the end of World War II have lasted on average just over four years, a dramatic rise from the one and a half year average of the 1900–1944 period. While the rate of emergence of new civil wars has been relatively steady since the mid 19th century, the increasing length of those wars resulted in increasing numbers of wars ongoing at any one time. For example, there were no more than five civil wars underway simultaneously in the first half of the 20th century, while over 20 concurrent civil wars were occurring at the end of the Cold War, before a significant decrease as conflicts strongly associated with the superpower rivalry came to an end. Since 1945, civil wars have resulted in the deaths of over 25 million people, as well as the forced displacement of millions more. Civil wars have further resulted in economic collapse; Burma (Myanmar), Uganda and Angola are examples of nations that were considered to have promising futures before being engulfed in civil wars.

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# Use summary frames

- 1. Narrative/Story**
- 2. Topic-Restriction-Illustration  
(T-R-I)**
- 3. Definition**
- 4. Argumentation**
- 5. Problem/Solution**
- 6. Conversation**

# What might you see if the teacher is intentionally using summarizing?

- **Students using rule-based summarizing.**
- **Discussing essentials of specific information.**
- **Summary frames actively used as an advance organizer.**
- **Podcasting, book reports, or outlining.**
- **Answering summarizing questions.**
- **Others?**



# Note Taking

**Enhances students' ability to organize information in a way that captures the main ideas and supporting details.**



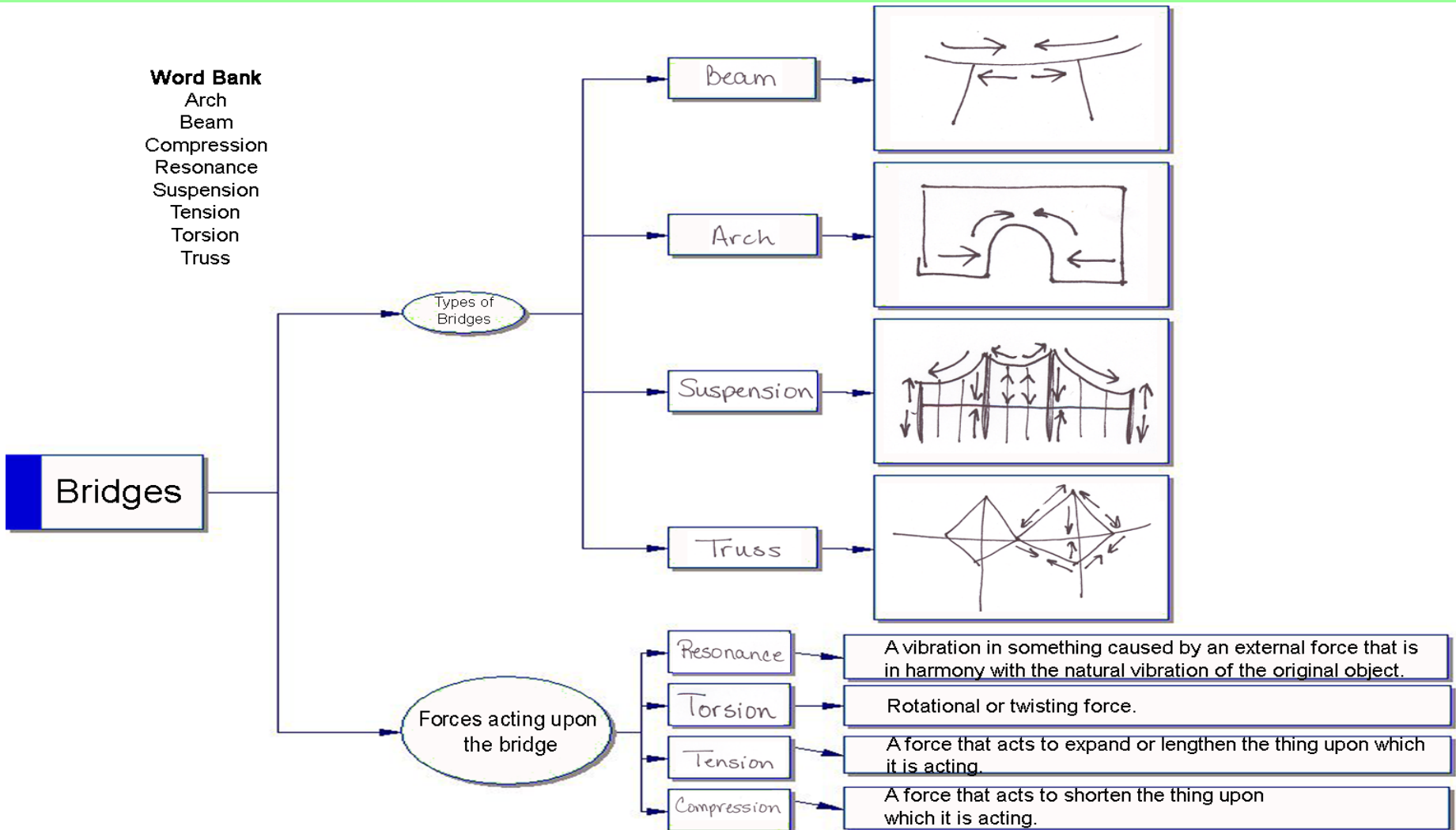
# **Classroom Recommendations for Note Taking**

- 1. Give students teacher-prepared notes.**
- 2. Teach students a variety of note-taking formats.**
- 3. Provide opportunities for students to revise their notes and use them for review.**

# Give students teacher-prepared notes

## Word Bank

Arch  
Beam  
Compression  
Resonance  
Suspension  
Tension  
Torsion  
Truss





# Teach students a variety of note-taking formats

**Formal and  
informal  
outline**

**Webbing**

**Combination  
notes**

**Cornell Notes**

# What might you see if the teacher is intentionally using note taking?

- **Teacher models effective note taking strategies.**
- **Students' notes show consistent information regardless of format.**
- **Recording of main ideas and supporting details.**
- **Others?**

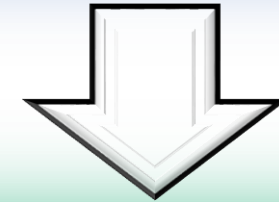
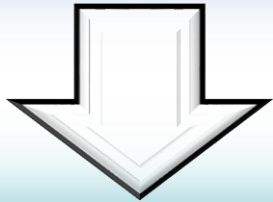


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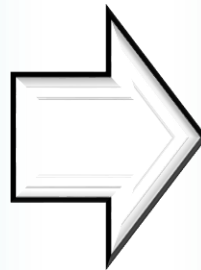
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**Extend & Apply  
Knowledge**

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Hypotheses



# Providing Practice

(Homework is not addressed in Power Walkthrough™)

...extends the learning opportunities for students to practice, review, and apply knowledge.



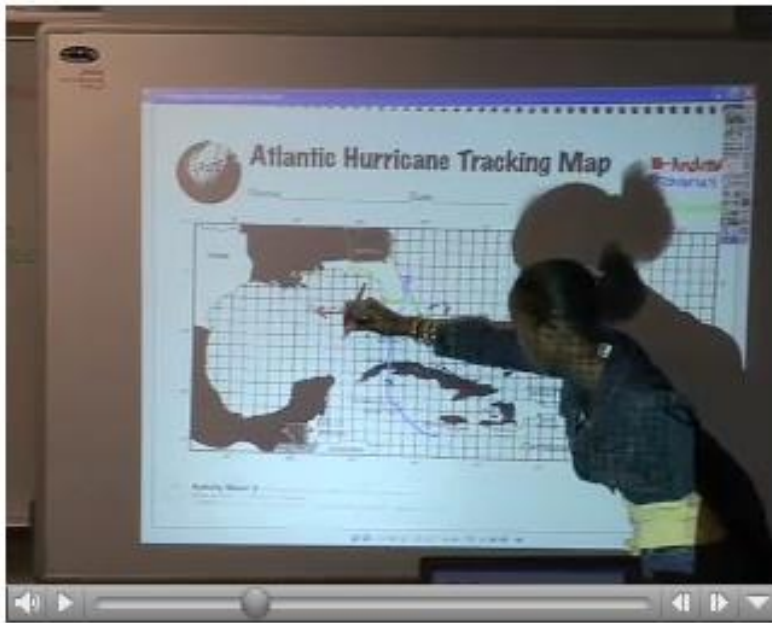
# **Recommendations for Classroom Practice Providing Practice**

- 1. Clearly identify and communicate the purpose of practice activities.**
- 2. Design practice sessions that are short, focused, and distributed over time.**
- 3. Provide feedback on practice sessions.**



# What Does Practice Look Like Enhanced by Technology?

After watching this video, pair with a neighbor and discuss how your school tries to make practice effective, engaging, and relevant.



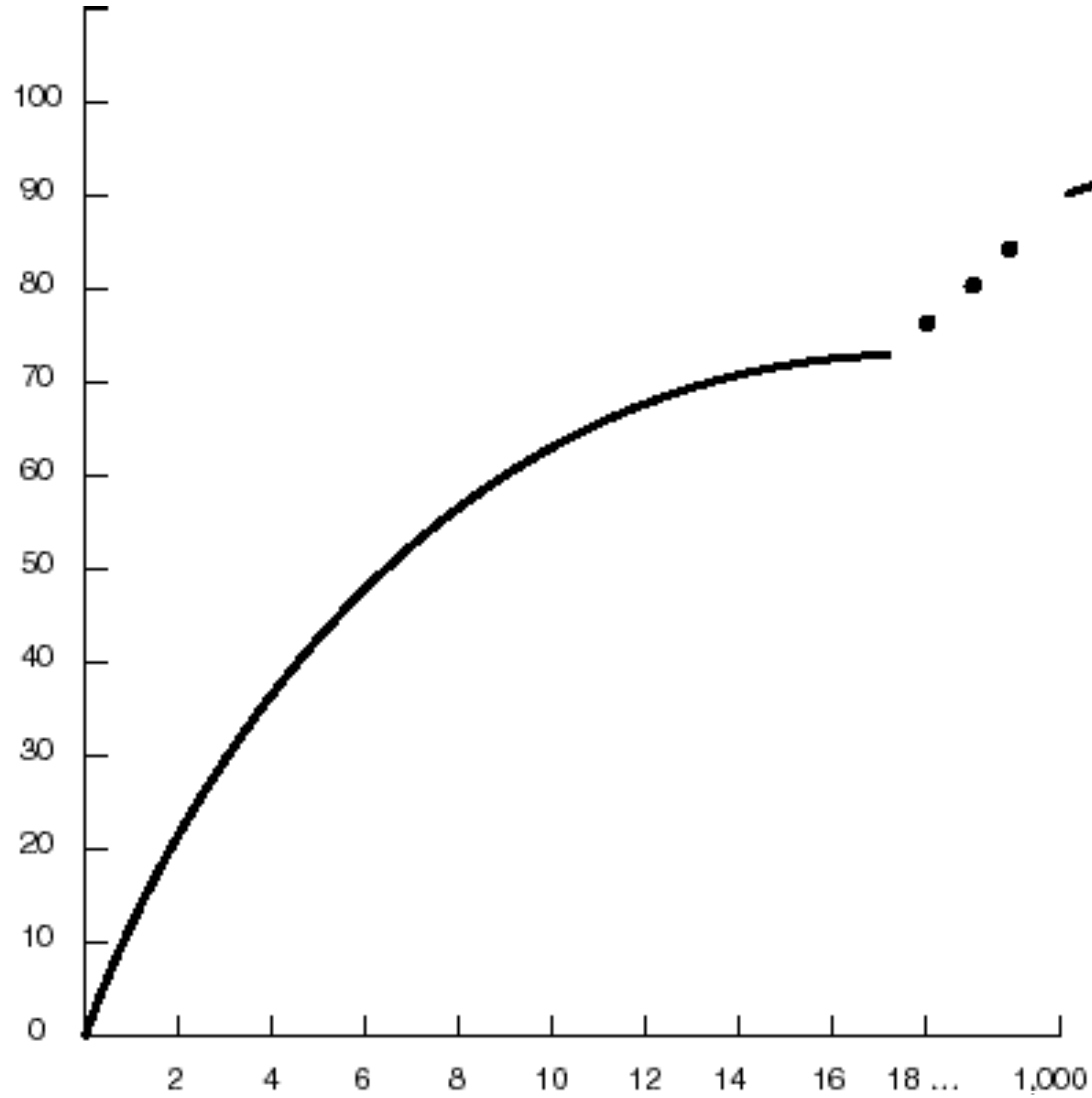




## Charting My Speed and Accuracy

*Jackson Harwood*

Number of items in my practice set	Number of items performed correctly	Number of minutes to finish the practice set
5	4	4.5
5	4	4
5	3	3.5
5	4	4
5	5	4
5	5	3.5
10	10	8
10	10	7.5



# Design practice sessions that are short, focused, and distributed over time.

**FIGURE 7.1**

**Massed and Distributed Practice**

## Relationship Between Massed and Distributed Practice





# What might you see if the teacher is intentionally using practice?

- **Students have designated time to work on skills**
- **Students are practicing in many different ways with rich feedback opportunities**
- **There is a clear purpose and outcome tied to objectives**
- **Others?**

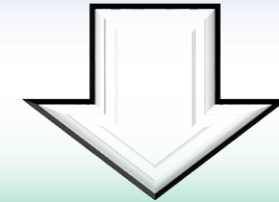
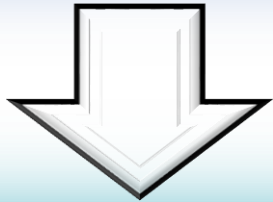


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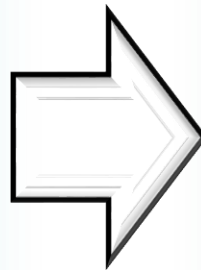
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& Differences**

Generating & Testing  
Hypotheses



# Classroom recommendations for Identifying Similarities and Differences

- 1. Teach students a variety of ways to identify similarities and differences.**
- 2. Guide students as they engage in the process of identifying similarities and differences.**
- 3. Provide supporting cues to help students identify similarities and differences.**

# Similarities and differences can be identified through:

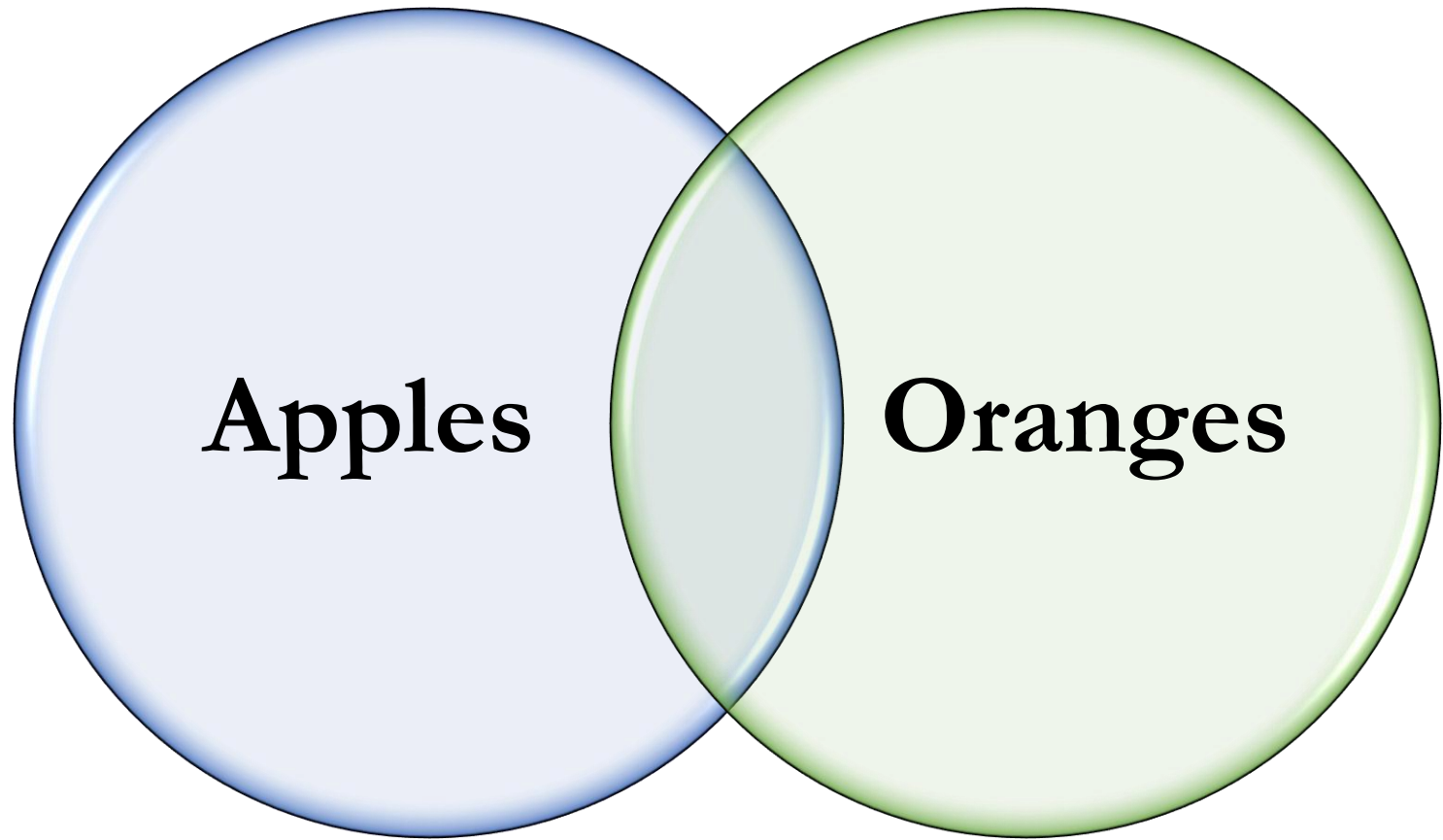


Comparing

Classifying

Metaphors

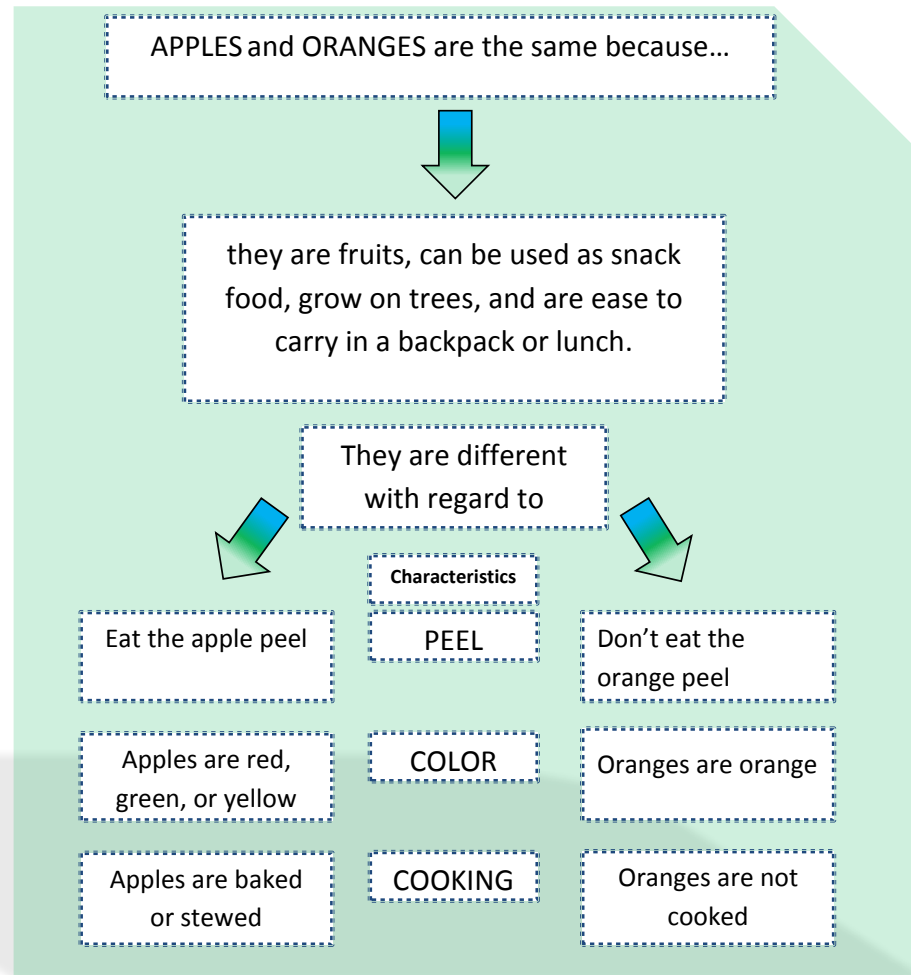
Analogies



Summary: \_\_\_\_\_



# Graphic Organizer for Comparing



# What might you see if the teacher is intentionally using identifying similarities and differences?

- **Graphic organizers such as Venn diagrams and matrices being used to compare/classify.**
- **Teachers use, and/or students create analogies and metaphors.**
- **Engaging students in mental processes that involve identifying ways items are alike and different.**
- **Abstract discussions of similes, allegories, or parables.**
- **Others?**

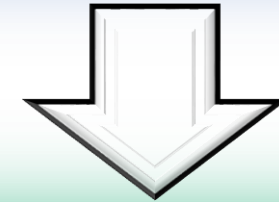
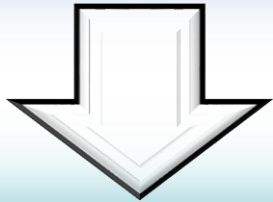


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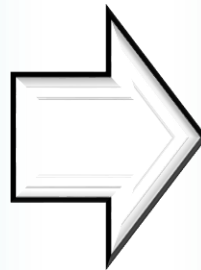
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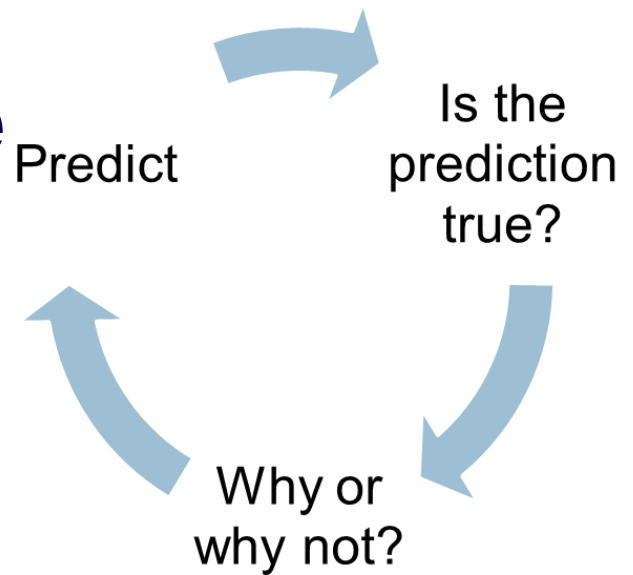
Identifying Similarities &  
Differences

**Generating & Testing  
Hypotheses**



# Generating and Testing Hypotheses

**Enhances students' understanding of and ability to use knowledge by engaging them in mental processes that involve making and testing hypotheses.**



# **Classroom recommendations for Generating and Testing Hypotheses**

- 1. Engage students in a variety of structured tasks for generating and testing hypotheses.**
- 2. Ask students to explain their hypotheses and their conclusions.**

# Generating and Testing Hypotheses

Systems  
analysis

Problem  
solving

Investigation

Experimental  
inquiry



# What might you see if the teacher is intentionally using generating and testing hypotheses?

- High-level applications of learned concepts
- Students using knowledge in “real-world” contexts
- Students overheard saying, “Let’s try this”
- Students brainstorming and/or troubleshooting
- Others?



# Practicing Classroom Walkthroughs



If your handheld device is not working yet, you can record a walkthrough at: <https://mxweb.media-x.com/home/mcREL>



# Walkthrough Practice #2



- **What strategies did you see?**
- **What level of rigor (Bloom's) matches the strategies?**
- **What was the context of the lesson?**
- **What kind of technologies were used?**
- **What are the indicators of learning?**



# Technology and Indicators of Learning

## Teacher Directed Technology (Choose ALL that apply)

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> None                                 | <input type="checkbox"/> Diagnostic/ Prescriptive System | <input type="checkbox"/> Multimedia Creation      |
| <input type="checkbox"/> Brainstorming/ Idea Mapping Software | <input type="checkbox"/> Display Tool                    | <input type="checkbox"/> Non-Educational Use      |
| <input type="checkbox"/> Calculator                           | <input type="checkbox"/> Instructional Interactive       | <input type="checkbox"/> Student Response Systems |
| <input type="checkbox"/> Communication/ Collaboration Tool    | <input type="checkbox"/> Instructional Media             | <input type="checkbox"/> Word Processing          |
| <input type="checkbox"/> Data Collection/ Analysis Tool       | <input type="checkbox"/> Interactive Whiteboard          |   |
| <input type="checkbox"/> Database and Reference               | <input type="checkbox"/> Kinesthetic Technology          |   |

## Student Centered Technology (Choose ALL that apply)

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> None                                 | <input type="checkbox"/> Diagnostic/ Prescriptive System | <input type="checkbox"/> Multimedia Creation      |
| <input type="checkbox"/> Brainstorming/ Idea Mapping Software | <input type="checkbox"/> Display Tool                    | <input type="checkbox"/> Non-Educational Use      |
| <input type="checkbox"/> Calculator                           | <input type="checkbox"/> Instructional Interactive       | <input type="checkbox"/> Student Response Systems |
| <input type="checkbox"/> Communication/ Collaboration Tool    | <input type="checkbox"/> Instructional Media             | <input type="checkbox"/> Word Processing          |
| <input type="checkbox"/> Data Collection/ Analysis Tool       | <input type="checkbox"/> Interactive Whiteboard          |   |
| <input type="checkbox"/> Database and Reference               | <input type="checkbox"/> Kinesthetic Technology          |   |

## Indicators of Learning (Choose ALL that apply)

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Experimenting                              | <input type="checkbox"/> Silent Reading (little evidence) | <input type="checkbox"/> Student Worksheet                          |
| <input type="checkbox"/> Formative Assessment (Informal Assessment) | <input type="checkbox"/> Simulating/ Modeling             | <input type="checkbox"/> Student Writing                            |
| <input type="checkbox"/> Guided Reading                             | <input type="checkbox"/> Student Demonstrating            | <input type="checkbox"/> Student-Teacher Interview                  |
| <input type="checkbox"/> Learning Game                              | <input type="checkbox"/> Student Discussion               | <input type="checkbox"/> Summative Assessment (Formal Assessment)   |
| <input type="checkbox"/> Oral Reading                               | <input type="checkbox"/> Student Drawing                  | <input type="checkbox"/> Teacher Directed Lecture (little evidence) |
| <input type="checkbox"/> Peer Teaching                              | <input type="checkbox"/> Student Graphic Organizing       | <input type="checkbox"/> Teacher Directed Question/ Answer          |
| <input type="checkbox"/> Practicing                                 | <input type="checkbox"/> Student Performing/ Presenting   |   |
|   | <input type="checkbox"/> Student Planning                 |   |
|   | <input type="checkbox"/> Student Tutoring                 |   |





# Walkthrough Practice #3



- **What strategies did you see?**
- **What level of rigor (Bloom's) matches the strategies?**
- **What was the context of the lesson?**
- **What kind of technologies were used?**
- **What are the indicators of learning?**

# Questions & Next Steps

**Are there any questions about PWTs?**

**What are the next steps for...**  
**the district?**  
**school buildings?**  
**individual teachers?**

# Welcome!

# PowerED Walkthrough

# Workshop

McREL International  
Chris Moddelmog

Smoky Hill ESC

**POWER**  
*WALKTHROUGH*<sup>®</sup>

Over 750,000 walkthroughs have been performed using  
McREL's Power Walkthrough software



**@McREL\_PWT**

**@McREL**

**[www.mcrel.org](http://www.mcrel.org)**



# Agenda, Day 2

Practice walkthroughs in a school



Lunch



Upload data



Create reports



Planning for walkthroughs

<http://mcrelpwt.ning.com>

<http://mxweb.media-x.com/home/mcrel>

**Please download:**

- 1. PDF of the Participant's Manual**
- 2. App on your device**

Power Walkthrough® User's Guide

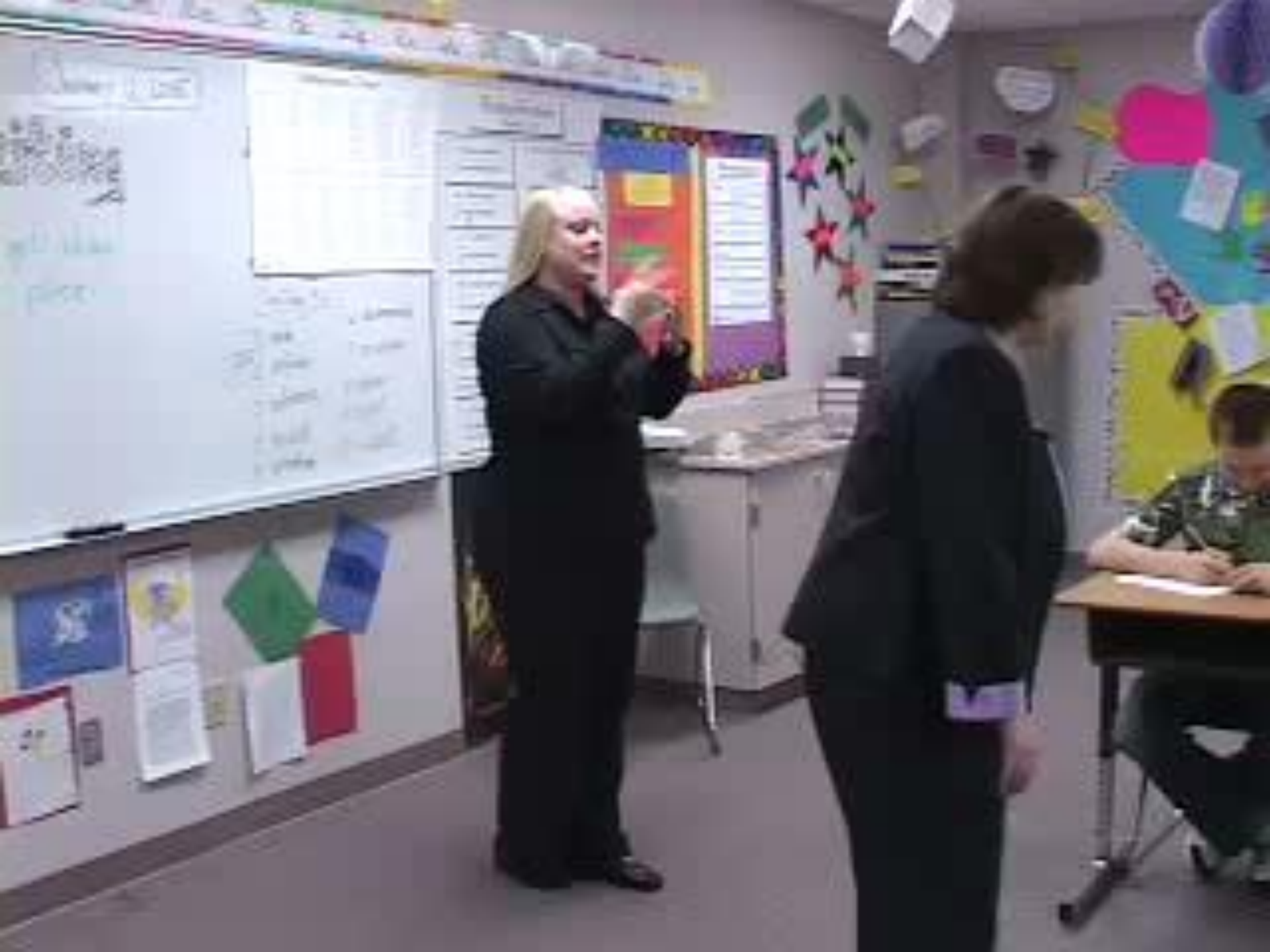




# Debriefing Day 1

- What is your comfort level with the instructional strategies?
- How do you think your teachers will feel about Power Walkthroughs?
- Is your technology ready to go? (Did you accept the user's agreement?)





# Field Trip! – Live Walkthrough Practice in Classrooms 2



# Doing a walkthrough



# Logistics

- **We will delete these walkthroughs at the end of the workshop. (*Please do not do so until instructed.*)**
- Walkthrough recording methods  
(be sensitive to the teacher)
- Be respectful and unobtrusive as possible, but move about and take it all in
- Spend no more than five minutes per room
- Discuss observations with your group in the hallway

# What You Will Need

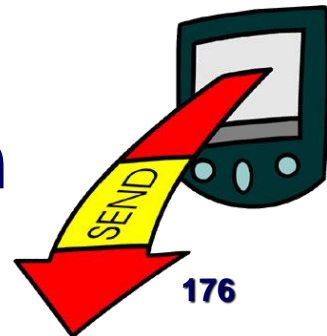
- **Directions (if needed)**
- **Walkthrough Device**
- **Debriefing Form**
- **Paper Copy of Template**
- **Participant Manual**





# Conducting a Walkthrough

1. **Closely observe the learning for 3-5 min**
2. **Focus on the learning (teacher-directed and/or student-centered)**
3. **Conduct an interview of a random student to record data about learning objectives (what? and why?)**
4. **Complete most of data recording after you leave the room**
5. **Be sure to upload the walkthrough**



# Live Practice Power

## Walkthroughs Debriefing 1

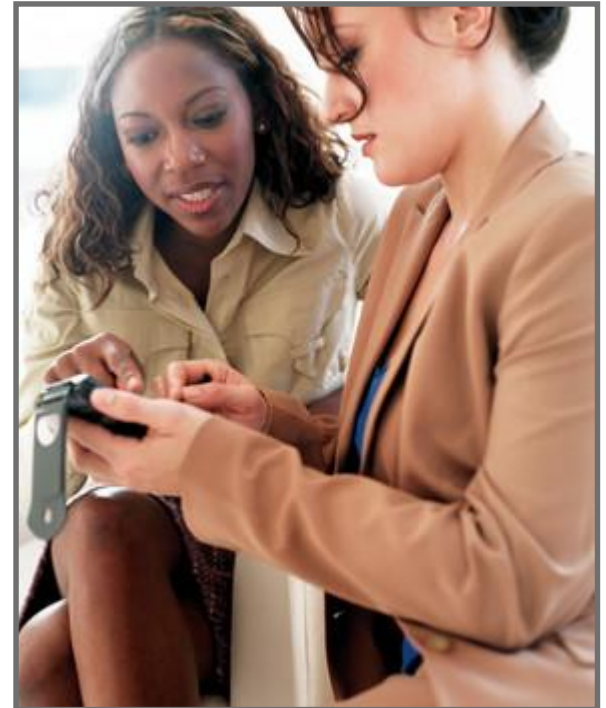
- **Did anything surprise you?**
- **How much practice will you need to become accurate and efficient?**
- **Who can you practice with?**
- **How many of these can you do each week?**
- **What are your biggest concerns?**



# Live Practice Power

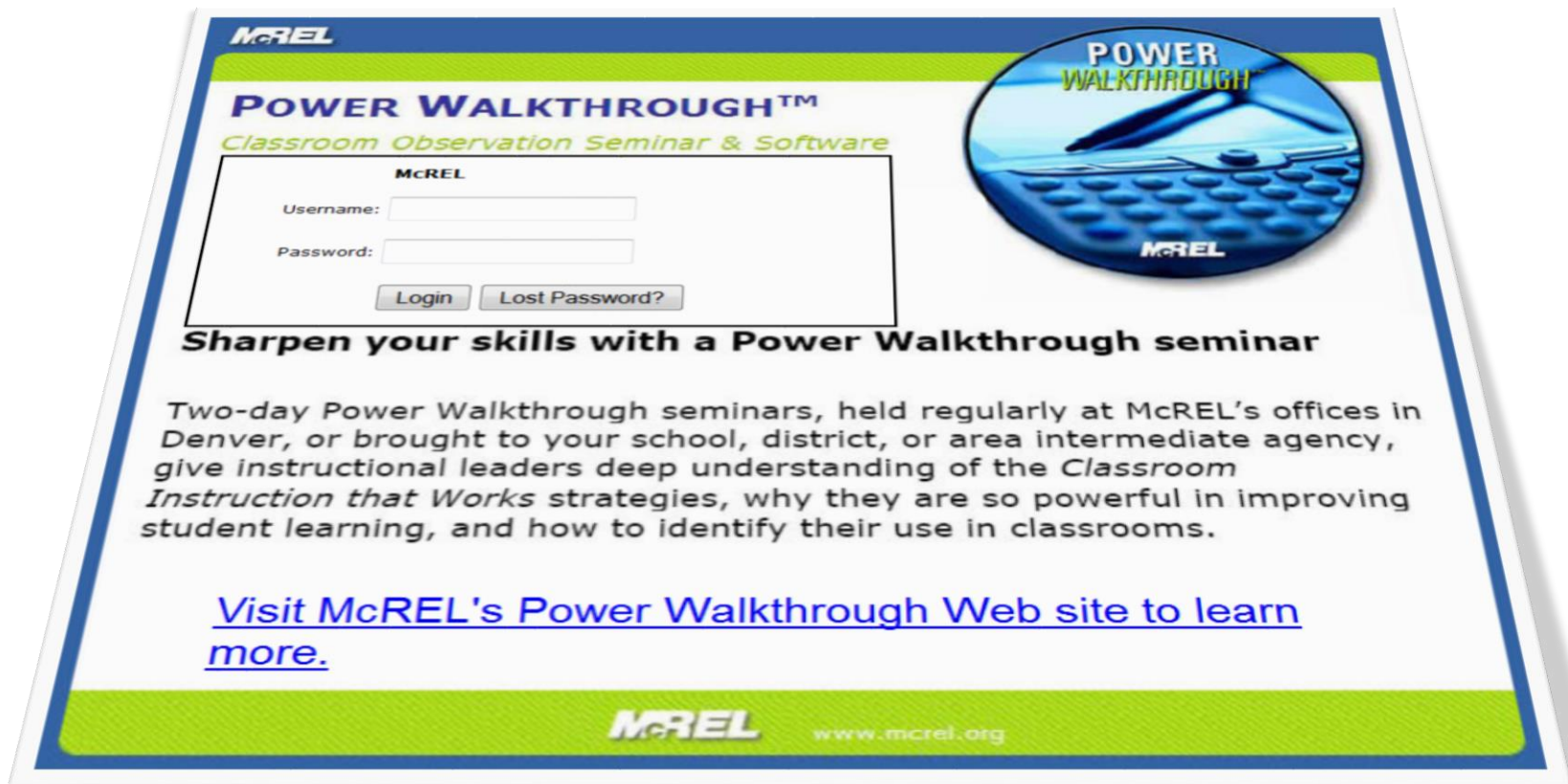
## Walkthroughs Debriefing 2

- **How long will it take for you to feel that the data you are collecting is reliable?**
- **Which strategies are the most difficult to observe accurately?**
- **What do you need to do next to become more knowledgeable about the observation elements?**



# Website Tour

<http://mxweb.media-x.com/home/mcrel>  
(general settings, editing, creating reports, and etc.)



The screenshot shows the McREL website interface for the Power Walkthrough seminar. At the top left is the McREL logo. The main heading is "POWER WALKTHROUGH™" with the subtitle "Classroom Observation Seminar & Software". On the right is a circular graphic with a blue keyboard and a pen, labeled "POWER WALKTHROUGH" and "McREL". Below the heading is a login form with fields for "Username:" and "Password:", and buttons for "Login" and "Lost Password?". Below the form is a section titled "Sharpen your skills with a Power Walkthrough seminar" followed by a paragraph describing the seminar. At the bottom is a link: "Visit McREL's Power Walkthrough Web site to learn more." The footer contains the McREL logo and the website address "www.mcrel.org".

**McREL**

**POWER WALKTHROUGH™**  
*Classroom Observation Seminar & Software*

McREL

Username:

Password:

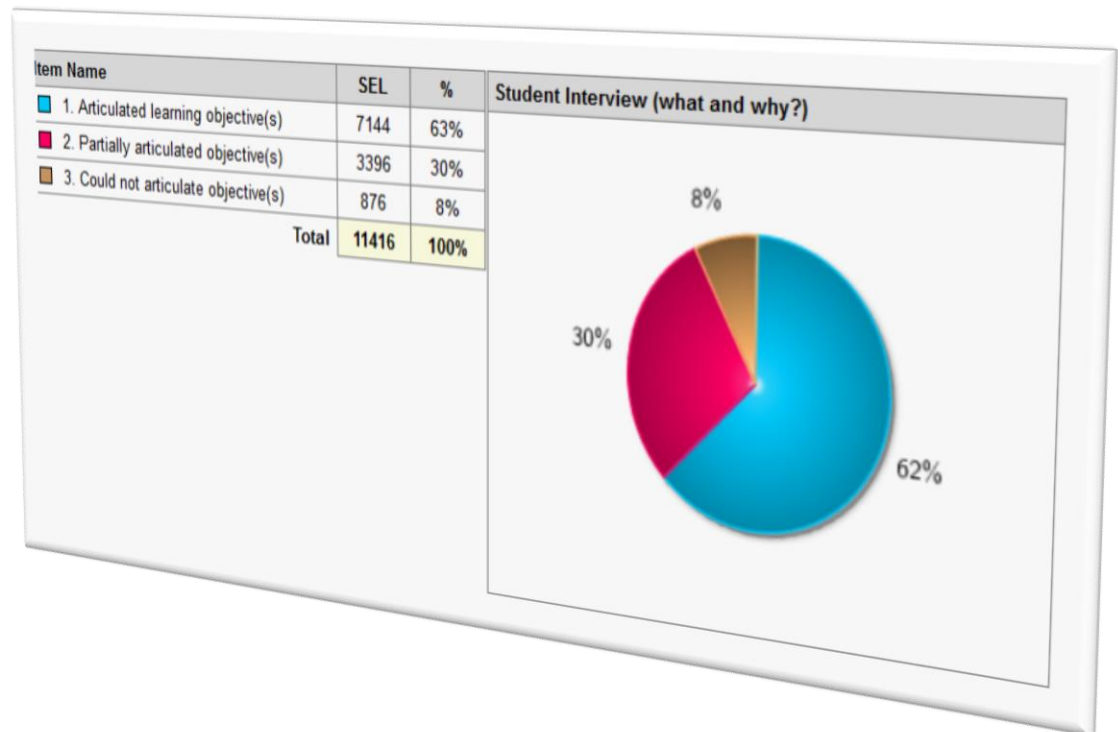
**Sharpen your skills with a Power Walkthrough seminar**

*Two-day Power Walkthrough seminars, held regularly at McREL's offices in Denver, or brought to your school, district, or area intermediate agency, give instructional leaders deep understanding of the Classroom Instruction that Works strategies, why they are so powerful in improving student learning, and how to identify their use in classrooms.*

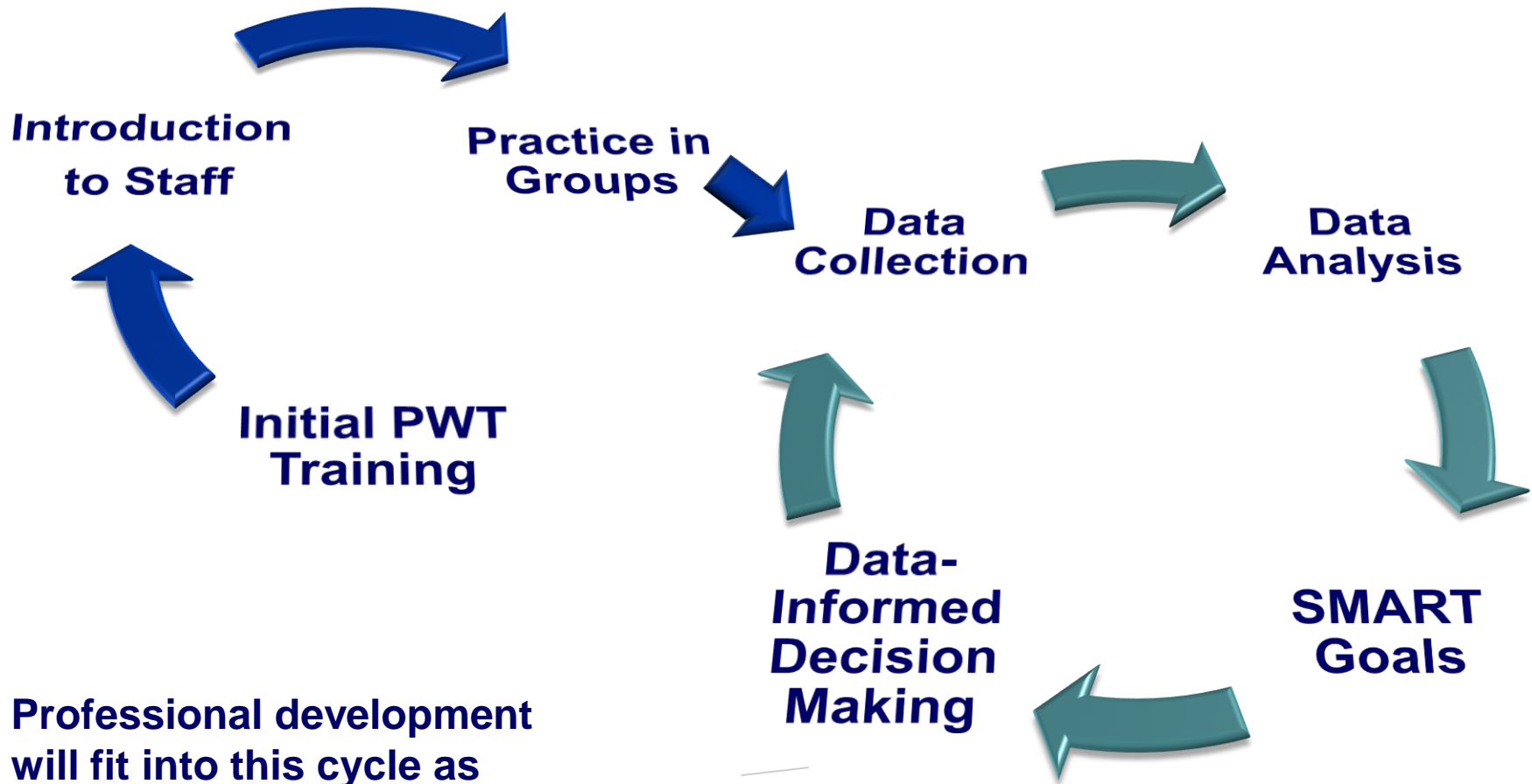
[Visit McREL's Power Walkthrough Web site to learn more.](#)

**McREL** [www.mcrel.org](http://www.mcrel.org)

# Implementation Planning and Instructional Mentoring



# The Overall Walkthrough Process



Professional development will fit into this cycle as school leaders see fit.



# Recommended Timeline

## First semester:

- **Introduce Power Walkthrough® to staff**
- **Administrators conduct practice walkthroughs in groups of 2-3**
- **At least 2-3/week per teacher**



# Recommended Timeline

## Middle of first semester

- Principals show a preview of how the data aggregates at a staff meeting
- Staff drafts building SMART goals based on current data and what they hope the data will look like at year end
  - Specific, Measurable, Attainable, Results-oriented, & Time-bound
- Staff develops action plans



# Recommended Timeline

## Beginning of Second Semester

- Principals share school-wide, grade-level, and/or content area team data with staff
- Teams develop SMART goals and team action plans
- Optional conference call with McREL to learn about template customization options (2-3 selected from the district)



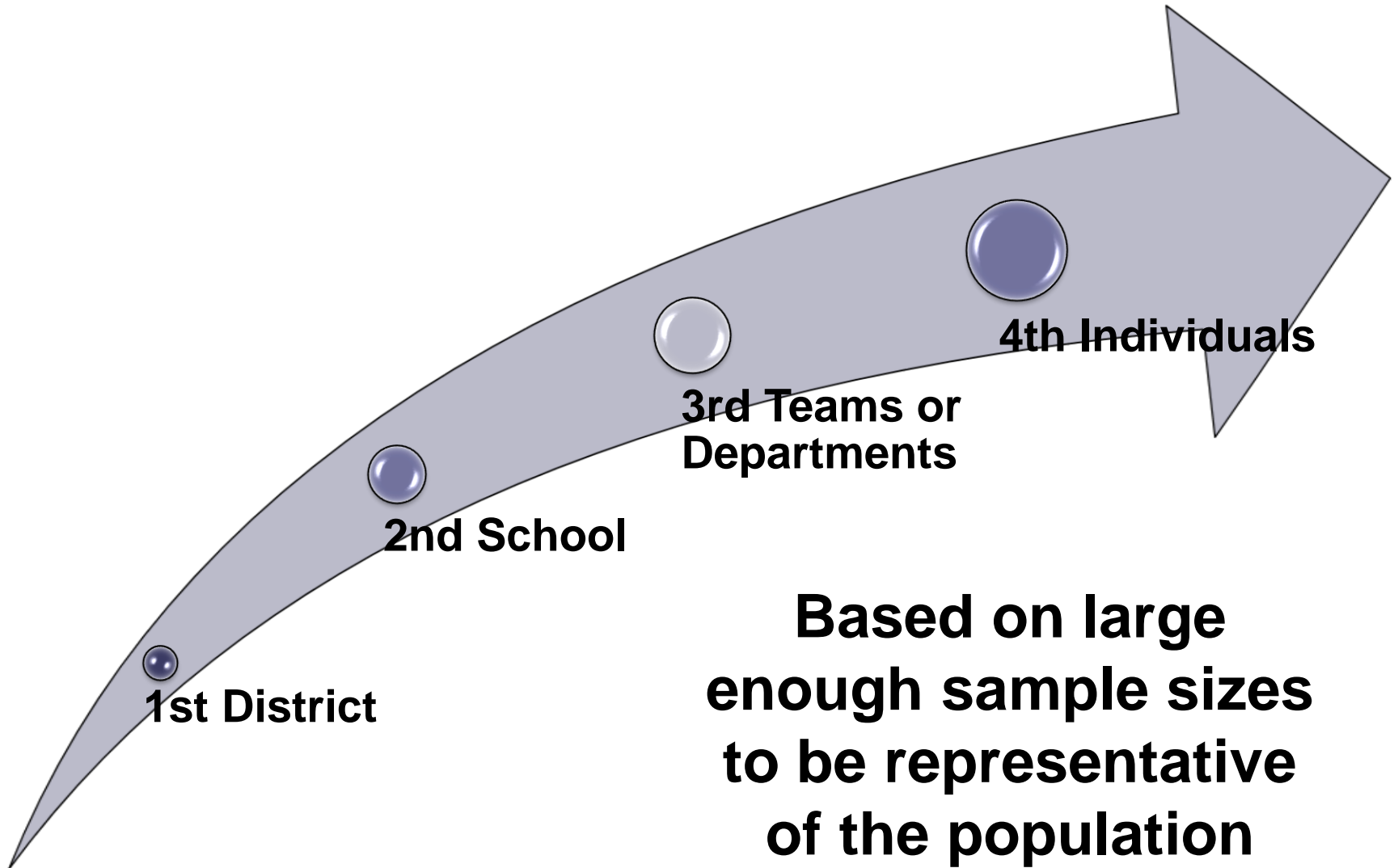
# Recommended Timeline

## End of Second Semester:

- **Data analysis in teams looking at school-wide, team, and other data with large enough sample sizes**
- **Teams continue with the SMART goals/action planning process for next year**
- **District/schools use data and SMART goals to make PD plans**



# Sharing the Data



# Setting Power Walkthrough Data Goals for Schools and the District

(integrated into school improvement plans)

Creating **S.M.A.R.T.** Goals

Specific  
Measurable  
Attainable / Actionable  
Results-Oriented / Relevant  
Time bound

**Example – We will increase the percentage of student-centered use of technology from 24% to 30% by our next data analysis a year from now as measured by the Power Walkthrough data.**



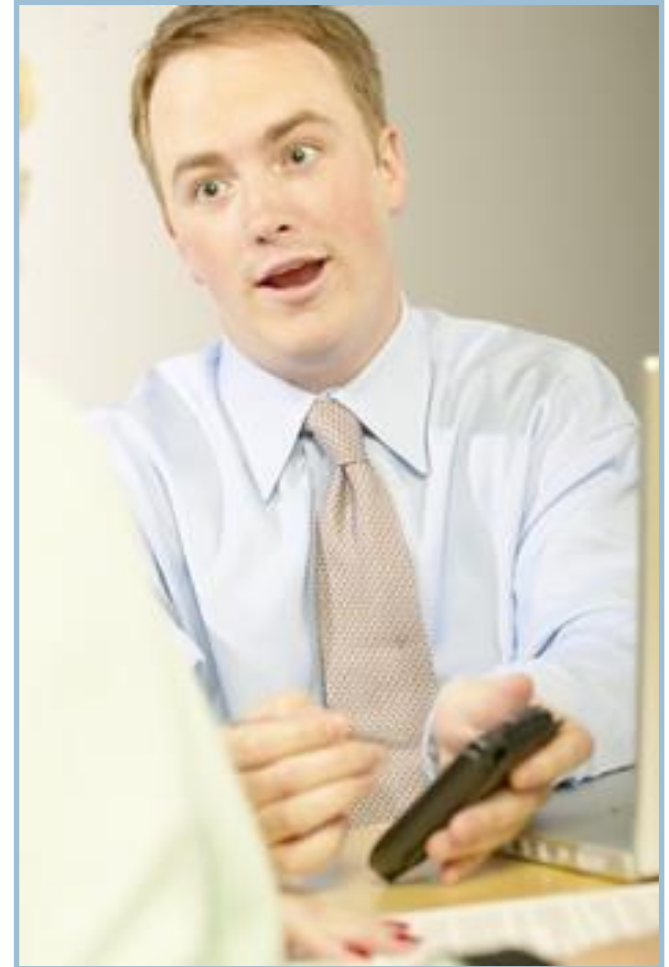
# Data Conversation

- **Collect a large sample representing many teachers before sharing school or team data**
- **Analyze the data prior to the conversation**
- **Let the staff determine for themselves what the data patterns mean under your guidance**
- **Pose reflective questions**
  - Informally
  - In teams



# Suggestions for Reflective Conversations

- **If having a one-on-one conversation, do not conduct it in the principal's office**
- **Grade level or team meeting**
- **Written or email communication upon request**



# Reflective Questioning

**Craft reflective questions:**

- **to stimulate reflection and extend comprehension**
- **to challenge teachers' thinking by inviting them to interpret, infer, summarize, form conclusions, and evaluate selections**
- **to extend personal responses by considering the views of others**

# Reflective Questions

- **“Let’s look at the data on the instructional strategies you used compared with Bloom’s Taxonomy. What does this say?”**
- **“What do you think is a reasonable target for student articulation of learning objectives?”**
- **“Do you see any link between the data on technology and any other observed data?”**
- **“As department chair, what is your interpretation of the data on context (environment for learning) for your team?”**

# Policy Conversation

As a district or school team, discuss the these crucial questions:

1. How will you ensure that Power Walkthrough observations are seen as an aide to better instruction as opposed to a tool to punish teachers?
2. When and how will you introduce the teachers to the Power Walkthrough Observation Program?
3. What will you do to immediately address extreme cases of improper pedagogical technique?



# Professional Development Options

**Proactively develop a PD plan aligned with PWT.**

## **Suggestions:**

- **Provide long-term professional development (PD) in *Classroom Instruction that Works* strategies and educational technology integration**
- **Book studies in CITW, UTCITW, and SLTW**
- **Use exemplar teachers to demonstrate to others**
- **Use data to monitor past PD and guide future PD**
- **Tie data and PD to the school improvement process**
- **Create communities of continual professional learning and improvement (PLCs)**

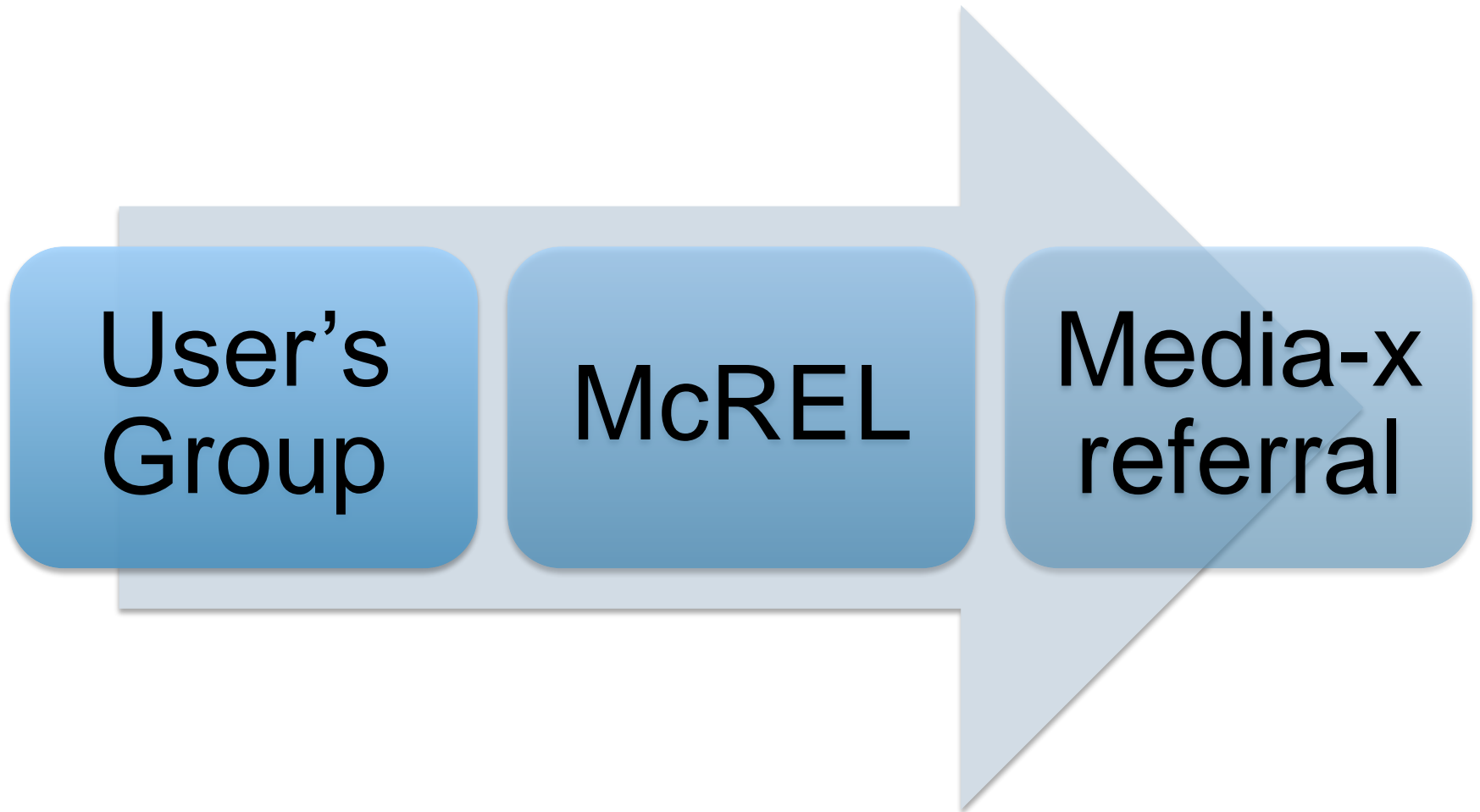


# Annual Data Analysis

At the end of the school year, analyze the data to find patterns, set goals, and begin next year's school improvement process.

- Is the sample size large enough? Was the data collected accurately?
- Use multiple data compilation methods.
- Correlate other data sources to PWT Data.
- Compare PWT data to national averages, previous years, and between the district and schools.
- Create new, and revise old SMART Goals (integrated into school improvement plans).
- Professional Development – Do any leaders need training? Do teachers need specific PD?
- Continue analysis year to year.

# Three Levels of Technical Support



# McREL Power Walkthrough

Users' group for McREL Power Walkthrough®

[Home Page](#) [Training Materials](#) [International PWT Data](#) [Articles and Blogs](#) [Videos](#) [News and Notes](#)

Welcome to McREL Power Walkthrough, Chris Modellmog!  
Here are a few things you can do right now...



[Invite Friends](#)



[Add Profile Photo](#)



[Add Content](#)

**Chris Modellmog**

[Sign Out](#)

[Inbox](#)

[Alerts](#)

[Friends – Invite](#)

[Settings](#)

**Customer Support**

E-mail or call Harris School Solutions for customer support.

e-mail:

[support@harriscomputer.com](mailto:support@harriscomputer.com)

1.888.722.9990



Email or call McREL for content questions.

Lisa Maxfield

303.632.5561

[lmaxfield@mcrel.org](mailto:lmaxfield@mcrel.org)

[@leemaxfield29](#) (Twitter)

**Events**

**Links**

[Power Walkthrough Login Page](#)



Webpage:

<http://www.media-x.com/mcrel-power-walkthrough/>

**Notes**

[EmpowerED Suite](#)



Created by [Lisa Maxfield](#) Jul 11, 2016 at 12:13pm. Last updated by [Lisa Maxfield](#) Jul 11, 2016.

[McREL International Solution Sets](#)



## Level 1: Power Walkthrough® User's Group Website

Website Tour of: <http://mcrelpwt.ning.com/>

# Level 2: Contacting McREL

- As a next step, call or e-mail McREL for help. All Power Walkthrough communication concerning an import, new users, password reset, tech support, template questions, etc. should go through either Lisa Maxfield or Cheryl Mervich.

Lisa: [lmaxfield@mcrel.org](mailto:lmaxfield@mcrel.org) or 303.632.5561

Cheryl: [cmervich@mcrel.org](mailto:cmervich@mcrel.org) or 303.459.5098

# PWT Clean-up

- **Go to My Walkthroughs Only.**
- **Click the red X to delete practice PWTs.**
- **Others cannot delete PWTs.**
- **PWTs don't need to be deleted at the end of the year.**
- **Only deleted practice PWTs or those entered in error.**

# Workshop Evaluation

- **Go to home page of the Power Walkthrough Users Group and follow along with your facilitator to find the workshop evaluation**
- **Fill out the evaluation**

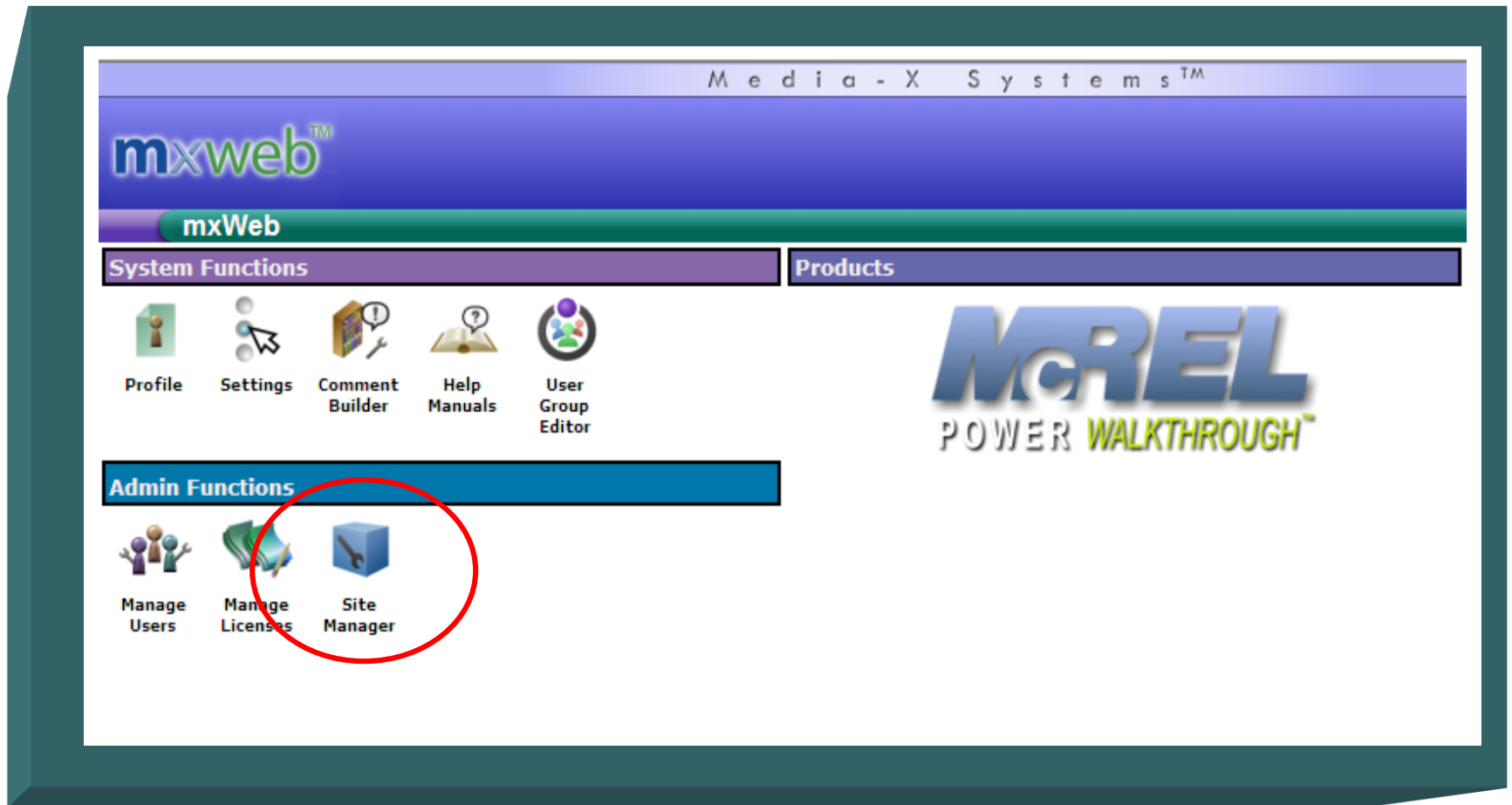
Thank you for all of your hard work during this workshop. I hope that you've learned something during our time together that will help you improve student engagement and achievement.



# How to Add Teachers and Staff to the Database

**<https://mxweb.media-x.com/home/mcrel>  
For selected leaders and staff with  
administrative level rights**

# From the mxweb™ home page, choose “Site Manager”



# Click on the + to show all district schools

mxweb™ Apply Site Permissions

mxWeb > Site Manager

## Site Manager

Site	Period	Grade	Subject
Member	Course & Class	Data Set	

Find site:  Search

- + Client Board
- + Excellent School District

No site selected:

# Choose your school

The screenshot displays the mxweb Site Manager interface. At the top left, the mxweb logo is visible, along with an 'Apply Site Permissions' button. The main navigation bar shows 'mxWeb > Site Manager'. The left sidebar, titled 'Site Manager', contains a tree view with the following items: Client Board, Excellent School District (expanded), Elementary School (highlighted in red), High School, and NPSD. Below the tree is a search box labeled 'Find site:' with a 'Search' button. The main content area is titled 'Elementary School: Current data' and features a toolbar with icons for 'New Site', 'Edit', 'Delete', 'Import', 'Move People', and 'Set Permission Defaults'. The data for the 'Elementary School' is displayed in a table-like format:

Type:	School
Size:	0 (0 available)
ID:	
Jurisdiction:	
Type:	
System ID:	8

On the right side of the data area, there are two sections for contact information:

- Contact Person**  
Name: [input field]
- phone: [input field]
- Contact Address**  
Name: [input field]
- ZZ [input field]
- ZZ [input field]

- Click on the “Member” tab
- If you already have some personnel entered, they will show up as Administrators or Teachers
- Click on the + signs to see their names

The screenshot displays the mxWeb Site Manager interface. At the top, there is a navigation bar with the mxWeb logo and an 'Apply Site Permissions' button. Below this, a green breadcrumb trail shows 'mxWeb > Site Manager'. The left-hand pane is titled 'Site Manager' and contains a table with columns for 'Site', 'Period', 'Grade', and 'Subject'. The 'Member' tab is selected and highlighted in red. Below the table, there are links for 'Create member' and 'View inactive members', and expandable sections for 'Administrator' and 'Teacher'. The main content area is titled 'Elementary School: Current data' and features a toolbar with icons for 'New Site', 'Edit', 'Delete', 'Import', 'Move People', and 'Set Permission Defaults'. Below the toolbar, the site details for 'Elementary School' are listed: Type: School, Size: 0 (0 available), ID: (blank), Jurisdiction: (blank), Type: (blank), and System ID: 8. On the right side, there are sections for 'Contact Person' and 'Contact Address', each with a 'Name' field and a 'ZZ' value.

# Choose “Create member”

The screenshot displays the MoveWeb Site Manager interface. At the top, there is a navigation bar with the MoveWeb logo and an 'Apply Site Permissions' button. Below this is a breadcrumb trail: 'Web > Site Manager'. The main content area is divided into two sections. On the left, the 'Site Manager' section contains a table with columns for 'Site', 'Period', 'Grade', and 'Subject'. Below the table are two links: 'Create member' (highlighted with a red arrow) and 'View inactive members'. Underneath these links are two expandable sections: 'Administrator' and 'Teacher'. The 'Administrator' section lists four users: ', Bryan', 'Frost, David', 'Hubbell, Elizabeth', and 'Pitler, Howard'. The 'Teacher' section lists four users: 'Demo, Teacher', 'Kirkwood, Jill', 'Teacher, Fake', and 'Thompson, Tom'. On the right, the 'Elementary School: Current data' section features a toolbar with icons for 'New Site', 'Edit', 'Delete', 'Import', 'Move People', and 'Set Permission Defaults'. Below the toolbar, the 'Elementary School' data is displayed in a key-value format: 'Type: School', 'Size: 0 (0 available)', 'ID:', 'Jurisdiction:', 'Type:', and 'System ID: 8'. To the right of this data are two sections: 'Contact Person' with a 'Name' field and 'phone:' label, and 'Contact Address' with a 'Name' field and 'ZZ' labels.



- Select Type (most likely this will be Teacher); add Email (optional), and First and Last Name
- Then choose “Save” at the top
- Choose “Create Member” to add another teacher

The screenshot displays the mxweb Site Manager interface. On the left, a tree view shows the site structure with 'Administrator' and 'Teacher' categories. The 'Teacher' category is expanded, listing members like 'Demo, Teacher', 'Kirkwood, Jill', 'Teacher, Fake', and 'Thompson, Tom'. The main area shows the 'Elementary School: Current data' page with a 'New Member' form. The form includes fields for 'Parent site', 'Type', 'User account', 'Primary ID', and 'Email'. A dropdown menu for 'Type' is open, showing options like 'Student', 'Teacher', 'Principal', and 'Administrator'. Below the form are 'Personal Information' fields for 'First name' and 'Last name'. At the top of the form, there are 'Cancel' and 'Save' buttons. A large red arrow points to the 'Save' button.