Welcome!
PowerED Walkthrough Workshop

McREL International

Facilitator: Chris Moddelmog

Smoky Hill ESC

@McREL_PWT
@McREL
www.mcrel.org

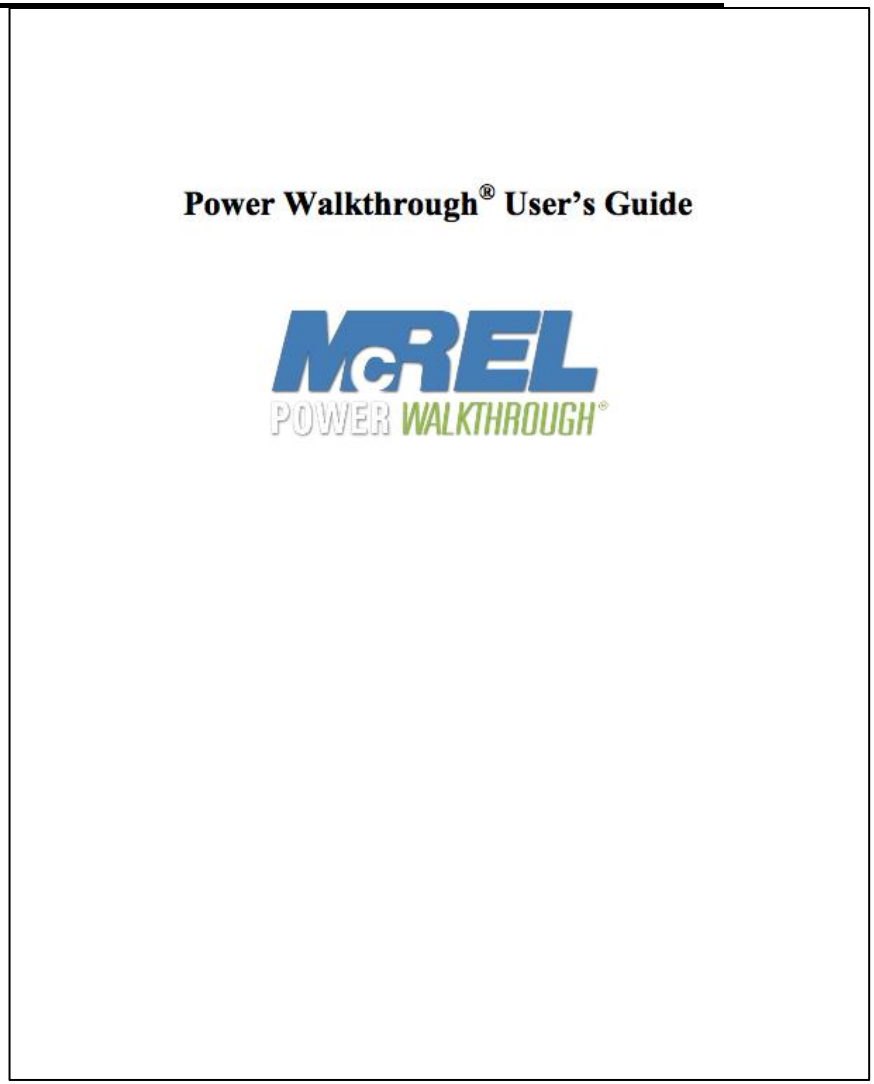
DistrictAdministration
TOP 100 PRODUCTS 2012

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



You may also want to download GoodNotes or GoodReader or another app for taking notes on the manual.

GoodNotes
(handwrite & highlight notes)
$5.99

GoodReader
(type & highlight your notes)
$4.99

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


McREL
4601 DTC BOULEVARD

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 two-day 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.

Agenda, Day 1

Research behind CITW strategies

Lunch

CITW strategies (con't)

Practice walkthroughs on video

Ticket out: ready to conduct a walkthrough on your device

Agenda, Day 2

Practice walkthroughs in a school

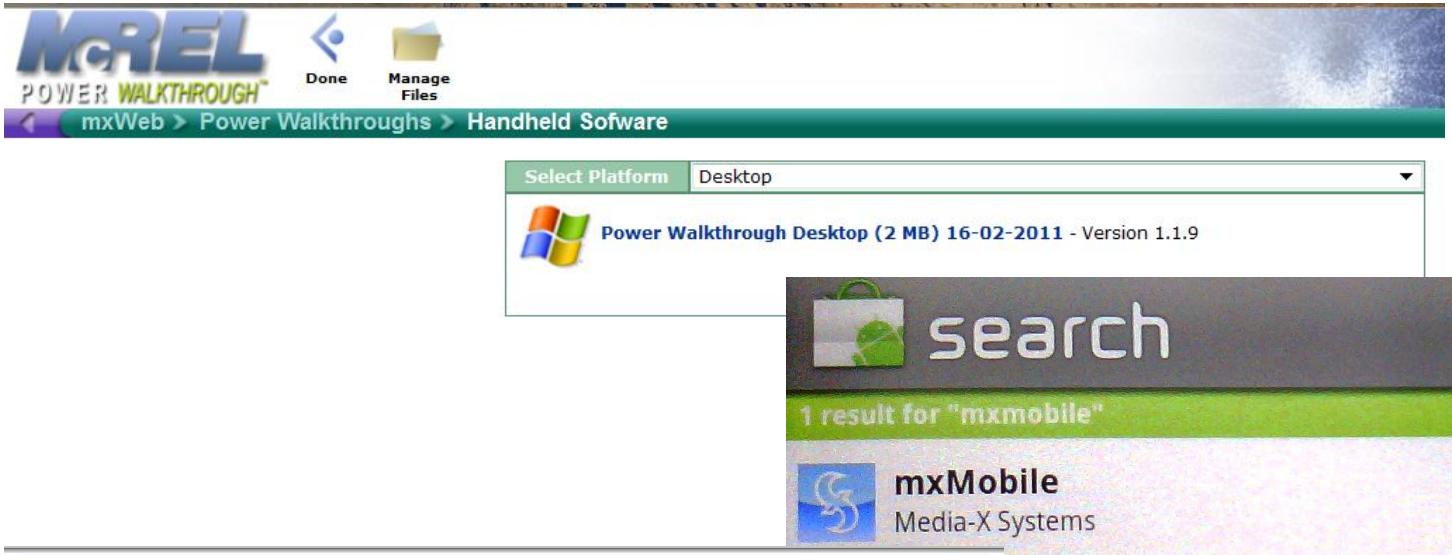
Lunch

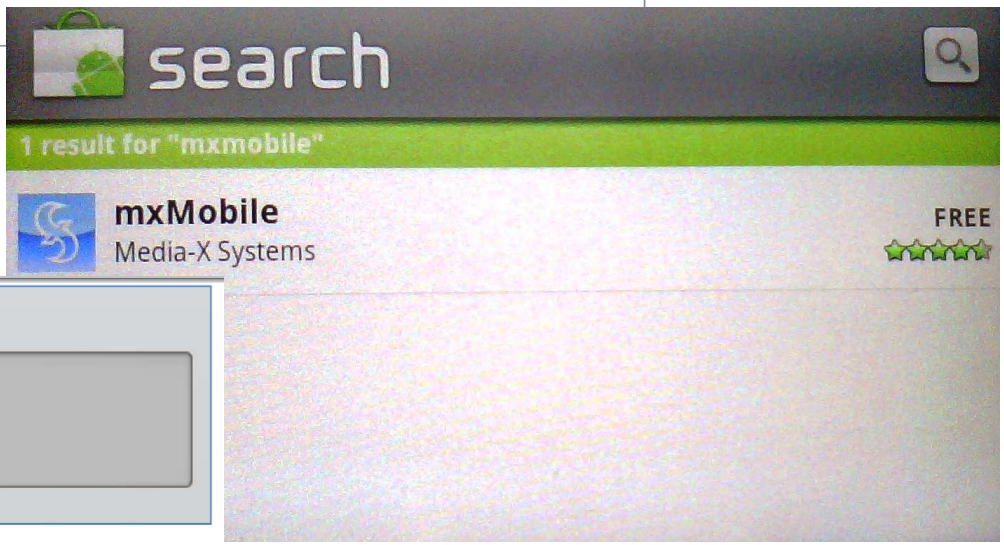
Upload data

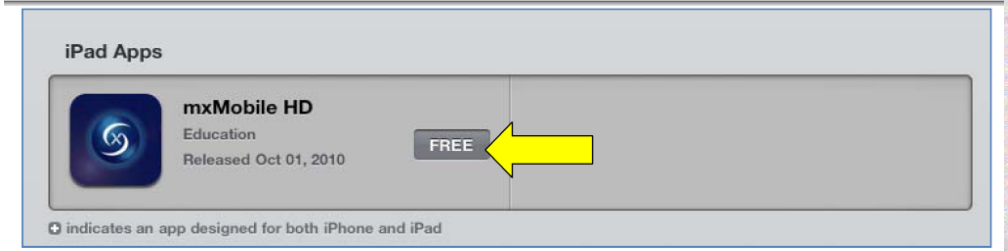
Create reports

Planning for walkthroughs

Software installed? User's agreement accepted? Template ready?

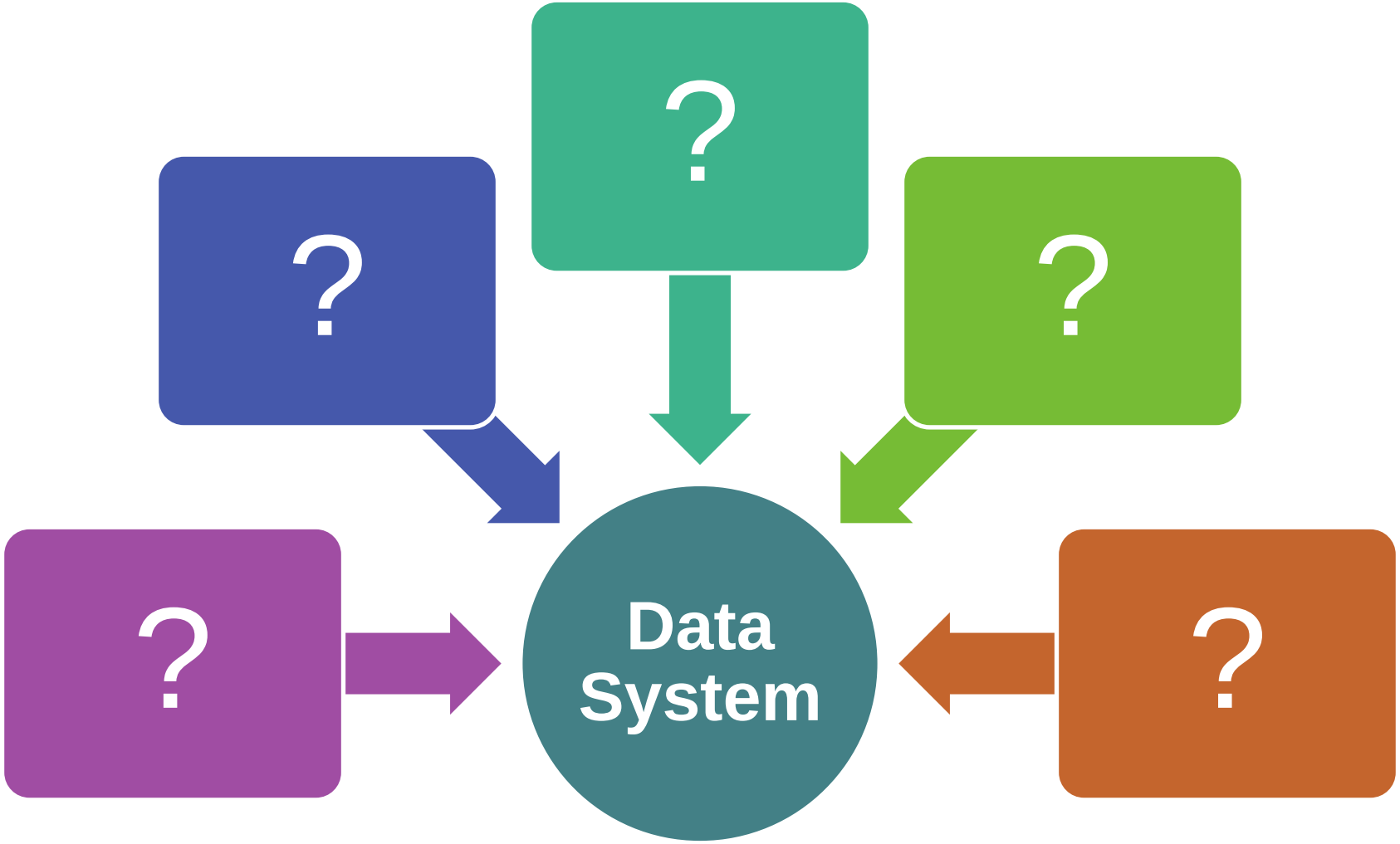






Click on **INSTALL APP**

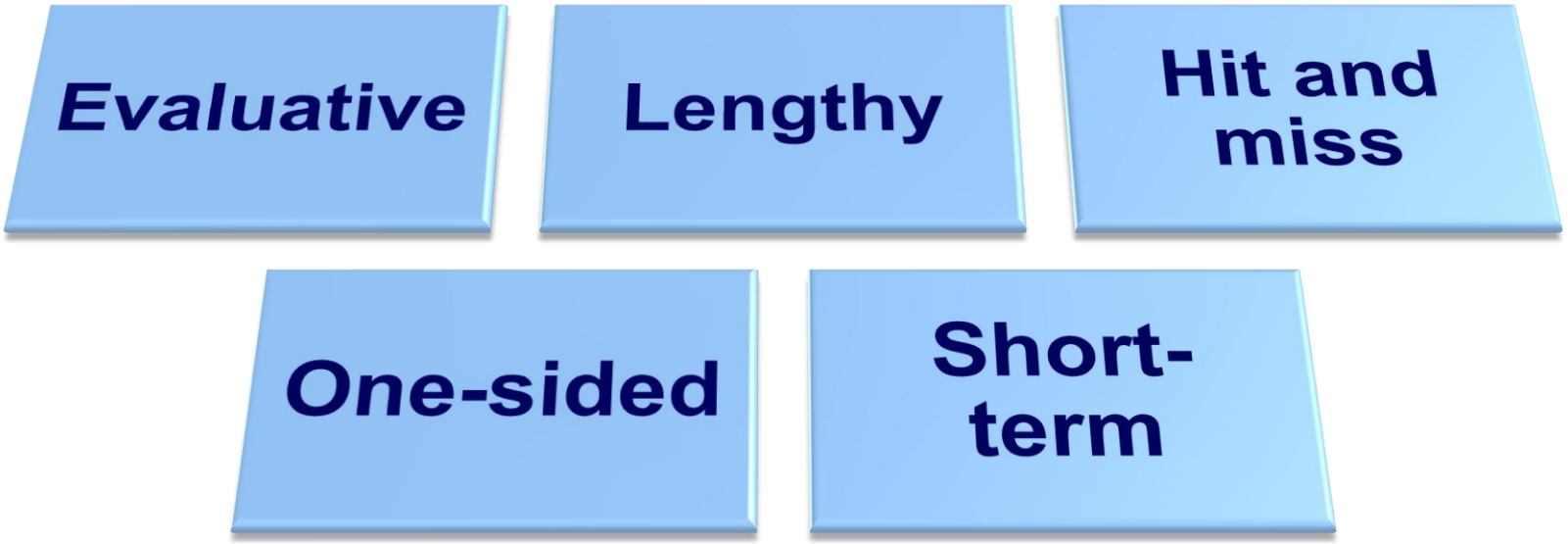
What would you want in a data system for instructional leadership?



Reducing variability
EQUALS
Increased student achievement

Purpose of Informal Observation

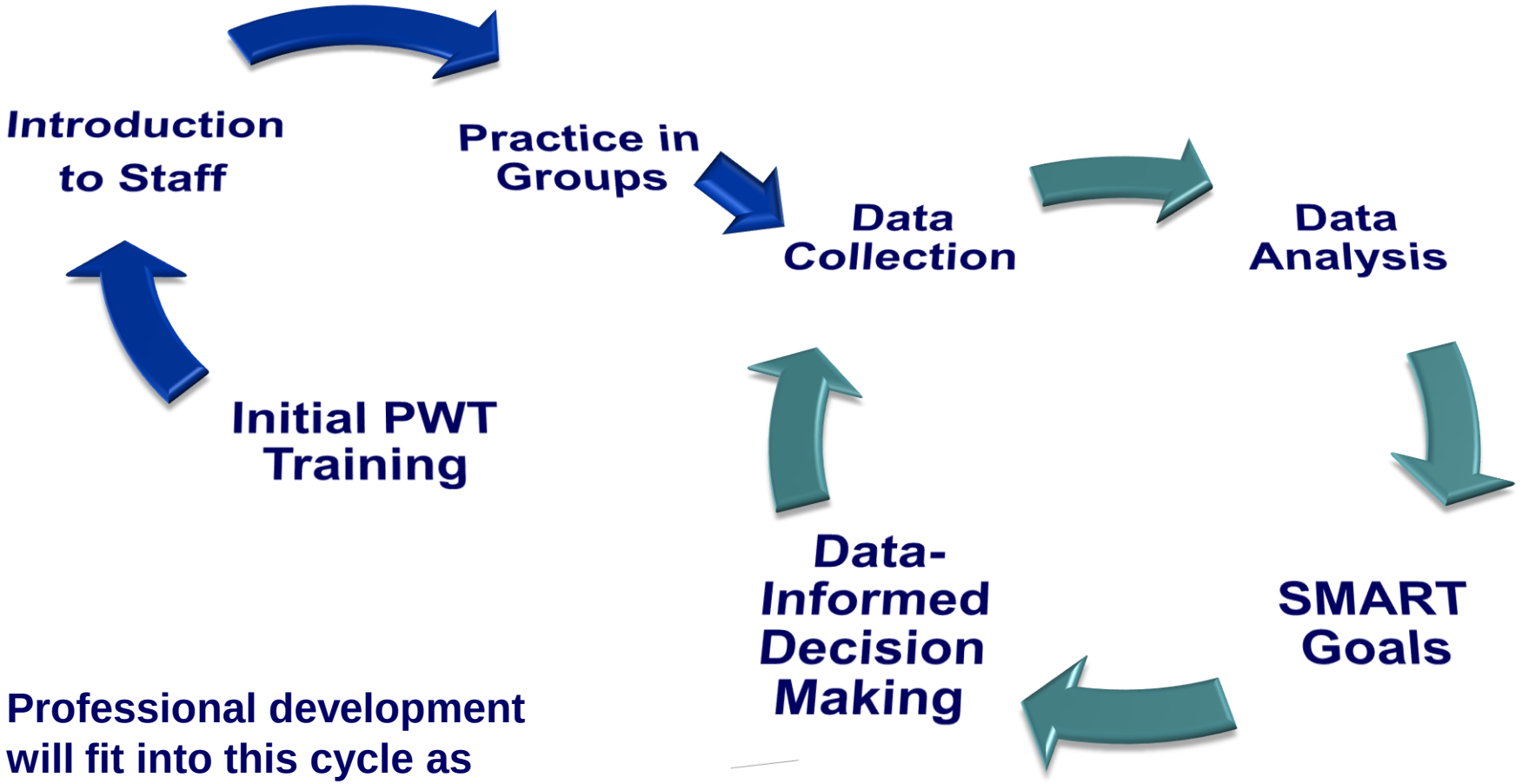
What an Informal Observation is *NOT*



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.

Observation Template

Walkthrough Name	Template
Walkthrough name	CITW - Webbs 2013
Category	**Subject**
Category name	*Teacher list*
Start Date	**End Date**
Tue Aug 13 2013 05:06 PM	*Tue Aug 13 2013 05:16 PM*
Grade	**Content**
• *Kindergarten* • *1st Grade* • *2nd Grade* • *3rd Grade* • *4th Grade* • *5th Grade* • *6th Grade* • *7th Grade* • *8th Grade* • *9th Grade* • *10th Grade* • *11th Grade* • *12th Grade* • *Mixed*	• *Language Arts* • *Math* • *Science* • *Social Studies* • *World Language* • *Art* • *Health / PE* • *Music* • *Special Education* • *Vocational Arts* • *Other*

CITW - Webbs 2013	
1. **Segment of Class**	• *Beginning (first 10 minutes)* • *Middle* • *End (last 10 minutes)*
2. **Creating the Environment (Choose ALL that apply)** • Setting Objectives • Providing Feedback • Effort and Recognition	*<Not applicable>* ☐ ☐ ☐
3. **Primary Instructional Strategy (teacher-intended main strategy): Choose one from the drop down. If checkboxes appear, check the specific strategy within the category.**	• *Environment Strategies Only* • *Advance Organizers (Developing Understanding)* • *Cues/Questions (Developing Understanding)* • *Nonlinguistic Representation (Developing Understanding)* • *Note Taking (Developing Understanding)* • *Providing Practice (Developing Understanding)* • *Summarizing (Developing Understanding)* • *Generating and*

Technology and Indicators of Learning

Teacher Directed Technology
Choose ALL that apply

- ☐ *None*
- ☐ *Brainstorming/Idea Mapping Software*
- ☐ *Graphing Calculator*
- ☐ *Student Response System*
- ☐ *Collaboration Application*
- ☐ *Communication Tool*
- ☐ *Data Collection Tool*
- ☐ *Diagnostic/Prescriptive System or Software*
- ☐ *Display Tool*
- ☐ *Interactive Whiteboard*
- ☐ *Educational Game*
- ☐ *Multimedia (showing)*
- ☐ *Multimedia (demonstrating)*
- ☐ *Spreadsheet/Database*
- ☐ *Virtual Manipulative or Simulation*
- ☐ *Web-based Research*
- ☐ *Word Processing*
- ☐ *Other (make note)*

Student Centered Technology
Choose ALL that apply

- ☐ *None*
- ☐ *Brainstorming/Idea Mapping Software*
- ☐ *Graphing Calculator*
- ☐ *Student Response System*
- ☐ *Collaboration Application*
- ☐ *Communication Tool*
- ☐ *Data Collection Tool*
- ☐ *Diagnostic/Prescriptive System or Software*
- ☐ *Display Tool*
- ☐ *Interactive Whiteboard*
- ☐ *Educational Game*
- ☐ *Multimedia (watching)*
- ☐ *Multimedia (creating)*
- ☐ *Spreadsheet/Database*
- ☐ *Virtual Manipulative or Simulation*
- ☐ *Web-based Research*
- ☐ *Word Processing*
- ☐ *Other (make note)*

Evidence of Learning
Choose ALL that apply

- ☐ *Assessment (summative or formative)*
- ☐ *Designing/Planning*
- ☐ *Dramatizing/Simulating/ Modeling*
- ☐ *Experimenting/Inventing*
- ☐ *Impromptu Student Interview/Demonstration*
- ☐ *Independent Practice*
- ☐ *Learning Game*
- ☐ *Oral Reading*
- ☐ *Peer Teaching/Tutoring*
- ☐ *Planned Student Performance/Presentation*
- ☐ *Student Discussion*
- ☐ *Student Drawing/Graphic Organizing*
- ☐ *Student Writing/Journaling*
- ☐ *Teacher Directed Question/Answer*
- ☐ *Worksheet*
- ☐ *Silent Reading (little evidence)*
- ☐ *Teacher Directed Lecture (little evidence)*
- ☐ *No Evidence*

The Differences Between the Observation Element Types

Classroom Environment Strategies

Primary Instructional Strategy

Secondary Instructional Strategy

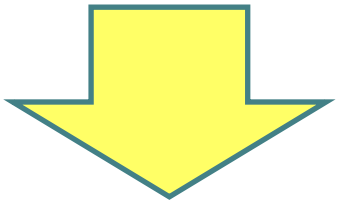
Connecting Bloom's Taxonomy

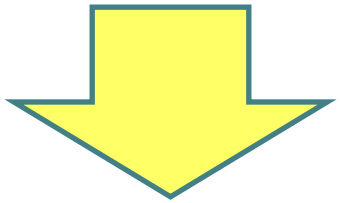
Creating the Environment for Learning

Setting Objectives and Providing Feedback

Reinforcing Effort and Providing Recognition

Cooperative Learning





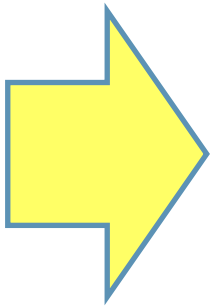
Developing Understanding

Cues, Questions, and Advance Organizers

Nonlinguistic Representation

Summarizing and Notetaking

Providing Practice

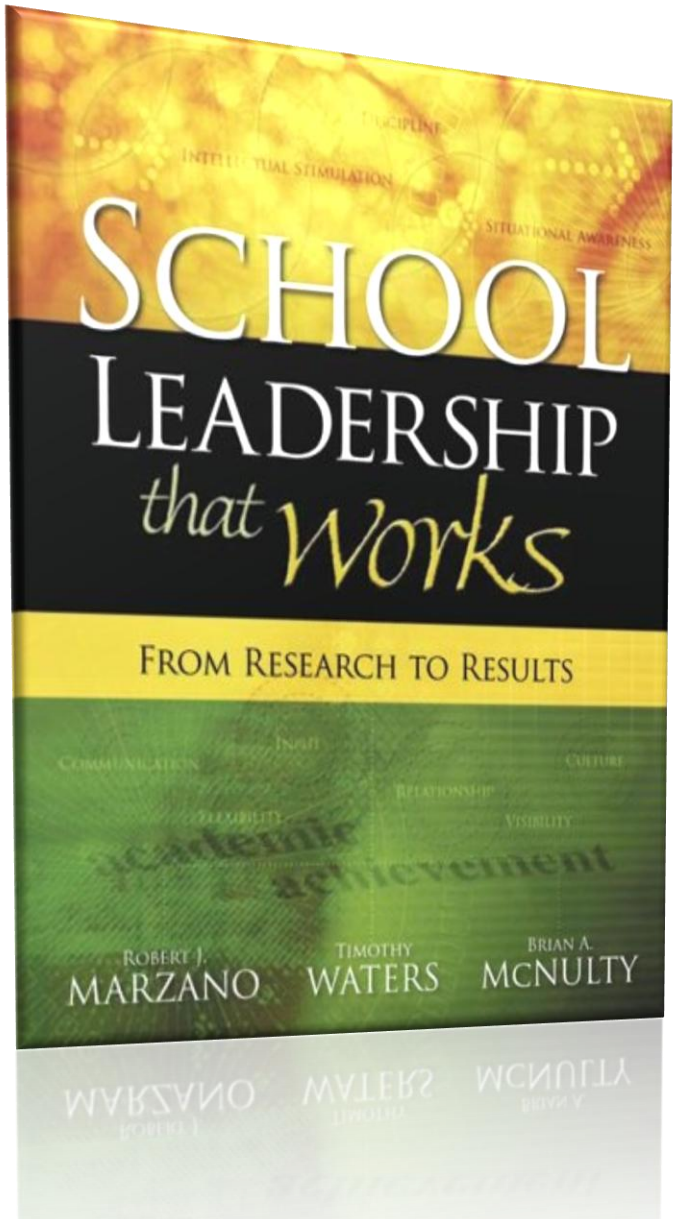


Extending & Applying Knowledge

Identifying Similarities and Differences

Generating and Testing Hypotheses

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

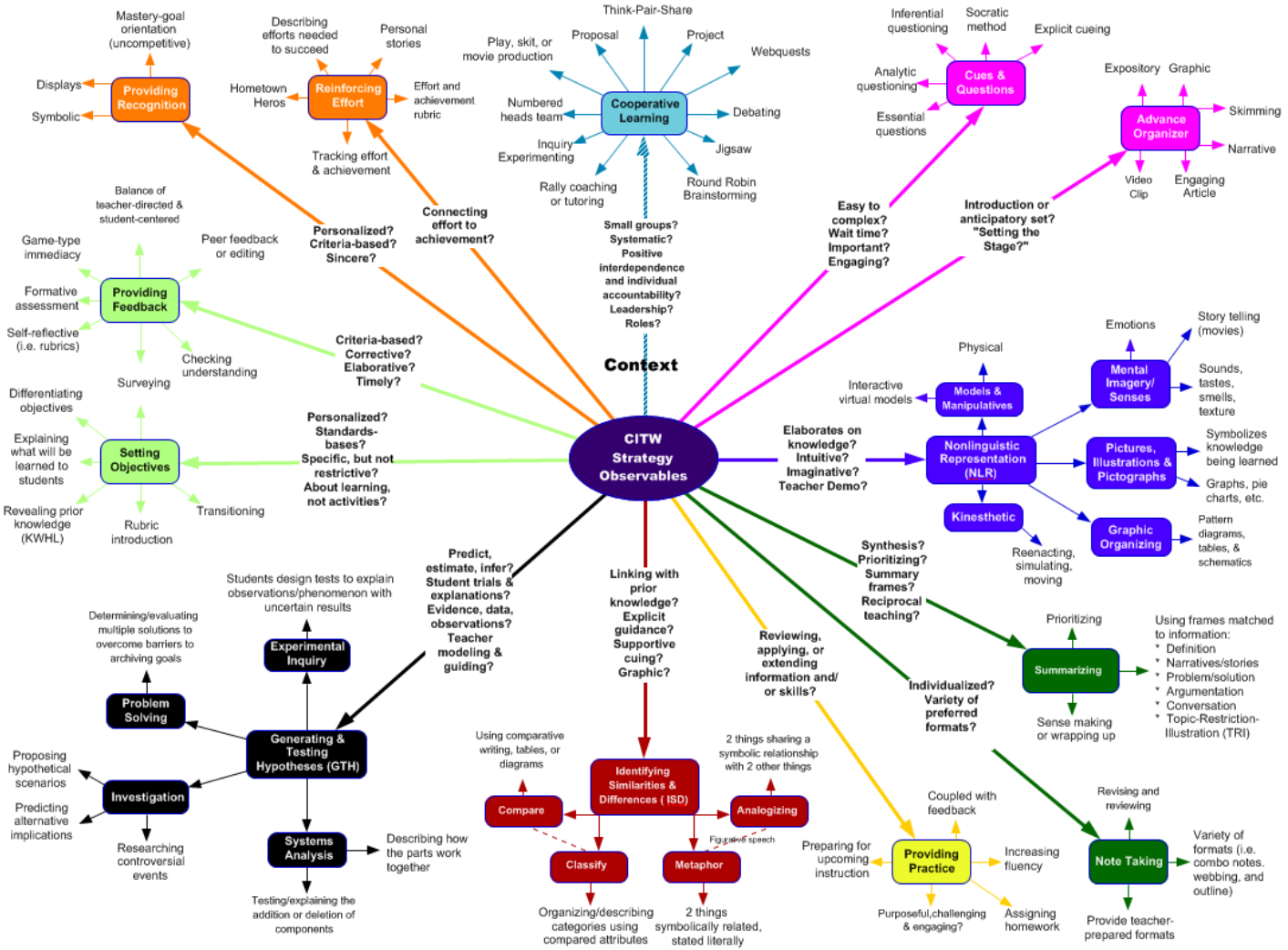
Primary Instructional Strategy

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

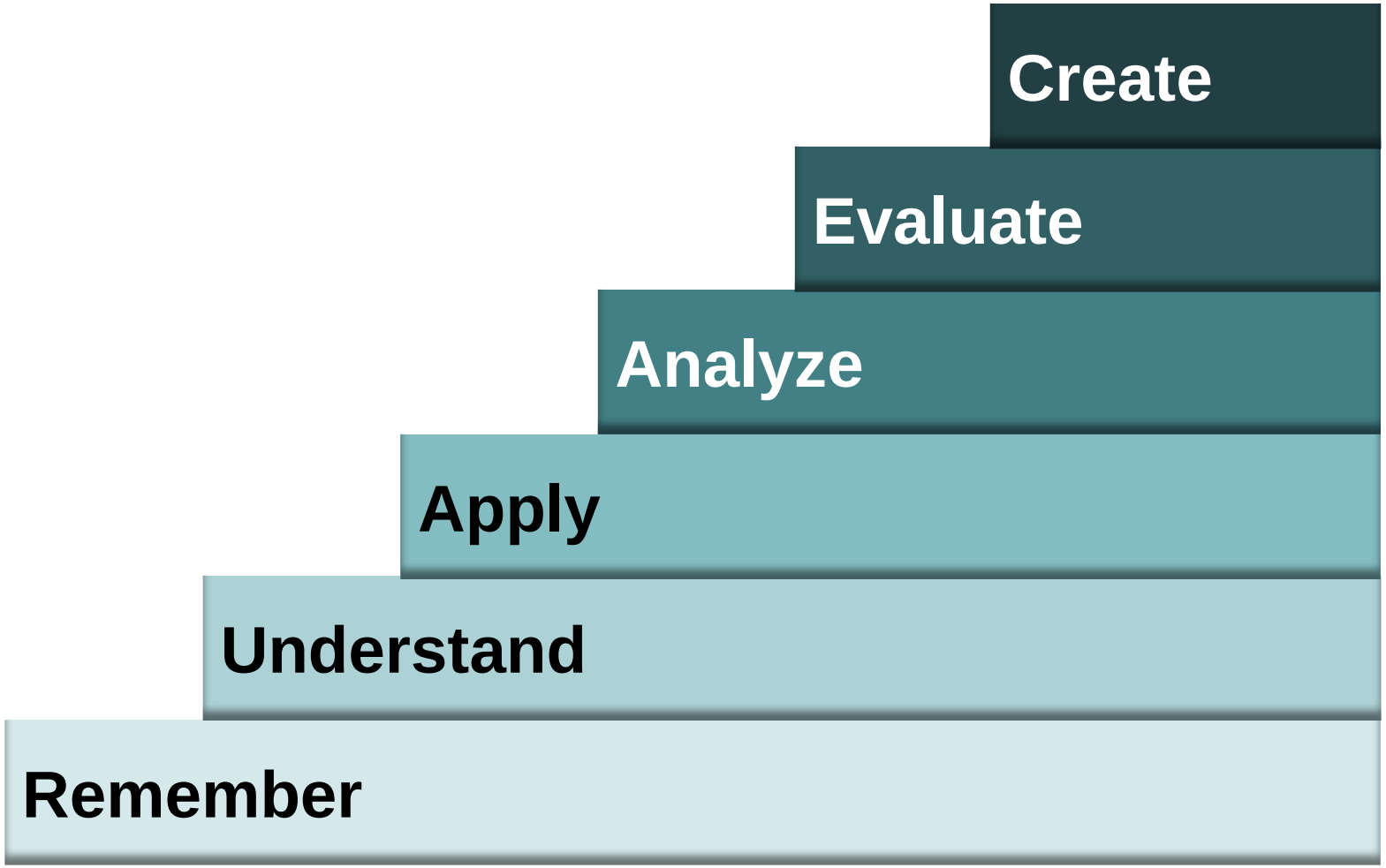
Secondary Instructional Strategy

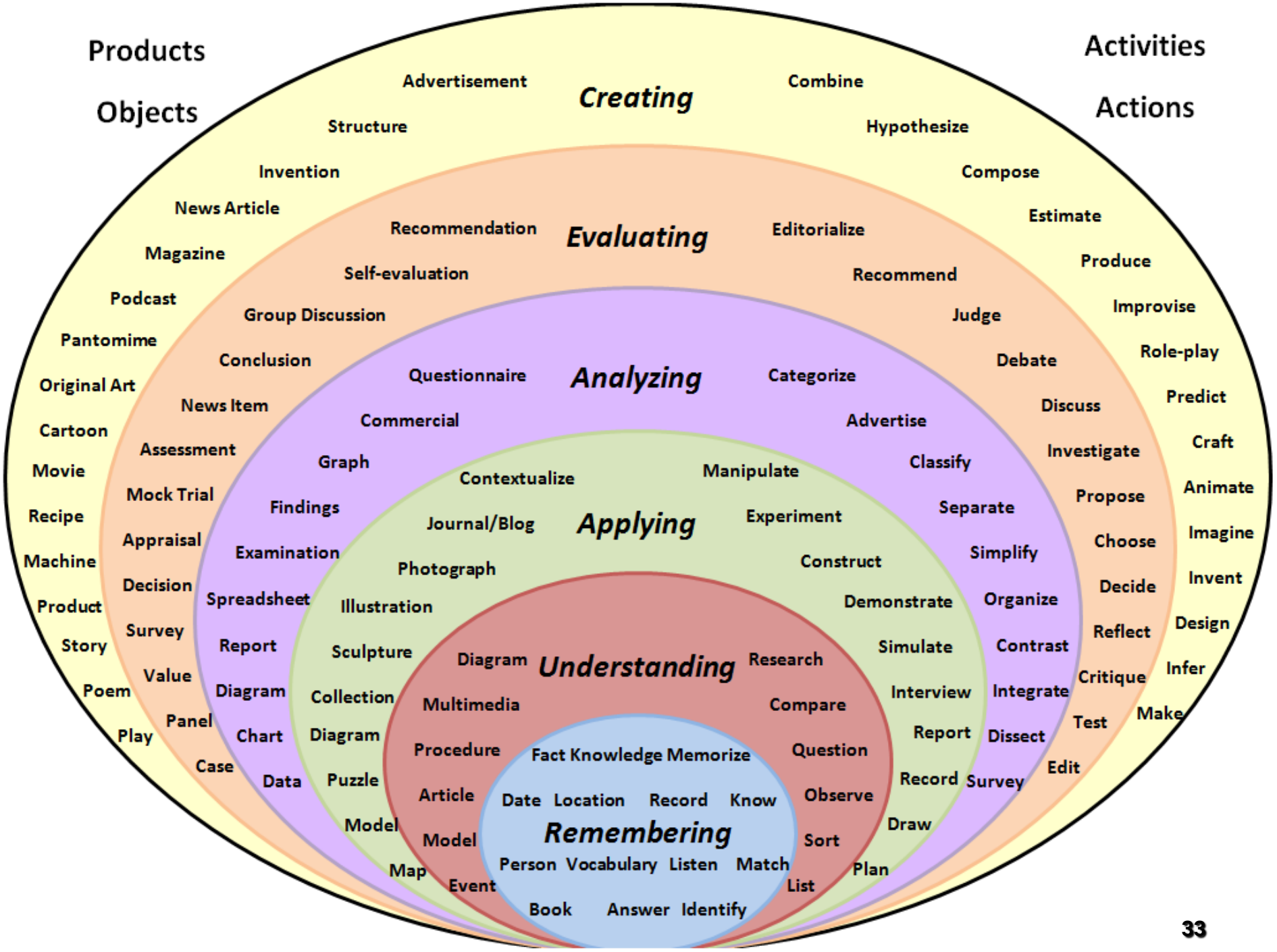
- The strongest supporting strategy of the primary
- Real-time evidence of adequate pedagogy required
- Usually 1 of 3 strategies occurring simultaneously
- Often NLR, C&Q, P, or PF

Classroom Observables of CITW Strategies and Nested Bloom's Taxonomy



Connecting Bloom's Taxonomy

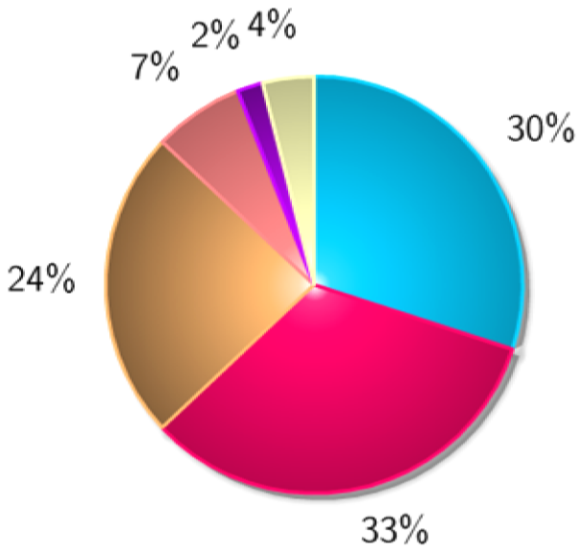



Products
Objects
Activities
Actions
Creating
Evaluating
Analyzing
Applying
Understanding
Remembering
Advertisement
Structure
Invention
News Article
Magazine
Podcast
Pantomime
Original Art
Cartoon
Movie
Recipe
Machine
Product
Story
Poem
Play
Combine
Hypothesize
Compose
Estimate
Produce
Improvise
Role-play
Predict
Craft
Animate
Imagine
Invent
Design
Infer
Make
Recommendation
Self-evaluation
Group Discussion
Conclusion
News Item
Assessment
Mock Trial
Appraisal
Decision
Survey
Value
Panel
Case
Editorialize
Recommend
Judge
Debate
Discuss
Investigate
Propose
Choose
Decide
Reflect
Critique
Test
Edit
Questionnaire
Commercial
Graph
Findings
Examination
Spreadsheet
Report
Diagram
Chart
Data
Categorize
Advertise
Classify
Separate
Simplify
Organize
Contrast
Integrate
Dissect
Survey
Contextualize
Journal/Blog
Photograph
Illustration
Sculpture
Collection
Diagram
Puzzle
Model
Map
Manipulate
Experiment
Construct
Demonstrate
Simulate
Interview
Report
Record
Draw
Plan
Diagram
Multimedia
Procedure
Article
Model
Event
Research
Compare
Question
Observe
Sort
List
Fact Knowledge Memorize
Date Location Record Know
Person Vocabulary Listen Match
Book Answer Identify

Tour of National PW Data

Item Name	SEL	%
1. Remember	5845	30%
2. Understand	6547	33%
3. Apply	4668	24%
4. Analyze	1385	7%
5. Evaluate	479	2%
6. Create	777	4%
Total	**19701**	**100%**

Blooms Taxonomy



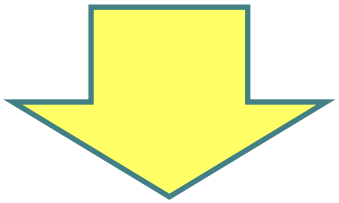
https://mxweb.media-x.com/home/mcrel

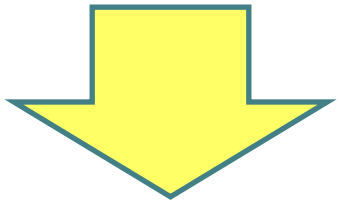
Creating the Environment for Learning

Setting Objectives and Providing Feedback

Reinforcing Effort and Providing Recognition

Cooperative Learning





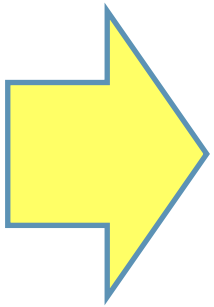
Developing Understanding

Cues, Questions, and Advance Organizers

Nonlinguistic Representation

Summarizing and Notetaking

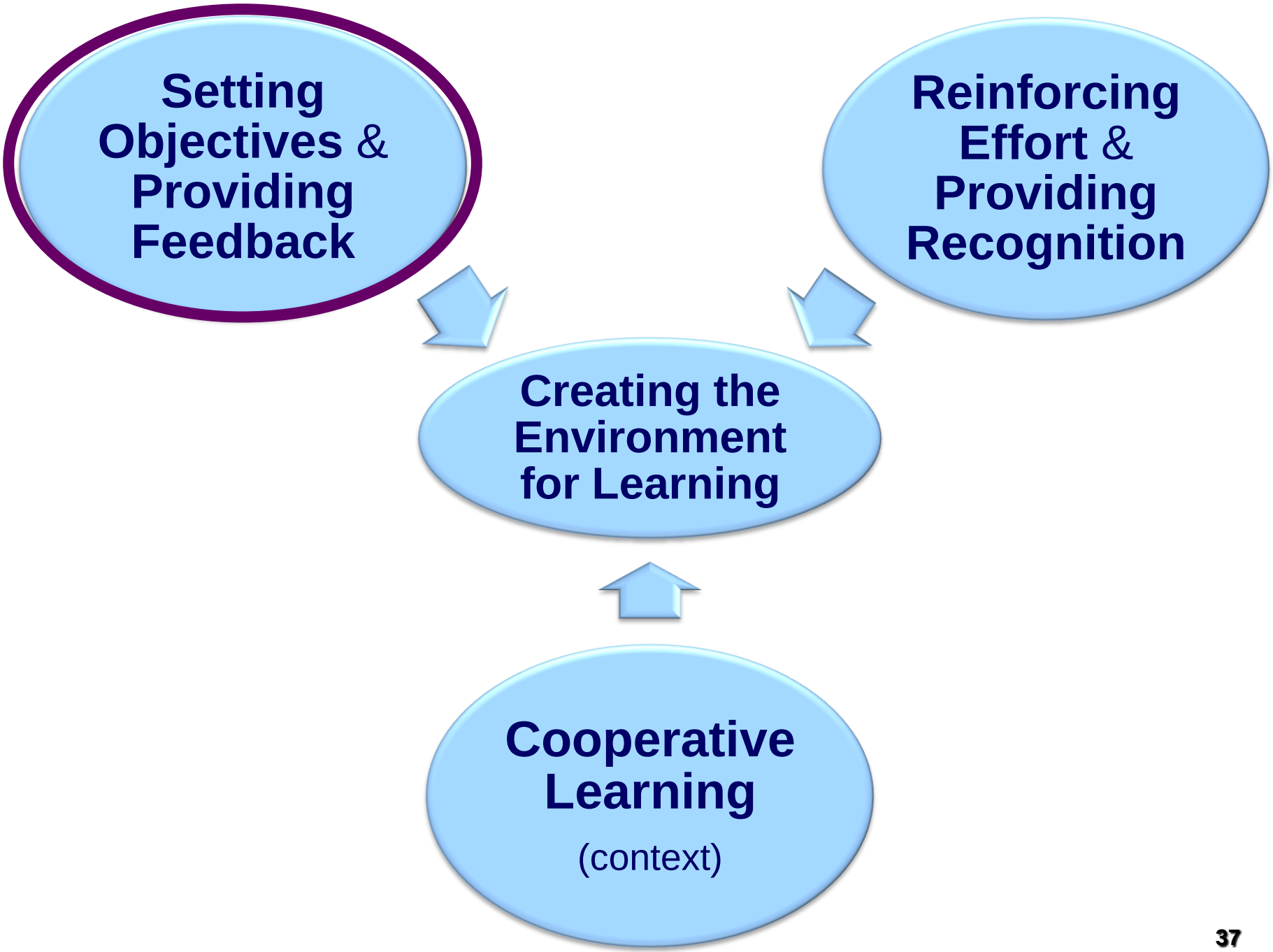
Providing Practice



Extending & Applying Knowledge

Identifying Similarities and Differences

Generating and Testing Hypotheses


Setting Objectives & Providing Feedback
Reinforcing Effort & Providing Recognition
Creating the Environment for Learning
Cooperative Learning
(context)

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.

KWHL Charts for Setting Objectives

What I Know	What I Want to Know	How I Plan to Find Out	What I Have Learned

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?

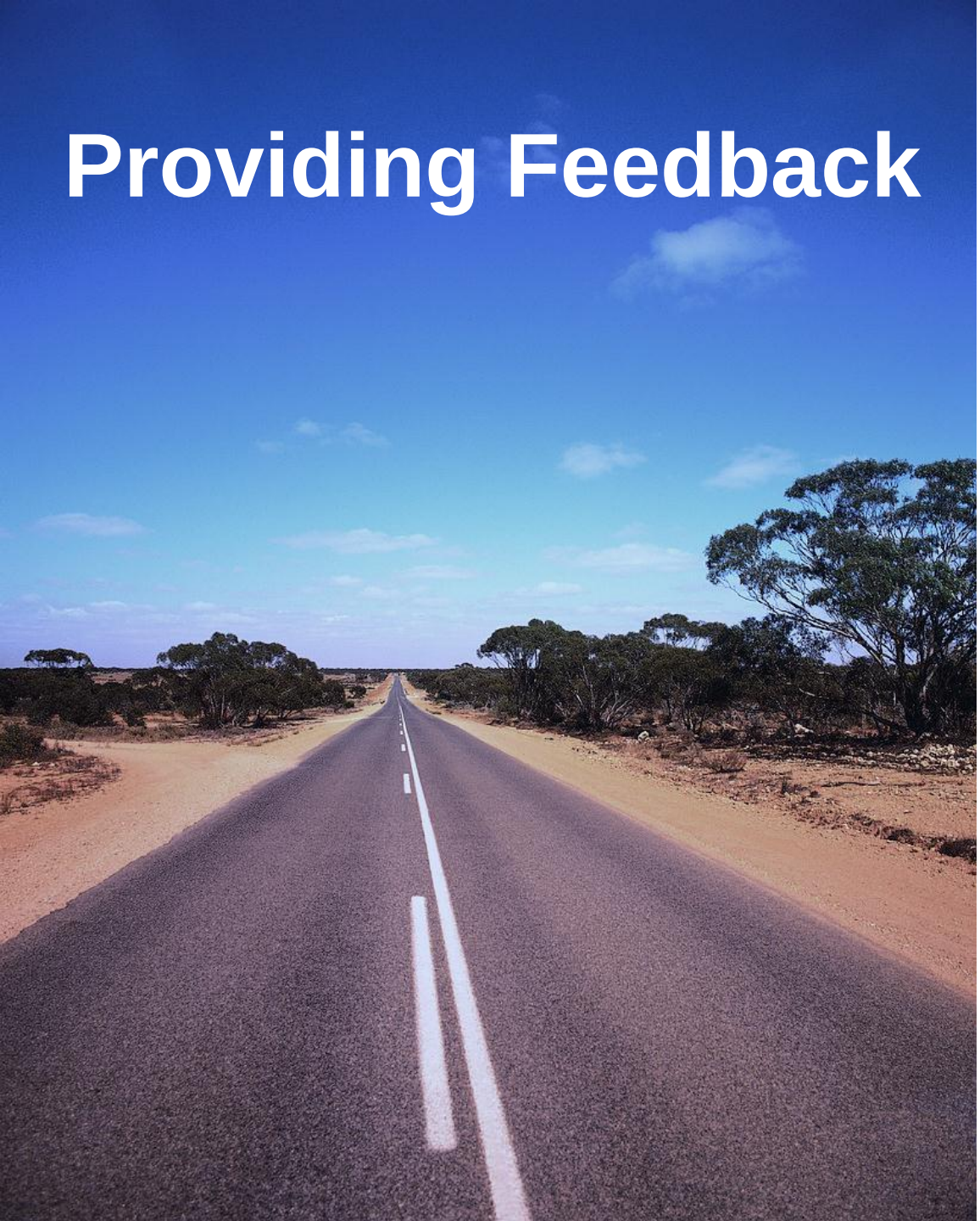
Is there consistency in my school in where the objective is posted?

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

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. personalizatio
- Teacher/student interviews
- Exemplars
- Rubric introduction
- Transitioning
- KWHL process
- Other indicators?

Providing Feedback



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

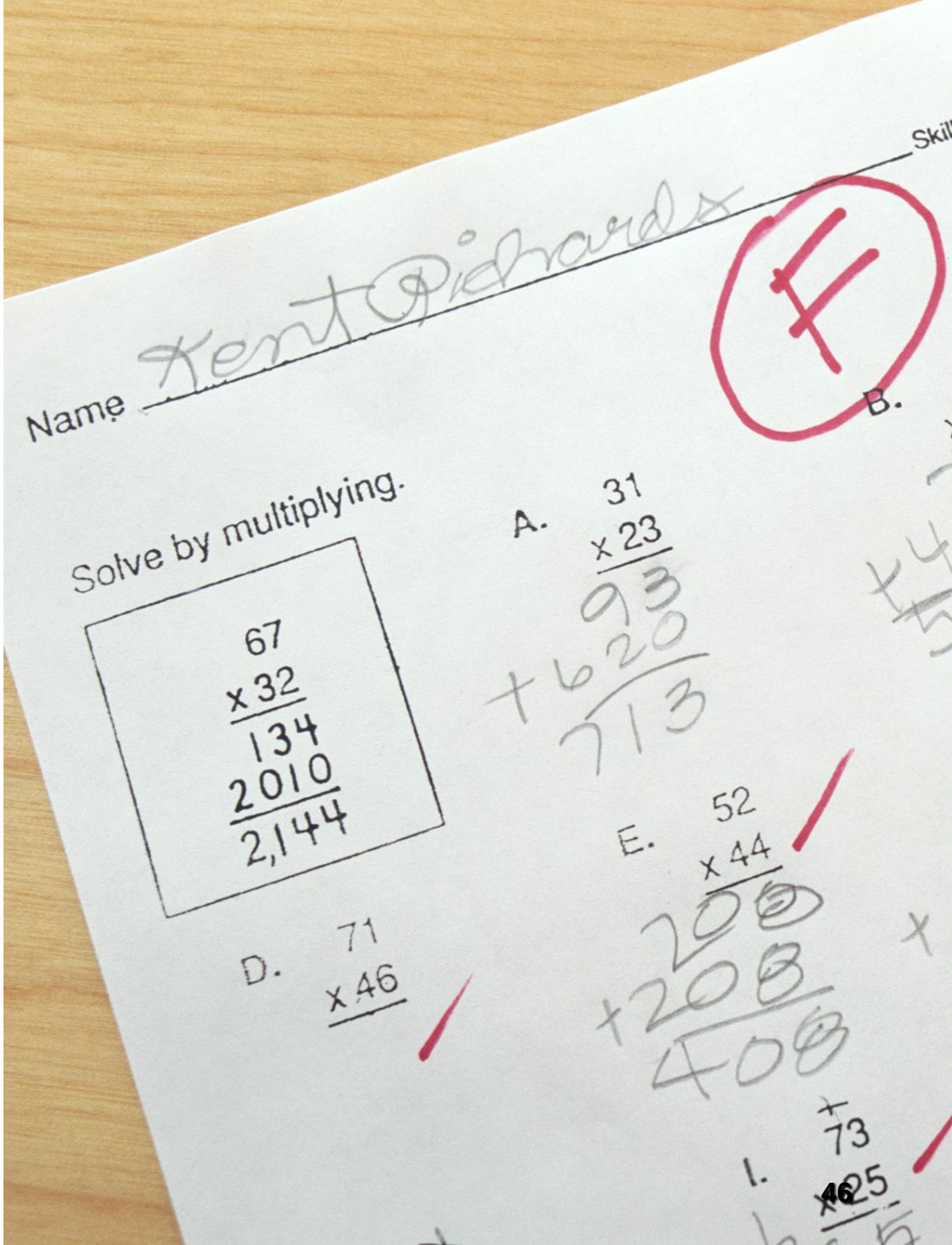
1. Provide feedback that addresses what is correct and elaborates on what students need to do next.
2. Provide feedback appropriately in time to meet students' needs.
3. Provide feedback that is criterion-referenced.
4. Engage students in the feedback process.

Providing Feedback

Simply telling students that their answer on a test is

RIGHT or WRONG

has a *negative effect* on achievement.

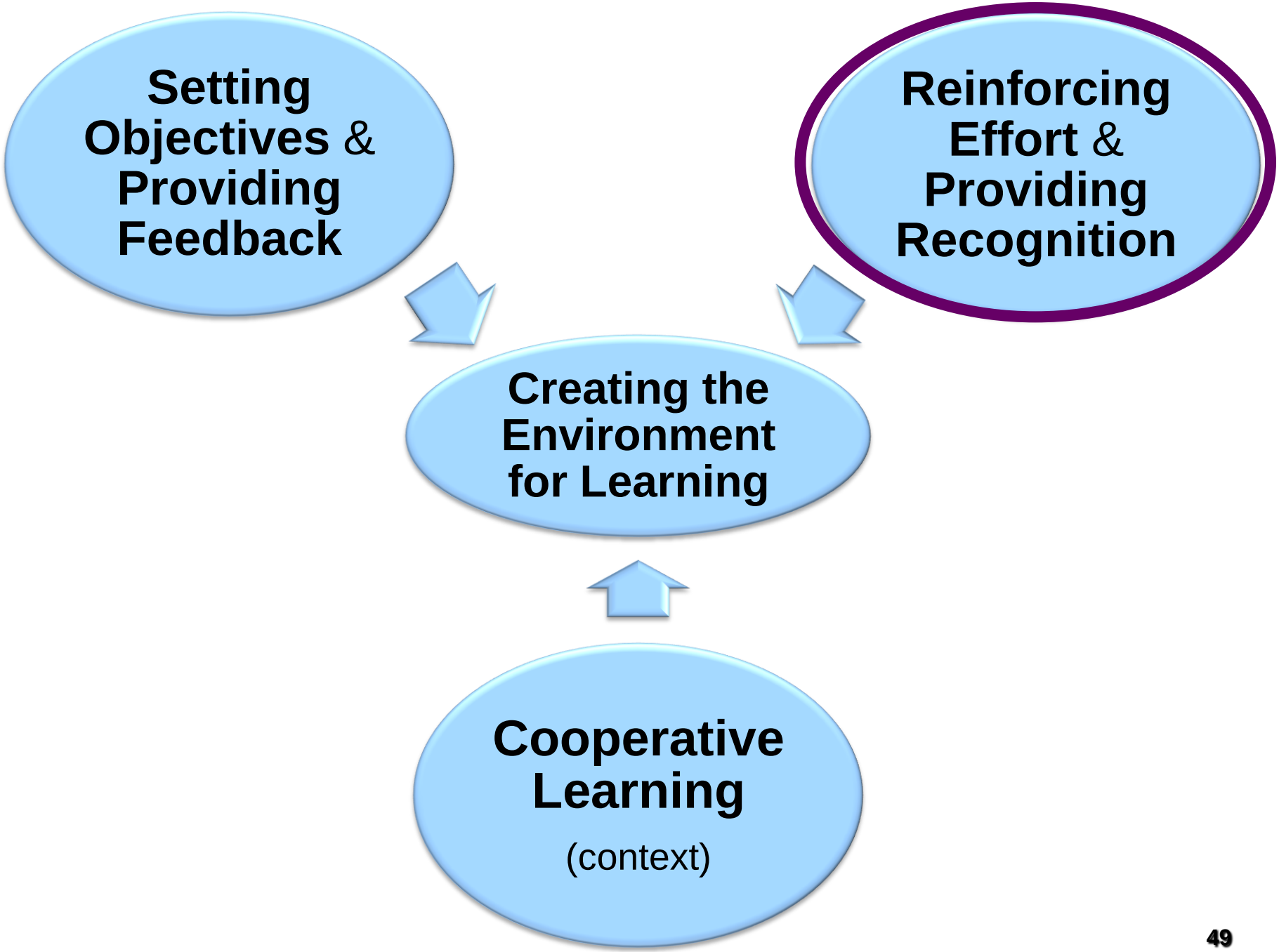


Using Rubrics for Providing Feedback

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 th teacher
- Others?


Setting Objectives & Providing Feedback
Reinforcing Effort & Providing Recognition
Creating the Environment for Learning
Cooperative Learning
(context)

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.

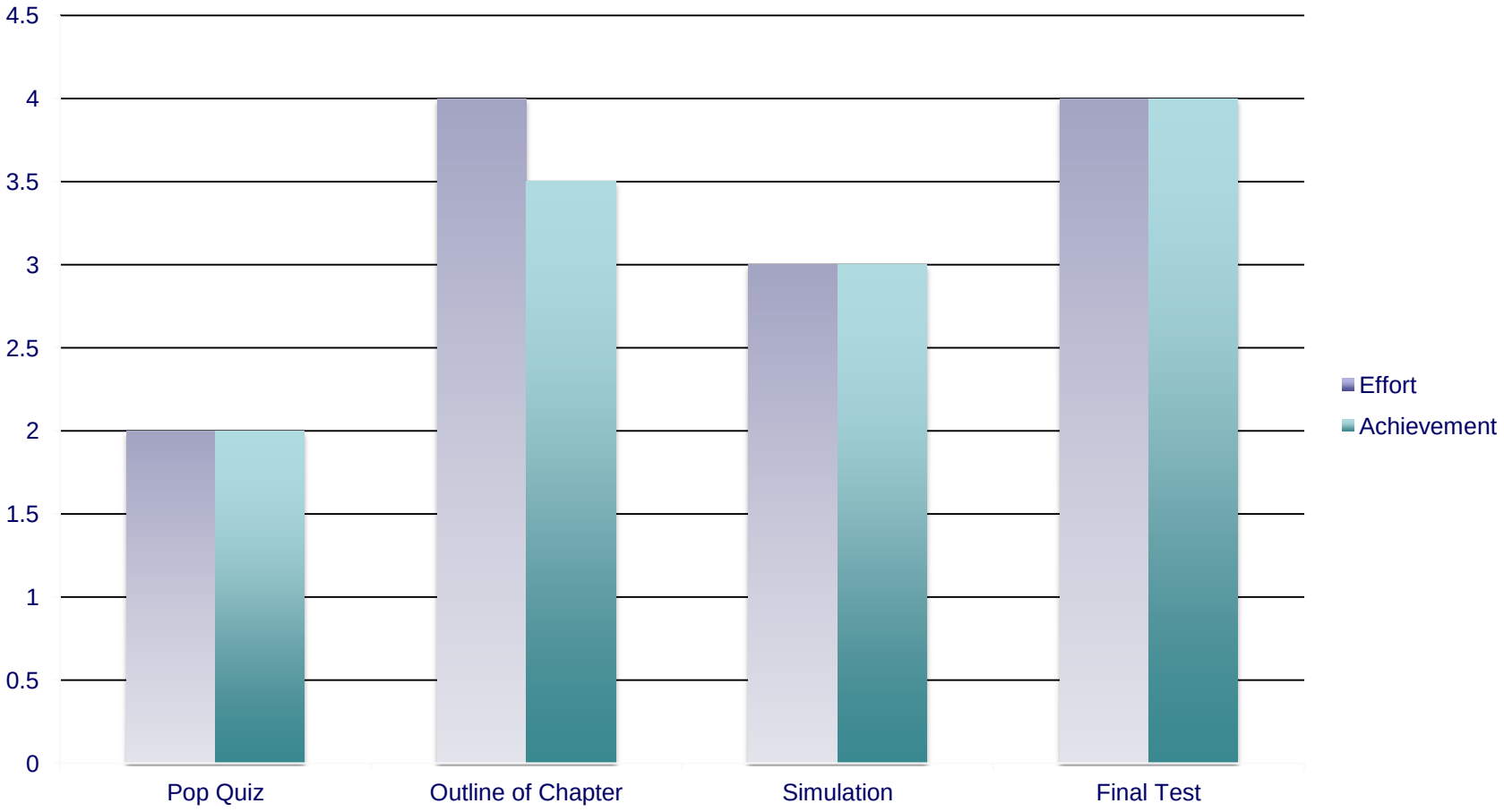
Recommendations for Classroom Practice

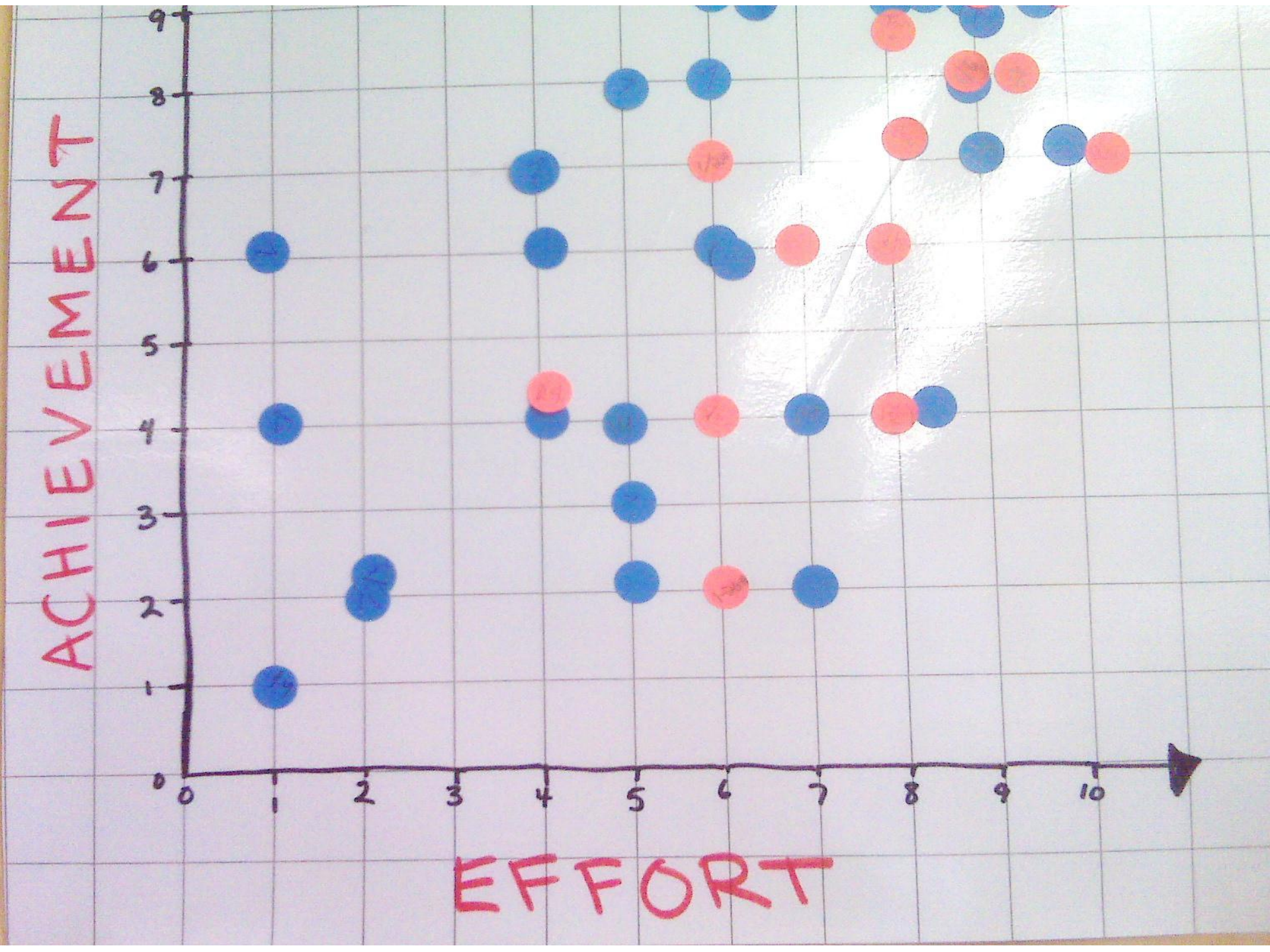
Reinforcing Effort

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
0
1
2
3
4
5
6
7
8
9
10

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?

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
- Displays of certificates or "kudos" walls
- Body language (non-verbal cues)
- Giving symbolic symbols of recognition
- Others?

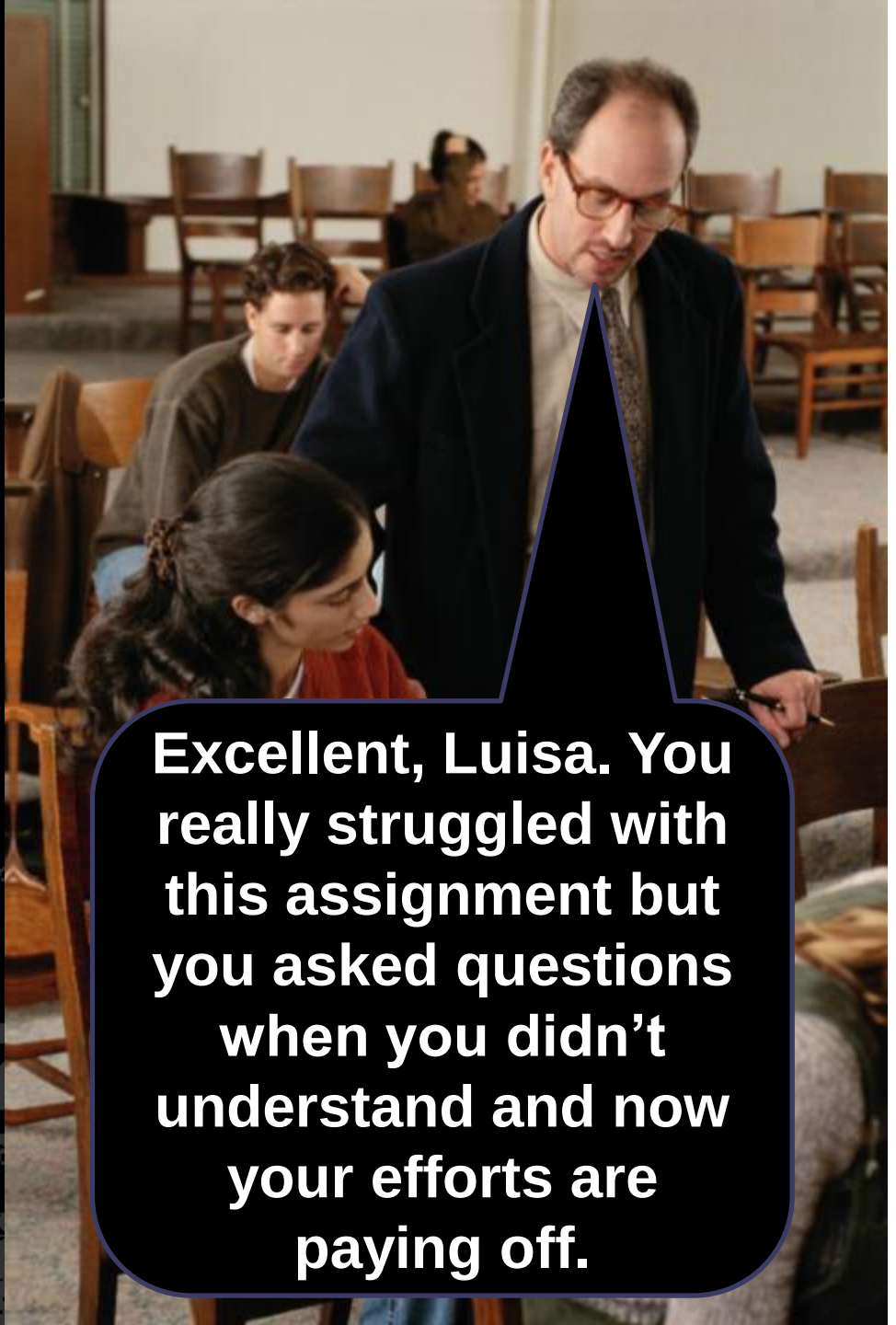
Providing Recognition

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

Recommendations for Classroom Practice

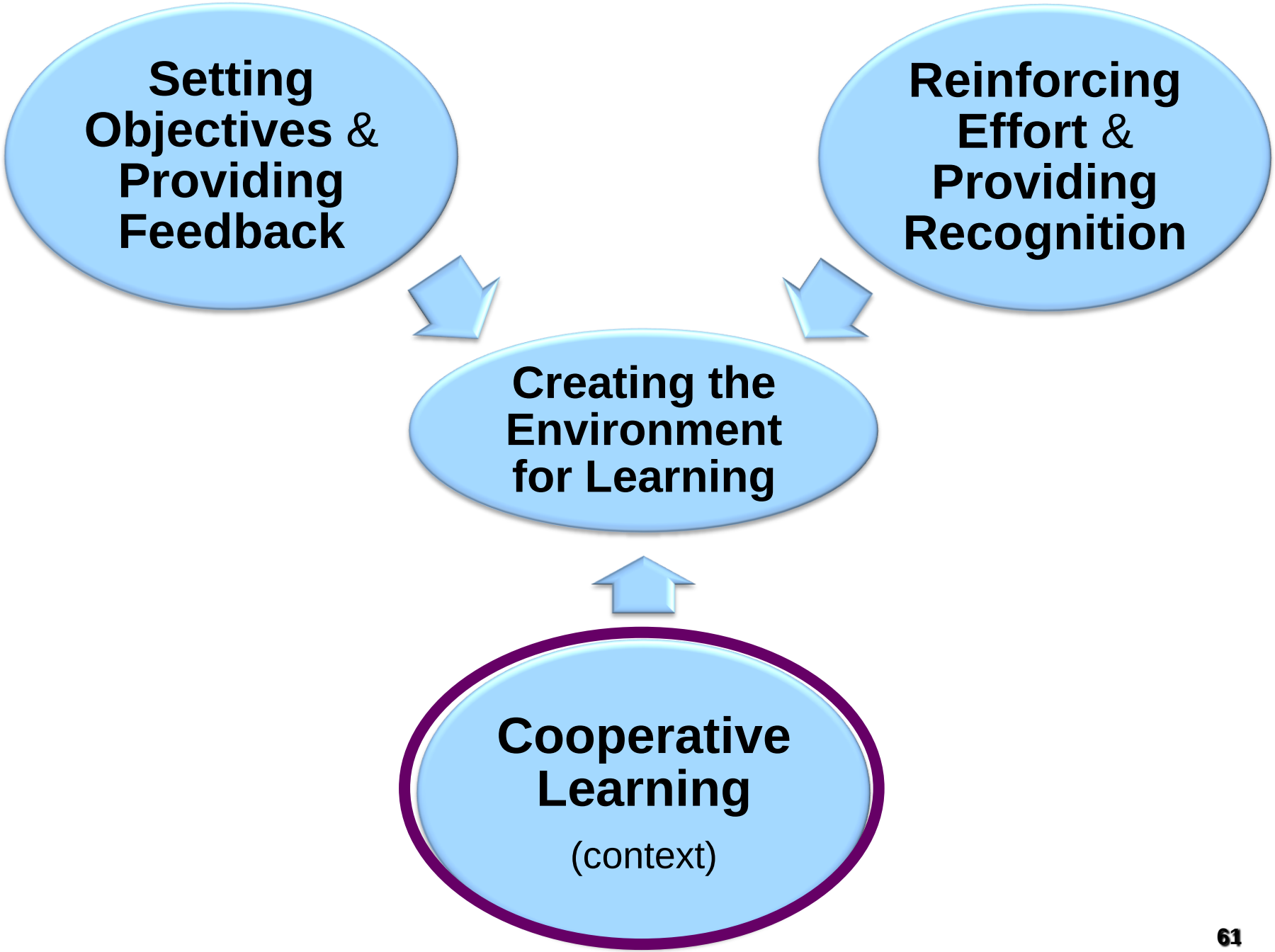
Providing Recognition

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?


Setting Objectives & Providing Feedback
Reinforcing Effort & Providing Recognition
Creating the Environment for Learning
Cooperative Learning
(context)


Whole Group
Cooperative Group
Small Group
Context
Individual
Pair

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

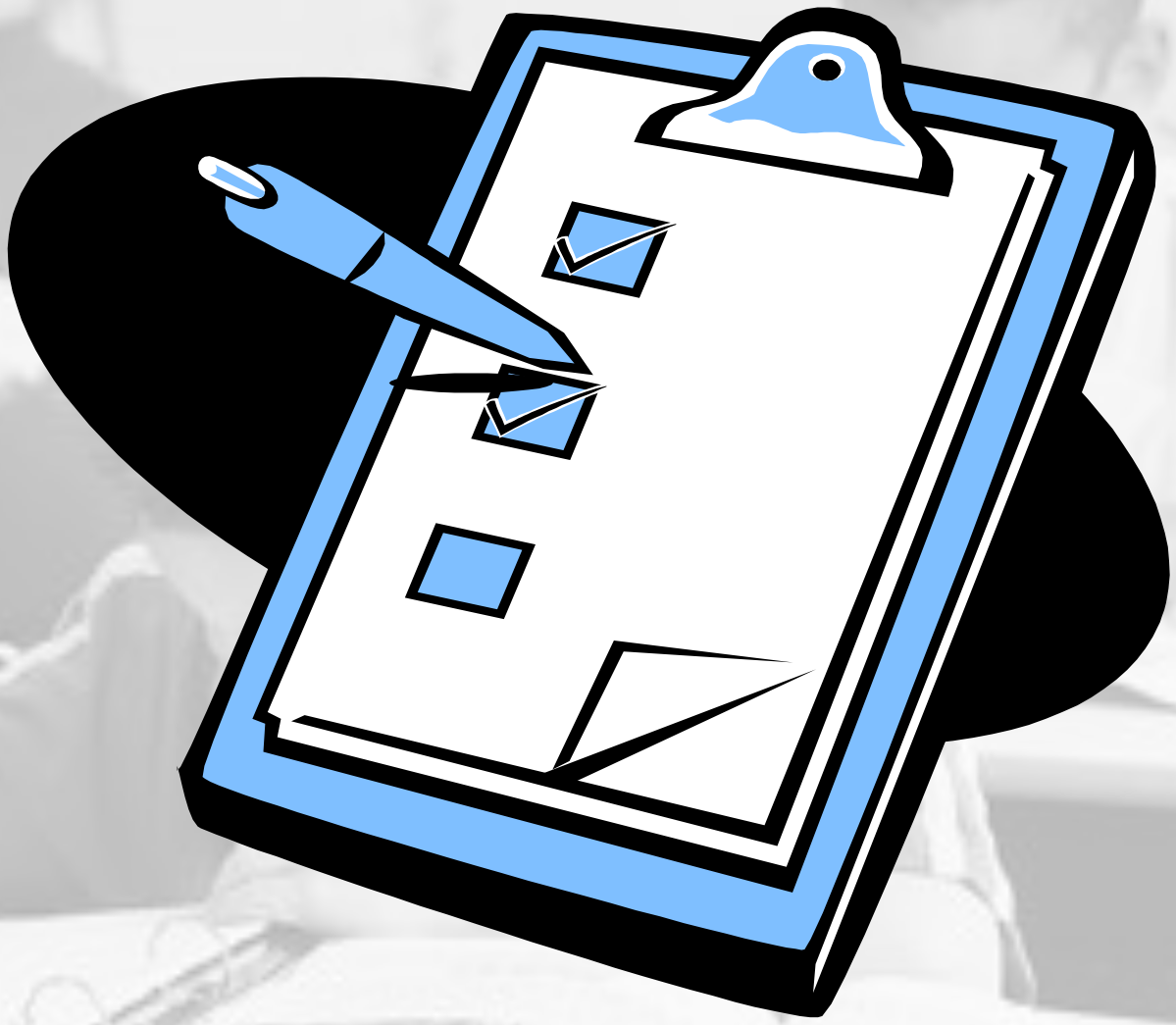
Individual accountability refers to each team members' need to receive feedback on how his or her personal efforts contribute toward the achievement of the overall goal.

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?

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

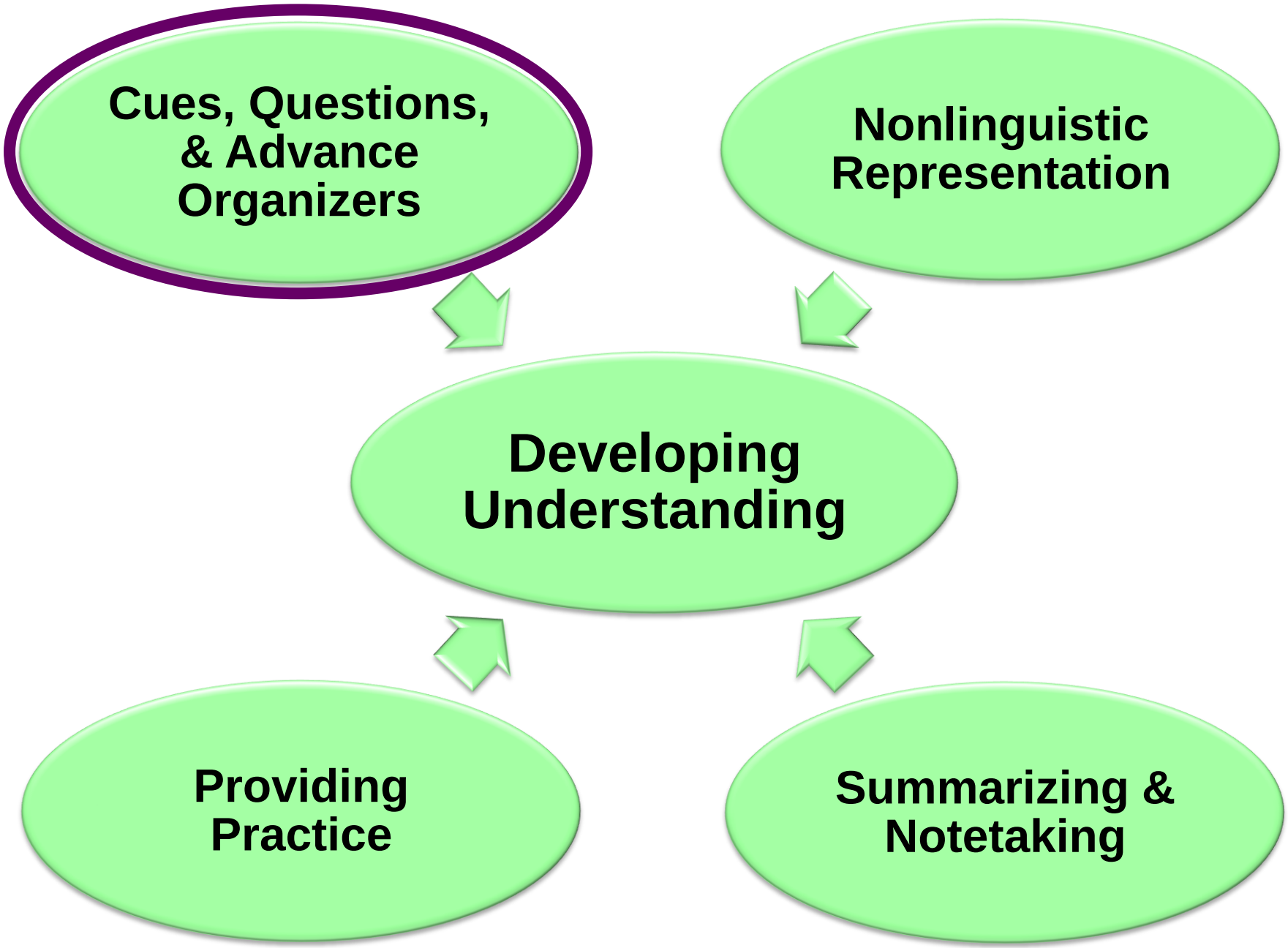
Summarizing and Notetaking

Providing Practice

Extending & Applying Knowledge

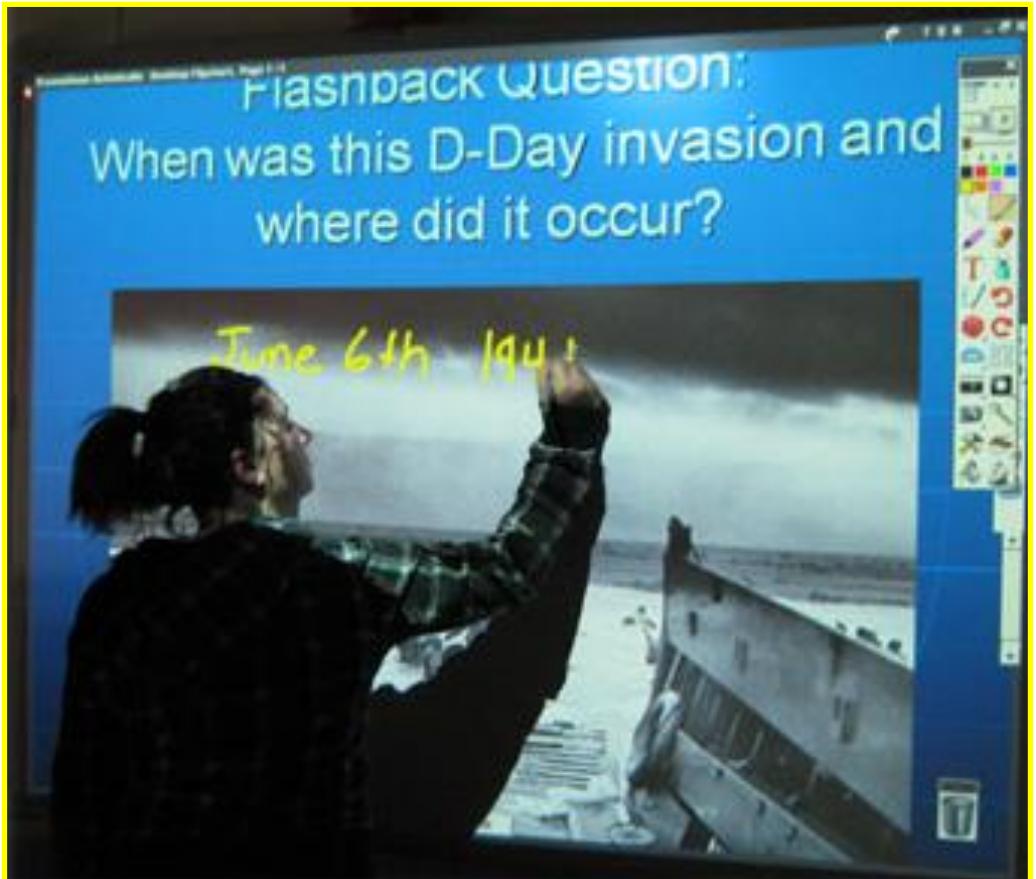
Identifying Similarities and Differences

Generating and Testing Hypotheses


Cues, Questions, & Advance Organizers
Nonlinguistic Representation
Developing Understanding
Providing Practice
Summarizing & Notetaking

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.



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.

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 grow in rigor.
- You hear a variety of explicit cues and inferential and analytic questions.
- Debating/discussing essential questions.
- Others?

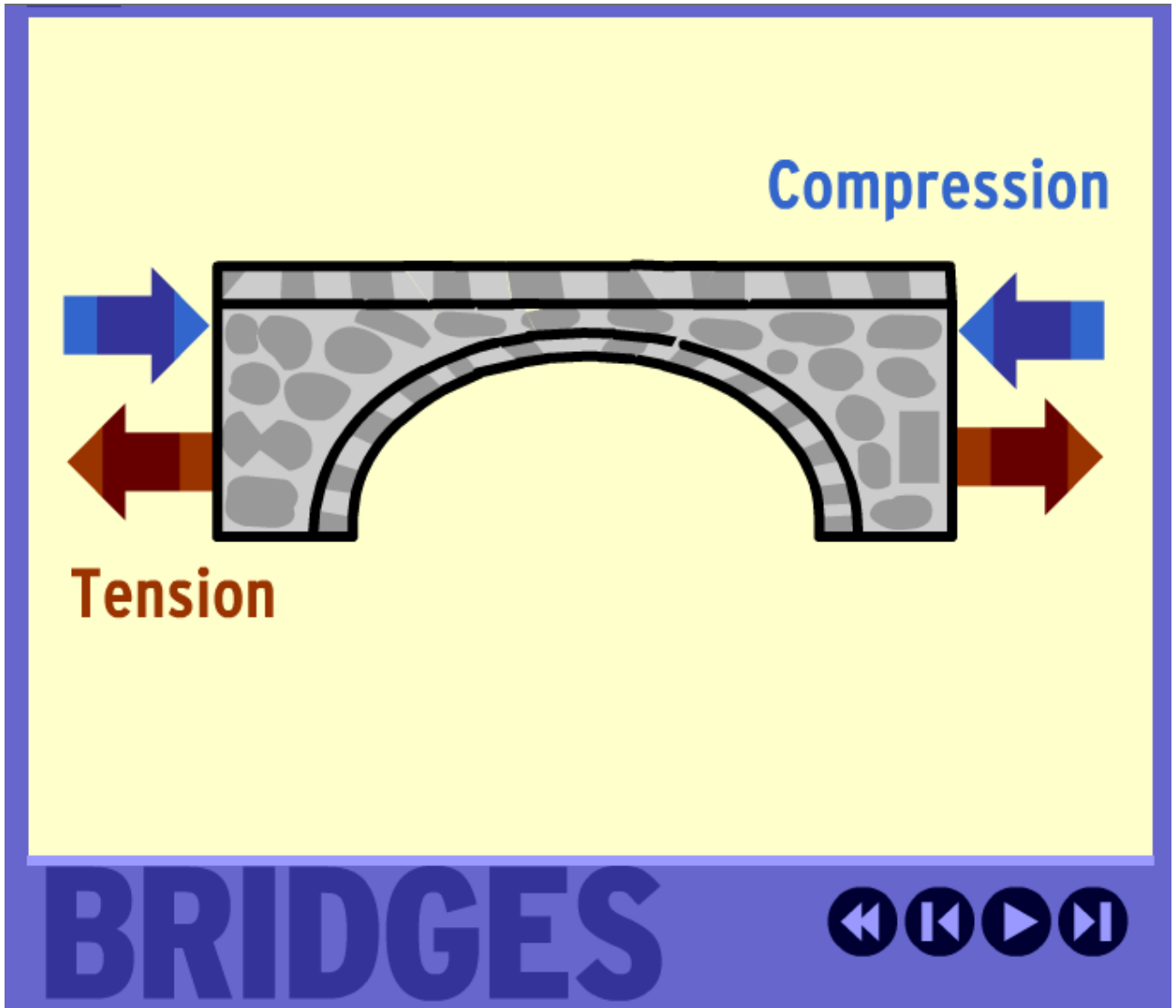
Advance Organizers

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

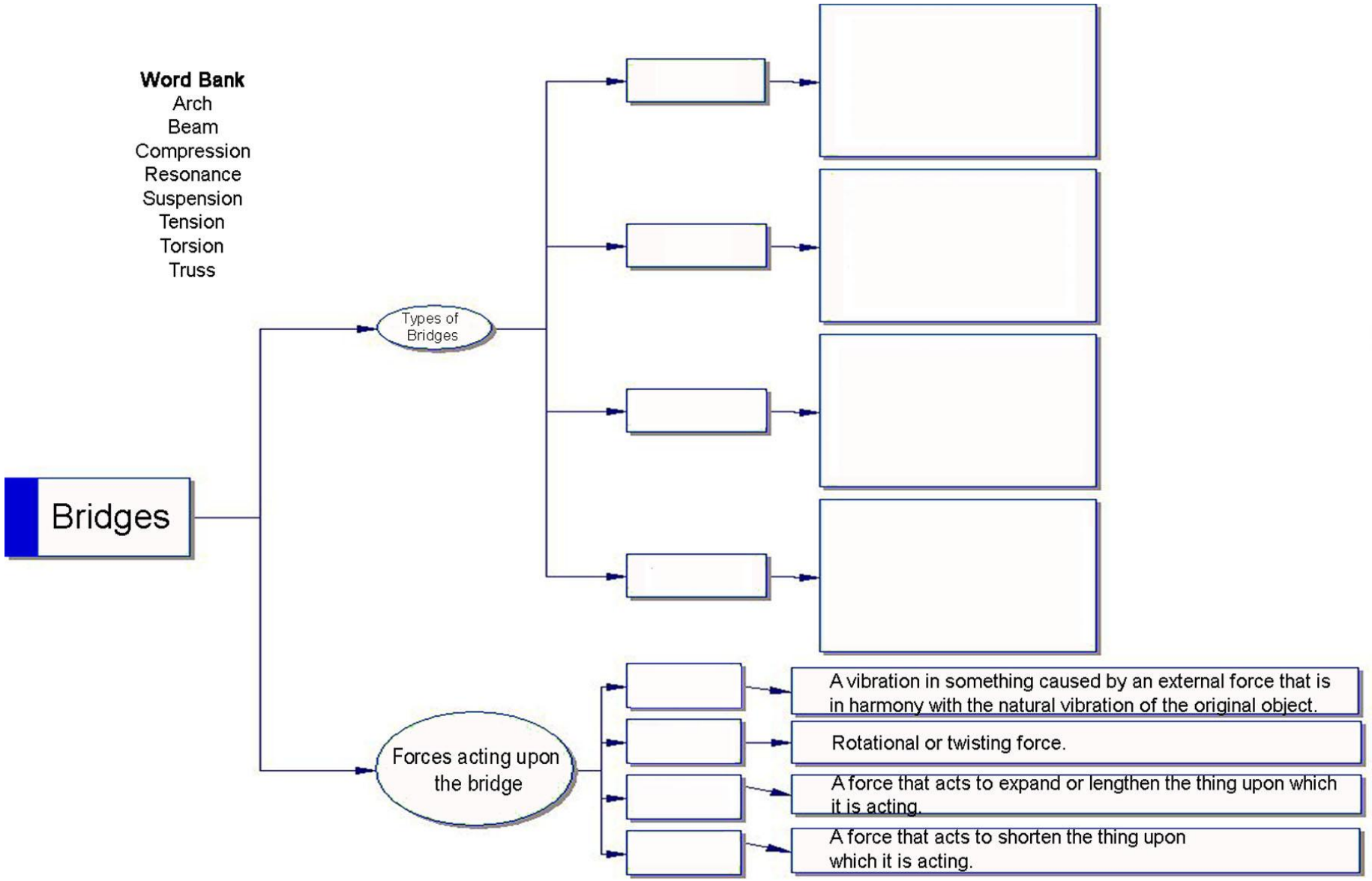


Narrative Advance Organizer

Use skimming as an advance organizer

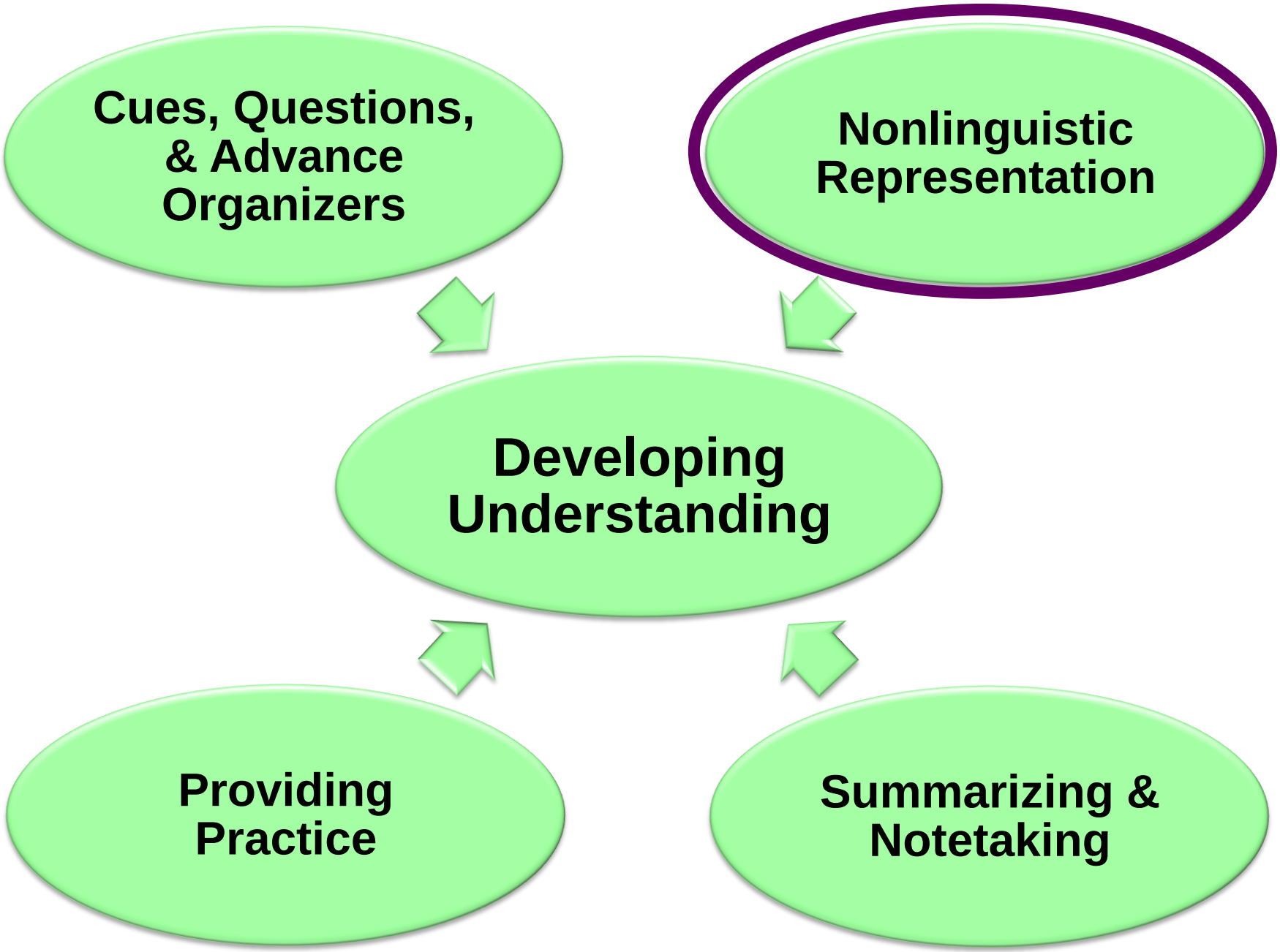
Survey
Question
Read
Recite
Review

Use graphic advance organizers.



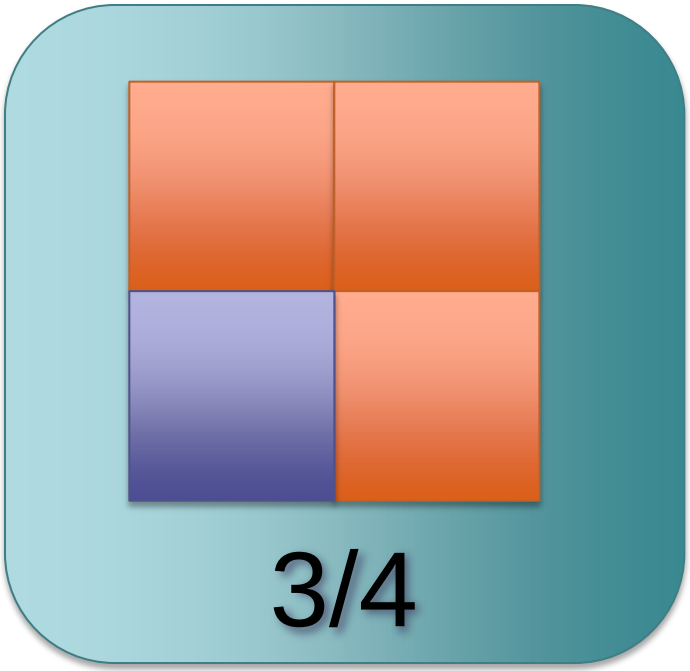
What might you see if the teacher is intentionally using advance organizers?

- 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?


Cues, Questions, & Advance Organizers
Nonlinguistic Representation
Developing Understanding
Providing Practice
Summarizing & Notetaking

Nonlinguistic Representation

Enhances students' ability to represent knowledge as mental imagery



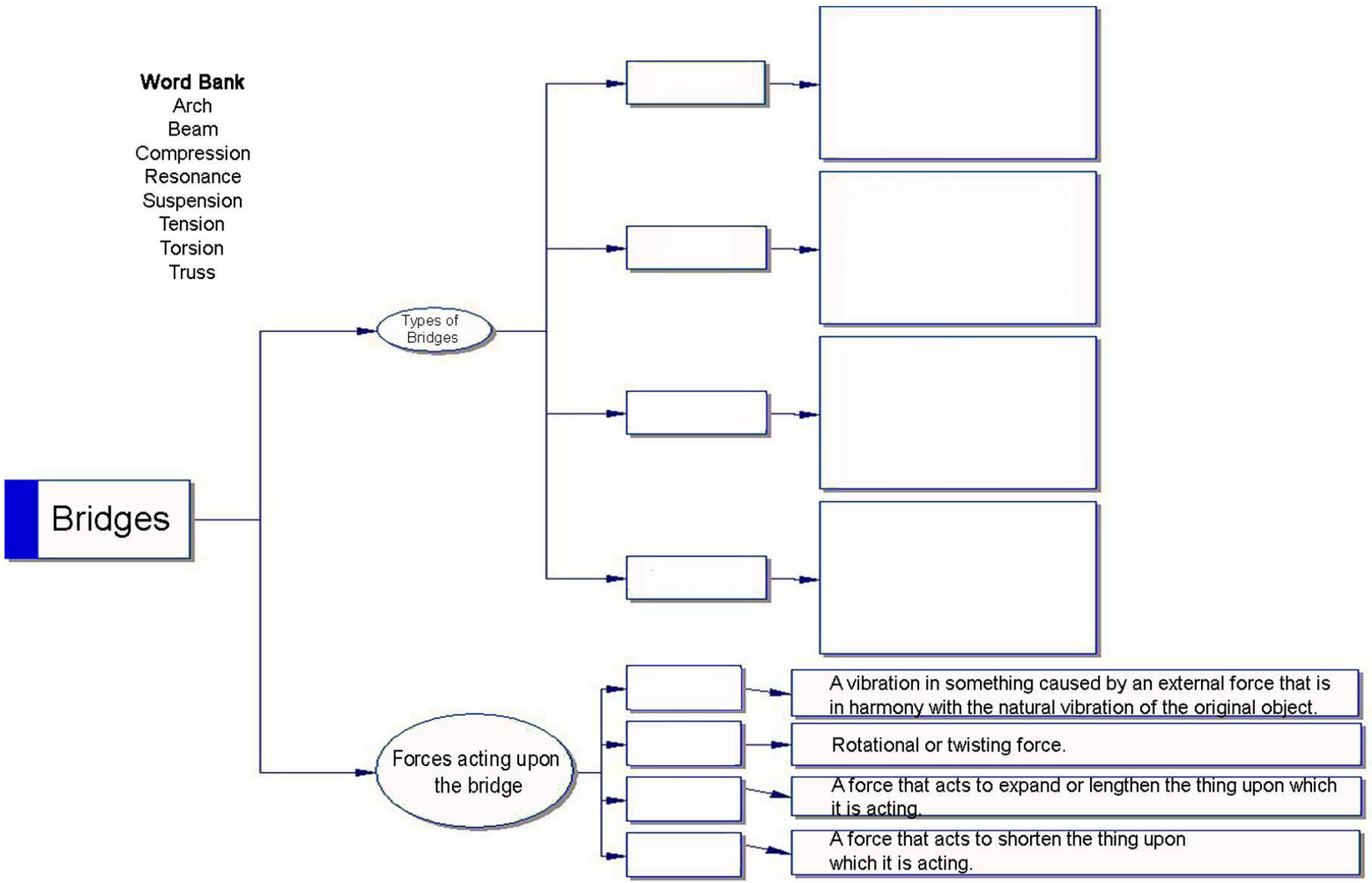
Recommendations for Classroom Practice
Nonlinguistic Representation

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 organizers

Descriptive	Process Cause/Effect	Time Sequence
Episode	Generalization/Principle	Concept

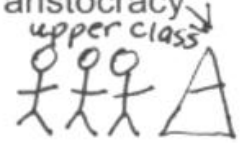
Use graphic advance organizers.



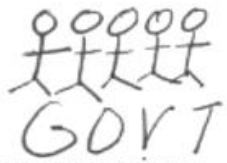
Create pictures, illustrations, and pictographs

absolute monarchy

aristocracy

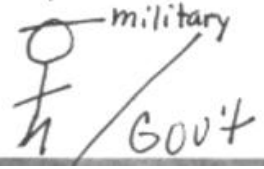


bureaucracy

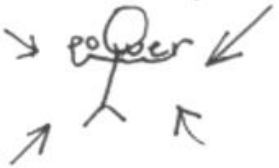


communism

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

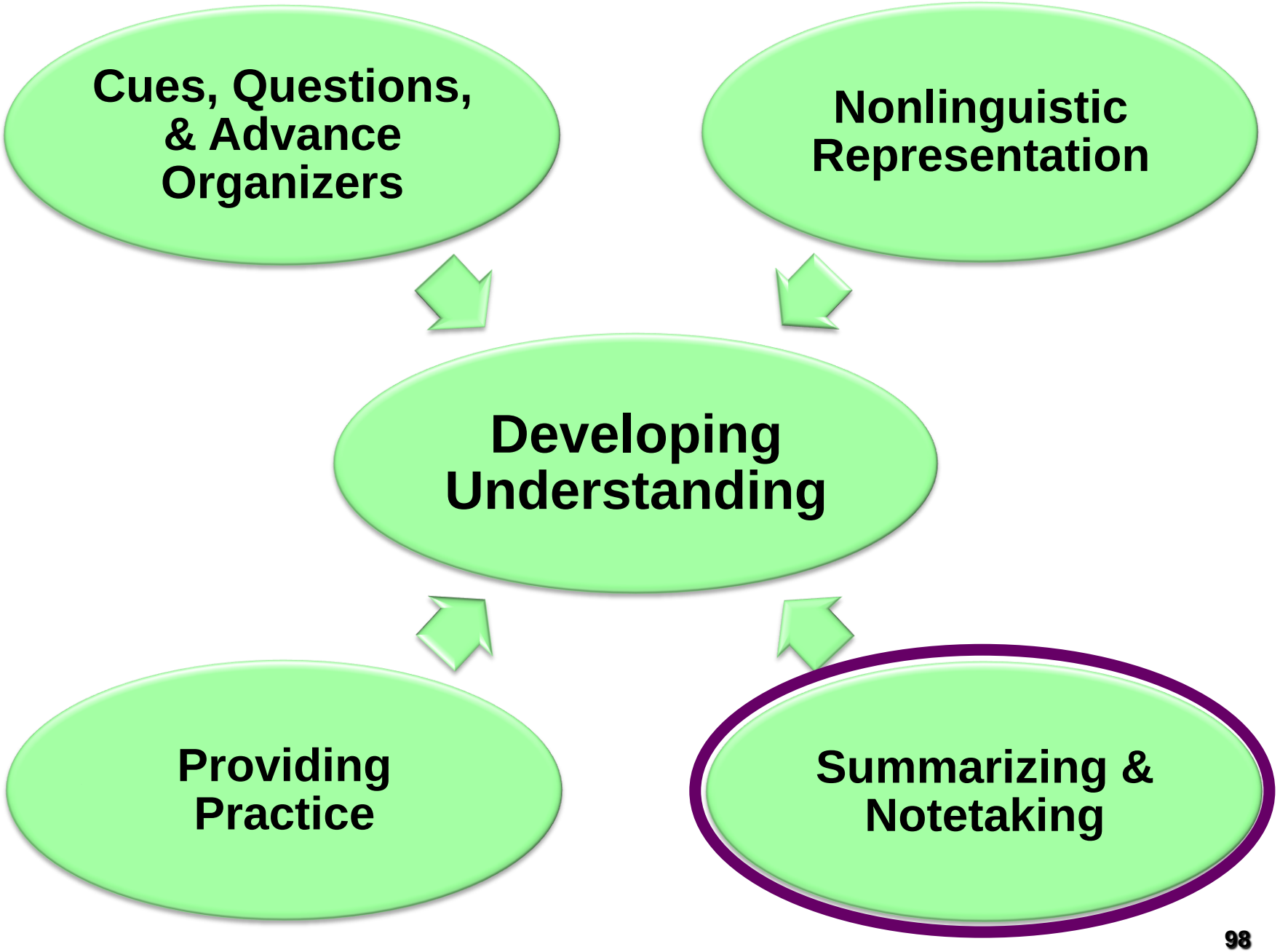
Kinesthetic activities are those that involve physical movement.

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?


Cues, Questions, & Advance Organizers
Nonlinguistic Representation
Developing Understanding
Providing Practice
Summarizing & Notetaking

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 of a number of countries engulfed in civil wars.

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~~

What do you think this poem is about?

http://wordle.net/

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.

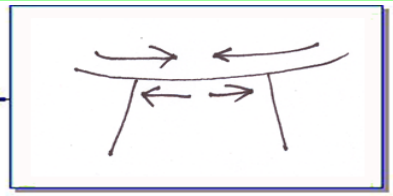
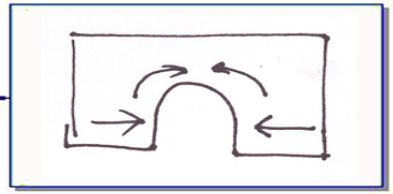
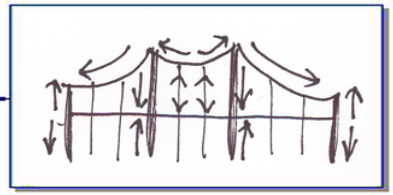
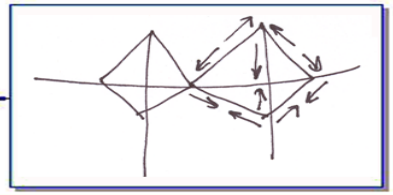
Classroom Recommendations for Note Taking

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

Bridges

- Types of Bridges
  - Beam
    
  - Arch
    
  - Suspension
    
  - Truss
    
- Forces acting upon the bridge
  - Resonance — A vibration in something caused by an external force that is in harmony with the natural vibration of the original object.
  - Torsion — Rotational or twisting force.
  - Tension — A force that acts to expand or lengthen the thing upon which it is acting.
  - Compression — A force that acts to shorten the thing upon which it is acting.

Teach students a variety of note-taking formats

Formal and informal outline

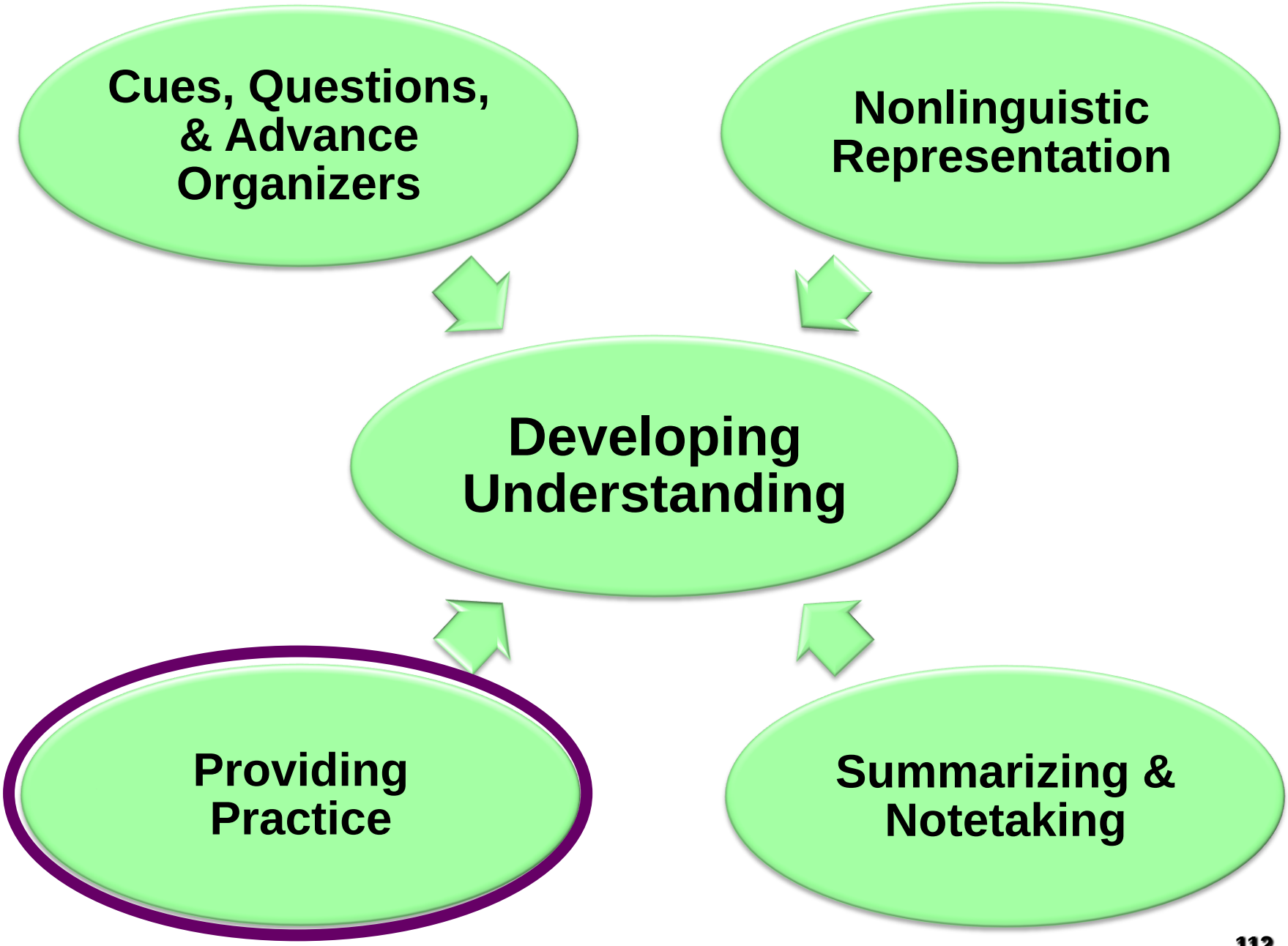
Webbing

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?


Cues, Questions, & Advance Organizers
Nonlinguistic Representation
Developing Understanding
Providing Practice
Summarizing & Notetaking

Providing Practice

(Homework is not addressed in Power Walkthrough™)

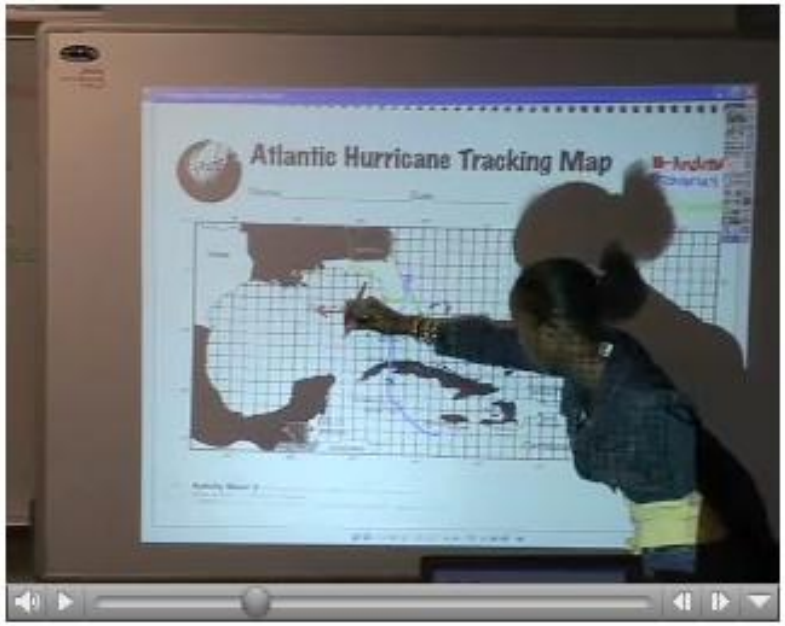
…extends the learning opportunities
for students to practice, review,
and apply knowledge.

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

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?

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

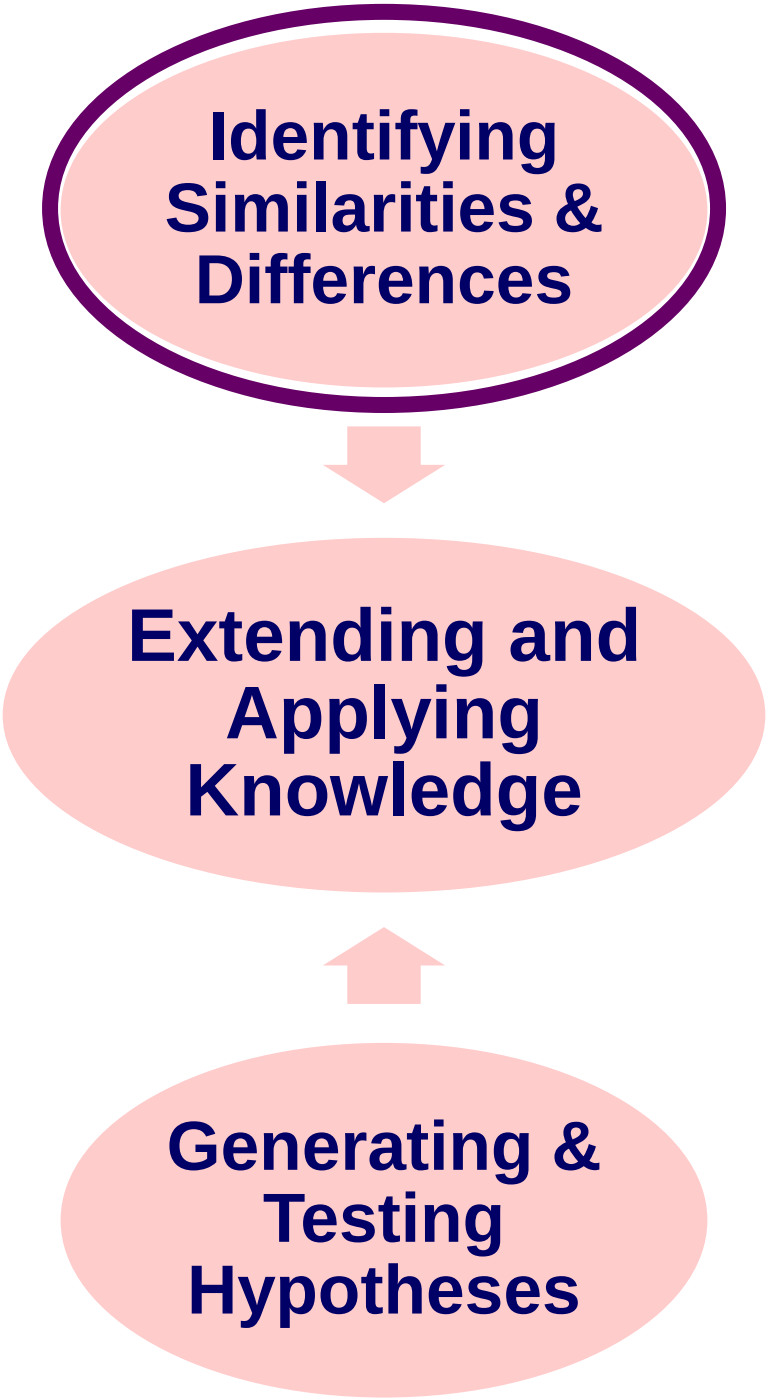
Summarizing and Notetaking

Providing Practice

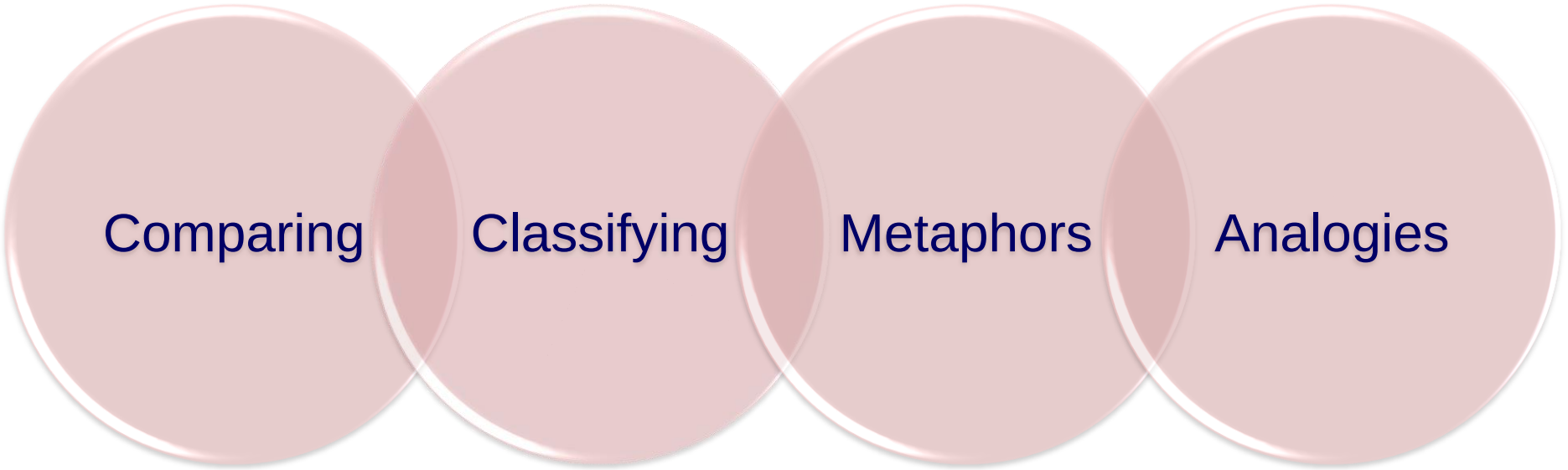
Extending & Applying Knowledge

Identifying Similarities and Differences

Generating and Testing Hypotheses

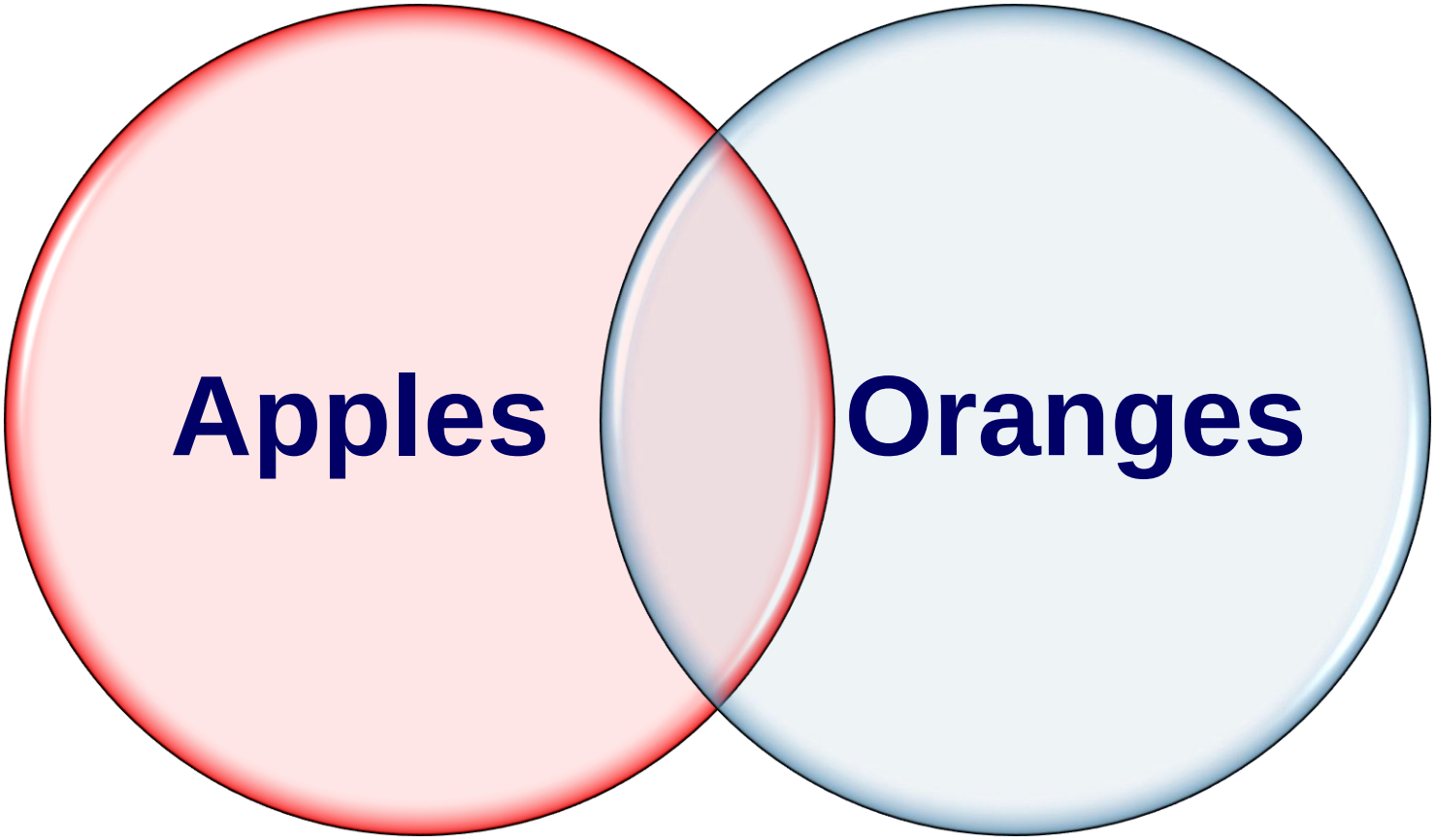

Identifying Similarities & Differences
Extending and Applying Knowledge
Generating & Testing Hypotheses

Similarities and differences can be identified through:

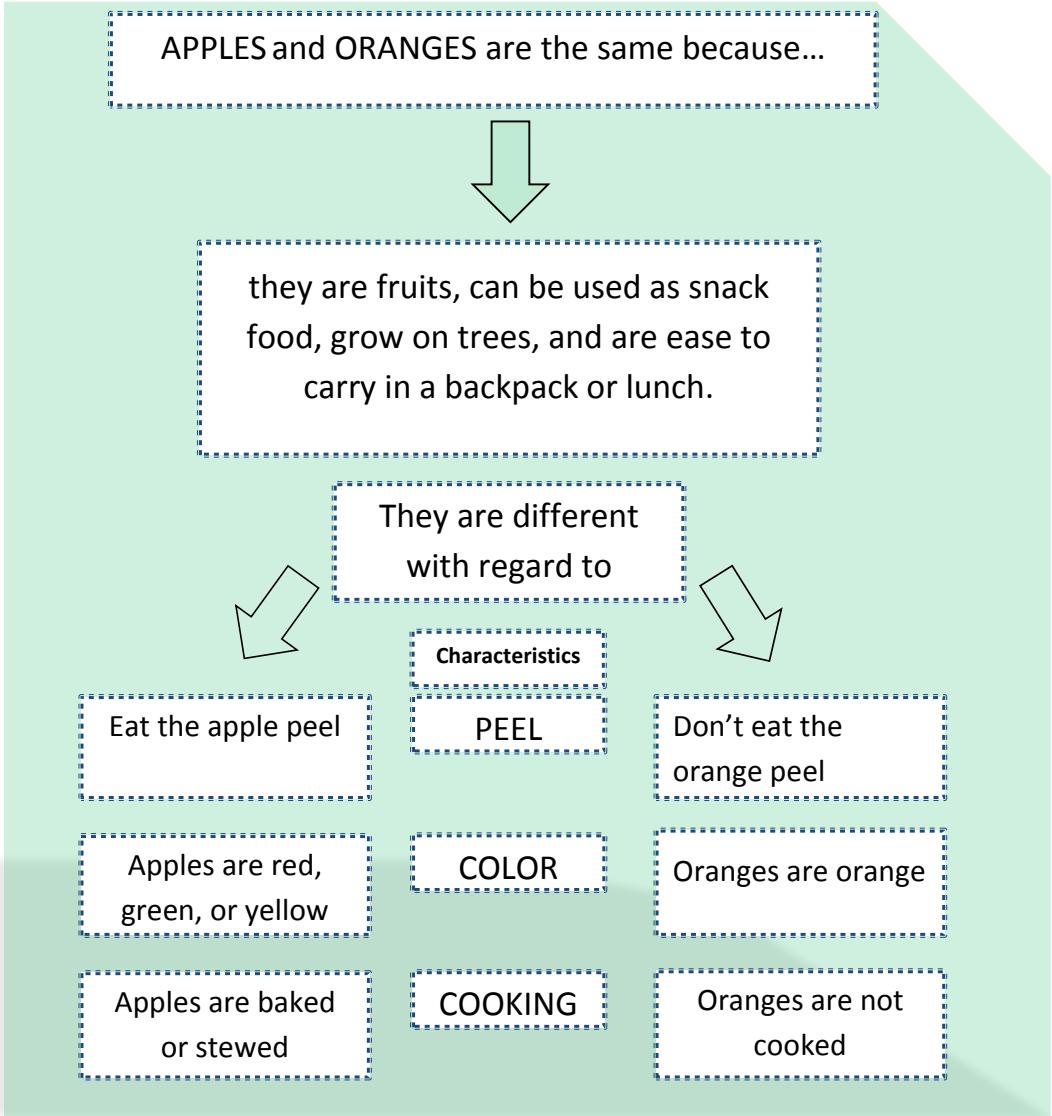


Classroom recommendations for Identifying Similarities and Differences

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.

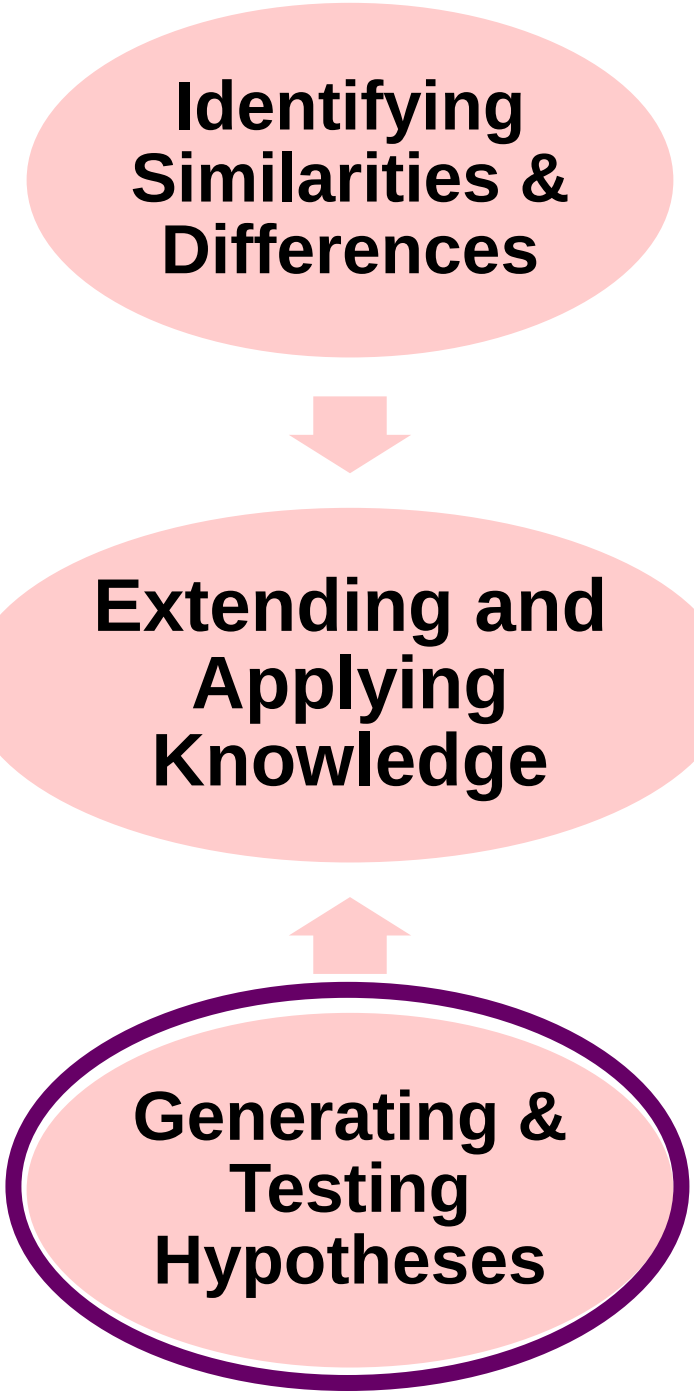

Apples
Oranges

Graphic Organizer for Comparing



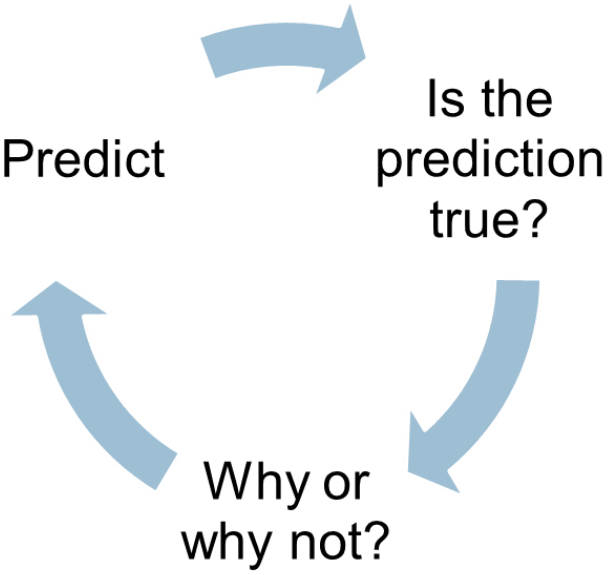
What might you see if the teacher is intentionally using identifying similarities and differences?

- 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?


Identifying Similarities & Differences
Extending and Applying Knowledge
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

- What strategies did you see?
- What level of rigor matches the strategies?
- What was the context of the lesson?
- What kind of technologies were

Walkthrough Practice

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

Technology and Indicators of Learning

Teacher Directed Technology (Choose ALL that apply)

- ☐ *None*
- ☐ *Brainstorming/Idea Mapping Software*
- ☐ *Calculator*
- ☐ *Communication/Collaboration Tool*
- ☐ *Data Collection/ Analysis Tool*
- ☐ *Database and Reference*
- ☐ *Diagnostic/Prescriptive System*
- ☐ *Display Tool*
- ☐ *Instructional Interactive*
- ☐ *Instructional Media*
- ☐ *Interactive Whiteboard*
- ☐ *Kinesthetic Technology*
- ☐ *Multimedia Creation*
- ☐ *Non-Educational Use*
- ☐ *Student Response Systems*
- ☐ *Word Processing*

Student Centered Technology (Choose ALL that apply)

- ☐ *None*
- ☐ *Brainstorming/Idea Mapping Software*
- ☐ *Calculator*
- ☐ *Communication/Collaboration Tool*
- ☐ *Data Collection/ Analysis Tool*
- ☐ *Database and Reference*
- ☐ *Diagnostic/Prescriptive System*
- ☐ *Display Tool*
- ☐ *Instructional Interactive*
- ☐ *Instructional Media*
- ☐ *Interactive Whiteboard*
- ☐ *Kinesthetic Technology*
- ☐ *Multimedia Creation*
- ☐ *Non-Educational Use*
- ☐ *Student Response Systems*
- ☐ *Word Processing*

Indicators of Learning (Choose ALL that apply)

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

Questions & Next Steps

Are there any questions about PWTs?

What are the next steps for…

- **the district?**
- **school buildings?**
- **individual teachers?**

Agenda, Day 2

- Debrief Live Practice Walkthroughs in Classrooms 1
- Live Walkthrough Practice in Classrooms 2
- Debrief Live Practice Walkthroughs in Classrooms 2
- Lunch
- Website Tour of https://mxweb.media-x.com/home/mcrel (general settings, editing, creating reports, and etc.)
- Implementation Planning and Instructional Mentoring
- Technical Support and Website Tour of https://sites.google.com/site/powerwalkthroughusersgroup
- How to Add/Delete Staff and Customize Templates (For designated personnel only)