

# 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

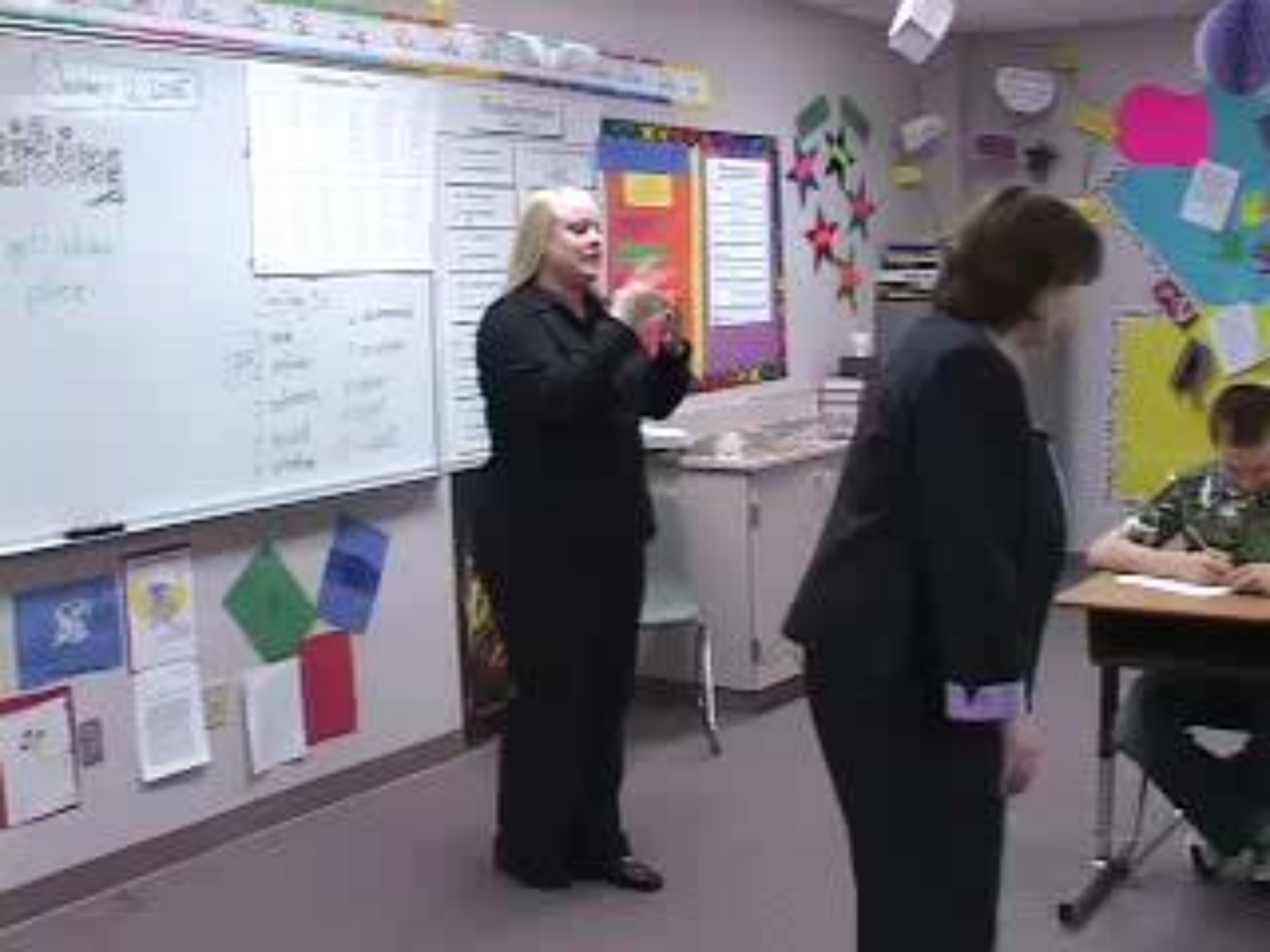


Planning for walkthroughs

# 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

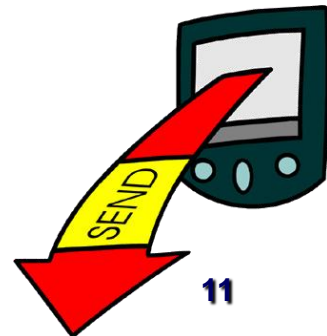
- Directions (if needed)
- Walkthrough Device
- Debriefing Form
- Paper Copy of Template
- Participant Manual





# 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

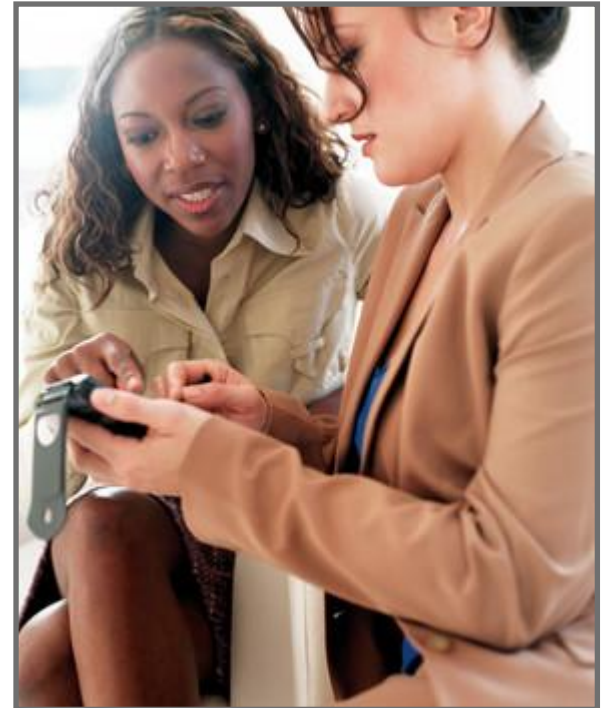
- What surprised you?
- How much practice will you need to become accurate and efficient?
- Who can you practice with?
- How many of these can you do each week?
- What are your biggest concerns?



# Live Practice Power

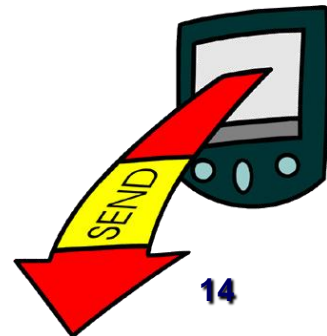
## Walkthroughs Debriefing 2

- 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?



# Conducting a Coaching Observation

1. Closely observe the learning for 20 - 29 min
2. Focus on the learning (teacher-directed and/or student-centered)
3. Observe classroom artifacts
4. It is acceptable (and encouraged) to fill out portions of the coaching form during the observation
5. Be sure to upload the observation



# Practice Coaching Debriefing

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



# Before we return from lunch

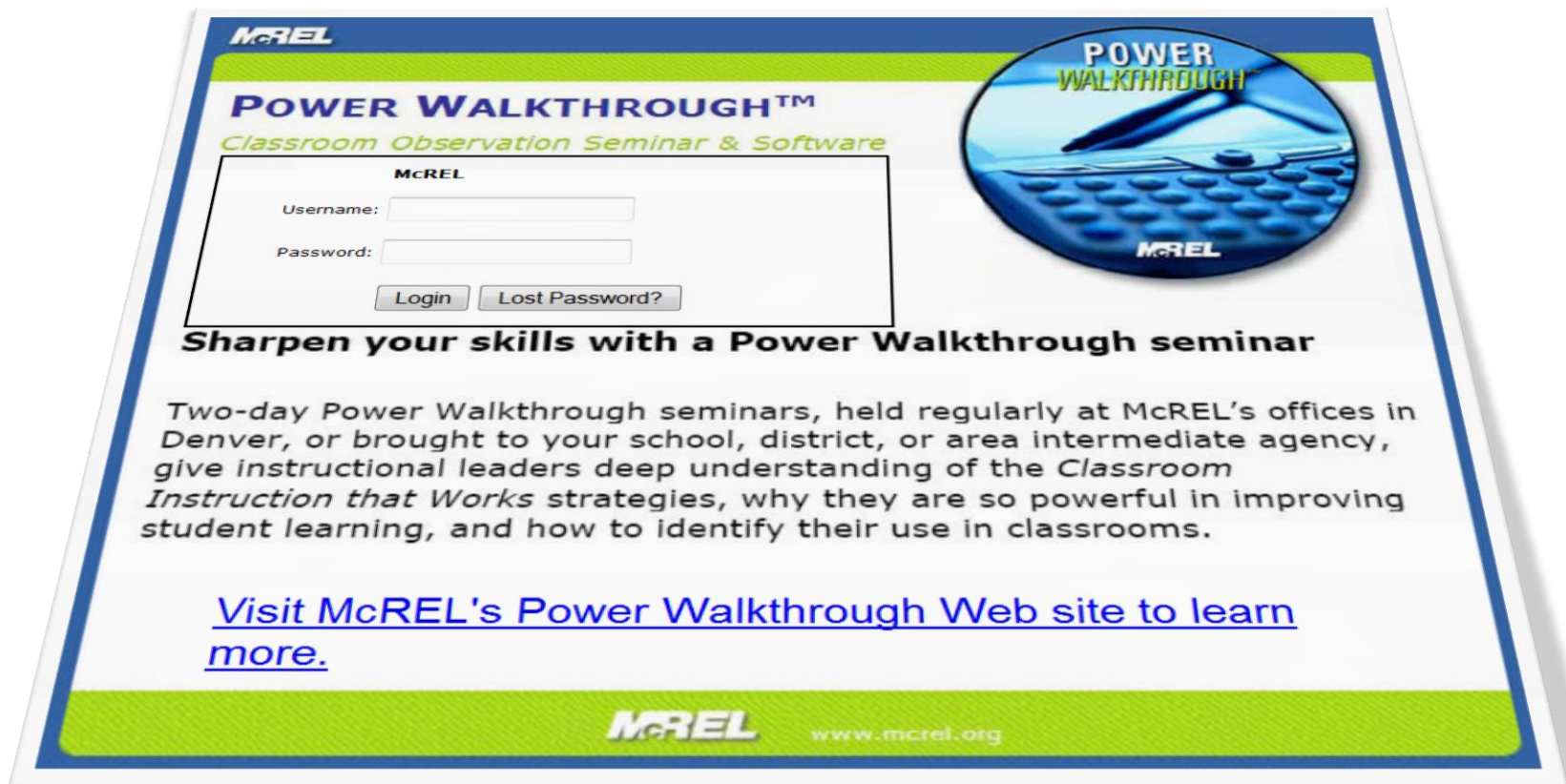
- Upload your walkthroughs if you are on a device
- Log onto:

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

and find your uploaded walkthroughs

# 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:

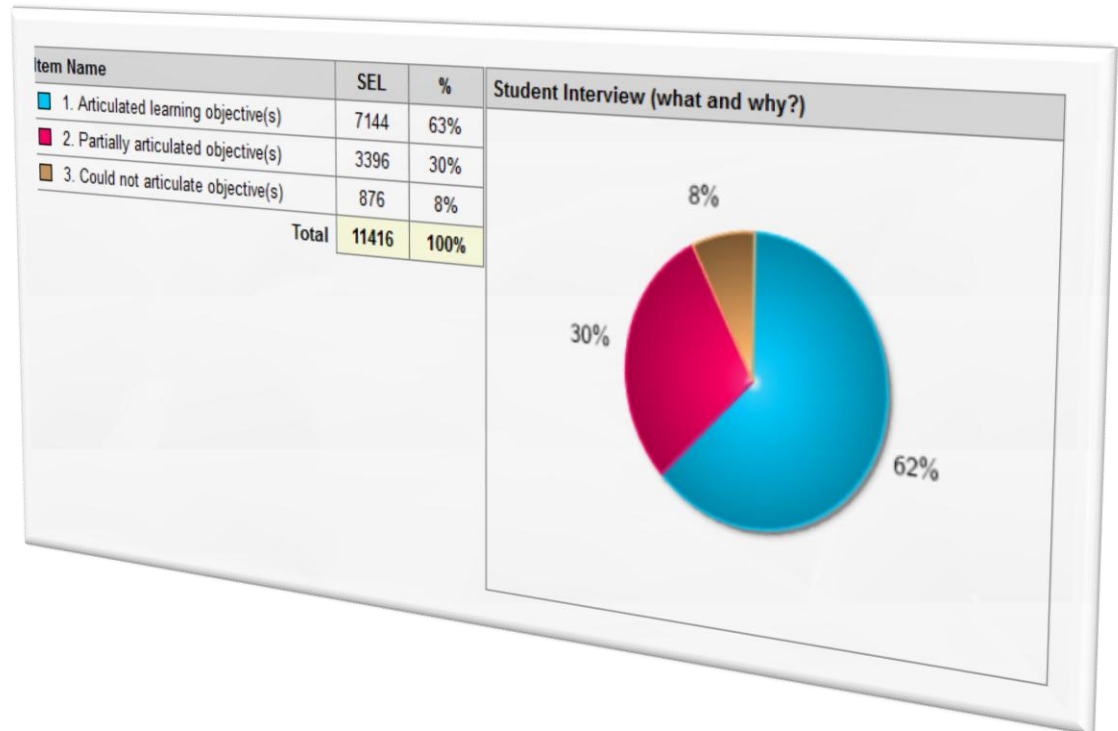
**Sharpen your skills with a Power Walkthrough seminar**

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.](#)

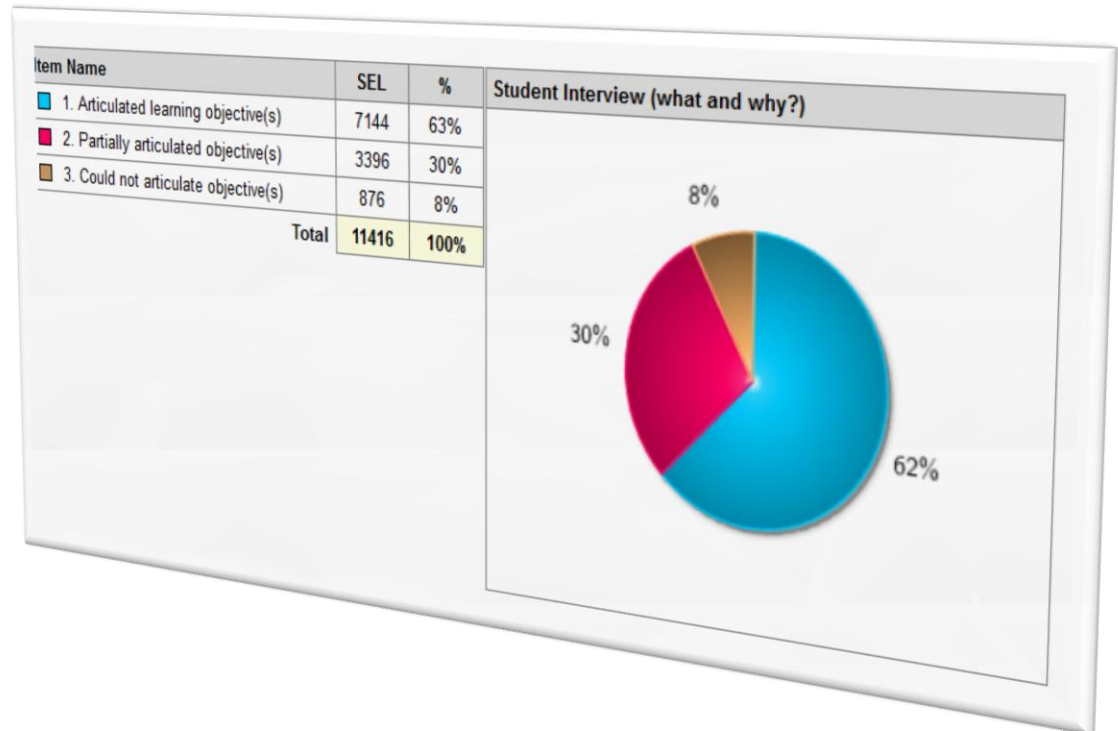
**McREL** [www.mcrel.org](http://www.mcrel.org)

# Implementation Planning and Instructional Mentoring

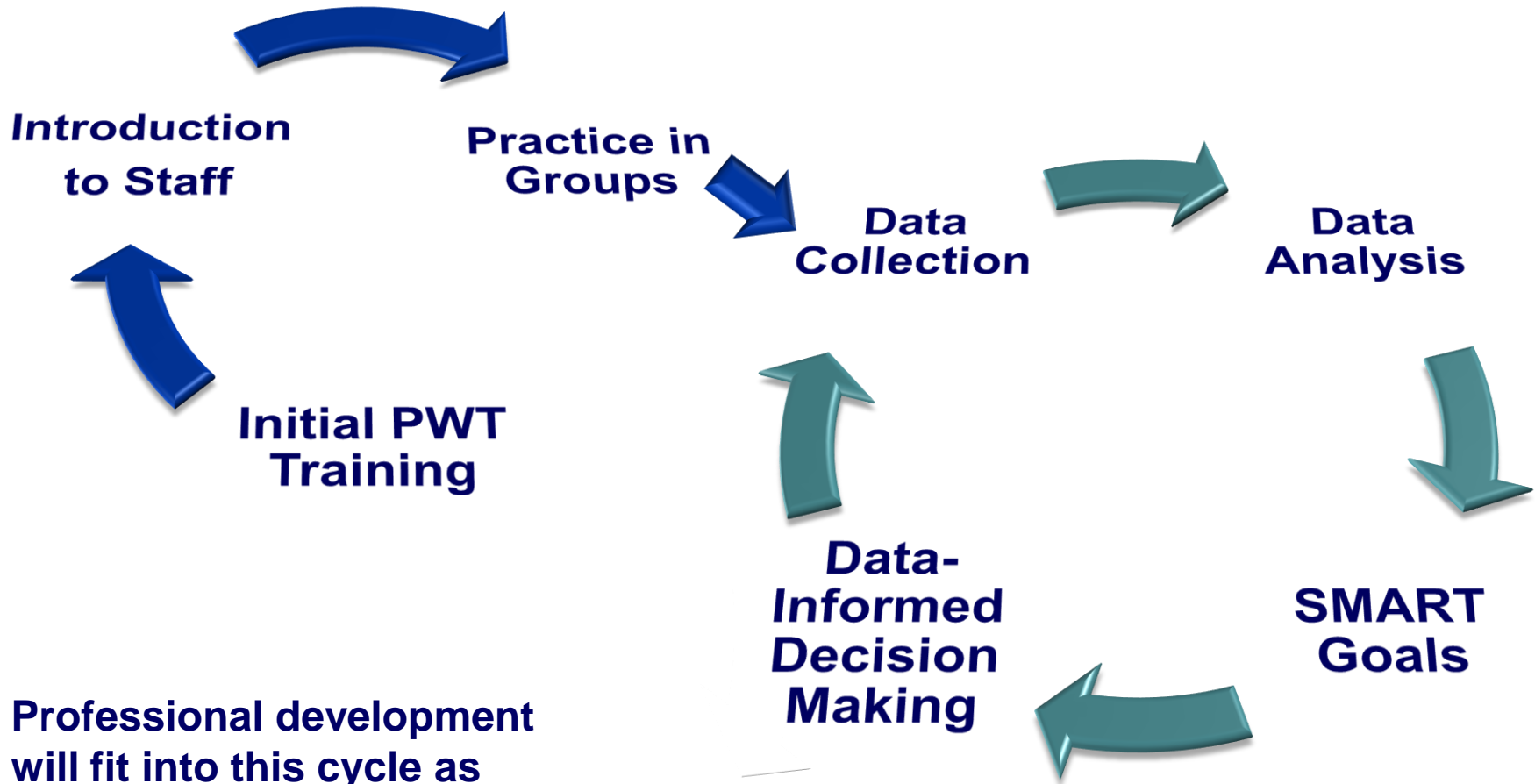




# Implementation Planning and Instructional Mentoring



# 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:

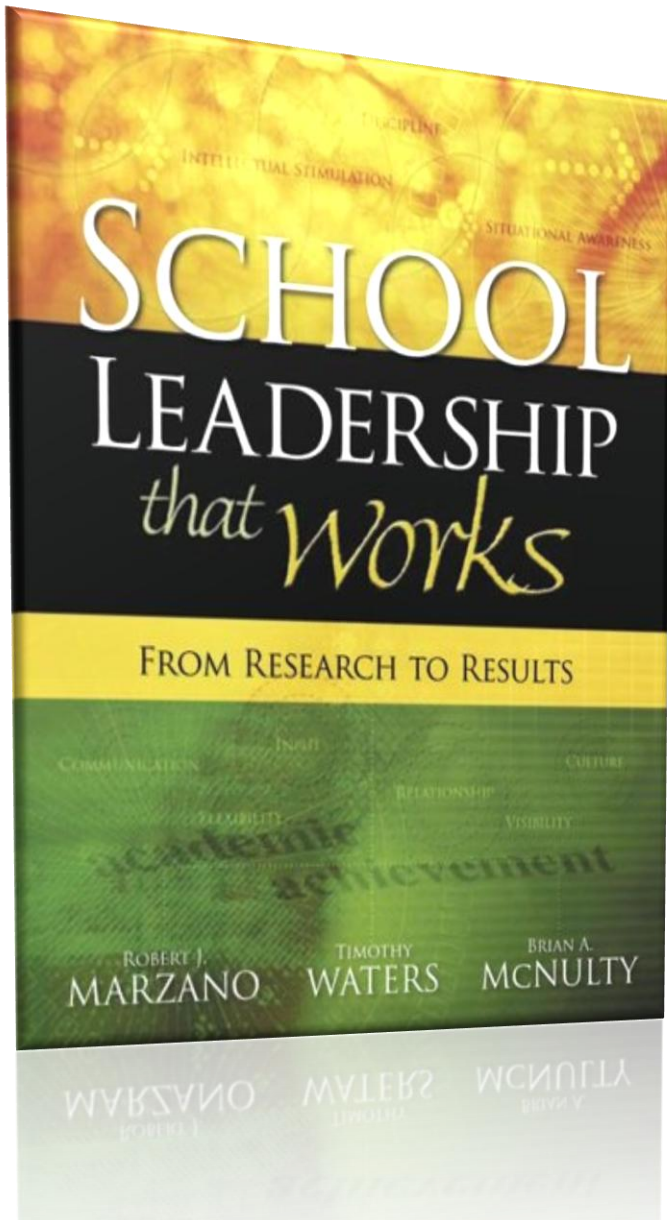
- Data analysis in teams looking at school-wide, team, and other data with large enough sample sizes
- Teams continue with the SMART goals/action planning process for next year
- District/schools use data and SMART goals to make PD plans



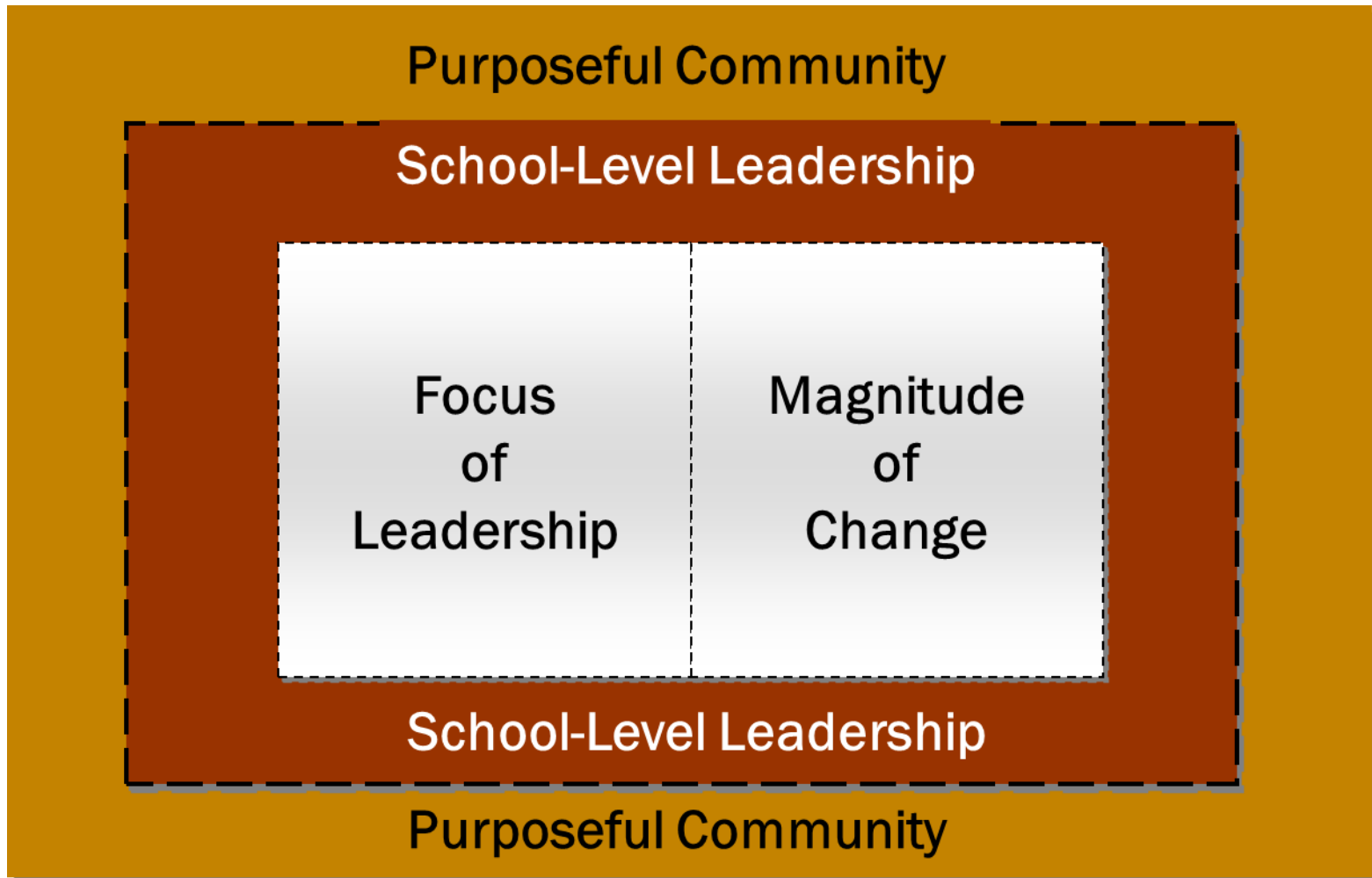
# Leadership Considerations

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

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



# Balanced Leadership Framework®





# 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**

# First or Second Order?

*Do stakeholders perceive the change as. . .*

an extension of the past?

a break with the past?

consistent with prevailing organizational norms?

inconsistent with prevailing organizational norms?

congruent with personal values?

incongruent with personal values?

easily learned using existing knowledge and skills?

requiring new knowledge and skills?

**First-Order Implications**

**Second-Order Implications**

# Recommended Timeline

August/September:

- Introduce Power Walkthrough® to all administrators
- Conduct PW workshop for leadership teams from all schools (two-day workshop)
- Administrators conduct practice walkthroughs in groups of 2-3



# Recommended Timeline

September/October:

- Principals show a preview of how the data aggregates at a staff meeting
- Staff drafts SMART goals about what they hope the data will look like in May
  - Specific, Measurable, Attainable, Results-oriented, & Time-bound
- Staff begins developing action plans



# Recommended Timeline

January/February:

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



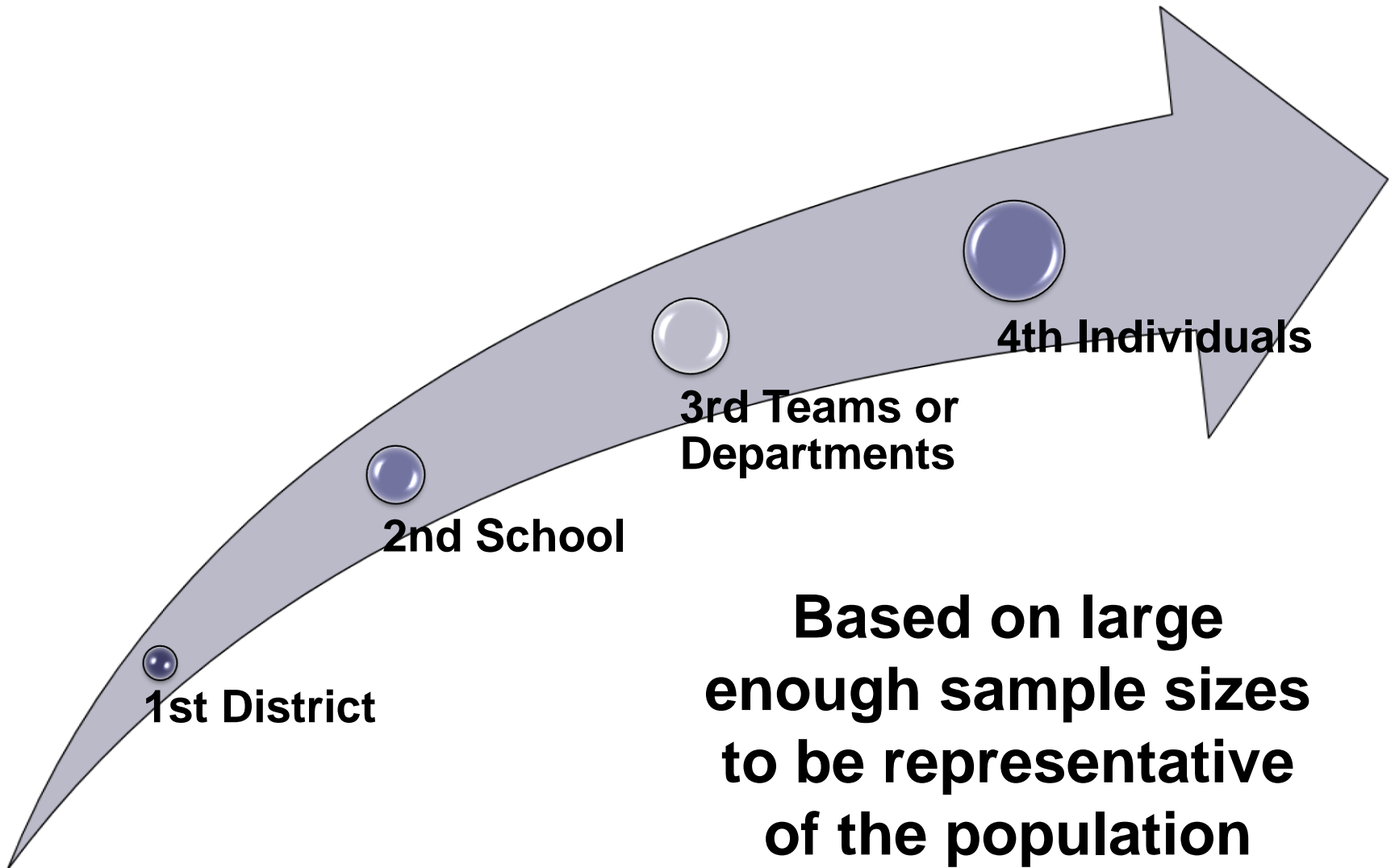
# Recommended Timeline

April/May:

- 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.**



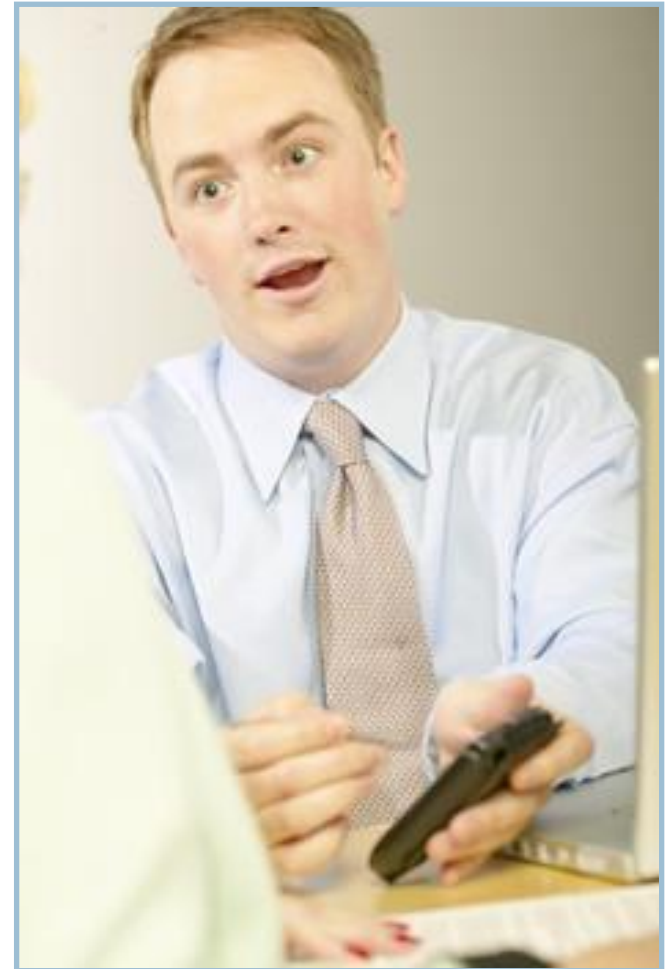
# Data Conversation

- 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:

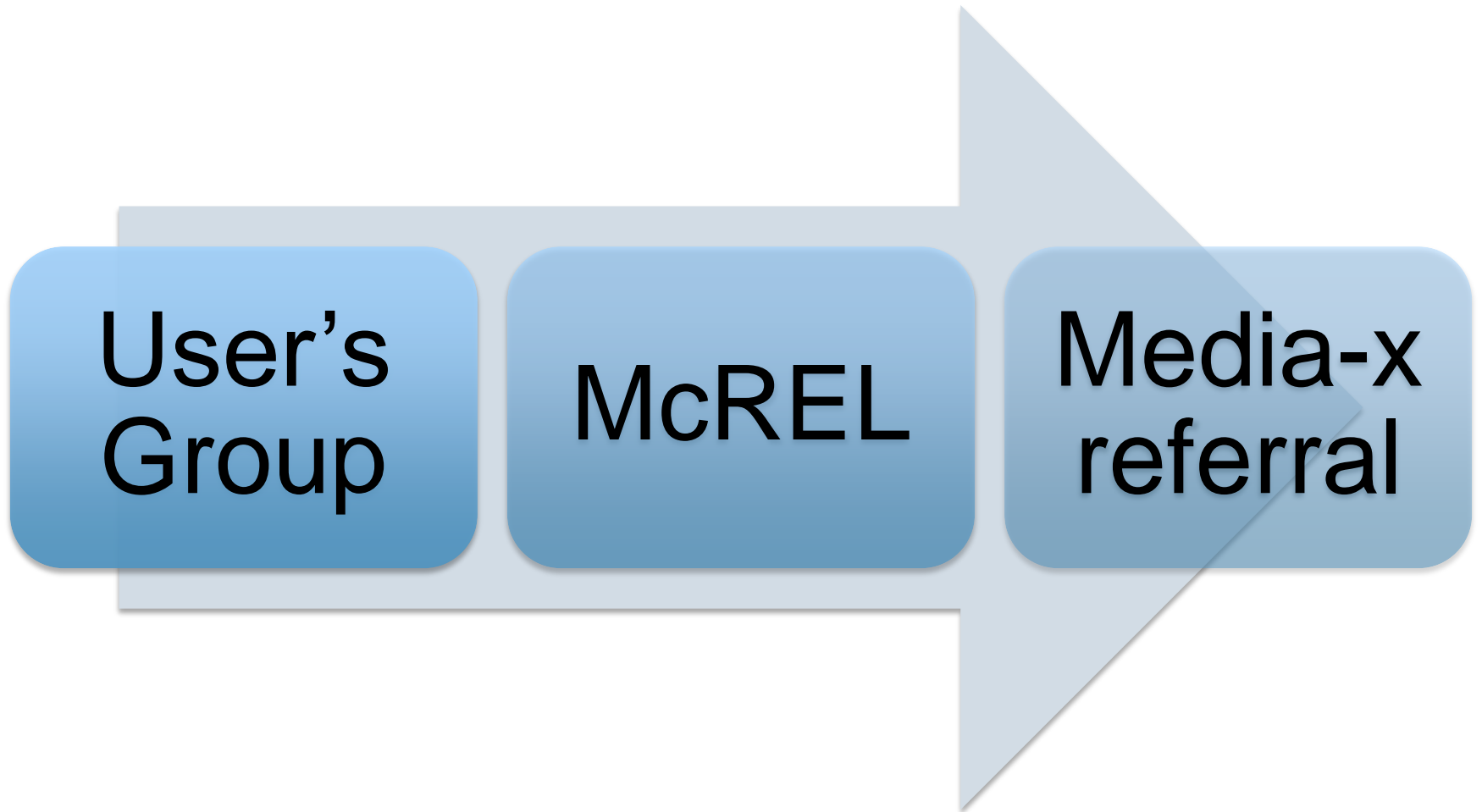
- Provide long-term professional development (PD) in *Classroom Instruction that Works* strategies and educational technology integration
- Book studies in CITW, UTCITW, and SLTW
- Use exemplar teachers to demonstrate to others
- Use data to monitor past PD and guide future PD
- Tie data and PD to the 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 teacher need specific PD?**
- **Continue analysis year to year**

# Three Levels of Technical Support







### PWT Account Log in



### Power Walkthrough User's Group Announcements & News

- Connect
- How tos
- Participant eBook and Materials
- McREL Facilitators
- Contact Customer Support
- Testimonials
- Power Walkthrough Locations
- Sitemap

### Calendar

#### PWT Events



### Power User

Power User of the Month

## Power Walkthrough User's Group

Welcome to the Power Walkthrough (PWT) User's Group! Here you will find the latest news and resources for Power Walkthrough including templates, videos, presentations, and more.

### What's New?

[Classroom Instruction That Works: Creating the Environment for Learning Webinar](#) Dr. Howard Pitler presented on Classroom Instruction That Works: Creating an Environment for Learning. The webinar focused on the new research from the second edition of Classroom Instruction That Works ...

Posted May 14, 2012 8:57 AM by Lisa Maxfield

[McREL Offers Free Webinars](#) Sign up to receive invitations for free webinars. Go to: <http://www.mcrel.org/contactinfo/request/contactinfo/request.aspx> and complete the form. Click in the box next to "McREL's Monthly ...

Posted May 3, 2012 12:42 PM by Lisa Maxfield

[McREL Template 2012](#) McREL has created a new template based on *Classroom Instruction that Works, Second Edition*. You may view and test the template by logging onto the website or your app as ...

Posted Apr 30, 2012 8:28 AM by Lisa Maxfield

Showing posts 1 - 3 of 6. [View more >](#)



### [Announcements & News](#)

Find all news letters and announcements about PWT.



### Connect

COMING SOON!



### [How tos](#)

Download the latest PWT documents and files.



### [Participant eBook and Materials](#)

This is the PWT Manual and supporting materials.



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

Website Tour of

<https://sites.google.com/site/powerwalkthroughusersgroup>

# 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

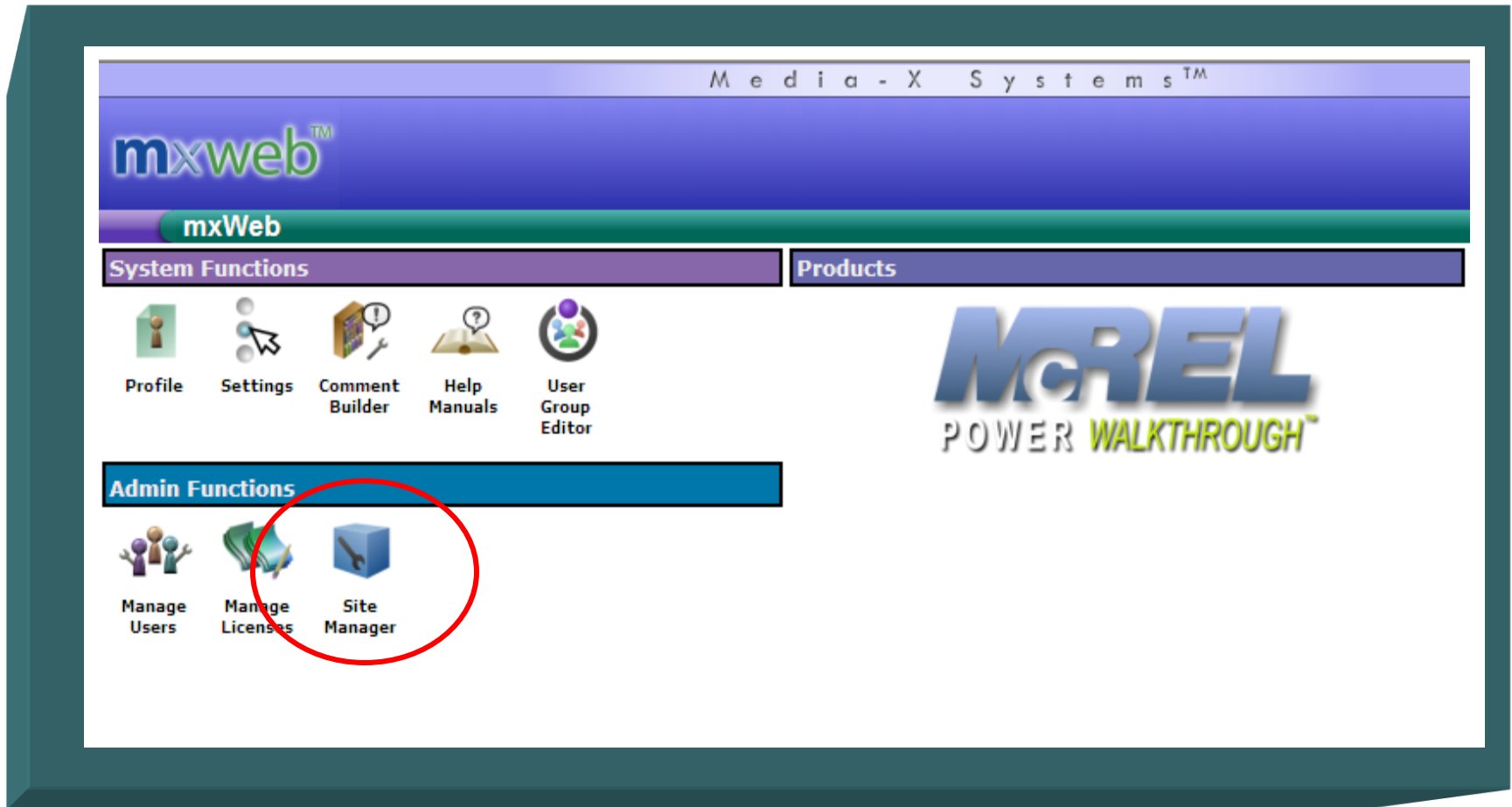
- **Go to home page of the Power Walkthrough Users Group and follow along with your facilitator to find the workshop evaluation**
- **Fill out the evaluation**

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 next to an 'Apply Site Permissions' button. Below this is a breadcrumb trail: 'mxWeb > Site Manager'. The main content area is divided into two sections. On the left, the 'Site Manager' section features a table with columns for 'Site', 'Period', 'Grade', and 'Subject', and a sub-section for 'Member', 'Course & Class', and 'Data Set'. A search box labeled 'Find site:' is present. Below the search box is a tree view showing a hierarchy: 'Client Board' (expanded), 'Excellent School District' (expanded), 'Elementary School' (selected), 'High School', and 'NPSD'. On the right, the 'Elementary School: Current data' section has 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: '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 'Contact Address' with 'Name' and 'ZZ' fields.

**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
  - Elementary School**
  - High School
  - NPSD

### Elementary School: Current data

New Site Edit Delete Import Move People Set Permission Defaults

#### Elementary School

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

#### Contact Person

Name

phone:

#### Contact Address

Name  
ZZ  
ZZ



- 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 main interface is divided into two primary sections. On the left, a 'Site Manager' pane 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'. 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 site details for 'Elementary School' are listed: Type: School, Size: 0 (0 available), ID: (blank), Jurisdiction: (blank), Type: (blank), and System ID: 8. To the right of these details are sections for 'Contact Person' (Name, phone) and 'Contact Address' (Name, ZZ, ZZ).

# 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 site details are listed: 'Elementary School', 'Type: School', 'Size: 0 (0 available)', 'ID:', 'Jurisdiction:', 'Type:', and 'System ID: 8'. To the right of these details 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 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', 'Email', 'First name', and 'Last name'. A red arrow points to the 'Save' button at the top of the form.

**Site Manager**

mxWeb > Site Manager

**Elementary School: Current data**

**New Member**

Parent site: Elementary School

Type: Select a type

User account: Select a type (optional)  Use same profile as user acc

Primary ID: Teacher

Email: Administrator

Personal Information

First name:

Last name: