

Implementing Walkthroughs: One School's Journey

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ABSTRACT

In order to support the new mission of education where students achieve at high levels, schools need infrastructure, in terms of processes, procedures, and capacity building, to support the collaboration between administrative instructional leadership and teachers' professional development with the goal of student learning and achievement. Walkthroughs are a tool used throughout school districts with a limited base of research.

This mixed methods case study describes one middle school's journey with walkthroughs. This dissertation explores and describes three main aspects of walkthroughs: process, perspectives, and recommendations. Administrators and teachers shared their experiences through personal interviews, focus group interviews, the *Concerns Based Adoption Model Stages of Concern Questionnaire*, and documents. Findings suggest that classroom walkthroughs work best in school climates that have an established level of trust between administrators and teachers. Walkthroughs, with classroom observations led by all teachers in the school, allow teachers to engage in professional dialogue about expectations for teaching and learning for all students in all content settings. Walkthroughs are a process that takes time to implement, should be ongoing, and require a transparent flexible process to meet individual school needs. If the need or expectation is to change teaching practices, then teachers need to be involved in all aspects of instructional supervision in collaboration with administrators on a continual basis.

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Chapter One

Implementing Walkthroughs: One School's Journey

The original mission of education was to provide a basic education to all and access to postsecondary education to a few students (Fullan, Hill, & Crevola, 2006). Since the passing and implementation of the No Child Left Behind Act and its associated high stakes testing, the mission of education has changed. The current mission of education is to ensure the academic success of all students at a high level that will enable them to be lifelong learners (Fullan, Hill, & Crevola) prepared for postsecondary education and prepared to compete in a global community. High stakes testing has forced education into an age of accountability. In addition, to meet the new mission and accountability requirements, the roles of school-based administrators and teachers and the focus on classroom instruction have needed to change.

Principals have traditionally managed buildings, supervised and evaluated instructional and noninstructional personnel, and addressed student discipline. Now, in order to ensure high levels of success for all students, school-based administrators are expected to continue operating as managers of facilities, finances, and staff, while also being instructional leaders for all content areas. The new mission of education requires teachers to reach every child to ensure their individual academic success under the pressures of publicized high stakes testing. Publicized test scores and required annual yearly progress requirements have brought a different lens to classroom instruction and supervision.

Fullan et al. (2006) states that the new mission of education “will require substantial changes in daily instructional practice on the part of teachers and parallel changes in the infrastructure to support such changes” (p.4). Changes in the education environment, more

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specifically, the classroom environment, will require that administrative supervision practices help and support teachers as they adapt, adopt, and refine the instructional practices they are trying to implement in their classrooms (McQuarrie & Wood, 1991).

Background

One method of instructional supervision that appears throughout education history is the use of classroom observations. Observations have been conducted by visiting committees of town selectman, ministers and prominent citizens in the 1600s (Tanner & Tanner, 1987); head or principal teachers in the 1830s (Anderson, 1993); superintendents beginning in 1837 (Starratt, 2008); and principals in the early 1900s (Tanner & Tanner, 1987). Conducted today by school-based administrators, classroom observations have traditionally looked at what teachers were doing and what students were learning.

Following inspection methods of supervision through the 1800s (Tanner & Tanner, 1987), scientific influences on teacher supervision practices included Taylor's 1911 time-motions studies and Dewey's 1929 scientific method of reflective inquiry (Pajak & Arrington, 2004). These two scientific-based influences, efficient factories and collegial reflective inquiry, presented competing priorities for supervision. Starratt (2008) noted, "school supervisors often found themselves caught between the demand to evaluate teachers scientifically and the simultaneous need to transform teaching from a mechanistic repetition of teaching protocols to a diverse repertory of instructional responses" (para. 2).

Introduced in the late 1960s, clinical supervision practices used classroom observation data to analyze patterns of classroom behavior to improve instruction through collegiality and interaction between teachers and administrators (Cogan, 1973). Clinical supervision practices

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still dominate teacher supervision and evaluation in school systems today (Holland & Garman, 2001). However, what started as a democratic formative process is known and practiced today as an administrative three-step formative process of preobservation conference, classroom lesson observation, and a post-observation conference (Starratt, 2008) for the purpose of teacher evaluation.

Zepeda (2003) states that supervision's purpose is to promote growth, development, interaction, fault-free problem solving, and a commitment to build capacity in teachers. Recent supervision practices reflect Zepeda's ideas and are more collaborative in nature. Differentiated (Glatthorn, 1997) and developmental (Glickman, Gordon, & Ross-Gordon, 2007) supervision models have emerged that are tailored to the developmental needs of teachers.

Ultimately, changes in teaching practices in individual classrooms are the responsibility of each teacher. Principals need to reach each teacher as teachers are expected to reach each student if systemic change is to occur and meet the new mission of education, achievement for all students. Instructional supervision needs to include opportunities for administrators and teachers to work collaboratively and include opportunities to gather formative data at the classroom level to inform instruction and improve student achievement.

Infrastructure, in terms of processes, procedures, and capacity building is needed to support the collaboration between administrative instructional leadership and teachers' professional development with the goal of student learning and achievement. One tool used in schools to change teaching practices that provides infrastructure and promotes collaboration of teachers and school-based administrators is the practice of *walkthroughs*.

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Walkthrough is a generic term that describes a process of observing classroom instruction. Observations in this process are brief, generally not connected to formal teacher evaluation, and conducted by administrators, teachers, and other school district stakeholders. Walkthroughs are a tool for instructional supervision that includes focused classroom observations designed to gather formative data to inform instructional practices for the purpose of improving teaching and student learning.

According to practitioners, data gathered through walkthroughs provide formative information regarding professional development needs and used to promote collegial conversation between teachers and administrators. Practitioners also report that walkthroughs provide an opportunity for administrators to be seen as instructional leaders by increasing opportunities to visit classrooms.

Studies based on principal perceptions have shown that walkthroughs positively affect classroom instruction and student achievement. Elementary (Rossi, 2007) and high school principals (Keruskin, 2005) reported increases in test scores. Teachers have reported that walkthroughs provided accountability measures, focused them on instructional best practices, and they reported that principals were more aware of what was happening in classrooms (Keruskin, 2005; Rossi, 2007). Both studies included a minimal number of teachers in interviews; Keruskin included five per high school and Rossi included five teachers representing three of the six elementary schools participating in the study.

In a RAND Corporation (Marsh et al., 2005) study, middle school administrators reported walkthroughs as more useful than teachers did. Teachers reported that observations were superficial and not relevant. Teachers who conducted observations reported the process as more

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valuable than teachers who were observed. Results did not find conclusive evidence that walkthroughs influenced teacher practice.

Statement of the Problem

Walkthroughs appear to be a tool through which monitoring of instructional practices is occurring in schools across the nation. While walkthrough practitioner articles have been pervasive in education journals, there is minimal research available. Perceptions of administrators and teachers appear to demonstrate that walkthroughs can be effective tools in improving teaching practices. What does not appear to be documented is an in-depth look at a school's implementation nor an in-depth look at teachers' perceptions of walkthroughs. The purpose of this case study is to describe one school's implementation of walkthroughs by looking at trends over a four-year period and by exploring what school administrators and teachers have learned.

Significance of the Study

Review of literature showed that schools use data gathered from walkthroughs for school improvement, identifying staff professional development needs, building collaboration among staff members, and improving teacher practices. Walkthroughs are implemented throughout the nation with minimal research-based information. Few studies have explored the effectiveness of walkthroughs, yet its pervasive use seems to imply effectiveness. While commercial walkthrough products and practitioners, through professional journals, give enumerated steps to follow to conduct walkthroughs, most do not provide detailed information that enable administrators to successfully implement walkthroughs. What is not available is a thorough look at a school's implementation of walkthroughs.

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Additionally, research studies, excluding the Marsh et al. (2005) study, have limited inclusion of teachers to a small percentage of teaching staffs in the participating schools; therefore teacher perspectives and concerns have not been fully explored. This study will attempt to begin to close the information gap regarding implementation processes and teachers' perceptions.

Delimitations

The researcher conducted the study during May and June of 2010. Study participants included administration and teaching staff of one middle school in a large suburban school district on the East Coast.

Research Questions

The study will consider three main questions and associated subquestions to address the research problem:

1. What are the characteristics of the current walkthrough process implemented at the case study site?
 - a. How and why has the school's walkthrough process changed since initial implementation?
2. What are the administrators' and teachers' perceptions of the walkthrough process implemented at the case study site?
 - a. What are the administrators' and teachers' positive and negative perceptions of the walkthrough process currently implemented at the case study site?

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- b. How do administrators and teachers perceive the impact of walkthroughs on improving instruction in classrooms?
3. How do teacher perceptions of the purpose for using the walkthrough process relate to the administration's reported purpose for using the walkthrough process?
 - a. What are the administrators' and teachers' recommendations for improving the walkthrough process at the case study site?
 - b. What changes do administrators and teachers recommend as the selected site moves forward with its implementation of the walkthrough process?
 - c. Based on four years of experience with implementing walkthroughs, what recommendations or advice would administrators and teachers offer to other schools interested in starting walkthroughs at their own sites?

Overview of Methodology

The intent of this case study is to understand and describe walkthroughs at a middle school. The middle school is located in a moderately large school district on the East Coast in a suburban area. The *Concerns Based Adoption Model (CBAM) Stages of Concern Questionnaire (SoCQ)* provided quantitatively measures of teachers' levels of concern with implementing walkthroughs that teachers accessed through an online application. At the same time, walkthroughs were explored using semi-structured interviews with all administrators and two teacher focus groups. The researcher obtained documents that had significance to the research questions by providing information regarding participants' perspectives and walkthrough practices and processes. The reason for combining both quantitative and qualitative data was to

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understand the research problem and to be able to provide information to administrators and teachers who have a desire to implement walkthroughs in their schools.

Assumptions and Limitations

The lack of research in the area of walkthroughs creates an opportunity for exploration of the topic from different perspectives. This study was limited to the researcher's chosen perspective of one school's implementation. Because the research study focused on one school's implementation, results are not generalizable to walkthroughs at other schools or at other educational levels. There are numerous walkthrough tools with a variety of protocols available to schools and school districts. The study site's walkthrough design may not be duplicable at other school sites.

Using a questionnaire and interviews assumes that participants will answer all questions honestly. Participant interviews included questions about the implementation of a process that has occurred over several years; therefore, the researcher assumed that participants in the study recalled historical information accurately. All teachers had access to the online questionnaire that resulted in a participation rate of 67 percent. The researcher was unable to access teachers who did not participate in the questionnaire because of the timing of the questionnaire, last two weeks of school, and because participation was anonymous.

Definition of Terms

The researcher defined terms as they relate to their use in this study as well as use by study participants.

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Collaborative Learning Teams (CLT). A term West Middle School uses to identify multidisciplinary teacher teams and content specific teacher teams. Teachers and administrators use CLT interchangeably with Professional Learning Communities.

Collaborative Learning Visits. Current walkthrough process at West Middle School. Components include focused observables, teachers as observers, defined roles for observers, and positive feedback in the form of narrative evidences and reflective questions.

Core content areas. Subject or content areas that require state testing and are required for graduation: English, math, social studies, and science.

Instructional Walkthrough. First walkthrough process used by West Middle School from 2006-2008; characterized by an extensive checklist, ten-minute classroom observations, feedback reported in percentages and percentiles, and observations conducted by central office personnel, school administrators, and teacher leaders.

Non-core content areas. Subject or content areas of the school program excluding core content areas, such as health and physical education, fine arts, vocational, and technical education courses.

Professional Learning Community (PLC). A term West Middle School uses to identify multidisciplinary teacher teams and content specific teacher teams. Teachers and administrators use PLC interchangeably with Collaborative Learning Teams (CLT).

Walkthrough. A tool for instructional supervision that includes brief, focused classroom observations designed to gather formative data to inform effective instructional practices through timely feedback for the purpose of improving teaching and student learning.

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Dissertation Overview

The research study includes five chapters, references, and appendices. Chapter One includes an introduction, brief review of related literature, statement of the problem, significance of the study, research questions to be addressed, assumptions and limitations to the study, and an overview of the study document.

Chapter Two includes a review of related literature. The related literature provides a review of educational supervision that includes the definition of supervision, history of supervision, and instructional supervision versus teacher evaluation. The second section focuses on walkthroughs as a method of instructional supervision with a general overview of walkthroughs that includes background, definitions, purposes, criteria, and types; brief review of the origin of walkthroughs; and presents three methods with an analysis of their available research. The third part of the review of related literature will provide a brief review of the personal side of change as described by the Concerns-Based Adoption Model.

Chapter Three describes the mixed methods design used for this case study; provides reasons for the chosen methods and techniques; identifies the population studied; and defines the role of the researcher. The chapter also includes data needs, procedures for data collection, instrumentation, procedures for data analysis, and a brief summary.

Chapter Four includes research findings from interviews with school-based administrators and teachers, results of the *CBAM SoCQ*, and review of documents related to walkthroughs implemented at the study site. Analyses of data included coding schemes that defined the school's walkthrough and its processes, described administrator and teacher perspectives, and described administrator and teachers recommendations. Chapter Five includes

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discussion of the findings, researcher's interpretations of findings, and conclusions derived from the study.

Chapter Two

Review of Related Literature

It is undeniable that the role of school-based administrators and teachers and the focus of classroom instruction have changed dramatically in the current age of accountability. The original mission of education (Fullan, Hill, & Crevola, 2006) was to:

...provide access for all [students] to basic education and access for relatively small elite [number of students] to university education. The new mission [is] to get all students to meet high standards of education and to provide them with a lifelong education that does not have the built-in obsolescence of so much old-style curriculum but that equips them to be lifelong learners. (p. 1)

In agreement with the new mission of education, Reeves (2007) believes that the bell curve has no place in classroom assessment where students are compared to one another and where there is a division of success and failure. Instead, education should employ a mountain curve that is “skewed to the right [and] acknowledges differences in student performance, but every student is in the zone of success” (p. 5).

Fullan et al. (2006) further states that the new mission of education “will require substantial changes in daily instructional practice on the part of teachers and parallel changes in the infrastructure to support such changes” (p.4). The new mission requires teachers to reach every child and ensure their academic success under the pressures of publicized high stakes testing. In order to ensure student success, school-based administrators are expected to continue operating as managers of facilities, finances, and staff, while also being instructional leaders. In a study of 300 schools and more than 300,000 students using twenty-five separate measures of student achievement, Reeves (2007) found that “students in schools where the causes of

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achievement were attributed to student factors averaged 43.6 percent [at proficient or higher on the measures], while students in schools where the causes of achievement were attributed to teaching and leadership averaged 64.8 percent [at proficient or higher level]" (p. 246). These findings support the importance of teachers and school-based administrators working together to build an infrastructure that provides an instructional approach that meets educational needs and ensures the achievement of each individual student.

Building such an infrastructure requires synergy from both teachers and administrators in order to provide a productive and effective instructional program. The related literature that follows will provide a review of educational supervision to include the definition of supervision, history of supervision, and instructional supervision versus teacher evaluation. The second section will focus on walkthroughs as a method of instructional supervision with a general overview of walkthroughs that includes background, definitions, purposes, criteria, and types; brief review of the origin of walkthroughs; and presents three methods with an analysis of their available research. Implementing a new instructional supervision method such as walkthroughs requires building an infrastructure and making change in the school environment. As stated by Fullan (1993), "It is only by individuals taking action to alter their own environment that there is any chance for deep change" (p. 40). To conclude, the third part of the review of related literature will provide a brief review of the personal side of change as described by the Concerns-Based Adoption Model.

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Supervision

“...textual discussions have suggested that everything leadership people do in the course of their professional lives is in some way part of supervision” (Goldhammer, Anderson, Krajewski, 1980, p. 13).

Definition of Supervision

Merriam-Webster (n. d.) defines supervision as “the action, process, or occupation of supervising; *especially*: a critical watching and directing (as of activities or course of action)” (“supervision”). A closer examination of the word “direct” revealed the following definition: “to regulate the activities or course of; to carry out the organizing, energizing, and supervising of; to dominate and determine the course of; to train and lead performances of” (Merriam-Webster, 2009, “direct”). Words such as organizing, energizing, supervising, determine the course of, and train and lead performances, all describe supervision in an educational setting.

Knoll (1987) defines supervision as a leadership role in which the supervisor diagnoses teacher performance needs and then guides, directs, assists, suggests, supports, and consults with the teacher. Goldhammer, Anderson, and Krajewski (1980) also suggest that supervision is supportive of teacher growth: “Supervision is the task assigned to certain employees, whether in a line or staff relationship to classroom teachers (or counselors), to stimulate staff growth and development, to influence teacher behaviors in the classroom (or counseling center), and to foster the selection, development, use, and evaluation of good instructional approaches and materials” (p. 13).

Teacher evaluation. According to Eye, Netzer, and Krey (1971), supervision is a subsystem of administration that comprises two parts: people and program. Responsibility for

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giving direction to the process of merging people and program belongs to a person - the supervisor - who initiates activities such as training while performing the function of supervision. Supervision focuses primarily upon the achievement of the appropriate instructional expectations of educational systems. Supervision is an administrative function that includes responsibility for the professional development of teachers to support educational system programs and the evaluation of teachers to make employment decisions.

Perhaps the most commonly held understanding of supervision in education settings is evaluation of personnel to make decisions regarding retention, tenure, promotion, and dismissal. Definitions for evaluation, according to Sergiovanni (2006), are narrow in explanation as a process for calculating the extent to which teachers measure up to preexisting standards. "...Teacher evaluation has meant the rating, grading, and classifying of teachers, using some locally standardized instrument as a yardstick" (Sergiovanni, 1984, p. 401). Although the emphasis appears to be on standards and standardized instrumentation to evaluate teachers, Sergiovanni goes on to state that teacher evaluation broadly conceived involves judgment more than measurement.

Instructional supervision. One of the subsystems of supervision as identified by Eye, Netzer, and Krey (1971), involves programs. In an education setting, this involves educational programs and their implementation in the classroom. Instructional supervision as defined by Goldhammer, Anderson, and Krajewski (1980), are "those activities engaged in by school personnel for the improving of instruction through changing of teacher behavior" (p. 17-18). Hoy and Forsyth (1986) state that instructional supervision is "any set of activities planned to

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improve teaching, at its heart it involves a cycle of systematic planning, observation, and analysis of the teaching-learning process” (p. 11).

Purpose of supervision. People and program supervision merge for the purpose of “improving the education provided by schools for children” (Tanner & Tanner, 1987, p. 30). If schools are to reach each child and ensure his/her academic success as Fullan, Hill, and Crevola (2006) state, then supervision’s purpose needs to increase the opportunity and capacity of schools to contribute more effectively to students’ academic success (Sergiovanni & Starratt, 2007). In addition, Zepeda (2003) states that supervision’s purpose is to promote growth, development, interaction, fault-free problem solving, and a commitment to build capacity in teachers. Changes in the education environment, more specifically, the classroom environment, will require that supervision help and support teachers as they adapt, adopt, and refine the instructional practices they are trying to implement in their classrooms (McQuarrie & Wood, 1991).

Summary. Supervision is a task in the educational setting that involves the leading and oversight of the instructional program as well as the responsibility for personnel evaluation. Discussions over time have dealt with, and continue to deal with, the question of instructional supervision and teacher evaluation: are they apart from one another or a part of one another? Perspectives on this discussion follow a brief overview of the history of supervision. Throughout its history, influences and impacts on supervision included government involvement, scientific management, business management and practices, and educational research and practices.

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History of Supervision

Inspection supervision. Educational supervision in the United States has roots in seventeenth-century colonial New England. A 1647 Massachusetts law required towns to establish schools, thereby giving government control and supervision (Tanner & Tanner, 1987). Thus, the first purpose of supervision was to determine whether children received instruction as required by law. Visiting committees often were composed of town selectman, ministers and prominent citizens appointed to oversee what the teachers did and what students were learning. Teachers during this time were responsible for instruction, custodial duties, and the day-to-day management of students (Tanner & Tanner, 1987).

The purpose of these inspectorial visits was to make judgments about the teacher rather than about the teaching or pupil learning. In addition, inspectorial visits did not provide professional development to increase a teacher's knowledge about instruction (Anderson, 1993). According to Eye, Netzer, and Krey (1971), this administrative inspection model was dominant from 1642 through 1875.

Population growth necessitated development of common schools in the late 1830s. Head teachers and principal teacher roles emerged to handle administrative and managerial duties as well as to serve as advisors to colleagues (Anderson, 1993). It is during this time that supervision as a formal activity exercised by educational administrators within a system of schools began (Starratt, 2008).

As city school systems developed and grew, superintendents inspected schools to ensure teachers were implementing the prescribed curriculum and that students were able to recite their lessons (Starratt, 2008). Cities of Buffalo and Louisville established the office of superintendent

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in 1837, followed by St. Louis, Providence, Rochester, and New Orleans. Superintendents took over the work of supervision from lay committees, devoting nearly all of their time to visiting schools (Tanner & Tanner, 1987). By the early 1900s, the number of schools increased to a point that superintendents could no longer handle the volume of schools and supervision became the responsibility of school principals. In the early days of the Principalship, the role of the principal was teacher training (Tanner & Tanner, 1987).

Scientific supervision. Between 1876 and 1936, influence on teaching procedures by business practices and scientific management from industry practices was strong. Eye, Netzer, and Krey (1971) characterized this period of supervision as “efficiency orientation,” while others characterized various decades in the early to mid 1900s as “scientific supervision” (Alfonso, Firth, & Neville, 1975; Gwynn & Chase, 1969; Starratt, 2008). Frederick Taylor’s 1911 publication, *Principal of Scientific Management*, influenced school administrative practices centered on efficiency and accountability.

Taylor based his work on time-motion studies of workers at a steel plant. Through his observations, he developed one efficient way to perform different tasks, thus separating planning of work from execution of work (Pajak & Arrington, 2004). The following steps describe Taylor’s scientific method, when applied to management: “identify the best way to perform a task; develop a work system based on this ‘research;’ communicate expectations to workers; train workers in the system; and monitor and evaluate to ensure compliance” (Sergiovanni & Starratt, 2007, p. 15). When applied in education, the method emphasized control, accountability, and efficiency. Superiors supervised teachers closely to ensure they were following approved guidelines and teaching protocols. The process was a heavily supervised,

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face-to-face, superior-subordinate method that implied there was only one-way to teach (Sergiovanni & Starratt, 2007).

A professor of educational administration at the University of Chicago, Franklin Bobbitt was a strong advocate of Taylor's work. He felt that schools would be more efficient if run like factories. "The significance of Bobbitt's work was in his advocacy of scientific and professional supervisory methods. Supervisors thought that their work in schools would be more clearly defined and accepted by adopting Bobbitt's principles of scientific management" (Sullivan & Glanz, 2005, p. 14). This popular view resulted in many publications that applied quantitative measures to every aspect of schooling, including a way to evaluate teachers. In the 1915 *National Society for the Study of Education Yearbook*, an article proposed that teachers could be rated on a scale from "very poor" to "excellent" on 45 different items (Boyce, 1915). Although the original list of items contained things such as general appearance and health, many items reflect what education today considers effective teaching, such as grasp of subject matter and attention to individual needs (p. 54). After World War I, with public education growing larger and becoming a more complex enterprise, supervision was growing in educational literature (Anderson, 1993).

In the late 19th century and early 20th century, supervisors oversaw curriculum and instruction and evaluated teachers' performance and student achievement. In the United States during the 1930s, the field of supervision separated itself from administration, aligning with the process of curriculum development (Pajak, 2000). The Association for Supervision and Curriculum Development (ASCD), founded in 1943, furthered supervision as a field of study and as a component of pre-certification graduate work (Anderson, 1993).

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Cooperative/democratic supervision. John Dewey's writings of 1929 combined a scientific method of reflective inquiry with democratic principles. He promoted collegial, reflective inquiry as a guide to practice in opposition to Taylor's prescribed method for educational practices (Pajak & Arrington, 2004). "Democratic supervision, in particular, implied that educators, including teachers, curriculum specialists, and supervisors, would cooperate to improve instruction" (Sullivan & Glanz, 2005, p. 16).

At about this same time, European educators, were developing curriculum-based theories that were child-centered and experience-based (Starratt, 2008). This led to a time of "cooperative supervision" from 1937 – 1959, which was described as group effort and cooperative problem solving in the improvement of teaching and learning (Eye, Netzer, & Krey, 1971; Pajak & Arrington, 2004). Based on the work of Elton Mayo, social philosopher and professor of business administration at Harvard, there was a small following for human relations supervision between 1930 and 1950. Supervisors were to work to create a feeling of satisfaction among teachers by showing interest in them as people. Increasing school productivity with enhanced morale and increased job satisfaction was the basis for human relations supervision methods. According to Pajak and Arrington (2004), the method did not work: "School productivity did not increase by winning friends and influencing people" (p. 234).

During this time of scientific and cooperative or democratic supervision, Starratt (2008) notes that "school supervisors often found themselves caught between the demand to evaluate teachers scientifically and the simultaneous need to transform teaching from a mechanistic repetition of teaching protocols to a diverse repertory of instructional responses to students' natural curiosity and diverse levels of readiness" (para. 2). Concurrently, while enrollments were

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increasing, schools were challenged with shortages of teachers and classrooms, and the addition of the curricular areas of fine arts, physical education, foreign language, math, and science (Starratt, 2008). Additional programs for more students with less teachers and facilities increased the impact on the school supervisors' ability to provide effective supervision.

Research orientation supervision. The increase in supervision literature and research regarding the solution of problems in achieving instructional expectations characterized the period of "research orientation," that began in the 1960s and continues today according to Eye, Netzer, and Krey (1971). The Russian launch of Sputnik, Head Start initiative, Vocational Education Act, and the Elementary and Secondary Education Act had a strong impact on education in the United States (Pajak, 2000). Increased federal involvement redefined supervision in the sixties.

President Johnson's "war on poverty" initiative specified that the Commissioner of Education conduct a nationwide survey of the availability of educational opportunity (Marzano, 2003). The resulting study, *Equality in Educational Opportunity* published in July 1966, included responses from 640,000 students and 60,000 teachers in 4,000 schools. Known as the "Coleman report," study results influenced education regarding the educational gaps between students (Marzano, 2003). The results brought increased focus and scrutiny on education and a more focused lens on curriculum and classroom instruction.

Through the 1960s, teacher evaluation was relatively casual and without firm rules. Evaluation was more about classroom management; supervisory feedback focused more on the qualities of the classroom environment than on improving teaching and learning (Asepline, Faryniarz, & Rigazio-DiGilio, 2006). Two Harvard professors produced two publications in the

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late sixties and early seventies that changed the casual nature of supervision. Harvard professors Cogan and Goldhammer developed the practice of clinical supervision, which blended elements of "objective" and "scientific" classroom observation with aspects of collegial coaching, rational planning, and a flexible, inquiry-based concern with student learning (Starratt, 2008).

Clinical supervision. In the mid 1950s, Harvard professors Morris Cogan and Robert Anderson supervised pre-service teachers. Over the next ten to fifteen years, the professors used feedback from the pre-service teachers regarding the supervision they received to develop a set of practices and procedures, which they identified as “clinical supervision.” According to Cogan (1973), clinical supervision focuses on the improvement of the teacher’s classroom instruction. It uses classroom data not as isolated events or brief sequences but as an analysis of the patterns of classroom behavior. Pattern analysis became one of the foundations of the supervisory structure. Collection and use of principal data from the events of the classroom were designed to improve student learning by improving the teacher’s classroom behavior (Cogan, 1973). Cogan insisted on a collegial relationship focused on the teacher's interest in improving student learning and on a nonjudgmental observation and inquiry process (Starratt, 2008).

Cogan (1973) stated that new methods of teaching break down in the classroom at the point of application; because of this, “teachers need a sustained, expert program to help [them] relinquish [their] existing classroom behavior in favor of new behavior, a program strong enough to help [them] apply such new competences to the specific conditions that obtain for each child, for each class, and for the teacher himself. Such a program must focus on *in-class supervision*” (p. 3).

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Cogan's (1973) program of clinical supervision includes eight phases in the cycle of supervision:

1. establishing the teacher-supervisor relationship;
2. planning with the teacher;
3. planning the strategy of observation;
4. observing instruction;
5. analyzing the teaching-learning processes;
6. planning the strategy of the conference;
7. conference; and
8. renewed planning (pp. 10-12).

Throughout the process steps, the supervisor moves from a leader in the process, by planning the strategy of the observation and analyzing the observation, to a facilitator in the process, by the teacher joining in with the planning and analysis. Clinical supervision is an ongoing process throughout the school year.

A central objective of the entire clinical process is the development of the professionally responsible teacher who is analytical of his own performance, open to help from others, and self-directing. "Almost all teachers need the contributions the clinical supervisor and other personnel can make - not continuously, but at appropriate intervals" (Cogan, 1973, p. 89). Clinical supervision tenets focus on collegiality and interaction, not authoritarian intervention. Pajak and Arrington (2004) describe clinical supervision as reflective and problem solving where the target is the individual classroom. According to Acheson and Gall (1997), the goal of clinical

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supervision is the professional development of teachers with an emphasis on improving teachers' classroom performance.

Robert Goldhammer was a professor under his principal mentor, Morris Cogan. Although Goldhammer died in 1968, his 1969 publication, *Clinical Supervision*, preceded Cogan's publication of the same title by several years. Goldhammer's work is a refinement of Cogan's work. Whereas Cogan identified eight stages in clinical supervision, Goldhammer enumerated five stages:

1. preobservation conference
2. observation
3. analysis and strategy
4. supervision conference
5. postconference analysis

For many practitioners, three stages are common: the pre-observation conference, the observation, and the post-observation conference (Starratt, 2008). Clinical supervision practices dominated educational supervision for twenty years and still exist in many educational settings today (Holland & Garman, 2001).

According to Acheson and Gall (1997), clinical supervision is about the act of teaching itself and not about curriculum support such as materials, objectives, and philosophy of instruction. Clinical supervision provides objective feedback on the current state of the teacher's instruction; diagnoses and solves instructional problems; helps teachers develop skill in using instructional strategies; evaluates teachers for promotion, tenure, and other decisions; and helps teachers develop a positive attitude about continuous professional development (Acheson &

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Gall, 1997). It is interesting to note that Acheson and Gall's inclusion of teacher evaluation appears incongruent with Cogan's original intent of clinical supervision as nonjudgmental.

Aseltine, Faryniarz, and Rigazio-DiGilio (2006) noted that Goldhammer emphasized the teacher's role in selecting areas of focus and evaluation criteria. As others began to modify the process of clinical supervision, such as Madeline Hunter, emphases changed. According to Nolan and Hoover (2004), Hunter emphasized the supervisor's role as objective observer in lieu of a teacher-supervisor collaborative process. Hunter used predetermined external criteria that reflected the mid-seventies "back to basics" focus in a process-product model. Clinical supervision can reveal deficiencies in teachers' skills sets, promote mastery of basic elements of teaching, and promote skills in classroom management. According to Olivia and Pawlas (2004), clinical supervision processes have limitations with the tension between formative supervision and summative evaluation and the challenge of acquiring the resources necessary for a full program of supervision.

Divergent approaches. Eye, Netzer, and Krey (1971) suggest that the 1970s may have started a new period of supervision in terms of achievement, a period of "system analysis." According to Sergiovanni and Starratt (2007), the 1980s research on effective schools brought increasing state mandates in supervision and evaluation of teachers. By 1993, the emphasis in supervision had shifted from evaluating teachers to promoting teacher development and building professional communities among teachers (Sergiovanni & Starratt, 2007, p. xvi). Sergiovanni and Starratt go on to note that as teacher quality became more important, school districts became more serious about using teacher evaluations to leverage school improvement.

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Differentiated supervision. Glatthorn (1997) proposes a system of supervision that meets the developmental needs of the teacher. “Differentiated supervision is an approach to supervision that provides teachers with options about the kinds of supervisory and evaluative services they receive” (p. 3). There are three options in this system: intensive development for nontenured teachers or teachers with serious problems; cooperative development for small collaborative groups of teachers; and self-directed development for teachers who prefer to work independently. Individual teachers setting personal growth goals, taking action on those goals, gathering feedback from students, and completing a final assessment of progress, characterize self-directed development. This option is teacher-directed without supervision or collaboration with colleagues. Cooperative development may involve teachers working together in groups to develop action research projects, access professional development, observe and confer with one another, and collaboratively develop curriculum and learning materials all in support of school improvement plans.

Along with the three supervision options are two evaluative options: intensive evaluation and standard evaluation. Intensive evaluation accompanies the intensive development option. Based on teacher accountability, not professional growth, an administrator conducts intensive evaluations. Methods include research-supported criteria, observations, conferences, and performance of noninstructional functions. The second evaluative option, standard evaluation, is for experienced, known competent teachers and associated with the cooperative and self-directed development options. Administrators use minimum observations and conferences with the main objective being to satisfy state and district evaluation policy requirements.

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Glatthorn (1997) feels that differentiated supervision fosters collegiality, cooperation, emphasizes the importance of professionalizing teaching, and is a realistic solution to the problem of time for administrators to deliver effective supervision. He also states, “No evidence exists that schools using differentiated systems are more effective than those using only the standards clinical approach” (p. 4).

Developmental supervision. Glickman, Gordon, and Ross-Gordon (2007) propose a developmental model of supervision that is, in their terms, a collegial model, not a congenial model: “A ‘*paradigm shift*’ toward the collegial model, if it is to succeed, must include a shift away from conventional or congenial supervision toward collegial supervision” (p. 6). The authors clarify collegial as “purposeful adult interactions about improving schoolwide teaching and learning” (p. 6). Congenial supervision is the annual, biannual, or triennial obligatory observation and write-up to satisfy school district requirements that provide little meaningful feedback.

This developmental model includes a selection of tasks of supervision that can bring about improved instruction based on the developmental need of the teacher to include:

- Direct assistance: supervisor provides feedback with teachers to improve instruction.
- Group development: supervisor provides and facilitates instructional problem-solving meetings among teachers to improve instruction.
- Professional Development: supervisor provides learning opportunities with teachers to improve instruction.
- Curriculum development: supervisor provides changes in teaching content and instructional materials to improve instruction.

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- Action research: supervisor provides teachers with ways to evaluate their own teaching to improve instruction.

Developmental and differentiated supervision models appear to contain similar options. Both provide opportunities for teachers to receive focused assistance and to work independently or in groups to meet their professional development needs. Options also provide similar opportunities for a supervisor to be hands-on, to be a facilitator of their learning, and to provide needed resources.

Neoscientific management. Sergiovanni and Starratt (2007) suggest that supervision today involves “neoscientific management.” When there is shared control, accountability, and efficiency, supervision occurs in an impersonal manner. Instead of visiting classrooms daily and reviewing lesson plans, administrators use standardized testing and the publication of those scores to control the teacher’s work. Pajak and Arrington (2004) believe that legal procedures and negotiated policies interfere with administrative direct supervision of teachers. They also believe that administrators do not receive proper training to conduct classroom observations, record and analyze observation data, or assist new and struggling teachers; nor do they have time because of competing responsibilities (Pajak & Arrington, 2004).

Summary. A review of supervision history illustrates the influences of governmental involvement, scientific research, business management practices, and educational research and practices. Supervision has included instructional supervision and teacher evaluation as integral parts of one another and as separate entities in an ongoing conversation of methods and purposes of supervision. School administrators continue to evaluate personnel and provide instructional leadership in an era where there is “too much information about how students learn [and] too

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much content information for any one person to know” (Hoerr, 2005, p. 43-44). Recognizing that administrators do have expertise, Hoerr further states that administrators “can no longer supervise based purely on the superiority of their expertise in curriculum and instruction. Supervisors must facilitate growth and both support and challenge their employees” (p.46). This conflict or challenge to provide both supervision and evaluation suggests the need to look at the relationship between instructional supervision and teacher evaluation.

Supervision versus Evaluation

According to Holland and Garman (2001), there is a state of confusion between supervision and evaluation in the literature and pedagogy of supervision,

“...in which supervision has become indistinguishable from evaluation of teaching in the minds of most teachers, many administrators, and virtually all politicians. We have overlooked the inconsistency between the views that supervision as a part of teacher education is concerned with both teacher preservice preparation and inservice professional development, whereas administrative supervision routinely focuses on oversight functions of curriculum alignment through staff development and evaluation of teaching” (p. 98).

Supervision and staff development combine in a judgment-free approach to help teachers become more effective in the classroom (McQuarrie & Wood, 1991). Supervision activities provide data to assist teachers in developing new skills and used to plan staff development needs for teachers. The difference in supervision and teacher evaluation is the collection and use of data from classroom observations. Criteria for data collection are predetermined for teacher evaluation and the administrator, without teacher involvement, interprets data. Teacher

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evaluation is a judgmental approach to improving instructional practice. McQuarrie and Wood further state that supervision, staff development, and teacher evaluation “should all be considered part of a comprehensive approach to improve instructional practices” (p. 95).

According to Danielson and McGreal (2000), teacher evaluation has two purposes: quality assurance and professional development. Quality assurance is the accountability function of evaluation that is associated with summative judgments and usually more highly valued by legislators and policymakers. Judgments include “screening out unsuitable candidates, dismissing incompetent teachers, and providing legally defensible evidence” (Danielson & McGreal, 2000, p. 8) for making consequential decisions. Professional development is formative in nature, nonjudgmental and seen as more valued by educators. The professional development function of evaluation involves “providing constructive feedback, recognizing and reinforcing outstanding practice, providing direction for staff development, and unifying teachers and administrators around improved student learning” (Danielson & McGreal, 2000, p.8.). Danielson and McGreal (2000) contend that evaluation systems have potential to “not only achieve the dual purposes of accountability and professional development, but can merge them” (p.8).

While 16 years apart, Knoll (1987) and Zepeda (2003) provide clear distinctions between supervision and evaluation. Zepeda (2003) stated that the difference between teacher evaluation and teacher supervision is that instructional supervision is formative while evaluation is summative. In comparing supervision and evaluation, Knoll (1987) found that supervision supports improvement, motivation, and trust, while evaluation results in judgment, frustration, and suspicion (see Table 1, p. 4).

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Table 1

Comparison of Supervision and Evaluation

	Supervision	Evaluation
Objective:	To improve teacher performance	To rate teacher performance
Activities:	Identify needs of teacher	Judge performance of teacher
	Focus on areas needing help	Offer global overview of teaching efforts
	Involve teacher in improvement	Make teacher aware of weaknesses
Activities:	Use objective terms	Use subjective values
Outcomes:	Motivation to improve	Demoralization
	Inspiration to continue improving	Frustration
	Trust in the supervisor grows	Suspicion of the supervisor results

Pajak and Arrington (2004) offer a slightly different comparison between teacher evaluation, what they describe as administrative evaluation, and instructional supervision. Administrative evaluation involves hiring the most qualified teachers available. After the hiring, a school administrator monitors teacher performance in order to make informed decisions about whom to retain and whom to dismiss. A school administrator makes an eventual determination about whether a teacher's performance is satisfactory enough to justify continued employment. An instructional supervisor also favors hiring the best teachers available but monitors teacher performance for different reasons—to provide feedback to teachers about how they are doing and to determine the kinds of professional support that teachers need to guarantee that as many

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as possible succeed. Pajak and Arrington do not specify whether an instructional supervisor is a school-based administrator.

Summary. In education settings, responsibility for tasks of teacher evaluation and instructional supervision most often lie with the same person - the school administrator. The administrative issue of evaluator versus supervisor comes down to the administrator ultimately being an evaluator (Acheson & Gall, 1997). “Teacher evaluation is summative and ideally occurs as a complement to formative supervision” (Zepeda, 2003, p. 21). “Done well, supervision enhances teacher development. Evaluation is, and will remain, a part of supervision, and this reality cannot be ignored” (Sergiovanni, 2006, p. 278-279). McGreal (1983) stated, “Practically, line administrators can never totally remove their administrative hat and become peers of teachers. However, it does seem that administrators can tilt that hat and, under certain guidelines, act more as instructional supervisors than building administrators” (p. 38).

Teacher evaluation and instructional supervision appear to be an integral part of one another. Whether it is a result of one person being responsible for both tasks or whether it is a result of the same data used for two different purposes, it is clear that evaluation and supervision are explicably tied to one another. Formative supervision, as mentioned by Zepeda, involves providing teachers information and feedback throughout the school year, while evaluation suggests a more summative, one-time, end-of-year teacher performance assessment. For the purposes of this study, the focus is formative supervisory activities for the purpose of instructional supervision.

As has been reviewed previously, classroom observations have a long history of being the data gathering point for instructional supervision. From the Massachusetts inspectorial visits of

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1647, to Cogan's clinical supervision, to Glatthorn's differentiated supervision, classroom observations provide information on the teaching and learning taking place in the classroom. As changes in education continue to increase the impact on school-based administrators, teachers need to become more involved in their own professional development. Infrastructure, in terms of processes, procedures, and capacity building, would support the collaboration between administrative instructional leadership and teachers. One method that may provide this infrastructure is walkthroughs.

Walkthroughs

Background

In setting a strategy to reform classroom instruction that will meet the individual needs of students, Fullan et al. (2006) recommend four key ingredients. The first ingredient is to design powerful and aligned assessment tools for each lesson objective for daily assessment of student learning. Within those assessments, create formative assessments that are not time consuming but that provide necessary information to inform instructional decisions (second ingredient) and that provide information to implement personalized instruction (third ingredient). The fourth ingredient is "a built-in means of monitoring and managing learning, of testing what works, and of systematically improving the effectiveness of classroom instruction so that it more precisely responds to the learning needs of each student in the class" (Fullan et al., 2006, p. 37).

According to Elmore (2004), "The crux of the problem...is that failing schools fundamentally lack...agreement and coherence around expectations for student learning and they lack the means to influence instructional practice in classrooms in ways that result in student learning" (p. 234).

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Providing effective instruction that leads to learning and achievement for each student is the responsibility of schools and relies heavily on each teacher in each classroom. Good and Brophy (2003) state that “teachers are not aware of everything that goes on in the classroom, and this lack of awareness may interfere with their effectiveness” (p. 48). Good and Brophy attribute the lack of awareness to the complex nature of classrooms. Teachers are so busy responding to students, there is little time to think about what they are doing. The second reason noted may be a lack of systematic observation that results in teachers receiving information that will increase their effectiveness.

Good and Brophy (2003) assert that classroom observations, either through videotape or observers, will help teachers understand their behaviors if teachers are provided with how to collect information, what to look for, and a framework to discuss the findings. School-based administrators, district leaders, teachers, community members, and students in individual schools and school districts are conducting classroom observations, or classroom visits, using a process generally referred to as a walkthrough. Gilliland (2002), when talking about the role of school administrators, states “...to be a true curriculum leader one must be familiar with the curriculum, but it is a real advantage to actually witness it in practice!” (p. 40).

Definitions of Walkthroughs

Walkthrough methods have many names and various definitions and descriptions. Credited with the beginning of walkthroughs, Frase and Hetzel (2002) described walkthroughs as “an active person-to-person process that relies on deeds, involvement, and participation to create better schools” (p. ix). Frase and Hetzel (2002) went on to state that “wandering through classrooms is an opportunity to assess instructional effectiveness, diagnose problems, and

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reinforce good teaching” (p. 75). It is not about walking around aimlessly but well-planned and purposeful observations.

Definitions in the literature often may focus on the aspect of principals’ instructional leadership, describing it as “an organized observation that requires the principal to visit all classrooms to look specifically at instructional practices and student learning” (Davidson-Taylor, 2002). Rossi (2007) defined walkthroughs as “frequent, focused, brief visits to classrooms that allow principals to observe firsthand the teaching and learning that are occurring in the classroom” (p. 9). Further, walkthroughs are “a brief, structured, nonevaluative classroom observation by the principal that is followed by a conversation between the principal and the teacher about what was observed” (“Using the Classroom Walkthrough,” 2007).

Definitions focusing on the purpose and criteria of walkthroughs include descriptions such as organized walks or tours through classrooms or schools that focus on instruction, learning, and teaching, or provide specific criteria to be observed (Goldman et al., 2004; Keruskin, 2005). In describing the walkthrough process developed by the University of California Los Angeles (UCLA) School Management Program, Martinez-Miller and Cervone (2008) state that the “protocol provides both a process and a tool for inquiry-based professional development, community engagement, and ultimately student self-direction” (p.22).

Kachur, Stout, and Edwards (2010), define a classroom walkthrough by common elements:

Informal and brief; involving the principal and/or other administrators, other instructional leaders, and teachers; quick snapshots of classroom activities (particularly instructional and curricular practices); NOT intended for formal teacher evaluation purposes; focused on “look-fors” that emphasize improvement in teaching and learning; an opportunity to

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give feedback to teachers for reflection on their practice; and having the improvement of student achievement as its ultimate goal. (p. 3)

For purposes of this study, walkthroughs are a tool for instructional supervision that includes brief, focused classroom observations designed to gather formative data to inform effective instructional practices through timely feedback for the purpose of improving teaching and student learning.

Benefits of Walkthroughs

Walkthroughs can provide both principals and teachers with valuable information about the status of the school's instructional program. By visiting classrooms more often, principals develop a view of instructional issues and patterns; have an opportunity to demonstrate their interest in and knowledge of the teaching and learning process; and have a structure for dialogue with teachers about what goes on in the classroom ("Using the Classroom Walkthrough," 2007). The walkthrough process can result in increased dialogue and reflection about teaching practices for both the teacher and the principal, which leads to supporting improved instruction and increased student achievement (Skretta, 2007; "Using the Classroom Walkthrough", 2007). According to Skretta (2007), school administrators see walkthroughs "...as a lens [through] which to view school improvement in action. Their greatest value is that administrators can use them to gather data...[and] monitor the use and frequency of interventions identified to improve student achievement" (p. 17).

Wyoming State Department of Education provided walkthrough training for principals on the Learning 24/7 Classroom Walkthrough with Reflective Feedback. Dexter (2004) surveyed sixty principals who had participated in the training and implemented the walkthrough tool. Based on principals' perceptions, the classroom walkthrough tool helps administrators and

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teachers focus on student learning; “[it] supports principals and teachers working together to improve student achievement” (p. 10). Dexter (2004) also found that classroom walkthroughs are a practical strategy that is focused and time efficient, benefits administrators and teachers, and supports the school improvement process (p. 17).

Another benefit of classroom walkthroughs is that it can “move staff from a culture of isolation to a culture of collaboration and support” (Ziegler, 2006, p. 53). A collaborative culture would support the increasing demands on administrators and teachers. Holland and Garman (2001) refer to the traditional isolation that teachers experience in supervision processes: “Although the rhetoric of supervision espouses collaboration and collegueship as essential to supervision, teacher isolation remains the reality in most schools” (p. 99). Bloom (2007) feels that teacher isolation will not work in the educational environment; that teacher “private practice is no longer an option in today’s schools” (p. 43).

In support of principal instructional leadership, a qualitative study of eight principals in the School Leadership Program provided by the Center for Educational Leadership, associated with the University of Washington, Kinoshita (2007) found that a coached learning walk activity “seemed to be a paramount sensemaking experience for most of the participants” (p. 58). To conduct coached walkthroughs, the program worked with the eight principals to select a school and set the purpose for observations. Center for Educational Leadership facilitators joined principals for short classroom visits. Observers debriefed after each classroom visit to discuss what they observed and then at the conclusion of all classroom observations, they identified key learnings from the day. The walkthrough activity:

...helped principals understand instruction in the context of their own setting, a critical part of developing leadership for improvement. Through this single activity, principals in

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the course became attuned to the state of instructional practice and need for its transformation within their school. [It] amplified the principal's urgency about developing their leadership capacity and improving their own daily practice (Kinoshita, 2007, p. 58).

Walkthrough observation tools appear to have more benefits than issues or concerns, such as building a collaborative culture and providing a means to systematically monitor and manage learning. Rissman, Miller, and Torgesen (2009) identified challenges to implementing effective classroom walkthroughs in a publication created for the Center on Instruction by the Florida Center for Reading Research at Florida State University. Challenges included agreement about their use from all participants, attention to teacher union restrictions, time constraints of administrators, and training for teachers and administrators.

Bloom (2007) offers a cautionary note: "No one model is sufficient to support a systemic school improvement process....Done well, classroom visitations tied to professional learning communities and continuous improvement processes have transformative power. Done poorly, they can produce hostility and distrust" (p. 40). While the intent of classroom walkthroughs is to assist teachers in looking at daily instructional practices, the mere mention of a walkthrough can increase anxiety (Valli & Buese, 2007). According to principals, classroom walkthroughs can raise anxiety and some teachers feel threatened (Dexter, 2004). Some teachers feel the visits are designed to catch them doing something wrong and often include observers from outside the school that heighten teacher concerns of additional scrutiny.

Purpose of Walkthroughs

Twelve superintendents in Washington State participated in a perceptual study of *LearningWalksSM* (Finch, 2009). The twelve superintendents mandated that principals in their

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districts spend from one hour to three hours daily in classrooms conducting *LearningWalksSM*. Superintendents reported purposes for *LearningWalksSM* that included monitoring instruction; gaining a clear picture of what is happening in classrooms; determining teacher and student needs; checking all teachers, not just one teacher; and determining if professional development initiatives are implemented (pp. 71 – 76). One superintendent stated that his purpose for walkthroughs was “so that the entire school system would be focused on the instructional core” (p. 41).

Walkthroughs may serve as a tool for district level or school-based instructional supervision. Purposes include verifying implementation of district initiatives, evaluating student progress and teacher needs, focusing on school-determined issues, and helping administrators act as instructional leaders. Schools and districts use data gathered from walkthroughs for school improvement, identifying staff professional development needs, building collaboration among staff members, improving teacher practices, and, in some cases, as a tool for teacher evaluation. Examples that follow provide a representative sampling of varied purposes and varied methods to achieve the stated purposes.

When required, designed, and/or conducted by district level superintendants or central office administration, walkthroughs serve to verify implementation of district programs and expected instructional practices. One example of a district level walkthrough is the Snapshot System.

Snapshot System. Not just for school-based administrators and teachers, walkthroughs are becoming part of the assessments used by school district superintendents. In Florida’s Duval County Public Schools, the superintendent developed a classroom visit “Snapshot System” to

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determine the level of implementation that was occurring across the district for standards-based instructional initiatives (Supovitz & Weathers, 2004). Each year, the superintendent and leadership team decide on three to five topics to assess. School district teams of personnel, who are experts on the assessed topics, develop rubrics to define levels of implementation for schools and students and develop evidence forms for observations. Evidence forms include lists of questions for school leaders, teachers, and students; list of evidential artifacts; and a list of people to interview during school observations. In advance of observations, all schools and staff members receive the rubrics that define clear expectations.

The superintendent selects schools for observations that are representative of the district. Observation teams conduct visits in each selected school twice during the school year for three hours. Observation teams consist of principals and district leaders who receive training on the rubrics and then conduct practice visits to ensure understanding of the rubric criteria. Training for observation teams includes how to provide feedback to building principals. Data collected is confidential and protects the anonymity of individual schools and teachers. Team members enter data into an online system. Principals review aggregated data in monthly principal meetings.

Principals and district leaders reported several benefits of the Snapshot System that included collection of reliable and valid data about implementation of district reforms, district accountability, promotion of a district-wide learning community, and shared understanding. Principals also reported that they incorporated the rubrics into their own classroom observation forms; learned from their peers; gained a clearer picture of what is happening in their own schools; and reported that the process created a sense of urgency and accountability among staff (Supovitz & Weathers, 2004).

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Walkthrough Without Students. While most walkthroughs occur in the classroom during instruction, Walkthrough Without Students includes an organized tour of buildings by teams of teachers without the presence of students or supervisors (Sullivan & Glanz, 2005). Colleagues look for evidences of alignment with standards through teacher and student artifacts. Teams of teachers visit classrooms of peers to review student work, instructional materials, layout of classrooms, content of displays, and teacher lesson plans for scope and sequencing of instruction. Teachers being observed choose the materials to be shared. The process does not include observation of instructional practices during active student instruction. Grade level or content area meetings discuss findings and share ideas to replicate. Sullivan and Glanz (2005) feel that the strength of the Walkthrough Without Students is the promotion of a culture of collaborative learning.

Although not meant to be evaluative, principals may choose to use this walkthrough process without students present in place of traditional observations. The process begins with the teacher meeting with a supervising administrator and a colleague teacher, the latter who conducts the observation. Together they discuss the purpose, develop a form for the observation, schedule the observation, and decide if the visit occurs with or without students. After the visit, the teacher meets with the observing colleague to develop a plan to share with the administrator to address results of the observation.

Quick Visits. Quick Visits, developed by the New Teacher Center at the University of California Santa Cruz, combine observing teachers and talking with students. The tool focuses on specific feedback aligned with a standards-based instructional program (Perotti, 2003) and its purpose is to provide immediate feedback and provide reflective analysis and dialogue with

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teachers (Zoller, 2003). Evidences from observations evaluate both student progress and teacher needs. A new principal used Quick Visits twice a week to “become familiar with day-to-day workings of each class and a clear idea of the style and practices of each teacher” (Pruitt, 2003, p. 11). Classroom visits may be conducted by site administrators and other support providers, often individually and not by teams. Data gathered by supervisors informs coaching support for individual teachers and informs the formal supervision and evaluation process (Bloom, 2007).

Walk’bout. Created by George Manthey, Association of California School Administrators Professional Learning Executive, the purpose of the Walk’bout is to gain objective information regarding the implementation of school-wide goals related to effective instructional practices (Rodda, 2005). The tool helps school leaders greatly increase efficiency in classroom visits through a computer hand-held program. The software program provides a way to gather information on the thinking level required for student work in the classroom and compare it to the level of thinking required by content standards. This allows an administrator to recommend changes quickly. Walk’bout observations may include best practices and other observable behaviors.

Additional computer programs that support collecting data from walkthroughs are available, including The Administrative Observer, Porta Data’s T Observe, GoObserve, and eWalk™ (Silberberg, 2008). Although not particularly important to this review, the presence of computer software programs would suggest a high prevalence of walkthroughs as a tool for educators.

UCLA School Management Program Classroom Walkthrough Protocol. This protocol includes an inquiry-based model of school improvement. In the cycle of school

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improvement as outlined by the School Management Program (Cervone & Martinez-Miller, 2007), schools define a desired future; then gather data from walkthroughs, student assessments, and professional knowledge. Interpretation of the data collected allows the school to generate a hypothesis that would help them achieve their desired future. From the hypothesis, the school implements an action. While reflecting on the implementation of action, it is recommended that walkthroughs be repeated to gather data to inform decisions on whether to take next steps to refine or sustain effects of the action plan.

The Classroom Walkthrough Protocol works with “teachers’ own questions about student learning - building on teachers’ desire to become better teachers” (Cervone & Martinez-Miller, 2007, p. 1). It supports the collaborative nature of professional learning communities by providing opportunities for colleagues to share individual teaching experiences “to deepen its collective understanding of instruction - moving beyond identifying and ‘fixing’ problems to identifying and enhancing student mastery of content and skills” (Cervone & Martinez-Miller, p. 1). The walkthrough process focuses on the effects of the delivered program on students, “reflecting on how students [understand and embrace] both the content and skills we want them to have” (Cervone & Martinez-Miller, p. 2).

Data-in-a-Day. The Northwest Regional Educational Laboratory designed Data-in-a-Day as a tool for schools to involve staff, parents, and students in examining and reflecting on classroom practices (Ginsberg, 2001). The tool enables a school to spend one day gathering data on a school-determined issue (“Rekindling our spirit”, 2008). Once the focus is determined, a team of adult and student observers discusses observable evidences of the issue, conduct

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observations, and take notes. Observation teams then meet together to share results, identify themes, and make recommendations to address the issue.

Valley View Elementary School in Phoenix, Arizona (“Rekindling our spirit”, 2008) used the tool to look at its character education program. Teams of teachers and students discussed behaviors they might see that would indicate evidence of positive interactions, respect for others, responsibility for self, and replacing violence with conflict resolution. Observations of students and teachers around the school’s campus occurred for 20-25 minutes during lunch and recess. Observers shared the information gathered with the faculty on the same day as the observations. Teachers and administrators noted that the insights and comments shared by the students were the most informative.

Principal Jones (2008) at Central Union High School in California attributes the success of her students to Data-in-a-Day. One third of her students are English language learners and the school is located in a poor agricultural area. Where some might not expect these students to achieve, the school has consistently stayed at the state’s median score level. Jones modified the tool to meet her school’s needs and did not include parents or students in the observations. Pairs of teachers, usually one veteran teacher and one teacher of less experience, conduct twenty-minute classroom observations quarterly. Observers use predefined protocol elements to look for in instructional practices, such as whole class student conversation, student seatwork, teacher engagement, and total disengagement. The author does not define “total disengagement” or whether this is a teacher or student observable behavior. Jones defines student engagement as the percent of engaged students, but does not distinguish between engagement and compliance

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behaviors such as following directions and listening attentively. Student engagement may not be an indication that students are truly engaged in the learning process but simply compliant.

Observations included documentation of “learning time,” the actual time spent on instruction, transition, and student learning activities. Observers discuss and compile their findings based on consensus. One copy of the observation goes into the observed teacher’s box by the end of the day and a second copy, without observed teacher’s name, is collected. Teachers have an opportunity to reflect on their observation and may follow up with administrators if they want assistance. Jones aggregated the quarterly observation findings on the school level, using the data to remind teachers of strategies, decide what strategies are working, and decide what strategies may need revising.

Jones (2008) lists six tips for successful Data-in-a-Day classroom observations (p. 6).

1. If you are not going to use it, do not collect it. This reduces teacher buy-in.
2. Be persistent. Improving achievement with data is a marathon, not a sprint.
3. Maintain teacher confidentiality. Keeps teachers positive and not worried about being judged.
4. Keep bringing in new observers. Observer/teachers benefit.
5. Include union representatives as observers as early as possible. This is key to obtaining teacher buy-in.
6. Evaluate the observation protocol annually. Fine-tune to meet changing concerns.

Data-in-a-Day is a one-day look that offers convenience for schools. It appears to be adaptable for almost any school issue or concern. Although it does not appear that students or parents need to be involved in the process, this is the only tool in this review that has mentioned the

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importance of involving stakeholders other than educators in the process of classroom or school observations.

Edmonton Public School. Often, the process for walkthroughs begins at the division level and then handed to schools to implement. The Edmonton Public School district in Alberta, Canada, created what they called “safe” walkthroughs to introduce walkthroughs to schools (Ziegler, 2006). The initial process, or “safe” walkthrough, looked at evidence of a school’s instructional focus and provided feedback that was general and positive. The district’s purpose was to promote collaboration and open doors to isolated schools and classroom. Schools soon recognized that while the walkthroughs resulted in positive, “safe” affirmations, it did not result in specifics or recommendations to improve teaching and learning.

The school district then developed a district observation guide containing eighteen indicators of good teaching and learning. The indicators included classroom environment, instructional strategies, and students as partners in their learning. Each year, each school selects three indicators from the guide to observe. The school then defines “critical questions” that address the chosen indicators and that set the criteria for classroom observations. The district feels that a deeper understanding of one best practice related to student learning is more important than each school trying to implement and look at all eighteen indicators. District administrators, curriculum coordinators, building administrators, and teachers conduct the observations.

Observation teams provide feedback only on the evidence gathered for the critical questions and provide reflective questions for the school to consider. Individual teachers receive feedback, but not the whole school. In the first three years that the district implemented this

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walkthrough process, schools reported an increase in successful high school course completion rates from 2.2 to 7.8 percent for grades 10, 11, and 12 in English, math, social studies, and science (Ziegler, 2006).

Summary. In *Powerful Designs for Professional Learning*, Ginsberg's (2008) rationale for conducting walkthroughs focuses on how the process helps administrators act as instructional leaders. Walkthroughs provide a clear focus on teaching and learning, insight into the delivery of curriculum, and helps to identify which strategies are working for students. It can help teachers share and build a culture where the whole school becomes more responsive to student needs. Schoolwide reflection on walkthroughs can promote a team atmosphere when staff agrees to the process and agrees to systematically reflect and dialogue about pedagogical approaches. It also allows the principal to send students the message that instruction and learning are important and that good teaching and learning are the priority. Administrators can gauge the overall school environment, illuminating the practice of teaching and opening doors to focused, reflective, and collaborative adult learning (Ginsberg, 2008). To be successful, Ginsberg and Murphy (2002) recommend that walkthroughs be conducted in a respectful manner, be connected to schoolwide goals, and that administrators need to be consistent and committed to the process.

While the majority of methods refer to walkthroughs as a nonevaluative process for teachers (Blatt, Linsley, & Smith, 2005; Gilliland, 2002; "Using the Classroom Walkthrough," 2007; Ziegler, 2006), Gilliland (2002) acknowledges, "the information gathered could certainly be used in the teacher's professional growth discussions" (p. 40). Various forms of walkthrough tools and research highlighted in subsequent sections include some protocols that do not use the tool for formal teacher evaluation and some protocols that use the tool in conjunction with

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formal teacher evaluation. Gilliland (2002) believes that “the school needs to inform teachers of the process and purpose of the walkthrough” (p. 40). Beyond the possible evaluative nature of walkthroughs, Bloom (2007) believes that walkthroughs should examine teaching and learning informed by standards and that walkthroughs should support the success of every student and every teacher.

Criteria of Walkthrough

Walkthrough protocols include common elements of time parameters for observations; recommendations for what to observe; who should be involved in defining the process for and the conduction of classroom observations; and how feedback should be communicated. The recommended amount of time spent in each classroom observation ranges from three minutes (Downey, Steffy, English, Frase, & Poston 2004), to between four and five minutes (Ginsberg & Murphy, 2002), five to seven minutes (Ziegler, 2006), less than ten minutes (“Using the Classroom Walkthrough,” 2007), and as much as twenty minutes (Jones, 2008). Time can be an important factor when administrators and teachers already have full daily agendas.

A majority of walkthrough observation protocol recommends involvement of principals and administrators (Skretta, 2007; “Using the Classroom Walkthrough,” 2007), teachers (Blatt, Linsley, & Smith 2005; “Using the Classroom Walkthrough,” 2007), community members, and students (“Rekindling our spirit,” 2008). In general, the people recommended by the protocol to be involved set the purpose of the walkthrough, agree to the criteria used, conduct the observations, and serve as an integral part of the feedback process to individual teachers and staffs.

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Types of feedback communication vary between models and tools. Most models strongly support affirming the positive aspects of classroom observations (Skretta, 2007). There appears to be agreement that focused feedback should provide reflective questions (Johnston, 2003; “Using the Classroom Walkthrough,” 2007). Administrators should share anecdotal feedback from walkthroughs with individual teachers and with the entire faculty (Johnston, 2003). While written communication can occur through email, according to Skretta (2007), it should not demand a reply from teachers. Other forms of written communication cited include providing copies of completed observations to teachers in their mailboxes and providing information through faculty newsletters. Recommended avenues for oral communication of walkthrough results include department meetings, lead teacher meetings, and full staff meetings, depending upon the purpose of the walkthrough.

Researchers and practitioners offer recommendations for developing walkthrough criteria, processes, or protocols:

1. Develop and use a common language for quality instruction: have administrators and faculty develop key descriptors (Skretta & Fisher, 2002)
2. Establish clear and consistent expectations for the process and for observers and communicate these to staff members and school community: process should be transparent and public (Skretta & Fisher, 2002)
3. Develop consistent format for documenting observations (Bloom, 2007; Skretta & Fisher, 2002)
4. Train participants in data gathering and providing feedback (Bloom, 2007)

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5. Communicate anecdotal feedback from walkthroughs with faculty (Skretta & Fisher, 2002)
6. Continually evaluate the process: should be ongoing and not a one shot experience (Bloom, 2007)
7. Include as an integral element of school and district culture (Bloom, 2007)

Summary. Classroom walkthrough models are numerous and vary in purpose, identification of who conducts the visits, procedures, and time requirements. Faculties need clear and transparent criteria, processes, and procedures. Whether individual teachers, grade levels, content areas, or the full school is observed, feedback is a powerful tool that should be provided in a timely manner. The walkthrough process should be ongoing and focused on school and district-wide goals.

Origin of Walkthroughs

Management by Wandering Around. The beginning of walkthroughs is attributed to the business model of “management by wandering around,” developed by Hewlett Packard. In the late 1970s, Peters and Waterman (1982) began a project to look at organizational effectiveness. Their findings culminated in, *In Search of Excellence: Lessons from America’s Best-Run Companies*. Companies like PepsiCo, Frito-Lay, General Electric, and Delta Airlines were among the many businesses that Peters and Waterman included for their use of successful strategies. When discussing the importance of communication, United Airlines was noted for getting managers out of the office and among the employees in a strategy, they called “Visible Management” and “MBWA-Management by Walking About” (Peters & Waterman, 1982, p.

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122). Hewlett Packard (HP) incorporated similar management strategies in their “HP Way”.

One employee explained:

This is where observation, measurement, feedback, and guidance come in. It’s our “management by wandering around.” That’s how you find out whether you’re on track and heading at the right speed and in the right direction. If you don’t constantly monitor how people are operating, not only will they tend to wander off track but also they will begin to believe you weren’t serious about the plan, [a set of working objectives], in the first place. (Peters & Waterman, 1982, p. 289)

With this grounding in the business sector, Frase and Hetzel (2002) developed School Management by Wandering Around (MBWA). As with the HP Way, Frase and Hetzel felt that school leaders should be more visible in the school and community to be more effective.

MBWA provides a structure for assessing a safe and orderly physical environment, spending time in the community, establishing an orderly environment through effective discipline, and assessing effective classroom management. MBWA practices consider a classroom well managed if there is evidence of discipline, established routines, orderly and business-like environment, appropriate allocation of instructional time and monitoring, and students are on task. Frase and Hetzel (2002) state, “Wandering into classrooms provides an opportunity to assess instructional effectiveness, diagnose problems, and reinforce good teaching” (p. 75).

Frase. Frase (1998) conducted a quantitative and qualitative study of the effects of administrative behavior, classroom visits using MBWA, on teacher flow experiences and teacher perceptions of efficacy for self, school, and school district. Flow experience describes a teacher’s “feelings when they experience control of their actions” (Frase, 1998, p. 4). Two hundred and one teachers from large urban inner-city school districts with student populations of 15,000-20,000, completed surveys and interviews conducted with sixteen teachers. The

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interviewees were excellent teachers as identified by their principals. Frase used this sampling to narrow the range of teaching ability.

Principal MBWA practices, specifically classroom visits, were found to predict teachers' perceived efficacy of others in the school ($p < .01$) and the school district ($p < .001$); predict teachers' perceived value of teacher evaluation ($p < .001$); and teachers' perceptions of self-efficacy predicted the frequency of flow experiences ($p < .05$, $p < .01$, $p < .001$). Findings of the study did not support that an increased number of classroom visits could predict perceived self-efficacy of teachers, frequency of flow experiences, or teacher perceived value of professional development. Frase (1998) attributed the lack of findings for self-efficacy and frequency of flow experiences to the principal as an external locus of control. According to Frase, the principal can mediate efficacy of others (external locus of control) but not self-efficacy (internal locus of control). Teachers' perceptions of self-efficacy predicted frequency of flow experiences for self due to internal locus of control.

While teachers in the study reported that their school and school district were providing excellent quality instruction, Frase's (1998) researchers could not support these claims. Researchers conducted 260 classroom observations in one week. They found "no teachers in some classrooms, students doing worksheets or copying exercises from workbooks or texts, and teachers seated at desks not interacting with students....Dynamic instruction was rarely observed, occurring in three of the fourteen schools" (Frase, 1998, p. 11). This contradiction would seem to support Good and Brophy's (2003) assertion that teachers lack an awareness of what is happening in the classroom.

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Of the sixteen teachers interviewed in Frase's (1998) study, all interviewees expressed a desire to have the principal in their classrooms. Twelve of the sixteen interviewed believe it is the principal's role to give support and encouragement although none of the interviewees referred to the principal as an expert on instruction. Six of the teachers stated they would welcome suggestions from the principal, if the principal spent more time in their classrooms.

Mounts. In 2009, Mounts conducted a descriptive, cross-sectional correlational study to explore the relationship between the frequency of administrator walkthroughs and teachers' self-reported perceptions of efficacy, commitment, attitudes toward professional development, and attitudes towards administrator effectiveness. The study also looked at the independent variable of teacher's experience and the dependent variable of teacher attitudes. Four U.S. schools in South Korea used the walkthrough tool, Management by Wandering Around (MBWA). Mounts surveyed 148 of 215 teachers in the four schools that included elementary, middle, and high school levels. MBWA and teacher attitudes about professional development demonstrated a weak but probable relationship. Mounts did not find a relationship between MBWA and teacher commitment. MBWA and teacher attitudes towards professional development demonstrated a weak but probable relationship, alpha .06. MBWA and teacher attitudes towards administrator effectiveness were not supported at alpha .118.

Results did not yield a relationship between MBWA and teacher self-efficacy. Mounts (2009) asserted that the lack of relationship might be due to the small sample. However, in both Frase's (1998) and Mounts (2009) studies, administrators conducted the MBWA classroom observations. It would appear that Mounts results might confirm Frase's findings that teachers could not predict self-efficacy because administrators are an external locus of control.

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Current Walkthrough Models

The walkthrough models presented above are only a sample of the walkthrough methods that are occurring in schools and school districts. The following models are perhaps the most recognized in the literature of current walkthrough models. Each model includes its purpose, criteria, and available research. Chart in Appendix A contains a synthesis of the research presented.

The Three-Minute Classroom Walkthrough. The Three-Minute Classroom Walkthrough (Downey et al., 2004) focuses on the comparison between teacher instructional decisions and teacher actions. School-based administrators conduct classroom observations that result in reflective questions for each individual teacher observed regarding how they make instructional decisions and how they will make future instructional decisions. “Its ultimate purpose is to support teachers in becoming responsible and self-analytical individuals who are continuously improving their practice....Teachers set growth targets and search out researched practices and try them.” (Downey et al., 2004, p. 13)

Three-minute classroom observations involve a five-step structure. In step one, administrators look for student orientation to the work. Within the first two seconds, the observer assesses whether students are exhibiting attending behavior, listening, participating in class activities, and on task. In the next two to three minutes of the observation, observers look for the curricular objective and its alignment with district grade level standards for step two of the process. The lesson objective does not have to be written for students to see or communicated orally to students. The observer determines if what the “teacher thinks is being taught [is] what is actually being taught” (Downey et al., 2004, p. 31).

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Step three includes assessment of instructional decisions observed. Observer looks for generic instructional practices such as types of student feedback provided by the teacher, use of homework, how teachers handle student errors, level of instruction, strategies identified as a school district goal, and subject-specific appropriate strategies. If time permits in the three-minute limit, an observer would “walk the walls” in step four. Walking the walls includes looking on the walls of the classroom for artifacts of student work, looking for information that reveals previous learning, and looking for learning objectives that continue to support instruction. Walking the walls may include review of student journals, portfolios, or graded papers on the teacher’s desk.

Step five looks for safety and health issues such as physical hazards (examples: backpacks in aisles, extension cords, broken desks or chairs) and environmental concerns (examples: chemical smells and lack of adequate ventilation). Step five happens naturally when an observation occurs. The administrator notes any safety or health issues observed to address with appropriate staff.

Administrators take informal notes during the three minutes and formulate possible reflective questions that would lead to reinforcing what is occurring in the classroom or identifies an area for refinement. While the goal is to encourage professional growth through the development of teachers as reflective thinkers, the method calls for only occasional follow-up with teachers. According to Downey et al. (2004), when follow-up conversations occur between administrator and teacher, “the teacher will decide whether [the] conversation is of value to them” (p. 3).

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These classroom visits are three minutes in length, unannounced, informal, with no checklists, and provide a snapshot of instructional decisions that teachers are making. The goal of this process is to change teacher behavior by influencing their thinking with reflective questions (Downey et al., 2004). The method acknowledges that the classroom visits are not long enough to determine content accuracy and completeness. Downey et al. suggest that the practice of being in classrooms for as brief a time as three minutes will result in more visits to more classrooms on a more continual basis and that this will assist administrators in developing a better picture of instruction. There is no intent to evaluate teachers or make judgments about instruction during this process.

The Three-Minute Classroom Walkthrough method assumes that administrators either have or will develop the content knowledge and depth of knowledge of instructional practices to make the aforementioned determinations in three-minute observations. Downey et al. (2004) recommends that either administrators download content curriculum information to carry electronically or have print copies laminated to carry for easy access to information. Administrators will then decide if content taught is accurate or complete, if not, a more extensive observation period may be necessary. In cases where more directive methods are needed to address instructional issues, the three-minute walkthrough does not provide support, it “is not meant for the marginal teacher” (Downey et al., 2004, p. 5). This may imply that the method is not appropriate for beginning or struggling teachers, only for known, competent, experienced teachers. Downey et al. (2004) also acknowledge that issues may arise from the process of change, moving from evaluative and directive style observations to collegial and reflective observations.

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Downey et al. (2004) believe that providing more knowledge about the walkthrough process, such as emphasizing the adult-adult relationship built versus boss-subordinate relationship, can address issues with lack of teacher buy-in. Reluctant teachers may not have the language or knowledge to engage in reflective conversation and therefore resist the process. By having the principal pose reflective questions in informal conversations with teachers, it offers an opportunity to develop social relationships without a teacher feeling a loss of autonomy or control in their classroom and helps to build a skill base for teachers to engage in reflective conversation. Another issue that may result from walkthroughs, according to Downey et al. (2004), is a lack of curriculum for non-core areas.

Bushman. Although this walkthrough process is for administrators and not designed to be evaluative, Bushman (2006), an educational researcher and high school principal, used the Three-Minute Walkthrough tool in lieu of the school district observation process. With teacher agreement, Bushman (2006) provided math and science teachers with brief instruction on the three-minute protocol, teachers then observed between eight and ten classes of colleagues within their content area during preparation periods. After observations, teachers met as a department to discuss their observations. Bushman (2006) walked with each teacher during his or her observations and provided reflective questions for the teacher to consider. He facilitated department meetings to keep the focus on the instructional decisions made in classrooms and to foster reflective conversation. At the conclusion of these meetings, Bushman distributed their evaluations based on the observations.

Bushman (2006) reports that the insights teachers have about instruction, because of this process, would not have occurred through the regular teacher evaluation process. He furthered

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the process to include math and science teachers observing one another and observing content colleagues at the middle school level. Working with another assistant principal, additional content teachers were included in this process. Bushman notes that some teachers wanted to go back to the regular evaluation process, stating they wanted the one-on-one interaction with the administrator.

Freedman. In Freedman's (2007) dissertation study of two school districts implementing the Three-Minute Classroom Walkthrough, the tool monitored classroom practice and visibly demonstrated principals' leadership. The study involved two elementary schools and one secondary school in each district. Teacher surveys yielded a return rate of 37 percent for the 187 teachers for the six school study sites. Teachers participating in the survey could volunteer for an individual interview. Of the seventy-two survey participants, nine teachers volunteered. The researcher interviewed one teacher per school. The teacher survey data and interviews were low in number and there was no indication of how the researcher followed up with non-responders.

Through principal interviews and teacher surveys in six schools, Freedman (2007) found that increased and targeted classroom visits reinforced principals' self-efficacy. However, the walkthrough did not appear to affect the self-efficacy of teachers. Freedman (2007) noted that the walkthrough method was not fully nor coherently practiced, "design and delivery are not the same" (p. iii).

A key component of the walkthrough method is reflective conversations. Principals reported that reflective conversations with teachers were difficult and they felt uncomfortable with the process. This may explain Freedman's (2007) finding that "teachers felt like passive recipients of walkthroughs, not equal partners...teachers did not know what principals were

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looking for” (p. 245) during their classroom visits. In conclusion, Freedman’s (2007) dominant message was, “principals are powerful when they use their position, authority, personality, and beliefs to construct an environment that either nurtures or undermines professional working relationships” (p. 242).

Wolfrom. Wolfrom (2009) conducted an exploratory study of two elementary school principals in Maine that used walkthrough tools. Although it was Wolfrom’s understanding that both principals were using the Three-Minute Classroom Walkthrough tool (Downey et al., 2004), it became apparent in initial principal interviews that both were using tools of their own design. Both principals had chosen to design their own tool to fit the needs of their school. Both principals shared that they conducted formal and informal walkthroughs. Formal walkthroughs included a checklist with comments that the principal of one school shared with individual teachers observed. The second principal worked with staff to design the walkthrough form and shared observation results with the full faculty. Informal walkthroughs were announced “pop-ins” that did not include a formal checklist or formal feedback process.

Through surveys, observations, and interviews with principals and teachers, Wolfrom (2009) found that walkthroughs had a positive impact on meeting teachers’ higher-level needs for attention, recognition, feelings of success, and professional growth (p. 224). Teacher interview results indicated that because of walkthroughs, teachers have grown in instruction and behavior management (Wolfrom, 2009, p. 228). Teachers reported that they benefitted from informal conversations with the principal because of the informal walkthroughs their principals conducted (Wolfrom, 2009, p. 228). Both principals felt that the walkthrough “feedback

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processes that they created were difficult to complete because of their time and energy requirements” (Wolfrom, 2009, p. 226).

Wolfrom (2009) appeared concerned that neither principal was conducting the Three-Minute Classroom Walkthrough tool as evidenced by a concluding statement: “In order to realize the benefit of walkthroughs and determine if these strategies will work for our schools, it is necessary that educators implement the strategies as described” (p. 238). Wolfrom (2009) recommended that future research include walkthroughs conducted by teachers to “study...the benefits of peer visitation and feedback conversations as an approach to formative supervision” (p. 241).

LearningWalkSM. In contrast to the Downey process, *LearningWalkSM* is more formal, has a prescribed focus, involves teachers as observers, and incorporates discussions with students. The Institute for Learning (IFL), in the Learning Research and Development Center of the University of Pittsburgh, developed a theory of standards-based teaching. Their theory, the Principles of Learning (POL), are identified as: organizing for effort, clear expectations, recognition of accomplishment, fair and credible evaluations, academic rigor in a thinking curriculum, accountable talk, socializing intelligence, learning as apprenticeship, and self-management of learning (Marsh et al., 2005). IFL developed a tool for school administrators to accompany the POL called *LearningWalkSM* (“The learning walk,” 2008). *LearningWalkSM* is, “an organized walk through a school’s halls and classrooms using the Principles of Learning to focus on the instructional core” (Marsh et al., p.29). Goals of the classroom instructional walk process are to diagnose student learning and develop rigorous and coherent professional development.

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Classroom observations may gather data on implementation of POL, practices from school district professional development activities, or used to inform needs for professional development. School-based administrators, teacher leaders, and/or teachers conduct the walkthrough observations. Six components comprise the process of *LearningWalks*SM: orientation of staff, orientation of observers or “walkers,” classroom visits, hall talk, debriefing, and reflection to staff.

The principal communicates to the school staff the purpose for the *LearningWalk*SM and communicates what observers will be looking for to gather data. The principal briefs the observers on the professional development aspect they will be focusing on and provides the data collection form. Each classroom visit lasts for five to ten minutes. Observers look at learning available to students on the walls, review artifacts of student work (portfolios, journals, posted work samples), talk with students about their learning, note arrangement of the classroom, note available classroom resources, and, if possible, talk with teachers about the learning they are observing and its connection to the larger picture of instruction. Following each observation, observers meet to discuss the observation and to develop reflective questions that may help the teacher and the school improve instruction. These conversations are confidential and may occur outside of classrooms or in another location away from classrooms, such as a conference room or library.

Upon completion of observations, all observers gather to discuss trends and common reflective questions with the principal. The principal may invite observers to develop goals for addressing concerns, plans for additional professional development, and plans for future walks. The principal then shares the findings with the staff through written or oral communication.

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Communication may occur through email to teachers, either individually or collectively, without an expectation for a response. The principal may choose to talk with content specific departments, grade level teachers, or the staff as a whole, depending on the focus of the observations. The intent of the *LearningWalk*SM is not to make judgments about individual teachers or the school, but to focus on how to deliver instruction effectively for student learning.

RAND Corporation. The RAND Corporation, a nonprofit research organization, studied three urban school districts working to improve instructional quality and performance (Marsh, et al., 2005) by entering into a relationship with the Institute for Learning (IFL). Participants cited IFL's Principals of Learning (POL) and the *LearningWalk*SM tool as their most influential contribution. The study involved 4500 administrators, staff, principals, assistant principals, and teachers over a three-year period, collecting data during school years 2002-2003 and 2003-2004. Data collection included interviews with school-based personnel, district level personnel, IFL staff, and surveys of principals and teachers.

Results indicated that IFL affected broad organizational culture, norms, and beliefs of the districts, and developed instructional leadership capacity of administrators (Marsh et al., 2005). There was less conclusive evidence that IFL influenced teacher practice: "...we do not have definitive data to determine whether the IFL had an 'action impact' on teacher practice in the three districts" (Marsh et al., 2005, p. 113).

School districts used *LearningWalks*SM to monitor use of curriculum guides and hold teachers accountable for high-quality instruction. One district provided supervisors and principals with *LearningWalk*SM protocol and set a requirement for the number of times that observations occurred. In the second district, principals tied the *LearningWalk*SM to school

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needs, conducted observations one to two times a month, were less formal with protocol, and did not schedule observations in advance. The third school district used *LearningWalks*SM as an evaluative tool for teachers and principals when first implemented. This resulted in a negative reception of *LearningWalks*SM that resulted in the district schools stopping their use of the process for several years. A new principal was just beginning to use the tool again at the time of the study.

School administrators reported *LearningWalks*SM as more useful compared to what teachers reported (Marsh et al., 2005). Teachers in the study reported that feedback they received from observers was not helpful or relevant, the observations were superficial, and the process was over-evaluative when conducted formally by external observers. Teachers who conducted *LearningWalks*SM as observers reported the process as more valuable than teachers who did not participate as observers but were observed. Teachers reported *LearningWalks*SM as more useful when combined with individual feedback (Marsh et al., 2005).

In a modified version of the *LearningWalk*SM, a school district in Philadelphia used the Principles of Learning to conduct walkthroughs where, in lieu of going into classrooms, adults interviewed students about their learning (Barnes & Miller, 2001). In each of the district's five schools, teams of approximately twenty-five adults conducted fifteen-minute interviews with students in the fall and again in the spring. Teams of observers included educators from outside the school district, school district educators, parents, and school board members. Each team had a consistent set of questions compiled by the school's teachers and administrators designed for student's appropriate grade level. Each interviewer conducted twenty student interviews that sought to obtain data on what students understand about their learning, such as, "What clues do

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you use to make predictions when you read a story” (Barnes & Miller, 2001, p. 22)? Teams met before the end of the school day to compile their findings, noting strengths and areas of improvement. Observers shared comments with the faculty and all data provided to the building principal for further study.

Teachers commented that, whereas they receive information in both quantitative and qualitative forms, the most powerful information is the unfiltered student comments. While Barnes and Miller (2001) state that some teacher concerns still exist around the process because of using outside observers, worried about what students will say, and inclusion of parent interviewers, the majority of teachers favor the focus on student understanding in lieu of a focus on instructional delivery. Although district and school level administrators continue to use standardized assessment information, they feel that conducting student interviews provides them information on student learning beyond summative data. The information provides a truer picture of what students understand about their learning.

O’Clair. Nineteen middle schools in a school district in Colorado used *LearningWalks*SM as an indicator for depth of implementation of a new math initiative (O’Clair, 2005). O’Clair defined level of implementation of the new initiative by weighted scale ratings for the maximum number of math units taught, number of professional development trainings on the new initiative teachers attended, team planning, and how frequently teachers were observed during *LearningWalks*SM. Since each school did not use *LearningWalks*SM to directly evaluate the math initiative, the study did not find that walkthroughs by themselves were a reason for increased student achievement. O’Clair (2005) noted that the implementation scale used the number of math initiative units taught and did not look at the instructional effectiveness of the content

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delivered. O'Clair recommended that further research utilize the *LearningWalk*SM to focus directly on the math initiative to determine the effectiveness of instruction.

Walkthrough Observation Tool. The Walkthrough Observation Tool, from the Principals Academy of Western Pennsylvania (Graf & Werlinich, 2002), is comprised of a fourteen-step process that sets the structure and protocol for data collection. Administrators and teachers identify and qualify the look-fors, observable behaviors, which will be included during classroom observations. Administrators and teachers define those look-fors, communicating them to teachers in advance of the classroom visits. Teachers join administrators to conduct observations and collect evidences of student work, learner objectives, classroom management, materials and resources, and room arrangement. The principal provides feedback to staff that validates good instruction and promotes a learning community through collegial conversation about teaching and learning. The fourteenth step is the maintenance of the walkthrough culture by continuing to visit classrooms on a frequent and regular basis.

Two qualitative studies used perceptions of principals and teachers to determine the impact of classroom walkthroughs on student learning and achievement. Both researchers studied schools that used the Principals Academy of Western Pennsylvania Walkthrough Observation Tool. Keruskin (2005) conducted a study with high school principals who had incorporated the use of the Walkthrough Observation Tool. Rossi (2007) followed Keruskin with a study involving elementary principals.

Keruskin. Five high school principals, comprising all high schools in a Virginia school district, had received training on the Walkthrough Observation Tool and agreed to implement the process as a group (Keruskin, 2005). At the time of the study, the tool and process had been in

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place for several years, from approximately 2002 to 2005, for all five high schools. The number of walkthroughs conducted during a year varied between schools from weekly to monthly to once a quarter. Each classroom observation varied in time from five to fifteen minutes.

Common processes included staff members collectively deciding on the instruction practices and strategies observed during the walkthrough, sharing observables/look-fors with entire staff, and providing feedback to staff following each walkthrough. Look-fors included student engagement, higher-order thinking skills, written objective or measurable goal, clear expectations, use of technology, and differentiated instruction. School-based administrators, lead teachers, and teachers at each of the five high schools conducted walkthroughs. Principals used various forms of feedback to include returning the individual walkthrough form to the teacher observed, reporting results in a weekly newsletter, and conducting small group round table discussions. Each principal emphasized that the walkthrough process was not part of the teacher evaluation process.

Keruskin (2005) conducted semi-structured interviews with principals to assess their perceptions of how walkthroughs affected student achievement. In addition, a central office administrator was included in the study that had begun the implementation of the walkthrough process at one of the high schools but had since left the school due to a position change. The principal who replaced the central office administrator was included in the study to provide continuity of the process. Keruskin (2005) interviewed five teachers from each high school about their perceptions of the impact of walkthroughs on their instruction and on student achievement. Keruskin (2005) reported “(1) consensus themes –when the majority of principals state the same theme, (2) supported themes – when approximately half of the principals state a

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theme, and (3) individual themes – when only one or two principals state a theme” (p. 41). The following summarizes consensus and supported themes regarding principals’ and teachers’ perceptions of the impact of walkthroughs on instruction and student achievement.

Principals used the data collected during walkthroughs to inform their decisions for staff development. They reported that the look-fors improved instruction by focusing teachers on practices and strategies. The look-fors permeated classroom instruction and became habit. Principals also reported that teachers were collaborating and sharing best practices. Teachers agreed that collaboration on instructional practices, classroom management, and instructional tools were a positive result of the process. Teachers also noted that more students were engaged in their learning and it created an open door culture between teachers.

For indicators of student achievement, both principals and teachers cited increased Standards of Learning scores (summative state testing requirement), increased test scores and grades, and less student failures. Principals noted increase in SAT scores and acquiring full accreditation as evidence of the walkthrough process’ effect on student achievement. Four out of the five high schools were not fully accredited during school years 2002-2003 and 2003-2004 when the process was implemented. During the third year of implementation, all five high schools were fully accredited in school year 2004-2005. Keruskin (2005) concluded that the use of the Walkthrough Observation Tool impacted student achievement from the “perspectives of the principals and teachers” (p. iii).

Although the purpose of Keruskin’s (2005) study was to obtain perceptions of principals, the researcher used five teacher interviews from each of the five high schools to triangulate principal perceptions. The Newport News Public School’s website (<http://sbo.nn.k12.va.us/>)

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revealed that each high school had approximately 100 teachers on staff. Five teachers represents about 0.5 percent of the school's total faculty. The researcher did not state criteria for choosing teachers interviewees nor state what content areas they represented. The study did not state whether schools conducted walkthroughs in all classrooms across content areas or limited to specific content areas. A short survey appeared in the appendices; however, there was no mention of a survey in the body of the dissertation. Principal perceptions may be accurate, but it is questionable as to whether the teacher interviews were representative of the schools' faculties.

Rossi. Rossi (2007) replicated Keruskin's (2005) descriptive qualitative study with elementary schools using the Principals Academy of Western Pennsylvania's Walkthrough Observation Tool. Utilizing the same semi-structured interview process and questions, Rossi (2007) asked elementary principals how walkthroughs impacted student achievement and instruction. Seven elementary school principals in western Pennsylvania, representing six different school districts, participated in the study. Principals had between one and thirteen years of building administrator experience and had been conducting walkthroughs between one and seven years for an average of 3.2 years. Walkthrough time periods were consistent, between ten and fifteen minutes. Look-fors included time on task, instructional strategies, curriculum issues, academic rigor, classroom management, student engagement, and clear expectations. Principals identified teacher interview candidates; consequently, five teachers representing three schools participated in interviews. The study included principal and teacher interviews to assess perceptions of their experiences with walkthroughs.

Elementary principals reported improvement in test scores, teacher focus on best practices, increased student time on task, improved quality of student work, increased dialogue

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between principal and teachers, and improved teacher practices as indicators of how walkthroughs impacted student achievement. Indicators for how walkthroughs impacted instruction, as reported by principals, included increased teacher time on task, better understanding of curricular gaps and inconsistencies for the principal, better understanding of staff development needs, improved quality of student work, better quality of conversations about instruction, and development of a common language around instruction. As indicators of how walkthroughs impacted their teaching, teacher interviewees stated that the walkthrough process held them more accountable for their teaching and students' learning. Teachers also felt that the principal was more aware of what is occurring in the classroom, which seems to support the comments on accountability for teaching.

Rossi's (2007) statements in the conclusion included teacher perceptions. Statements such as "principals and teachers believed the walkthrough has played a significant role in improving instructional practices" (Rossi, 2007, p. 128) is misleading. Interviewing five teachers, representing three of the seven schools and chosen by the schools' principals, would not provide support for global statements such as the aforementioned. One teacher reported that walkthroughs have not changed what they do in the classroom. Rossi did not elaborate on this comment and this represents perceptions of twenty percent of the teachers interviewed. As with Keruskin's (2005) study, Rossi did not provide information as to the grade levels or content areas for which principals conducted the walkthroughs.

Keruskin (2005) and Rossi (2007) both concluded that classroom walkthroughs positively affected instructional practices and student achievement from the perspective of the principals and teachers. Both elementary and high school principals reported similar evidences of the

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impact of walkthroughs on student achievement. Principals reported an increase in state testing test scores because of the walkthroughs. Walkthroughs assisted principals with identifying professional development needs, increasing teacher collaboration, and providing principals with data to assist teachers with instruction. Common instructional look-fors included student engagement and clear expectations.

Additional Research

McClain. McClain's (2009) research focused on "how elementary principals utilized walkthroughs in their role as instructional leaders" (p. 46). A school district in Georgia implemented walkthroughs to monitor the implementation of instructional best practices that teachers learned through district wide professional learning. Principals received training to conduct walkthroughs with a district created checklist and then implemented walkthroughs in their school. According to elementary principals in McClain's dissertation research, walkthroughs allowed principals to be highly visible in their school and provided a way to monitor the instructional program and monitor student progress.

Additionally, McClain (2009) found that how schools implement walkthroughs matters. Including teachers as walkthrough partners can have a positive impact on the school's learning climate. When teachers participate in walkthroughs, teacher collaboration, reflection, and dialogue about instruction increase. On the other hand, isolating teachers from the process of conducting walkthroughs can have an adverse effect. When teachers are not involved in conducting walkthroughs, they tend to favor principal walkthroughs less and they develop negative attitudes. (McClain, 2009, p. 110)

McClain (2009) used five of the thirteen elementary schools in the district for the study. The study included principals who had at least three years in their current school. Three teachers from each school, who had worked with the principal for three years, participated in interviews.

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All teachers were female and information did not specify grade levels or content areas of the participants. Although the study does not provide a complete picture of walkthrough implementations in the school district, findings appear to suggest that it is important to include teachers in the walkthrough process.

Koerperich. Koerperich (2008) used pre- and post-surveys to gauge the effect of administrative observations with feedback to individual teachers. Administrators received training on the West Education Services Teach for Success Observation Protocol. Teachers received training on the walkthrough protocol indicators. Seventy-six percent of the 139 elementary, middle, and high school administrators and teachers participated in the survey conducted after training and after classroom observations. Evaluators conducted three observations in each teacher's classroom over a period of 12 weeks and provided feedback within 24 hours of the observations to individual teachers. Observers included the building administrator and two qualified evaluators identified as "assistant principals, superintendent, technology director, and any other qualified evaluator participants" (p. 53). The study did not specify who the "other qualified evaluators" were or what qualifications were required.

Comparing means of pre- and post-survey results, Koerperich (2008) found that walkthroughs with administrative feedback have a positive impact on teacher's level of confidence in instructional practices (p. 98). In addition, Koerperich (2008) identified "three common factors that increase teacher's confidence including feedback, professional development, and student achievement" (p. 92).

Lucich. Lucich (2008) conducted a quantitative study comparing walkthrough observation data with results of the Texas Assessment of Knowledge and Skills (TAKS) for

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math. Lucich compared forty-five elementary and eleven middle schools conducting walkthroughs with forty-five elementary and eleven middle schools that did not conduct walkthroughs. Elementary and middle schools conducting walkthroughs used Teachscape's Classroom Walkthrough Tool to observe the presence or absence of nine high-yield instructional strategies in grades five and eight math instruction.

Using multiple regression analysis, Lucich (2008) found that knowing the degree of usage of the nine high-yield instructional strategies for both grade levels did not predict the variance in student achievement as measured by TAKS. For the schools conducting walkthroughs, school-based administrators conducted ten walks per week and central office staff conducted ten walks per month. Lucich (2008) found no significant difference between achievement data and schools that did or that did not use walkthroughs.

Skretta. Using a self-designed web-based survey, Skretta (2008) surveyed high school principals in Nebraska about their use and perception of walkthroughs. Of the 273 high school principals in Nebraska, Skretta (2008) contacted 200 and 91 participated in the survey. Of the 91 participants, 76 principals reported using walkthroughs in their school. The majority of principals reported that walkthroughs are at least somewhat important to teacher appraising; monitoring classroom management; documenting the use of interventions for school improvement; building relationships between administrators and teachers; and building positive relationships with students (Skretta, 2008, pp. 44-48).

More than sixty percent of the principals reported that walkthroughs improved student learning, quality of teacher relationships, quality of student relationships, and quality of teacher instruction. Principals also reported that walkthroughs improved teacher perceptions of the

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principal as instructional leader and improved their own job satisfaction. Two principals reported that walkthroughs improved student discipline (Skretta, 2008, pp. 66-67).

Of the 273 principals who could have been included in the study, Skretta (2008) contacted 200. Survey response demonstrated a 45.5 percent participation rate (Skretta, 2008, p. 39). Although this does not represent a majority of the principals in Nebraska, only fifteen principals reported that they did not conduct walkthroughs in their school. Eighty percent of those who do not conduct walkthroughs reported they would like to conduct walkthroughs but were too busy. Reasons included managerial responsibilities, student discipline, and formal teacher evaluation process. Only three principals reported not being familiar with walkthroughs (Skretta, 2008, p. 59).

Weller, McEntire, and Sorenson. Three researchers conducted a causal comparative study with three middle schools to determine if the number of classroom walkthroughs conducted would positively correlate to tests scores, number of summer school placements, number of discipline referrals, and number of students retained (Weller, McEntire, & Sorenson, 2010). During school year 2006-2007, the district superintendent required that all classrooms receive observations once a week for five minutes. Principals, assistant principals, director of secondary education, and the superintendent conducted observations looking at physical environment, student and teacher engagement, and overall productivity by teachers and students. Assistant principals complained that their workload did not provide them time to meet the stated observation requirement. In response to their complaints, the superintendent changed the requirement to one observation in each classroom every two weeks for school year, 2006 – 2007.

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Weller, McEntire, and Sorenson (2010), found a positive correlation between the number of classroom observations and scores on summative communication arts and math tests in both school years (pp. 101-102). For communication arts test scores, correlation coefficients for the three middle schools ranged from $r = .52$ to $r = .92$. For math test scores, the three middle schools ranged from $r = .71$ to $r = .95$ (Weller, McEntire, & Sorenson, 2010, p. 85). Frequency of walkthrough observations and number of discipline referrals demonstrated a significant correlation, inverse relationship, for two schools, $r = -.99$ and $r = -.94$ (Weller, McEntire, & Sorenson, 2010, p. 86). The higher the number walkthrough observations, the lower the number of discipline referrals. There was not a “significant correlation between the number of classroom walkthrough observations conducted each year and the number of students enrolled in summer school for each middle school” (Weller, McEntire, & Sorenson, 2010, p. 102). “For all study schools, there is a significant correlation between the number of classroom walkthrough observations conducted each year and the number of students retained at the end of the school year” (Weller, McEntire, & Sorenson, 2010, p. 102).

Limitations of the study, acknowledged by Weller, McEntire, and Sorenson (2010) and McEntire, Weller, and Sorenson (2009), included the number of expected walkthroughs based on superintendent requirements and that test data could not be compared by cohort student groups. During 2006-2007, the expected number of classroom observations for each middle school ranged from 1368 to 2340 (McEntire, Weller, & Sorenson, 2009, p. 4), with the actual number of classroom observations ranging from 12 to 346. In school year 2007-2008, the expected number of classroom observations for each middle school ranged from 684 to 1170 and actual number of classroom observations ranged from 10 to 213 (McEntire, Weller, & Sorenson, 2009, p. 4). It is

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therefore unclear what the findings may have been if the actual number of classroom observations were closer to expected numbers of between 1300 and 2300.

Test results used for comparison in the study were for grades 5 and 8. Comparing scores for three consecutive years would not yield cohort groups of students. Additional limitations included a lack of administrator and teacher training for walkthroughs and the fact that teachers did not receive feedback from the observations (McEntire, Weller, & Sorenson, 2009, p. 94).

Summary. Teachers, administrators, central office specialists, and superintendents design and utilize classroom walkthroughs for a variety of purposes with a variety of protocols to learn about instruction that is occurring in classrooms. Purposes range from looking at implementation of division level initiatives to school-based developed goals and needs to teacher-developed inquiry into instructional practices. Walkthroughs have the capacity to provide data rich information and support a collaborative approach to professional development of teachers and administrators. In Dexter's (2004) perceptual study, one principal reported, "teachers who had a 'high level of trust' were more comfortable with the strategy" (p.11).

Walkthroughs can provide a way to meet the fourth ingredient for reforming classroom instruction as identified by Fullan et al.(2006): "a built-in means of monitoring and managing learning, of testing what works, and of systematically improving the effectiveness of classroom instruction so that it more precisely responds to the learning needs of each student in the class" (p. 37). The process also appears to be effective in meeting Good and Brophy's (2003) concern that teachers lack awareness in their own classrooms. Walkthroughs provide the systematic observation that can result in teachers receiving information that will increase their effectiveness. According to David (2007),

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Walkthroughs can play a constructive role only when districts make their purpose clear and carry them out in a climate of trust. Ensure that everyone understands how it connects to improvement efforts. Train observers well and prepare educators to use the data. One of a number of strategies to support strong instructional leaders and teachers, they will find that walkthroughs can promote school improvement. (p.82)

Implementing initiatives such as walkthroughs requires change and attention to the people involved. The following section focuses on the affective domain of change, what the people involved are thinking and feeling about the innovation. The *Concerns-Based Adoption Model* is explored for its use with teachers to quantify their level of concerns with walkthroughs.

Concerns-Based Adoption Model

Background

The 1950s were the “progressive period” of educational change. Elmore (1996) described this period as a time when “reformers believed that good ideas would travel of their own volition” (p. 17) into schools and classrooms. Fullan (1992) described the 1960s as the adoption era of educational change. School systems put new programs into place, “adopting,” new math, new chemistry and physics, individualized instruction, and team teaching. This era included numerous innovations: “Innovations, the more the better, became the mark of progress” (Fullan, 1992, p. 21). Educational change in the 1970s emphasized “implementation,” what was happening or what was not happening in practice in schools. Due to the number of innovations and programs of the 1960s, implementation data became important in order to identify reasons innovations failed or succeeded. “Implementation occurs when teachers interact with and support each other as they try out new practices, cope with difficulties, develop new skills, and so on” (Fullan, 1992, p. 24).

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Because of the adoption era, best practices appeared as innovations and programs: “Theoretically, teachers only had to adopt the innovation...to achieve the desired outcome promoted by the developer(s) of the innovation” (George, Hall, & Stiegelbauer, 2008, p.1). Apparently, many innovations did not work, resulting in studies that looked at the process of change and process of adoption of innovations. The Research and Development Center for Teacher Education (R&DCTE) at the University of Texas in Austin conducted studies to investigate what happens when individuals change their practice or adopt an innovation (George, Hall, & Stiegelbauer, 2008). Their work resulted in the *Concerns-Based Adoption Model (CBAM)*.

Concerns-Based Adoption Model

The *Stages of Concern Questionnaire (SoCQ)* is one of three diagnostic dimensions of the *CBAM*: *SoCQ*, Levels of Use, and Innovation Configuration. The components provide a framework for measuring implementation of an innovation and facilitating change in schools. The *SoCQ* is a way “to assess teacher concerns about strategies, programs, or materials introduced in a school” (George, Hall, & Stiegelbauer, 2008, p. xi). The Levels of Use instrument provides a “way to describe the extent to which an innovation is being used” (George, Hall, & Stiegelbauer, 2008, p. 4). The third component, Innovation Configuration helps “change facilitators identify and describe the various forms and innovation can take” (George, Hall, & Stiegelbauer, 2008, p. 4). The *CBAM* theory and model is based on the work of Fuller, a counseling psychologist at the University of Texas.

Fuller (1969) had responsibility for instructing education majors in an introductory psychology course. Through student evaluations at the end of the course, Fuller (1969) noted

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that the majority of education students did not find the course to be of benefit to them. Fuller (1969) wondered if their perceptions were because of limited experience with children and limited experience with teaching. From that student feedback, Fuller (1969) conducted two studies to examine the feelings and perceptions of student teachers.

The first study involved three groups of student teachers participating in group discussions within their semester of student teaching experience. Fuller (1969) analyzed tapes of group meetings to identify prevalent topics of student-led discussions each week. In the first few weeks of student teaching, topics of concern expressed by the student teachers centered on the new school situation and discipline. It was not until later weeks of the student teaching experience that topics about students and student learning became more frequent. Through evaluation of student discussion, Fuller (1969) classified these topics as concerned with self and then concerned with students.

In a second study by Fuller (1969), in addition to group discussion, student teachers wrote a response to the prompt, "What you are concerned about now". Again, the concerns about discipline were prominent, followed weeks later with concerns about students. At the end of the second study, Fuller (1969) categorized these concerns as early concerns or concerns about self and later concerns or concerns about students. Fuller (1969) theorized that teacher concerns were developmental in nature and related to level of teaching experience, pre-teaching phase: non-concern; early teaching phase: concern with self; and late-concerns: concern with pupils. Hall and George (1979) noted that Fuller later altered the model of categories of concern as self, task, and impact, with impact having multiple levels of concern.

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Building upon Fuller's work, researchers at the R&DCTE, focused on the personal side of the change process in education, "[believing] that change begins with the individual...the teacher" (George, Hall, & Stiegelbauer, 2008, p. 1). "The individual must be attended to in establishing a frame of reference for understanding, studying, and managing the change process in organizations. There is a personal side to organizational change; there are personal feelings, perceptions, frustrations, questions, joys, and disappointments" (Hall & George, 1979, p. 2). R&DCTE researchers modified Fuller's model to include four major clusters of concern: unrelated concerns, self concerns, task concerns, and impact concerns. These four levels are the foundation of the Stages of Concern within CBAM. According to Hall and George (1979), concerns "describe [the] feelings, perceptions, and attitudes of individuals toward innovations" (p. 2).

Seven stages of concern developed from subsequent research further defines the four clusters of concern mentioned above (George, Hall, & Stiegelbauer, 2008, p. 8) and are the developmental model for *CBAM* today (Table 2).

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Table 2

The Stages of Concern about an Innovation

Impact	6	Refocusing:	The individual focuses on ways to reap more benefits; major changes or replacing with a more powerful alternative
	5	Collaboration:	The individual focuses on coordinating and cooperating with others regarding use of the innovation.
	4	Consequence:	The individual focuses on the innovation's impact on students; relevance, student outcomes; student performance and competencies
Task	3	Management:	The individual focuses on the processes and tasks; efficiency, organizing, managing, and scheduling
Self	2	Personal:	The individual is uncertain about the demands, their role, or their role in the innovation
	1	Informational:	The individual indicates a general awareness of the innovation and interest in learning more details about it.
	0	Unconcerned:	The individual indicates little concern about or involvement with the innovation.

The emergence and resolution of concerns about innovations appear to be developmental, in that earlier concerns must first be resolved (lowered in intensity) before later concerns can emerge (increase in intensity). The research suggests that this developmental pattern holds for most process and product innovations. However, this developmental pattern is not a certainty. (George, Hall, & Stiegelbauer, 2008, pp. 8-9)

Hall and Hord (2001) further explore the developmental nature of the stages of concern. “*If* the innovation is appropriate, if the principal is initiating, and if the change process is carefully facilitated, the teachers will move from early self concerns to task concerns (during the

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first years of use), and ultimately to impact concerns (after three to five years)” (Hall & Hord (2001, p. 63).

The time factor above would seem correlate to Fullan’s (2001) three phases of change and the time involved to proceed through the changes. Phase one, initiation, describes the decision making process that leads to an innovation implemented. This phase can take one or more years. The second phase, implementation, occurs when the change is put into place and takes two to three years. The second phase aligns with stages of self concerns and task concerns. Impact concerns occur during the third phase of change, institutionalization that Fullan (2001) identifies as taking place three to five years after initiation.

The personal side of change when implementing an innovation is important to success of innovations. The number of years needed to implement change requires supports and infrastructure. Ensuring that individual’s concerns progress through the developmental levels also appears to require time.

Summary. To meet the current mission of education where all students achieve, Fullan, Hill, and Crevola (2006) believe that daily instructional practice needs to change and infrastructure has to change to support instruction. School administrators need methods and tools to provide the needed infrastructure that will support change and support them in being instructional leaders. The walkthrough tool appears to provide that infrastructure and support. The method involves administrators and teachers looking at daily instructional practices to gather data in support of continuous school improvement. There is limited research available on walkthroughs, prompting the need for more study.

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Ultimately, teachers implement innovations and make change to classroom instruction. “Educational change depends on what teachers do and think - it’s as simple and as complex as that” (Fullan, 2001, p. 115). If educational change depends on the “who” or personal side of change, then the *Stages of Concern in the Concerns-Based Adoption Model* can assist in assessing teacher concerns and perceptions of the innovation of walkthroughs. The *CBAM SoCQ* may also provide insight into the developmental process of implementing walkthroughs.

Chapter Three

Methodology

Statement of Research Problem

Walkthroughs are an increasingly common tool used to observe classrooms that provides formative information about teaching and learning. The review of literature demonstrated numerous practitioner articles but minimal research concerning walkthroughs. While walkthroughs have a variety of purposes, observables, lengths of observations, roles of observers, and modes of feedback, the literature suggests a common process for walkthroughs. Process elements for walkthroughs include establishing the purpose (David, 2007; Marsh et al., 2005), determining the observable behaviors or look-fors, training observers (Bloom, 2007; David, 2007; Marsh et al., 2005; Supovitz & Weathers, 2004), communicating processes and procedures to staff, conducting walkthroughs to gather data (Skretta, 2007), and providing feedback in a timely manner (Graf & Werlinich, 2002; Jones, 2008; Marsh et al., 2005; Zoller, 2003).

Additionally, common criteria for observables may be based on a professional development focus (Marsh et al., 2005), school-based initiative (Cervone & Martinez-Miller, 2007; Ginsberg, 2001; Jones, 2008; Rodda, 2005; “Rekindling our spirit,” 2005; Ziegler, 2006), or district level goal or initiative (Barnes & Miller, 2001; Marsh et al., 2005; O’Clair, 2005; Supovitz & Weathers, 2004; Ziegler, 2006). Descriptors should include a clear set of indicators for observables (Graf & Werlinich, 2002; Ziegler, 2006). Clearly communicate criteria to teachers, observees, and thoroughly explain criteria to those conducting the observations (Gilliland, 2002; Graf & Werlinich, 2002; Marsh et al., 2005; Skretta, 2007; Skretta & Fisher,

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2002). After completion of the observations by administrators, outside observers, teacher leaders, and/or teachers, compile the data. Disseminate information from the data to those observed, including individual teachers, groups such as grade levels or content areas, or full school staff. The walkthrough process should be continuous and ongoing throughout each school year and the findings used to determine professional development needs and inform the purpose of additional walkthroughs.

Although common processes and common criteria for walkthroughs appear evident, a wide variety of implementation strategies exists. Choosing a walkthrough model that fits an administrator's, school's, or district's particular needs to improve teaching and learning is time consuming. The selection is difficult as there is little evidence to support a specific model or models. As Elmore (2004) stated, failing schools "lack...agreement and coherence around expectations for student learning and they lack the means to influence instructional practice in classrooms in ways that result in student learning" (p. 234). In addition, teacher perspectives have not been fully explored beyond the RAND corporation study (Marsh, et al., 2005). The intent of this study is not to produce a theory; however, it will provide a more in-depth understanding of one school's implementation of walkthroughs from the perspective of administrators and teachers.

The purpose of this case study is to describe one school's implementation of walkthroughs by looking at trends in the implementation and by exploring what school administrators and teachers learned. The resulting information provides in-depth understanding about the school's implementation of walkthroughs, which in turn, could be helpful to other school administrators considering, or implementing walkthroughs. This chapter describes the

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mixed methods design used for this case study; reasons for the chosen methods, instruments, and analysis; identify the population studied; and define the role of the researcher.

Statement of Research Questions

As previously stated, the purpose of this case study is to describe one school's implementation of walkthroughs by looking at trends and by exploring what school administrators and teachers learned. The study will consider the following questions when collecting data:

1. What are the characteristics of the current walkthrough process implemented at the case study site?
 - a. How and why has the school's walkthrough process changed since initial implementation?
2. What are the administrators' and teachers' perceptions of the walkthrough process implemented at the case study site?
 - a. What are the administrators' and teachers' positive and negative perceptions of the walkthrough process currently implemented at the case study site?
 - b. How do administrators and teachers perceive the impact of walkthroughs on improving instruction in classrooms?
3. How do teacher perceptions of the purpose for using the walkthrough process relate to the administration's reported purpose for using the walkthrough process?
 - a. What are the administrators' and teachers' recommendations for improving the walkthrough process at the case study site?

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- b. What changes do administrators and teachers recommend as the selected site moves forward with its implementation of the walkthrough process?
- c. Based on four years of experience with implementing walkthroughs, what recommendations or advice would administrators and teachers offer to other schools interested in starting walkthroughs at their own sites?

Research Design

When choosing a research method, Yin (2009) describes three conditions that should be considered: “(a) the type of research question posed, (b) the extent of control an investigator has over actual behavioral events, and (c) the degree of focus on contemporary as opposed to historical event” (p. 8). Yin (2009) defines a case study as “an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident” (p. 18). Within these conditions and definition, the researcher chose a case study because the research questions are exploratory and explanatory in nature; there is no desire on the part of the researcher to manipulate variables within the event; and the study will occur in a natural setting where the researcher will have little or no control over the event.

The second part of Yin’s (2009) definition for case study refers to data gathering:

The case study inquiry copes with the technically distinctive situation in which there will be many more variables of interest than data points, and as one result relies on multiple sources of evidence, with data needing to converge in a triangulating fashion, and as another result benefits from the prior development of theoretical propositions to guide data collection and analysis. (p. 18)

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To provide in-depth understanding and allow for use of multiple data sources, both quantitative and qualitative data, mixed methods, will be used in this case study.

A mixed methods research study “combines or associates both qualitative and quantitative forms” (Creswell, 2009, p. 4) and is useful when “the strengths of both quantitative and qualitative research can provide the best understanding” (p. 18). Roberts (2004) describes qualitative studies as studies that “generate words that describe people’s action, behaviors, and interactions, whereas quantitative studies generate numbers derived from questionnaires, tests, and experiments. Often both approaches are combined in a single study resulting in greater breadth and depth” (p. 116).

The *CBAM Stages of Concern Questionnaire (SoCQ)* and focus group interviews provide quantitative and qualitative teacher data. Interviews with administrators provided qualitative data. Available documents provided additional evidence to triangulate data for all research questions and data collection findings. Data collected provided administrator and teacher perceptions and understandings of walkthroughs. Table 3 provides a summary of research questions and data sources.

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Table 3

Research Questions and Data Sources

Research Question	Data Sources
<p>1. What are the characteristics of the current walkthrough process implemented at the case study site?</p> <p>a. How and why has the school's walkthrough process changed since initial implementation?</p>	<p>- Administrative staff interviews -Document review</p>
<p>2. What are the administrators' and teachers' perceptions of the walkthrough process implemented at the case study site?</p> <p>a. What are the administrators' and teachers' positive and negative perceptions of the walkthrough process currently implemented at the case study site?</p> <p>b. How do administrators and teachers perceive the impact of walkthroughs on improving instruction in classrooms?</p> <p>c. How do teacher perceptions of the purpose for using the walkthrough process relate to the administration's reported purpose for using the walkthrough process?</p>	<p>- Administrative staff interviews -Teacher focus groups -Document review -<i>CBAM Stages of Concern Questionnaire</i></p>
<p>3. What are the administrators' and teachers' recommendations for improving the walkthrough process at the case study site?</p> <p>a. What changes do administrators and teachers recommend as the selected site moves forward with its implementation of the walkthrough process?</p> <p>b. Based on four years of experience with implementing walkthroughs, what recommendations or advice would administrators and teachers offer to other schools interested in starting walkthroughs at their sites?</p>	<p>- Administrative staff interviews -Teacher focus groups -Document review</p>

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Sample Selection

The researcher used a purposeful convenient sample of one middle school that is implementing walkthroughs to collect data because of the researcher's access to the school district and the willingness of the principal to participate. The school chosen for this study, West Middle School, has conducted walkthroughs for four years under the leadership of one school principal. In 2008, the school district selected West Middle School as one of three pilot schools for the implementation of a common walkthrough process designed by the school district. While each pilot school involved teachers as observers and participants in the walkthrough process, West Middle School was the only school that involved all content areas of the school's program. This presented a unique opportunity for the researcher to include perceptions of all staff members. West's low staff mobility rate may increase the information available regarding implementation of walkthroughs during the past four years. Consistency of participation throughout the implementation may contribute to historical knowledge of the process and increase the ability to gather information regarding changes to the process.

The middle school is located in a large school district on the East Coast in a suburban area. For school year 2009-2010, the case study site had approximately 1190 students, 47.31 percent female, and 52.69 percent male. Instructional programs included general education, gifted center, gifted school-based, English for speakers of other languages, and special education. Student population is comprised of 26 percent Asian or Pacific Islander, six percent black, five percent Hispanic, 56 percent White, and six percent other. Staffing includes four administrative positions and 83 teachers and specialists. The school was fully accredited by standards outlined by the state department of education.

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Personal interview participants included members of the school's administrative staff: principal, two assistant principals, and director of guidance. Using a table of random numbers, the researcher randomly selected participants for two teacher focus groups from an instructional list, obtained from the principal, of teachers from all content areas and grade levels. Since instructional assistants, or paraprofessionals, are not directly responsible for student instruction, they were not included in the study. Two focus groups of five and six teachers represented a variety of content areas in grades eight and seven respectively. Focus group participants had the option to opt out of the focus group interviews and the *SoCQ*. Selection of focus group participants did not exclude teachers who did not participate in the questionnaire, thus allowing additional teacher perceptions to be included.

Instrumentation

Data sources to address research questions included semi-structured interviews, *CBAM* *SoCQ*, and document review.

The low number of four administrators at West Middle School made it feasible to conduct personal interviews with each in a timely manner. School staff of 83 teachers did not make it feasible to conduct personal interviews with each staff member. The researcher conducted semi-structured interviews with school administrators and two teacher focus groups to allow specific information to be gathered and to allow for follow-up questions or additional questions to be added based on *SoCQ* results, interview results, and information obtained from documents.

The researcher developed interview questions for administrative staff and teacher focus groups in collaboration with University professors, piloted the questions, and modified questions

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as appropriate to gain data related to the research questions. The researcher piloted questions with an administrator outside of the case study site who has experience with walkthroughs but is not involved in the case study population. The researcher reviewed digital audio files from the pilot interview questions to ensure that questions elicited the information sought to address the research questions. Slight modification to the interview questions included word choice and order. Appendices B and C list the semi-structured interview questions used with administrators and teachers.

The researcher conducted all interviews. Professional transcription services transcribed the digital audio files. The researcher reviewed transcribed files for accuracy and completeness. Two teacher focus groups representing different grade levels and different content levels were interviewed to collect data to respond to subquestions for research questions two and three. According to Gall, Gall, and Borg (2005), when focus group “respondents talk to and hear each other; they are likely to express feelings or opinions that might not emerge if they were interviewed individually” (p. 313).

The principal’s administrative assistant provided teachers with access to the *CBAM SoCQ* online application electronically through email. The questionnaire (Appendix G) identifies the stages of concerns that individuals have about an innovation. The stages of concern are developmental in nature and provide quantified responses to teachers’ perceptions of the walkthrough process as well as insight into the developmental process of walkthroughs. Questionnaire responses include a rating scale of zero to seven; “Irrelevant” (zero score), “Not true of me now” (score one and two), “Somewhat true of me now” (score three, four and five), and “Very true of me now” (score six and seven). From the rating scale results, stages of

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concern are identified by the instrument in one of three categories; self concerns - unconcerned, informational, and personal; task concern – management; and impact concerns – consequence, collaboration, and refocusing.

The *SoCQ* is scored by summing the responses to the five items on each scale and referring the totals to a percentile table. Scores generated from percentiles allow for development of profiles of the *Stages of Concern*. Each profile reflects the relative intensity of each Stage of Concern and presents a general picture of the concerns of the individual. A group profile can describe the average intensity of each concerns stage. Online software applications perform the tasks of percentiles and profile graphs (Hall & George 1979, p. 14).

For each of the seven scales, internal reliability alpha coefficients (KR-20) range from .64 to .83, with six of the seven scales above .70 (George, Hall & Stiegelbauer, 2008). Test-retest correlations for the seven scales range from .65 to .83, with six of the seven scales test-retest correlations above .70 (George, Hall & Stiegelbauer, 2008).

SoCQ participants used a URL and a password to access an online application. The questionnaire protocol allows the term “walkthrough” to replace the term “innovation” in the *SoCQ* (George, Hall, & Stiegelbauer, 2008). Teacher demographics included subgroups of grade levels, content areas, years of teaching experience, and years of employment at West Middle School. The researcher obtained copyright permission from Southwest Educational Development Laboratory (Appendix D).

In preparation for data collection and as recommended by *SoCQ* protocol, the researcher piloted the *SoCQ* online application with middle school teachers not employed in the school being used for the study. The pilot group of teachers represented different levels of use and

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familiarity with walkthroughs. Piloting the online application allowed the researcher to ensure that the URL and application features were working properly prior to disseminating to teachers.

Previous research studies, excluding the Marsh et al. (2005) study, have limited inclusion of teachers to a small percentage of teaching staffs in the participating schools; therefore, teacher perspectives and concerns need further exploration. The questionnaire provided an instrument to gather data from a large percentage of the teaching staff because individual interviews are not feasible with 83 teachers.

Available documents from the school and school district that pertain to the school's walkthroughs provided information to triangulate data with questionnaire and interview data. The researcher obtained school-generated documents from the principal and district-created documents from the principal and central office staff. Documents provided information related to the research questions and included administrator communications, training materials, and school and district created resource materials used to collect observer data during the walkthrough process. The analysis section of this chapter describes the method for reviewing documents. Creswell (2009) notes that while documents provide an "unobtrusive source of information," the "materials may be incomplete" or "may not be authentic or accurate" (p. 179).

Triangulation Strategies

As described by Greene, Caracelli, and Graham (1989) and Merriam (1998), triangulation requires the use of multiple sources of data or multiple methods to assess the same phenomenon. Merriam (1998) also states that, "triangulation strengthens reliability as well as internal validity" (p. 207). Interview responses, results from the *SoCQ*, and review of documents provided triangulation of data.

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The researcher analyzed qualitative and quantitative data in a complementary way to triangulate the data and produce an in-depth understanding of the school's implementation of walkthroughs as described in the analysis section. The *SoCQ* instrument validated teacher responses. Teacher focus group interviews, interviews with administrators, and document review, provided triangulation of teacher responses. Teacher focus group interviews and document review provided triangulation of administrator interview responses. "Triangulation is a way to get to the findings in the first place – by seeing or hearing multiple *instances* of it from different *sources* by using different *methods* and by squaring the finding with others it needs to be squared with" (Miles & Huberman, 1994, p. 267).

Data Collection Methods

The researcher received approval from Institutional Review Boards (IRB) for both the supervising University and school system. The school principal communicated the introductory letter (Appendix E) describing the study to administrators and teachers. As recommended by Seidman (2006), the letter provided the following information: a description of the study, benefits and importance; information for participation, risks for participants, rights of participants, benefits for participating, participant confidentiality; how results will be disseminated; and contact information for the researcher. Interview participants signed an informed consent document prior to participation in interviews (Appendix F). Submission of questionnaire responses by teachers signified informed consent.

Fifty-two of seventy-eight staff members completed the *SoCQ*, resulting in a 66.7 percent return rate. Questionnaire demographics and subgroups allowed analysis of results by subgroup, cohort, and individual teacher. The researcher protected teacher confidentiality by not asking

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teachers to submit names for the *SoCQ*, nor did the researcher track teacher access through email. The school system's access to the data will meet their IRB requirements of a copy of the final dissertation. The researcher collected questionnaire results through a personal computer behind a firewall and saved results to a removable hard drive. Removable hard drive and other data collection materials are stored in a locked closet.

Data collection included personal interviews with school administrators to answer all research questions, focus group interviews to answer questions two and three, CBAM Stages of Concern Questionnaire (*SoCQ*) to answer question two, and document review to answer questions one, two, and three. These data collection strategies are complementary to Yin's (2009) comment about case studies: "The case study's unique strength is its ability to deal with a full variety of evidence – document, artifacts, interviews, and observations" (p. 11).

The researcher scheduled personal interviews with the principal first, then with the assistant principals and director of guidance. Principal responses did not result in a need to add questions for the interviews with the remaining administrative staff or teacher focus groups.

While conducting administrative interviews, the URL link was provided to teachers via email to begin collecting *SoCQ* data. The researcher continuously monitored the online database throughout the data collection period, approximately two weeks. The principal's administrative assistant sent a reminder email one week after data collection began. A second reminder was not sent because the questionnaire was conducted during the last two weeks of school. Although offered, teachers did not request a paper-pencil version of the questionnaire.

As interviews with administrators and *SoCQ* data gathering neared completion, the researcher randomly selected ten teachers from each grade level using an online random number

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application (<http://stattrek.com/Tables/Random.aspx>). The principal's administrative assistant contacted teachers in the order provided by the researcher to obtain six teachers for each focus group. Grade seven focus group had six teachers and grade eight focus group had five teachers. The researcher scheduled focus group interviews in cooperation with the principal and with sensitivity to the school calendar.

Responses from administrators, teacher questionnaire, and teacher focus groups guided document requests and selection. The researcher obtained documents from West Middle School's principal and central office staff. Documents reviewed yielded evidence of the walkthrough process, purpose of walkthroughs, perceptions, and recommendations for past and future changes to the walkthrough process. The researcher contacted the principal via email after completing questionnaires and interviews to clarify terms used by teachers and to obtain documents.

Data collection strategies to answer all research questions occurred simultaneously or concurrently, resulting in a shorter data collection period (Creswell, 2009). Creswell (2009) describes this as concurrent triangulation strategy, a strategy that "collects both quantitative and qualitative data concurrently and then compares the two databases to determine if there is convergence, differences, or some combination" (p. 213). Limitations of this strategy include the "effort and expertise to study a phenomenon with two separate methods" and "the difficulty to compare with data of different forms" (Creswell, 2009, p. 214).

Methods of Analysis of Data

The researcher used an interpretation approach to qualitative analysis on transcribed text of interview responses and on documents selected for review. Interview text and documents

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were divided into meaningful segments and coded into schemes and categories (Gall, Gall & Borg, 2005). Coded segments of text and documents were reviewed for “recurring phrases or common threads in informants’ accounts or, alternatively, for internal differences” (Miles & Huberman, 1994, p. 61) to develop themes and patterns. Themes reflect recurrent features of the findings and patterns will reflect “possible relationships among phenomena” (Gall, Gall & Borg, 2005, p. 307).

Bogdan and Biklen (1998) defined three accounting-scheme codes that guided the researcher’s analysis:

1. Definition of the situation: how people understand, define, or perceive the setting or the topics on which the study bears (p. 172);
2. Perspectives: ways of thinking about their setting shared by informants (p. 173); and
3. Process: sequence of events, changes over time, passage from one type to another (p. 174).

These broad schemes reflect the foci of the research questions. The researcher recognizes that “codes will change and develop” as data collection and analysis occurs (Miles & Huberman, 1994, p. 61). Table 4 provides a list of codes applied during analysis of interviews and analysis of documents. The researcher divided interview text and documents into meaningful segments and coded segments into schemes and categories using the software application, *NVivo 8*, from QSR International (<http://www.qsrinternational.com>).

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Table 4

Coding Schema

Scheme	Code
Definition of the situation	
DF: Purpose	DF-Pur
DF: Impact on instruction	DF-Ins
Perspectives	
PS: Positive	PS-Pos
PS: Negative	PS-Neg
PS: Concerns	PS-Con
PS: Recommendations to teachers	PS-RcT
PS: Recommendations to administrators	PS-RcA
Process	
PR: Current	PR-Cur
PR: Past Changes	PR-PCh
PR: Future Recommendations	PR-FR

Instructional staff from all content areas in grades seven and eight had access to the *CBAM SoCQ* through an online application available from Southwest Educational Development Laboratory (SEDL). *SoCQ* data was analyzed using tools provided by SEDL online application and as described in its publication, *Measuring Implementation in Schools: The Stages of Concern Questionnaire* (George, Hall, & Stiegelbauer, 2008). The researcher evaluated the *CBAM SoCQ* results in accordance with the defined protocol for the instrument. Online database application allowed for view of stages of concern percentiles and graphing results by individuals, subgroups,

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and cohort. Teachers are defined as a cohort with subgroups by grade levels, seven and eight, and content areas.

This study includes elements of a parallel/simultaneous mixed methods design study as characterized by Tashakkori and Teddlie (1998). A parallel/simultaneous mixed methods design utilizes methods that produce both “numeric and narrative data that answer similar questions...[and] the quantitative and qualitative data are collected at the same time and analyzed in a complementary manner” (p. 47). Quantitative data from the *SoCQ* and qualitative data from interviews and document reviews will be compared “to determine if there is convergence, differences, or some combination” (Creswell, 2009, p. 213) between findings. This side by side comparison will “provide an overall composite assessment” (Creswell, 2009, p. 214) of the implementation of walkthroughs in the middle school.

Role of the Researcher

While researcher bias is a concern to control for in quantitative research, a researcher acknowledges bias in qualitative research with measures to control as possible. The researcher has been in a central office position for the past five and a half years in the same school district as the school study site. During that time, as part of the researcher’s professional duties, the researcher was involved in the first two years of West Middle School’s walkthrough process. The researcher conducted observations with West Middle School administrators during year one and with department chair and lead teachers during year two. Involvement in both years was limited to the content area for which the researcher had responsibility - health and physical education. The experience led to the researcher’s interest in the walkthrough process. This previous experience with the walkthrough process provided the researcher with additional insight

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and understanding in approaching interviews and appreciation for the changes the school has made to the process.

Summary

The intent of this parallel/simultaneous or concurrent triangulation strategy mixed methods case study is to understand and describe walkthroughs at one middle school. In the study, *CBAM SoCQ* measured levels of teacher concerns in implementing walkthroughs. At the same time, walkthroughs were explored using qualitative interviews with administrators and teacher focus groups, and further explored by reviewing available documents at the school study site and available from the school district. The reason for combining both quantitative and qualitative data is to understand the research problem and offer a well-documented knowledge base of information to administrators and teachers implementing walkthroughs.

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Chapter Four

Findings

In 2006, West Middle School staff began their journey with walkthroughs. Staff members shared the evolution of their process with walkthroughs through interviews, focus groups, questionnaire, and review of documentation. The walkthrough process evolved over four years from use of an extensive checklist administrators used to gather data on instructional delivery to a focused look at instructional best practices led by teachers.

West Middle School is part of a national trend in education. As shown in the literature, schools throughout the nation are implementing walkthroughs. Although few studies have explored the effectiveness of walkthroughs, the pervasive use of walkthroughs seems to imply effectiveness. Current walkthrough literature provides reasons and steps for implementation. These reasons include monitoring school improvement, identifying staff professional development needs, building collaboration among staff members, and improving teacher practices. While literature provides reasons and steps, research does not provide requirements for successful involvement and buy-in by all school staff. In essence, how can schools effectively imbed walkthroughs in their school culture?

Chapter Four presents findings organized by research question. Evidences include responses from personal interviews and focus group interviews, *Concerns Based Adoption Model (CBAM) Stages of Concern Questionnaire (SoCQ)* results, and documents. The intent of the study is to provide a rich and deep description of West Middle School's journey with walkthroughs. Findings include a brief description of school staff; findings related to process,

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perceptions, and recommendations; and a brief summary for each research question at the end of the chapter.

The researcher explored the phenomenon of walkthroughs through personal interviews with the four school administrators and interviews with two teacher focus groups. One teacher focus group consisted of six seventh-grade teachers and the second teacher focus group consisted of five eighth-grade teachers. The researcher reviewed documents provided by the school study site and from the school district's central office. In the study, *CBAM SoCQ* measured developmental levels of teacher concerns in implementing walkthroughs. The researcher assigned each interview participant a pseudonym to ensure anonymity.

Research Questions

This study considered three main questions and associated subquestions to explore and describe West Middle School's journey with walkthroughs.

1. Process: What are the characteristics of the current walkthrough process implemented at the case study site?
 - a. How and why has the school's walkthrough process changed since initial implementation?
2. Perspectives: What are the administrators' and teachers' perceptions of the walkthrough process implemented at the case study site?
 - a. What are the administrators' and teachers' positive and negative perceptions of the walkthrough process currently implemented at the case study site?
 - b. How do administrators and teachers perceive the impact of walkthroughs on improving instruction in classrooms?

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3. Recommendations: How do teacher perceptions of the purpose for using the walkthrough process relate to the administration's reported purpose for using the walkthrough process?
 - a. What are the administrators' and teachers' recommendations for improving the walkthrough process at the case study site?
 - b. What changes do administrators and teachers recommend as the selected site moves forward with its implementation of the walkthrough process?
 - c. Based on four years of experience with implementing walkthroughs, what recommendations or advice would administrators and teachers offer to other schools interested in starting walkthroughs at their own sites?

Participants

West Middle School is located in a large school district on the east coast in a suburban area. During the time of this study, West Middle School had approximately 1190 students, 47.31 percent female, and 52.69 percent male. Student population was comprised of 26 percent Asian or Pacific Islander, six percent Black, five percent Hispanic, 56 percent White, and six percent other. Staffing included four administrative positions and 83 teachers. Instructional programs included general education, gifted school-based, a gifted center, English for speakers of other languages, and special education.

West Middle School staff currently includes four administrative positions. The school's principal, Bradley, has been the principal at West Middle School for seven years. Carroll has been the guidance director at West for eight years. West has two assistant principals: Clarke has been in his position for five years and Edwards for three years. Three administrators have been

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involved with the walkthrough process at the school since its inception four years ago and all of the administrators have been involved for the last three years of the walkthrough implementation.

The principal provided a listing of West Middle School's teachers. The researcher randomly selected ten teachers from seventh and eighth grades the 78 teachers listed. From this sample, the principal's administrative assistant scheduled teachers for the grade seven and grade eight focus groups. Teacher availability determined the final numbers of participants in each focus group. The seventh-grade teacher focus group consisted of six teachers: Nancy, math; Sandy, science; Trey, English Speakers of Other Languages (ESOL); Ed, special education; June, health and physical education; and Colleen, foreign language. The grade eight teacher focus group consisted of five teachers: Anne, math; Rob, speech and drama; Zack, music; Todd, special education; and Len, health and physical education. The researcher used assigned pseudonyms when quoting focus group participants.

All 78 teachers received access to the online *CBAM SoCQ* application through email. Of the 78 teachers listed for the school, 52 teachers (66.6 percent) completed the questionnaire. From the demographic information collected through the questionnaire, 49 respondents (94 percent) have been at West Middle School for four or more years. Three respondents (six percent) have been at West Middle School for three years or less. This suggests that the majority of the teaching staff at West Middle School have been present for the four years of the school's walkthrough implementation.

As previously stated, the researcher was involved as a district central office content specialist in West Middle School's walkthrough process during the first two years of implementation. The researcher was not involved with the school's walkthrough process during

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years three and four. While the researcher's involvement could have been an issue, it did not appear evident during interview and focus groups as evident by one administrator's comment, "I knew your name, but had forgotten what your position is."

Research question 1: What are the characteristics of the walkthrough process implemented at West Middle School?

West Middle School experienced two different process models in the four years of the school's implementation of walkthroughs. In years one and two, the school used a walkthrough process developed by the school district entitled "Instructional Walkthrough." In years three and four, the school was involved with central office staff in developing and implementing a new walkthrough process, entitled, "Collaborative Learning Visits."

Implementation year one: Instructional Walkthrough. During school year 2006-2007, the school district used a walkthrough tool in elementary and middle schools they called Instructional Walkthrough. Instructional Walkthrough processes and procedures included a checklist of observables, ten-minute classroom observations conducted by school administrators and district personnel, teacher training, announced observations, and feedback consisting of percentages of observables seen by observers.

The principal chose to implement the tool as a way to check staff implementation of professional development initiatives. Working with central office personnel from the Instructional Services department, Bradley and his administrative staff developed a comprehensive list of strategies to look for (Appendix H). The checklist of observables reflected the school's professional development initiatives from the first three years of Bradley's principalship. Bradley remarked,

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What we did is we started off by saying, “Hey, let’s take all the initiatives and strategies that we’ve implemented at West Middle School since we opened, and see if they’re happening.” And so we made a list and then we had the help of instructional services. The list was two-sided and it was everything but the kitchen sink: reading strategies, writing strategies, Marzano strategies, and the list went on and on. And then we went out and we wanted to observe how frequently these initiatives were happening.

School district central office personnel from the Instructional Services Department provided training for staff. Training provided teachers with the list of observables and explained how frequencies of observables would be reported. Bradley described the training:

We had a staff development for the group and we went over the process and went over how things were going to be measured. We first started with the administrators and the [central office] group, to look at the tool, to go do some practice walks, and make sure that we had an understanding of what we meant by “differentiation,” what we meant by “students are engaged.” And those were some long and heated discussions, because reaching agreement on those was important.

As noted by Bradley, school administrators and central office content specialists conducted classroom observations during year one of implementation. Clarke stated,

For the first couple of years that I was here, it was strictly administrators and county personnel, central office personnel, and we would walkthrough together, going through that particular process and better learning about the process and giving the staff feedback. Teams of two to three observers conducted observations in all content areas. Each member of the team looked for evidence of everything on the checklist of observables. After central office staff tabulated frequencies and percentages, and administrators shared grade level and department results with staff during a staff meeting. Bradley said, “Now then, we had the results and we added them up and then we put them on Scantron (optical scan forms) and we formulated

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our results and the frequency rates were listed and then shared with the staff.” Administrators conducted one walkthrough during year one.

Implementation year two: Instructional Walkthrough. During the second year of Instructional Walkthroughs, school year 2007-2008, West Middle School conducted two series of walkthrough observations. They used the same checklist of strategies and the same process to provide feedback to staff in the form of frequencies and percentages. Central office content specialists and associated department teacher leaders conducted the first set of observations. Carroll shared, “The whole process, when it was initiated - we had asked people from Central Office to come through a walkthrough with our department chairs primarily at that time.”

The second set of walkthroughs involved department chairs, team leaders, and lead teachers conducting observations with grade level department members. Bradley stated, “We had [central office] walk with the department chairs and PLC leaders, and again they went through that process, and finally we had our department chairs walk with their grade-level departments.”

West Middle School administrators reported that the first year of implementation was an opportunity for administrators to work with central office personnel to develop the tool and process, reach agreement on definition of terms and understanding of evidence for observables, and observe for implementation of professional development initiatives.

The development of the checklist of observables was an opportunity for West Middle School administrators to discuss and make decisions regarding the expectations they had for classroom practices and strategies. Administrators chose teaching practices and strategies based on professional development initiatives implemented in the previous three years. The

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administration found that clear definitions and clearly defined evidences for what the observables looked like in classrooms was important. Bradley remarked, “You want it to happen [strategies and best practices], you want people to understand what it is and to formulate a common vocabulary.” They also found that during their first observations, they did not always agree on definitions or evidences. Carroll said,

We found that there was some disagreement on perceptions and understandings of what they were to look for and what the definition of some of the terms might be. That first year was sort of trial and error and we got that straightened out; but the second year that we used that, we were pretty clear on what the pitfalls were and came up with common definitions for terms and expectations.

Central office personnel tailored the district tool to meet the needs of the school, match the administrators’ expectations for instruction, and to reflect the initiatives school administration wanted to observe. Reflecting on the development of the checklist with central office personnel, Clarke, assistant principal, remarked, “It was a very huge learning opportunity for me to say, okay, what is it that we’re looking for; what things are important?” He felt that the checklist “fit what West Middle School looks like, the goals that we have here at West Middle School, and where we want it to move. How we want to move our school forward.”

Guidance director, Carroll, described the process of the first two years as a little unstructured because administrators were “trying to get a grasp of what it was we wanted to do and how we wanted to do it.” The two years allowed them to “fine-tune what we were looking for, what types of things we could see and hear that would satisfy that, just fine-tuning everything. And we had really different, divergent views.”

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Before involving the entire staff in the process, Clarke felt that administrators' involvement in the process, developing the process and conducting observations, was beneficial. He observed, "It's important that the administrators have a feel for what's going on before we say [to teachers], 'Okay, now you go and do this,' and we haven't done it or we're not familiar with the process."

Teachers had the opportunity to observe classrooms outside of their content area during the second set of observations in year two of implementation. Bradley shared the experience of one veteran civics teacher:

I had a veteran teacher ...when we first started...and she went into an industrial technology classroom and she walked out... and she said, 'Man, I just learned six things I could work into my classroom tomorrow.' So it was wonderful, it was exciting.

Summary. The first walkthrough process, Instructional Walkthrough, implemented during school years 2006 – 2008, provided school administration and teachers the opportunity to experience the walkthrough process, define and clarify expectations for instruction, and opened the door to teacher involvement in the walkthrough process. However, the extensive checklist lacked focus, there were too many strategies and practices for teachers to internalize and address. The walkthrough tool focused on what the teacher was doing and not on student learning.

Feedback in the form of frequencies and percentages carried a negative connotation and did not reflect implementation of school initiatives in positive terms. In other words, teachers believed that the feedback implied they were failing as a school to implement instructional strategies and best practices. Clarke observed, "People were starting to look at what was *not* [emphasis added] going on as opposed to what actually was going on." Research question two

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further explores administrator and teacher perceptions of Instructional Walkthroughs conducted in years one and two.

Implementation year three: Collaborative Learning Visits. West Middle School began the second process, Collaborative Learning Visits, during school year 2008-2009. Collaborative Learning Visits resulted from what the school and district learned from years one and two of Instructional Walkthroughs as well as additional training for the principal and central office staff at the Institute for Learning at the University of Pittsburgh.

As revealed in interviews, focus groups, and documentation, the Collaborative Learning Visits process involved an increase in teacher responsibility. Process elements include focused list of observables, turnaround-training model, teachers conducting all classroom observations with defined roles, and observables reported in narrative form. Administrators set an expectation that all teachers would be involved in conducting classroom observations, observing two classes each quarter.

Background. In the summer of 2008, the principal joined a team of school district personnel receiving training on Lauren Resnick's *LearningWalk*SM at the University of Pittsburgh's Institute for Learning (IFL). Bradley shared,

So that's when the Deputy Superintendent offered a group to go out to Pittsburgh to look at learning walks. I was very interested in that and I joined a group of [central office] folks and principals, and we went out there and we saw that model.

From that training and observation experience, West Middle School's principal, along with other members of the school district team, began to develop their own hybrid walkthrough tool and process for the school district. They named the new tool Collaborative Learning Visits.

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The team decided to create modules focused on district identified best practices for teaching and learning. The first module focused on definitions of and evidences for student engagement. Bradley stated, “And one of the ones that we really were interested in as a group was student engagement, and that was the first module, this new system that was developed.”

The school district team combined what they had learned about *LearningWalks*SM with what they had learned from their original walkthrough tool, Instructional Walkthrough, to design Collaborative Learning Visits. Bradley said, “It was developed as an off-branch of *LearningWalk*SM....Certainly, it’s not their program. It’s something that we saw highlights of what they were doing and felt that we can incorporate some of those things in our model.”

Elements from the *LearningWalk*SM that resonated with the school district’s team included focused observables, common language and expectations, inclusion of teachers as observers, a specific role for each observer, and a process for post classroom observation with “positive talk.” Positive talk are remarks that are made in a non-critical manner; focusing on what was observed, keeping personal references from discussion, and asking “what if” reflective questions. Positive talk is further described in the findings regarding teacher training. Bradley stated, “We were very excited because it did provide focus, it was not evaluative, it really concentrated on one specific area that the school wanted to grow.” He added,

We shifted the focus...from the teacher [and] the instruction, now we put the focus on student learning and there [were] all sorts of ways to gather that by observing the students in the classroom and what they were doing. Actually, to have students talk, to ask students these open-ended questions where they’re able to communicate with the observer on what they’re learning and what they’re doing and their understanding of the skill or the concept being taught.

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The team developed a checklist of observables for student engagement (Appendix K). Bradley stated the observables help teachers identify student engagement in a classroom: “How do you know when students are engaged or what are you looking for?” The sections that follow provide detail of the new process elements developed by the school district team.

Observables. In lieu of the laundry list of observables used in the Instructional Walkthrough process, the school district team of administrators and central office staff narrowed the focus to elements of student engagement. The module defined student engagement and provided evidences for what student engagement looks like in a classroom. Anne stated, “Our main focus, too, has been getting students involved in their learning and that student engagement and what that looks like and how we will identify it and what it looks like overall when we go into a classroom.” Edwards remarked that a focus on student engagement was good for all teachers as: “It’s not so tied to subject matter.”

According to Len, there was discussion about the definitions of terms, particularly the difference between student engagement and student compliance: “What did we argue about all the time? I remember that was the biggest issue we had to decide when we went into this, what is the difference between student engagement and compliance.” Teachers shared that they had input into the descriptors for the observables. Len further commented,

So when they give us things to look for in the room...beforehand, leadership, committees, and things like that will kind of sit down and also send out the teams where they look at this and see what you would think you would be looking for when you would go into a room. So before you go in it’s not just, here’s your sheet, go on a learning walk. So we spend a lot of time to prep it before we do it.

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Teacher input extended beyond the designed observables for the student engagement module. Teachers had the autonomy to include additional observations on other aspects of teaching and learning during Collaborative Learning Visits. Bradley explained,

Observables [teachers] look for is just sort of broadened into whatever they may pick up on beyond the engagement....And whatever they feel that we need to grow as a school to be more effective and to become better at what we do as a school.

Teachers as observers. Bradley set the expectation that all teachers would be involved in the Collaborative Learning Visits. Departmental teams of teachers structured by content area, conducted classroom observations during year three. While administrators conducted practice observations with teachers following initial training, administrators did not participate during regular observations. Content teachers observed colleagues in their same discipline as feasible. Teachers observed in groups of four to five during the Collaborative Learning Visits. In small departments, such as ESOL with only two teachers, teachers observed content areas similar to their own. Clarke found that involving the staff was essential to the process, stating, “Unless you do it, you don’t recognize the value in it.”

Teacher comments reflected a clear understanding that all teachers were to participate. However, one assistant principal thought that it was voluntary:

I think there was a committee that Mr. Bradley, the principal, kind of designated, to some degree, but also people who were willing to do it and volunteered were also selected. So it really was if you want to do it, you were able to participate. But I think the principal also tapped a few people who he wanted to take part in it, but if you wanted to do it, you could volunteer for it.

It is unclear what committee Clarke is referring to in this statement. Neither teachers nor other administrators mentioned a committee.

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Training. During the third year of implementation, central office personnel and principals who developed the Collaborative Learning Visits conducted teacher training. Year three training included teacher leaders from three middle schools. These schools represented the three middle school principals involved in the development process. Training included the process for Collaborative Learning Visits, explanation of the roles for observers, observables and evidences, and terminology associated with the observables. Training participants also had the opportunity to conduct practice observations during the half-day training. Carroll shared,

We had a team come to present to our staff and other staffs that came over as far as what the walkthrough process was... a team came in, gave a briefing on how to do, what the roles were as far as the walkthroughs were concerned, what you should be looking for, how you follow through with your role; and terminology, how we could verbally not be critical in how we responded to things.... the roles were defined. Definite 'look-fors', because when you're in there for such a few short minutes, you can't pick up everything.

The trained teacher leaders conducted turnaround training for departmental colleagues.

Bradley described the new training method as simple in comparison with the previous model:

What's beautiful about this model was for the original model, it took us about three months to really train people to be able to do this. What we did on this model was we trained the grade level PLCs and department chairs on a half-day training. And from that, they were able to go back to their grade level departments and train them within a one-hour period and able to go out and to do that through their CLTs. I mean, that's how simple it was to really work through this model compared to the other one.

PLCs refer to the term Professional Learning Communities and CLTs refer to Collaborative Learning Teams. West Middle School administrators and teachers used both terms interchangeably to describe multidisciplinary grade level teacher teams and content teacher

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teams. Additionally, the training involved a focus on “positive talk.” Carroll described positive talk as:

How we could verbally not be critical in how we responded to things. Instead of saying, “Did you see that?”...or “That teacher shouldn’t have done that,” or “I can’t believe...,” you know, that type of thing in the debrief. It would be, “I wonder if it would be better if something would have been included in her opening few minutes of school,” or there were “wonderings” instead of criticisms. And they may not have been meant as criticisms before, but they came across as criticisms.

Edwards further commented, “This is a culture where [positive talk] took really well because people were very supportive of one another and they’re not going to go talk it out of school so much.”

Teachers remarked that the turnaround training method was very effective. Zack shared, They had the samples of the documentation and they kind of told us what we were looking at and introduced it...very detailed descriptions of the roles...and how it should all work and what was expected at the end. So if you kind of just stayed within those guidelines it worked pretty well.

Roles of observers. Within the groups of four to five observers, everyone has a role. As explained through a slide presentation to administrators (Appendix I), the Collaborative Learning Visit process involves assigning roles and responsibilities to the teachers conducting observations. Between classroom visits, teachers are encouraged to rotate roles in order to experience each role. The four observer roles include the following: group leader, noting evidence, talking to students, and looking at student work. District training documents (Appendix J) provided the role responsibilities.

Group leader. Group leaders have the responsibility to lead the group through the process, keep observers to the schedule, fill in for a role when necessary, keep time during the

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visit and signal when it's time to go, facilitate the debriefing after each classroom visit, and participate in the debrief discussion with the principal to provide the group's feedback.

Noting evidence. Teacher observer in the role of noting evidence circulates around the classroom and notes evidence of student engagement, interaction between students and with the teacher, and listens for evidence of the descriptors from each category.

Talking to students. The teacher with this role identifies one or more students to speak with during the visit, uses question stems to talk with students, and takes notes on their responses. The teacher talking to students is encouraged not to press the question with the student. If the student is not comfortable answering questions, then the teacher moves on to another student. Question stems suggested for use to talk with students include broad, open-ended questions to encourage a deeper explanation by the student and to keep the conversation going, such as: Tell me about....How does this....What do you think about...What would happen if...Please explain...How would you change...?

Looking at Student Work. This role's responsibility involves circulating around the room looking for student work in the classroom environment. Student work may include notebooks, portfolios; work displayed in the classroom, on the walls; and current work on assigned tasks. Observers look at student work for evidence of alignment with posted objectives in the classroom and the school district's Program of Studies. Classroom environment provides information to ascertain if the student work aligns with the general classroom environment and its design for engagement in learning. As Bradley explained,

Also looking around the classroom to see if what we were seeing kind of jived on what was being introduced to the children. And so it was kind of looking at the entire environment rather than just focusing on teacher's objective on the board or what the

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teacher was doing at the time.

Having more teachers in observation groups, moving from two or three during Instructional Walkthroughs to four or five during Collaborative Learning Visits, was seen as positive to the principal. Additional observers are an element of the *LearningWalk*SM that the school district team incorporated into their process. Bradley said,

And what we liked about it is that instead of just one or two people going in, there were a group of four or five and each of those people would have a role when they're in a room. One person would focus on student talk, one person would be focused on the work around the classroom, and one person would be on evidence of student engagement in the classroom. And what we did is we developed areas of focus that were benchmarks or indicators, whatever you want to call that.

The larger groups of observers were not a positive addition in other staff members' opinion.

Carroll stated,

So having defined roles for various people on the team...I think was a really bright idea because they could, like what you didn't see, they saw and we could share in the debrief. That being said, having such large teams go in to classrooms sometimes is a little disturbing, although our teachers were really good about it. Teachers are sort of used to having a lot of people come in and drop in but I think the kids were wondering, "Who are these people that are coming in?"

Debrief. After fifteen minutes in a classroom, observers meet in the hallway to discuss what they have seen and noted from their respective roles. The group leader facilitates the discussion using a form to capture evidences, observations, and "wonderings" or reflective questions. Anne explains, "Then we come back and whoever the facilitator is will lead the discussion as to what we observed and go through our little checklist of things that we saw and discuss things like that." Sandy added more information about the debrief process":

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We all have whatever the different roles are and then afterwards, we kind of review what we saw in there, kind of see, putting all the different pieces together, and we fill out a little feedback form that we pass off to the person who kind of heads the whole thing.

District training documents (Appendix) call the debrief process a “Post-Classroom Visit” and describe it as follows:

1. Observers gather in a quiet location outside the classroom.
2. The group leader facilitates a non-judgmental sharing out by all of the group members.
3. Each group member shares evidence collected and provides a thought-inducing question for the feedback.

West Middle School uses the feedback form created by the district with two components for responses particular to a school’s needs:

1. Reflect on the Engagement in Learning standard. Provide evidence of the standard in what you saw in your classroom visits and note patterns in the evidence.
2. What thought-inducing questions might help the school to reflect on their work and think about their next steps in professional development?

Debrief discussions are kept positive, without judgment or criticism, in lieu of documenting what was and was not observed. How to have discussions during the debrief without criticisms was part of the training module. Len referenced the reflective questions or wonderings,

I think the term they were using was “wonderings” or like they wanted to phrase it in terms of not criticism, but, “I wonder what would happen if.” And then you were also writing down things that you saw that were successful.

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Feedback. An additional element gleaned from *LearningWalks*SM was the nonevaluative nature of reporting data. Reporting includes evidences of observables and reflective questions or wonderings, synthesized from all Collaborative Learning Visits. Each group of observers completes the feedback form and then gives completed forms to a teacher leader. The teacher leader compiles the evidences and reflective questions to create a synthesized report for the principal. Bradley discussed the process: “It comes to me and I look it over. And I want to see if there’s any red flags flying, [something that might] upset staff or whatnot, the way things were worded. So far, it’s been excellent.”

As stated, West Middle School’s teacher leader provides a synthesized report of evidences and wonderings to the principal. This role and process differs from the district prescribed process. According to district training documents, gathering and reporting information to the principal and staff involves all group leaders (Appendix I). Group leaders share the evidences and reflective questions with the principal. The principal then synthesizes the information to share with staff.

The feedback report notes evidences in narrative form in keeping with district procedures. Appendix L contains an example of a feedback report shared with staff from West Middle School’s Collaborative Learning Visits conducted April 2010. Carroll stated that feedback information is shared “at staff meetings; sometimes this is brought up and discussed. But primarily it’s more the lower level, more on the team level, as I understand it. But that’s pretty much how it’s been done.” Teachers also stated that feedback letter discussions occur during school planning committee meetings. Colleen stated, “We get feedback in general back

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to us. Feedback does go to the school plan...” Ed added, “Right...That’s right; it goes to the school planning committee.”

Carroll shared that Principal Bradley takes the information gathered and, Looks for trends, generalities, uses it to see what staff training and education is needed. Principal can make changes that need to be done and also praise and let teachers know that they’re really doing things right and to keep up the good work and that type of thing.

Scheduling. Administrators set an expectation that teachers would conduct four observations, one a quarter, during the third year of implementation. However, teachers received training in the middle of the school year, resulting in two sets of observations. The teacher leader coordinating the reporting process facilitated scheduling of observations in concert with the principal. District training information for the responsibility of scheduling is confusing. Training documents stated that scheduling is the responsibility of the administrative staff but does mention “other school leaders:”

Schedule of Classroom Visits. This is done by the building’s administrative staff. Principal and other school leaders will identify classes that will be visited and design a walking schedule, to be provided to staff and observers no later than one week prior to the visit date. (Appendix L)

West Middle School teachers formed groups within their department or content area to conduct observations of departmental colleagues.

Time. District training documents (Appendix L) state that, “Walkers stay ten minutes in each class, no more.” West Middle School determined during their three years of experience that ten minutes or less was too short of a period to conduct classroom observations. They decided on fifteen minutes, because, in Len’s opinion,

We decided...that we wanted to have a little longer period so that you have the ability to

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see some of the flow....We wanted to be able to do different sections of the class since we have basically 50 minutes classes. We thought that that would give a better beginning, middle, and end.

Implementation year four: Collaborative Learning Visits. The same basic procedures used in year three continued into year four, school year 2009-2010. Slight differences to the process for year four were the expected, and actual, number of classroom visits, groupings of teachers conducting observations, and classrooms observed.

Number of classroom visits. As previously stated, the principal's plan was to require one set of visits to two classrooms each quarter of the school year. While teachers participating in the focus groups were very clear that it was the expectation, teachers did not conduct four sets of observations during year four. Colleen offered, "Didn't we originally, wasn't there a goal of like every quarter but then they backed off on it because it was getting a little overwhelming?" Sandy added, "Well, I think some quarters don't lend themselves to it as nicely." During school year 2009-2010, teachers conducted two sets of classroom observations, one set of observations into two classrooms in the first semester, and one set of observations to two classrooms in the second semester. Len clarified, "So you see four classrooms in the course of a year."

Teachers in the focus group stated that the expectation was every teacher was to be involved in conducting visits each semester. Zack stated, "Everybody in the school. Every teacher in the school is involved." Bradley stated,

It was an expectation that everybody would do two through their Collaborative Learning teams and that's the grade level departments. And then the electives broke up into fine arts versus practical arts and then P.E. did their own. And everyone was required, within a certain period of time, to do two. And it could be whatever fit into their schedule so it was like okay, if you guys are busy doing a formative assessment now, well, we don't

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want to take you away from that, we want this to fit naturally into what you're doing. So there was a period of time, say, first quarter, everybody will walk by this date.

Cross-curricular teams. Year four of walkthrough implementation was the first year that cross-curricular teams of observers were established and groups had flexibility to visit any two classrooms of their choosing. This was at the request of teachers because they wanted to see what instruction looked like in classrooms that did not look like their own. Sandy explained, "So like this year, we went, myself as a science teacher, to English, to history, et cetera. And then elective teachers joined in at different times...then teachers came in and joined with us in our group". Zack said, "We went anywhere we wanted to in the school. So it was two different ways of looking at what was going on."

Classrooms observed. Collaborative Learning Visit groups of teachers used email to announce to administration and staff members when they were conducting their classroom visits and provided the day and class period. They did not specify which classrooms they were going to visit. Groups decided what they wanted to see and where they wanted to go. However, availability of classes in session at the desired time and what was happening in classrooms influenced classrooms observations. Bradley provided an example of the process:

So and so grade level department will be walking April 12th at third period. Then throughout the school, they can go wherever. They didn't specify where they were actually going. And it was kind of neat seeing those emails going out and it was kind of neat that the teachers started getting a comfort [level] with the Collaborative Learning Visits coming into their rooms.

Administrators and teachers reported that the flexibility to observe classrooms of their choosing was a positive change to the process. However, the randomness of classroom observations had a down side. As shared by Colleen,

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[Groups have] an idea of where [they] want to go but you get there and they'd be having a test or there's a sub. And you don't want to do a walkthrough on that, so then you'll move on to another one. So it's got a little bit of randomness, so some people may never get [a] walkthrough, some people [may get] it a couple [of times].

Teachers also shared that teachers visited some classrooms more often due to their unique course content, such as foreign language, technology, and music classrooms. Nancy shared,

Yeah, we went to see—what do they call it? Inventions or Innovation. I think a lot of people went through there. I think that a lot of people did choose, especially amongst the core, chose to go to electives just because for us, it was such a different experience. It's something totally outside of what we do. What is it like in the orchestra room? What is it like in the chorus room? What do they do there every day? We just didn't know so I think that's why some of us picked those options.

Role of administrator. It was apparent from administrator comments that they were not joining teachers for observations after training had occurred. Edwards remarked,

I pop in classes all the time but I wouldn't call that a walkthrough. It's more of an evaluative tool if we're walking through with teachers because there is still a dynamic of teacher-administrator. So it takes that away from the teacher being able to explore, at least now.

Administrators believed their role in Collaborative Learning Visits included establishing expectations for the visits and process, acting as a facilitator, and providing resources for professional development. As Bradley noted, "It's a facilitator, it's kind of discussing what they observe and what they feel that they need as a school and as a profession, what are needed." He added,

One of the things that I think came from this was that we needed to focus more on student organization. And so that was the focus of PBS [Positive Behavior Support] this year and I think that kind of came down the track of these Collaborative Learning Visits.

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Although Edwards felt that the administrator's role was to help structure follow-up, she did not seem to feel that was happening uniformly: "I don't think we've systematically figured out a way yet or implemented a way yet to really mine that data for everybody."

Summary for implementation years three and four. West Middle School moved from a comprehensive list of observables - "and it was huge," according to Sandy - to more focused observables for one area, student engagement. While teachers were beginning their involvement in the walkthrough process more formally during year two of implementation, administration turned over the observation and feedback process to the teachers completely by year four. The focus on what teachers were doing in the classroom during the first two years shifted to what students were doing and learning in the classroom. This was evidenced by having roles that specifically had teachers talking with students and looking at student work.

Time in the classroom for observations changed from five-minutes to ten-minutes to fifteen-minutes at the recommendation of teachers in order to observe class flow more easily during fifty-minute class periods. Because of the negative perceptions of the Instructional Walkthrough feedback process in years one and two, the school report became brief and included narratives of evidences of observables and reflective questions for the school.

Trained lead teachers provided turnaround training for departmental colleagues and administrators no longer participated in the observations. Teachers commented that turnaround training was beneficial. Bradley attributed the relative ease of transitioning to the new model of teacher involvement during the development phase in year three:

Now, I can't say they didn't have exposure to that throughout the development because they helped develop it. I mean, whatever we developed as that Collaborative Learning Visit [district] team, we passed through our staff. So they kind of knew what was

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coming, they've had input into it, so they were familiar with a lot of the components. I think that's one of the reasons why probably it took on so quickly.

Bradley acknowledged that implementing Collaboration Learning Visits was not smooth sailing:

We introduced it to the staff and after the last [model], they were very skeptical and not very trusting, but what we did is we did a training here at the school...and we went through the entire module and worked with the teachers to do the walk and to take on the roles. And certainly, the first time they went through, they were uncomfortable and then the second time they did the Collaborative Learning Visit, they found a comfort level, they found a real comfort with the tool.

Although teachers did not use the term “comfort” in describing their experiences, they did refer to a shift in thinking that that they were not “freaked out” (June) about it. Research question three explores teacher perceptions.

With the Instructional Walkthrough model, classroom observations took time and money to complete. The turnaround-training model of Collaborative Learning Visits reduced the amount of time teachers were out of the classroom. As observations were conducted during established planning times, substitutes were no longer required. “Well, with this program, what was wonderful was the teachers were able to do this during their collaborative learning planning time so they would be able to do two visits” (Bradley).

A lead teacher volunteered to coordinate the classroom visits and consolidate the results into one feedback report. Remarking on the report, Rob stated,

So that is kind of what we see as the end product from the whole school. But, again, you also do the debrief at the end of each walk and get a lot of, I know personally I got a lot out of that. It's like five minutes, but just talking with people about what you see. ‘Oh, I

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didn't notice that. That makes a lot of sense.' That's another thing that you actually get out of it.

Sandy said,

You ask like what's done with it, what do we do, I think we all kind of take it our own way in some respects, like we might talk about it as a group, as a team, whatever. But I think in the end, each person maybe will take their own thing from it.

Research question 1.a.: How and why has the school's walkthrough process changed since initial implementation? Walkthrough process and tool changes appear to have occurred because of the experience with different process elements, teacher involvement, and additional training received by the principal. Another impetus for change from Instructional Walkthroughs to Collaborative Learning Visits may have been financial costs of Instructional Walkthroughs. According to Bradley, it cost the school approximately \$3,000 for two weeks of substitutes to conduct one set of walkthroughs when teacher leaders walked with departmental colleagues. Change to the process after the first two years was needed because, in the principal's words, "we kind of lost trust with the system." During the four years of implementation, both administrators and teachers described changes to the walkthrough process as a natural evolution.

According to Carroll, "A lot of it with the first process, a lot of it was trial and error, so the process evolved." She added, "But it was interesting; it was so helpful with all of us, regardless of from the beginning and to now." Clarke felt it was important for administrators to be more involved in the beginning, to figure it out first, "Administration needs to have a deep understanding, understand the growing pains of the process; make an easy process for teachers."

Some teachers were unsure why the changes occurred, attributing it to a county initiative, a guest speaker, or because of the feedback teachers provided. As indicated previously, the

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teachers were involved with the development of the Collaborative Learning Visits process and procedures because of the principal's involvement on the school district team. Sandy shared how teachers were involved with the school district team creating Collaborative Learning Visits: "They spend like the whole day and then another day; they come and practice to see how the form worked and just check it out." Colleen added, "But they also took feedback after we had done some walkthroughs; they asked for feedback."

Teachers saw process changes as a collaborative process that developed over time, not something administrators handed down to teachers. Len shared,

We started off where we have walked with administration when we were learning how to do this effectively. It wasn't like administrators were walking with us telling us what to do; they were kind of learning the process with us.

Nancy provided her reflection regarding changes to the process, "It's all been a positive step."

Research questions 2, 2.a.: What are the administrators' and teachers' perceptions of the walkthrough process implemented at the case study site? What are the administrators' and teachers' positive and negative perceptions of the walkthrough process currently implemented at the case study site?

Positive perceptions. Positive perceptions about the school's walkthrough process appear to focus on a change in school culture from individual teachers in separate classrooms to a collaborative, open door culture. Administrators and teachers commented on the effect of walkthroughs, more specifically the Collaborative Learning Visits, as opportunities to share and collaborate with colleagues, to look at practices and strategies outside of the focused observables, and to reflect on individual teaching practices.

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Edwards commented, “And there was, early on with PLCs, there was ‘I’m not going to share this with anybody.’ And I think we’re beyond that. I think we’re well beyond that.” Trey also commented on the positive effect of the walkthrough process beyond observations:

It’s encouraged us to do a little bit more collaboration and we’re a lot more comfortable and ‘Oh, you want to come? Come sit in my room for 20 minutes,’ so I’m going to come sit in your room for 20 minutes. And I think that’s opened up a lot for the teachers, that they were a little bit more comfortable that even the kids do not seem to really notice.

Through the Collaborative Learning Visits, teachers have had the opportunity to observe departmental colleagues with other departmental colleagues as well as observe a variety of classrooms of their choosing in interdisciplinary teams. This flexibility has resulted in exposure to different teaching environments and different perspectives. English, math, social studies, and science teachers had the opportunity to observe foreign language, technology, band, chorus, and physical education classes. From these experiences, teachers have developed new skills, been reminded of skills they may no longer utilize, and gain an appreciation for teachers and content areas outside of their own.

When observing outside content areas, Clarke commented, “When you’re observing a totally different subject, a teacher that you may not even know very well but you’re just really more wide open to what you’re seeing, what you’re experiencing, what you’re observing.”

Zack commented on the flexibility of the process:

So just having the flexibility to kind of get these different groups together and these different opinions, observing different things, really kind of opens you up to all the things that are going on in the building and whether there’s some way to apply it to your class.

From Rob’s perspective, interdisciplinary team observations “gives you different perspectives from the same observation to share and get information from.”

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Len commented on the collaborative spirit that appears through positive talk:

So it teaches people as well as myself...a different way of when you are working with people, how can you word things differently so that it doesn't put someone on the defensive, but it also gives you another way to work collaboratively with...our teams, to work with people from other areas.

As previously stated, Bradley shared that teachers have flexibility to look at things beyond the scope of the established observables. Teachers not only look at content of instruction but also observe different classroom management styles, discipline procedures, use of boards and walls to support instruction, and development of relationships in the classroom. Clarke said, "So just even being in the classroom, observing how that classroom dynamic is set up, you really get a lot of good information that you can utilize for, like I said, again, best practices."

Teachers see the opportunity to create consistency across classrooms and set up common routines for students throughout the school. Observations promote wonderings such as, "As a school, if we made a policy that when we did our objectives in class, we said it out loud, we wrote it, and then we had three kids [state the objective]" (Len). In Clarke's opinion, "...especially in middle school, structure and consistency is really powerful for students."

Relationships between teachers have changed according to administrators and teachers. Carroll observed that perceptions have changed:

I think it's made us more aware of what we need to do and maybe perceptions, not only of adults but on the students in the classroom. If an adult perceived it this way, then maybe the students perceive it that way too, so maybe I better change what I'm doing or take another look and see if I can change it, do it a little differently because I didn't realize that they could perceive it this way.

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Zack shared, “I think also maybe valuing what other teachers do in their classrooms, since you get to see a lot more things going on and understand what the kids are dealing with in all their various subjects.” Carroll stated, “It’s been so helpful, not only to gain information and to learn and whatever, but to appreciate one another. Core teachers appreciate elective teachers, what each other were doing.”

The debrief process at the end of each classroom observation was seen as a positive addition to the walkthrough process from the perspective of administrators and teachers. Bradley remarked,

What was most powerful was the debrief, not two days later or a day later like we do with our administrator evaluation, but it was right after they left the classroom. And they would go on and they would focus on what evidence that they cited and made some wonderings—what could have happened if the teacher did this, what could have happened if the students had more collaboration, what could have happened if... and those were wonderings that were put together and debriefed after each of the visit.

Len described the impact of the debrief process:

It’s interesting because if you are the person that is looking at student work, if you are not the person talking, until you hear the person that talked to the student, you might not understand what the goals or the objectives of the lesson were....When you do the debrief you can start tying all of it together. You are like, “Oh, they are using the artwork on the walls with the activity to do the writing, the essay.” And so you start putting it together. Have powerful discussion about what was observed, looking at the different facets of what each person was supposed to look at....Then if you can take one thing from it for your own classroom it really works out well.

Many teachers focused on what each individual takes away from the observations.

Nancy said, “[I] think we all kind of take it our own way in some respects, like we might talk

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about it as a group, as a team, whatever. But I think in the end, each person maybe will take their own thing from it.” Zack shared, “Whether you are going to the same discipline that you work in or something that is completely different, finding common themes and traits that you can bring back to your own setting and find success.”

The classroom observations provided the opportunity for teachers to become more aware and reflective of their own style of teaching. Trey explained,

Sometimes you don't really have time just to think about why you do certain things. And when you see a lot of people doing different things, you say 'well, maybe I'm doing this in this way and was not effective;' but didn't know why it was not effective when I was doing this....So I mean I learn more about myself, how I do things and how I work and how I didn't work.

Bradley focused on the impact of walkthroughs on identifying professional development needs:

It thrives as professional development....Two areas that came out of this year's series of student engagement was we need a little more work on, and this came from the teachers and not from the administrators or it's not from department chairs, this came from the debriefs and the school report, that we need a little more work on differentiation. So we're going to look a little bit more deeper into talents and strategies and then classroom management.

Bradley referenced *Conscious Classroom Management* by Rick Smith and shared that it will be used for the following school year's teacher professional development. In addition, he has begun talking with PLC leaders and encouraging them to identify what their professional development needs are. “Instead of doing a school-wide staff development...what do you need...rather than doing a one size fits all. So we're kind of moving more toward specific needs of grade levels and departments.”

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Summary. As stated previously by Clarke, this process needs to be experienced in order to see the value. He added,

But once you do it, you get a chance to say, “Wow! Okay, you do learn a lot.” You do better understand the value of it and you do get a chance to see how much information you can gather within a short period of time.

Edwards talked about the focus on instruction: “Instead of having a couple of eyes on the instruction, having dozens of eyes on the instruction and all those people talking about it.” She also remarked about the impact of having data from the observations: “...in PLC/CLT, people have opportunities to talk about instruction and having that data, having experience looking at other classrooms and things, is invaluable.”

Administrators designed the observables to gather information that will help the school forward. Clarke said, “But it’s about that collaborative environment and saying okay, together, this is how we want to move the school forward,’ utilizing walkthroughs and these are the benefits of doing the walkthrough.” Len remarked,

Walkthroughs, as they have been done here, are done kind of in a very positive collegial atmosphere where they are not looking for things to critique, they are just observing and kind of putting them into a pool of knowledge and taking the things that they liked and working with them.

Negative Perceptions. While there appeared to be positive outcomes from the tool and process used in the first two years, there were also negatives.

Instructional Walkthroughs. During years one and two administrators agreed that, teachers did not understand the feedback; were defensive; there was no buy in; and no matter what they said, teachers felt it was evaluative. The comprehensive checklist and providing feedback to teachers in frequencies and percentages topped West Middle School’s list of issues.

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Although administration did not use walkthroughs for evaluation purposes, they reported that teachers felt the process was evaluative.

Edwards referred to it as an elaborate list with “everything under the sun.” According to Carroll, the observables were also limiting. If lesson objectives were verbally relayed to students and not written on a board, they did not “count” in the frequencies.

Administrators surmised that the snapshots of time were too random for teachers to assign meaning when applied to the calculated percentages of observables seen. Teachers did not understand what the percentages meant. If observers saw a particular strategy or practice during 50 percent of the observations, was that good or bad? When teachers saw the frequencies and percentages of observables, they equated percentages to grades. In Bradley’s view,

Thirty percent is pretty good, [but] teachers saw it as a failing grade - and teachers wanted 100 percent. [Teachers] never understood you’re going to have zero in a category based on where you are in the pacing guide and where you are with the alignment of the curriculum.

Teachers had difficulty interpreting the percentages. The feedback, in Clarke’s words, ...[seemed] skewed in terms of what was going on and it being a reflection of what was really happening in the classroom. But the reality is you know you’re not going to see everything in 15 minutes. The way the data was communicated, it just wasn’t reflective – it had a negative undertone to it, and that didn’t sit well with the teachers. So we had to go back and look at, okay, how are we communicating the results and what do the results mean and what does that mean to our teachers? Was zero percent a true reflection of the observable – no one is doing that?

Administrators aggregated total frequency counts and percentages of observables by grade level and department. Staff received observation data during a staff meeting. Although

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departments were encouraged to concentrate on just a few areas of low percentages, teachers were not buying into the data and results. Bradley told teachers,

We don't expect to address all these areas. But maybe pick one or two areas we can grow in professionally that you can make as a S.M.A.R.T. goal for your grade level department and to work on that and to focus on that next time you got the results. Again, there was too much there, too much lack of focus, lack of trust in the system.

Teachers recall the checklist as two-sided with lots of miscellaneous things, such as use of technology and classroom procedures, and seemed unable to recall other observables. Sandy recalled, "It was a really long checklist you have to look for." Teachers felt that the feedback, in the form of percentages by content area, were evaluative in nature. Zack recalled the feedback as "an actual report with graphs and bars and percentages and there was a lot of discussion." While Zack acknowledged that the data was an accurate reflection of what was observed, "I'm sure it was accurate in terms of what they were actually seeing." He went on to recall teachers' frustrations with the data in regards to brief periods of time, five minutes, for the observations:

When you see...student engagement 43 percent...people were up in arms: "well, that can't be right and that can't be," because they were just hitting these snapshots. Maybe it was the last five minutes of class, you are wrapping up, or maybe it's this or that.

According to administrators, they told teachers that the walkthrough process was not evaluative; however, administrators also reported that teachers still felt it was evaluative.

Teachers seemed to struggle with the belief that the process was not evaluative because of the involvement of central office personnel. Bradley noted that teachers worried what central office personnel would think:

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They were scared that [central office] was seeing these results, and said, “oh my gosh, these are our bosses, who oversee our departments, and they see we’re not doing this, we’re not doing that.” Made them very nervous. They did not buy into it whatsoever.

Teachers also thought the data provided was evaluative. As Len remarked:

It took something that was good and it made it almost more to the stressful negative side where people didn’t want to do them as much. So even though we were told the information is not towards a teacher or towards your department, it was even more transparent by having a number and then the department next to it and then the actual information.

Collaborative Learning Visits. Time was the negative or challenge commented on by both teachers and administrators when sharing perceptions about the Collaborative Learning Visits. Teachers shared the struggles of scheduling groups of teachers for observations with small departments and teams of teachers who do not have common planning time.

Administrators recognize the impact of conducting observations during teachers’ planning periods. Carroll stated,

Time is so limited and you’re trying to just shove so much teaching into, get everything covered before the SOLs (state tests) or a major [test], the end of the quarter or semester, whatever. It’s really difficult to find time to do this that they can give up easily, even though the outcome and the reward has been good.

Clarke supported scheduling the observations during the school day: “I think that...the key to having these initiatives be successful is you have to embed it in the school day and obviously with the walkthrough, you have to do it within a school day anyway.”

Impact of conducting classroom observations on teacher time may explain why Edwards thinks teachers feel it is just one more thing to do: “Some people still see it as a nuisance, and it’s one more thing they have to do. But that’s mitigated by the fact that they’re

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walking with other people who don't necessarily feel that way." She added, "They may be the same people who would always see anything as a nuisance. But I just think we're still growing and evolving, and we're just not quite there yet, if you ever get there."

Sandy shared that conducting two fifteen-minute visits took one full planning period and it was difficult for some teachers to give up that time. Todd remarked:

I think one of the things we all deal with is time, just in general having time to do one more thing on top of all the things we do already. So that's a consideration that we all have to deal with as a negative or challenge.

Another challenge to the process, according to teachers, was scheduling groups to conduct classroom observations. Elective course teachers, non-core teachers, and smaller departments had issues with the small number of department members and lack of planning time to observe. While the core content teachers had common planning times, elective and non-core content departments did not have common planning time with colleagues. Therefore, they either walked with just a couple of people or joined other departments. In order to adhere to the process, the smaller groups of two teachers were required to each assume two to three of the designated roles. Although grade level teams include non-core content teachers, non-core teachers did not have common planning with their assigned team. Therefore, non-core teachers joined other multidisciplinary teams. Colleen explained:

It's a nice package for a core teacher but more complex for elective teachers because we don't have common planning time....we didn't have that luxury....it's a little more catch as catch can. You kind of try to go participate but you can't do it as easily with your core group or your team.

Teachers had the flexibility to observe classrooms of their choosing during the second round of observations in year four. Therefore, not all classrooms had observations by teacher

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teams. Classes were not observed where a substitute was present or where there was testing being conducted. It was noted by the Colleen, “So it’s got a little bit of randomness, so some people may never get walkthrough, some people make it a couple.”

The randomness of classroom visits did have one positive, according to Rob. He felt that the randomness of classroom observations kept the observations realistic. “The point of this is to see really what is happening...I mean, we have all pulled out our A plus lessons for the days we have gotten evaluated. So, you are getting pretty realistic snapshots.” Rob recommended that “just putting structures in place to allow it to be as realistic as possible and nothing artificial in terms of whether it’s behavior or unrealistic preparation for just that 15 minutes.”

Sandy felt that there was a lack of communication and confusion as to what grouping teachers were supposed to observe in, “as to, are we doing it by department, are we doing this by team, how are we supposed to do it?” Clarke commented that communication is an important and challenging part of the process,

I think communicate exactly what is expected and making sure everybody was clear on what their role is. Because again, I think you kind of go into the classroom just looking at everything so you have to really consciously say “okay, this is my role” and sharing that and once you go through the process a couple of times, then you have a better feel for how I’m approaching. Moreover, the roles change so everybody is not just looking at the same thing, so you have an opportunity to look at different things. So just communicating clearly how the walkthrough should be done and just getting started with it, are probably the two things that were most challenging in the process.

Aside from one teacher comment about the evaluative nature of the Instructional Walkthrough feedback report, teachers did not refer to the walkthroughs as evaluative. Bradley still feels that some teachers believe it is evaluative. He stated,

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So if you're sitting here in my room, something stuck in your mind, and it's everybody judges and, but I think they're starting to see that once you leave and you do a couple of these, you forget where you were and who you're looking at. It just becomes more...I don't know, it's just a school thing rather than an individual teacher thing.

He also feels that it will be another full school year, the third year of Collaborative Learning Visits, before the process "takes hold" in the school.

Teacher concerns. The *Concerns Based Adoption Model Stages of Concern Questionnaire* administered to the teaching staff at West Middle School, ascertained teachers' developmental levels of concern with the innovation of walkthroughs. The seven stages of concern have three categories: self, task, and impact. Of the 78 teachers on West Middle School's staff, 52 teachers or 66.6 percent completed the questionnaire.

Table 5

Highest Stage of Concern

Stage of Concern	0	1	2	3	4	5	6	Total
Number of <i>SoCQ</i> Participants	41	1	8	1	0	1	0	52
Percent of <i>SoCQ</i> Participants	78.8	1.9	15.4	1.9	0.0	1.9	0.0	100

Of the teachers completing the questionnaire, 78.4 percent, or 41 teachers scored a zero or "unconcerned" level as their highest stage of concern (Table 5). From Table 2, unconcerned is described as: the individual indicates little concern about or involvement with the innovation. As reported earlier, all teachers conducted observations during the walkthrough process; therefore, teachers are involved. Timing of teacher participation in the questionnaire may explain why teachers reported little concern with walkthroughs. Completion of the questionnaire

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occurred during the last two weeks of school when other duties and responsibilities may have had a higher priority compared with walkthroughs.

Of teachers completing the questionnaire, 15.4 percent, or eight teachers scored a two, or “personal” level, as their highest stage of concern (Table 5). From Table 2, personal stage of concern indicates the individual is uncertain about the demands, their role, or their role in the innovation. One teacher in the seventh-grade focus group expressed concern about communication. The teacher felt that she was unsure as to the groupings of teachers for observations. This may suggest that the Collaborative Learning Visit roles for observers concern some teachers. The finding may also validate concerns teachers expressed with regards as to how to process feedback reports provided to the staff.

Highest reported stages of concern for the questionnaire participants, unconcerned and personal, encompassed 94 percent or 49 of 52 questionnaire participants. When analyzing stages of concern, George, Hall, & Stiegelbauer (2008) recommend that the second highest stage of concern be considered in its relationship to the highest stage of concern, “Because of the developmental nature of concerns, the second highest Stage of Concern often will be adjacent to the highest one” (p. 34). Looking at teachers’ reported second highest stage of concern in relation to the corresponding highest stage of concern appears to validate some of the challenges focus group participants shared. Chart of the highest and second highest stages of concern provided in Appendix M.

Teachers with unconcerned as the highest Stage of Concern, report second highest stages of concern as informational, personal, management, collaboration, and refocusing. Twenty-six teachers fall into the Stages of Concern category of “Self” concerns that includes the stages of

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information and personal. These teachers report being unconcerned about walkthroughs but appear to desire more information about the process and their roles within the process. Self-categorical concerns for first and second highest concerns encompass fifty percent of the teachers involved in the questionnaire.

Eleven teachers with highest Stage of Concern, unconcerned, and second highest stage of concern, management, are part of the “Task” category of concerns. Twenty-one percent of the questionnaire participants appear not to be concerned about walkthroughs but are concerned about time and management issues. This appears to support teacher focus group comments regarding management issues with time and forming groups to conduct observations. From Table 2, management stage of concern indicates the individual focuses on the processes and tasks of efficiency, organization, management, and scheduling. Teachers consistently mentioned time as a challenge with the Collaborative Learning Visits.

Four teachers, or 7.6 percent of questionnaire participants, with a highest stage of concern, unconcerned, fall into the Stage of Concern category, “Impact,” as the second highest stage of concern. Impact category includes the stages of consequence, collaboration, and refocusing. While these teachers report being unconcerned about walkthroughs, they appear to be concerned about the impact of walkthroughs on collaboration with colleagues and concerned about how walkthroughs are conducted. The four teachers did not report a second highest stage of consequence. Therefore, it appears that this group of teachers is not concerned about the impact of walkthroughs on students. From Table 2, collaboration stage of concern indicates the individual focuses on coordinating and cooperating with others regarding use of the innovation. Teachers reported that Collaborative Learning Visits offered them an opportunity to collaborate

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with colleagues; however, teachers also commented that they need additional structures to discuss feedback results. Three teachers with a second highest concern of refocusing may have ideas about something that might work better. Whether this means a change in the current process or ideas for a different process is unknown.

Two teachers of the 52 questionnaire participants scored a highest stage of concern as management and collaboration. These teachers also reported having twenty or more years of experience teaching. One has been at West Middle School for two years and the other has been at the school four years. Their second highest stage of concern was unconcerned. While six additional teachers reported twenty or more years of experience, their highest stage of concern was unconcerned.

Research question 2.b.: How do administrators and teachers perceive the impact of walkthroughs on improving instruction in classrooms?

Impact on instruction. Administrators and teachers remarked that Collaborative Learning Visits impacted instruction as evidenced by teachers using strategies they have learned from other teachers; teachers reflecting on their instruction; and increases in test scores.

Regarding learning with others, Bradley said, “They’re trying some new things and they’re learning from one another, not only from their own grade level departments or department chair but from teachers throughout the building.” Nancy remarked, “as I walkthrough, every time I walkthrough, I come away with an idea [that] I would love to try that in my classroom too.”

Anne commented about reflecting on her teaching practices, “I think now I am more focused on making sure that there is an activity where they are involved and whether it’s hands

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on or whatever or working in pairs but just getting them really engaged.” Len commented that the process assists achievement by creating a transparent education for teachers and students: “They’re not just my students, they are everybody’s.”

Administrators have seen some gains in student learning and student success. Bradley shared that the preliminary state test results from 2009-2010 were higher than the previous year. While he does not think he can draw a direct correlation to better testing results and the Collaborative Learning Visits, he does think it had some influence. He sees stronger instruction, especially with new teachers, “So that’s where I see stronger instruction and whenever you get stronger instruction, I think you have better student achievement.” Clarke stated, “I think we have seen some gains and student success and student learning. Some impact instructionally with teachers utilizing strategies that they’ve seen other teachers use.”

Edwards commented that the walkthrough process has potential, but she does not think the impact on instruction has been evident. She stated, “I don’t think we’ve structured it enough for follow-up to really have a major impact.... but certainly a major impact on the collaborative feel in the school and the openness in the classrooms.”

Bradley commented that 2009-2010 grade distributions showed lower numbers of Ds and Fs. However, he also stated that the school district had changed their grading scale, “so I don’t know what—I would like to think it was that better teaching strategies and being able to work with more at-risk students and different ways of doing that—but time will tell.”

Research question 2.c.: How do teacher perceptions of the purpose for using the walkthrough process relate to the administration’s reported purpose for using the walkthrough process?

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Purpose. Bradley's impetus for implementing walkthroughs at West Middle School was borne out of observations he conducted with new teachers observing veteran teachers. In looking for ways to support new teachers coming into the building, Bradley looked to works of Roland Barth. Roland Barth is currently an educational consultant and co-authored *On Common Ground: The Power of Professional Learning Communities* and wrote *Learning by Heart*, among other books and journal publications. From those readings, Bradley commented, "Roland Barth...says that most staff development is "sit and get." We never really observe one another on the craft of teaching. This is a craft." With this in mind, he began to conduct quarterly collaborative observations with beginning teachers in his first few years as principal. Teacher and principal would identify a need, for example, class management or specific teaching strategies, then Bradley and the beginning teacher would observe a master teacher in the school with the desired skills. Following the observation, the principal and beginning teacher would discuss what they had observed. Bradley found that these observations enabled beginning teachers to obtain skills and strategies in less time:

And from that experience, I said, wow, that's really powerful. Wow, these new teachers are really picking up these strategies very quickly. And I was thinking, you know what, this process is probably not a bad idea for every teacher. And again, to learn their craft of teaching rather than just staff development on differentiation or positive behavior... to actually see those strategies in practice and to see, hey, is that something that would fit my repertoire of skills or fit who I am?

As previously stated, one of the principal's primary reasons for implementing walkthroughs during the first year was to see if professional development initiatives, based on best practices, were taking place in the classroom. Clarke commented, "You never got to see whether it was actually implemented unless the [teacher] was on evaluation cycle." Bradley also

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expressed the importance of teachers observing one another in the classroom to assist in the development of their craft and to assist new teachers. Clarke stated, “If teachers could be part of the instructional improvement model and looking at other teachers’ work, learning would be faster, deeper, and more meaningful.” These two purposes, provide individual professional development and imbed professional development initiatives, remained evident in the development and implementation of the Collaborative Learning Visits with a focus on student engagement and the inclusion of teachers as observers.

Teachers and administrators appear to agree that the purpose for walkthroughs has not changed during the four years of implementation. Clarke remarked, “The purpose has always been to get teachers thinking about their own instruction and learning from their peers.” He added, “You’re looking for best practices, you’re looking for ways to improve what teachers are already doing well, looking for opportunities for teachers to add things to their toolbox.”

According to Edwards, the walkthrough process is about improving instructional strategies, best practices, and creating a level of consistency that is helpful across the board. She stated, “Ultimately it’s about improving instruction...and best practices. [Teachers] get an opportunity to see what other teachers are doing and with that opportunity, then you are able to reflect on your own practices.” Carroll remarked, “The overall goal is improvement in teaching and improvement in learning for the student...looking for ways to improve, to improve our teaching, to improve how we do things.”

Administrators agreed on the purpose of walkthroughs. One administrator did not feel that all teachers were aware of the purpose. Edwards commented that she felt that some teachers were still resistant because “they’re not really sure what the purpose is.” However, during both

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teacher focus groups, it was evident that these teachers were very clear on the purpose. Teachers reported that the principal communicated the purpose for walkthroughs in staff meetings, through leadership team meetings of department chairs and team leaders, and by the teacher-leader, who coordinates the reporting process. From the teachers' perspectives, the purposes are to learn from colleagues, collect data, and focus on instructional strategies by identifying and looking at best practices.

Collaborative Learning Visits provided a way for teachers to learn from their colleagues throughout the building. Sandy said,

I've been fortunate enough to be able to observe other teachers and every time I do, I learn something. There's always value to anything that makes us collaborate a little more, see what other people are doing, learn from each other. We can tend to get sort of settled into our little classrooms and not get out and about enough to know what else is going on in our building.

Teachers also reported that the purpose of the walkthroughs did not change during the four years, Sandy shared, "I think the goal has stayed the same. I think our focus maybe has narrowed a little bit."

Regarding data collection through walkthroughs, Nancy stated, "It's in the big picture, allows them to collect some data and get it from a lot of different sources and get a lot of little specific pieces of data that they can put together and take a picture of the school." Eighth-grade teachers also remarked on the data picture of the school that walkthrough observations provide. Len remarked, "I would say they get a snapshot of what we are doing as a school. More of a big picture look out instead of an individualized look."

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A focus on instructional strategies and practices were central to several teacher comments about the purpose of walkthroughs. Anne explained that the purpose “has been getting students involved in their learning and student engagement and what that looks like and how we will identify it and what it looks like overall when we go into a classroom.” Trey added that the purpose is to “[look] at best practices, to identify best practices and try, as you said, trying to look for the better way to engage the students in our teaching styles, to share so as to know what other people are doing.” Nancy felt that it helped individual teachers be more aware of the explicit use of instructional strategies, “And it does put a lot of the stuff on our own radar when I know that we do this in the building, we’re more aware and a little bit more intentional as to some of those strategies.”

When the researcher asked eighth-grade teachers how they knew what the purpose is for walkthroughs, Zack responded,

[We] had meetings where the idea of the walkthrough was introduced and then we have had meetings where they refined what we were going to be looking for in each classroom. And we combined that with our own impressions and the things that we look for to get something back from it.

Administrator and teacher reported purposes of walkthroughs and, more specifically, Collaborative Learning Visits, align with the school district’s communicated purposes. District training presentation document (Appendix I) states that the purpose of Collaborative Learning Visits is to, “Provide a continuous improvement model to help focus staff development needs from year to year; strengthen collaborative practices in Professional Learning Communities; focus on modeling best practices; and build trusting relationships with colleagues.”

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Research questions 3, 3.a.: What are the administrators' and teachers' recommendations for improving the walkthrough process at the case study site? What changes do administrators and teachers recommend as the selected site moves forward with its implementation of the walkthrough process?

Future recommendations to the process. Administrators and teachers did not recommend full-scale changes to the process. Clarke commented that the logistics of the process were working well and sees only refinements in the near future:

I think the model we have in place is very effective and it's working very well; but I think once you go through a process, you have some things already established. Then it's much easier to just plug in information and just kind of use what you've already done and add the new people involved, add the new pieces, and move that same process forward.

The few recommendations offered dealt with the number of observers in a group, how many observations to conduct throughout a school year, following up with observation results, and the next focus for observables.

Zack and Ed commented that the number of teachers in a group, up to five people, was too many. Five observers seemed too disruptive and many classrooms were too crowded with students and desks to add five additional people in the room. Teachers recommended having two to three observers in a group. Len noted that if fewer observers were included in a group, then teachers may have to double their assigned role responsibilities, but added that he thought it was something that could work. He also added that less people observing gave less input into the debriefing conversations after each visit. Zack countered,

I felt a little bit like I got more out of that than I did out of the larger group. But I think probably two to three would probably be a good number. When you get up higher than that, it just gets crowded.

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Although conducting visits in two classrooms each semester was not an issue from the teachers' perspectives, Len offered another option, "I would say we should do it, instead of doing it this semester, maybe break it up so we can get data in each quarter." If teachers were assigned to four groups and each group conducted two observations in one quarter, then it might provide a more complete picture of what is occurring throughout the building throughout the school year. In his words, "get a snapshot for the whole year....Because I think each classroom probably looks different by quarter."

Administrators and teachers expressed a need for more structured follow-up with observation data. Recommendations included adding structures to ensure that discussions took place, designating a time for discussion, and providing direction for teachers to discuss results as a group and as a school. Edwards said, "I don't think we've done a whole lot at this point and that may be our next step: to ensure that the discussions take place." Ensuring conversation took place around the data would seem to be welcomed by teachers. Zack said, "We didn't even really sit down and talk about it together. But I also feel...we don't get as much maybe guidance as to how to do it sometimes." Rob commented,

There isn't a lot of dialogue about it afterwards....But, so they were distributed but not much beyond that and it would be kind of interesting to hear discussion, some of the people's feedback about seeing the overall picture of what people got out of it.

Bradley shared that his recommendation for change was to have teachers conduct one set of observations on "student engagement" and then change the focus to the next district module on "relationships." Teachers seemed aware that the focus would shift away from student engagement during the next school year. Sandy commented on continuous shifts in focus stating, "Move through different focuses so over a period of years we'll get to see different

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aspects of the classroom through the Collaborative Learning Visit.” This comment would seem to agree with one of the district’s purposes for Collaborative Learning Visits as a continuous improvement model.

Colleen shared a cautionary note regarding changing the focus of observables:

We’re doing the walkthroughs and focusing on student engagement, it’s a little more focused on the kids, a little less on the teacher. Now, some of the other areas are a little more teacher focused and some people might get a little sensitive at some point, knowing that people are coming and looking for something else. That’s really going to pinpoint what the teacher is doing that day.

Changing to a focus on relationships will require the principal to take on a more hands-on role with the process when implementing the new module. Bradley said,

When the relationship one comes out, I have to get a little more involved, really be a mentor and a coach on how to implement that and what that may look like and see some of the problems that might arise from it. So I’m going to have to test it out myself a couple of times.

When asked about future recommendations to the process, Carroll commented that having central office personnel walk with administrators and teachers in the beginning was positive, “that was very pleasant to get another perspective.” She did not say whether involving central office was something she thought should be a future change. She added, “Although I think teachers might have been a little intimidated.” Clarke commented that a next evolutionary step may be to involve administrators and teachers conducting observations together, “Administrators and teachers are going to walk through together and have those discussions about what’s going on and what they’re seeing and looking at the big picture of the school.” He

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added that it was future recommendation, not something he thought would be effective “right now.”

Research question 3.b.: Based on four years of experience with implementing walkthroughs, what recommendations or advice would administrators and teachers offer to other schools interested in starting walkthroughs at their own sites?

Recommendations to teachers. When asked what recommendations administrators and teachers had for teachers implementing walkthroughs in their school, they overwhelmingly recommended “give it a chance.” Administrators and teachers emphasized several points: that walkthroughs are a learning opportunity, provide a picture of the school that is nonevaluative, and feedback should be positive.

Learning opportunity. Carroll recommended that teachers, “look at this as a learning opportunity and not as an intrusion on their classroom, that we’re there to learn just like they are....just to go with the flow. It’s a learning opportunity for everybody involved.” Clarke recommended that teachers, “learn as much as you can about the actual process. And when you go into it that you know your role and what you should be, what you are responsible for, prior to going into each classroom.”

Teachers felt that the learning started with training and feel there is benefit to conducting practice observations outside of their own school. West Middle School hosted a Collaborative Learning Visit training for two middle schools in the district. June commented on practice observations: “[It’s] nice for them to do it outside of their buildings to get used to it before they come back. Okay, these people weren’t too freaked out so I think we can do this too.”

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Rob commented on the learning opportunities for teachers observing in areas outside of their content area:

For the teacher actually involved doing the walking and kind of keeping an open mind about the, especially if you are going out of your department, you are going to see a lot of things and things done different ways in other classrooms. And it's not necessarily going to be easier than what you do, it's not harder than what you do, it's just different than what you do and there can be a lot of value in that. And seeing, all right, how does this person deal with 85 kids? How does this person deal with four kids? Those are two completely different or very difficult things to do, both of them. And so being able to go in there with an open mind and say, "all right, look what they are doing with that small group, how can I bring that over?" Or just kind of really going in there trying to get something positive out of it, something that you can take back or you can take back to your department or your team and hopefully help it add to the students' experience.

Learning opportunities occurred during observations and during the debrief discussions that followed each classroom observation. Len stated,

Don't rush the debrief...if you don't rush that debrief and you take the time and everyone goes around and does what they are, you know, how they are supposed to, and you have a different way. And you have a lot of ah-ha moments. I mean, a lot of people are, like, "ooh," and then you will find yourself going back through the debrief again because people will have different things to add once another person said. So, the debrief for me has always been something that if you take your time to do it, it becomes a worthwhile thing other than you are just doing it.

Nonevaluative picture of the school. The school district and West Middle School designed both Instructional Walkthroughs and Collaborative Learning Visits to be apart from teacher evaluation, the administrative process. Administrators and teachers commented on the importance of maintaining the nonevaluative nature and their comments attempted to explain to

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teachers why the process is nonevaluative. Colleen explained the larger purpose for conducting observations, "...that the school is being, I don't want to say evaluated, that you're getting important data and feedback for the school culture, not for the individual teachers."

Clarke elaborated,

One of the challenging things about the walkthrough is, especially with teacher to teacher, is communicating that it's not an evaluation tool for a teacher. So your teacher peers are not coming in, evaluating you, to say you didn't do this, you didn't do that. So just really realizing that it's about looking at the school as a whole and classrooms as a whole, and what things are going on within the school. And realize it's not a personal type of process, so it's not one where you're going to get personal feedback, say, "Okay, I thought you did a great job on this piece of the lesson." That's not the way the walkthrough feedback or communication works. It's more getting a feel for what things you're seeing overall in the school, because...once you tap one teacher and say "hey, that was a great lesson you did on circuits," then if you're not saying that to everybody, then obviously you're now making it an evaluative tool. And that ruins the process and it changes the mindset. So trying to communicate that is, also, probably one of the more challenging pieces to it. Communicating that it's not an evaluation tool, it's a tool to get a big picture sense of what's going on in our school and in our classrooms and how we can make sure that we do what's in the best interest of students.

Teachers recognized that it was a shift to expect walkthroughs as nonevaluative as evidenced by the following conversation:

Trey stated, "I don't think that anybody in this school, here right now, feel intimidated by this. I don't think that we feel that they are evaluating your professional work but you're evaluating different aspects of your teaching."

Colleen responded, "Yeah, definitely it was a shift."

Trey added, "Yeah. I mean you see people feel it was fine."

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Positive feedback. Edwards commented on the importance of positive talk and not personalizing comments between teachers when discussing classroom observations. She stated, "We haven't let negative stuff slip through or people, nobody, as far as I know, has said anything about anybody else's classroom. That was really effectively implemented early on: this is how you do and don't talk about this, basically you don't. And I don't think people do."

Give it a chance. Edwards said, "Give it a shot, give it a chance and just be open about it. I think it is easier for the people who are walking than maybe some people are intimidated by having people come in." Clarke recommended to teachers,

My first thing would be to have an open mind and be willing to give it a try. Because that attitude, it's a cliché, but attitude affects altitude, so if you go into something with, "Now, okay, let's see if this will work;" or "Let me give it a try and it seems that there is some data that indicates that wow, it's going to be a powerful tool." So going into it with that positive attitude is one, is a huge piece to it, I think.

Ed said, "Just accept it, just accept it. Go with the flow I guess." Nancy added, "Don't stress over it." To which Sandy responded:

They're not critiquing, they're just there to learn and to...I think that's the biggest, yeah, the thing that was like here. It's like, "oh, I don't want them in my room because I don't want this," like you said, I mean we have just kind of moved on, we're used to it at this point. It's like no big deal for us. But at the beginning, definitely I can see where they might be a concern for some teachers.

Ed recommended that teachers,

Be open and don't take it as a challenge or a threat to what you are doing. It's just another process to kind of help see what the big picture of the whole school is rather than people aren't coming in to look at you, personally, necessarily.

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Summary of recommendations to teachers. Bradley's statements provide a summary of recommendations and advice to teachers and a summary of the benefit of walkthroughs as a professional development opportunity.

Give it a chance. At first, it's going to feel a little awkward but then once you do it and you get used to debriefs, it's very powerful. And the discussions after visiting a classroom are very powerful and eye opening. There's a lot of learning going on in a short period of time, in a span of 10 or 15 minutes, there's a lot of healthy discussion about what you're seeing, focused on instruction, focused on student engagement, relationships, assessments, whatever it is that I think the learning curve is huge. So give it a chance. It's a good professional development tool.

Recommendations to administrators. Administrators and teachers from West Middle School offered the following recommendations for administrators in other school buildings who may implement walkthroughs:

1. Walkthroughs are a process that works best in a positive school culture.
2. Involve administrators and teachers in developing the process and tools and conducting classroom observations.
3. Start slow, small, and simple.
4. Keep observables focused, defined, and measurable with a focus on student learning.
5. Keep the process manageable, adaptable, and flexible.
6. Provide training on the process.
7. Implement the process in a nonthreatening way that clearly communicates that the process is nonevaluative.
8. Recognize that walkthroughs are a process that take time and will evolve.

Positive culture. From Edwards' perspective, implementing walkthroughs, or their

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Collaborative Learning Visits,

...depends on the culture of your school, too. If you've got a negative culture, it's going to be a whole lot harder to get people to be positive and supportive of one another. If you've got a culture where people aren't feeling good about being there, that's going to be harder.

Clarke appeared to agree with the importance of a positive school culture:

...see here, this is a culture where [Collaborative Learning Visits] took really well because people were very supportive of one another and they're not going to go talk it out of school so much, so to speak. But that's something that you'd have to be really careful about, really careful about. Because if that happened, if we had people going into the teacher's lounge or wherever, and saying, "Oh man, I saw this..." even if they don't say who it is, it would just kill the whole thing. And we haven't had any of that. But again, West Middle School has a culture where this could be integrated in fairly smoothly with the proper training.

Colleen, who had worked at other schools, including high school level, remarked that:

Having taught in other schools, I would say that this is a very secure faculty, this is a bunch of overachieving people and there's a lot of really good stuff going on and it's a very confident faculty. And I think this faculty is more accepting of these kinds of things and we're used to these kinds of things. [West Middle School] is always the first one to try everything. So everybody here, there's a culture like that in this building. There are other buildings where you don't have that culture. And maybe they're not as secure with their administration as we are with our administration. And so just the culture is going to be different in some buildings and the administration is going to have to make sure that it's done in a non-threatening way.

Involve administrators and teachers. Previous comments shared by teachers suggested that they felt their inclusion in the development of the tool and process and inclusion in conducting observations was important. Teachers remarked about their input into the process

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and the discussions they had with defining observables. One teacher also commented that administrators were telling them what to do, but learning along with them.

Edwards felt it was important to include teachers in the process if you want the process to have impact:

Well, I think to get it down to the teacher level as quickly as possible. If you can... it took us four years because we were, along with the county, learning how to do this. I think you could probably do it more quickly than that if you start with the whole idea that every teacher is going to walk and how quickly can you get that to happen. You could probably do it in one year, certainly two at a maximum because you do it several times a year. But I just think the sooner you get it to the teacher level, and give it to the teachers with structure, like you do with CLTs or anything else, the better off you're going to be and the more impact.

Clarke felt that administrators should be involved from the onset to set the stage and make decisions based on the school's vision:

Definitely, go through it first with the administrative team and make sure that as a part of that process, everybody is clear on what they want to accomplish with the walk through. You really are—the whole administrative team is a part of the process of looking at the checklist and the things that are important to your school.

Carroll also felt that administrator involvement was important and that administrators should be involved in the classroom visits, time allowing:

I would have the administrators go on as many or try to go on as many walkthroughs as they can. It's really an eye-opener. And as far as teaching techniques, what's being taught, how they're doing it, it's you really get to know your teachers a lot and their teaching style, and you're just more informed. Although here again, administrators run into a time challenge. They can't possibly go on all of them, but at least go if you can, just slip in when if you're covering, I cover Social Studies, so when they're going into

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any Social Studies classrooms or the Social Studies team is going in; I would try to make myself available, more available for that. And I haven't been, to be very honest. Time is a big factor.

Start slow, small, and simple. Clarke explained that it was important to “start small.

When you're too ambitious, I think it cuts the process to some degree but so you want to start relatively small and then let that process grow from year to year.”

Bradley said,

It's an evolving program. I know that [another researcher] is doing something [with a software package] but it seems cumbersome, it's expensive. You have to be a technological wizard; and if you're going to have the teachers involved in something, keep it simple, as simple as possible. But don't expand it beyond what the observables are in a classroom.

Keep observables focused, defined, and measureable. Having a well-designed tool that is available to schools and that defines the observables, as well as a developed training model for teachers, are important to implementation. Edwards shared,

It depends on what your focus is. And I think the fact that the county has the engagement instrument worked out, that really is helpful. And then I don't know what they're working on next, but as those things come into place, it should be relatively straightforward to get a school started on things because the instruments are there and the training is available.

Clarke recommended,

I just think you need a good instrument; it needs to be focused so that you're not all over the map. You need to get it down to the teacher level as soon as you can. But I think that follow-through in what you do with what people have learned, that's a touchy thing. But where do you go with it, making sure that that feedback is given to the teachers, which we've done well with, but then what's the next step. So I guess that's it.

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I think it's important that it's not just looked at as a general checklist, but that it fits your school's vision, your school's needs, things that you want to see at your particular school because, obviously, all schools are different. I mean when we think about schools, I look at it as being in the people business. We're talking about young people, we're talking about adults, so with that in mind, every school is going to be somewhat different, similar goals, of course, in terms of education, instruction, and building wonderful citizens for the future, but you still want to make sure that you are honing in on those things that your school deems as important.

Simply put by Bradley, "Just keep it simple, keep it measurable, and I think people will buy into it."

Keep the process manageable, adaptable, and flexible. Clarke stated,

So if you don't make the process as easy, as streamlined, as effective as possible, then it does become burdensome and I think that also will create an environment where teachers wouldn't have bought into it quite as quickly if it was again, a more burdensome process.

Colleen commented that:

I know that there is, it's been from time forever, that teachers have felt that there's just more and more demands being piled on and nothing taken away. And even the Superintendent at the [Superintendent Teacher Advisory Committee] meetings and everything has started saying, "We can't add unless we subtract." So I think when administrators look at all the demands placed on their teachers that they need to make sure that it's manageable, it's done in a way that's manageable for the teachers. Maybe something else can become less important as they bring the walkthroughs in so the teachers say, instead of just piling on something else, well, we're doing this, this year instead of this. There's some other professional development activity that won't happen this year that we usually do because this year, we're going to do Collaborative Learning Visits. And I think the teachers also always need to feel that there is a benefit to it, a tangible benefit. When you're going to put your time out there, then you want to get something in return.

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June added,

Yeah, when I think of when they plan it accordingly to the calendar, a lot of times they go, “oh it’s April, we ought to get our walk in,” where we also have SOLs (state testing) coming up and our planning period being taken away. And so this one 47-minute block is really important because we now have progress reports to go home, our grades are needed to be updated, but you’re taking away a whole hour away from me so when am I going to get it in. Even though it’s something you do in that hour and you move on, it just needs to be planned on the calendar maybe in the beginning of the year so it’s not conflicting with anything else that might take a teacher’s 47 minutes or whatever time they have because this might just be one block but a lot of times. That’s a very important span of time.

Provide training. Sandy reflected on the importance of training:

And also make sure that they have the ability to do some training and some practice because I think that that helped, that any of those that did the practice to kind of turn around and alleviate maybe any fears anyone did have or answer any questions that anyone did have because we had a large group from a couple of different schools that came here. Because I know some came from [East Middle School] and other places in the county to come and walkthrough here and practice.

June added, “And nice for them to do it outside of their buildings to get used to it before they come back. Okay, these people weren’t too freaked out so I think we can do this too.”

Implement the process in a nonthreatening way that clearly communicates that the process is nonevaluative. Edwards felt it was important to establish that it is not evaluative and the only way to do that is in how you structure it and how you provide the feedback:

And it’s important to let the teachers know that, that it’s not, “we are coming to look at what you are doing and we are going to be checking our list off and saying what you did right and what you did wrong and we are going to be talking about you.” And there may be a consequence later some people might feel. So that is something that everybody has

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to kind of – if it’s presented, it needs to be presented the right way, I think, in order to make that not be an issue.

There appeared to be agreement by the eighth-grade focus group that the principal has clearly communicated that the process was nonevaluative as evidenced by the following dialogue:

Anne: “I mean I think the principal has definitely communicated that.”

Zack: “Yeah. I think so.”

Anne: “We are not in there to observe the teachers.”

Zack: “And that’s what I said, I think it’s been done right here. But . . .”

Anne: “Yes it has.”

Zack: “But it can be in general, it’s something that the stage was set very well here for it.”

Ed: “Try to make it as non-threatening as possible.”

Then the first process with the percentages feedback came up again in the conversation:

Len: “Don’t do the first one . . .”

Ed: “The initial issues . . .”

Len: “Don’t give out the percentages from the first one that we did. That was brutal.”

Zack: “Setting the stage is a big thing.”

When the researcher asked if there were anything else the eighth-grade focus group of teachers would like to add, such as have snacks when you do training, Anne responded, “That’s always a good thing.” Colleen added, “That’s part of the culture here at West as well. That and it’s the best-chronicled school I’ve ever been at. Everything is photographed, videotaped, am I right?” Teachers nodded in agreement.

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Walkthroughs are a process. Previous comments from teachers and administrators about the changes they have experienced reflected an understanding about the evolving nature of the process over the four years. Clarke commented that walkthroughs are not a silver bullet to fix a school:

And realize that it's not a quick instantaneous fix. It's not going to, it's not about fixing everything—people use that term I think a little too much sometimes—but it's about growth and something that's going to occur over a long period of time, and you have to be in it for that long haul and realize this is a part of the school culture now and create that or go into it with that in mind. Not to say, “Okay, we'll do a couple walkthroughs and that will be great, that will be over and done with and now we're going through the next thing.” So you want to kind of keep it as something that can work over an extended period of time. And again, be willing to take small steps and not expect that this big huge change is going to occur overnight.

Len stated:

[Take] your time. Like we said, I think this year would be really our first year that we would count as that we have now gotten to a spot where we are really, we feel good about doing it. There have been groups of us that have been trained throughout the time, but where it started at and where it's at now is dynamically different. I mean I think last year we were getting there; I think this year it was much better. So I think it's one of those things where if they are looking to do it in one year they are going to fail. And I hate to use that word. But, it's one of those things where it needs to be like a three-year process to get it going before you really then move on. We are on student engagement. For a school that is just starting it, I would say they need to stay on their first one for two to three years to get everyone on board and then start switching things around. Because you are going to have to tailor it – every school is going to be different. They might find that their school is at five is what they want, where we are looking at three or two or however. But to be open to change, because we have changed it quite a bit.

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CBAM SoCQ results validate the nature of walkthroughs as an evolving process.

Although West Middle School has implemented walkthroughs for four years, with involvement by the majority of teachers for three years, the profile of questionnaire participants (Figure 1) shows that teachers are developmentally in the beginning stages of adopting an innovation.

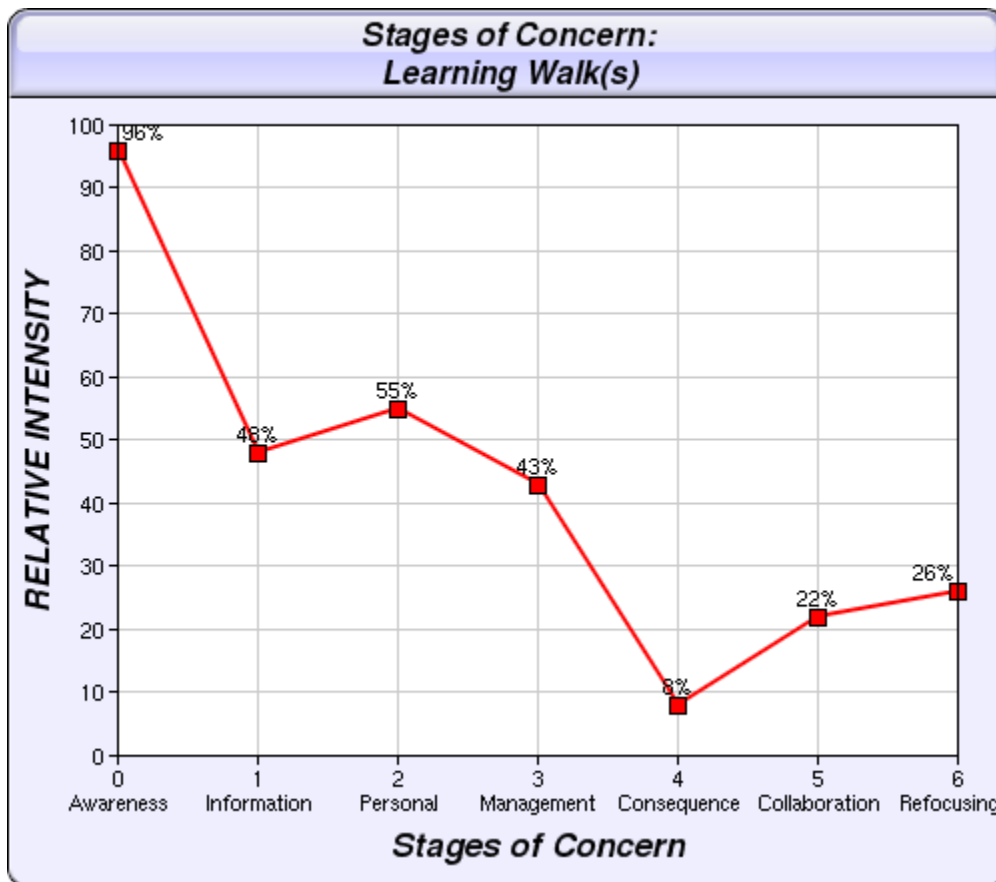


Figure 1. Teacher Profile of *Stages of Concern*. This figure illustrates the stages of concern for all teacher participants in the *Stages of Concern Questionnaire*.

Summary of recommendations to administrators. Bradley provides recommendations to other administrators:

What's nice about this model, it's very flexible to your building, that my recommendation would be to include your teacher-leaders in developing how you're

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going to implement it within your school and the timeline and who's involved. And to take it slowly. It doesn't all have to happen overnight, that you want people to buy into it and for them to buy into it; they have to be part of the development of it. So don't make the same mistakes I did and try to throw the kitchen sink at them and expect something to happen.

Bradley continued,

I think the best part of it is, number one, the focus; number two, looking at student learning rather than teacher instruction; and then, the third is, it has to be non-evaluative. If you throw the evaluation component in there, again, teachers won't buy into it. And I think it's very adaptable to a lot of different environments. This is working well in our...schools right now.

Reflecting on the process nature of walkthroughs and that it takes time, Bradley stated,

Now, are [teachers] 100% trusting? Is it systemic in this building right now? I would say no. We need another year or two for that to occur and for it to be part of our culture. Some teachers still see it as something else they have to do for the CLT.

Summary of Findings

This parallel/simultaneous mixed methods study describes one middle school's journey with walkthroughs. The researcher sought to explore and describe three main aspects of walkthroughs: process, perspectives, and recommendations. Administrators and teachers shared their experiences through personal interviews, focus group interviews, questionnaire, and documents. A summary of major findings by research question follows.

Research question 1: What are the characteristics of the current walkthrough process implemented at West Middle School? West Middle School's journey with walkthroughs spanned four school years, 2006 – 2010. The school experienced two different processes:

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Instructional Walkthroughs and Collaborative Learning Visits. Table 6 summarizes the process changes experienced during the four years of implementation.

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Table 6

Changes to the Walkthrough Process over Time

PROCESS	Instructional Walkthrough		Collaborative Learning Visits	
PROCESS ELEMENTS	Year One 2006 - 2007	Year Two 2007 - 2008	Year Three 2008 -2009	Year Four 2009 - 2010
Observables	Long checklist	Long checklist	Focused checklist	Focused checklist
Trainers	Central Office	Central Office Administrators	Central Office Administrators Teacher Leaders	Teacher Leaders
Observers	Central Office Administrators	Central Office Administrators Lead Teachers All Teachers	Administrators (during training) Lead Teachers All Teachers	All Teachers
Observer Responsibilities	No roles	No roles	Defined Roles	Defined Roles
Time in classroom	10 minutes	5 minutes	15 minutes	15 minutes
Frequency of Observations	All classrooms 1/year	All classrooms 2/year	All teachers observed in 2 classrooms in their content area twice 4 classrooms/year	All teachers observed in 2 classrooms in their content area; all teachers observed 2 classrooms of their choosing 4 classrooms/year
Feedback	Frequencies Percentages	Frequencies Percentages	Evidences (Narrative) Wonderings	Evidences (Narrative) Wonderings

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Research question 1.a: How and why has the school's walkthrough process changed since initial implementation? Changes to the process appear to have occurred as a natural evolution based on collaboration with central office staff, West Middle School administrators, and input from West Middle School teachers. Processes and procedures evolved from administrator-based to teacher-based. Teachers saw process changes as a collaborative process that developed over time, not something administrators “handed down” to teachers.

Research questions 2, 2.a: What are the administrators and teachers' perceptions of the walkthrough process implemented at the case study site? What are the administrators and teachers' positive and negative perceptions of the walkthrough process currently implemented at the case study site? Positive perceptions focus on a change in school culture from individual teachers in separate classrooms to a collaborative open door culture. Administrators and teachers commented on the positive effects of walkthroughs, more specifically the Collaborative Learning Visits, providing opportunities to share and collaborate with colleagues, to look at practices and strategies outside of the focused observables, and to reflect on individual teaching practices.

The extensive checklist and feedback process topped West Middle School's list of issues with the Instructional Walkthrough process. Administrators agreed that teachers did not understand the feedback; were defensive; did not have buy-in; and, no matter what was said, believed they were being evaluated.

Time was the negative or challenge commented on by both teachers and administrators when sharing perceptions about the Collaborative Learning Visits. Teachers shared the challenges of scheduling groups of teachers for observations with small departments and teams of teachers who do not have common planning time.

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Research question 2.b: How do administrators and teachers perceive the impact of walkthroughs on improving instruction in classrooms? Administrators and teachers remarked that Collaborative Learning Visits have positively impacted instruction as evidenced by teachers using strategies they have learned from other teachers; teachers reflecting on their instruction; and increases in test scores.

Research question 3: How do teacher perceptions of the purpose for using the walkthrough process relate to the administration's reported purpose for using the walkthrough process? Teachers and administrators agree that the purpose for walkthroughs has not changed during the four years of implementation. The purpose of walkthroughs is to imbed professional development initiatives; improve instruction by identifying and looking at best practices strategies; use the data collected to create a big picture of the school; and create a level of consistency across the school by allowing teachers to observe one another. The overall goal is improvement in teaching and improvement in learning for students.

Research questions 3.a and 3.b: What are the administrators and teachers recommendations for improving the walkthrough process at the case study site? What changes do administrators and teachers recommend as the selected site moves forward with its implementation of the walkthrough process? Recommendations for improving the walkthrough process included keeping the number of teachers in a group to three or four; dividing teachers into two groups to conduct classroom visits twice a year; and having a more structured approach to follow up with observation data. Administrators and teachers shared that the next focus of Collaborative Learning Visits would be relationships between teachers and students.

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Additional recommendations included the possibility of reintroducing central office and administrators conducting observations with teachers. This recommendation is a possible future evolutionary step, not something they are recommending for the next school year.

Research question 3.c: Based on four years of experience with implementing walkthroughs, what recommendations or advice would administrators and teachers offer to other schools interested in starting walkthroughs at their own sites?

Recommendations to teachers. Administrators and teachers recommended that teachers give Collaborative Learning Visits a chance. They believe that teachers should know that walkthroughs are a learning opportunity, provide a picture of the school that is nonevaluative, and offer feedback that is positive.

Recommendations to administrators. Administrators and teachers offered the following recommendations for administrators:

1. Walkthroughs are a process that works best in a positive school culture.
2. Involve administrators and teachers in developing the process and tools and conducting classroom observations.
3. Start slow, small, and simple.
4. Keep observables focused, defined, and measurable with a focus on student learning.
5. Keep the process manageable, adaptable, and flexible.
6. Provide training on the process.
7. Implement the process in a nonthreatening way that clearly communicates that the process is nonevaluative.
8. Walkthroughs are a process that takes time and will evolve.

Chapter Five

Discussion

The current study used parallel/simultaneous mixed methods to describe the phenomenon of walkthroughs. Interviews, documents, and results from the *Concerns Based Adoption Model (CBAM) Stages of Concern Questionnaire (SoCQ)* provided rich data and insight into the experiences of school administrators and teachers. The researcher chose the elements of process, perceptions, and recommendations to explore and describe West Middle School's four years of experience with walkthroughs. Findings from this study will add to the growing research on walkthroughs and assist with filling gaps in information regarding teacher perspectives.

Chapter Five presents a summary of the study; summary of major findings; and how findings relate to the literature by research question with discussion of the findings. The chapter concludes with surprises from the study, implications for action, recommendations for further study, and concluding remarks.

Summary of the Study

Purpose statement. There appear to be common processes and common criteria among the variety of walkthrough tools available to educators. However, there does not appear to be common implementation strategies to assist school administrators as they determine if walkthroughs would be successful in their school. In addition, a review of the literature provides minimal insight into the perceptions of teachers involved in walkthroughs. Teacher perceptions are important, as teachers are the recipients of classroom walkthrough observations and responsible for teaching and learning in the classroom. Choosing a walkthrough model that fits a school's particular needs to improve teaching and learning is time consuming and made more

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difficult as there is little evidence to support specific models or implementation strategies. This study attempted to begin to close the information gap regarding walkthrough implementation strategies through processes, perspectives, and recommendations, and teachers' stages of concern about implementing walkthroughs.

Research questions. The study considered three main questions and associated subquestions to address the research problem:

1. What are the characteristics of the current walkthrough process implemented at the case study site?
 - a. How and why has the school's walkthrough process changed since initial implementation?
2. What are the administrators and teachers' perceptions of the walkthrough process implemented at the case study site?
 - a. What are the administrators and teachers' positive and negative perceptions of the walkthrough process currently implemented at the case study site?
 - b. How do administrators and teachers perceive the impact of walkthroughs on improving instruction in classrooms?
 - c. How do teacher perceptions of the purpose for using the walkthrough process relate to the administration's reported purpose for using the walkthrough process?
3. What are the administrators and teachers' recommendations for improving the walkthrough process at the case study site?

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- a. What changes do administrators and teachers recommend as the selected site moves forward with its implementation of the walkthrough process?
- b. Based on four years of experience with implementing walkthroughs, what recommendations or advice would administrators and teachers offer to other schools interested in starting walkthroughs at their own sites?

Research method. The intent of this parallel/simultaneous or concurrent triangulation strategy mixed methods case study was to understand and describe walkthroughs as implemented in a middle school. In the study, *CBAM SoCQ* measured developmental levels of teacher concerns when implementing walkthroughs. Concurrently, the researcher conducted semi-structured interviews with administrators and teacher focus groups to explore processes, perceptions, and recommendations. In addition, the researcher examined related documents made available by the school principal and the school district's central office. The reason for combining both quantitative and qualitative data was to understand walkthroughs in depth and to be able to provide information and recommendations for administrators and teachers to consider when implementing walkthroughs.

The researcher used an interpretation approach to qualitative analysis on transcribed text of interview responses and on documents reviewed. The researcher divided interview text and documents into meaningful segments and coded segments into schemes and categories using the software application, *NVivo 8*, from QSR International (<http://www.qsrinternational.com>). Codes included definition of the situation - purpose and impact on instruction; process - current, past changes, and future recommendations; and perspectives - positive, negative, concerns,

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recommendations to teachers, and recommendations to administrators. The researcher noted themes and patterns from the coded segments of text and documents.

Major Findings

Results from interviews, documents, and questionnaire results, suggest that classroom walkthroughs work best in school climates that have an established level of trust between administrators and teachers. West Middle School appeared to have a culture where administrators established collaborative practices between themselves and teachers by encouraging dialogue and discussion. Because of teacher involvement in the development of the tool and participation in classroom visits, teachers felt that they were learning alongside of administrators during the four years of implementing walkthroughs.

Findings suggest that changes to the process resulted from experience with the process, dialogue with teachers, inclusion of teacher input, and flexibility in the process to go beyond expected parameters. Teachers and administrators appeared to favor a more focused look at instruction that promoted conversation, deepened understanding of teaching practices, and further imbedded instructional best practices. The school's second process, Collaborative Learning Visits, appeared to promote more collaboration between teachers and administrators and opened the door between classrooms and content areas. Walkthroughs appear to be a process that takes time to implement, not a one shot deal, should be ongoing, and require a transparent flexible process and approach to meet individual school needs.

Findings Related to the Literature

Research question 1: What are the characteristics of the walkthrough process implemented at West Middle School?

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Process. Process elements and procedures evolved from administrator-based during the first two years of implementation to teacher-based in years three and four. Involving teachers as early as possible in the development and implementation of walkthroughs appears to be important for teacher buy-in and smoother implementation. The purpose, procedures, and expectations need to be clearly communicated and transparent to all staff members. Administrators need to be involved in the process during development and training, learning along with teachers to understand the process and its impact on teachers.

In order to have clear examples of evidences, observables need focus and clear definitions. Assigning roles to observers helps to focus observations and provides more insight into observations. Talking about observations immediately after a classroom visit promotes powerful discussions about teaching and learning. Providing feedback that is positive and brief, with narrative statements about the evidence and reflective questions, fosters teacher collaboration, individual teacher reflection, and encouragement for teachers to try new strategies. Both teachers and administrators reported a need for structured follow up with the results of observations.

West Middle School's walkthrough process elements of established purpose (David, 2007; Marsh et al., 2005), defined observable behaviors (Graf & Werlinich, 2002; Ziegler, 2006), training for observers (Bloom, 2007; David, 2007; Marsh et al., 2005; Supovitz & Weathers, 2004), communicated processes and procedures to staff, and conducting walkthroughs to gather data (Skretta, 2007) are in agreement with the literature. Training lead teachers to conduct turnaround training with colleagues met criteria of a transparent process for walkthroughs as discussed in the literature (Gilliland, 2002; Graf & Werlinich, 2002; Marsh et

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al., 2005; Skretta, 2007; Skretta & Fisher, 2002). In addition, providing feedback in a timely manner (Graf & Werlinich, 2002; Jones, 2008; Marsh et al., 2005; Zoller, 2003) agrees with the literature.

West Middle School has focused observables that address professional development initiatives (Marsh et al., 2005) and district level goals (Barnes & Miller, 2001; Marsh et al., 2005; O'Clair, 2005; Supovitz & Weathers, 2004; Ziegler, 2006) in agreement with other walkthrough protocols, such as *LearningWalks*SM and Snapshot System. Allowing teachers the autonomy to note areas for growth outside of the focused observables that may influence school-based initiatives also agrees with the literature (Cervone & Martinez-Miller, 2007; Ginsberg, 2001; Jones, 2008; "Rekindling our spirit," 2005; Rodda, 2005; Ziegler, 2006).

Administrators and teachers commented on the powerful discussions and debriefing that occurred immediately following each classroom observation. Debriefing was an element of the *LearningWalk*SM process that the district team learned from their experience at the Institute for Learning. *LearningWalk*SM protocol sets an expectation for these conversations to be confidential ("The learning walk," 2008). Administrators referred to the need for positive talk during debriefing, commenting that teachers should not "talk out of school" regarding their post observation discussions. Jones (2008) also referred to the importance of positive talk and maintaining teacher confidentiality. Jones indicated that keeping teachers positive and maintaining confidentiality would lessen feelings that walkthroughs are a tool to judge teachers.

Another element of *LearningWalks*SM that the school district included from their training at the Institute for Learning is talking with students. Having observers talk with students about

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their learning also occurs in other walkthrough protocols: Snapshot System, Quick Visits, and Data-In-A-Day.

West Middle School's involvement of teachers in the development of their walkthroughs and involvement in conducting the classroom observations agrees with Cogan's (1973) Clinical Supervision practices. Cogan stated that in-class supervision is an important element of teacher development if teachers are to "relinquish [their] existing classroom behavior in favor of new behavior" (Cogan, 1973, p. 3). Cogan also commented that this type of program needed to be ongoing to help teachers learn and apply new strategies appropriately with different students and classes. West Middle School teachers and administrators commented that the process helped them to observe different strategies and practices in different class settings. As a result of observing students in different class settings, staff reported learning additional strategies to teach individual students.

Teacher involvement is also a component of the Walkthrough Observation Tool from the Principals Academy of Western Pennsylvania (Graf & Werlinich, 2002). Administrators and teachers identify and qualify observable behaviors, join administrators to conduct observations, and collect evidences of student work, learner objectives, classroom management, materials, and resources. The Walkthrough Observation Tool includes common instructional look-fors or observables for student engagement and clear expectations, similar to West Middle School's Collaborative Learning Visit focus.

West Middle School's Collaborative Learning Visits provides the structure that Good and Brophy (2003) assert is needed to help teachers understand their own behavior. Good and Brophy (2003) commented that classroom observations can help teachers if they are provided

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with how to collect information, what to look for, and a framework to discuss the findings. It is this “framework to discuss findings” that appears to be missing from West Middle School’s process. It appears that the principal has a clear understanding of the follow up and next steps from observations through his comments regarding professional development initiatives and the next module for observables. However, both teachers and assistant principals expressed a need to discuss the findings in a more directed or formal way.

In keeping with established collaborative practices, West Middle School administrators may want to consider beginning year five with a review of what they found through Collaborative Learning Visits and discuss ways to follow up with feedback report findings that would be most beneficial to staff and administration.

Research question 1.a: How and why has the school’s walkthrough process changed since initial implementation?

Administrators commented that it took two years for administrators to understand the walkthrough process. They also reported it was beneficial to take the time to learn and understand the process before involving all teachers. Changes involved a shift from a long list of administrator-defined observables and administrators as observers to teacher conversations about observables and teacher observers. Two years after changing the walkthrough process - particularly changing the feedback process - teachers vividly recalled the first feedback process of percentages and percentiles as negative and not reflective of the teaching and learning occurring in the school. One reason for the change from the first process to the second process may be related to what Frase (1998) noted as “locus of control.”

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Frase (1998) referred to the principal as an external locus of control and a reason why teachers were not able to predict their own flow experiences. In Frase's study, school administrators conducted observations as defined by the Management by Walking Around (MBWA) protocol. West Middle School's Instructional Walkthroughs process involved administrators and central office staff conducting observations the first two years. Although lead teachers were involved in the second year of Instructional walkthroughs, the lack of teacher buy-in may have been due in part to perceived administrator control of the process. This is in contrast to the school's second process, Collaborative Learning Visits, where teachers are more involved, conduct observations, and report the process as positive; thus, teachers experienced internal locus of control. Change from the first to second process illustrated a shift from administrator-based or external locus of control, to teacher-based or internal locus of control. If the purpose of walkthroughs is to impact teaching and learning in classrooms, then it appears that teachers need to have control over changes to classroom practices.

Administrators at West Middle School reported concern with maintaining a division between administrative teacher evaluation processes and the use of walkthroughs as a teacher-based collaborative process. This seems to agree with Downey et al. (2004) comments about walkthroughs. Downey et al. (2006) stated that issues might arise when observations change from evaluative and directive to collegial and reflective. After three years of teacher involvement with walkthroughs, the majority of teachers at West Middle School report personal concerns as their highest stage of concern about walkthroughs as evidenced by the *CBAM SoCQ* results. Administrator and teacher comments indicate that they may still be in early adoption of the innovation of walkthroughs.

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Administrators shared that they were involved in the initial implementation and training of teachers with Collaborative Learning Visits, but then removed themselves from the observation process and became a resource to teachers. West Middle School's principal commented that he would need to be more involved and hands-on to check the process when the new relationships module began next school year. The principal's changing role is similar to Cogan's Clinical Supervision (1973) process where the supervisor moves from a leader in the process, by planning the strategy of the observation and analyzing the observation, to a facilitator in the process, with the teacher joining in with the planning and analysis.

Cogan (1973) designed Clinical Supervision as a process that is ongoing throughout the school year. West Middle School's classroom observations occur throughout the school year and provide opportunities to evaluate the process and outcomes on a continual basis. This agrees with Jones' (2008) belief that observation protocols need an annual evaluation to meet changing concerns. Continuing observations throughout the school year is an enumerated step in the Walkthrough Observation Tool. The fourteenth step of the Walkthrough Observation Tool is the maintenance of the walkthrough culture by continuing to visit classrooms on a frequent and regular basis.

Research questions 2, 2.a. : What are the administrators and teachers' perceptions of the walkthrough process implemented at the case study site? What are the administrators and teachers' positive and negative perceptions of the walkthrough process currently implemented at the case study site?

Findings suggest that walkthroughs work best in a positive climate where there is an established trust between administrators and teachers. Teachers and administrators reported a

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learning climate. Teachers remarked that administrators were learning along with them through the process and that changes were a result of input from teachers and work with central office staff.

Positive perceptions centered on a change in school culture from individual teachers in separate classrooms to a collaborative, open door culture. Administrators and teachers commented that the Collaborative Learning Visits provided opportunities to share and collaborate with colleagues in and outside of their content areas, to look at practices and strategies outside of the focused observables, and to reflect on individual teaching practices. West Middle School's collaborative learning climate is in keeping with the intent of the Walkthrough Observation Tool.

The Walkthrough Observation Tool protocol (Graf & Werlinich, 2002) states that the principal provides feedback to staff that validates good instruction and promotes a learning community through collegial conversation about teaching and learning. Researching high schools and elementary schools that used the Walkthrough Observation Tool, Keruskin (2005) and Rossi (2007) found that walkthroughs assisted principals with identifying professional development needs, increased teacher collaboration, and provided principals with data to assist teachers with instruction. West Middle School administrators and teachers shared similar positive outcomes.

McClain (2009) concluded that teachers as walkthrough partners can have a positive impact on the school's learning climate. When teachers participate in walkthroughs, teacher collaboration, reflection, and dialogue about instruction increase. On the other hand, isolating teachers from the process of conducting walkthroughs can have an adverse effect. West Middle

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School teachers' involvement appeared to play a strong role in their positive perceptions of the Collaborative Learning Visits. In contrast, their negative perceptions centered on the first process, Instructional Walkthroughs, where they had less involvement.

When sharing perceptions about the Collaborative Learning Visits, both teachers and administrators commented on "time" as their main challenge. Time is a consistent concern of administrators when discussing implementation of walkthroughs and one of the reasons that administrators do not implement walkthroughs (Glatthorn, 1997; Pajak & Arrington, 2004; Rissman, Miller, & Torgensen, 2009; Wolfrom, 2009).

Research question 2.b: How do administrators and teachers perceive the impact of walkthroughs on improving instruction in classrooms?

Administrators and teachers remarked that Collaborative Learning Visits have positively impacted instruction by providing opportunities to learn and implement new strategies learned from other teachers, to reflect on their instruction, and to see increases in test scores. Keruskin (2005) and Rossi (2007) concluded that classroom walkthroughs positively affected instructional practices and student achievement from the perspective of high school and elementary school principals and teachers. Both elementary and high school principals reported increases in state testing scores because of walkthroughs. West Middle School's principal reported an increase in state test scores but stopped short of contributing the increase to walkthroughs. Elmore (2004) stated, "In our research, high internal accountability, or coherence and agreement around expectations for teaching practice and student learning, leads directly to observable gains in student learning" (p. 234-235). Weller, McEntire, and Sorenson (2010) found a positive

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correlation between the number of classroom observations and scores on summative communication arts and math tests.

It appears that West Middle School's Collaborative Learning Visits has the potential to meet Zepeda's (2003) stated purpose for supervision: promote growth, development, interaction, fault-free problem solving, and a commitment to build capacity in teachers. Collaborative Learning Visits provided interaction between teachers and between content areas and appeared to foster collegial conversation and growth targeted to instruction. As one administrator stated, instead of having one or two sets of eyes on instruction, there are dozens of eyes set on instruction.

Another benefit of classroom walkthroughs is that it can "move staff from a culture of isolation to a culture of collaboration and support" (Ziegler, 2006, p. 53). A collaborative culture would support the increasing demands on administrators and teachers. Holland and Garman (2001) refer to the traditional isolation that teachers experience in supervision processes, stating, "Although the rhetoric of supervision espouses collaboration and collegiality as essential to supervision, teacher isolation remains the reality in most schools" (p. 99). Bloom (2007) feels that teacher isolation will not work in the educational environment: teacher "private practice is no longer an option in today's schools" (p. 43).

High school principals in Keruskin's (2005) study reported that teachers were collaborating and sharing best practices. Teachers agreed that collaboration on instructional practices, classroom management, and instructional tools were positive results of the process. They also noted that more students were engaged in their learning and it created an open door

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culture between teachers. West Middle School teachers and administrators reported the same positive outcomes.

Research question 2.c: How do teacher perceptions of the purpose for using the walkthrough process relate to the administration's reported purpose for using the walkthrough process?

Teachers and administrators agreed that the purpose of West Middle School's walkthrough is to imbed professional development initiatives; improve instruction by identifying and looking at best practices strategies; use the data collected to create a big picture of the school; and create a level of consistency across the school by allowing teachers to observe one another. The overarching goal is improvement in teaching and improvement in learning for the student. This goal meets Hoy and Forsyth's (1986) definition of instructional supervision as "any set of activities planned to improve teaching, at its heart it involves a cycle of systematic planning, observation, and analysis of the teaching-learning process" (p. 11).

Using walkthroughs to collect a data picture of the school is similar to the original intent of Cogan's (1973) Clinical Supervision practices. Cogan used classroom observation data to analyze patterns of classroom behavior to improve instruction through collegueship and interaction between teachers and administrators.

As reported by teachers, West Middle School's principal communicated the purpose through trainings; through assistant principals; and through grade-level, school improvement plan, faculty, and department meetings. The clear communication of the purposes for walkthroughs appears to support the importance of communication and use of multiple modalities of communication (Gilliland, 2002; Skretta, 2007).

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It appears that teachers have layered their own purposes, what they gain from classroom observations, upon the purposes communicated by administrators. Their perspectives reflect individual outcomes from the process such as learning from others, seeing students as “everyone’s student,” and opening doors between content areas.

Research question 3: What are the administrators and teachers’ recommendations for improving the walkthrough process at the case study site?

Recommendations by the West Middle School staff for improving the walkthrough process focused on keeping the number of teachers in a group to three or four; dividing teachers into two groups to conduct classroom visits twice a year; and having a more structured approach to discuss observation data.

West Middle School’s teachers expressed a need for and welcomed the opportunity to formally discuss findings, the evidences and reflective questions. Administrator comments also indicated a need to discuss findings with teachers. This is in contrast to models such as the Three-minute Walkthrough (Downey et al., 2004), that include reflective questions as part of the feedback process but do not require teachers to respond to or discuss findings.

The teacher comment regarding dividing teachers into two groups to conduct observations was an effort to address the issue of time. The teacher’s proposal would allow the school to conduct observations four times during the school year using half of the staff each time to lessen the time impact. Time is a consistent challenge for implementing walkthroughs for teachers and administrators (Glatthorn, 1997; Pajak & Arrington, 2004; Rissman, Miller, & Torgensen, 2009; Wolfrom, 2009). It appears that the teacher, who shared the comment, is

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committed to the observations as a year-round process and offering positive solutions to the challenge of time.

Research question 3.a: What changes do administrators and teachers recommend as the selected site moves forward with its implementation of the walkthrough process?

Administrators and teachers shared that the next focus of Collaborative Learning Visits would be relationships, looking at how teachers and students build relationships in classrooms and the school.

An additional future recommendation to the walkthrough process included the possibility of reintroducing central office and school administrators as observers with teachers.

Involvement of school-based and non-school-based administrators with teachers in an effort to improve teaching and learning would be in keeping with Dewey's democratic supervision.

Dewey believed that "democratic supervision...implied that educators, including teachers, curriculum specialists, and supervisors, would cooperate to improve instruction" (Sullivan & Glanz, 2005, p. 16).

Research question 3.b: Based on four years of experience with implementing walkthroughs, what recommendations or advice would administrators and teachers offer to other schools interested in starting walkthroughs at their own sites?

Recommendations to teachers. Overall, administrators and teachers recommended that teachers starting Collaborative Learning Visits should give the process a chance. They felt that teachers should know several things about walkthroughs: they are a learning opportunity; they provide a picture of the school that is nonevaluative; debriefing conversations should include positive talk; and feedback needs to be stated in positive terms.

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The nonevaluative nature of walkthroughs is predominant in the literature (Blatt, Linsley, & Smith 2005; Goldman, et al., 2004; “Using the Classroom Walkthrough,” 2007; Ziegler, 2006). For example, in *Learning Walks*SM, the intent is not to make judgments about individual teachers or the school, but to focus on effective delivery of instruction for student learning. There does not appear to be support for walkthroughs as a tool for inclusion in summative teacher evaluation. Combining instructional supervision and administrative teacher evaluation appears to remain challenging.

Recommendations to administrators. When discussing improving instruction, Elmore (2004) states that “improvement is a *process*, not an event” (p. 254). Walkthroughs appear to be a process that takes a commitment from school leadership, at district and school levels. Hall and Hord (2001) indicated that innovations that are appropriate and supported by principals would move from self and task concerns in the first few years to impact concerns in three to five years. Fullan (2001) also stated that implementation takes two to three years and institutionalization, three to five years after implementation. According to their developmental stages of concern, West Middle School’s staff remains in the early stages of adopting the innovation; however, teacher comments about time and process elements may indicate a shift towards the task stage. West Middle School’s principal thought it would take another year to imbed or institutionalize walkthroughs in the school culture. Therefore, it appears that West Middle School’s implementation process is on track and in agreement with developmental stages of concern and Fullan’s education change structure.

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The majority of recommendations to administrators appeared to focus on process elements that would assist with implementation of walkthroughs. Process elements and their relation to literature were discussed in research question one.

Surprises

Interviews with administrators and teachers exposed a school culture that is committed to learning. Communication between administrators and teachers was evident in the depth of understanding both had for the walkthrough process. Teachers and administrators remarked about the “type A” personalities of the teachers in the building, alluding to the high level of professionalism expected and supported by administration as interpreted by the researcher. One teacher remarked that the school was the best-chronicled school in the district. While this statement could be an indication of a school that will try anything, it is the researcher’s opinion that the school culture has an imbedded commitment to a learning environment.

Perhaps not a surprise but an “aha” moment was the emphasis that teachers put on their school’s culture of trust. Involvement of teachers in all aspects of the walkthrough process appears to be an outgrowth of the high level of trust between administrators and teachers. It may also be an indication of the administration’s recognition of the power of teacher involvement to make changes in individual classrooms. As stated by Fullan, (1993), “It is only by individuals taking action to alter their own environment that there is any chance for deep change” (p. 40). In Dexter’s (2004) perceptual study, one principal reported, “teachers who had a ‘high level of trust’ were more comfortable with the strategy” (p.11).

One surprising aspect was the disengagement by assistant principals. While the assistant principals appeared to be very knowledgeable about the process and procedures, they appeared to

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have relinquished their involvement in follow-up conversations about observation findings. In the researcher's middle school experience, assistant principals provide much of the direct evaluation and instructional supervision of departments and individual teachers. Therefore, it seems logical that follow-up conversations to discuss school-based reflective questions would occur in the presence of assistance principals and teachers at various meetings. Some walkthrough models that use reflective feedback do not require teachers to respond to feedback or require conversations about feedback. Teachers in this study expressed a need for more direction with discussion of findings. It would appear that without structured feedback, there is a risk of disengagement by administrators and possibly teachers and a missed opportunity to address findings.

After four years of implementing walkthroughs and two years with the current tool, the majority of teachers at West Middle School appear to be in the earlier developmental stages of concerns. With the low mobility rate of the teachers, it was surprising to the researcher that the highest stages of concern were heavily concentrated at personal concerns instead of a distribution across the developmental stages of concern. *CBAM SoCQ* results demonstrated that walkthroughs are a process and take time to implement. It may also be an indication that the flow of information about the process, findings, feedback, and follow-up, needs to be continuous. If the process continues to evolve and if observables continue to change, it may require three to five years for teachers to move through the developmental stages of concern to impact concerns.

Observing classrooms outside of teachers' content areas opened the door between content areas and presented opportunities to observe practices that teachers may not have connected with their content area. This positive outcome from choosing classrooms to observe had one

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drawback. Because teachers chose classrooms to observe, but did not create a schedule in advance, every classroom was not observed. Therefore, the picture of the school the observation data supposedly represents may not be a complete picture.

Conclusions

As a result of this study, it appears that walkthroughs or, more specifically, West Middle School's Collaborative Learning Visits, provide an infrastructure for instructional supervision focused on teacher practice and student learning. Focused observations of classrooms by teachers provides opportunities for individual and school professional development, opens doors between teachers and content areas, and provides data to inform continuous school improvement.

The intent of instructional supervision over time has been to improve teaching practices and student learning. Walkthroughs have the potential to incorporate all that is good about the intent of instructional supervision models as developed by Dewey, Cogan, Glatthorn, and Glickman, Gordon, and Ross-Gordon. The process of teachers conducting purposeful observations in classrooms (development model), allowing for collaboration and cooperation between teachers and content areas (differentiated), continuous commitment to observations for data gathering (clinical), and the reflective nature of feedback (democratic) combine for a powerful tool to improve teaching practices and student learning. Developmental supervision (Glickman, Gordon, & Ross-Gordon, 2007) also refers to the use of action research as a way for teachers to evaluate their own teaching to improve instruction. Walkthroughs can provide a tool for teachers, subject areas, and schools to conduct action research.

The power of walkthroughs is also in the potential for individual and school professional development. Teachers commented that they take away strategies from other teachers and

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content areas to implement in their classroom for their personal growth; what Glatthorn (1997) describes as self-directed supervision. Evidences and reflective questions provide opportunities for departments and school to discuss findings, address professional development needs, and implement action steps because of the data gathered. In accordance with McQuarrie and Wood (1991), Collaborative Learning Visits appear to have the potential to combine supervision and staff development in a judgment-free approach to help teachers become more effective in the classroom.

When specifically addressing failing schools, Elmore (2004) stated that schools lack internal accountability structures that include agreement and coherence of expectations for teaching and learning (p. 234). The school used in this study is a high performing school and appeared to benefit from conversations that defined expected teaching practices and expectations for student learning. When administrators and teachers are collaboratively involved in the planning, design, and implementation of walkthroughs, schools can come to agreement and understanding about the expectations for teaching practices and student learning to “influence instructional practice in classrooms in ways that results in student learning” (p. 235). Walkthroughs can provide the infrastructure, processes, procedures, and capacity building needed to support the collaboration between administrative instructional leadership and teachers’ professional development with the goal of student learning and achievement.

Implications for action. Walkthroughs appear to have potential to build a collaborative environment for school administrators and teachers focused on instructional supervision. To implement walkthroughs successfully, administrators will need to do some homework. As Bloom (2007) stated, “No one model is sufficient to support a systemic school improvement

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process” (p. 40). Principals will want to work with their administrative staff to decide on the purpose for walkthroughs and then clearly communicate the purpose for walkthroughs to all staff. Communication could begin with conversations and readings about the walkthrough process with teachers, reviewing different models and processes that will work for the school. As recommended by study participants, schools need to start small with the process and focus on one area of a school or district initiative. Schools need to involve administrators, teachers, and district specialists when defining observables and observable behaviors, when deciding on the feedback process, and when planning for follow up discussions with observation findings. To support success, schools need to conduct practice observations with teachers and administrators during training of the chosen process. If possible, working with another school who may have implemented the process adds confidence and increases productivity of efforts.

Administrative staff needs to commit to walkthroughs as a part of the school’s continuous improvement plan and commit to a cycle of observations that are ongoing throughout the school year. Be open to a process that is evolutionary in nature because every school has different needs. Keep lines of communication open between teachers and administrators. Administrators may want to use the *Concerns Based Adoption Model Stages of Concern* or another tool to gauge teachers’ needs during the implementation process. In addition, as much as a process with reflective questions helps teachers to reflect individually on their teaching practice, there appears to be a need to provide structure to discuss findings as content areas, grade levels, and school level for both teachers and administrators.

Time is a concern and should be part of the planning and implementation process. Training teacher leaders to conduct turnaround training appeared to address time to train

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concerns that eliminated costly substitutes and time out of classrooms. Requiring a set number of classrooms to observe within a specific number of weeks allowed flexibility for teachers but did not leave it so open-ended that observations would not be conducted. Keeping communication open and including teachers and administrators in discussions is important to the evolutionary process of walkthroughs and allow for concerns such as time to be addressed.

Recommendations for further research. Classroom observations are not new to instructional supervision. Traditionally, supervising administrators conducted classroom observations of individual teachers for the purpose of either formative or summative supervision. What appears to be new is using administrators, teachers, district personnel, community members, and possibly students to observe classrooms to gain a picture of the school. What is new is opening the conversations about teaching practices and student learning between classrooms, content areas, schools, and districts, and basing conversations around data collected through observations.

While many practitioner articles and studies are available, much is unknown about walkthroughs. Future research may include replicating this study with other walkthrough models that include teachers as observers at different levels, elementary and high school and adding a component that explores the perception of the teacher being observed. A second recommendation is to use the same walkthrough model, Collaborative Learning Visits, and explore implementation in schools at different levels that would be conducting walkthroughs for the first time. A third opportunity is to compare schools of similar demographics and student achievement levels, one that does not conduct walkthroughs, one that conducts walkthroughs with administrators as observers only, and one that conducts walkthroughs with teachers as

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observers on elements of instructional supervision practices. A fourth recommendation is to explore perceptions of successful and unsuccessful walkthrough implementations with levels of trust between teachers and administrators.

Danielson and McGreal (2000) contend that it is possible to develop evaluation systems that “not only achieve the dual purposes of accountability and professional development, but can merge them” (p.8). Additional research might include walkthrough models that schools and school districts have successfully integrated into summative teacher supervision and evaluation.

Concluding remarks. In the researcher’s teaching experience, the only time classroom observations occurred was for administrative summative supervision for the purpose of evaluation. These observations typically occurred every three years. There was minimal opportunity to observe colleagues of similar or dissimilar content for the purposes of improving teaching practices. It would have been a welcomed opportunity to gain insight from colleagues and administrators through purposeful observation. Traditionally, teachers attend professional development activities and then return to their classrooms where the door shuts and business continues as usual. If the new mission of education is to ensure that all students achieve, then doors have to open, colleagues need to share, and teachers need to be able to reflect on their own practices.

At some point, teachers need to open their doors, step out of their comfort zones, and be able to take a critical look at their teaching. The majority of teachers would probably welcome the accountability to improve and the support and opportunity to be better teachers. What has been lacking is the infrastructure, processes and procedures, to change teaching practices through direct observation. Walkthroughs allow all teachers to engage in professional dialogue about

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expectations for teaching and learning for all students in all content settings. The ability to take a critical look at teaching and learning as a school sends a powerful message about the profession of education to the community. More importantly, if the need or expectation is to change teaching practices, then teachers need to be involved in all aspects of instructional supervision in collaboration with administrators on a continual basis. “Educational change depends on what teachers do and think - it’s as simple and as complex as that” (Fullan, 2001, p. 115). What other profession has the opportunity to reinvent itself at the beginning of every school year?

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Appendix A

Researcher / Walkthrough Tool	Study Focus	Research Methods	Major Findings	Deficiencies of Study
Frase (1998) Management By Wandering Around (MBWA)	Teacher flow experience and teacher perceptions of efficacy	Teacher survey Teacher interviews	Classroom visits: - predicted teachers' perceived efficacy of others in the school and school district - did not predict teachers' efficacy of self, frequency of flow experiences or perceived value of professional development	Teachers interviewed were designated by principals as excellent teachers – limited range of teaching ability
Dexter (2004) Learning 24/7	Principal perceptions of walkthrough with reflective feedback	Open-ended response survey 60 principals	-Walkthroughs helped administrators and teachers focus on student learning -Walkthroughs can raise anxiety, some teachers feel threatened	No indication of response rate (60 principals out of _)
Keruskin (2005) Principals Academy of Western Pennsylvania's Walkthrough Observation Tool	High school principal perceptions of impact of walkthroughs on student achievement and instruction	Semi-structured interviews with 5 principals, 1 central office administrator, (representing 5 high schools), 5 teachers from each school	Use of the Walkthrough Observation Tool impacted student achievement from the perspectives of high school principals and teachers	-5 teachers per school represents -0.5 % of the school's total faculty -Study did not: set criteria for teacher interviewees or define extent of use of walkthroughs (all content areas, limited classrooms) -Survey provided in the appendices; however, no mention of a survey in the dissertation -Questionable if teacher interviews were representative of the schools' staff

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Researcher / Walkthrough Tool	Study Focus	Research Methods	Major Findings	Deficiencies of Study
<p>Marsh et al. (2005) RAND Corporation</p> <p><i>LearningWalks</i>SM</p> <p>Institute for Learning (IFL)</p>	<p>Third party partner effect in improving instructional quality and performance</p>	<p>3 year study: -Interviews with school-based personnel, district level school personnel, IFL staff -Surveys of principals and teachers</p>	<p>-School administrators: walkthroughs more useful than what teachers reported. Teachers reported: -feedback received not helpful or relevant -individual feedback more useful -Teacher observers reported process as more valuable than teachers who were observed</p>	<p>None identified</p>
<p>Freedman (2007)</p> <p>Three-minute Classroom Walkthrough</p>	<p>Examine how walkthrough influence professional relationship between principals and teachers</p>	<p>2 school districts – interviewed principals and surveyed teachers in 2 elementaries and one secondary school in each district (interviewed one teacher in each school)</p>	<p>-Increase in principal classroom visits increased principals’ self efficacy -Increase in principal classroom visits did not affect teacher self efficacy -Process was not implemented with integrity -Principals reported reflective conversations with teachers difficult, felt uncomfortable with the process</p>	<p>Teacher survey yielded a 37 percent return rate</p> <p>Teachers were asked to volunteer to be interviewed – nine volunteered, one per school (6) were interviewed</p>

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Researcher / Walkthrough Tool	Study Focus	Research Methods	Major Findings	Deficiencies of Study
Rossi (2007) Principals Academy of Western Pennsylvania's Walkthrough Observation Tool	Focus: Elementary school principal perceptions of impact of walkthroughs on student achievement and instruction	Semi-structured interviews with 7 principals (representing 6 schools) and five teachers representing 3 schools	Principals reported: -walkthroughs improved student achievement -improved instruction and increased dialogue between principal and teachers Teachers reported: -walkthrough held them more accountable -felt principal was more aware of what is occurring in the classroom.	-Low number of teachers interviewed did not represent all schools -No criteria set for teacher interviewees -Teachers chosen by the schools' principal -One teacher (20% of interviewees) reported that walkthroughs have not changed what they do in the classroom; comment not elaborated upon
Koerperich (2008) West Education Services Teach for Success Observation Protocol	Effect of administrative observations with feedback to individual teachers	Pre- and post-surveys with administrators and teachers	Walkthroughs with administrative feedback had a positive impact on teacher level of confidence in instructional practices. 3 factors increased teacher confidence: feedback, professional development, and student achievement	None identified

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Researcher / Walkthrough Tool	Study Focus	Research Methods	Major Findings	Deficiencies of Study
Lucich (2008) Teachscape's Classroom Walkthrough Tool	Compared walkthrough observation data with results of Texas Assessment of Knowledge and Skills (TAKS) for grades 5 and 8 math and 9 high-yield instructional strategies	-Multiple regression analysis -Compared 45 elementary and 11 middle schools conducting walkthroughs with 45 elementary and 11 middle schools that did not conduct walkthroughs	- Knowing degree of usage of nine high-yield instructional strategies for both grade levels could not predict variance in student achievement as measured by TAKS -No significant difference between achievement data and schools that did or did not use walkthroughs	None identified
Skretta (2008)	High school principals in Nebraska about their use and perception of walk-throughs	-Self-designed web-based survey -contacted 200; 91 participated in the survey	-83.5% use walkthroughs -Majority felt important for: teacher appraisal; classroom management; use of interventions; building relationships between administrators, teachers, students -> 60% felt walkthroughs improved student learning, quality of teacher instruction -16% did not conduct -3% not familiar with walkthroughs	Of the 273 principals who could have been included in the study, contacted 200. Survey response demonstrated a 45.5 percent participation rate

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Researcher / Walkthrough Tool	Study Focus	Research Methods	Major Findings	Deficiencies of Study
<p>Finch (2009)</p> <p><i>Learning WalksSM</i></p>	<p>Perspectives of 12 Super-intendents who mandated walk-throughs in their districts</p>	<p>Interviews and document review</p>	<p>-Walkthroughs allowed monitoring of instruction; gaining a clear picture of what is happening in classrooms; determining teacher and student needs; checking all teachers, not just one teacher; and determining if professional development initiatives are implemented</p> <p>-Involving teachers built capacity</p>	<p>As identified by Finch, no triangulation strategy used</p>
<p>McClain (2009)</p> <p>eWalk</p>	<p>How principals use walk-throughs in role of instructional leader</p>	<p>5 of 13 elementary school principals interviewed 3 teachers from each school interviewed</p>	<p>-Used to monitor instructional program and student progress</p> <p>-Gave principals high visibility</p> <p>-Schools that used teachers in the process: teacher collaboration, reflection, sharing, dialogue, and teamwork evident</p>	<p>-Limited to principals with three years in the schools</p> <p>-Limited to three teachers per school with three years with the principal</p> <p>-All teacher participants were female</p> <p>-No indication of percentage of teachers to staff population</p>

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Researcher / Walkthrough Tool	Study Focus	Research Methods	Major Findings	Deficiencies of Study
Mounts (2009) Management by Wandering Around (MBWA)	Explore -relationship between the frequency of administrator walk-throughs and teacher efficacy; professional development - administrator effectiveness	Descriptive, cross-sectional correlational study Surveyed 148 of 215 teachers in four schools elementary, middle, and high school levels	MBWA and -- -teacher attitudes about professional development: weak but probable relationship - Teacher commitment: no relationship - Teacher attitudes towards professional development: weak but probable relationship - Teacher attitudes towards administrator effectiveness: not supported - Teacher self-efficacy: no relationship	Mounts asserted that the lack of relationship might be due to the small sample. However, Mounts did not explore, as Frase (1998) explained, teachers could not predict self-efficacy because administrators are an external locus of control.
Wolfrom (2009)	Originally – 3-minute walkthrough but principals designed own	Surveys, observations, and interviews with principals and teachers	Teachers’ -higher-level needs for attention, recognition, feelings of success, professional growth: positive impact -grew in instruction and behavior management -benefited from informal conversations with principal Principals found feedback processes difficult	Researcher concerned that principals not implementing 3-minutes walkthrough protocol – although there appeared to be benefits from what the principals designed for their schools

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Researcher / Walkthrough Tool	Study Focus	Research Methods	Major Findings	Deficiencies of Study
<p>Weller, McEntire, Sorenson (2010)</p> <p>McEntire, Weller, Sorenson (2009)</p> <p>Specific walkthrough tool not identified</p>	<p>Does number of classroom walkthrough positively correlate to tests scores, number of summer school placements, number of discipline referrals, and number of students retained</p>	<p>3 researchers conducted a causal comparative study with 3 middle schools</p>	<ul style="list-style-type: none"> - Number of observations and scores on communication arts and math tests: positive correlation - Frequency of and number of discipline referrals: significant correlation, inverse relationship, for 2 schools - Higher number of observations, lower number of discipline referrals - Number of observations each year and number of students enrolled in summer school: no significant correlation - Number of observations and student retention rates: significant correlation 	<p>McEntire (2009) acknowledged that</p> <ul style="list-style-type: none"> - Comparing scores for three consecutive years would not yield cohort groups of students. - Lack of administrator and teacher training - Teachers did not receive feedback from the observations

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Appendix B

Interview Protocol for Administrators

1. How long have you been in your current position as an administrator?
2. How long have walkthroughs been implemented in your school?
 - a. What contributed to your decision to implement walkthroughs?
3. Has the purpose for the walkthrough changed from your first year of implementation?
 - a. Please describe how the purpose has changed.
 - b. What contributed to those changes?
4. What is the purpose or the desired outcomes of the current walkthrough?
 - a. How has the purpose/desired outcomes been communicated?
5. Please describe your current walkthrough process. (prompts if needed – training, what is being “looked for,” who is observing, how are observers chosen, what classrooms are being observed, frequency of observations throughout the school year, feedback process to staff, what is done with the information gathered)
 - a. How has information about the walkthrough process been communicated to staff?
6. Is the current walkthrough different from your first year of implementation?
 - a. Please describe the changes that have been made.
 - b. What contributed to those changes?
7. From your perspective, what has been the impact of walkthroughs on instruction?
 - a. What do you believe are the values or positive outcomes of conducting walkthroughs?

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- b. What do you believe are the challenges or negative outcomes of conducting walkthroughs?
- 8. Do you anticipate changes to your current walkthrough for next school year?
 - a. Please describe those changes and the reasoning for their changes.
- 9. Do you think that teachers have concerns about walkthroughs?
 - a. If so, what concerns do you think they have?
- 10. What recommendations or advice do you have for school administrators that are implementing walkthroughs?
- 11. What recommendations or advice do you have for teachers that are implementing walkthroughs?

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Appendix C

Interview Protocol for Teacher Focus Groups

1. How long have you been involved with walkthroughs in this school?
2. What is the purpose or the desired outcomes of the current walkthrough?
 - a. How has the purpose/desired outcomes been communicated?
3. Please describe your current walkthrough process. (prompts if needed – training, what is being “looked for,” who is observing, how are observers chosen, what classrooms are being observed, frequency of observations throughout the school year, feedback process to staff, what is done with the information gathered)
 - a. How has information about the walkthrough process been communicated to staff?
4. Has the walkthrough changed since it was first implemented?
 - a. Please describe the changes that have been made.
 - b. What do you think contributed to those changes?
5. Has the purpose for the walkthrough changed from your first year of implementation?
 - a. Please describe how the purpose has changed.
 - b. What do you think contributed to those changes?
6. From your perspective, what has been the impact of walkthroughs on instruction?
 - a. What do you believe are the values or positive outcomes of conducting walkthroughs?
 - b. What challenges or negatives have you experienced with walkthroughs?
7. Do you think that changes could or should be made to your current walkthrough for next school year?

IMPLEMENTING WALKTHROUGHS

- a. If so, please describe those changes and why you think those changes are needed.
8. Do you think that teachers have concerns about walkthroughs?
 - a. If so, what concerns do you think they have?
9. What recommendations or advice do you have for administrators that are implementing walkthroughs?
10. What recommendations or advice do you have for teachers that are implementing walkthroughs?

Appendix D

Copyright Permission



SEDL License Agreement

To: Elizabeth Payne (Licensee)
12953 Centre Park Circle, #319
Herndon, VA 20171

From: Nancy Reynolds
Information Associate
SEDL
Information Resource Center—Copyright Permissions
4700 Mueller Blvd.
Austin, TX 78723

Subject: License Agreement to reproduce and distribute SEDL materials

Date: May 5, 2010

Thank you for your interest in using the **Stages of Concern Questionnaire** (SoCQ 075) published by SEDL and written by Archie A. George, Gene E. Hall, and Suzanne M. Stiegelbauer in 2006 as Appendix A, pages 79-82 in *Measuring Implementation in Schools: The Stages of Concern Questionnaire*, as a PDF document on an accompanying CD-ROM, in electronic format as SEDL's *Stages of Concern Questionnaire (SoCQ) Online* and published on pages 48-49 in the SEDL publication *Taking Charge of Change*, revised ed., published in 2006, 2nd printing, 2008, that was written by Shirley M. Hord, William L. Rutherford, Leslie Huling, and Gene E. Hall.

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Appendix E

Study Introductory Letter

Dear Staff Member of West Middle School:

You are invited to participate in a research study conducted by **Elizabeth Payne**, under the supervision of **John Eller, PhD, Education Leadership and Policy Studies Department** of Virginia Polytechnic Institute and State University. The objectives of the research study are to provide more in-depth understanding about the use and implementation of walkthroughs as a tool to improve instruction. The study is conducted for a doctoral dissertation.

If you decide to volunteer, you will be asked to complete a *10-15* minute online questionnaire that is completed anonymously. Survey questions focus on the implementation of walkthroughs from the teacher's perspective. Participation in this study is voluntary. You may decline to answer any questions that you do not wish to answer and you can withdraw your participation at any time by not submitting your responses. There are no known or anticipated risks from participating in this study.

It is important for you to know that any information you provide will be confidential. Data will be summarized and aggregated by subgroups of grade level, content, and years of teaching experience. Any individual reporting will be done without names attached.

Demographics will be collected to inform subgroup reporting.

If you prefer not to submit your data through the online application, please contact Elizabeth Payne at [lizbeth01@cox.net](mailto:lizabeth01@cox.net) so that you can participate using a paper-based questionnaire. The alternate method may decrease anonymity but confidentiality will be maintained.

IMPLEMENTING WALKTHROUGHS

If you wish to participate, please visit the Study Website at <http://www.sedl.org/concerns/> and use access code cms2010.

The data, with no personal identifiers, collected from this study will be maintained on a password-protected computer database. As well, the data will be electronically archived after completion of the study and maintained for two years and then erased.

Should you have any questions about the study, please contact either **Liz Payne at lizabeth01@cox.net** or **John Eller at jeller@vt.edu**. Further, if you would like to receive a copy of the results of this study, please contact either investigator.

I would like to assure you that this study has been reviewed and received ethics clearance through the Institutional Review Board at Virginia Polytechnic Institute and State University and the Institutional Review Board at Fairfax County Public Schools. Your principal has also given consent for the study to be conducted. However, the final decision to participate is yours. If you have any comments or concerns resulting from your participation in this study, please feel free to contact Liz Payne or John Eller.

Thank you for considering participation in this study.
Elizabeth Payne

Doctoral Candidate

IMPLEMENTING WALKTHROUGHS

Appendix F

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Informed Consent for Participants

Implementing Walkthroughs: One School's Journey

Investigator: Elizabeth Payne

Dissertation Committee Chair: John Eller

PURPOSE OF STUDY:

This research study is designed to explore the implementation of walkthroughs in a middle school. Your name was chosen in a random selection process from a list of staff members at this school. In addition to the teacher questionnaire, two teacher focus groups of six teachers each are being convened to learn more about implementing walkthroughs. I am asking you to take part in a focus group interview because your perspective and input is vital to exploring how walkthroughs are implemented at your school.

PROCEDURES:

You will be asked to respond to questions in a focus group. The interview consists of ten questions and should take about 45 minutes. Question areas include: the walkthrough process, your perspectives about the process, and recommendations for changes to the process. The interview will be digitally recorded so that responses can be transcribed accurately. Names will not be used in reporting the findings, pseudonyms or designations such as: teacher 1, teacher 2 will be reported. The digital audio files will be transcribed and used to collect information on the walkthrough process. The files will be erased three years after the dissertation process is completed.

IMPLEMENTING WALKTHROUGHS

RISKS AND BENEFITS:

There are no identified risks to your participation. The school division and your principal support your involvement, but neither party will have access to the audio files from the focus groups and will only have access to information as it appears in the final dissertation document.

No promise or guarantees of benefits have been made to encourage your participation. Your participation is voluntary. You can decline to participate. You can stop your participation at any time, if you wish to do so, without any negative consequences. If you do not wish to be digitally recorded, you do not have to participate.

You will not benefit directly from nor receive payment for your involvement in the interview. It is hoped that the findings will assist other schools' administrators and teachers in implementing walkthroughs at their sites.

All of the print materials pertaining to the study will be kept in a locked closet, and all electronic data will be stored in computer files behind a fire wall and on an external hard drive. Only the lead investigator and the dissertation committee members who are directly involved with the project will have access to those records. When the project is finished and results are reported, no individual will be identified in any way.

It is possible that the Institutional Review Board (IRB) may view this study's collected data for auditing purposes. The IRB is responsible for the oversight of the protection of human subjects involved in research.

Subject's Permission

I have read the Consent Form and conditions of this project. I have had all my questions answered. I hereby acknowledge the above and give my voluntary consent:

IMPLEMENTING WALKTHROUGHS

_____ Date _____

Subject signature

Should I have any pertinent questions about: this research or its conduct, research subjects' rights, and/or whom to contact in the event of a research-related injury to the subject, I may contact:

Elizabeth Payne 571-423-4553/lizbeth01@cox.net
Investigator Telephone/e-mail

John Eller 703-538-8496/jeller@vt.edu
Faculty Advisor Telephone/e-mail

David M. Moore 540-231-4991/moored@vt.edu
Departmental Reviewer/Department Head Telephone/e-mail
Chair, Virginia Tech Institutional Review
Board for the Protection of Human Subjects
Office of Research Compliance
2000 Kraft Drive, Suite 2000 (0497)
Blacksburg, VA 24060

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Appendix G

Concerns Based Adoption Model Stages of Concern Questionnaire

0 Irrelevant 1 2 Not true of me now 3 4 5 Somewhat true of me now 6 7 Very true of me now

1. I am concerned about students' attitudes toward the innovation.	0	1	2	3	4	5	6	7
2. I now know of some other approaches that might work better.	0	1	2	3	4	5	6	7
3. I am more concerned about another innovation.	0	1	2	3	4	5	6	7
4. I am concerned about not having enough time to organize myself each day.	0	1	2	3	4	5	6	7
5. I would like to help other faculty in their use of the innovation.	0	1	2	3	4	5	6	7
6. I have a very limited knowledge of the innovation.	0	1	2	3	4	5	6	7
7. I would like to know the effect of reorganization on my professional status.	0	1	2	3	4	5	6	7
8. I am concerned about conflict between my interests and my responsibilities.	0	1	2	3	4	5	6	7
9. I am concerned about revising my use of the innovation.	0	1	2	3	4	5	6	7
10. I would like to develop working relationships with both our faculty and outside faculty using this innovation.	0	1	2	3	4	5	6	7
11. I am concerned about how the innovation affects students.	0	1	2	3	4	5	6	7
12. I am not concerned about the innovation at this time.	0	1	2	3	4	5	6	7
13. I would like to know who will make the decisions in the new system.	0	1	2	3	4	5	6	7
14. I would like to discuss the possibility of using the innovation.	0	1	2	3	4	5	6	7
15. I would like to know what resources are available if we decide to adopt the innovation	0	1	2	3	4	5	6	7
16. I am concerned about my inability to manage all that the innovation requires.	0	1	2	3	4	5	6	7
17. I would like to know how my teaching or administration is supposed to change.	0	1	2	3	4	5	6	7
18. I would like to familiarize other departments or persons with the progress of this new approach.	0	1	2	3	4	5	6	7

IMPLEMENTING WALKTHROUGHS

19. I am concerned about evaluating my impact on students	0	1	2	3	4	5	6	7
20. I would like to revise the innovation's approach.	0	1	2	3	4	5	6	7
21. I am preoccupied with things other than the innovation.	0	1	2	3	4	5	6	7
22. I would like to modify our use of the innovation based on the experiences of our students.	0	1	2	3	4	5	6	7
23. I spend little time thinking about the innovation.	0	1	2	3	4	5	6	7
24. I would like to excite my students about their part in this approach.	0	1	2	3	4	5	6	7
25. I am concerned about time spent working with nonacademic problems related to the innovation.	0	1	2	3	4	5	6	7
26. I would like to know what the use of the innovation will require in the immediate future.	0	1	2	3	4	5	6	7
27. I would like to coordinate my efforts with others to maximize the innovation's effects.	0	1	2	3	4	5	6	7
28. I would like to have more information on time and energy commitments required by the innovation.	0	1	2	3	4	5	6	7
29. I would like to know what other faculty are doing in this	0	1	2	3	4	5	6	7
30. Currently, other priorities prevent me from focusing my attention on the innovation.	0	1	2	3	4	5	6	7
31. I would like to determine how to supplement, enhance, or replace the innovation.	0	1	2	3	4	5	6	7
32. I would like to use feedback from students to change the	0	1	2	3	4	5	6	7
33. I would like to know how my role will change when I am using the innovation.	0	1	2	3	4	5	6	7
34. Coordination of tasks and people is taking too much of my time.	0	1	2	3	4	5	6	7
35. I would like to know how the innovation is better than what we have now.	0	1	2	3	4	5	6	7

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The following demographic questions were asked:

How many years have you been teaching?

1-3; 4-5; 6-9; 10 – 19, 20+

How many years have you been teaching at West Middle School?

1; 2; 3; 4; 5; 6+

What content area is your primary teaching responsibility?

Career and Technical Education; ESOL; Fine Arts; Health and Physical Education;
Language Arts; Mathematics; Science; Social Studies; Special Education

IMPLEMENTING WALKTHROUGHS

Appendix H

INSTRUCTIONAL WALKTHROUGH CHECKLIST

SUMMARY OF TERMS

Scale Key: **A -Frequently Observed** **B – Observed** **C - Not Observed**

Instructional Delivery

1. Lesson focused on objective(s)	<ul style="list-style-type: none"> • Lesson focused on written and stated objective(s) • The objective was written and stated or referred to during the lesson • Objective(s) of lesson were found in appropriate Program of Studies and Standards of Learning
2. Identified similarities and differences	<ul style="list-style-type: none"> • Students engaged in activities to help them examine similarities and differences among ideas, issues, events, etc. • Students engaged in comparing, classifying, creating metaphors, and using language to create analogies • Students used graphic organizers, such as: <ul style="list-style-type: none"> ○ Comparison charts ○ Venn diagram ○ Frayer Model ○ T-chart
3. Used summarizing or note taking	<ul style="list-style-type: none"> • Students taking notes such as interactive notebooks, slotted/guided notes, etc • Student engaged in activities that result in generalization and synthesis of concepts presented • Student synthesized information in various formats, such as concept mapping, charts, pictures, cartoons, graphic organizers
4. Determined cause and effect	<ul style="list-style-type: none"> • Students determined cause and effect through analyzing, role playing, simulations, etc.
5. Challenged students to think deeply	<ul style="list-style-type: none"> • Questions required more than factual information or “yes/no” answers • Asked “why,” “how,” “explain,” “assess,” “how do you know that,” etc. • Asked students to apply, analyze, synthesize and evaluate • Engaged students in problem-solving or decision-making activities • Asked students to connect learning to real life, prior knowledge, or other content areas
6. Differentiated Instruction	<ul style="list-style-type: none"> • Instruction, materials, and activities based on student readiness, interest, and/or learning style, assessment of student progress
7. Direct Instruction with whole class	<ul style="list-style-type: none"> • Teacher-controlled instruction • Entire class at one time • Limited student discussion
8. Direct Instruction with small group	<ul style="list-style-type: none"> • Teacher-controlled instruction • Small group of students
9. Collaborative Learning	<ul style="list-style-type: none"> • Small groups (or pairs) interacted with each other about their learning • Grouping strategies were used to provide meaningful small group or partnered work, including:

IMPLEMENTING WALKTHROUGHS

	<ul style="list-style-type: none"> ○ Literature circles ○ Editing groups or partners ○ Peer tutoring experiences ○ Lab work and data collection
10. Applied active reading strategies	<ul style="list-style-type: none"> ● Making Connections – text to text, text to self, text to world ● Asking Questions – Who? What? Were? When? Why? How? ● Making Inferences – If you put the clues together, what do you know? ● Determining Importance – What are the key ideas? ● Visualizing – What do I see? How do I see? ● Synthesizing - What are my own, original thoughts? ● Repairing Understanding – What was confusing before but clear now?
11. Applied active writing traits	<ul style="list-style-type: none"> ● Ideas - clear, focused main idea, interesting, important details , no filler & no generalities, puts reader at the scene ● Organization - strong, compelling lead, easy to follow, strong transitions, conclusion provides closure ● Sentence Fluency -flows when read aloud, varied sentence length, varied sentence beginnings, realistic, readable dialogue, smooth & expressive ● Word Choice - strong verbs, clear, precise words, sensory details as needed, words paint a picture, words enhance meaning ● Voice - full of personality, individual, striking, confident, right for audience & purpose, enthusiasm for topic, allows reader to connect ● Conventions - error free, paragraphs indented, correct capitalization, correct punctuation
12. Building Background Knowledge	<ul style="list-style-type: none"> ● Words and images ● Enhancing permanent memory through multiple exposures to information, deep processing, elaboration ● Vocabulary building activities ● Uses of virtual experiences – reading, talking and listening to others, educational video or program
13. Integrated technology into lesson	<ul style="list-style-type: none"> ● Teacher used appropriate technologies (beyond overhead projectors and TV) to deliver or enhance instruction, such as: graphing calculators, interactive use of Smartboards, internet searches, probeware, webquests, Turning Points, PowerPoint, writing tools, computer simulations, synthesizers, etc.
14. Making Connections - Linking	<ul style="list-style-type: none"> ● Teacher built/activated student's prior knowledge ● Teacher made connections to other subject areas ● Teacher connected new content to real life example
15. Building Positive Relationships	<ul style="list-style-type: none"> ● Supporting students in the classroom ● Providing inclusive environment ● Exhibiting mutual respect between teacher and student ● Lack of sarcasm to change student behavior
16. Independent Practice	<ul style="list-style-type: none"> ● Students independently used worksheets or activities to deepen their understanding of content and their proficiency and skills
17. Used methods to process or demonstrate learning	<ul style="list-style-type: none"> ● Use of manipulatives ● Students processed and reflected upon learning and processed key ideas through use of graphic organizers, journals, notebook entries, presentations, short activities, etc. ● Graphic organizers used to <ul style="list-style-type: none"> ○ Organize thinking and/or demonstrate an understanding of the relationship between concepts ○ Summarize information

IMPLEMENTING WALKTHROUGHS

Assessment of Student Progress

18. Provided meaningful feedback	<ul style="list-style-type: none">• Specific answers and information relative to progress in learning provided• Feedback went beyond “correct” or “incorrect” to include:<ul style="list-style-type: none">○ Explanation given○ Material restated to provide new information• Response went beyond motivational, (i.e., “great work,” “keep it up”)
19. Adjusted lesson based on student cues	<ul style="list-style-type: none">• Content of lesson modified or extended based on evidence of<ul style="list-style-type: none">○ Student understanding of the content of the lesson○ Student confusion○ Lack of underlying skill or knowledge on part of student○ Student lack of engagement
20. Informal assessment of student understanding	<ul style="list-style-type: none">• Use of exit tickets, turning point, whiteboards, etc.• Students asked to explain thinking orally and/or in writing• Students asked to justify answers

Appendix I

Collaborative Learning Visits Training Presentation

Collaborative Learning Visits

Learning Visit Leader Training

April 28, 2010

CLV Team

Assistant Principal, Elementary School

Specialist, Staff Development

Program Manager, Staff Development








Principal, West Middle School

Program Manager, Instructional Services





Principal, East Middle School

Principal, South Middle School

Agenda

-  **Welcome and Introductions**
-  **Objectives and Purpose**
-  **Background Information**
-  **Student Engagement in Learning**
-  **Collaborative Learning Visit Process**
-  **Walker Practice**
-  **Debrief and Reflection**

Essential Questions

-  **What are the purposes of the Collaborative Learning Visits?**
-  **What is the history behind the Collaborative Learning Visits?**
-  **How will I gauge student engagement in learning when I walk into a classroom?**
-  **How will feedback be given to staff after the Collaborative Learning Visits?**

Purposes of CLVs

-  **Provides a continuous improvement model to help focus staff development needs from year to year**

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- **Strengthens collaborative practice in PLCs**
- **Focuses on modeling best practices**
- **Builds trusting relationship with colleagues**

CLV Background

Based on the FCPS instructional walk-throughs and several national models

Connects to research and staff development on engagement, which includes:

- **Bloom’s Taxonomy**
- **Marzano’s Best Practices**
- **Schlechty’s Theory of Engagement**
- **Kagan Strategies for Cooperative Learning**
- **Best Practices for Teaching and Learning**

Before We Get Started...

What would you expect to see and hear in a classroom where there is a high level of student engagement?

Jot Thoughts

Each person shares an idea and jots it on a Post-it note.

All Post-it notes are placed in the center of the table.

Continue until time is called.

What would you expect to see and hear in a classroom where there is a high level of student engagement?

Look similarities between the ideas.

Group the post-it notes as your group determines appropriate.

Defining “Student Engagement in Learning”

The standards of engagement we will be looking at are:

- ✓ **Level of Engaged Classroom**
- ✓ **Engaged in Quality Work**
- ✓ **Engaged in Learning Tasks that Promote Conceptual Understanding**
- ✓ **Engaged in Appropriate Practice**

Indicators for Engagement

Let’s take a closer look...

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In your packet of handouts, find the pamphlet Engagement in Learning.

Level of Engaged Classroom

Are students...

on-task/compliant?

actively engaged?

Engaged in Quality Work

Is there evidence of...

- ✓ **novelty and variety?**
- ✓ **authenticity?**
- ✓ **choice?**
- ✓ **learning with others?**
- ✓ **sense of audience?**
- ✓ **clearly modeled expectations?**
- ✓ **personal response?**
- ✓ **safe learning environment?**

Engaged in Learning Tasks that Promote Conceptual Understanding

Do students...

- ✓ **apply the knowledge?**
- ✓ **analyze it?**
- ✓ **evaluate it?**
- ✓ **create with the knowledge they learn?**
- ✓ **take part in meaningful discussions?**
- ✓ **use similarities and differences?**
- ✓ **process and reflect on what they have learned?**

Engaged in Appropriate Practice

Do students...

- ✓ **justify their thinking?**
- ✓ **generate and test hypotheses?**
- ✓ **summarize, take or make notes?**

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- ✓ use appropriate resources and tools?
- ✓ use graphic organizers?
- ✓ use technology as a tool?

CLV Process

1. Schedule classroom visits
2. Assign walker roles for classroom visits
3. Complete Classroom visits
4. Walker roles after the visits
5. Walker debrief and reflection on the process
6. Provide feedback to the principal and to the staff

Schedule of Classroom Visits

This is done by the building's administrative staff.

Principal and other school leaders will identify classes that will be visited and design a walking schedule, to be provided to staff and walkers no later than one week prior to the visit date.

Walker Roles During CLVs

To be determined prior to the visit date. We encourage rotating the roles during the visit so that walkers practice each role.

The roles are:

- Group leader
- Noting evidence
- Talking to students/asking questions
- Looking at student work/classroom environment

Role: Group Leader

- Leads the walking group and keeps walkers to the schedule, fills in when necessary
- Keeps time during the visit and “gives the signal” when it's time to go
- Facilitates the sharing out after the visit
- Participates in the debrief discussion with the principal and provides the group's feedback

Role: Noting Evidence

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- **Circulates around the room and notes student engagement, interaction between students and with the teacher.**
- **Listens for evidence of the descriptors from each category.**
- **Consults your Collaborative Learning Visit Guide when necessary!**

Role: Talking to Students

- **Identifies one or more students to speak with during the visit**
- **Uses the question stems to talk with them and takes notes on their responses**
- **Does not press the issue; if the student is not comfortable, then move on**

Conversation Starters with Students

Use broad, open-ended questions to encourage a deeper explanation and to keep the conversation going.

- **Tell me about....**
- **How does this....?**
- **What do you think about...?**
- **What would happen if...?**
- **Please explain...**
- **How would you change...?**

Role: Looking at Student Work

- **Circulates around the room and observes classroom walls**
- **Looks at student work:**
 - **Student notebooks/portfolios**
 - **Student work displayed in the classroom**
 - **Student work on the assigned task**
 - **Is the work aligned with posted objectives/daily agenda**
 - **Is the work aligned with Standards of Learning/Program of Studies**
 - **Is the work aligned with the general classroom environment and its design for engagement in learning**

Classroom Visits

Walkers enter the classroom discretely and without announcement at the prescribed time.

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Walkers stay 10 minutes in each class, no more.

Walkers leave quietly on the leader's signal.

Post-Classroom Visit

- ✓ **Walkers gather in a quiet location outside the classroom.**
- ✓ **The group leader facilitates a non-judgmental sharing out by all of the group members.**
- ✓ **Each group member shares evidence collected and provides a thought-inducing question for the feedback.**

Debrief

At the end of the day, the group meets with the building principal.

- **The group leader facilitates the discussion**
- **The group provides evidence and thought-inducing questions to the principal**
- **The principal provides written feedback to the staff**

A Closer Look...

Collaborative Learning Visits at Stone Middle School

Walker Practice

Now it's time to practice what we have learned. Got your walking shoes on?

Let's go!

Today you will be visiting two classrooms with your group. We will meet back here in 45 minutes to debrief.

Have fun!

Welcome back!

Take 5 minutes with your table groups to talk about your experiences.

Remember the confidentiality factor!

Collaborative Learning Visit Debrief

Guiding Questions:

- ✓ **How did it go?**
- ✓ **How comfortable were you with the materials provided?**
- ✓ **How comfortable were you in your selected/assigned role?**
- ✓ **What evidence of student engagement did you see in the classrooms you visited?**

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3-2-1 Summarizer

Describe:

3 interesting things you learned about Collaborative Learning Visits today

2 things you would like to know more about

1 thing you saw that you will use in your own classroom right away

Thank you for coming today!

We look forward to seeing you on the day of the visits at your schools.

Enjoy the rest of your day!

Appendix J

Collaborative Learning Visits Training Documents

QUALITIES OF ENGAGING STUDENT WORK

A critical factor for improving learning lies in providing high quality work for students-work that is engaging and that enables students to learn what they need in order to succeed in the world.

The traits of engaging student work listed below evolved from Dr. Phillip Schlechty’s book, *Working on the Work*. A chart accompanies each trait and provides examples of what the trait looks like in the hands of learners as well as non-examples for clarity.

Novelty and Variety- *Learning experiences are unusual or unexpected*

Students are more likely to engage in the work asked of them if they are continually exposed to new and different ways of doing things. The use of technology in writing classes, for example, might motivate students who otherwise would not write. New technology and techniques, however, shouldn’t be used to create new ways to do the same old work. New forms of work and new products are equally important.

It is not...	What it looks like...
<ul style="list-style-type: none"> • Chaos • Lack of procedures and protocols 	<ul style="list-style-type: none"> • Variety of products • Diverse perspectives • Integrated fun • Layered interests • Games • Simulations and role-play • Competitions • Responding “in the voice of...” • <i>Rather than working problems in math we wrote two new word problems</i>

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Authenticity- Connections to experiences or prior learning

This term is bandied about quite a bit by educators, so much so that the power of the concept is sometimes lost. Clearly, however, when students are given tasks that are meaningless, contrived, and inconsequential, they are less likely to take them seriously and be engaged by them.

It is not...	What it looks like...
<ul style="list-style-type: none"> • Vocabulary in isolation • Contrived activities • Practice without context • Repetition of low-level work 	<ul style="list-style-type: none"> • Relevance to age/group • Tasks that represent the personalities of the learners • Real-life activities • Inquiry or discovery learning • Hands-on manipulatives • Current events/issues • Learn then label • Transfer or synthesis beyond content • Extension of workplace activities • Use of workplace or home technology

Choice- Students have meaningful options

When students have some degree of control over what they are doing, they are more likely to feel committed to doing it. This doesn't mean students should dictate school curriculum, however. Schools must distinguish between giving students choices in what they do and letting them choose what they will learn.

It is not...	What it looks like...
<ul style="list-style-type: none"> • Opting out of standards • Avoiding and assignment • Overwhelming choices 	<ul style="list-style-type: none"> • Tiered assignments • Self-selected reading material • Product • Selecting tasks from a list • Meaningful options • Decision making • <i>I chose to present my thought in graphic form</i>

IMPLEMENTING WALKTHROUGHS

Learning with Others- *Learning has a social component*

Students are more likely to be engaged by work that permits, encourages, and supports opportunities for them to work interdependently with others. Those who advocate cooperative learning understand this well, and also recognize the critical difference between students working together and students working independently on a common task, which may look like group work but isn't.

It is not...	What it looks like...
<ul style="list-style-type: none">• Simply taking turns• Group grades only	<ul style="list-style-type: none">• Think, pair, share• Literature circles• Small group discussions• Reciprocal teaching• Peer revision or review• A reports/paraphrases B's thoughts• <i>When David talked about the symbolism, I thought about...</i>

Sense of Audience- *Student work is shared*

Students are more highly motivated when their parents, teachers, fellow students, and "significant others" make it known that they think the student's work is important. Portfolio assessments, which collect student work for scrutiny by people other than the teacher, can play a significant role in making student work "more visible."

It is not...	What it looks like...
<ul style="list-style-type: none">• Being "singled out"	<ul style="list-style-type: none">• Increased level of concern• Connections to audience/purpose• Voice• Responsibility to the group• Proficient work posted• Student work as exemplars• The ballgame, the concert, the play• <i>When I finish this business letter, I will mail it to...</i>

IMPLEMENTING WALKTHROUGHS

Clear/Modeled Expectations- *Student knows what success “looks like”*

Students prefer knowing exactly what is expected of them, and how those expectations relate to something they care about. Standards are only relevant when those to whom they apply care about them.

It is not...	What it looks like...
<ul style="list-style-type: none"> • Oral explanations by teacher • Inconsistent expectations • “grading” 	<ul style="list-style-type: none"> • Clear objective of activity and learning • Models of expectation and strategy • Visual exemplars that persist • Rubrics and self-assessment • Clear formats and procedures • Sources • Quantity and quality required in personal response activities • <i>I included...</i>

Personal Response- *More than one right answer*

Work that engages students almost always focuses on a product or performance of significance to students. What students explain their answers or the logic and reasoning behind those answers, they are invested in their personal response.

It is not...	What it looks like...
<ul style="list-style-type: none"> • Recall of answers • Only one answer possible • Only one answer accepted 	<ul style="list-style-type: none"> • Supported predictions • Opinions • Remembrances • Connections • Comparisons • Analogies • Summary statements • Explanations • Strategies • <i>I think...because...</i>

IMPLEMENTING WALKTHROUGHS

Emotional/Intellectual Safety- *Freedom to take risks*

Students are more engaged when they can try tasks without fear of embarrassment, punishment, or implications that they're inadequate. Personal response activities that students must support with logic, reasoning or explanation require more intellectual safety than answering a question that has only one right answer.

It is not...	What it looks like...
<ul style="list-style-type: none">• Answering single-answer questions• Answers without explanation• Students being “correct” or “incorrect”• Students critiqued	<ul style="list-style-type: none">• Student explains why/how their answer is plausible• Students take risks with “unpopular” or more subtle answers• Sources, evidence, and examples are cited• Reasoning first, answers second• Answers questioned or defended• <i>I disagree with the author because...</i>

IMPLEMENTING WALKTHROUGHS

Appendix K

Collaborative Learning Visits Observation Form

ENGAGEMENT <i>in Learning</i>	<i>Collaborative Learning Visits</i>
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Level of Engaged Classroom		
Actively Engaged		
On-Task / Compliant		
Engaged in Quality Work		
Novelty and Variety		
Authenticity		
Choice		
Learning with Others		
Sense of Audience		
Clear Modeled Expectations		
Personal Response		
Safe Learning Environment		
Engaged in Learning Tasks that Promote Conceptual Understanding		
Applying		
Analyzing		
Evaluating		
Creating		
Taking Part in Meaningful Discussions		
Using Similarities and Differences		
Processing and Reflecting		
Engaged in Appropriate Practice		
Justifying Thinking		
Generating and Testing Hypothesis		
Summarizing and/or Taking Notes		
Using Appropriate Resources and Tools		
Using Graphic Organizers		
Using Technology as a Tool		
Practicing Learned Skills		

Appendix L

Collaborative Learning Visits Feedback Letter

Observations:

- Teachers create safe learning environments as they foster respect and value student feelings and opinions.
- Authentic “kid-centered lessons where students followed established procedures and asked thoughtful questions related to tasks.
- Word walls, letter walls, brag boards, daily agenda were noted with clear modeled expectations with choices.
- The use of technology, eCART testing, graphic organizers, power point presentations, internet, Smartboards were frequently observed.

Thought Producing Questions:

- How can we put more rigors into lessons and become more actively engaged in teaching and learning? How can we review homework most efficiently?
- How much time do teachers put in at the beginning of the year to establish procedures, roles and background knowledge? When can we share our best classroom management and procedures with the entire school?
- How do we better establish connections to real-world applications as well as linking bigger topics within multiple disciplines? How can electives and core work together to create more connections? Are there mobile labs/computer labs available for electives?
- How do we give feedback to groups, are there leaders for each given activity and are roles within groups clearly defined? Do students ever evaluate each other? What if as a school rubrics and expectations are provided before, prior to each lesson?
- How can teachers have time to share what they observe and what it implies for their classes and departments? How can seemingly unrelated curriculums support each other and foster the overall progress of students?
- How do we balance the need for preparing for high stake multiple choices learning with authentic, significant, and meaningful learning experiences?

IMPLEMENTING WALKTHROUGHS

Appendix M

Percent Distribution of Second Highest Stage of Concern in Relation to First Highest Stage of Concern									
Highest Stage of Concern	Second Highest Stage of Concern							Percentage of participants	Number of participants
	0	1	2	3	4	5	6		
0 Unconcerned	0	17% N=7	46% N=19	27% N=11	0	2% N=1	7% N=3	78.8%	41
1 Informational	0	0	100% N=1	0	0	0	0	1.9%	1
2 Personal	25% N=2	50% N=4	0	0	0	25% N=2	0	15.4%	8
3 Management	100% N=1	0	0	0	0	0	0	1.9%	1
4 Consequence	0	0	0	0	0	0	0	0.0%	0
5 Collaboration	100% N=1	0	0	0	0	0	0	1.9%	1
6 Refocusing	0	0	0	0	0	0	0	0.0%	0
								Total	52