



Olmsted Falls City Schools: Implementing & Monitoring

Classroom Walkthrough Protocols
September 3, 2009

<http://bulldogCIA.com>

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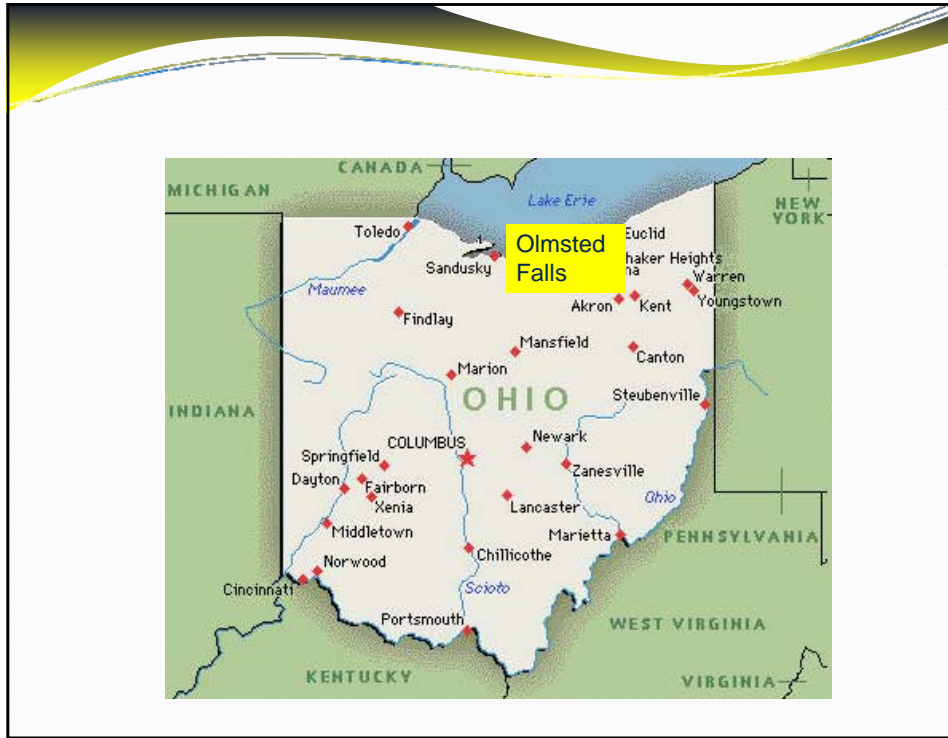


Going from Good to Great

*Greatness is not a function of circumstance.
Greatness, it turns out, is largely a matter of
conscious choice, and discipline.*

Collins, J. (2005). Why business thinking is not the answer: Good to great and the social sectors. A monograph to accompany good to great.





District Context

9/2/2009

Fiscal Year 2009 Similar Districts Grouping

Comparing District:

Fiscal Year:

Sorted by: Most to Least Similar

Rank	IRN	District	County	Average Daily Membership (ADM)	Poverty as % of ADM	% of Population Administrative or Professional Occupations	Median Income	% of Population with College Degree or More	% Agricultural Property	Population Density	Non-Residential & Non-Agricultural Per Pupil	% Minority Students
0	48573	Olmsted Falls City	Cuyahoga	3,491	11.8	34.9	39,815	32.6	0.5	1,097.0	28,955	5.1
1	50013	Green Local	Summit	4,097	14.4	35.1	38,058	31.9	1.6	687.0	40,984	4.4
2	47894	Riverside Local	Lake	4,513	19.1	36.5	41,133	32.5	2.4	459.0	34,605	4.9
3	46748	Big Walnut Local	Delaware	2,691	15.4	35.1	43,531	33.5	4.7	195.0	25,869	3.8
4	44883	Tallmadge City	Summit	2,674	18.2	34.5	35,285	29.0	0.3	1,170.0	33,971	7.1
5	44537	North Ridgeville City	Lorain	3,655	17.7	27.3	41,544	23.8	0.5	1,006.0	25,786	7.9
6	48348	Poland Local	Mahoning	2,336	12.2	39.4	38,275	40.1	1.0	780.0	30,531	3.4
7	44214	Lebanon City	Warren	5,202	19.3	34.6	37,996	28.7	5.1	513.0	28,023	6.5
8	44503	North Canton City	Stark	4,701	10.7	45.0	37,054	42.4	0.9	1,817.0	28,463	4.6
9	49437	Lexington Local	Richland	2,630	16.2	36.4	36,129	31.3	4.4	297.0	21,455	4.1
10	44974	Wadsworth City	Medina	4,584	15.2	34.3	37,223	31.2	2.8	838.0	30,042	2.6
11	45617	Tipp City Exempted Village	Miami	2,602	12.4	35.4	38,427	32.5	1.7	517.0	34,038	2.7
12	47183	Chardon Local	Geauga	3,105	12.2	37.2	39,779	37.1	9.6	284.0	36,043	2.8
13	44545	North Royalton City	Cuyahoga	4,346	4.5	38.7	39,894	37.9	0.1	1,157.0	39,133	4.0
14	48041	Southwest Licking Local	Licking	3,708	22.8	32.9	42,467	26.9	5.1	293.0	22,734	7.3
15	45500	Milford Exempted Village	Clermont	6,060	14.8	38.9	41,301	38.3	0.3	1,296.0	34,994	4.8
16	46250	Northeastern Local	Clark	3,693	14.7	28.8	36,113	22.5	7.5	173.0	19,095	4.9
17	50187	Lakeview Local	Trumbull	2,055	15.8	31.3	34,799	29.4	4.8	436.0	33,255	3.6
18	48207	Anthony Wayne Local	Lucas	4,263	7.0	39.5	49,010	41.3	3.1	270.0	38,683	4.4
19	48314	Canfield Local	Mahoning	3,028	6.4	44.5	42,400	44.2	2.6	537.0	26,526	2.9
20	45195	Amherst Exempted Village	Lorain	4,095	16.2	30.7	37,473	27.2	0.5	1,231.0	29,407	13.6

Our Focus

- Student learning!
- Leadership development & increasing capacity staff to make an impact on student learning
- Collaborative analysis on relationship between **Student Effect & Adult Causal** data
- Collecting evidence on **what the adults do** that brings about the student effect data
- Deep **implementation** of concepts (not programs) coupled with **monitoring** is critical



Top 10 Impacts on Student Learning Within Our Control

- | | |
|----------------------------|------|
| 1. Self-report grades | 1.44 |
| 2. Piagetian programs | 1.28 |
| 3. Formative eval | .90 |
| 4. Micro teaching | .88 |
| 5. Acceleration | .88 |
| 6. Classroom behavioral | .80 |
| 7. Comprehen interv for LD | .77 |
| 8. Teacher clarity | .75 |
| 9. Reciprocal teaching | .74 |
| 10. Feedback | .73 |

Hattie, J., (2009). Visible learning: a synthesis of over 800 meta-analyses related to achievement. NY, NY: Routledge.



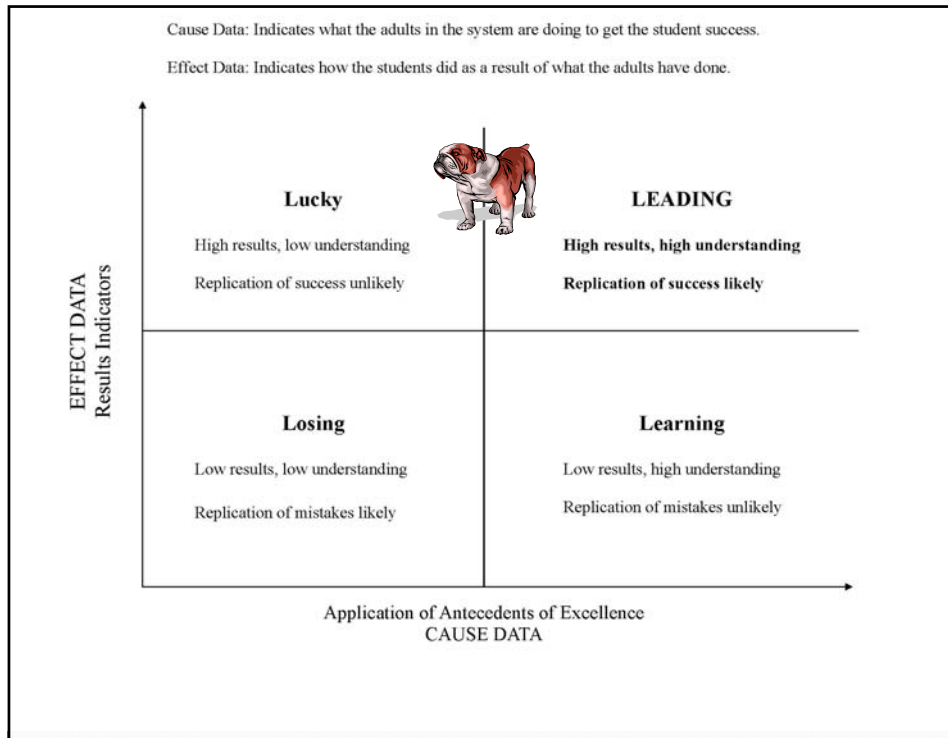

Our OIP Action Steps

- **Action Step 1**—Provide **professional development** to increase teachers' capacity to **make the learning targets clearer** for students and provide them with collaborative opportunities to share practices.
- **Action Step 2**—Provide **professional development** to increase teachers' capacity to provide **high quality feedback to students** and provide them with collaborative opportunities to share practices.

Our OIP Action Steps

- **Action Step 3**—Create a **formative system to determine if we are making progress** towards making the learning targets clearer for students.
- **Action Step 4**—Meet in **data teams** to determine if students are achieving and making adequate progress/growth.



Theory Into Practice

- We've operationalized our CIP strategies
- We've assimilated many concepts into a deliverable professional development sequence across the entire school district
- We are now at the implementation/monitoring/revision stage

Why did we choose CWT?

- District had history with Downing Method
- Issues with Downing
- Monitoring is the most critical part of implementation—CWT is 1 piece to the puzzle
- Our method coincided with something research based
- Technology leveraged ease
- Tech provided reporting/data analysis

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Development & Resources

- Trainer from McREL—cost depends on travel, number of licenses, etc. (\$9,000)
- 2 days with admins on site in one of our buildings
- Day 1 focus
 - Theory & Methodology of Classroom Instruction That Works
 - Practice doing walkthroughs
 - Software installation
- Day 2
 - Actual walkthroughs
 - Debriefing in teams
 - Reports

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Look Fors

- Borrowed from McREL
 - Customized to district needs based on Decision Framework & OIP
 - A developed DLT could help make this determination

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OFCS CIP General Focus



- **Acknowledge** previous excellence
- Do a limited number of things
- **Link** effect to cause
- **Build** capacity of people...not programs

- Focus on those things that we can “control”
 - Making learning targets **clearer** for learners
 - Providing learners with **feedback**

- What directly impacts student learning more than anything?
 - High quality **instructional practices**

Why Clarity and Feedback?

Clarity—teacher **deliberately communicating** learning targets, intentions of lessons and what success means...**repeatedly** and in many **different ways**.

Feedback—**feed up** (where am I going?), **feed back** (How am I going?) and **feed forward** (Where to next?)



- The impact evidence of these variables:
 - **Teacher clarity** **Effect size=.75 (26 percentile pts)**
 - **Feedback** **Effect size=.73 (26 percentile pts)**
 - **Formative evaluation of programs ES=.90 (31stile pts)**

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Implementation Matters

OFCS CIP Implementation/ Monitoring

- Defined Autonomy
 - DLT sets the district focus through the OIP using
 - Strategies
 - Action Steps
 - Tasks
 - BLTs determines where they are in relation to district Action Steps and Tasks
 - Creates a structure to implement and monitor
 - One such structure is classroom walkthroughs

CWTs: Nuts & Bolts in OFCS

- REFER TO OBSERVATION FORM
- Principals & Assistants required to do walkthroughs (10 for Ps and 5 for APs/day)
- 5 minute observation
- Data collected via smartphone or with paper
- Daily classroom walkthrough process versus walkthroughs before admin meetings
- Have used this method for 1 year

Relationship to District/Building Plans

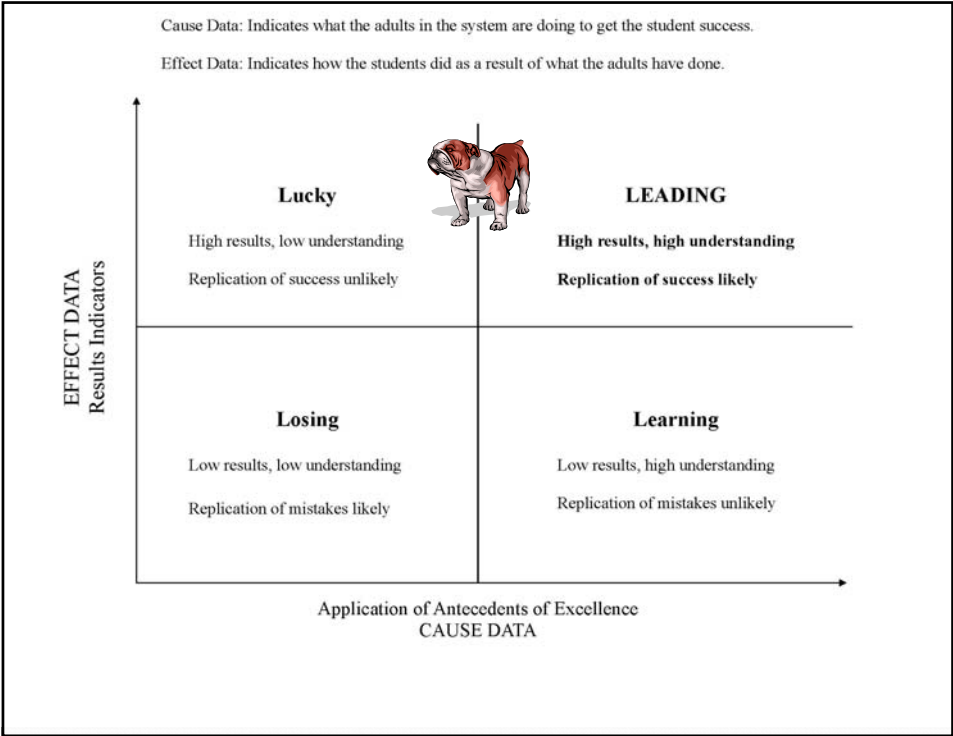
- Embedded
- Included
- Juxtaposed

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How are the results used?

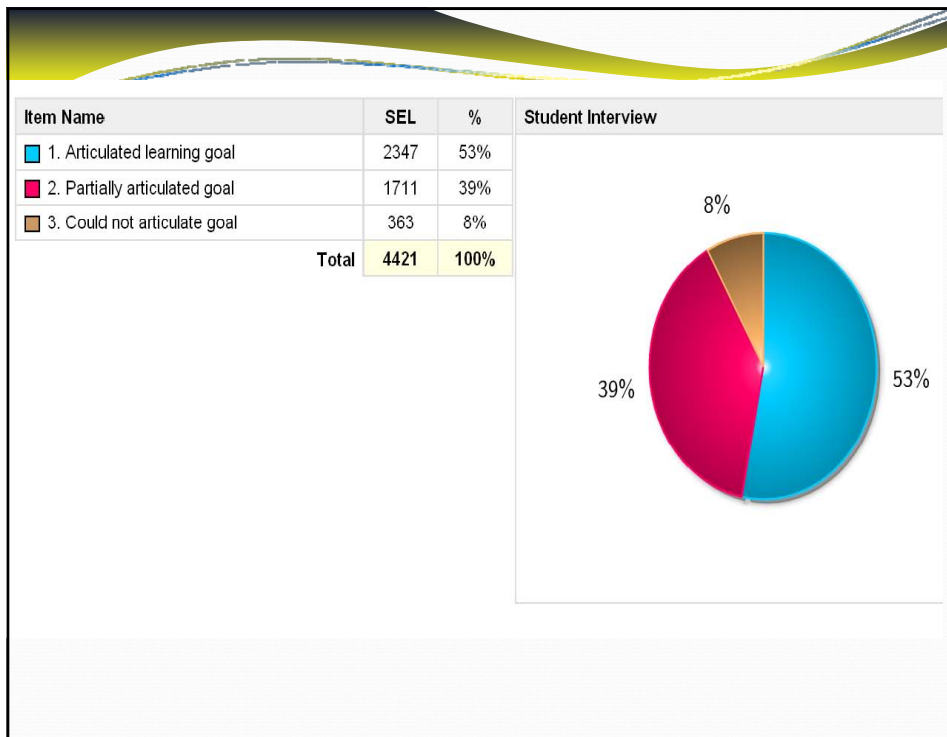
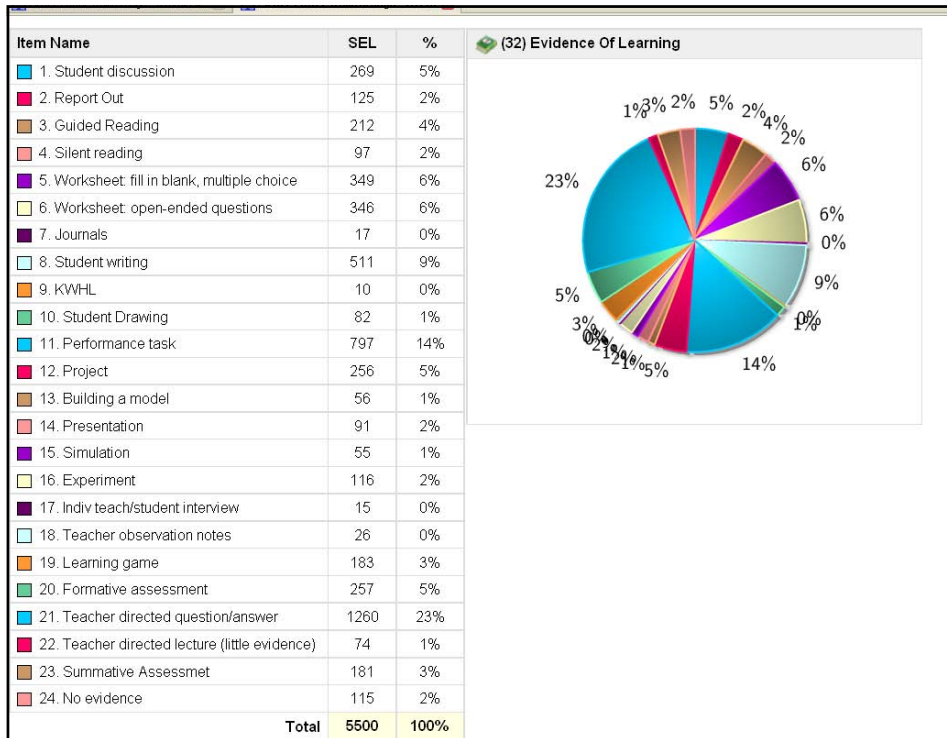
- Discussions with:
 - Administrators
 - Teachers
 - DLTs & BLTs
- Leads to:
 - Establish reliable and valid baseline
 - Linkage between student effect and adult causal data
 - Celebrations
 - Identification of practices to replicate
 - Professional development to assist staff at getting better

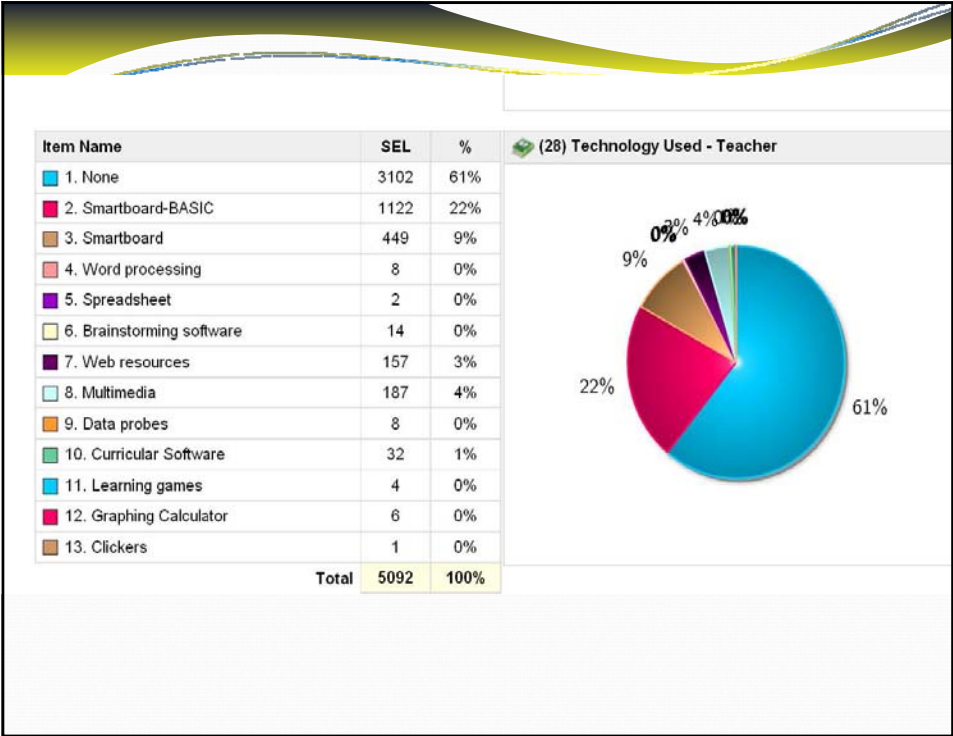
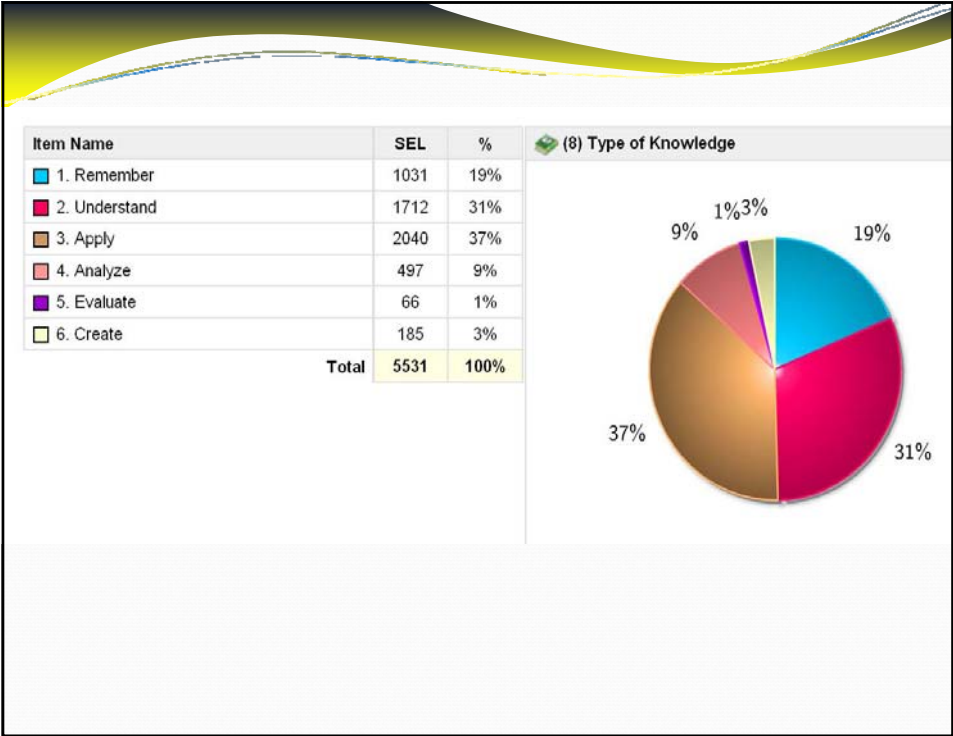
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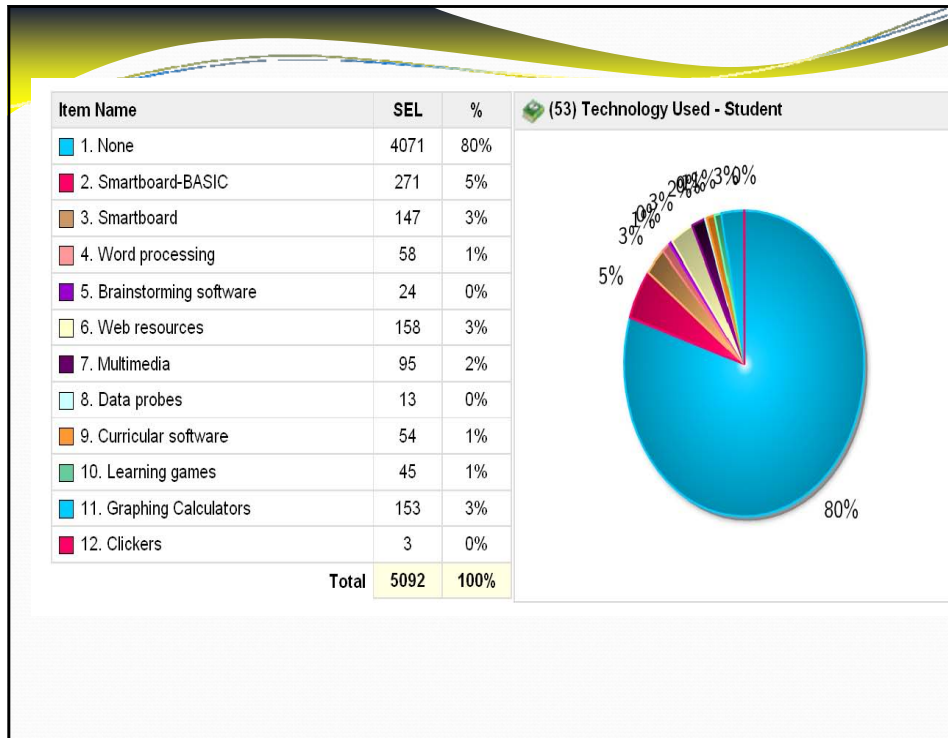


What do the results look like?

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Preparation & Lessons Learned

- What did we do to prepare groups?
 - Administrators
 - Teachers
 - Others
- Lessons learned to improve upon the process
- Next steps
 - BLTs creating a rubric to articulate what clarity and quality feedback should look like
 - Audits



Questions?