

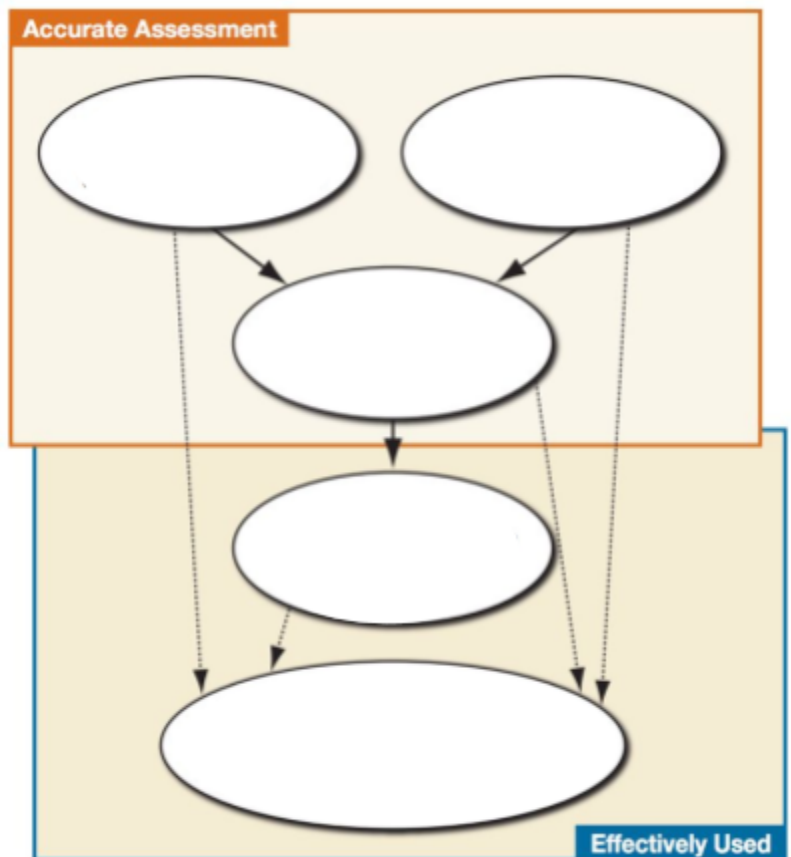
# Connecting Student Need with Effective Strategies for Walkthroughs Woodburn School District

## Objectives:

- Begin to close the loop between data team discussion, artifacts and classroom instruction (effective teaching strategies)
- Understanding the link between prioritizing student need and strategy selection
- Connect high-impact strategies to walkthrough observations

## Agenda:

- Welcome/Objectives
- Review Keys to Quality
- Strategy Instruction
- Team Feud
- Implementation Planning



## **Brainstorm:**



Strategy	Matching to Student Need		Look Fors	
	Examples	Non Examples	What would I <i>see</i> ?	What would I <i>hear</i> ?
Observation Charts				
Graphic Organizers				
Nonlinguistic Representations				
Color Coding				
Examples/ Non Examples				
Input Chart				
Co-Op Strip Paragraph				

## Prompts

- “Tell me about the prioritized need.”
- “What have you already tried?”
- “Have you consulted your CIA notebook?”
- “Is there a strategy that you are considering, but are not 100% confident teaching?” (*Recommend Mentor Modeling*)
- “How will X strategy address your need/standard?”
- “Will the strategy you are picking modify the instructional plan?”

## School Debrief

- What information do we want to bring back to our school?
- What are possible next steps?
- What questions remain?

# Possible Walkthrough Tool

Strategy: <b>Observation Charts</b>	
What I would see:	What I would hear:
<ul style="list-style-type: none"> <li><input type="checkbox"/> Content matching standard/prioritized need</li> <li><input type="checkbox"/> Students in groups/partner at the posters</li> <li><input type="checkbox"/> Students writing on the posters (In their color)</li> <li><input type="checkbox"/> Teacher:               <ul style="list-style-type: none"> <li>Listening to students</li> <li>Asking guiding questions</li> <li>Possibly taking anecdotal notes</li> </ul> </li> <li><input type="checkbox"/> Interesting/Intriguing pictures or text</li> <li><input type="checkbox"/> No more than 5 pictures on a poster</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Kids talking, staying on topic</li> <li><input type="checkbox"/> Asking questions</li> <li><input type="checkbox"/> Making connections to background knowledge</li> </ul>
Strategy: <b>Graphic Organizers</b>	
What I would see:	What I would hear:
<ul style="list-style-type: none"> <li><input type="checkbox"/> Content matching standard/prioritized need</li> <li><input type="checkbox"/> Organizer is right for the content being presented</li> <li><input type="checkbox"/> Evidence of gradual release</li> <li><input type="checkbox"/> Students information from graphic organizer in writing</li> <li><input type="checkbox"/> Color coding on graphic organizer</li> <li><input type="checkbox"/> Possible sentence frames to match organizer content/language</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students using language from graphic organizer to discuss learning</li> <li><input type="checkbox"/> Teachers referencing organizer language</li> <li><input type="checkbox"/> Students using sentence frames tied to organizer</li> </ul>
Strategy: <b>Nonlinguistic Representation</b>	
What I would see:	What I would hear:
<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher modeling using sketches, color coding, movement, and graphics to organize content and thinking.</li> <li><input type="checkbox"/> Room is full of pictures, charts, sketches, etc.</li> <li><input type="checkbox"/> Students are engaged in creating images or bringing learning to life</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students explaining their thinking.</li> <li><input type="checkbox"/> Teachers using guiding questions to help students to expand their representations</li> <li><input type="checkbox"/> Student's sharing</li> </ul>
Strategy: <b>Color Coding</b>	
What I would see:	What I would hear:
<ul style="list-style-type: none"> <li><input type="checkbox"/> Content matches standard/Prioritized need. NOT colorful to be cute, colorful to serve a purpose</li> <li><input type="checkbox"/> Color serves as a graphic organizer</li> <li><input type="checkbox"/> Linked information is color coded the same</li> <li><input type="checkbox"/> Color serves as a scaffold</li> <li><input type="checkbox"/> Coding is consistent (ie. Red is always conclusion)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teachers/Students able to reference the color as a scaffold</li> <li><input type="checkbox"/> Students able to describe WHY content is color coded the way it is</li> </ul>

<b>Strategy: Examples and Non-Examples</b>	
What I would see:	What I would hear:
<ul style="list-style-type: none"> <li><input type="checkbox"/> Content matches standard/Prioritized need.</li> <li><input type="checkbox"/> Examples allow students to generate expectations/rules</li> <li><input type="checkbox"/> Sets of examples, multiple</li> <li><input type="checkbox"/> Sets of non-examples, multiple</li> <li><input type="checkbox"/> Students doing the heavy lifting on this, NOT the teacher defining the example/Non example</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students negotiating for meaning-questioning,</li> <li><input type="checkbox"/> Adding examples and details</li> </ul>
<b>Strategy: Input Charts</b>	
What I would see:	What I would hear:
<ul style="list-style-type: none"> <li><input type="checkbox"/> Content matches standard/Prioritized need.</li> <li><input type="checkbox"/> Color Coding</li> <li><input type="checkbox"/> Color drawn over pencil</li> <li><input type="checkbox"/> Students up close while teacher creates it, NOT at their desks</li> <li><input type="checkbox"/> A visual that aids in comprehension</li> <li><input type="checkbox"/> Remains on the wall</li> <li><input type="checkbox"/> Possible sticky notes to show evidence of reviewing the chart with students</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students turning and talking intermittently</li> <li><input type="checkbox"/> Teacher talking through chunks of learning while drawing/writing</li> <li><input type="checkbox"/> Possible - students adding to the chart with words/Sketches</li> </ul>
<b>Strategy: Cooperative Strip Paragraph</b>	
What I would see:	What I would hear:
<ul style="list-style-type: none"> <li><input type="checkbox"/> Content matches standard/Prioritized need</li> <li><input type="checkbox"/> Students working in teams to generate sentences in their team's colored pen</li> <li><input type="checkbox"/> Sentences placed in a pocket chart</li> <li><input type="checkbox"/> Students up close to help revise and edit the paragraph. <i>(But not for too long)</i></li> <li><input type="checkbox"/> Teacher using a black pen to make corrections at the suggestion of the students</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students generating ideas with team and partner</li> <li><input type="checkbox"/> Students making suggestions to the group while revising</li> <li><input type="checkbox"/> Students identifying spelling and punctuation errors</li> <li><input type="checkbox"/> Teacher using guiding questions to facilitate discussion</li> </ul>



# Feedback Page

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## **Reflection:**

One thing I want to remember:

One question I still have:

After today, I feel



because...

Other feedback: