

Three-Minute Walk-Through

- A Walk-Through is **NOT** an evaluative tool and will not be used as such.

The benefits of a Walk-Through are (Downey & Frase, 2001):

- A frequent sampling of curricular and instructional decisions gives greater validity to what is observed.
- Frequent principal presence often increases trust between teacher and principal, thus making the formal evaluation process more meaningful and effective.
- Frequent principal presence raises a student's level of concern.
- The more the principal knows about what is going on in the classroom, the more he/she knows about the school's operations.
- The more the principal sees, the more they learn- the greater the repertoire he/she can share with others.
- Common decisions can be identified that might be helpful for planning professional development.
- Effectiveness and implementation of professional development can be observed.
- If a parent calls with a concern, the principal has first-hand knowledge of teacher intentions and practices.
- It keeps the principal's perspective in the classroom. Decreases the "he's out-of-touch" thought.
- Engages the principal and teacher in collegial conversations as opposed to supervisor/employee conversations.
- In most cases, conversations are focused on professional growth and reflection rather than conformity.
- Encourages teacher-to-teacher and teacher-to-principal collaboration.
- Encourages all professional staff to be involved in ongoing reflective inquiry.

Step 1: Student Orientation to the work- Do the students appear to be attending when you first walk into the room?

Step 2: Curricular Decision Points- What objective(s) has the teacher chosen to teach at this time and how aligned are they to the district objectives?

Step 3: Instructional Decision Points- What instructional practices is the teacher choosing to use at this time to help students achieve the learning of the curriculum objectives?

Step 4: "Walk-the-Walls"- Curricular and Instructional Decisions- What evidence is there of past objectives taught and/or instructional decisions used to teach the objectives that are present in the classroom? (Could also be in the form of portfolios or evidence of projects in the room)

Step 5: Safety and Health Issues- Are there any noticeable safety or health issues that need to be addressed?

