**Teacher Walkthroughs for Growth and Sustainability**

**Situation:** Teachers need to see excellent teaching, alternative ways of work, and examples of students interacting in other classrooms with other teachers. Unfortunately, the opportunity for teachers to have these experiences has been limited until now.

**Task:** Provide opportunities for teachers to observe one another during classes in a non-evaluating, validating setting either on their own campuses or on neighboring campuses. The classrooms can be selected based on a variety of criteria. (subject, grade level, specific strategy usage, or randomly)

**Action:** Monthly or bi-monthly a select group of teachers, (3-8) are asked to accompany the coaches, administrative teams, or outside resource (i.e. AVID Coach) on walkthroughs so that they are able to see teaching in a room other than their own. Classroom visits last 10 minutes, with a 5 minute hallway debrief, which always begins with the question, “What did you see?” The conversation is framed around opportunities for growth and often circles back to the question, “Who was lifting the weights the teacher or the students?” Depending on the answer, conversation between those on the walkthrough determines ways to borrow ideas or tweak what was seen to take it from good to great.

Giving the teachers a list of “look fors” ahead of time eliminates some of the anxiety of the task. Teachers keep the forms for their own use and will only leave “nice notes” (notes of encouragement or gratitude) for the teacher who was observed. The teacher does receive detailed feedback from one member of the team, usually the District Director or AVID Coach. The teachers use the same form for all the classrooms, labeling what they saw with a number (classroom 1=1 classroom 2=2 etc.) so that they can also see trends after a few classrooms. Teachers are encouraged to take pictures of what they see on the walls as well.

At the end of each session, each teacher is asked to share one thing that he/she plans to “steal” and incorporate into his/her own classroom. This gives the administrative teams “look fors” when determining whether or not the walkthrough process resulted in action.

**Results:** Teachers have become more confident in their practice because they now know who to contact if they have any specific needs in their teaching. Teachers, both those who walk and those who were observed are beginning to recognize opportunities for growth based on the questions left of the teacher being observed, by the coach, and by the conversations which take place after each walkthrough. Professional learning opportunities are catered to what was seen and not seen in the walkthroughs.