# School Leader's Literacy Walkthrough

FLORIDA'S B.E.S.T. STANDARDS
**ENGLISH LANGUAGE ARTS**

## Grades 6-12

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# School Leader's Literacy Walkthrough                                    Grades 6-12
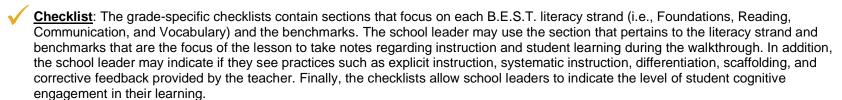
## Introduction

The **School Leader's Literacy Walkthrough** tool is designed to assist school leaders in coaching and supporting classroom literacy instruction that is aligned to Florida's B.E.S.T. English Language Arts Standards. For the purposes of this tool, school leaders may include principals, assistant principals, literacy coaches, members of the literacy leadership team, teacher leaders or others. **This tool is not meant to be used in the evaluation of teachers**. Instead, this tool is intended to help school leaders enhance literacy instruction knowledge, establish lines of communication centered on literacy instruction with teachers, and ensure consistent language regarding literacy content and instructional practices. Further, the use of this tool can be the foundation for productive conversations among school leaders and teachers to inform coaching and professional learning needs to improve instruction. Teachers should be given a copy of the walkthrough tool and school leaders should provide an overview of the tool and its purpose.

## Overview of the Tool

The tool includes three sections:

✓ **Pre-Walkthrough Check-in**: The purpose of this guide is to facilitate a brief conversation between the school leader who will conduct the walkthrough and the teacher. The goal is for the school leader to gain an understanding of the focus of the lesson they will see during the walkthrough. The teacher will also have an opportunity to request that the school leader look for specific instructional components to help with effective implementation.

✓ **Checklist**: The grade-specific checklists contain sections that focus on each B.E.S.T. literacy strand (i.e., Foundations, Reading, Communication, and Vocabulary) and the benchmarks. The school leader may use the section that pertains to the literacy strand and benchmarks that are the focus of the lesson to take notes regarding instruction and student learning during the walkthrough. In addition, the school leader may indicate if they see practices such as explicit instruction, systematic instruction, differentiation, scaffolding, and corrective feedback provided by the teacher. Finally, the checklists allow school leaders to indicate the level of student cognitive engagement in their learning.

✓ **Post-Walkthrough Check-in**: This guide provides reflection questions for the school leader, and questions to discuss with the teacher after the walkthrough. Additional questions may be added to guide a collaborative conversation with the teacher. Lastly, if needed, an action plan can be completed with the teacher.

## Using the Tool

**This tool can be used for frequent 5 to 15-minute walkthroughs**. It may be used to focus on either one literacy component (e.g., Foundations) or multiple literacy components (e.g., Communication and Vocabulary). The school leader should not expect to see every benchmark and strand during a walkthrough; however, benchmarks should be combined purposefully and may cross strands.

Space is provided for school leaders to record evidence in the form of notes and reflections. These comments are essential to the effective use of this tool and will help guide the post-walkthrough reflection with the teacher. In addition, school leaders will use the check boxes in the instructional delivery column to note when explicit, systematic, and/or differentiated instruction is demonstrated. They will also check boxes when they see the teacher providing scaffolding for students and corrective feedback. These teacher practices are aligned with the **Florida Practice Profile**.

**Core Components of the Florida Practice Profile**

| Core Component | Accomplished Use | Ineffective Use |
|---|---|---|
| Description of the Component | Activities and behaviors that exemplify adult practitioners who are able to generalize required skills and abilities to a wide range of settings and contexts; skills are used consistently and independently – skills are sustained over time while continuing to grow | Activities and behaviors that exemplify adult practitioners who are not yet able to implement the required skills or abilities in context |
| **EXPLICIT INSTRUCTION** is intentional teaching with a clear and direct presentation of new information to learners, which does not require student inferencing during the introduction of new or previously taught content, concepts or skills (e.g., the gradual release model). | 1. Teacher will communicate goals and expectations for student learning.<br>2. Teacher will provide clear explanations of goals and expectations for student learning.<br>3. Teacher will model or demonstrate, providing examples and non- examples.<br>4. Teacher will provide opportunities for student practice with guidance. | 1. Teacher indirectly communicates goals and expectations for student learning.<br>2. Teacher provides explanations of goals and expectations that are unclear.<br>3. Teacher models or demonstrates but does not provide clear examples and non-examples.<br>4. Teacher provides opportunities for student practice without guidance. |
| **SYSTEMATIC INSTRUCTION** is a planned sequence that includes a logical progression of content, concepts and skills, from simple to complex, with cumulative teaching/review and practice to enable learners to achieve learning goals. | 1. Teacher will activate the student's prior knowledge.<br>2. Teacher conducts a cumulative review, enabling learners to make connections to previously learned material.<br>3. Teacher uses a logical progression of content, concept and skill, proceeding from simple to more complex.<br>4. Teacher will provide multiple and varied opportunities for student practice. | 1. Teacher provides instruction without activating the student's prior knowledge.<br>2. Teacher does not conduct a cumulative review, preventing learners from making connections to previously learned material.<br>3. Teacher does not use a logical progression of content, concept and skill, proceeding from simple to more complex.<br>4. Teacher does not provide multiple and varied opportunities for student practice. |
| **SCAFFOLDED INSTRUCTION** is the intentional support provided by a teacher for learners to carry out a task or solve a problem, to achieve a goal that they could not do without support. It is temporary support matched to the current understanding or skill level of learners. The intent is to provide a decreasing level of support until learners are empowered to perform independently. | 1. Teacher uses formative assessments to identify the student's need and adjusts support based on the student's response.<br>2. Teacher uses temporary written or verbal prompts, tools or resources to provide appropriate support (think alouds, cue cards, checklists, examples).<br>3. Teacher engages students in interactive, content-centered learning (dialogue, exchange of ideas, opportunities to question and clarify).<br>4. Teacher intentionally and gradually decreases support and transfers responsibility to students as self- sufficiency is developed (I do–we do–you do). | 1. Teacher uses formative assessments to identify the student's need but does not adjust support based on the student's response.<br>2. Teacher does not use temporary written or verbal prompts, tools or resources to provide appropriate support (think alouds, cue cards, checklists, examples).<br>3. Teacher does not engage students in interactive, content-centered learning (dialogue, exchange of ideas, opportunities to question and clarify).<br>4. Teacher intentionally and gradually decreases support but does not transfer responsibility to students as self- sufficiency is developed (I do–we do–you do). |

| Core Component | Accomplished Use | Ineffective Use |
|---|---|---|
| **CORRECTIVE FEEDBACK** is clearly communicated, timely and developmentally appropriate information aligned to learning goals or objectives that specifically addresses the learner's errors or misconceptions. It is one type of ongoing instructional feedback. | 1. Teacher identifies the student's misunderstanding or error relative to the target instructional goal.<br>2. Teacher communicates feedback clearly and in a timely manner using student-friendly language.<br>3. Teacher provides students the opportunity for timely self- correction.<br>4. The teacher repeats the process as needed or confirms accuracy based on the learner's response. | 1. Teacher does not identify the student's misunderstanding or error relative to the target instructional goal.<br>2. Teacher communicates immediate feedback but does not provide it in student-friendly language.<br>3. Teacher does not provide students with an opportunity for timely self- correction.<br>4. The teacher repeats the process but does not confirm accuracy based on the learner's response. |
| **DIFFERENTIATED INSTRUCTION** is adapting instruction in response to the distinct assessed skills and needs of individual learners in order to increase their access and opportunities to meet specific learning goals. | 1. Teacher creates flexible structures and routines that allow for differentiation.<br>2. Teacher delivers instruction that is adapted through content, process and/or product in order to meet individual student learning needs.<br>3. Teacher monitors student understanding and progress toward meeting targeted learning goals on a continued basis. | 1. Teacher creates flexible structures and routines that do not allow for differentiation.<br>2. Teacher delivers instruction that is adapted through content, process and/or product but does not meet individual student learning needs.<br>3. Teacher does not monitor student understanding and progress toward meeting targeted learning goals on a continued basis. |

The benchmarks listed on the tool are taught throughout the year and are not expected to be mastered until the end of the school year. Therefore, not every benchmark in a strand will be observed during every walkthrough. In addition, it is appropriate to see different instructional practices during each walkthrough throughout the year. Finally, a school leader may also plan to observe a specific literacy component (e.g., Vocabulary; Phonics and Word Analysis). The school leader should discuss this with the teacher during the pre-walkthrough check-in so the timing of the walkthrough will coincide with that component of instruction.

## Pre-Walkthrough Check-In

| Teacher: | Date/Time: |
|---|---|

| Pre-Walkthrough Guiding Questions | Pre-Walkthrough Notes |
|---|---|
| 1. Which of the following reading strands will be observed during the walkthrough?<br>❑ Foundations ❑ Communication<br>❑ Reading ❑ Vocabulary | |
| 2. Which benchmark(s) is this lesson designed to help students attain? What is the lesson's specific learning objective? | |
| 3. What instructional materials will be utilized? | |
| 4. What teacher instructional practices should I identify? What student actions will be present?" | |

The Walkthrough will take place:     Date:     Time:

## Post-Walkthrough Reflection

| Teacher: | Date/Time: |
|---|---|

| School Leader Reflection Questions | Evidence/Reflection Notes |
|---|---|
| 1. Which of the benchmarks taught were reflected in student work? | |
| 2. Did the teacher implement instructional practices in addition to those that would support benchmarks on the checklist? | |
| 3. Which instructional practice(s) can be continued to achieve literacy learning goals (i.e., student mastery of benchmarks listed on the checklist)? | |
| 4. Which instructional practice(s) can be refined to achieve literacy learning goals (i.e., student mastery of benchmarks listed on the checklist)? | |
| 5. Which instructional practice(s) can be scaffolded to achieve literacy learning goals (i.e., student mastery of benchmarks listed on the checklist)? | |

The Post-Walkthrough check-in will take place:     Date:     Time:

## Reflection and Planning Check-In

| Check-in Date: | Check-in Time: |
|---|---|

| School Leader & Teacher Discussion Questions | Check-in Notes |
|---|---|
| 1. Which data demonstrated that students achieved the learning objective? (Mention strengths noted for question #1 in table above.) | |
| 2. What are the next learning goals for students to continue to make progress? | |
| 3. What support do you need (e.g. coaching, professional learning, resources, etc.)? | |

## Action Planning (If Needed)

| Teacher Next Steps | Due Date | School Leader Next Steps | Due Date |
|---|---|---|---|
| | | | |
| | | | |

Follow up on:     Date:     Time: