Implementation Strategy for Walkthroughs

Is this an embedded part of the collaborative culture?

Who will it help? How is it better than what we are already doing?

Stage 1: Walkthroughs

Stage 4: Invite in more grade levels

What is the purpose of walkthroughs? Why?

How are teachers involved?

How can teachers do this through peer observations?

Reflection/evidence/evaluation

Stage 2: Implement walkthroughs in two grade levels

Who will be involved?

Stage 3: Implement walkthroughs in same two grade levels

Discussion about process with pilot group

How will it be implemented? Who will do it? Pilot? Whole staff? Can teachers/staff provide feedback on how it is going?
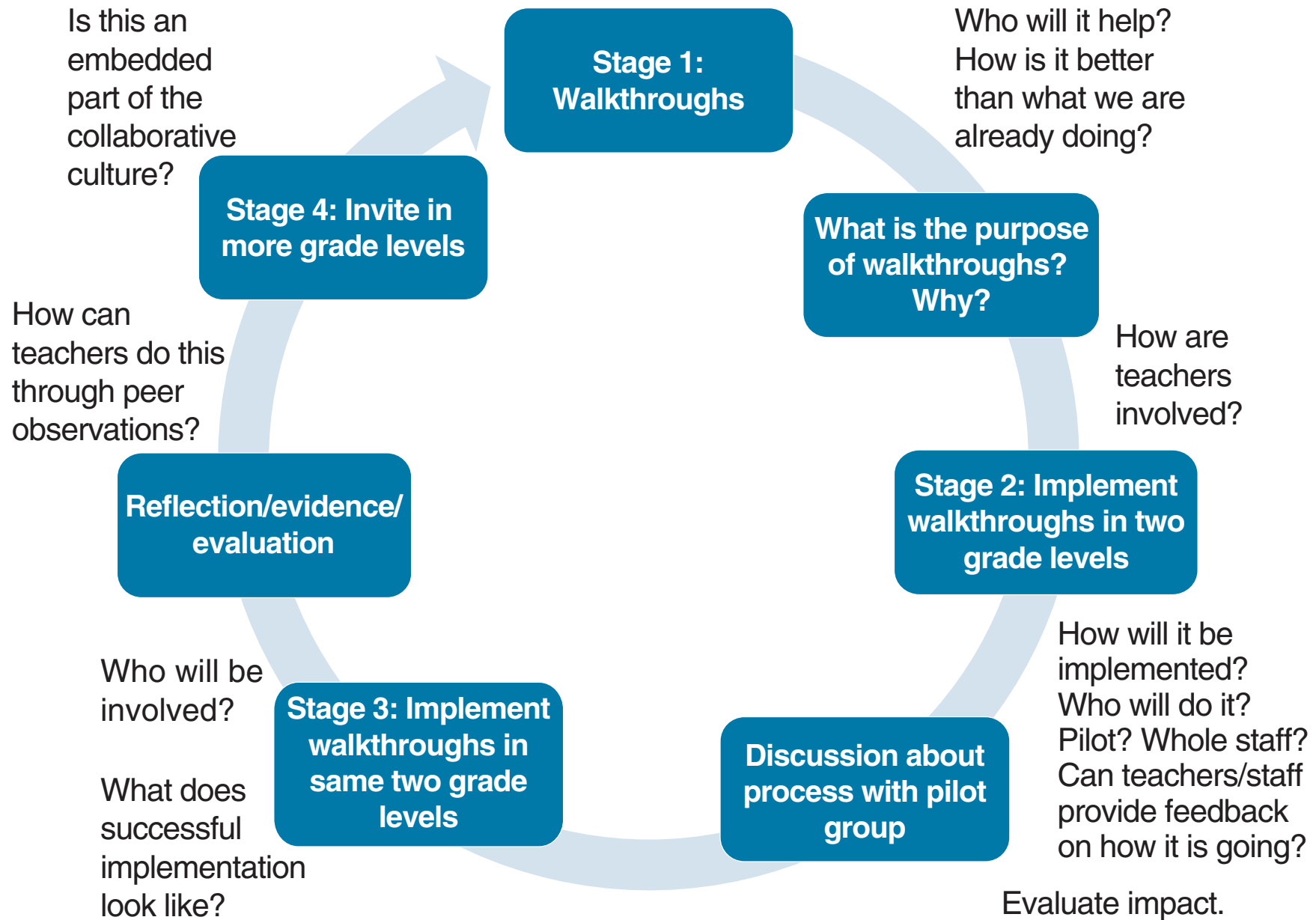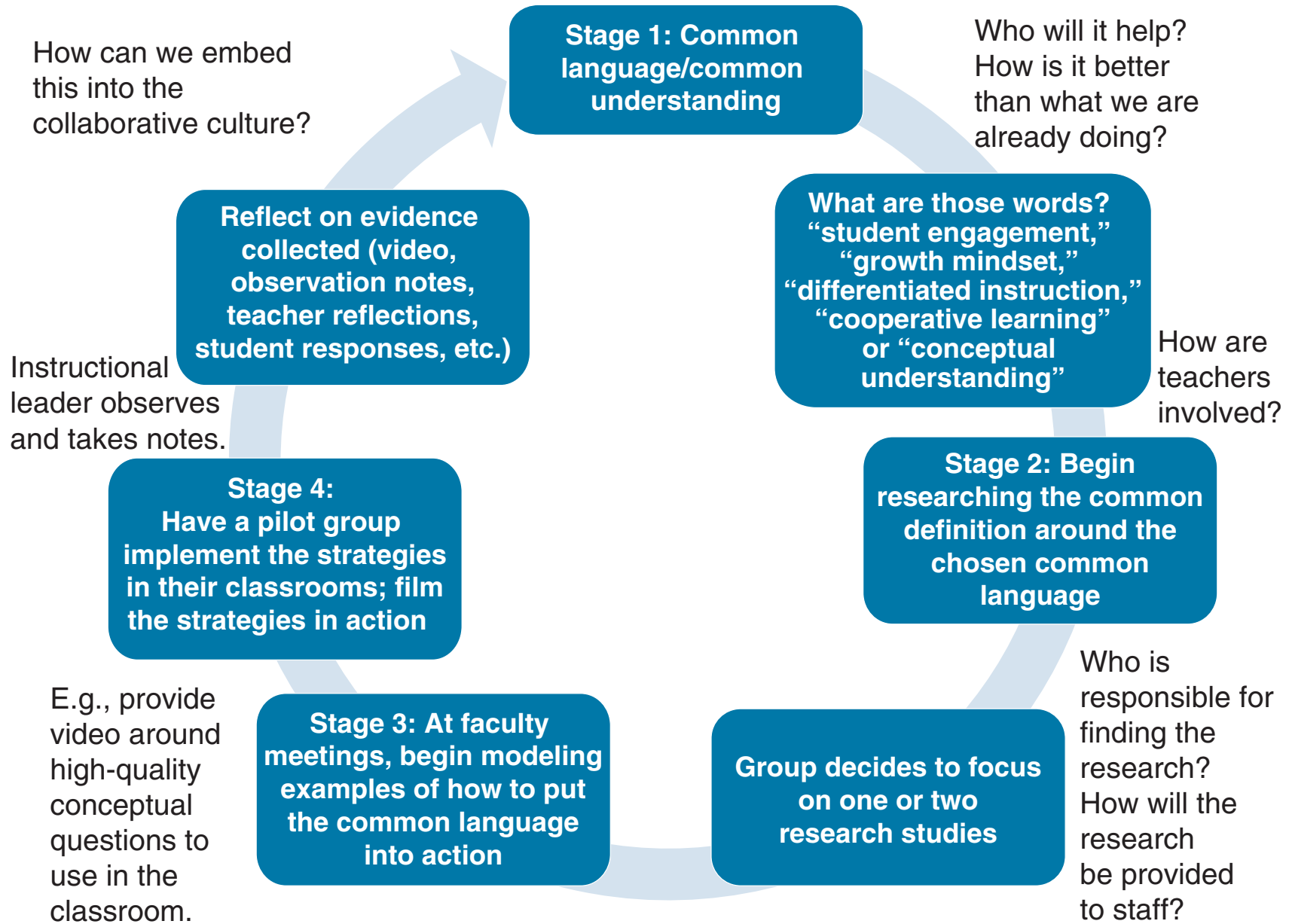
What does successful implementation look like?

Evaluate impact.

Based on research by Odom, Duda, Kucharczyk, Cox, & Stabel (2014) and Fixsen, Naoom, Blasé, Friedman, & Wallace (2005).

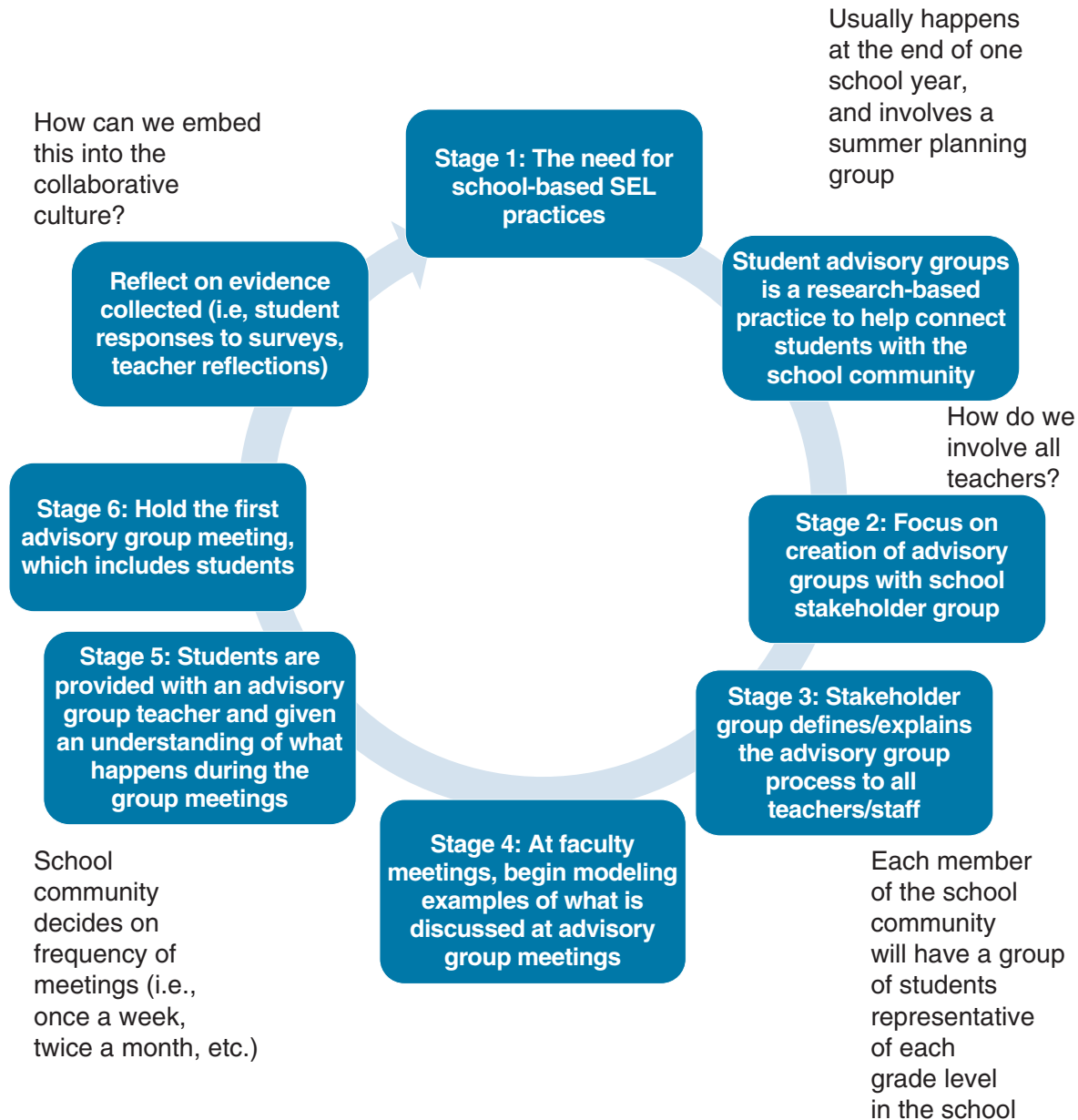# Implementation Strategy for Concepts of Learning

How can we embed this into the collaborative culture?

Stage 1: Common language/common understanding

Who will it help? How is it better than what we are already doing?

Reflect on evidence collected (video, observation notes, teacher reflections, student responses, etc.)

What are those words? "student engagement," "growth mindset," "differentiated instruction," "cooperative learning" or "conceptual understanding"

Instructional leader observes and takes notes.

How are teachers involved?

Stage 4: Have a pilot group implement the strategies in their classrooms; film the strategies in action

Stage 2: Begin researching the common definition around the chosen common language

E.g., provide video around high-quality conceptual questions to use in the classroom.

Stage 3: At faculty meetings, begin modeling examples of how to put the common language into action

Group decides to focus on one or two research studies

Who is responsible for finding the research? How will the research be provided to staff?
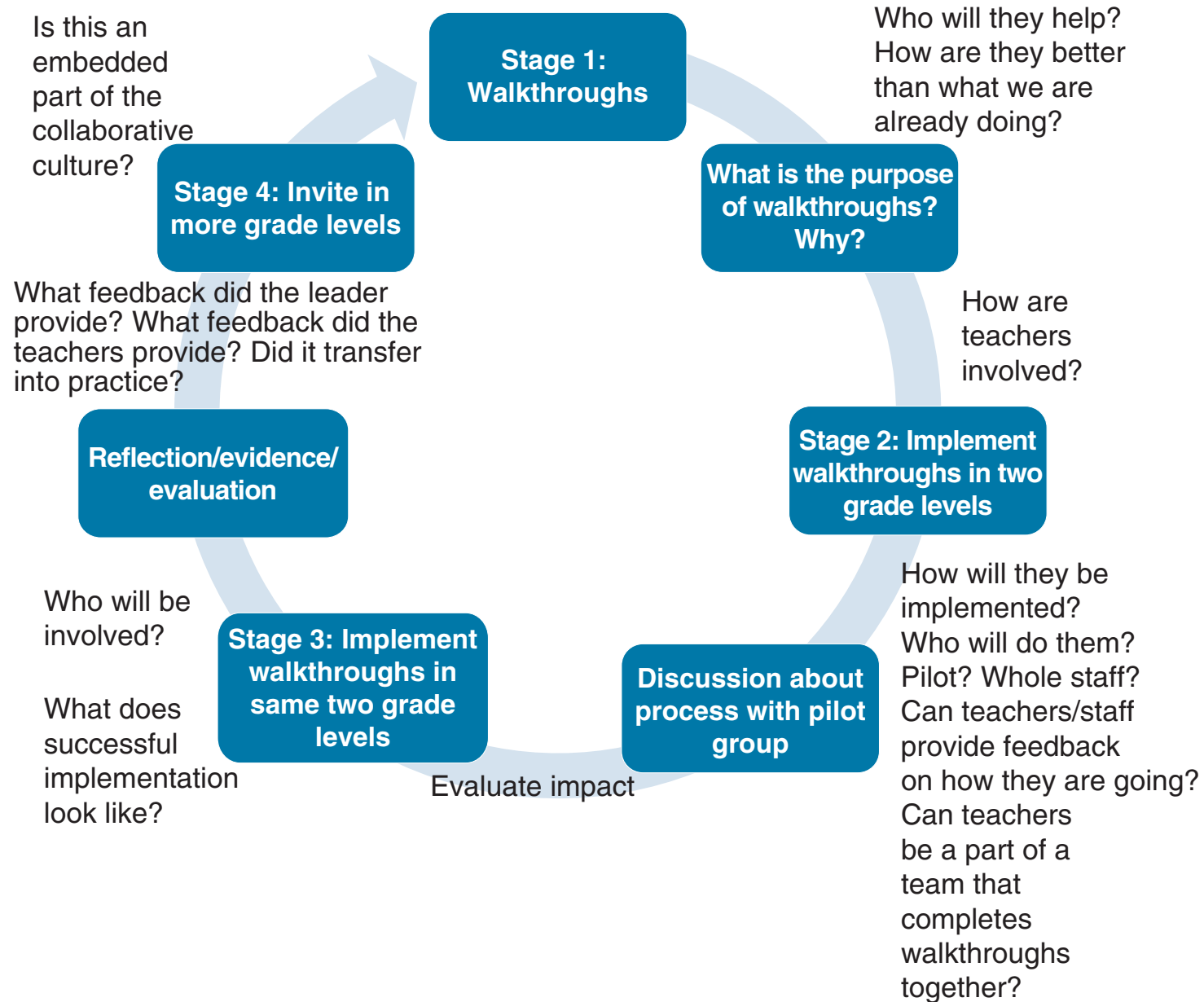
Based on research by Odom et al. (2014) and Fixsen et al. (2005).

Implementation Strategy for Student Advisory Groups (SEL)

How can we embed this into the collaborative culture?

Usually happens at the end of one school year, and involves a summer planning group

Stage 1: The need for school-based SEL practices

Reflect on evidence collected (i.e, student responses to surveys, teacher reflections)

Student advisory groups is a research-based practice to help connect students with the school community

Stage 6: Hold the first advisory group meeting, which includes students

How do we involve all teachers?

Stage 5: Students are provided with an advisory group teacher and given an understanding of what happens during the group meetings

Stage 2: Focus on creation of advisory groups with school stakeholder group

Stage 4: At faculty meetings, begin modeling examples of what is discussed at advisory group meetings

Stage 3: Stakeholder group defines/explains the advisory group process to all teachers/staff

School community decides on frequency of meetings (i.e., once a week, twice a month, etc.)

Each member of the school community will have a group of students representative of each grade level in the school

Based on research from Odom et al. (2014) and Fixsen et al. (2005).

Implementation Strategy for Walkthroughs

Is this an embedded part of the collaborative culture?

Stage 1: Walkthroughs

Who will they help? How are they better than what we are already doing?

Stage 4: Invite in more grade levels

What is the purpose of walkthroughs? Why?

What feedback did the leader provide? What feedback did the teachers provide? Did it transfer into practice?

How are teachers involved?

Reflection/evidence/evaluation

Stage 2: Implement walkthroughs in two grade levels

Who will be involved?

What does successful implementation look like?

Stage 3: Implement walkthroughs in same two grade levels

Discussion about process with pilot group

Evaluate impact

How will they be implemented? Who will do them? Pilot? Whole staff? Can teachers/staff provide feedback on how they are going? Can teachers be a part of a team that completes walkthroughs together?

Based on research by Odom et al. (2014) and Fixsen et al. (2005).