

---

# School Leader's Literacy Walkthrough

---

## Grades K-5

<b>Introduction .....</b>	<b>2</b>
<b>Overview of the Tool .....</b>	<b>2</b>
<b>Using the Tool.....</b>	<b>2</b>
<b>Florida Practice Profile.....</b>	<b>3</b>
<b>Pre-Walkthrough Meeting Guide.....</b>	<b>5</b>
<b>Post-Walkthrough Meeting Guide.....</b>	<b>5</b>



*The content for this School Leader's Literacy Walkthrough was adapted from the School Leader's Literacy Walkthrough developed by REL Southeast supported in whole or in part by contract ED-IES-12-C-0011 from the U.S. Department of Education, Institute of Education Sciences. The content was adapted to align with Florida's B.E.S.T. English Language Arts standards. The content does not necessarily reflect the view or policies of IES or the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. government.*

## 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
<p><b>EXPLICIT INSTRUCTION</b> 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. One example is the gradual release model.</p>	<ol style="list-style-type: none"> <li>1. Introduces the new or previously taught content, concept or skill clearly and directly.</li> <li>2. Models or demonstrates use of the new or previously taught content, concept or skill.</li> <li>3. Provides clear visual and/or auditory examples (and non-examples when needed) to illustrate specific application of content, concept or skill.</li> <li>4. Provides learners frequent opportunities for guided and independent practice of new or previously taught content, concept or skill.</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduces new or previously taught content, concept or skill indirectly, relying upon student inferencing; does not provide clear and concise explanation.</li> <li>2. Provides instruction without modeling or demonstrating new or previously taught content, concepts or skills; does not clarify potential misconceptions.</li> <li>3. Provides instruction without visual and/or auditory examples and non-examples; does not illustrate specific application of new or previously taught content, concepts or skills.</li> <li>4. Provides instruction without follow-up opportunity for learners to practice new or previously taught content, concepts or skills; does not guide learners toward independence as soon as possible.</li> </ol>
<p><b>SYSTEMATIC INSTRUCTION</b> 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.</p>	<ol style="list-style-type: none"> <li>1. Uses a logical progression of content, concept and skill, proceeding from simple to more complex.</li> <li>2. Conducts a cumulative review, enabling learners to make connections to previously learned material.</li> <li>3. Provides opportunities for students to practice previously taught content, concepts and skills to progress toward learning goals.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teaches content, concepts or skills that do not proceed from simple to more complex.</li> <li>2. Does not provide cumulative reviews for learners to build content, concepts and skills or make connections to new and previously learned material.</li> <li>3. Does not provide opportunities for learners to practice new and previously taught content, concepts and skills in order to progress toward learning goals.</li> </ol>
<p><b>SCAFFOLDED INSTRUCTION</b> 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.</p>	<ol style="list-style-type: none"> <li>1. Identifies learners who are having difficulty carrying out a task or solving a problem on their own.</li> <li>2. Provides intentional support matched to the learner's need, such as asking an open-ended question, providing prompts and cues, breaking down the problem into smaller steps, using visual aids, providing an example or offering encouragement.</li> <li>3. Monitors the learner's response to the scaffold and provides the next level of support needed on a scale from intense to moderate, gradually releasing ownership of learning to the student until they are able to perform the task independently.</li> </ol>	<ol style="list-style-type: none"> <li>1. Overlooks learners having difficulty carrying out a task or solving a problem on their own.</li> <li>2. Does not provide appropriate support that relates to the needs of the learner.</li> <li>3. Does not monitor learner response to scaffolding; does not identify next level of requisite support for further learning; does not empower the learner to perform the task independently.</li> </ol>

Core Component	Accomplished Use	Ineffective Use
<p><b>CORRECTIVE FEEDBACK</b> is clearly communicated, timely and developmentally appropriate information aligned to learning goals or objectives that specifically addresses learners' errors or misconceptions. It is one type of ongoing instructional feedback.</p>	<ol style="list-style-type: none"> <li>1. Identifies learner's misunderstanding/error relative to the target instructional goal.</li> <li>2. Communicates immediate/timely feedback clearly using student-friendly language.</li> <li>3. Provides the learner the opportunity for timely self-correction.</li> <li>4. Repeats the process as needed or confirms accuracy based on learner response.</li> </ol>	<ol style="list-style-type: none"> <li>1. Overlooks learner's misunderstanding/error relative to the target instructional goal.</li> <li>2. Provides no feedback to learner response.</li> <li>3. Provides the learner no opportunity for self-correction.</li> <li>4. Provides no confirmation or follow-up correction of the learner's accurate or inaccurate response.</li> </ol>
<p><b>DIFFERENTIATED INSTRUCTION</b> 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.</p>	<ol style="list-style-type: none"> <li>1. Delivers individualized instruction using one or more of the following adaptations to meet specific learning needs of each learner or group of learners: the content (what is taught), process (how learning is structured), product (what is produced and assessed) and/or the physical learning environment.</li> <li>2. Monitors the ongoing understandings and progress toward meeting specific learning goals to determine further adaptations.</li> </ol>	<ol style="list-style-type: none"> <li>1. Delivers generalized instruction using none of the following adaptations: content, process, product or physical environment; does not address specific needs of individual learners or groups of learners.</li> <li>2. Does not monitor learner's ongoing understandings and progress toward meeting specific learning goals to determine further adaptations.</li> </ol>

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.

<b>Pre-Walkthrough Check-In</b>		Teacher:	Date/Time:
<b>Pre-Walkthrough Guiding Questions</b>		<b>Pre-Walkthrough Notes</b>	
1. Which of the following reading strands will be observed during the walkthrough?			
<input type="checkbox"/> Foundations	<input type="checkbox"/> Communication		
<input type="checkbox"/> Reading	<input type="checkbox"/> 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:

<b>Post-Walkthrough Reflection</b>		Teacher:	Date/Time:
<b>School Leader Reflection Questions</b>		<b>Evidence/Reflection Notes</b>	
1. Which benchmark demonstrated by the students was a focus of the teacher's instructional practices?			
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:

<b>Reflection and Planning Check-In</b>		Check-in Date:	Check-in Time:
<b>School Leader &amp; Teacher Discussion Questions</b>		<b>Check-in Notes</b>	
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:

# Literacy Leaders:

What Do You Need to Do?



## RECOGNIZE FEATURES OF EFFECTIVE INSTRUCTIONAL DELIVERY

When leaders prioritize spending time in classrooms, they recognize that *how* reading instruction is delivered is just as important as *what* is delivered.

## MAKE EVIDENCE-BASED LITERACY INSTRUCTION A SCHOOLWIDE PRIORITY

Schools with a clear vision and mission for improved reading achievement demonstrate an understanding of evidence, and prioritize the adoption, and implementation of evidence-based literacy practices among all staff.



## COLLECT INFORMATION & PROVIDE FEEDBACK ON THE CONTENT AND DELIVERY OF LITERACY INSTRUCTION



Classroom walkthroughs that are focused on lesson quality and integrity to evidence-based practices will give leaders valuable information about what's working --or not working-- in their school.

# Literacy Leaders: What Do You Need to Know?

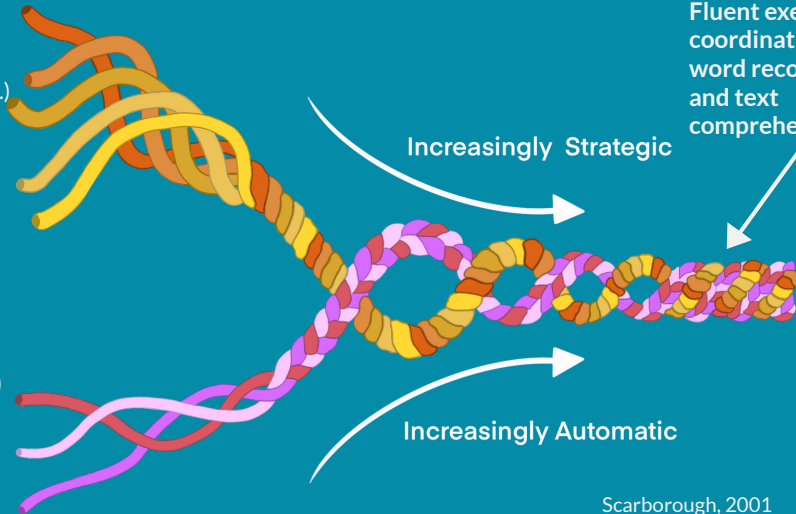
## WHAT ARE THE PRIORITY READING SKILLS

### Language Comprehension

- Background Knowledge (facts, concepts, etc.)
- Vocabulary (breadth, precision, links, etc.)
- Language Structures (syntax, semantics, etc.)
- Verbal Reasoning (inference, metaphor, etc.)
- Literacy Knowledge (print concepts, genres, etc.)

### Word Recognition

- Phonological Awareness (syllables, phonemes, etc.)
- Decoding (alphabetic principle, spelling-sound correspondences)
- Sight Recognition (of familiar words)



### Skilled Reading

Fluent execution & coordination of word recognition and text comprehension.

Scarborough, 2001

## HOW TO SUPPORT TEACHERS WITH IMPLEMENTING EVIDENCE-BASED LITERACY PRACTICES

Workshops, coaching, and professional learning communities can be leveraged to provide teachers with ongoing, job-embedded support and feedback geared toward improving their practices.



## HOW TO EVALUATE, PRIORITIZE, PLAN & IMPLEMENT AN EFFECTIVE READING MODEL



By creating a culture of continuous improvement, effective school leaders are always working with staff to make their multi-tiered systems of support in reading more efficient and effective for students.