



# Conducting Virtual Walkthroughs to Address Rigor and Effectiveness



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# Goals

- What is rigorous instruction?
- What are some virtual best practices?
- What do you want to see?
- What will your checklist look like?
- What next?



# What do you think?

When you enter the Google Meet, you see the teacher is demonstrating how to do a math problem. She is holding up her textbook and showing students the example in the book. She asks students to give a thumbs up if they understand.

When you pop-in to a Google Meet, students are in break out rooms. They are completing a Google Doc with the 3 questions they have about the primary document they viewed prior in the whole group session. The teacher pops in and out asking probing questions. .

When you check a teacher's schedule to set up your visit, you see that she has a Google Meet today; however when you attempt to go in, it is already over. When you ask the teacher, she reports that she introduced the assignment and now students are working independently.

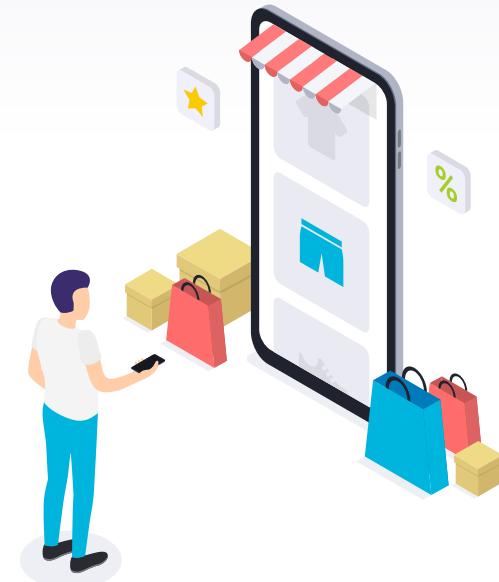
# Virtual Learning Best Practices

1. Cohesive experiences
2. Experiences designed for the unique learning platform
  1. Synchronous and asynchronous
  2. Structure and flexibility
  3. Independent and collaborative



# What do you want to see?

- ▶ When you go into a virtual classroom, what do you expect to see?
- ▶ Make a list of everything you expect to see. Don't spend too much time thinking or organizing...just brainstorm!



# ► Questions to consider:

- ▶ What do you value?
- ▶ What is the ultimate goal of instruction?
- ▶ What are your non-negotiables?
- ▶ How many walkthroughs do you expect to conduct in a given day or week?
- ▶ How long do you plan to spend in a given classroom?



# Let's Plan for our Virtual Walkthroughs!

Expectation ( <i>What you expect to see in the classroom</i> )	Best Practice ( <i>A specific example teachers can model</i> )	Resources ( <i>Helpful websites and other resources to support implementation</i> )
A variety of question types are utilized that speak to all students.	Create questions ahead of time that focus on different levels of Bloom's Taxonomy.	<a href="http://www.fresnostate.edu/academics/oie/documents/assessments/Blooms%20Levels.pdf">http://www.fresnostate.edu/academics/oie/documents/assessments/Blooms%20Levels.pdf</a>



# Now what?

## Reflect:

Did the checklist make the walkthrough easier?

Was there something that was on the checklist that once you were in a classroom, you realized could be removed?

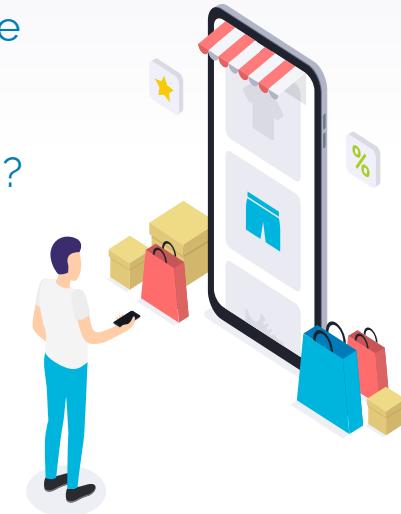
Was there something that you saw in the classroom that you think should be added to the checklist?

## Support:

What seems to be going well across the building?

What are the needs across the building?  
(ex. Questioning and discussion, feedback, using data, grouping students, differentiating instruction, engagement, planning, etc.)

How will those needs be addressed?  
(ex. PD, PLCs, whole faculty meeting, etc.)





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