

Matt Wilson Elementary School

Focus Walk Protocol

Purpose

The Focus Walk protocol is a formative assessment designed to monitor school wide implementation of standards-based instruction. The design of this instrument is based on the Georgia Department of Education School Keys, Class Keys, and current educational research. The purpose of Focus Walks and classroom observations is to support and improve student achievement. The targets for the focus walks will be determined by the MWES school improvement plan.

Focus Walk Details

Who: Instructional Coaches, Classroom Teachers

When: Monthly for 5-10 minutes per observation

In collaborative meetings, we will:

- Determine the instructional focus through analysis of achievement data and review of the school improvement plan.
- Identify artifacts and evidence of each instructional focus.

Sharing Observation Results

- Results of focus walks summaries will be aggregated and charted by the leadership team.
- Results of grade level focus walks will be shared with grade level groups at the weekly grade level planning meetings.
- Results of individual focus walks will be shared with individual teachers by the instructional coaches as appropriate.
- Administrators will receive copies of summary protocols.
- Administrators will share results with system curriculum personnel.

Planning for Continuous Improvement

- The leadership team will use data gathered during the focus walks to inform the next steps on the school improvement plan.
- Administrators will use the focus walk data to plan for professional development, monitor progress on the school improvement plan, and inform system personnel on school improvement progress.
- Teachers will use focus walk data to promote awareness and focus on standards-based instruction for effective classroom instruction.

**Matt Wilson Elementary School
Focus Walk Instrument**

Date:

Time:

Content:

Grade:

Start time:

End time:

☐ Opening

☐ Work Session

☐ Closing

Observation Focus: Standards are posted and learning goals are communicated throughout the lesson using language of the standards (LOTS).

What evidence indicates that the teacher has communicated the standard and learning goal using language of the standards?

Artifacts and Evidence	What is the teacher doing?
	What are the students doing?

What evidence indicates that students understand the learning goal and are using language of the standards?

Artifacts and Evidence	What is the teacher doing?
	What are the students doing?

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