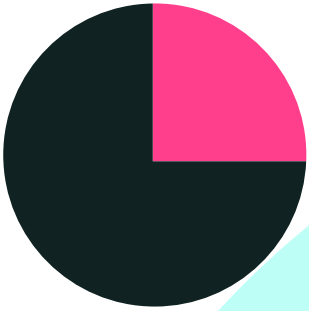


# eWalkThrough<sup>®</sup> Observation

## What does the research say?

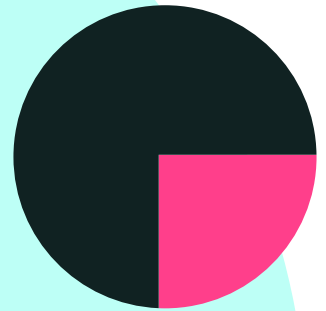


### **STUDENT LEARNING? Quality of teaching matters most.**

Research indicates that the single most powerful, school-based factor influencing student learning is quality of teaching ("*Teachers Matter*" as cited in Forsberg, Jenkins, & Gillespie, 2015).

### **QUALITY OF TEACHING? Collaborative dialogue matters most.**

Charlotte Danielson (2009) states, "Of all the approaches available to educators to promote teacher learning, the most powerful...is that of professional conversation...In these conversations, teachers [paraprofessionals] must consider the instructional decisions they have made and examine student learning in light of those decisions." "Within [a]...collaborative, learning community, there is little doubt that learners with benefit" (Kachur, Stout, & Edwards, 2013).



### **INSTRUCTIONAL CONVERSATIONS?**

#### **Data-based content matters most.**

In order to conduct meaningful professional conversations, instructional leaders need data. The Digital eWalkThrough<sup>®</sup> System generates these data. "Student achievement is directly linked to collegial collaboration, which is clearly supported by classroom walkthroughs" (Kachur et al., 2013).



### **CONTINUOUS IMPROVEMENT?**

#### **Actionable feedback matters most.**

Data can be collected, disaggregated, analyzed, and archived. Individualized results can be delivered instantaneously to paraprofessionals and instructional support staff. This is actionable feedback for growth. "The priority is achieving the highest standards of teaching and learning practices for all...students" (Kachur et al., 2013). This is instructional leadership at its best.

