FLORIDA ATLANTIC UNIVERSITY

FLORIDA EDUCATOR PREPARATION
AND LEADERSHIP NETWORK (FEPLN)
FEBRUARY MEETING

Tools and Strategies to Support Classroom Walkthroughs

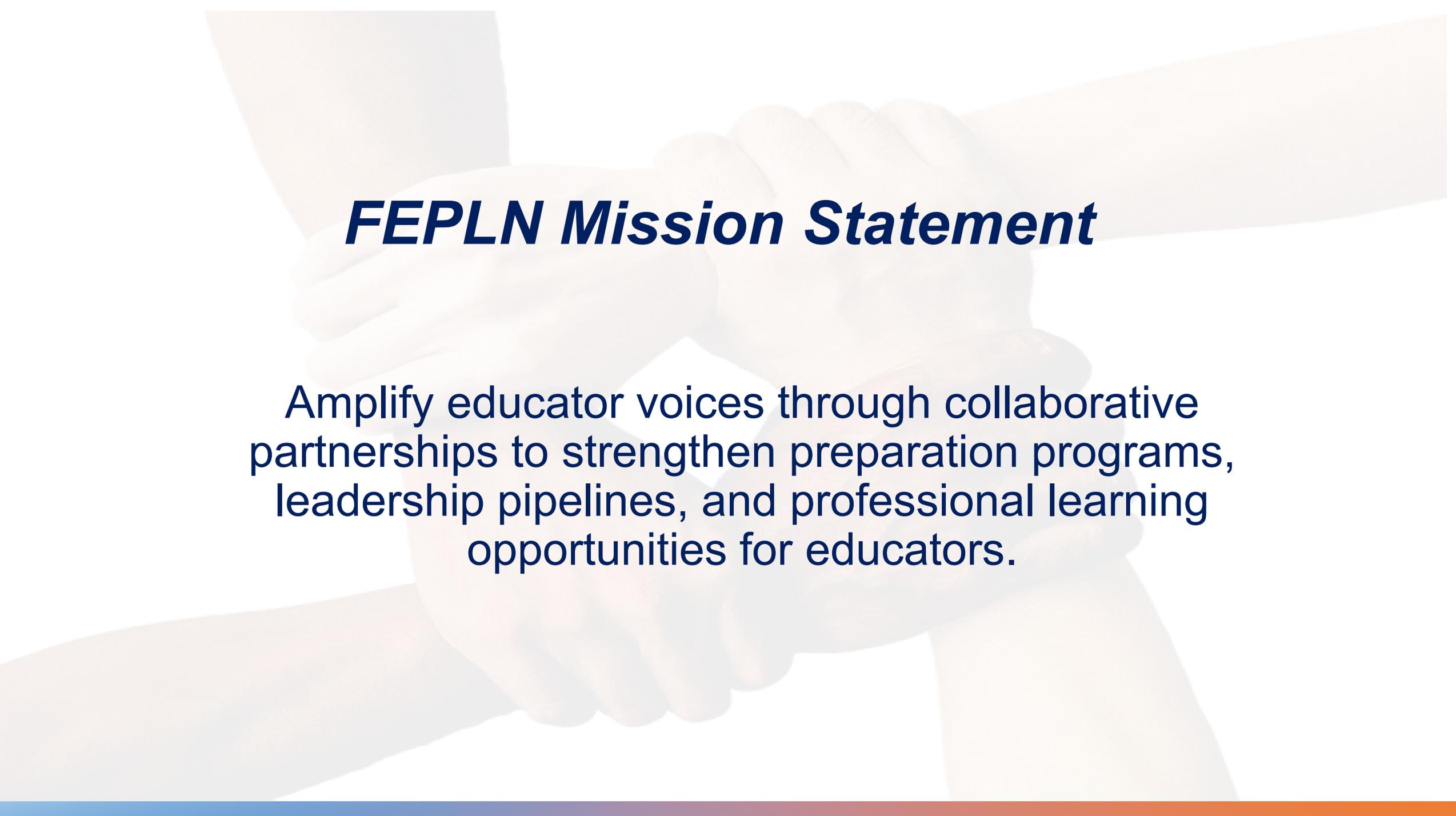## OFFICE OF EDUCATIONAL LEADERSHIP LEARNING

February 4, 2026

1:00 PM

Network Vision

To build a collaborative learning community that empowers educational leaders across Florida to grow, innovate, and share expertise.

FEPLN Mission Statement

Amplify educator voices through collaborative partnerships to strengthen preparation programs, leadership pipelines, and professional learning opportunities for educators.

FEPLN Meeting Logistics and Professional Learning Norms

1st Wednesday of each month at 1pm via Zoom

Participation of all members on the call

Active listening

Respect for all perspectives

Today's Agenda

- Welcome and Logistics
- *Tools and Strategies to Support Classroom Walkthroughs*
- Whole Group Activity and Discussion
- FDOE Q&A
- Session Feedback
- 2026 Leadership Learning Convening Save-the-Date!
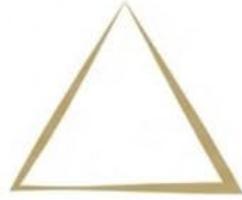- What to Expect Next
- Optimistic Closure

Welcoming Ritual

Drop in the chat:

- What is the most "wintery" thing you have done this season?

Tools and Strategies to Support Classroom Walkthroughs

From Compliance to Collective Efficacy

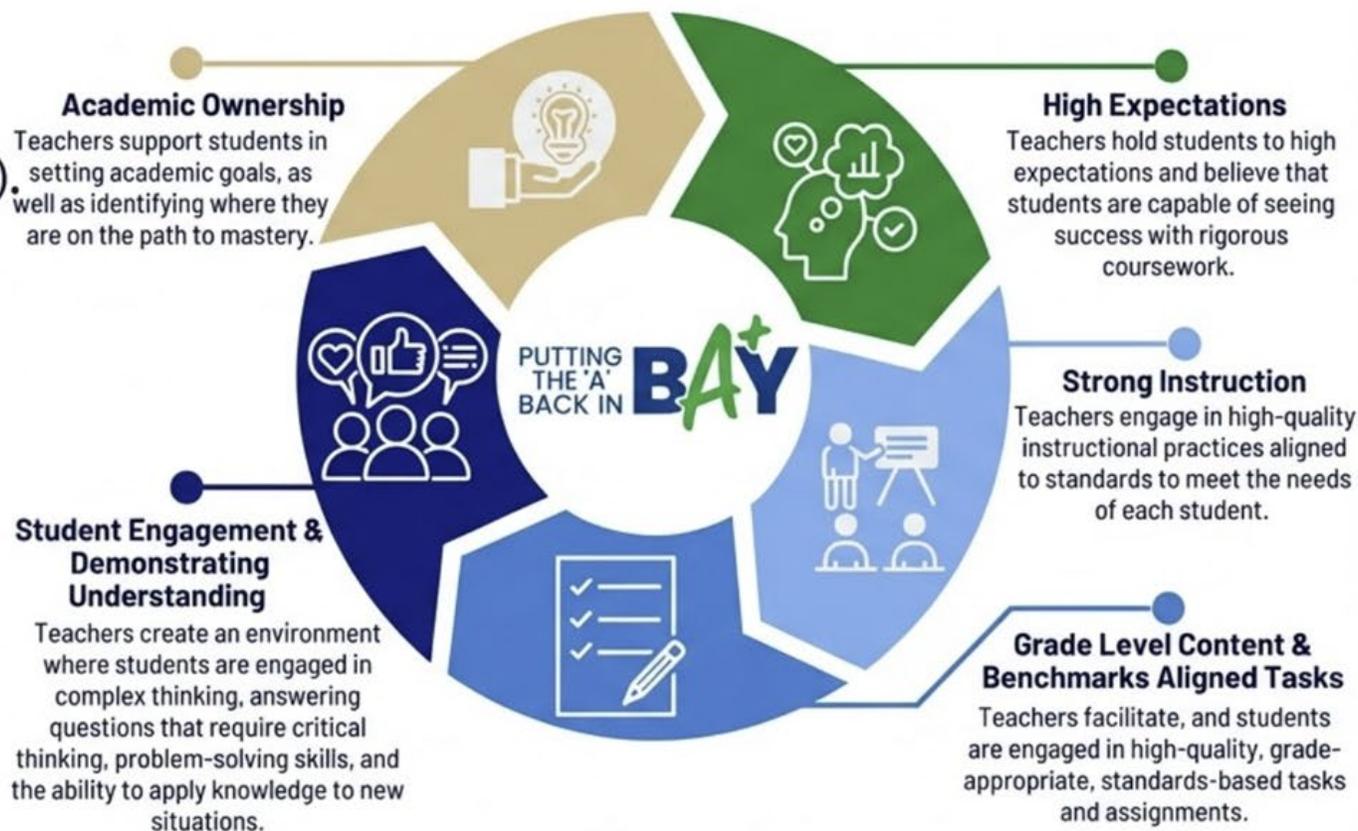Focus: Building a coherent, scalable district system

Approach: Vision alignment, structured feedback, and collective insight

Outcome: Moving from checklist observation to instructional improvement

Coherence Starts with a Shared Vision

- **Definition:** A "North Star" describing ideal teaching and learning (e.g., "High Expectations," 'Strong Instruction').
- **Look-Fors:** Transforming abstract concepts like "Academic Ownership" into observable behaviors.
- **Alignment:** This vision must anchor every walkthrough, coaching cycle, and PLC meeting.
- **The Rule:** You cannot monitor or coach what you have not clearly defined.

Vision for Instruction

Academic Ownership
Teachers support students in setting academic goals, as well as identifying where they are on the path to mastery.

High Expectations
Teachers hold students to high expectations and believe that students are capable of seeing success with rigorous coursework.

Strong Instruction
Teachers engage in high-quality instructional practices aligned to standards to meet the needs of each student.

Grade Level Content & Benchmarks Aligned Tasks
Teachers facilitate, and students are engaged in high-quality, grade-appropriate, standards-based tasks and assignments.

Student Engagement & Demonstrating Understanding
Teachers create an environment where students are engaged in complex thinking, answering questions that require critical thinking, problem-solving skills, and the ability to apply knowledge to new situations.

PUTTING THE 'A' BACK IN BAY

Building a System, Not Just a Tool

Vision → Walkthrough → Trend Analysis → Professional Learning → Classroom Impact

- **System vs. Tool:** A tool is a form; a system is a continuous cycle of improvement.
- **Purpose:** To gather evidence of the instructional vision in action, not to judge the person.
- **Frequency:** Short, frequent visits (10–15 mins) reduce anxiety and increase data points.
- **Connection:** Walkthrough data must directly inform PLC focus and coaching support.

The EIN Feedback Framework

- **Evidence:** "Students cited evidence but didn't explain reasoning."
- **Impact:** "Students identify ideas but cannot yet analyze relationships."
- **Next Steps:** "Ask students to compare across texts to meet benchmark demands."
- **Why it Matters:** Removes ambiguity by separating what was observed from what needs to happen next.

EVIDENCE — Observable teaching and learning facts.

IMPACT — Why it matters for students.

NEXT STEP — Actionable moves for growth.

EIN as a Shared Language Across Roles

For Leaders

Provides a structure for evaluative yet growth-oriented conversations.

For Coaches

Removes subjectivity; focuses on "the work" and student outcomes rather than "the person."

For Teachers

Reduces cognitive load; feedback feels predictable, safe, and tied to standards.

Result: Everyone uses the same syntax for improvement, creating system-wide coherence.

Why the EIN Framework Was Created
Structure Builds Trust

Ambiguity

Clarity

- The Problem: Vague feedback ("Great engagement!") creates confusion and defensiveness.
- The Solution: A structured framework to remove ambiguity.
- The Shift: Separating observation from judgment.
- The Goal: Actionable feedback that honors teacher expertise.

Coaching is the Reinforcement Layer

- **Integration:** Coaching is the support engine for the walkthrough system, not a parallel initiative.
- **Feedback Loops:** Walkthrough trends identify where coaches should spend their time.
- **EIN Application:** Coaches use EIN to co-construct next steps (collaborative) rather than mandate them.
- **Outcome:** Moves teacher practice from 'knowing' (receiving feedback) to 'doing' (implementation).

Walkthroughs
The WHAT (Diagnosis)

Coaching
The HOW
(Support)
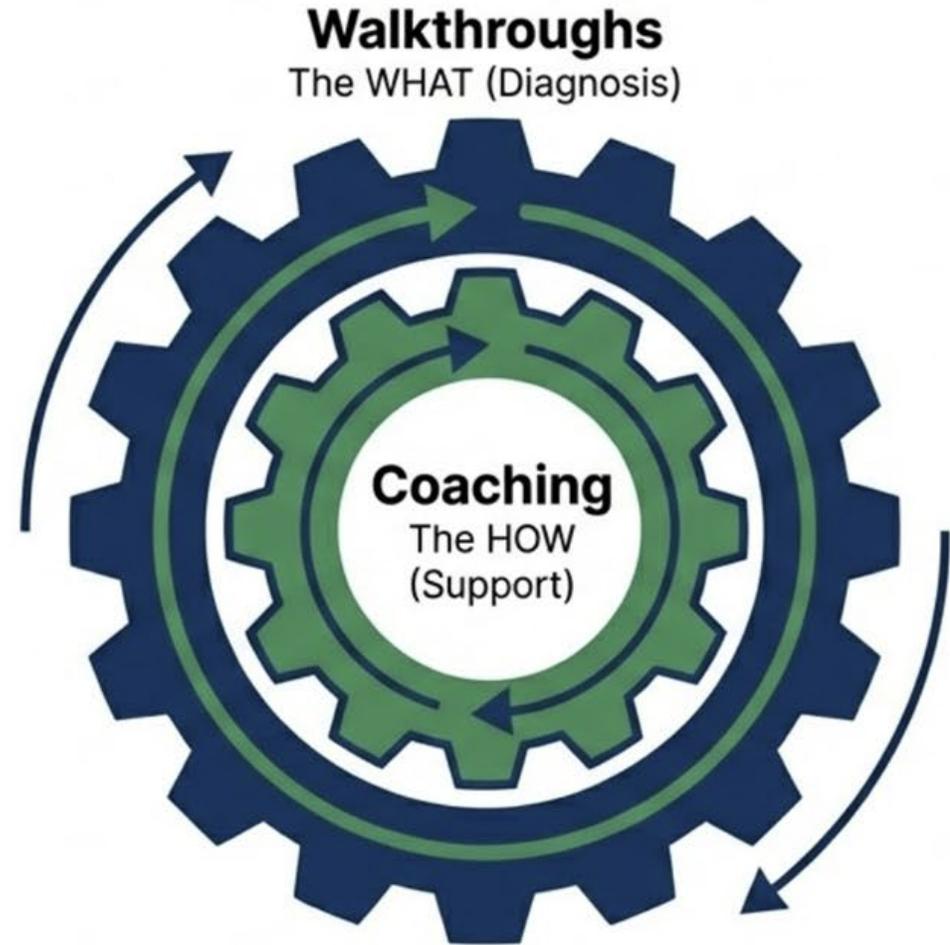
Coaching as System Reinforcement

- Reinforcement: Coaching is not a parallel initiative; it reinforces the walkthrough insights.
- Role Clarity: Leaders identify the trends; coaches support the "Next Steps."
- Feedback Loop: EIN provides the common syntax for both evaluators and coaches.
- Psychological Safety: Focus stays on the work and student learning, not the person.

Leadership Observation

Coaching Support

Student Learning Outcomes
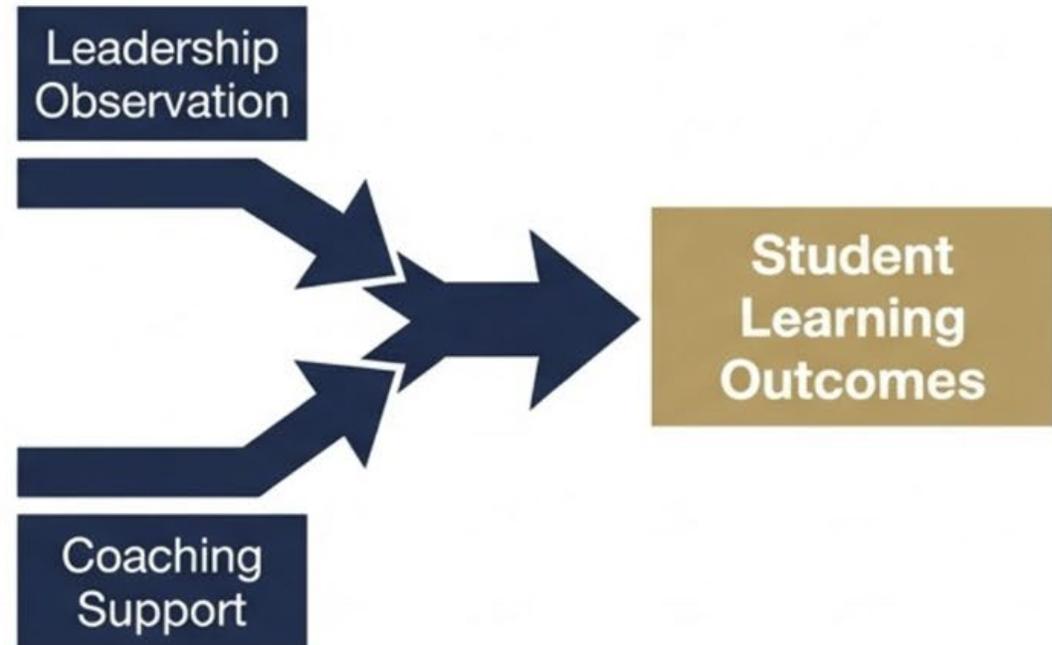
The Challenge: Disconnected Feedback

Math teacher using a "thinking classroom" model; students collaborating at whiteboards.

Teacher providing effective one-on-one support to ensure assignment understanding.

Social studies class: Learning objectives posted; students check the board upon entry.

Teacher needs to better align materials with the curriculum guide.

From Individual Walkthrough Notes to System Insight

Individual Notes   Collective Insight
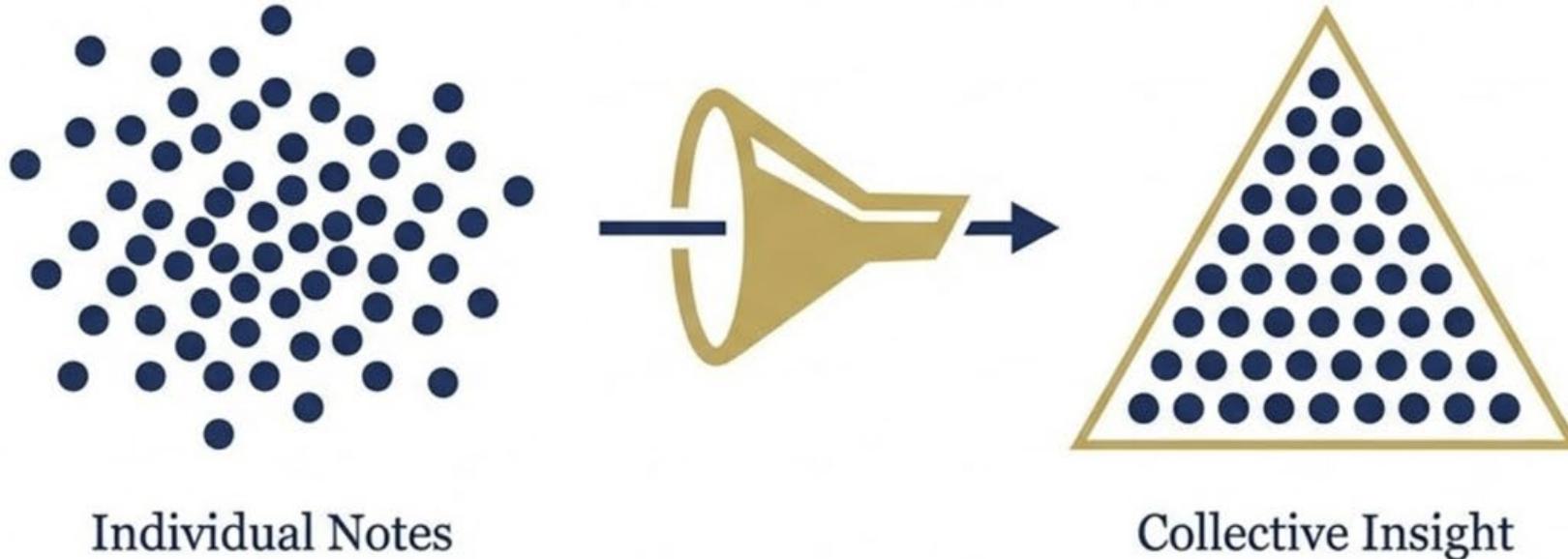
- The Shift: Individual walkthrough notes are valuable, but aggregated data is transformative.

- The Gap: Analyzing hundreds of narrative comments manually is impossible at scale.

- Collective Efficacy: When teachers see that feedback drives system-wide support, efficacy grows.

- The Need: A way to 'sense-make' qualitative data efficiently.

Where AI Fits — and Where it Doesn't
AI for Sense-Making, Not Decision-Making

Human Judgement
(Decision/Strategy)

AI Processing
**(Pattern Recognition/Sorting)**

- The Role of AI: Rapidly analyzing text to identify patterns and alignment gaps.
- The Constraint: AI does not evaluate teacher performance or determine quality.
- The Benefit: Reduces administrative burden, allowing leaders to focus on strategy.
- The Output: Unbiased trend identification based solely on the text provided.

Activity: AI-Assisted Trend Analysis
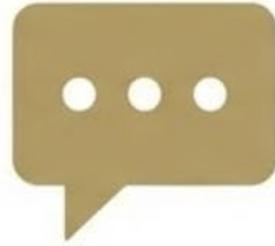
Input Feedback → Prompt for Themes → Refine & Celebrate

The Scenario:

You have disconnected walkthrough notes. You need to find the 'signal in the noise'.

The Goal:

Experience how fast we can move from raw text to strategic insight.

Activity Part 1: Case Study Review

1. Locate the "Principal Thompson Scenario" in your handout.

2. Read specifically how she organized the qualitative feedback.

3. Reflect: How did she move from raw notes to actionable themes?

Activity Part 2: Your Turn

- 1. Turn to the final page of your handout.
- 2. Review the "Sample Feedback Data Set".
- 3. Conduct the Exercise:
  - ❯ Identify emerging themes.
  - ❯ Draft a prompt to connect themes to school goals.
  - ❯ Draft 3 actionable next steps.

10 Minutes
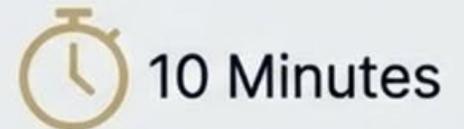
Debrief & Discussion

1. What common themes did you identify in the sample data?

2. How did the AI-assisted process differ from your usual workflow?

3. How might this change how you communicate findings to staff?

Building Collective Efficacy

- Coherence: When vision, feedback, and support align, schools improve.
- System Alignment: This process works regardless of district size or context.
- Final Thought: Walkthroughs are not about checking up on teachers; they are about checking in on our learning system.
- Next Step: Consider how your current system handles qualitative feedback trends.

Department of Education, Division of Public Schools Leadership

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Senior Chancellor

Dr. Josey McDaniel
Deputy Chancellor

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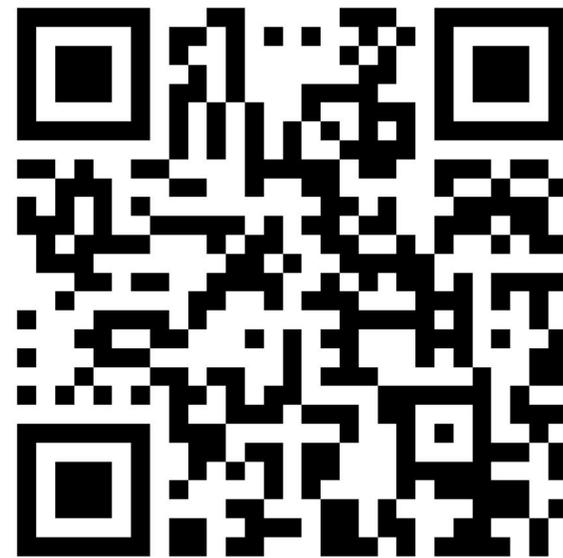Learning Specialist

FDOE: Q&A

- Use the QR Code or link in chat to record additional questions that were not addressed during this Q&A
- Have a more direct question for us? Email: professionallearning@fldoe.org

Session Feedback

Florida Educator Preparation and Leadership Network (FEPLN) February 2026 Meeting Feedback

2026 Leadership Learning Convening

June 15-17 Boca Raton

FAU's Office of Educational Leadership Learning (OELL) & FAU Lab Schools' Center for Educational Strategy and Innovation (CESI)

Districts, Consortia, Charter Networks Teams: Leadership Development, Professional Learning, Principal

Institutions of Higher Education Reps: Leadership Development, Teacher Education

What's Covered?

- Conference registration
- Hotel accommodations on 6/15/26 & 6/16/26
- Meals:
    - Monday, 6/15/26: Dinner
    - Tuesday, 6/16/25: Breakfast, Lunch, and Dinner
    - Wednesday, 6/17/25: Breakfast and Lunch
- Each organization will be provided with a single mileage travel stipend

Registration Information Coming Soon

- Please complete the survey!
- Organizations will register and attend as a team
- "Team lead" will complete paperwork for mileage stipend
- Registration will be first come, first served
- Districts-3, Higher Ed-2
- Organizations will be able to submit additional names for spots that may become available
- March 4th FEPLN Meeting will provide answers to any questions
- Reach out to mfritzi1@fau.edu

What to Expect Next Meeting

Next Meeting Meeting Topic

- *2026 Leadership Learning Convening Overview and Registration Instructions*
- Presentation topics determined by YOU!

Upcoming Meeting Dates

- Next Meeting: March 4, 2026, at 1 PM
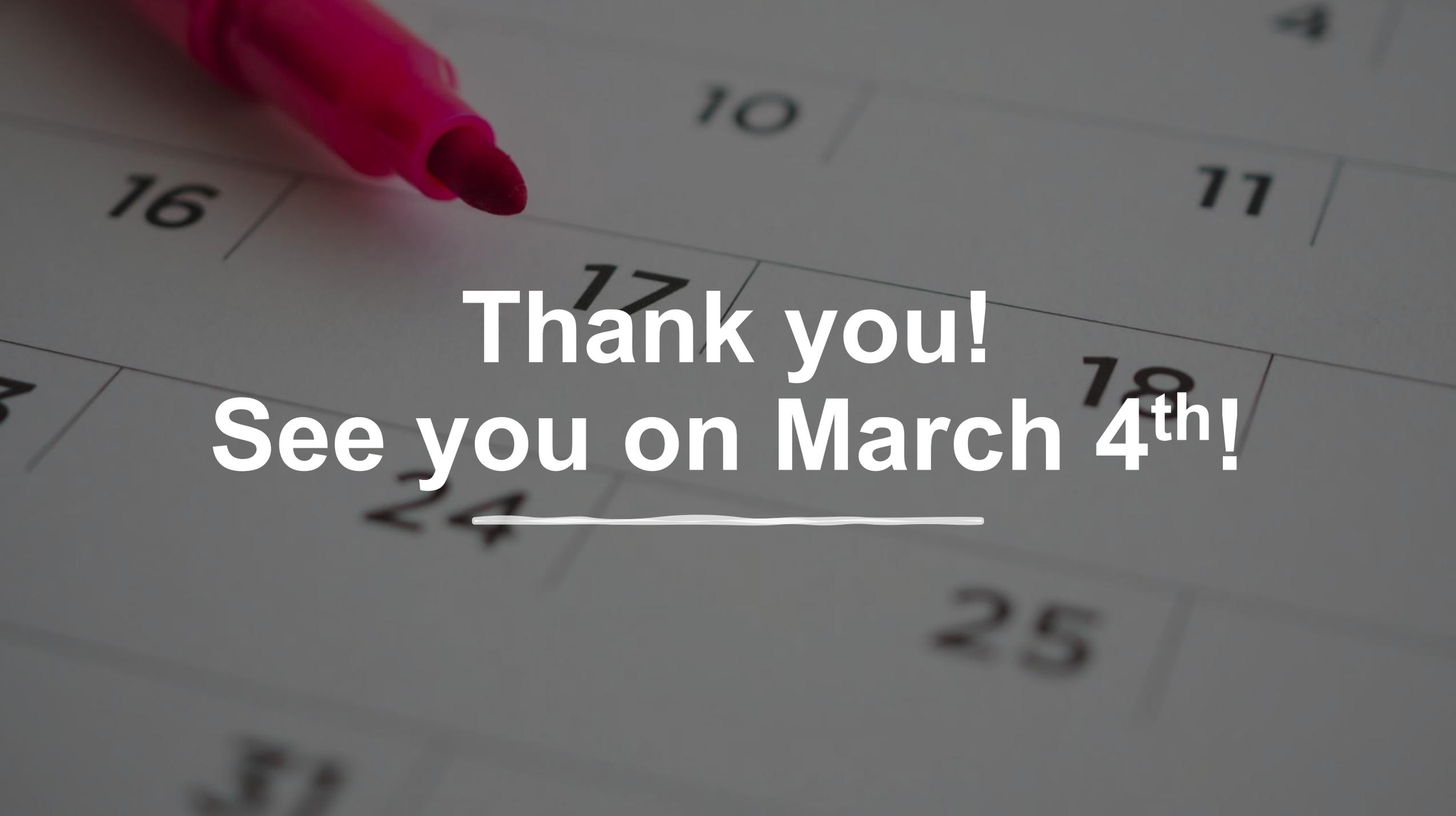- Future Meetings: 1st Wednesday of each month

Meeting Details

- A calendar invite with the meeting link will be sent in advance

Optimistic Closure

What's one reminder from today about why this work matters beyond compliance?

Drop your response in the chat! ✨

Thank you!
See you on March 4th!