

Power Walks + The Fundamental 5 = Rigor?

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Forward-thinking school leaders have shifted their focus from what they deliver to how they deliver instruction. With ever increasing demands on school personnel, campus leaders must keep pace by efficiently managing the school environment with detailed attention to classroom instruction. The logical solution is to simplify a complex instructional system by focusing on the following key components of the delivery of classroom instruction that result in improved student performance.

- ✓ *PowerWalks*, a classroom observation system built on a platform of high standards for teacher performance, provides a solution that allows school leaders to (a) ensure best practices are utilized, (b) provide coaching and immediate feedback, and (c) focus on instruction in a timely manner.
- ✓ A formula for quality instruction, the *Fundamental 5* consists of five practices that every teacher can and should use to dramatically improve instruction. These practices are (a) lesson framing, (b) work in the power zone, (c) frequent small group purposeful talk, (d) recognize and reinforce, and (e) critical writing. The implementation of the Fundamental 5 represents an intentional approach to focus on student learning.
- ✓ For years, educators have worked to increase the *rigor* of school curricula and to engage students in challenging learning activities. Frequent and consistent utilization of *PowerWalks* and the Fundamental 5 enhances the probability that students receive the education they deserve.

Most educators would agree that rigorous classroom instruction will help students become better thinkers and learners. Can PowerWalks and the Fundamental 5 help administrators and teaching staff create an engaging, rigorous classroom learning environment? This white paper presents evidence that suggests strong relationships exist between PowerWalks, the Fundamental 5 and rigorous classroom instruction.

A brief examination of the correlations between PowerWalks, the Fundamental 5, and rigorous classroom instruction, this report provides insight into relationships between these three components that impact how instruction is delivered. The data for this study were collected from 20 classroom observations at each of 11 campuses based on the PowerWalks protocol. Campuses were selected from a list of school districts that use the PowerWalks system. From that list, six campuses with fewer than 20 PowerWalks per teacher and five campuses with more than 20 PowerWalks per teacher during the first semester of the 2013-2014 school year were selected.

To eliminate concerns with inter-rater reliability, one person conducted all classroom observations. This quantitative, non-experimental study investigated frequencies of the variables, and no attempt was made to ascertain the quality of Fundamental 5 implementation.

A simple statistics program was used to compute the coefficient of correlation (r) for the variables that were examined. The numerical value (r) ranges from +1.00 to -1.00 and gives us an indication of the strength of relationship. In general, an r value that is positive represents a positive relationship and an r value that is negative represents a negative relationship. The closer the coefficient is to +1.00 or -1.00, the stronger the relationship between the variables. Various guidelines for determining strength of relationships between variables exist. As a rule

of thumb, the following guidelines to determine strength of relationship between variables were used.

Value of r	Relationship Strength
1.00 to 0.50	Strong Positive
0.50 to 0.30	Moderate Positive
0.30 to 0.10	Weak Positive
0.10 to -0.10	None or very weak
-0.30 to -0.10	Weak Negative
-0.50 to -0.30	Moderate Negative
-1.00 to -0.50	Strong Negative

The following correlation matrix was computed from an aggregation of data collected at all eleven campuses. To locate the correlation (r value) for any pair of variables, find the value in the table for row and column intersection for those two variables. The green text indicates a strong positive relationship between two variables.

Correlation Matrix

	PWs/T	Frame	PZ	FSGPT	RR	CW	Rigor
PWs/T	1.00						
Frame	0.72	1.00					
PZ	0.45	0.13	1.00				
FSGPT	0.40	0.16	0.42	1.00			
RR	0.38	0.30	0.82	0.45	1.00		
CW	0.63	0.75	0.42	0.10	0.50	1.00	
Rigor	0.67	0.53	0.56	0.24	0.67	0.82	1.00

The frequency of implementation of the Fundamental 5 for the five campuses with more PowerWalks was considerably higher than for the campuses with fewer PowerWalks.

Figure 1 below represents the frequency of implementation of the Fundamental 5 (y-axis) for five campuses that conducted more than 20 PowerWalks per teacher (x-axis). The frequencies for lesson framing and frequent small group purposeful talk were at or near targeted levels* for

four of the five campuses and the frequencies for working in the power zone and critical writing were at or near the targeted levels for three of the five campuses.

Figure 1: Fundamental 5 Frequencies for 21-41 PowerWalks per Teacher

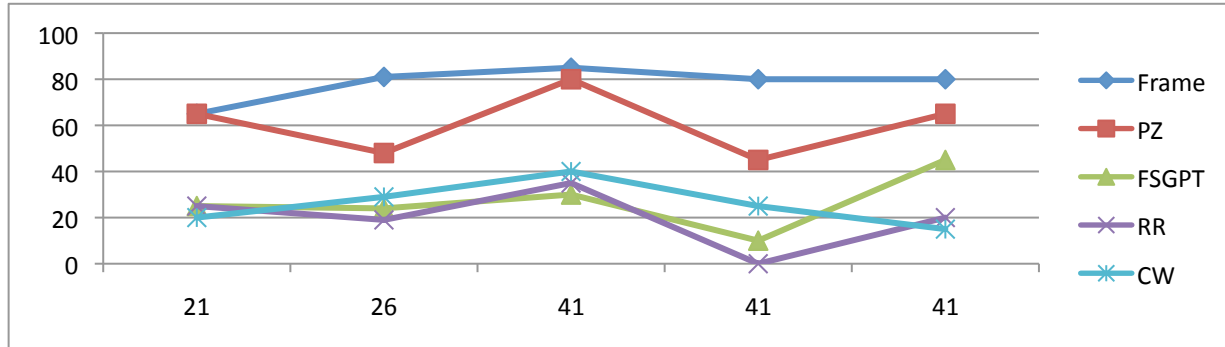
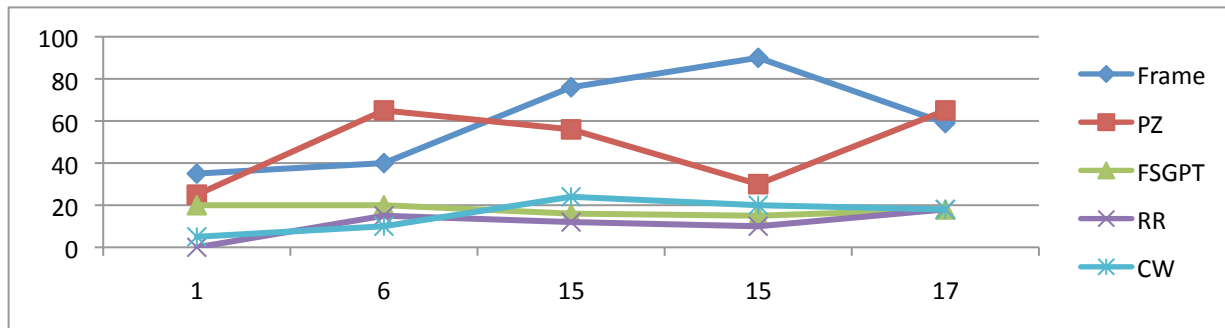


Figure 2 below represents the frequency of implementation of the Fundamental 5 for five campuses that conducted fewer than 20 PowerWalks per teacher. While the frequencies for lesson framing and working in the power zone (PZ) varied from relatively high to low, frequencies for small group purposeful talk (FSGPT), recognize and reinforce (RR), and critical writing (CW) remained below targeted levels for these five campuses.

Figure 2: Fundamental 5 Frequencies for 1-17 PowerWalks per Teacher



PowerWalks + Fundamental 5 = Rigor? These data suggest that more PowerWalks might result in more frequent Fundamental 5 practice. One might assume that increased utilization of higher yield practices like the Fundamental 5 would result in more rigorous instruction. In general, it is extremely difficult to establish causality between two correlated

events or observances. However, when a correlation between two variables is known, predictions can be made.

A rooster crows because he has an internal clock that helps him anticipate sunrise. A crowing rooster does not cause sunrise. However, a safe prediction would be that there is a strong likelihood of sunrise when the rooster crows early in the morning.

We cannot establish that PowerWalks causes more frequent use of the Fundamental 5. Likewise, we cannot be certain that frequent use of the Fundamental 5 results in higher levels of rigor. Based on the data presented thus far, the following predictions seem logical:

1. Frequent PowerWalks will positively impact the utilization of the Fundamental 5.
2. The frequency with which the Fundamental 5 are practiced in the classroom will positively impact rigor.
3. PowerWalks + Fundamental 5 = more rigorous classroom instruction.

What do teachers think? Based on a recent survey of classroom teachers that have received training and implemented the Power Walks system and the Fundamental 5, 70% of teachers agreed with these predictions (only 16% disagreed while 14% were unsure). Educators must accept the fact that, not only what, but how instruction is delivered is a critical classroom component. Implementation of PowerWalks and the Fundamental 5 increases the likelihood that instruction will be delivered in a way that teachers believe is effective and students deserve.