



# SHELL EDUCATION

**Shell Education Podcast Bonus Material**



**Excerpt from SEP50518  
Professional Learning Communities**

**Figure 5.3. Gallery Walk Documents**

The In-School Gallery Walk is a critical event moving toward a coherent literacy program. It provides a site for the school staff as a whole to hear what their students are able to do in terms of end-of-year expectations. It helps staff hear the range of assessments in each grade level. It makes visible how each grade level is contributing to the school's vision of the excellent graduating reader. These are the reasons why it is one of the core expectations for each school for Year 3 in Partnership READ.

Teachers administer the assessments during the schoolwide assessment dates for fall, winter, and spring. For each cycle, individual teachers administer the agreed-upon assessments within their grade levels to their students. This happens within a common period of time as determined by the principal. The cycle includes time to administer the classroom assessments, for teachers to talk with one another at each grade level about their students' work (using the rubrics and other scoring tools) and implications for instruction, time to prepare their grade level's presentation to the school, and time for the whole school to share their presentations.

#### **Preparing for the Gallery Walk**

These are the formal "steps" to the In-School Gallery Walk:

- Teachers are to administer their assessments in their classrooms. The assessments relate to each of the end-of-year "I Cans" in each of the areas targeted: comprehension, writing, fluency, math, and extended response.
- Teachers are to meet together in grade-level groups to talk about the results of the assessment. This includes scoring the students' work together—trading papers from each other's classrooms as well as evaluating how well the rubric is working. It includes time to talk about the results of the assessment in terms of implications for instruction: the potential strategies and materials to use to meet students' needs. It includes time to evaluate the quality of information from the assessment and whether it should be tweaked before using again.
- Each grade-level team is to prepare a presentation, deciding who will do what for each grade level's presentation to the staff and preparing a display board for an In-School Gallery Walk.

**Figure 5.3. Gallery Walk Documents (cont.)**

### **The Presentation at the Gallery Walk**

Each grade-level presentation should capture what the grade level is doing to contribute to the vision of the literate graduate. This includes the following:

- the “I cans” that are driving the assessment choices and how these “I cans” contribute to the overall school vision
- the assessment used for each “I can” and how it was evaluated (key areas)
- the results of the grade level
- the bar graphs that display the distribution
- what the bar graphs mean for decisions about how to meet students’ needs
- the instructional plans (i.e., the strategies and the materials likely to be used) between now and the next Gallery Walk based on the results of the assessments

The School Gallery Walks provided settings in which teachers engaged in collaborative conversations. The structure helped focus talk on teaching and learning—it was embedded in the practice of the school. The guidelines for presentation helped teachers to think carefully about what was happening with their students. Time in the school day and time in the school year allowed teachers and coaches to work as teams—reviewing student work, comparing student work from different classes, and talking about strategies and why some seem to work more effectively than others.