



Instructional Improvement

Overview

The Classroom Walkthrough Process (CWT) and Instructional Improvement Cycles support districts to create **common language around a shared vision of quality instruction** that can be implemented to ensure ALL students have access to effective teachers and leaders.

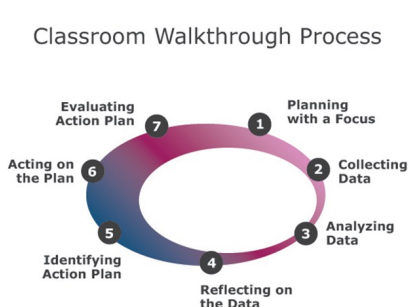
Key professional learning outcomes for professional development in Instructional Improvement include:

- **Build deep understanding** of high quality **instructional strategies** demonstrated to be effective in increasing achievement among ALL students;
- **Enhance educator capacity** to apply **research-based instructional strategies** using data collected through classroom walkthroughs; and
- **Develop effective conditions and structures** to support school or district-wide implementation of classroom walkthroughs to inform instructional design, implementation, and reflection.



Classroom Walkthrough Process (CWT)

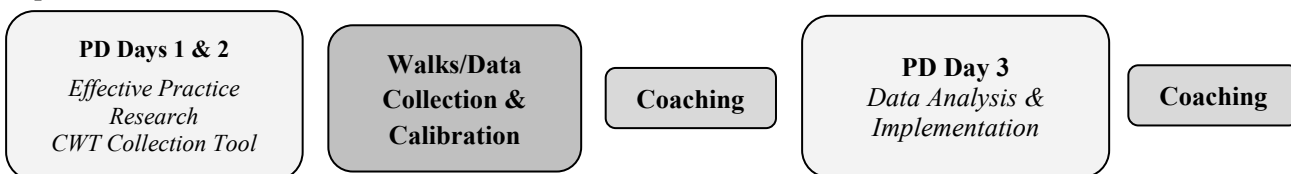
CWT supports continuous improvement of teaching and learning through a process of gathering, analyzing, and reflecting upon data around classroom practice. At the heart of this process is a shared and deep understanding of effective practices of instruction and learning.



CWT professional development overviews current research in effective instructional practice and the application of the CWT collection tool to identify related curricular and instructional trends and patterns. As district and school leaders use the CWT tool, coaching is provided to assist with successful use of the tool and team calibration. Following a practice and coaching period, professional development assists leaders in accessing, analyzing, and using data collected to engage faculty in reflection and action planning. Subsequent onsite coaching will support and provide feedback on the effectiveness of implementation and impact.

Participants will develop a working knowledge of CWT look-fors, understand the connection between data and instructional practice, and create a plan for walkthroughs at their sites. Teams will be required to utilize CWT tools and other related resources. Handheld technologies may enable data collection.

The professional development and technical assistance process supporting CWT implementation may be represented as follows:





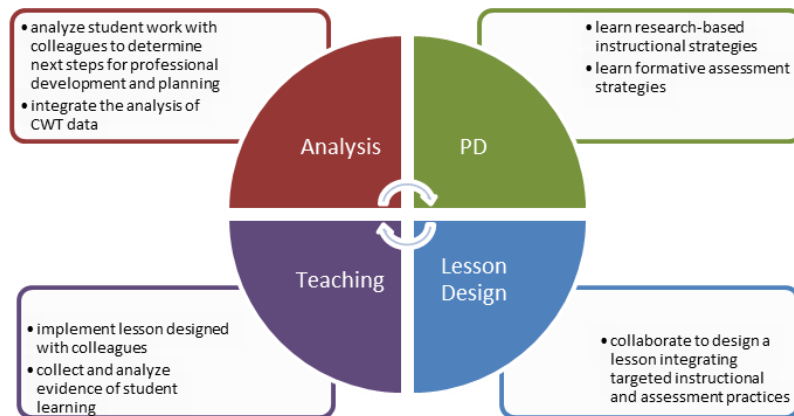
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Enabling Instructional Improvement Cycles

Professional development and technical assistance for instructional improvement are designed to enable school teams to learn targeted instructional and assessment strategies and apply them in collaborative lesson-design cycles at the school-

level. Professional development participants are expected to lead additional school-based faculty in collaborative teams to:

- (1) design lessons supported by research-based instructional strategies and clear formative assessments,
- (2) implement their plans, and
- (3) reflect on progress through the examination of resulting student work.



Instructional improvement cycles are intended to address needs identified through analysis of data collected through the **Classroom Walkthrough Process (CWT)**. This work emphasizes the use of data to inform instruction and encourages professional reflection — both of which are critical to enhancing student achievement. Participants will:

- Define and identify **WHAT** research-based strategies are and how they may be used to increase student learning;
- Learn **HOW** to effectively implement research-based instructional strategies in their classroom practice, with a focus in reading or mathematics;
- Learn **HOW** to apply formative assessment practices within lesson-design practice;
- Learn **HOW** to implement collaborative lesson design, implementation, and analysis cycles at the school level; and
- Learn **HOW** to reflect on *CWT* data to inform next steps planning.

Research-based instructional strategies from which a focus will be developed for each learning cycle include: Setting Objectives and Providing Feedback; Reinforcing Effort and Providing Recognition; Homework and Practice; Nonlinguistic Representations; Identifying Similarities and Differences; Cues, Questions, and Advance Organizers; Summarizing and Note Taking; Cooperative Learning; and Generating and Testing Hypotheses.

These improvement processes are facilitated through professional development followed by onsite coaching to support implementation:

