

# **Evidence-Based Instruction: Tools & Processes for Observing & Advancing Effective Instructional Teaching Practices**

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# Reflection

What does an effective teacher do?

How can observing instructional practices improve the overall instructional practice of a school faculty?

# Evidence-Based Practice

- The field has identified “evidence-based” instructional elements.
  - School leaders struggle with determining the extent to which these elements prevail and how they can ensure they do.
  - Teachers implement the elements different across and within schools.



# Walk-throughs

To support learning, school leaders have implemented walk-throughs

- There are over 20 models, which vary in the length of time, participants involved, and purpose.
- They all involve physically entering the classroom, taking notes, and using the notes to provide feedback.
- These walk-throughs are characterized as “data-driven” and “non-judgmental,” offering a window for others to
  - (a) view what actually happens behind classroom doors, and
  - (b) use data to influence how resources like time, space, money, and talent are allocated.

# Enduring Tensions

- Several enduring tensions prevent walkthroughs from prompting substantial change in instruction
  - There is a natural human tendency to judge,
  - a disregard for the complex nature of classroom interactions, and
  - strong professional norms of privacy in the teaching profession.

# Case Study District

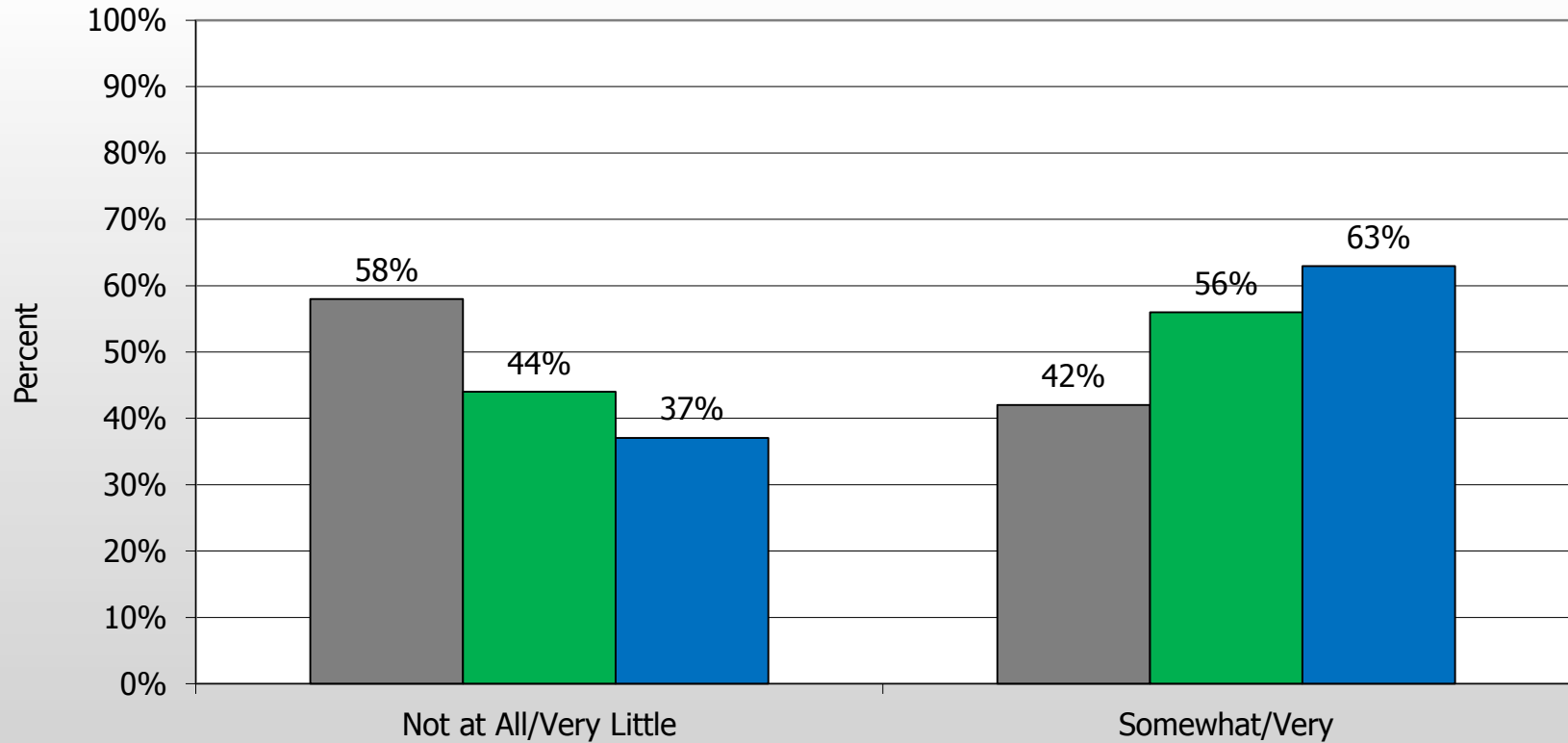
## A small district in Washington State

- 84% Latino student population, and
- 80% of students qualifying for free- or reduced-priced lunches
  - Uses the STAR Classroom Observation Protocol and Process and Classroom Walkthrough for three years as part of the Summit District Improvement Initiative funded by the state Office of the Superintendent of Instruction (OSPI).

# STAR Results

## How well was this lesson aligned with Powerful Teaching and Learning?

■ Othello SD May 08/Nov 08 (n = 119)   ■ Othello SD March 10 (n = 121)   ■ Othello SD March 11 (n = 133)

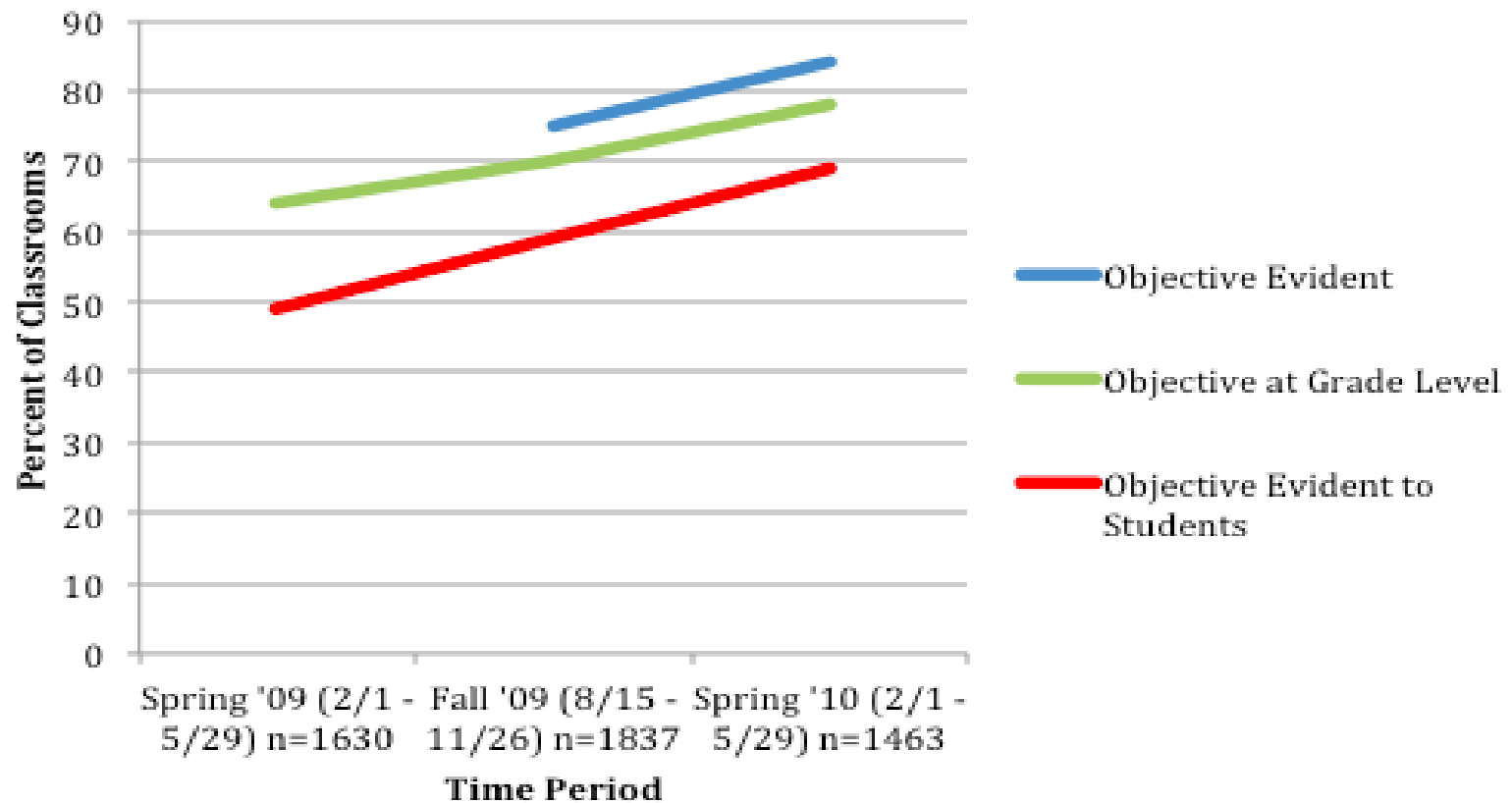


# STAR Results

Components	Fall 2008	Spring 2010	Spring 2011
Skills	72%	76%	81%
Knowledge	37%	57%	65%
Thinking	36%	52%	46%
Application	24%	28%	33%
Relationships	84%	93%	94%
Overall	42%	56%	63%

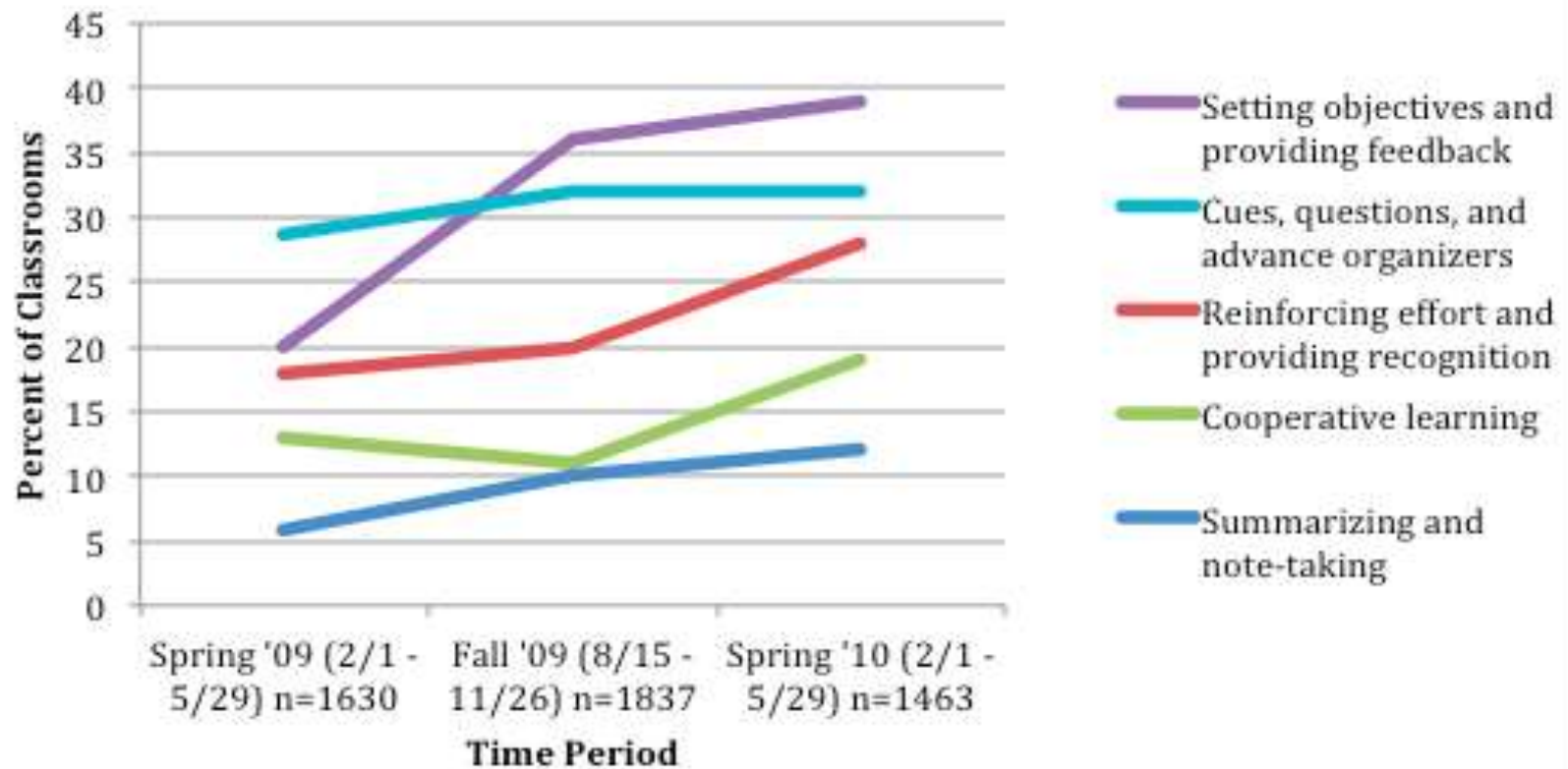
# CWT Results

## Lesson Objective Characteristics



# CWT Results

## Focus Strategies Used by Teachers



# WCAP 2008-2011

<u>Grade Level</u>	<u>Reading Growth Rate</u>		<u>Math Growth Rate</u>	
	District	State	District	State
3	5.3%	3.4%	0%	-10.2%
4	.4%	-7.3%	47.5%	10.6%
5	10.1%	-10.4%	35.5%	.1%
6	-11.3%	2.5%	31.7%	19.8%
7	-16.2%	-10.5%	39.8%	12.9%
8	5.3%	3.6%	30.5%	-2.7%
10	2.6%	1.0%	9.4%*	-15.9%*

# Conclusions

- The case study district maintained a clear focus on instruction as part of the Summit District Improvement Initiative and strongly implemented the CWT and STAR Protocol and Processes.
- During the same period, state assessment results also increased in 12 of 14 areas in reading and math, with the greatest improvement in math.
- While these results are not causal, they do suggest there is a link between the support the district received through the initiative and improvement in assessment results.

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