

Improving Instructional Practice

Updated No 2

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Paper Title:

Using assessment data and feedback to improve instructional practice

Note: Original presentation in Singapore was done in collaboration with Sarah Salter the former Assistant Principal of EPS

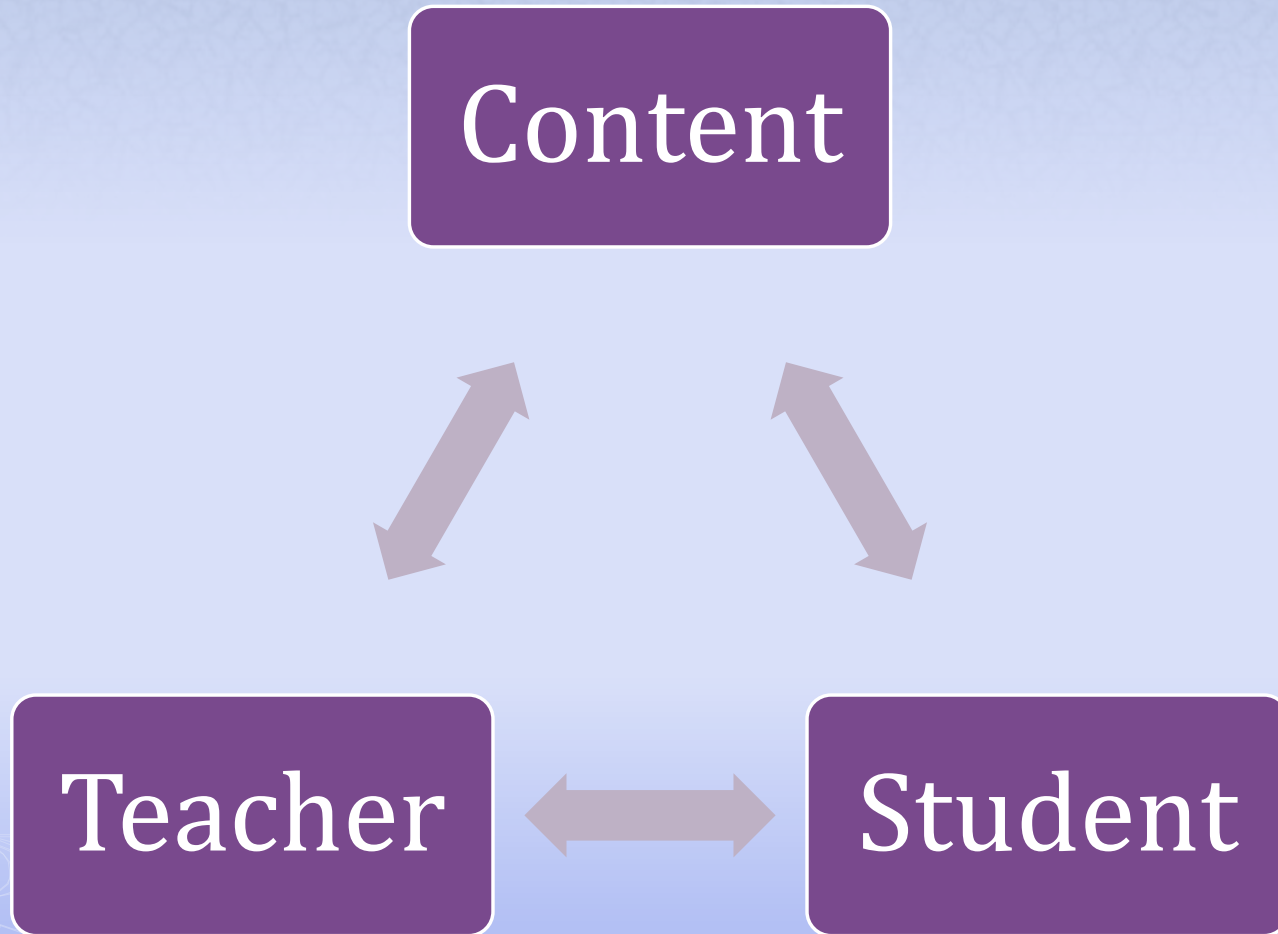
Goals for this session

- ❑ Define a theory of action and set a context for improvement
- ❑ Instructional Improvement Strategies
- ❑ Resolving challenges
- ❑ Provide a progress report

"You don't change performance without changing the instructional core," states Anrig Professor [Richard Elmore](#). "The relationship of the teacher and the student in the presence of content must be at the center of efforts to improve performance."

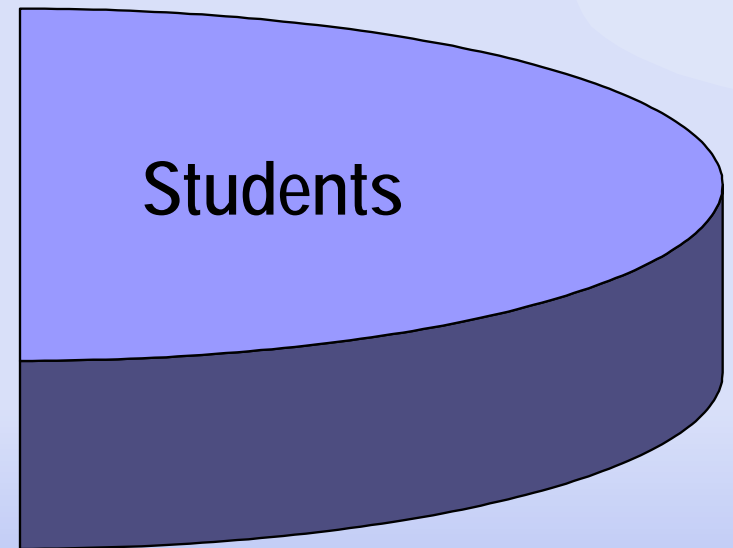
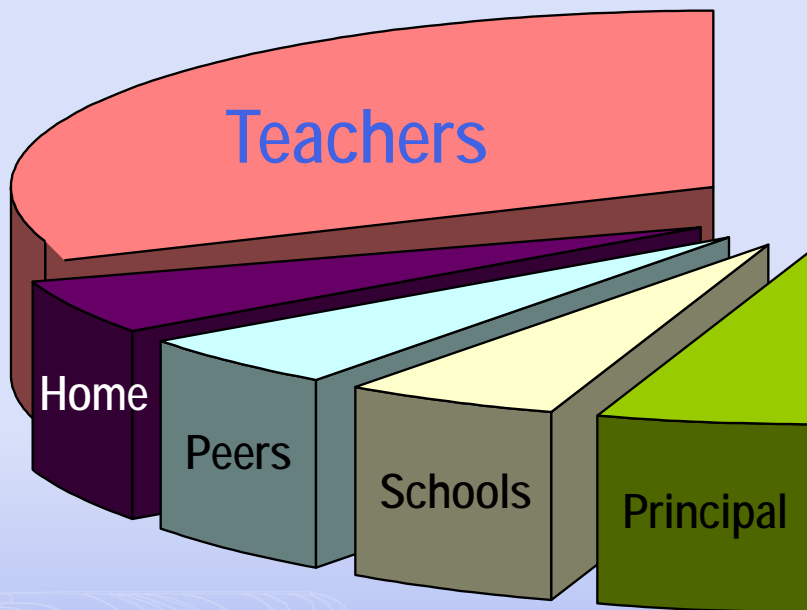
<http://www.uknow.gse.harvard.edu/leadership/leadership001a.html>

Theory of Action



Identifying what matters

Percentage of Achievement Variance



John Hattie

Context

- From curriculum modification to building teacher instructional capacity
- From private to public practice
- From prescription to mindful practitioners
- Challenges of a workforce in transition

Essential Ingredients of School Reform

- ❑ Reciprocal accountability
- ❑ Distributed leadership
- ❑ Protected Meeting Time
- ❑ Ready access to experts
- ❑ Inclusion of Specialist Teachers
- ❑ Use of protocols
- ❑ Voluntary Participation

Katherine Nolan Annanberg
Institute for School reform 2001

What are some improvement
strategies currently used by schools
in the ACT?

Improvement Strategies

Protocols

Walkthroughs

Protocol “Mindful” Conversations

- ❑ Conversational Norms
- ❑ Shared understandings around Student Work
- ❑ Description not judgement
- ❑ Implications for Practice – individual and school
- ❑ Opportunity to reflect

Improvement Strategies

Protocols

Walkthroughs

Principal's Time

Where

- ❑ Office area
- ❑ Hallways/Grounds
- ❑ Off campus
- ❑ In classrooms

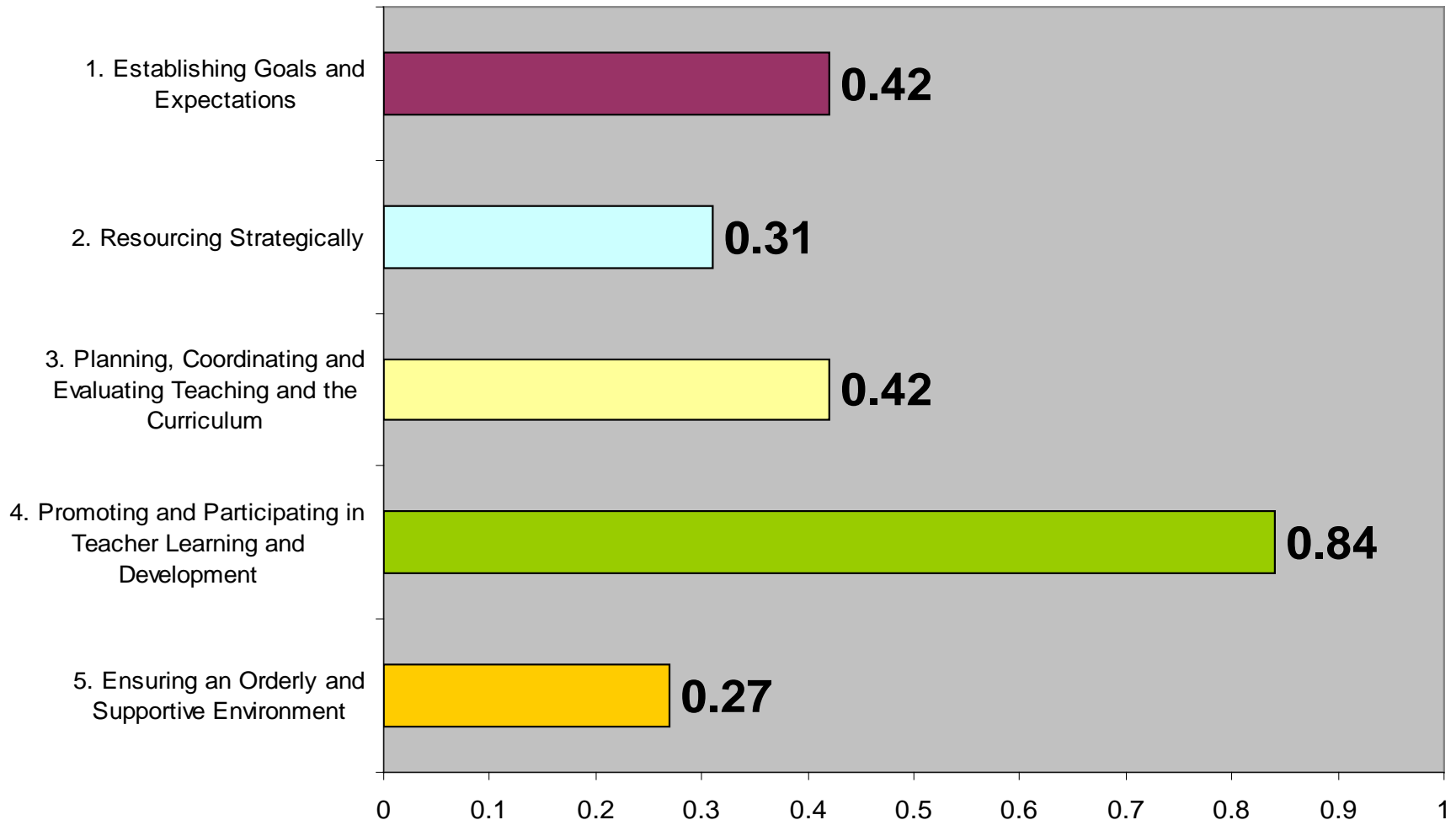
Time Spent

- ❑ 65 %
- ❑ 17%
- ❑ 11%
- ❑ 7%

Howell (1981), Morris (1981), Kmetz & Willower (1982), Stronge (1988)

Leadership Dimensions

Derived from Quantitative Studies Linking Leadership with Student Outcomes



Effect Size

Vivienne Robinson

M Walker ACPA Pin Conference

2010 : www.mwalker.com.au

Elsternwick Primary Principles of Teaching and Learning

- Teachers put clear **scaffolds and structures** in place to support students' thinking and learning.
- Connections are made with **students' interests and lives** beyond school.
- Students are **actively** involved in their learning and when they interact with each other and learn interdependently.
- The **learning environment is** supportive and includes positive relationships. Teaching is passionate and students enjoy learning
- Tasks are open ended - **allowing for different learning styles** and a range of outcomes. Individual needs and learning preferences are catered for.
- Teachers have **high expectations** of all learners and are **explicit** about what they are teaching.
- Students have **ownership of and take responsibility** for their learning.
- Learning is authentic and **hands on** - students are regularly involved in real, hands on experiences.
- Learning is **connected beyond the school** - into the local and global community.
- Students are engaged in **higher order thinking** - they reason, create and reflect. They think about their thinking.

July 2006

Walkthrough – what to look for

CLASSROOM IMPROVEMENT

Art
Music
Mathematics
Science
Social Sciences
Literacy
Physical Education and Health

Formulate objectives
Frame questions
Accommodate learning styles
Stimulate interest
Give clear directions

Cooperative Learning
Inquiry
Direct Instruction
Concept Attainment
Simulations
Mind mapping

Establish routines
Defuse power seeking behaviours
Informal and formal contracts
Provide choices
Low key responses

Content

Instructional Strategies

Instructional Skills

Classroom Management

(SUMMARISED FROM B.BENNETT, C. ROLHEISER, L. STEVAHN (1991)
COOPERATIVE LEARNING: WHERE HEARTS MEETS MIND)

Classroom Walk-Through Model

Six Steps

Step 1: *Snapshot* of Teaching and Learning

Step 2: *Identification* of Instructional Strategies

Step 3: *Assessment* of Learner Engagement

Step 4: *Survey* of the Learning Environment

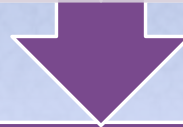
After the Walk...

Step 5: *Analysis* of Data Collected

Step 6: *Reflection* with Teacher or Staff

Protocols

Walkthroughs



Achievement Data

Coaching

Achievement Data

- ❑ We know that the biggest differences lie between classrooms in the same school
- ❑ Does the data confirm this? – Yes
- ❑ What did we do?
- ❑ Share our data

Why Data?

- “The driving purpose for collecting data is for instructional improvement. There is no way to bridge the gap between data and results without changing what is taught, how it is taught, and how it is assessed. Instructional improvement is the last and essential segment linking data to results”.

Love. N. 2008 p.20 Using Data to Improve Learning for All.
Corwin Press.

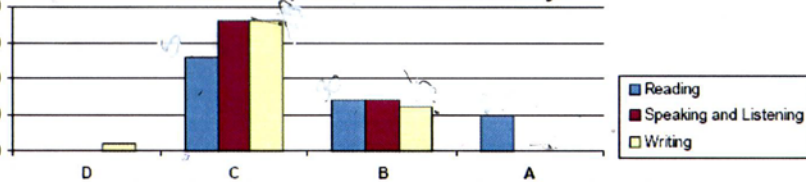
What can a focus on data do for you?

- Help teachers understand why there are between class differences
- Help teachers ensure that there is consistency between classes with what is taught and how it is taught

Teacher Judgement Data

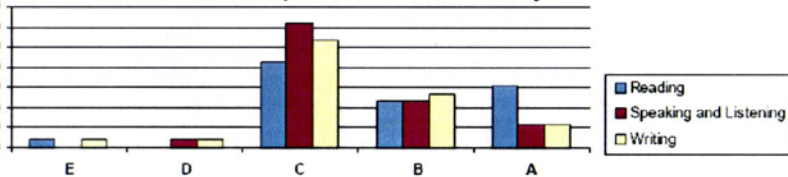
English Dimension Rating Percentages

Class Group SSA Girls and Boys



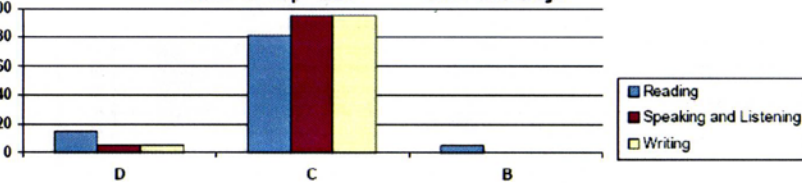
English Dimension Rating Percentages

Class Group SSB Girls and Boys



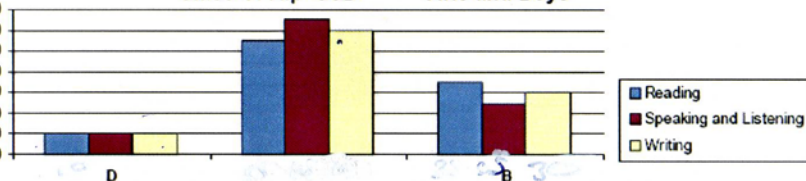
English Dimension Rating Percentages

Class Group SSC Girls and Boys



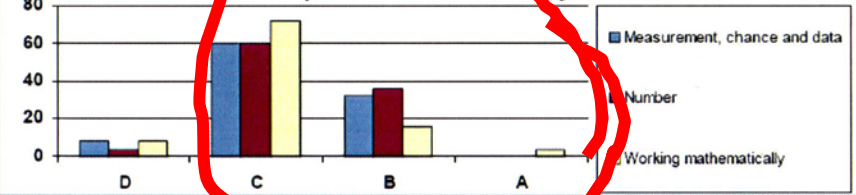
English Dimension Rating Percentages

Class Group SSD Girls and Boys



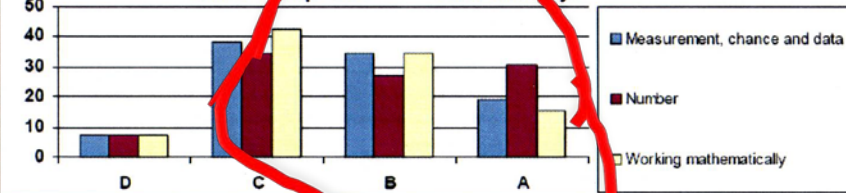
Mathematics Dimension Rating Percentages

Class Group SSA Girls and Boys



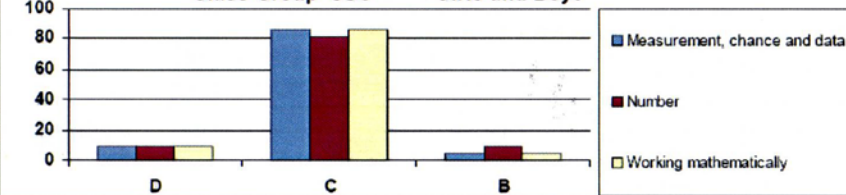
Mathematics Dimension Rating Percentages

Class Group SSB Girls and Boys



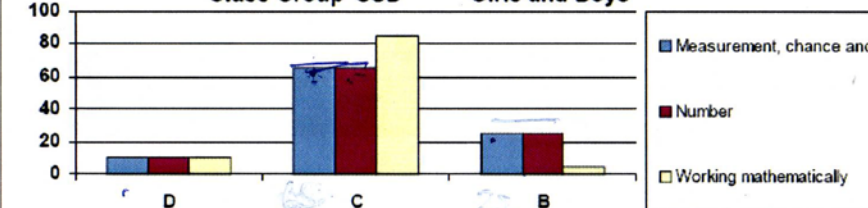
Mathematics Dimension Rating Percentages

Class Group SSC Girls and Boys



Mathematics Dimension Rating Percentages

Class Group SSD Girls and Boys



Whole class focus lesson



Class:

highlight for instruction:

Student Achievement Report

Year 5 NAPLAN Data, 2009 - A-E Grades

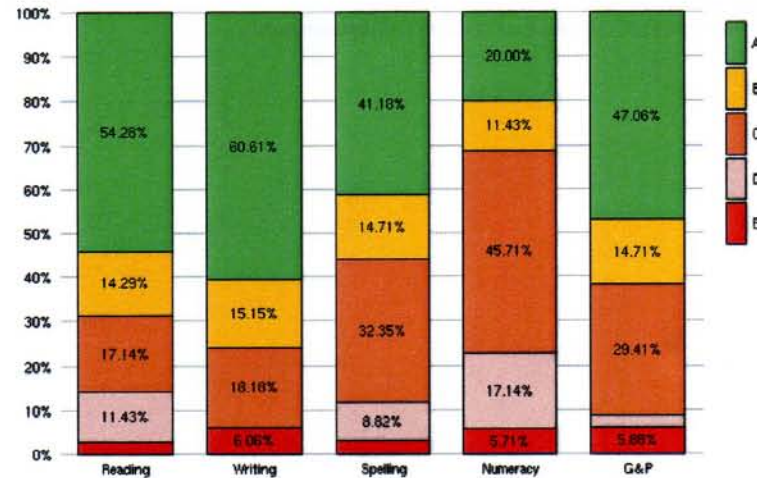
[BACK](#) ⁽¹⁾

Please choose a filter for the results:

CLASS: ALL GENDER: BOTH LBOTE: ALL ATSI: ALL

	Reading	Writing	Spelling	Numeracy	Grammar & Punctuation
A	19	20	14	7	16
B	5	5	5	4	5
C	6	6	11	16	10
D	4	0	3	6	1
E	1	2	1	2	2
	35	33	34	35	34

	Reading	Writing	Spelling	Numeracy	Grammar & Punctuation
A	54.29%	60.61%	41.18%	20%	47.06%
B	14.29%	15.15%	14.71%	11.43%	14.71%
C	17.14%	18.18%	32.35%	45.71%	29.41%
D	11.43%	0%	8.82%	17.14%	2.94%
E	2.86%	6.06%	2.94%	5.71%	5.88%
	100%	100%	100%	100%	100%



N.B: The table below has sortable columns. Please click the table header cell that you want to sort by.

First Name	Second Name	Surname	Reading	Writing	Spelling	Numeracy	Grammar & Punctuation	Class	D.O.B	Gender	LBOTE	A*
			3.88	4.76	4.74	4.02	4.26	SSC		Female	No	
			3.46	4.62	3.44	2.63	3.61	SSC		Female	No	
			4.14	3.6	2.83	3.05	4.26	SSB		Male	No	
			4.63	4.05	3.19	3.05	3.61	SSA		Female	No	
			4.04	5	4.11	4.24	3.61	SSB		Male	No	
			4.26	4.62	5	3.49	3.9	SSA		Female	No	
			4.41	4.89	3.31	3.49	3.9	SSA		Female	No	
			2.44	-	-	2.22	-	SSC		Female	No	
			2.96	3.6	3.44	2.31	2.79	SSC		Male	No	
			4.04	3.84	3.56	3.74	4.26	SSA		Female	Yes	
			3.66	3.36	5	2.71	4.26	SSA		Male	No	
			1.91	2.04	2.45	2.06	1.46	SSA		Male	No	
			4.41	4.05	4.11	3.26	4.26	SSB		Female	No	
			3.46	3.6	3.69	2.71	3.18	SSB		Female	No	

Defining common assessment standards

Sally's Teddy

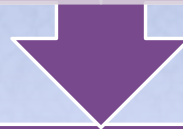
~~The day long ago~~ Sally asked a few friends over ^{to play}, she asked her friends Lucas, Jamie, Louca and Bridget her closest friend. ~~and~~ They all came to play so Sally said "lets go to the forest" and so they all went to the forest. Sally took her favorite teddy (it was not a very good idea) but she did. So off they went and then Jamie and Louca said "lets go and climb the tree over there," ~~and~~ the others said Yes thats a great idea" So Lucas, Jamie, Louca, Sally and Bridget all climbed the tree but Sally had her teddy so she put next to the ~~the~~ tree they were climbing So off she went up the tree and caught up to the others the tree was not very interesting so they went back down ~~the tree~~ They had not gone very far and there was a tree

1.75 - 2.00 - 2.25 - 2.5 - 2.75 - 3.00 - 3.25
1 3 7 2 5 4 3

“The enemy is ambiguity” by Douglas Reeves

Protocols

Walkthroughs



Achievement Data

Coaching

The Benefits of Coaching

According to Joyce and Showers (1995) and Collins, (1997), coaching is the most powerful model for creating learning that has a significant and enduring impact.

Prof. Dev. Model	Understanding	Skill Attainment	Application
Presentation/Workshop	85%	15%	5-10%
Modeling	85%	18%	5-10%
Practice/ low risk feedback in workshop	85%	80%	10-15%
Coaching	90%	90%	80-90%

Coaching

- ❑ The model – sitting beside the teacher
- ❑ Experts in their field
- ❑ Teachers with coaching training
- ❑ Both working 1:1 with teachers
- ❑ Meet with teachers before and after sessions
- ❑ Pose questions, facilitating reflection
- ❑ Sometimes modelling teaching

Improvement Strategies

Protocols

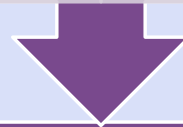
Walkthroughs



Improvement Strategies

Achievement Data

Coaching



Improvement Strategies

Teacher Study Groups

Instructional Model E5

Teacher Study Groups

- ❑ Voluntary
- ❑ Looking at improvement in writing instruction
- ❑ Reading a variety of papers
- ❑ Watching film of quality teaching instruction
 - <http://www.curriculum.org/secretariat/april18.shtml>
 - <http://www.curriculum.org/secretariat/january30TU.shtml>
- ❑ Teachers defining a project
- ❑ Lots of discussion

Improvement Strategies

Protocols

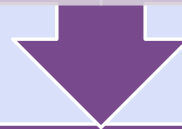
Walkthroughs



Improvement Strategies

Achievement Data

Coaching



Improvement Strategies

Teacher Study Groups

Instructional Model E5



Engage

The teacher fosters positive relations with and between students and develops shared expectations for learning and interacting.

They stimulate interest and curiosity, promote questioning and connect learning to real world experiences.

The teacher structures tasks, elicits students' prior knowledge and supports them to make connections to past learning experiences.

They present a purpose for learning, determining challenging learning goals and making assessment and performance requirements clear.

The teacher assists students to consider and identify processes that will support the achievement of the learning goals.

Practices and behaviours of selected Victorian schools that have improved student performance

1. Using data
2. Coaching, mentoring and sharing expertise
3. Raising staff expectations of students
4. Establishing and aligning values, vision and goals
5. Working in teams
6. Aligning professional learning
7. Raising students' expectations
8. Assigning staff to key priority areas

Conditions necessary to commence and sustain high performance in selected schools in Victoria

Preconditions:

- ❑ • strong leadership
- ❑ • high expectations and high teacher efficacy
- ❑ • an orderly learning environment
- ❑ • a clear focus on 'what matters most'

Conditions for sustainability:

- ❑ • building teaching and leadership capacity and expertise
- ❑ • providing structure and scaffolding for student learning
- ❑ • using data systematically to analyse trends and personalise learning
- ❑ • strong professional learning teams
- ❑ • engendering pride in the school

Improvement Strategies

Protocols

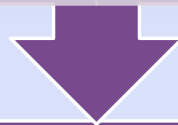
~~Walkthroughs~~



Improvement Strategies

Achievement Data

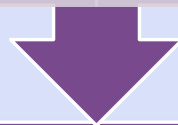
Coaching



Improvement Strategies

~~Teacher Study Groups~~

Instructional Model E5



Improvement Strategies

Building Teacher Efficacy

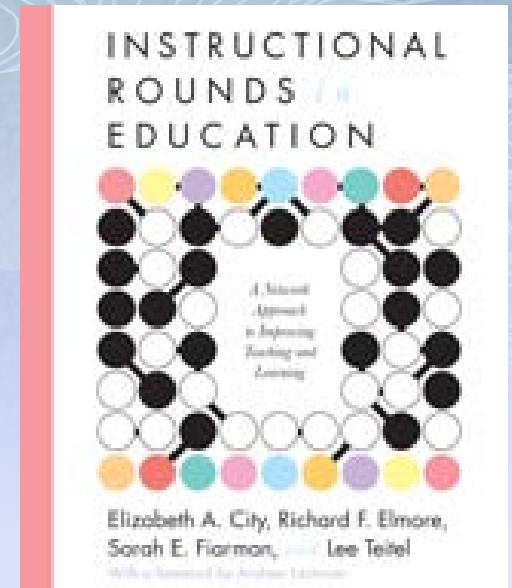
Instructional Rounds

Teacher efficacy improves when teachers needs are met through high performing teams that have shared purposes , high expectations and clear protocols.

It's not OK to be ordinary.

It's not OK to not share.

- *Describe* what they observed in class
- *Analyze* any patterns that emerge
- *Predict* the kind of learning they might expect from the teaching they observed
- *Recommend the next level of work* that could help the school better achieve their desired goal



<http://www.gse.harvard.edu/blog/uk/2009/05/treating-the-instructional-core-education-rounds.html>

**“TEACHING IS LIKE SELLING
COMMODITIES – THEY
ARE NOT SOLD IF NOBODY
BUYS THEM. AND A
TEACHER HAS NOT TAUGHT
IF NOBODY LEARNS.”**

John Dewey (1859 – 1952)

Elmore warns, ***"If you can't see it in the classroom, it's not there."***