

# Improving Instructional Practice

Mark Walker, Principal  
Sarah Salter, Assistant Principal  
Elsternwick Primary School  
Melbourne

Paper Title:

Using assessment data and feedback to improve instructional practice

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# Goals

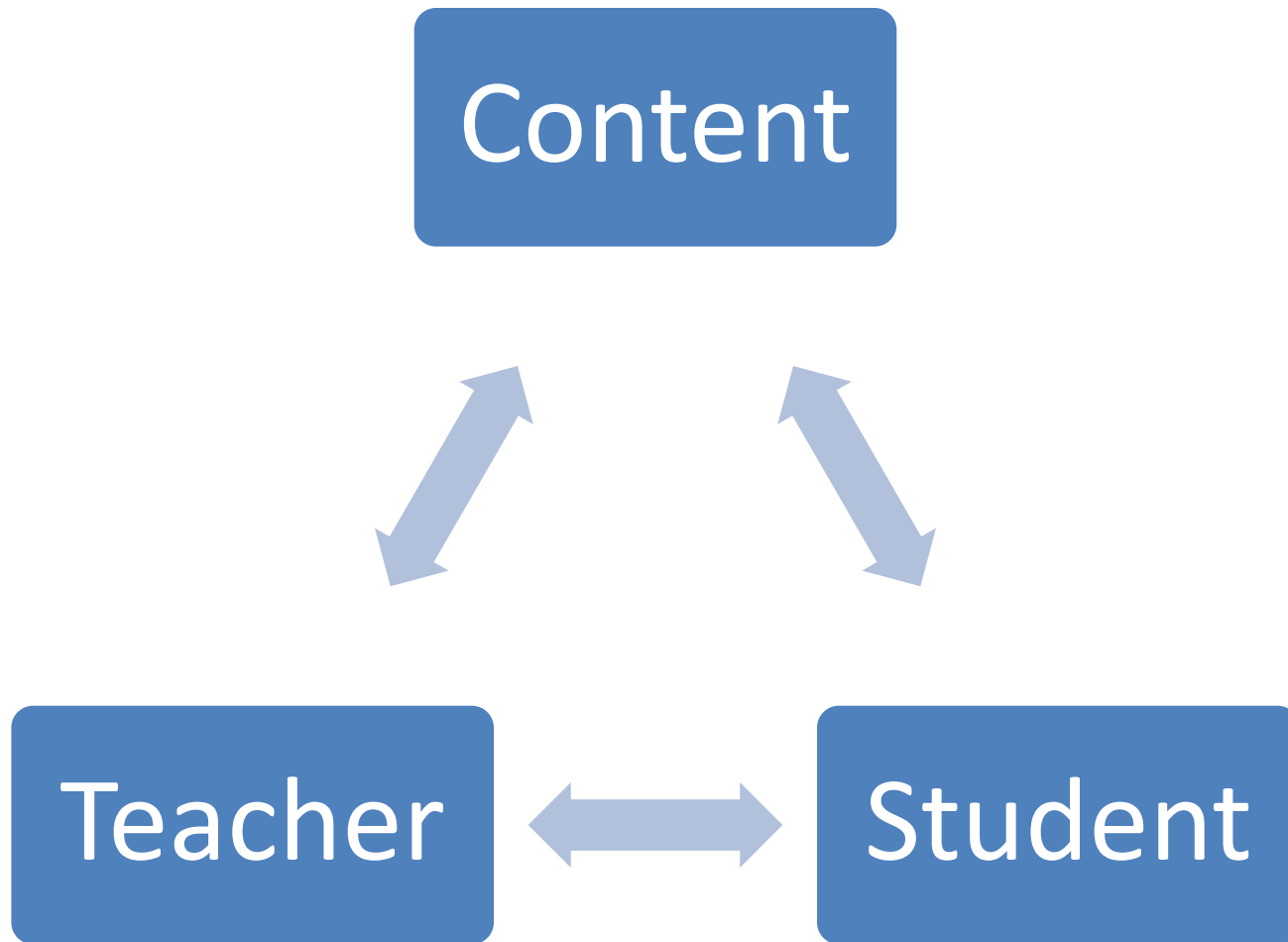
- Define our theory of action and context
- Instructional Improvement – a range of starting points
- Overcoming and resolving impediments along the way

*"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."*



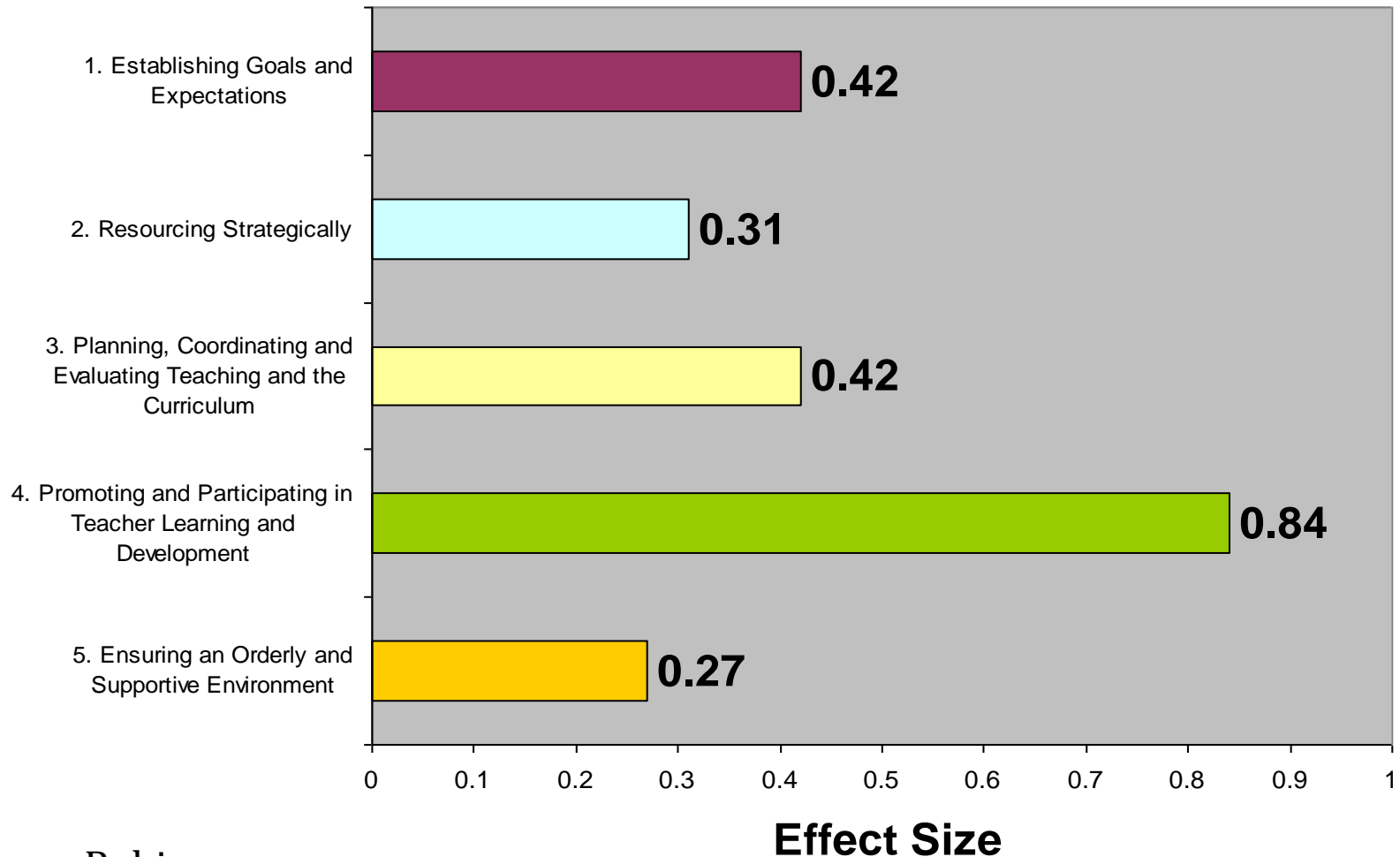
<http://www.uknow.gse.harvard.edu/leadership/leadership001a.html>

# Theory of Action



# Leadership Dimensions

## Derived from Quantitative Studies Linking Leadership with Student Outcomes



Vivanne Robinson

# Broad Context

- ❑ From curriculum modification to building teacher instructional capacity
- ❑ From private to public practice
- ❑ From prescription to mindful practitioners

## Local Context

- ❑ Challenges of industrial agreements that amongst other items specify time allocations
- ❑ Challenges of a workforce in transition



# Improvement Strategies

Protocols

Walkthroughs



# 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

# Protocol “Mindful” Conversations

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

# Improvement Strategies

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# Principal's Time

## Where

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

## Time Spent

- 65 %
- 17%
- 11%
- **7%**

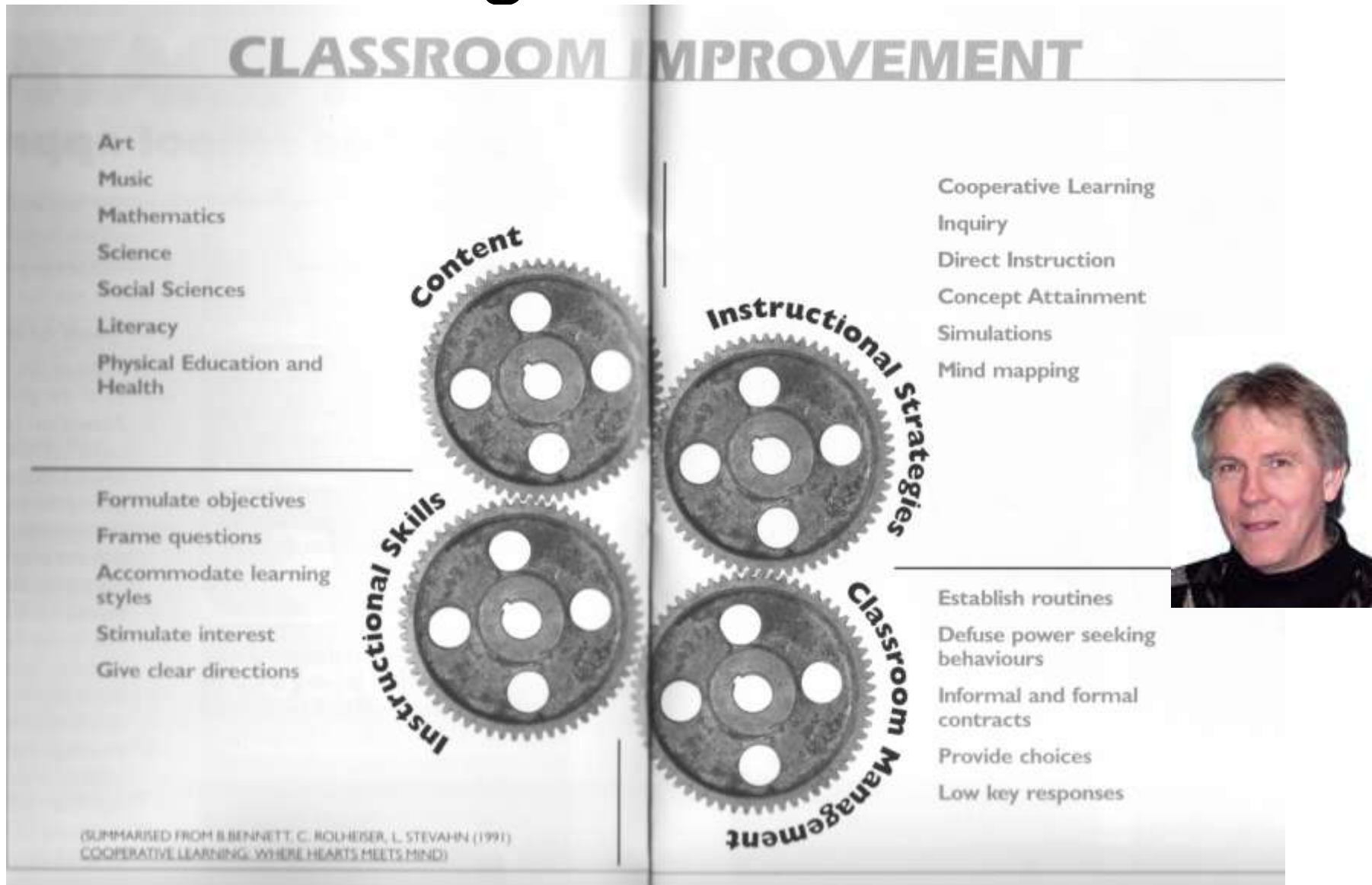
Howell (1981), Morris (1981), Kmetz & Willower (1982), Stronge (1988)

## 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







classification



Explicit Instruction

Supportive Learning Environment

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?

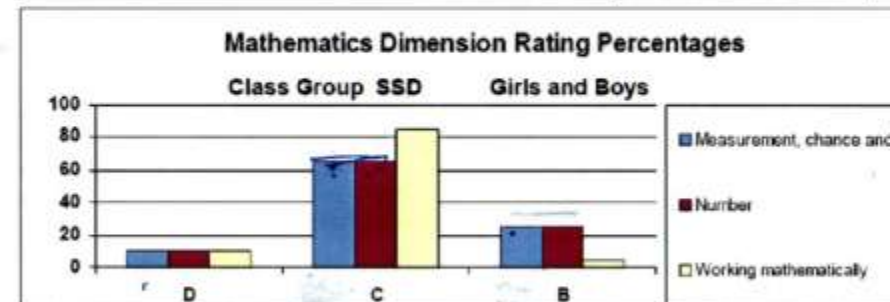
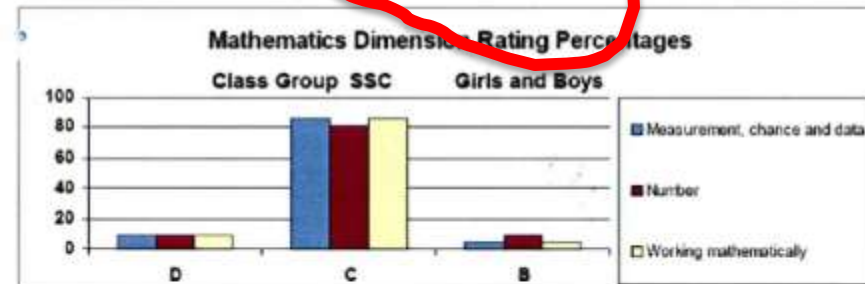
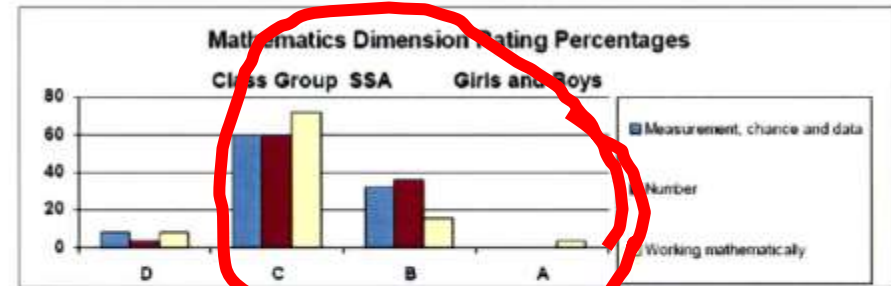
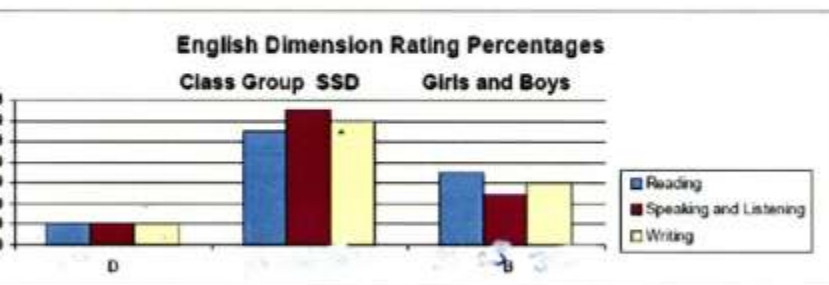
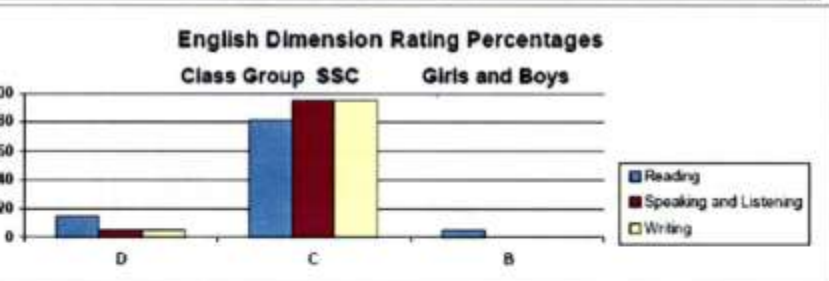
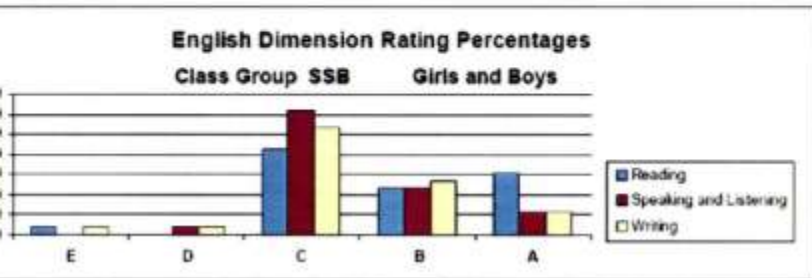
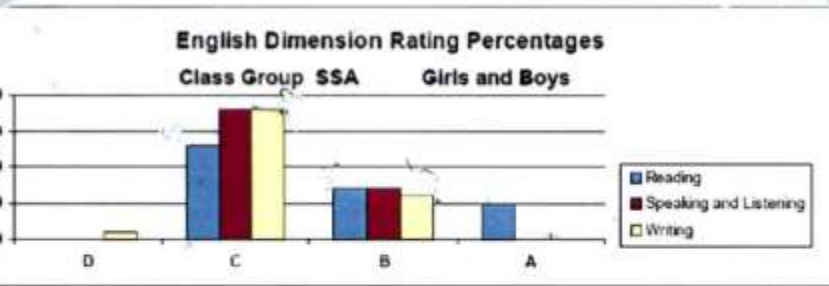
“The driving purpose for collecting data is for instructional improvement. There is no way to bridge the gap between data and results without changing what is taught, how it is taught, and how it is assessed. Instructional improvement is the last and essential segment linking data to results”.

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



M Walker & S Salter. Singapore 2009



Class:

highlight for instruction:

# Defining common assessment

- Teachers assess writing using standards
- From the lowest to the highest – 2 levels apart i.e. 4 years
- Continue with the process to refine our judgement – use other annotated samples
- Finally achieve agreement

# Sally's Teddy

~~The day long ago~~ Sally asked a few friends over <sup>to play</sup>, 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



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“The enemy is ambiguity” by Douglas Reeves

Protocols

Walkthroughs

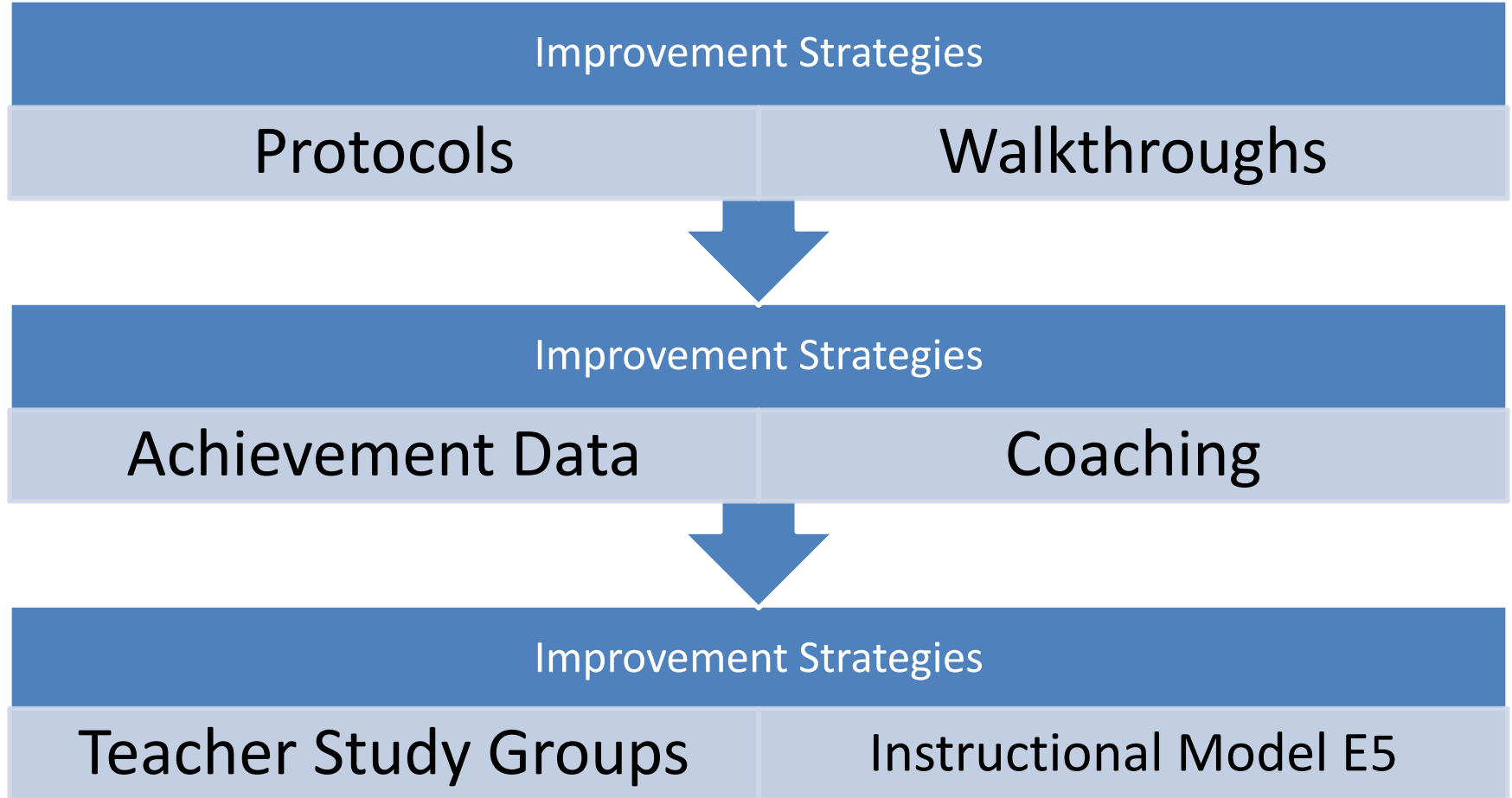


Achievement Data

Coaching

# Coaching

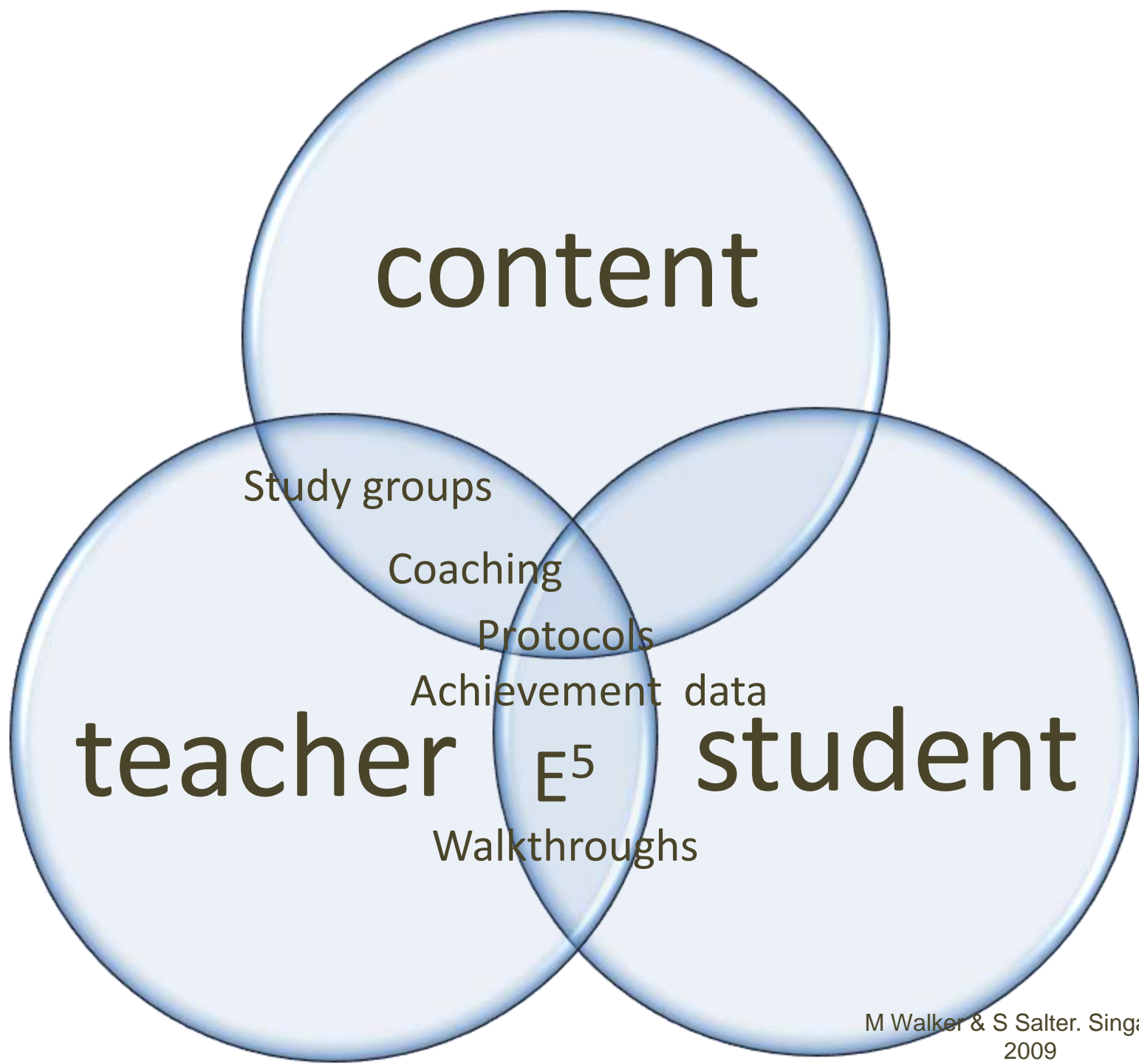
- The model – sitting beside the teacher
- Experts in their field
- Teachers with coaching training
- Both working 1:1 with teachers
- Meet with teachers before and after sessions
- Pose questions, facilitating reflection
- Sometimes modelling teaching



# Teacher Study Groups

- Voluntary
- Looking at improvement in writing instruction
- Reading a variety of papers
- Watching film of quality teaching instruction
- Teachers defining a project
- Lots of discussion







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

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