

# A GUIDE TO EFFECTIVE INSTRUCTIONAL CHANGE



As the instructional leader of the school, the principal initiates the work to analyze school data, make data-based decisions, provide effective feedback on classroom practice, identify achievement gaps and determine the instructional changes necessary to meet student achievement goals. The principal may work alone or in tandem with an instructional coach to achieve school goals, strengthen school culture and ultimately improve teaching and learning.

*"We want our educators to be lifelong learners, and the best way to do that is provide professional learning that is cyclical—that doesn't end."*

*-Fred Ende*



The path to improved instructional practice begins with the NEE Classroom Observation. Principals conduct numerous, short observations throughout the school year to obtain a clear picture of the instruction currently taking place in the school. Teachers receive continuous feedback on their skills through this process. Administrators and teachers then collaborate to utilize observation data along with data collected through student surveys and other measures to make connections between the learning standards, student achievement and instructional practices. This collaboration leads to the development of goals for change.

**In addition to classroom observation data consider:**

- District and building priorities
- Student performance by classroom, grade, subgroup
- Individual professional learning needs from NEE TPDPs
- NEE Indicator Trend Report
- NEE Student Survey results
- PDC Needs Assessment

**1 DETERMINE NEEDS**

**Design an improvement goal that:**

- Addresses a top priority need for groups or whole faculty
- Results from collaborative input
- Is focused on how teachers impact students
- Is easy to understand
- Will make a difference in your school
- Includes a way to measure teacher success

**2 DESIGN GOAL**

**At end date of the learning plan:**

- Determine success as defined by goal and plan
- Guide group to reflect on how work impacted students
- Commit to continued implementation
- Report and distribute outcomes
- Repeat steps 3-6 if needed
- Celebrate efforts and progress

**6 EVALUATE & REFLECT**

**Create a learning plan that includes:**

- Resources available in district/school
- Additional resources and outside experts if needed
- Individual, small group, and whole group learning
- Time for practice and evaluation

**3 CREATE A PLAN**

**Allow time for teachers to practice while:**

- Classroom observations with feedback continue
- Opportunities for peer observations/feedback are provided
- Teachers self-monitor and report on their efforts
- Group check-in conversations are held
- Measurements in teaching change are analyzed

**5 CONDUCT PRACTICE**

**Provide professional learning that:**

- Aligns with the agreed upon goal and plan
- Connects to classroom practice
- Incorporates collaboration and reflection
- Provides autonomy for teachers
- Empowers teachers to make a change

**4 PROVIDE LEARNING**