System: **Coherent Instructional System**

Structure: **Deliver Quality Instruction**

Process Name: **Evaluate Instructional Delivery**

School-level  District-level

**Purpose of the process:**

To monitor and increase the collective quality of instructional delivery through formal and informal observation and feedback cycles.

**Who is responsible for monitoring this process?** Principal

| **Action Step** | **Position Responsible** | **Link to applicable tool(s)/resource(s)** | **Action Step Completion Date** |
| --- | --- | --- | --- |
| 1. Develop schoolwide rubric of effective practices for instructional delivery based on TAPS rubrics | Assistant Principal of Instruction | [GaDOE Teacher Assessment on Performance Standards (TAPS) rubric](https://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Documents/FY15%20TKES%20and%20LKES%20Documents/A_TAPS%20Standard%20Rubrics%20C2.pdf) |  |
| 1. Develop data collection tool for observation and feedback cycles | Assistant Principal of Instruction | [Classroom Walkthrough Checklists Development Process](http://www.doe.in.gov/sites/default/files/turnaround-principles/classroom-walkthrough-development-samples.pdf) (Indiana DOE)  [Teacher Observation and Feedback Tracker](https://view.officeapps.live.com/op/view.aspx?src=https://tntp.org/assets/tools/NSA-USI_Observation_Tracker_TSLT_3.12.xlsx) (Uncommon Schools) |  |
| 1. Review the observation and feedback cycle protocol (see Effective Leadership: Ensuring high quality instruction) | Assistant Principal of Instruction | [Observation and Feedback Scheduling Best Practices](http://text.nycenet.edu/NR/rdonlyres/277DE44A-90B5-439E-AA66-B5E9A5845B82/0/6SchedulingandFeedbackBestPractices.pdf) (NYC DOE) |  |
| 1. Provide professional learning on formal and informal instructional observation and feedback cycles to all instructional leaders (administrators, instructional coaches, department chairs, and grade-level teams) | Assistant Principal of Instruction | [Observation and Feedback Resources](https://tntp.org/teacher-talent-toolbox/explore/observation-and-feedback) (TNTP)  [Using Classroom Walkthroughs to Improve Instruction](https://www.naesp.org/resources/2/Principal/2009/M-A_p30.pdf) (NAESP) |  |
| 1. Define and communicate expectations for effective practices for instructional delivery based on schoolwide rubric to faculty | Principal |  |  |
| 1. Define and communicate expectations for observation and feedback process to faculty | Principal |  |  |
| 1. Conduct inter-rater reliability observations to assure consistency and reduce the variability of observation outcomes and feedback | Leadership Team Chair | [GaDOE Inter-rater Reliability TKES Quick Guide](https://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Documents/FY15%20TKES%20and%20LKES%20Documents/QG%20-%20TKES%20-%20Inter-Rater%20Agreement%20or%20Reliability.pdf)  [Inter-rater Reliability Sample Tool](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=4&cad=rja&uact=8&ved=0ahUKEwiC7ZWjw9HTAhUJTSYKHZ3MAngQFgg9MAM&url=http%3A%2F%2Fwww.doe.virginia.gov%2Fsupport%2Fschool_improvement%2Ftech_assistance%2Faarpe%2Fsession_4%2Faarpe_session_4_inter-rater_reliability_protocol_condensed.docx&usg=AFQjCNEcq4ZN1oE_xONY2S410SDVh2Q06w) (Virginia DOE) |  |
| 1. Distribute observation and feedback cycle schedule and monitoring caseload across all instructional leaders (see Effective Leadership: Ensuring high quality instruction) | Principal |  |  |
| 1. Conduct observation and feedback cycle based on schoolwide timeline and collect data | Leadership Team Chair | [Observation & Feedback: Six Steps to Effective Feedback video](https://www.youtube.com/watch?v=EBBlhoFfqwk) (Uncommon Schools) |  |
| 1. Disaggregate and analyze observation and feedback data collaboratively with the instructional leadership team | Leadership Team Chair | [Sample Teacher Feedback Tracker](https://tntp.org/assets/tools/NSA-USI%20Sample+Development+Tracker%20TSLT_0311.pdf) |  |
| 1. Collaboratively plan appropriate teacher-focused interventions, enrichments and celebrations with the instructional leadership team | Leadership Team Chair |  |  |
| 1. Communicate the plan for intervention, enrichment, and celebrations to appropriate faculty members | Observer |  |  |
| 1. Implement teacher-focused interventions and enrichments | Instructional Coach |  |  |
| 1. Monitor the impact of focused interventions and enrichments on teacher practice during next cycle | Observer |  |  |

**What information or resources are needed to complete the process (including funding if applicable)?**

* Observation Tools
* Observations and feedback protocol (see *Effective Leadership: Ensuring high quality instruction*)
* Instructional delivery expectations and school wide norms (See *Establish Planning Foundation*-School SOP)
* Accountability documents and protocols: agendas, minutes, team logs, unit and lesson templates, data protocols, assessment blueprint, monitoring forms (See *Establish Planning Foundation*-School SOP)
* Sample observation rubrics/checklists
* Sample documentation templates for feedback
* Research on effective observation/feedback cycles
* Classroom observation process (See *Evaluate Instructional Effectiveness-*School SOP)
* Schoolwide observation and feedback cycle timeline
* School wide and district calendar
* Data analysis protocol

**How do you know when the process is implemented?** When data analysis shows a positive impact on teacher practices and student achievement

**How long does the process typically take?** A school year

**What is produced/made by the process?** An increase in the effectiveness of instructional delivery and a decrease in the variability of instruction

**As you implement this process consider its impact and effect on the five Systems of Continuous Improvement. What adjustments should be considered? What new processes will be needed?**

|  |  |
| --- | --- |
| Coherent Instructional System: | Consider how this process is related to the monitoring of planning teams, and align the two processes accordingly. |
| Effective Leadership System: | Develop a process for selecting targeted faculty to participate in this process and cultivate their leadership skills to assess the schoolwide quality, and reduce the variability, of instructional delivery. |
| Professional Capacity System: | Implement professional learning specific to teacher needs as identified by the data from this process. Establish a process for systematic teacher feedback cycles. |
| Supportive Learning Environment System: | Regular monitoring of instructional delivery and focused feedback can assist with alignment of tiered systems of support and academic norms for students. Develop processes to solicit student input into the effectiveness of instructional delivery. |
| Family & Community Engagement System: | Develop processes to engage family and community entities in supporting instructional delivery with qualitative, quantitative, and perception data. |

***Disclaimer:***

We have taken all reasonable care to ensure that the information contained within these pages is accurate and up-to-date. We do not endorse any non-Georgia Department of Education websites or products contained within these pages or through external hyperlinks. This document contains only a sampling of available resources and in no way should be considered an exhaustive list of available resources. It is at the discretion of individual districts and schools to determine appropriate resources to serve stakeholders.