



Lever **5** Effective Instruction

Campus leaders provide teachers with job-embedded professional development, including observation and feedback cycles, and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students.

Essential Actions:

5.1 Professional development for effective classroom instruction

- Campus instructional leaders provide training and support so that teachers consistently implement content specific best practices.
- Campus instructional leaders provide training and support so that teachers consistently implement research based best practices for delivering rigorous instruction in any content.
- Campus instructional leaders provide training and support to teachers on consistently implementing strategies for inclusion and support for students who are members of special populations groups.

5.2 Build teacher capacity through observation and feedback cycles

- Campus instructional leaders use established tools and processes to conduct observations, capture trends, and track progress over time.
- Campus instructional leaders determine the frequency of observations based on teacher needs and student results on formative assessments.
- Campus instructional leaders lead observation debrief conversations as soon as possible (within 2-3 school days) of observation and focus on the implementation of a high leverage goal or action step.
- Observation debrief conversations feature follow-up on prior goals or action steps, clear models, and opportunities to practice.

5.3 Data-driven instruction

- Campus instructional leaders review disaggregated data to monitor the progress of all students, provide evidence-based feedback to teachers, and inform instructional responses.
- Campus leaders facilitate a consistent process for teachers, individually and in PLCs, to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to respond.
- Campus leaders provide teachers with protected time for in-depth conversations about formative student data and possible adjustments to instructional delivery.
- Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.